

JOBS

A Manual for Teaching People Successful Job Search Strategies

An implementation and training manual developed by:
Joan Curran, Paula Wishart, John Gingrich
and
The JOBS Project Staff

May, 1999 Edition

Michigan Prevention Research Center (MPRC)
Institute for Social Research
University of Michigan

The JOBS Project was funded by
The National Institute of Mental Health
Grants MH39675 and P30MH38330



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A guide for teaching people
successful job search strategies

JOBS Implementation Manual

developed by Joan Curran
with JOBS Project Staff

and

JOBS Workshop Protocol & Handouts to Participants

developed by
Paula Wishart and John Gingrich

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PREFACE

The JOBS project is part of a larger research program conducted at the Michigan Prevention Research Center of the Institute for Social Research, University of Michigan, Ann Arbor and supported by the National Institute of Mental Health. The goals of the project are to develop and test a preventive intervention program designed to help unemployed persons cope with job loss and develop successful strategies for finding high quality employment.

The major themes of this project evolved from studies of unemployment conducted at the Institute for Social Research by Robert Caplan, Amiram Vinokur, Ronald Kessler, James House and Richard Price (Kessler, Turner, and House, 1987; Kessler, Turner, and House, 1988; Kessler, Turner, and House, 1989; Price, 1987; Vinokur and Caplan, 1987; Vinokur, Schul, and Caplan, and Williams, 1987). Those studies showed that the mental health of individuals who lose their jobs often deteriorates. The studies also indicated that when unemployed persons find work again, they regain their previous levels of mental health and well-being. Research conducted by the Michigan Prevention Research Center suggests that a primary long-term goal of a preventive intervention for the unemployed should be to provide participants with personal resources and skills that promote reemployment. These skills and resources not only aid in the initial task of finding employment, but are available to cope more effectively with subsequent planned or unplanned job transitions.

Based on experience gained from the earlier studies, the first JOBS preventive intervention was designed and tested during 1986 in a randomized field experiment. The findings from three periods of follow-up over two and one half years demonstrated that the intervention accomplished its goals (Caplan, Vinokur, Price and van Ryn, 1989; Price, van Ryn and Vinokur, 1992; Vinokur, van Ryn, Gramlich and Price, 1991). Because of its success the JOBS project was granted the 1990 Lela Rowland Prevention Award from the National Mental Health Association.

The JOBS II project, also supported by the National Institute of Mental Health, replicates the earlier program on a wider scale, with major improvements in the design and evaluation of the intervention. It consists of a one-week seminar focusing on job-search strategies and skills. The intervention phase of this study ended in August 1991. A follow-up study of 2,004 unemployed respondents and 1,670 of their significant others (spouses and partners) is currently being conducted to evaluate the effects of the JOBS II intervention on the participants.

Joan Curran, the author of the JOBS II intervention manual, has played a leading role in the effort to restructure the seminar program and to hire, train and supervise those who later delivered the intervention. In collaboration with Michelle van Ryn, who worked on the JOBS I project, she has documented the principles and methods of the intervention program as a set of authoritative guidelines that will surely be of benefit to others. Because of its specific detail and emphasis on practical measures, we are confident that the JOBS II preventive intervention manual can serve as an effective, flexible model that can easily be adapted to the needs of other professionals who seek constructive ways to improve the motivation and coping skills of persons in other kinds of stressful circumstances.

Amiram D. Vinokur and Richard H. Price
August, 1992

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We would like to thank the Directors of the Michigan Employment Security Commission, S. Martin Taylor, Richard Simmons, Jr., and Jack Barthwell, and the Director of Region II, June Cotton, the branch managers, Clydessa Hill, Margaret Sherman, Maria Wood, and Dan Privich and their staff for the support and cooperation that was extended to the JOBS project.

We also thank our visiting scholar, Mette Eldevik, who observed the entire training process and the intervention sessions and provided numerous valuable comments and suggestions.

The hard work and dedication of the team members of the project's staff and their cooperation made the most significant contribution to the success of the project. The project's teams and the members who played major roles in these teams are listed alphabetically below:

Research Team: Catherine L. Buck, Robert D. Caplan, Richard H. Price, Michelle van Ryn, Amiram D. Vinokur

Intervention Development Team: Robert D. Caplan, Joan Curran, Michelle van Ryn

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I. INTRODUCTION

The purpose of this manual is to describe how the JOBS II preventive intervention program was carried out so that others can replicate it and achieve similar results. The JOBS intervention program is conducted as a seminar for people seeking employment. The seminar, which consists of five half-day sessions, focuses on (a) identifying effective job-search strategies, (b) improving job-search skills and the effectiveness of job-search efforts and, (c) increasing the self-esteem, confidence and motivation of the participants in their job search. The intervention program has the dual goals of promoting reemployment in high-quality jobs and preventing poor mental health among the unemployed.

The JOBS project is funded by the National Institute for Mental Health and is part of the research program of the Michigan Prevention Research Center, Institute for Social Research, University of Michigan. JOBS II builds upon its predecessor, JOBS I, that successfully developed and tested a job-search seminar for unemployed persons. Results of research on the JOBS I program have been published in a number of articles (e.g., Caplan, Vinokur, Price and van Ryn, 1989; Vinokur, van Ryn, Gramlich and Price, 1991; Vinokur, Price and Caplan, 1991; Price, van Ryn, and Vinokur, 1992). The research results attest to the strong beneficial impact of the intervention on its participants.

In the JOBS II project, the seminar has been restructured and improved, and its hiring, training, monitoring and supervising procedures have been consolidated. In 1991, the JOBS II intervention seminar was delivered to 670 unemployed people who were recruited from the unemployment lines at four offices of the Michigan Employment Security Commission (MESCC) in southeastern Michigan. Between March and August, 1991 three pairs of male-female co-trainers conducted 43 weekly seminars for groups of unemployed persons as part of the study of the JOBS II program. In this manual we outline the implementation process so that others may benefit from our experience.

The implementation of a program of this scope requires a broad organizational structure for supporting the effort and for managing and coordinating the various components of the operation. This support structure must deal with recruiting the unemployed, training trainers, locating and renting rooms for the seminar, providing materials and scheduling the seminars, and all personnel matters involving hiring, supervising, monitoring and paying the administrative, support and trainer staffs.

To facilitate the coordination of the project's components, we established four semi-autonomous teams: 1.) the trainer group, led by a supervisor, 2.) the research team, led by a project director, 3.) the office operation and administration team, led by the office manager, and, 4.) the participant recruitment team, led by a supervisor. Coordination among teams was

accomplished through weekly project meetings and daily contact among the team leaders or their assistants. As necessary, the teams arranged their own separate team meetings to deal with specific tasks.

Obviously, the implementation of the JOBS II seminar in a host organizational setting will require adaptations to the needs and characteristics of the new setting. Such changes are needed to promote the sense of "ownership" by the host organization, which has been shown in many studies to be a critical factor for successful implementation (Tornatzky, 1983). In numerous ways, adaptation of a program such as this one represents an organizational reinvention (Price and Lorion, 1989) coupled with an attempt to maintain the essential structures and processes that contribute to the success of the program. However, the core features of the training itself should be replicated as precisely and carefully as possible.

The JOBS seminar represents the recommendations of the best experts in the field today. However, it is important to realize that the specific content and recommendations imparted in the seminar do not account for the success of this program by themselves. Our first-hand experience, coupled with formal and informal evaluations and feedback from the participants, suggests that the most critical elements of the program are the learning processes through which the content is delivered. Throughout the training manual, numerous instructions are provided so those learning processes can be duplicated reliably.

A major problem posed by unemployment is that it tends to rob people of their feelings of competence at a time when they need them the most. The success of an intervention that attempts to improve job-search skills and promote job-search efforts is largely dependent on the extent to which it can also address the motivational and learning needs of unemployed persons coping with stressful life circumstances. Thus, the JOBS II seminar seeks to enhance the self-esteem of the participants, to provide them with the social skills necessary for networking, contacting potential employers and interviewing successfully; and to inoculate them against the setbacks that are part of the search. The personal empowerment of the participants is our true underlying mission. The job-search skill content of the intervention seminar is used as a vehicle for helping participants feel competent and confident. It is this confidence that will be the true source of their success.

To achieve these goals, the seminar seeks to engage participants on a personal level. It is conducted as a workshop led by a pair of co-trainers who introduce the topics to the group and facilitate the group activities. Most of the seminar time is devoted to group discussions aimed at diagnosing problems, identifying potential setbacks and difficulties, offering solutions and developing the necessary skills for implementing those solutions. Because the participants themselves generate the personal knowledge, solutions and strategies to tackle setbacks in a reliable and repeatable framework, the process offers them a high degree of personal relevance. Whereas active learning is achieved by the group discussions, activities and role-playing exercises, the emotionally supportive elements of the program are generated by the trainers, whose positive attitude is quickly modelled by the participants in their interactions with one another.

Although there is considerable and intended overlap among the processes in the intervention, they can be summarized by the following essential components: 1.) job-search skill training, 2.) active teaching/learning methods, 3.) inoculation against setbacks, 4.) trainer referent power, 5.) social support. A more detailed description of these components follows.

1. Job-search skill training

Participants are invited to acquire and rehearse job-search skills in a safe and supportive environment. They are taught the techniques job-search specialists recommend most highly using a learning process based on social learning theory.

2. Active teaching/learning methods

The learning process is almost entirely active and uses the knowledge and skills of the participants themselves, elicited through small and large group discussions, brainstorming and other activities. Participants spend much of their time rehearsing new skills and giving each other support.

3. Inoculation against setbacks

Stress inoculation training is a coping process notable for its emphasis on a collaborative relationship between client and professional helper, and for its supportive clinical guidelines. We have adapted it so that it is part of a group problem solving process. The process involves identification of specific problems, generation of possible behavioral or cognitive responses, evaluation of responses, skill acquisition, and behavior rehearsal, try-out and reevaluation. We emphasize an extension of this process that we call "inoculation against setbacks", in which the group anticipates possible barriers and prepares solutions to overcome them.

4. Trainer referent power

The power or influence a trainer has with a group is based on whether or not the participants perceive the trainer as a referent person whom they esteem and whose respect they desire. This requires that trainers build trust and reduce social distance by offering participants unconditional positive regard and specific positive feedback. Trainers also engage in moderate self-disclosure and encourage self-disclosure on the part of the participants.

5. Social support from trainers and group

In the JOBS program, trainers express empathy for the concerns and feelings of the group, and encourage their coping efforts. Trainers model and reinforce supportive behavior, and the group exercises provide opportunities for the participants to demonstrate supportive behavior toward each other.

This manual is structured chronologically. It describes the steps necessary for setting up and implementing the program: the process of hiring the trainers (Chapter II), the training period for the trainers (Chapters III-VI) and the intervention seminar itself (Chapter VII). Each chapter includes activities and exercises as well as actual scripts describing how to address the topics presented in the training and seminar sessions. To make the manual as useful and practical as

possible, we have included many appendices and handouts that contain illustrative information complementing the contents of each chapter. Unless otherwise indicated, pertinent appendices or handouts immediately follow the chapter or seminar session in which they are cited. Appendices A and B at the end of the manual contain, respectively, guidelines for selecting a site for the seminar and observation forms for its five sessions.

II. SELECTING AND HIRING THE TRAINERS

The selection of the trainer pairs who will deliver the intervention is a critical component of the program. The success of the intervention relies upon the trainers' mastery of positive reinforcement, for without it, the advantages of the intervention are lost.

The trainers must be able to consistently enhance the feelings of competence of the participants, and this calls for skills and traits not possessed by everyone. This chapter describes in detail the process by which trainers are hired to insure that they have the necessary skills. The screening process consists of the following steps: creating a job posting; screening resumes; conducting the preliminary interviews; calling the references provided by the candidates; holding the final audition interviews; creating complementary teams; and deciding whom to hire.

1. The job posting

A detailed job posting should include all the things that might make some candidates choose not to apply for the job (salary, time and travel requirements, hours). It should also highlight the appeal of the job and make good candidates want to apply. A sample posting is shown in Appendix II.A. The positions are advertised in the newspapers and via flyers mailed to organizations that might supply good candidates (chapters of the American Society for Training and Development, university departments of social work or education, etc.).

A time-saving screening device is to direct applicants to leave their name and address on a telephone-answering machine. The respondents are then mailed a copy of a more detailed job description and a short application. This eliminates a great deal of in-office labor and walk-in traffic.

2. Screening resumes

Screening is done by the hiring supervisor or a member of the interview team. He or she sorts out clear "no's" (persons whose resumes or cover letters give no indication of the desired attributes), and clear "yes's" (those who show promise), and circulates the credentials of the "yes's" and "maybe's" to other members of the interview team for their input. Note that any candidates who have made the effort to have some form of personal contact with members of the project are demonstrating techniques espoused in the intervention seminar and deserve additional consideration.

3. Criteria for assessing candidates

It is easy to assume that someone who has experience in a similar area of adult training will therefore have the attributes you are looking for in a trainer. Frequently this is not the case. Therefore, it is more effective to identify the specific personal traits that characterize a good trainer and hire the person who possesses them. In building assessment criteria it is helpful to

make a distinction between attributes that can be improved through training (e.g., public speaking or active listening skills) and those that should already be possessed by the candidate (empathy, reliability).

a. Personal traits exhibited by a trainer

Listed below is a collection of general descriptive terms that characterize promising trainers.

Personal Traits:

personable, empathic, flexible, sensitive, nurturing, self-confident, non-cynical (has a positive outlook), energetic, mature, sociable, likes to work with people.

Ability to meet commitments of the job:

reliable, intelligent, committed to the project, has stamina, meets assigned deadlines, willing and able to stick to the intervention protocol, handles demands of the job (long hours, travel, on time) without resenting the project staff or feeling misused, tolerant of early-morning or late-evening hours (depending on when the intervention is planned), respectful of coworkers, respectful of participants.

One would be justified in not hiring a candidate who gives strong evidence of lacking any of the above traits or of having negative ones. Persons who are negative or cynical tend to reveal that cynicism in numerous ways--rolling their eyes, making flip remarks, showing mean-spirited humor or interrupting others--which can work covertly to diminish the self-esteem of the participants and project staff. Likewise, a person who misses appointments or whose references suggest that he or she may be unreliable is likely not to fulfill assigned duties and will constitute a drain on your team.

If candidates give any indication that they will damage participant self-esteem or be a drain on the motivation of the rest of your staff, avoid them, regardless of whatever other talents or charms they may possess. Such persons are too "expensive" to be hired.

b. Skills and experience required for a trainer

Once the personal traits have been established, the next criteria to consider are the candidates' skills. These are abilities such as public speaking, and group facilitation. Experience in these skills, although important, is secondary to the personal traits listed above. Skills can be learned or improved on the job; most traits are inherent and difficult to change.

If the candidate possesses only minimal or unpolished skills, they can be enhanced during the extensive training period or by pairing a trainer with a partner of complementary skills (e.g. placing a co-trainer with warm personal skills but a lack of stand-up training experience with a more experienced partner). The ultimate goal is to create a balanced team combining the desired attributes.

The skills to look for in a candidate for a trainer position include the following:

Communication:

- Well-developed speaking skills
- Ability to listen
- Talent in giving feedback
- Skill at facilitating group process

Experience that may lead to the desired skills and traits includes:

- Training adults
- Facilitating small groups
- Working with a co-trainer or team
- Constructive conflict management

Although trainers do not need to have suffered unemployment themselves in order to be effective, such experience should be considered an asset. It allows the trainers opportunities for self-disclosure that can create a bond between them and the participants.

4. The Preliminary Interview

Before interviews are conducted, several preparations must be completed. These include review of the hiring criteria and interview guidelines. Interview teams have to be combined and coordinated. The interview team consists of two or three persons: the hiring supervisor and one or two others who will work closely with the trainers. Different questions are assigned to be asked by each member but all members have the responsibility of observing the applicants and making notes.

To facilitate the process, an interview protocol is agreed upon by the team and then is written and duplicated. The interview script (see the example in Appendix II.B) leaves space for comments after each question. The combined observations of all the interviewers become part of the candidates' file and will be used in the deliberations on whom to hire.

To a certain extent, the interview team must rely on subjective impressions to assess the personality strengths of the candidates. One way to evaluate these traits is to have the interviewers independently rate the applicant on a semantic differential scale (i.e. warm-cold, trustworthy-untrustworthy). An example of such a scale is provided in Appendix II.C.

The interview elicits information about the candidate's background, sets up some scenarios to determine how he or she would handle certain situations and generally allows the applicant to react to the potential demands of the job. Time is also allotted for the candidate to ask questions of the interviewers. The goal is to assess the candidate's experience, skills, motivation and personal traits as they relate to the trainer position, not to create an artificially stressful situation. To induce the best responses, the atmosphere must be friendly; an interrogation-style interview will not give a true picture of the candidate's style and personality.

Watch for clues that indicate the desired traits of a good trainer. Is this person able and willing to make self-disclosures or is he or she very guarded in discussing past behavior or

qualities that are less than perfect? The ability to reveal past weaknesses or difficulties openly and objectively is used in the intervention program to generate trust between trainers and participants. Will this person be able to build feelings of trust, provide positive reinforcement and nurture the self-esteem of the participants?

In some cases, soon after the interview has begun, it will be obvious that a candidate does not meet the requirements. For example, he or she might characterize unemployed people as unmotivated or lazy, speak in a manner that is difficult to hear or understand, use a monotonous voice, or have a demeanor that is cold or forbidding. If during the interview one of the principal interviewers feels that the candidate is definitely not appropriate for the job, time can be saved by cutting the interview short. To do that smoothly you need to establish a pre-planned phrase that an interviewer can interject at any time to indicate to the others his or her definite view of the candidate (e.g., "That's all the questions that I have--what about you?"). The other interviewers can continue to ask questions if they see some potential in the candidate. If not, they can draw the meeting to a close by asking the candidate if he or she has any final questions. This arrangement allows for an early exit from an interview.

The full interview usually lasts about one hour. It is important to conclude by describing to the candidate the next step in the selection process: the audition, in which "finalists" deliver a mock training session following a prescribed script (Appendix II.D). As a time-saver, you may choose to give the audition script to all candidates at the first interview. In that case you might say, "We are giving the audition script to all candidates now rather than trust the mail to get it out in a timely manner. Look it over but don't invest too much time in it unless you get our call." Thank the candidates for coming and try to leave them feeling good about the interview.

After the first couple of interviews, rank the candidates on a scale, determining whether each new interviewee is greater than, lesser than or equal to the others on the list. The number of candidates you choose to interview will vary with the quality of your candidate pool. During the JOBS project, we received over 100 resumes/inquiries about the job and we interviewed 19 candidates, auditioned 12 and selected 6 to become trainers in the project.

5. Obtaining references on the candidates

Information provided by references can tell you a great deal about a candidate. In particular, it can help you to avoid hiring the wrong person. Good candidates should be able to supply names of people who will speak well on their behalf; however, many applicants do not choose their references with care. Whom they chose and what their references say can be very revealing. In fact, many references are surprisingly frank and may reinforce concerns that you felt during the interview.

To obtain relevant information, ask the candidates specifically for professional references of someone they've worked with on a regular basis. Phone numbers of personnel offices that can only verify dates are of limited value. Can the applicant provide names that are recent, local and available? References from persons who have not worked with the candidate in the last five to ten

years, references that can't be reached by phone, and candidates who are not new to the area and yet have no local references should be viewed with some skepticism.

A script that outlines a telephone call to obtain reference information is provided in Appendix II.E. The calls do not have to be made by a member of the interviewing team. With this script, a trained and trusted assistant or other staff person who has good sense and a nice phone manner can make these calls and obtain the required information. The scripts become part of each candidate's file for future deliberations.

6. The audition interview

In the audition each "finalist" plays the role of a trainer, presenting material and facilitating activities for a group of staff members who play the role of participants.

The audition material (Appendix II.D) is based on a segment from the intervention in which the trainer asks participants to "think like an employer" and to generate a list of traits desired in an applicant for a specific job. It requires the trainer to give instruction to the group and to set up an activity as well as to give feedback and reinforcement to the participants. Each audition session lasts approximately 20 minutes: 15 minutes for the audition itself, the remainder for the participants to fill out an evaluation form (see Appendix II.C).

The mock participants for the audition may be drawn from staff members or other interested parties. It is important to give them a specific description of the characteristics you are looking for in a candidate and instruct them not to be deliberately difficult. The real purpose of the auditions is to elicit an example of the candidates' speaking and training skills.

7. Creating complementary teams

The experience of the JOBS intervention strongly suggests that group facilitation by a pair of co-trainers is more effective than facilitation by a single individual. The large volume of materials and activities in the program, and the mechanics of their delivery (setting up activities, passing out handouts, putting up graphics, fielding questions, etc.), would not allow a single trainer sufficient time to devote to the important tasks of giving supportive feedback and nurturing the self-confidence of the participants. A pair can create more energy and interest among the participants and have a greater capacity to listen, monitor group activities and give feedback than a single trainer. The challenge then becomes to create a training team with the best possible combination of traits and skills.

An effective team needs to have a balance of four basic roles: the energizer, who creates enthusiasm; the nurturer, who responds to people's feelings and offers reinforcement; the doer, who moves the process forward and gets things done; and the recorder, who manages details and makes things run smoothly.

Each trainer will perform each of these roles at different times throughout the training, but to expect one person to fill all four at once is unrealistic. Each candidate will possess his or her own strengths, and a balance of skills within the pair must be struck. For example, a candidate

who is inexperienced but enthusiastic and who offers the desired personal traits can be paired with another who has confidence and experience but less outward energy. Together they give an impression of enthusiasm, support, knowledge and maturity and are a powerful combination.

The JOBS research study used male/female partners in all of its co-trainer pairings to increase the likelihood that participants would always be able to relate to at least one partner. But as a hiring criterion this is secondary to finding a combination of people who can effectively nurture feelings of confidence in participants and be comfortable making disclosures about themselves.

The final criterion for matching is, "Can these two people work together with a minimum of conflict over the long haul?" Since making a complementary team sometimes means pairing persons of very different temperaments, you must recognize that some combinations won't work. Ask finalists to give some thought to characteristics they would like in a co-training partner and characteristics that would make the relationship difficult. A sample of a form that may be used for their responses is in Appendix II.F.

8. Final Selection

The training supervisor, who will oversee the training of the candidates and will hold the ultimate responsibility for their performance, should be the person who decides whom to hire. The volunteer participants in the audition interview do not necessarily have the broadest vision of what is essential for the program. If, for example, they hold a traditional view of what a trainer or teacher should be, a candidate's dynamic speaking style may lead them to overlook certain traits, such as a rigidly controlling or inflexible personality.

The ranking scale used throughout the interviews is adjusted based upon the results of the audition. The persons at the very top of the ranking, who possessed the greatest combination of the desired traits and skills, are an automatic first choice. Other candidates whose traits and skills were good but perhaps not as well rounded as those of the top choices are then viewed with an eye to creating a good combination with the first selections.

The expectations that trainers form of what is required of them will have long-term effects on their performance. It is natural for applicants for the training position to focus on the positive aspects of the position and to underplay or not adequately consider the negative ones. In the JOBS I project we found that inadequate clarification of what is required from the trainers led to disappointment, resentment, conflicts with other members of the project support staff, and burnout. We therefore recommend that once the final selections are made, a very detailed job description (see Appendix II.G) be given to the trainers prior to the conclusion of their formal hiring for the position. The project director and the training supervisor should go over the job description item by item and provide as much information and clarification as possible regarding what the trainers will be required to do. We also recommend that trainers sign the job description and keep a copy for their records. It is also highly desirable to give them a calendar and schedule

of activities for the entire period, from hiring through training, pilot testing and subsequent implementation.

Obviously, the trainers' performance is critical to the success of the seminar. Our experience suggests that a period of about seven weeks of full-time training, including pilot tests, is necessary for trainers to achieve adequate levels of performance. Upon completion of training, facilitators in our project were expected to conduct the JOBS seminar during the ensuing 22 weeks. Toward the end of the second week of training our observers noticed that the trainers' performance and enthusiasm had deteriorated. Thus we decided to rotate the schedule of the three trainers teams so that after two weeks of conducting the seminar each team spent one week working in the office (while the other two teams conducted the seminar). This arrangement gave the facilitators time to rest after two intensive weeks and seems to be effective in preventing burnout.

During their week of work in the office, the trainers were assigned miscellaneous tasks by the office manager and the research team. One of their week days was devoted to the assignment of attending and observing a full seminar session conducted by another trainer team. They were required to fill out and turn in observation forms for the session they had attended and were credited for a full work day for that task. Other tasks for the trainers included calling and recruiting participants to the seminar that they themselves would conduct during the following two weeks. The trainers were also assigned many clerical duties, such as preparation of material for mailings and the input of data in computerized data bases.

Once the chosen trainer candidates have been hired, they are ready to begin their training. Like the intervention seminar itself, the training program deliberately avoids a didactic "lecture and listen" style; rather it relies on active learning methods and group discussions. The training sessions are therefore designed as an active model of the processes generated in the intervention seminar. Although facilitators are trained to adhere to a strict protocol, it is impossible to control every word that comes out of their mouths. Unanticipated situations will always arise for which a "policy" does not exist. Instead of asking the new trainers to follow long lists of rules, we must rely upon the effectiveness of the processes that constitute our program, and remember our common mission. We model support and empowerment with the trust that the trainers will consistently offer the same to the participants in the JOBS seminar.

The four chapters that follow describe the seven weeks of the training program: Orientation (three half-day sessions), in which the new trainers are introduced to the JOBS project and its staff; the Mock Intervention Seminar (one week), which the trainers experience as "participants"; the Trainers' Forum (one week), a series of mini-workshops in which the new facilitators polish their skills; and the Rehearsal Period (four weeks).

APPENDICES FOR CHAPTER II

APPENDIX II.A

Sample Position Posting

TRAINERS/GROUP FACILITATORS NEEDED

**TO DELIVER A PROVEN SELF-ESTEEM AND SELF-EFFICACY
ENHANCING JOB-SEARCH SKILLS PROGRAM TO UNEMPLOYED
INDIVIDUALS IN SOUTHEAST MICHIGAN.**

We are looking for caring, warm and skilled trainers with group facilitation, training and/or adult education experience to deliver a series of week-long programs in the Greater Detroit Metropolitan Area. Travel required.

This job will start December 1, 1990 and continue to October 30, 1991. The program begins at 8:30 a.m., so you must be a morning person!

\$540 per week
(plus expenses)

Quality Training and
Supportive Supervision Provided

This job guarantees a growth experience. You will know you are making a difference.

For more information, call 930-0468 by October 22, 1990.

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University of Michigan
Institute for Social Research

7. The participants in this program are all recently unemployed adults. What, from your experience, is special or unusual about this group?

8. Have you ever worked as a co-trainer or co-facilitator? PROBE: What do you think the advantages are/would be? What do you think is/would be difficult about it?

9. What is your approach to providing people with feedback?

10. SCENARIO: You have observed three people in your class performing a role play of an interview. Some of the things they have done were effective and others were not. How would you go about giving them feedback or reinforcement?

15. This training is/may be different from your previous training experience because the participants' feelings of being competent and confident are more important than their ability to accomplish a particular skill. This means leading the class according to specific guidelines, not being the "expert" but helping members find the answers themselves. PROBE: How do you feel about that?
16. Why are you interested in this job?
17. How do you feel about the nature of this project in relation to your future plans? PROBE: Would you be able to guarantee us that you would stick with the project for _____ (name desired time)?
18. Do you have any questions that you would like to ask us?

APPENDIX II.C

Trainer Candidate Evaluation Form

Trainer Candidate: _____

Personal traits

unsympathetic	1	2	3	4	5	sympathetic
cold	1	2	3	4	5	warm
rigid	1	2	3	4	5	flexible
uninteresting	1	2	3	4	5	interesting
negative	1	2	3	4	5	positive
insincere	1	2	3	4	5	sincere
not confident	1	2	3	4	5	confident
dull	1	2	3	4	5	enthusiastic
insensitive	1	2	3	4	5	sensitive

Delivery skills

unprepared	1	2	3	4	5	prepared
unclear	1	2	3	4	5	clear
monotone	1	2	3	4	5	varied voice
inaudible	1	2	3	4	5	good volume
not in control	1	2	3	4	5	in control
no eye contact	1	2	3	4	5	frequent contact

Evaluator: _____ (Use the back of this sheet for comments)

APPENDIX II.D

Audition Protocol

NOTE: Your audition time will be about 15 minutes. It is not of prime importance that you complete the whole script in that time. In this scenario you are joining a hypothetical class in progress. Your students are unemployed adults of a variety of ages, sexes, races and levels of education.

A single asterisk [*] denotes an example of what the trainer should say.

A double asterisk [**] denotes what the trainer should do.

ACTIVITY: "THINKING LIKE THE EMPLOYER"

PURPOSE: ESTABLISHING NEED FOR OBJECTIVE SELF-ASSESSMENT

* "We're going to focus now on what goes through an employer's mind when the employer is preparing to hire someone."

* "The technique of 'Thinking Like the Employer' is a method we are going to use throughout this whole program."

* "We do this because putting yourself in the employer's shoes will give you a good idea of what the employer is looking for, feeling, and thinking about."

* "This can really give you an edge over other applicants in figuring out how to look for a job, write a resume, or present yourself in an interview."

1. Instructions and setting the stage

** Give instructions:

* "You'll be assuming that you are employers who need to hire someone. In a moment you'll go through the process of deciding what kind of applicant you want."

* "It's more fun to do this with someone else so I'd like to pair you up."

** Have members split into pairs or use small groups.

** Have persons in each pair or group move chairs to face each other.

** Select one of the following jobs and assign it to the groups:

-A live-in housekeeper

- A manager for the Chez Pierre Restaurant
- A shoe salesperson
- A bookkeeper for a group practice of dentists
- A home-repair person for major appliances

* "The job you will be hiring for is _____ ."

* "It's important that you forget you are job-seekers for now, and really get into being an employer. Use your past experience and your best imagination."

2. Problem identification

* "Now I'd like you to think about what kind of person you want for this job."

* "Take about three to five minutes in your group to make a list of characteristics you want this person to have."

* "What kind of personality strengths? Personality strengths are things about a person like honesty, friendliness, dependability, and so on."

* "What skills? Skills are anything a person can do like type, write well, organize, supervise, operate machinery, deal well with people, and so on."

* "You may also want your employee to fill some other requirements that don't fit under skills and strengths, such as good grooming or reliable transportation, and you may list those as well."

* "Someone from each group should volunteer to record your list."

** Ask for questions.

3. Discussion

** Draw out group responses and POST them on the board:

- a) Going round-robin, ask each group to volunteer one characteristic at a time.
- b) Record each response on the board, making tally marks for duplicate responses.
- c) Continue until all group results are posted or the list is illustrative of examples of all kinds of skills.

** Circulate, praising participants. Try to draw those at risk of isolation into the group discussion and be sure to commend them for their participation.

* "Studies show that personality strengths like honesty, dedication, and self motivation are what employers care about most. In fact the most commonly desired characteristic is dependability."

** Ask participants to compare the posted list with skills they possess themselves.

* "How do the abilities and traits you listed here compare with your own traits and skills?"

* "I bet you didn't realize how important these traits really were."

* "This shows that you already have many of the most important strengths that employers are looking for. This is very important to keep in mind and be proud of!"

* "Remember this exercise whenever you are dealing with a potential employer. You already know a lot of what she or he will be looking for and can use this to your advantage."

** Praise everyone for thorough lists and clear thinking and then conclude.

(NOTE: Your "participants" for the audition are staff members recruited from around the office. They have been instructed to react as "unemployed persons" but to otherwise just be themselves. Be assured that they have not been asked to "act up" or be deliberately difficult.)

APPENDIX II.E

Reference Check Script

Reference for _____ Given by _____

My name is _____. I'm calling from (your organization's name) in regard to _____. He/she applied for a position with us and gave us your name as a reference. Do you have time to answer a few questions on his/her behalf?

What was his/her association with you? (boss, coworker, friend, client, etc.)

What type of work did he/she do for you? For how long?

How reliable was he/she? (showing up on time, absenteeism, following up on promised work, etc.)

How well did he/she get along with coworkers?

What was his/her general attitude toward his/her work?

What was he/she best at?

What was his/her main weakness as an employee?

Would you rehire him/her?

Is there anything else I should know?

APPENDIX II.F

Co-Facilitators Matching List

NAME: _____

As we look to assign co-training partners we'd like to know how you view your own training style and what you'd like to see in a partner. Think about what you like to do the best/least and think about relationships that have helped/hindered you as you answer the following questions.

My strengths as a trainer are (name two or three things that are most characteristic of you as a trainer/facilitator):

Training/facilitation areas that are not my strong points (list one to three areas):

A co-trainer who would best compliment my style would have these characteristics (again, name up to three):

A co-trainer who would drive me crazy would exhibit these characteristics:

APPENDIX II.G

Job Description for the Trainer Position on the JOBS Project

The information below is intended to paint as complete a picture as possible of what the job entails. It is not intended as a contract and should not be construed as such. It is subject to all the rules and regulations of the University of Michigan and the Institute for Social Research.

The main responsibility of the trainer is to deliver a series of week-long (half-day) job-search skills seminars to unemployed participants in the Greater Detroit Metropolitan area. The sessions run from 8:30 A.M. to 12:30 P.M. The trainer will deliver the program in a co-trainer pair.

The job of trainer includes fully paid "trainer training" weeks, beginning December 12th and running through March 2nd. There will be no training sessions or meetings during the week of December 24th to January 1st, which will be paid. Trainers are expected to spend some of that time reviewing the intervention. Trainer training weeks will include in-class time, time for independent readings, time for rehearsal, rehearsal in front of the other trainers and some project staff, a "practice" week delivering the interventions to unemployed persons not included in the study, observing other trainers in their "practice" sessions, and possibly helping out with getting the research project off the ground if needed (see "in-office" responsibilities, below).

The job of trainer involves a rotation of two weeks of training and one week of in-office work beginning the week of March 4th and running until the end of September. Regular trainers' meetings will be scheduled once a month for updates and as an ongoing training forum. These meetings will occur in the late afternoon, e.g., every fourth Tuesday from 2:30 until 4:30. Unpaid vacation time must be scheduled during the office week portion of the rotation, at least six weeks in advance, and only with the supervisor's approval. We will try to accommodate these plans but there may be obstacles we cannot anticipate at this time.

During the training weeks, the trainer is responsible for:

- Arriving at the training site by 7:30 AM on the first day of a new session (Monday), 8:00 AM on the other days.
- Being prepared to deliver the intervention seminars in an enthusiastic, warm and skilled manner.
- Delivering the intervention seminars.
- Ensuring that all materials are ready and in order for each session (including obtaining them from the Ann Arbor office, checking them over, and organizing them).
- Picking up the refreshments for the session.

- Calling up participants who did not come to the session to catch up with them and let them know they were missed. This may involve evening calls from the trainer's home (reimbursable). These calls can be split between co-trainers in any manner agreeable to the co-trainer pair.
- Informing the trainer's supervisor of any problems or unusual circumstances.
- Other miscellaneous tasks, which include the following: making coffee, rinsing coffee pots at the end of the session, tidying up the room after the session, thoroughly washing the coffee pot at the end of the week.
- Maintaining cordial relationships with personnel at the training sites.
- Adapting to an unusual schedule if the Monday of a seminar week is a holiday. The program will still be delivered starting Tuesday of that week and will either run in four five-hour sessions OR will involve one eight-hour day OR will involve training on Saturday AM. One of these plans will also be implemented if a training day is canceled due to a snowstorm or some other unforeseen event.

During the "in-office" weeks, the trainer is responsible for:

- Observing one session of training run by another trainer pair during the week and complete the observer evaluation forms by the end of the session. The session/day of the week will be assigned.
- Signing up for hours of in-office work to be assigned by the research supervisor. This will consist mostly of phone calls. Other in-office work may include stuffing envelopes, organizing materials, making copies, sorting, filing, etc. We hope to be able to limit trainers to no more than 20 hours of office work in a normal week.
- Filling in for a trainer who is sick. During the days in which a trainer is substituting for a sick trainer, he or she will, of course, be exempted from office work.
- It is likely that there will be an occasional "abnormal week" in which special crises may occur (an epidemic among the research staff, for example) and we will ask you to work other hours, or more than your scheduled hours at the office. If, for instance, a seminar session is canceled, you may be asked to make a lot of phone calls to let participants know.

III. TRAINING PERIOD: ORIENTATION

Orientation for trainers consists of three half-day sessions in which they are introduced to the program and incorporated into the team.

The orientation is led by the supervisor of the new trainers, although some segments may also be facilitated by other staff members. The facilitator proceeds as follows:

- Prepares a specific objective for the topic, introduces the topic, either briefly or in-depth depending on the complexity, and often provides a written summary as a handout.
- Leads the group through an exercise or activity (e.g. an "inoculation against setbacks" session, an "Imagine yourself..." scenario, or a variety of other creative exercises).
- Draws out participants' ideas in round-robin fashion, or by requesting reactions.
- Records responses on flip-chart paper.
- Actively reinforces the participants' contributions.
- Encourages group members to answer questions from fellow participants rather than assuming the role of the "expert".

At the end of the segment, the facilitator summarizes what the group has accomplished and may provide background articles or other follow-up information. The flip-chart sheets are transcribed within the next few days and the group members each get a copy to add to their resource file.

Materials needed to carry out the orientation include:

- Flip-chart easel and paper.
- Marker pens and masking tape.
- Three-ring binders for each participant.
- Three-hole punched copies for each participant of:
 - The Topics/Objectives list and workshop descriptions for the Trainers' Forum (Appendices V.A and V.C-V.J from Chapter V).
 - The orientation handouts (Appendices III.A-III.G).
- Reference articles.
- If possible, copies for each participant of a resource book on job seeking (i.e. Guerilla Tactics in the New Job Market, by Tom Jackson (1991), or What Color Is Your Parachute?, by Richard Bolles (1984)).
- Copies of the personnel and payroll paperwork required by your organization.

Note: In our training protocol, one asterisk [*] denotes an example of what the facilitator might say when conducting a training session, while three asterisks [***] denote program instructions or what to do. The scripted lines of what to say are not intended to be memorized and delivered verbatim but are used as the clearest means of describing the essence of what should be conveyed. The program instructions on what to do will include things like when to distribute handouts, general directions for an activity, potential difficulties to watch for, and so on.

Sample answers to discussion questions asked of the whole group are supplied as a service to the reader to give a flavor of what the discussions may be like. Many of these answers are excerpted directly from sessions with trainers in the 1991 JOBS project at the Institute for Social Research.

Breaks are not scripted in this particular protocol but should take place every 60-90 minutes at the discretion of the facilitator.

DAY ONE

- a) Overview. The trainees are introduced to the overall objective of the program and to their role within it. Time is also spent meeting the staff, learning new surroundings and procedures, and filling out the paperwork associated with any new job.
- b) The experience of unemployment. The objective of this segment is to have the group understand the causes of unemployment and its effects on mental health and well-being. Some of the negative stereotypes about unemployed persons are dispelled.
- c) Job-seeking. The trainers learn about the opinions of experts in the field of job-seeking and explore some myths about job-search strategies.

*** Have ready for the members as they arrive a binder in which to collect the resource material they will be receiving each day. Participants can fill out payroll tax forms and other personnel paperwork while you wait for all to arrive.

*** Remember that the new trainers, regardless of their social skills, will be experiencing the same nervousness common to any first day on the job. An underlying goal of this first day is to put them at ease and to have them recognize their importance to the program.

* "Welcome, all of you. We are so glad to have you as part of our team. You will be hearing many times from us how important and vital you are to the success of this program. But for now let me just tell you how glad we are that you are here and how lucky we feel to have found you."

*** Now key members of the project can be introduced. They can give presentations on the history of the JOBS program and describe their own roles in it.

*** If this is the first time the trainers have met each other, ask them to introduce themselves and to include a little background information.

*** If you are already certain who will be paired with whom as co-trainers, you may wish to indicate this now. If you plan to observe the group further before making your final decision, tell them when you will be making the announcements.

*** Describe the agenda of their orientation/training period and distribute copies (Appendix V.A from Chapter V) of the topics for the Trainers' Forum which they will help to facilitate.

*** Ask the group for their questions and expectations about what will happen during their training period. Tie in your responses to the agenda (e.g. "We will cover that on Friday", etc.). Let them know they will be asked to lead mini-workshops during the Trainers' Forum week and that they will determine at the end of this week which topics they would like to facilitate.

*** At the start of each day use an "ice-breaker" (a question or activity designed to help the group get acquainted, disclose things about themselves or draw closer together as a team). After the first day, the job of conducting the ice-breaker goes to the trainers themselves; a volunteer offers to begin the next day. Start with fairly low-risk questions (e.g. "Tell us about the first job you ever got a real paycheck for"), and use more revealing ones as the group comfort level grows (e.g. "What are you most afraid of?"). Allow up to 30 minutes per day for this activity.

*** After the opening remarks, introductions and initial paperwork are completed, a tour of your facility will help everyone feel more at home.

a) Overview.

*** When you have returned to the training room, distribute the *Overview of the JOBS Intervention* handout (Appendix III.A) and describe for the new trainers what the program is all about.

*** Review the main points and ask for questions or reactions.

- * "The processes described here are generated by you. Over the next few days you will begin to see how crucial your abilities are to the success of this program."
- * "As we go along, these pages and others will form the basis of your resource file of information about the program. Some of the information we pass out you will be able to synthesize and use right away, other items you will use later."
- * "Let's take the opportunity to discuss your role as a trainer. We can begin by taking another look at your job description."

*** Pass out copies of the trainers' job description (Appendix II.G from Chapter II). Although the trainers have already seen and signed this document, this is an opportunity to paint a clearer, friendlier picture of the job and what will happen on a day-to-day basis.

- * "Your questions and comments show that you are ready to dive in to discussing what this program is all about. Let's start by looking at the participants who attend the program. Who are the unemployed participants and what does it mean to be unemployed?"

b) The experience of unemployment.

- * "There really is no such thing as a typical participant; they are all just people who are going through a period of unemployment, which can happen to anyone."

- * "Nearly everyone you meet has or will be unemployed at some time in his or her life--including us. So let's draw upon our own experience and talk for a moment about what it feels like to be unemployed. We're going to go around the room in round-robin fashion and share some of your observations."

*** List responses on the flip chart. You should provide the first responses since it may be difficult for members to make self-disclosures this early in their relationship. Reinforce or validate the feelings they express with comments such as, "very perceptive, insightful, observant" or "It's hard to verbalize this stuff, thank you for sharing that thought," and so on.

*** Probe, if needed, with "What does it feel like when you first find out you'll be unemployed?" or "How does it feel after a few months?"

- * "You are a very observant and articulate group. Unemployment really is a very stressful life event."

- * "I'm about to pass out some support material on unemployment to add to your folders. It will help to dispel some of the misinformation that exists about unemployed persons. Don't feel you have to read all this right now; this is mostly background information that is useful to have."

*** Distribute the handout entitled *The Unemployed: How and Why* (Appendix III.B), which provides a range of background and statistical material on unemployment. Give the group some time to look at it.

*** Ask for questions; encourage other group members to answer the questions of their peers whenever possible.

c) Job-seeking skills.

* "We can talk briefly today about the actual job-search skills used in the program and where they came from, but we won't spend too much time on them now because that would take away from the value of having you go through the intervention next week as participants. So we won't do more than pique your interest."

* "In developing the JOBS project intervention, close scrutiny was given to what is myth and what is fact about effective job-search methods. It wasn't necessary to create new methods since effective methods already existed. The problem rather was to weed out all the misinformation about job seeking and find those techniques which were most effective and could be covered in a concentrated period of time. "

* "The misinformation is best characterized by seven commonly held myths about job hunting identified in a 1984 University of Michigan study called the Employment Transition Program. These are (have pre-written on a flip-chart sheet):

Myth No. 1 There are comparatively few jobs "out there," especially when the "Labor Market" is tight.

Myth No. 2 If you can't find a job, it proves that there are comparatively few jobs "out there."

Myth No. 3 Most people, when it is time for them to go job-hunting, basically know how to do it.

Myth No. 4 There are many places to which the job-hunter can turn for help that have the job-hunter's best interest at heart.

Myth No. 5 Employers are in the driver's seat as far as the whole job-hunt process is concerned.

Myth No. 6 All job-hunters have to pass through the screening devices (the resume, application form, tests and/or interview) used by employers so the job-hunter's only hope is either experience or credentials.

Myth No. 7 The person who gets hired is the one who can best do the job.

*** Allow time for reactions. Reassure the group that in spite of Myth No. 7, they really are the ones who can best do this job.

* "Even though the prevention of negative mental health is the underlying purpose of the JOBS seminar, the job-search skills are what attract people to attend. So the seminar uses the techniques recommended by current experts in the field: emphasis on personal contact, de-emphasis on resumes as a stand-alone tool, and presenting skills and traits in the most positive way."

*** Some of the texts referred to include: Richard Bolles' What Color is Your Parachute?, Tom Jackson's Guerilla Tactics in the New Job Market, the J. Michael Farr JIST books (The Work Book, etc.), and others. Make these available to the trainers as a resource library or, if possible, give each trainer a copy of one of the books as a personal reference source.

* "Even though we are going to save our discussion of job-search skills for the intervention seminar next week, I'm going to give you a short self-quiz on the subject as a brain teaser. I won't be asking to see your responses and I'll give you the answers during or after the intervention seminar next week."

*** Distribute the *Job-Seeking Quiz* (Appendix III.C) and have the group answer the following questions. Do not provide the answers (underlined below) at this time.

- How far in advance do most employers know they will have a job opening? (Six weeks to six months before they advertise it.)
- What percentage of all jobs are NOT advertised? (75% are never advertised.)
- What do you think are the three most important criteria employers use to screen job-seekers (ranked in order)? (1. Appearance/personal image--also extends to a sloppy application form; 2. Dependability; 3. Skills--respondents typically list skills first, but skills are in fact less important than the other two "screen-out" criteria.)
- What are the two most effective ways to find a job? (Following up on leads obtained through your network of friends and acquaintances, and contacting employers directly.)
- On the average, what percent of all jobs are open due to employee turnover at any given time? (Turnover consists of openings that arise when people get promoted, quit, get fired, go on leave, retire or die. Layoffs, where the job no longer exists, and newly created jobs aren't included.) (40%.)
- How do most people find out about the jobs they get? (Through some form of informal or person-to-person contact.)
- How do most employers use application forms when hiring? (To screen people out quickly.)
- Can you name three of your best or most important skills and a corresponding incident when you used each skill to the advantage of an organization where you worked?

*** Ask for clarifying questions and reactions to this segment or regarding anything discussed today.

*** Close the day by allowing all of the members to share how they feel or tell what stood out for them in today's session.

***Review briefly the topics and objectives of tomorrow's session, tell the trainers how glad you are to have found them and wish them a good day.

DAY TWO

- a) Referent power. The purpose of this segment is to introduce the processes that foster a helping relationship--specifically, ways in which a trainer can acquire a motivating influence with participants. The group proceeds through a series of facilitated

discussions on building and using referent power. Key concepts include self-disclosure, unconditional positive regard and specific positive reinforcement.

- b) Self-efficacy enhancement. This segment explores how the structure of the intervention activities works to enhance participant self-confidence. Concepts key to this process are modelling, skill rehearsal and positive reinforcement.

*** Begin the day with a warm-up activity or self-disclosing question as prepared by a group member.

- * "This intervention has both content and process elements. Content refers to the specific information provided and the skills being taught. Process refers to the way the content is conveyed: the interactions between the trainers and participants, and the specific activities involved."
- * "When you go through the mock intervention seminar, we'll be focusing on the content: the best things to do to find a job and how to do them. The content is important, but, quite frankly, the content of this program is similar to that provided in any number of good job-search programs. It is the process that makes this particular program more successful than any other and that's what we'll be talking about today."
- * "First, we'll establish the principles that will guide your interactions with participants. Second, we'll provide an overview of the theoretical foundations for the way the activities are structured. Third, we'll talk about what to do so that participants can derive the most benefit from their interaction with each other."

a) Introduction to referent power.

- * "In order to begin thinking about how you, as trainers, can maximize the helpful aspects of your relationship with the unemployed participants, it might be useful first to think about your own experiences with people who have had a helpful influence on you."

*** EXERCISE

- * "Take a minute now and think about someone who had a helping relationship with you. It could have been a teacher, a friend, a counselor, a mentor, a sibling or anyone who helped you feel good about yourself. Think about that person and make a few notes on why or how this person had that effect on you. What did he or she communicate or convey? How did he or she behave with you?"

*** Give the group a few minutes to think and make notes.

*** Solicit a list of behaviors and characteristics in round-robin fashion. Validate the responses by repeating them and writing them on the flip-chart. In eliciting responses, you must always trust that a group of adults will come up with a combination of very intelligent answers. Be patient,

give positive reinforcement and don't rush in to answer for them; you are setting up a norm here. Sample answers given by trainers are included below:

- Trusted me, made me feel highly competent.
- I got to know him/her personally.
- Confidence in me, always.
- Would feel, listen, but not give advice or judge.
- Didn't believe I "couldn't" do things.
- Encouraged me to follow through on my own ideas.

*** Probe, if needed, with "How did you feel when..." or "How did you feel about...".

*** Reinforce each response. Reinforcing statements should include active, positive words and phrases like: "insightful, perceptive, detailed, thoughtful, good memory, it's hard work to think of all this...", and so on.

- * "Next I'm going to link your ideas to the research and theory on which the processes used in this intervention are based. You've shown in making this list, however, that through your own introspection, insight, and experience you already know what research has confirmed about the things that maximize a helping relationship."
- * "The person or persons you just described had what we call referent power. We are going to pay a lot of attention to this concept and learn how to build it and use it. Let's start by defining some terms."
- * "Referent power is a term that describes a source of motivating influence. When a participant in our program sees and believes that you can be trusted to enhance his or her self-esteem no matter what, you will have gained a tremendous power to promote positive changes in that person. Your role is to be a reliable self-esteem enhancer."
- * "Another term is unconditional positive regard. This is the belief you strive to instill in the participants that you, the trainer, really do care and can be counted upon to express positive regard toward them. Unconditional positive regard is the atmosphere in which referent power is created. When this happens, the participant's self-esteem is raised and the trainer acquires a considerable amount of motivating power. We will be focusing attention today and tomorrow on the kind of trainer behavior that goes into creating this effect."
- * "One of these behaviors, for example, is self-disclosure. This is the revealing of personal information about yourself, including feelings and concerns. Self-disclosure works in two ways. First, you make moderate self-disclosures, perhaps talking about your own period of unemployment, to suggest that it's okay to have these concerns and it's safe to express them here. Participants, having been trusted with your feelings, feel safer in revealing

their own. Second, when participants make self-disclosures in an atmosphere of unconditional positive regard, you are then able to reflect back their experience in a positive way and increase their feelings of being normal, competent and valued."

*** Distribute *Referent Power, Building and Using It* (Appendix III.D).

*** After the group has had a moment to look over the handout, ask them to comment on the parallels between the notion of referent power and their relationship with the helping person they described above.

*** Reinforce how much the group already knows by linking their discussion to the various elements shown in the handout (the steps in acquiring referent power, the aspects of using it and things trainers can do to promote internalization).

*** Ask for questions or reactions.

*** A good supplementary reference on referent power is Irving Janis' book Counseling on Personal Decisions (1982). Of particular interest is Chapter 2, "Helping Relationships: A Theoretical Analysis"; although told from the viewpoint of a counselor, this chapter discusses the social power of supportive helpers and the means of acquiring referent power.

Unconditional positive regard and specific positive reinforcement

- * "Many of the steps to building, using and transferring referent power are built into the session protocols (e.g. time is provided at the beginning and end of each day for activities that involve self-disclosure). Two key aspects of building referent power that can't be completely scripted into the protocol as activities done at specific times are unconditional positive regard and specific positive reinforcement. We will focus first on unconditional positive regard."
- * "Unconditional positive regard is an attitude that creates a personal bond between the trainer and the participants. It is the element of referent power that involves building an atmosphere in which participants believe that you regard them positively just as they are. They therefore come to feel safe and are assured that the trainers will not, either verbally or non-verbally, be critical, judgmental or condescending. Consequently they become able to disclose things about themselves and share their ideas."
- * "Establishing such an atmosphere isn't an easy thing to do."

Anticipating setbacks

- * "Think for a moment about past situations when you were teaching, counseling or working with a group. Try to remember the circumstances that got in the way of your desire to create a helping relationship. These could be things about yourself, things about the

training environment, things about the group, characteristics of certain individuals--anything that could present a barrier to maintaining unconditional positive regard. I'd like for us to assemble a list of these potential barriers--not the methods to overcome them, just the barriers for now."

*** Elicit the group's ideas in round-robin fashion. Record responses on the flip-chart and keep going until there are no more items offered to add to the list.

Sample answers from trainers have included:

- Early morning hours when my energy is low.
- Know-it-all group members who won't let others talk.
- Cynical members who make negative remarks about things others take seriously.
- Passive, quiet members who are easy to overlook.
- Running overtime and pushing to get class done.
- People who reflect back my own worst faults.
- Persons whose appearance or hygiene put me off.
- I'm nervous and not attuned to how others feel.

*** Provide active positive feedback for individual and group efforts in coming up with and sharing these experiences.

* "You've drawn up a pretty extensive list of the barriers to maintaining unconditional positive regard. Let's take a look now at methods you've used or methods you're familiar with for coping with these barriers."

*** Again, allow a few moments for thought and record as before. If participants have difficulty coming up with ideas, it is helpful to progress through the list of barriers in order and ask how each type of obstacle might be overcome.

Sample answers from past trainers included:

- Treat people like adults and eventually they'll reciprocate.
- Keep in mind that the angrier they make you the more they need you.
- Make the most annoying person your "favorite" for the week.
- Begin actively noticing small positive things about everybody.
- Go into the session rested and prepared so that you are less likely to be impatient.
- Build up a sense of working toward the same goal.
- In your comments, address behaviors and avoid making attribution to unchangeable traits, accept feelings.

Weighing alternatives; try out; reevaluation

- * "This list represents a great deal of valuable experience in training and working with groups. I want you to look at it now and pick out those strategies that you feel will work best for you."
- *** Have each trainer name the strategies that will work for him or her in maintaining unconditional positive regard. Leave the flip-chart pages up on the wall for use with the stress inoculation exercise later on.
- * "You've come up with very solid ideas for dealing with a very challenging aspect of being a good trainer. Try these ideas out during the rest of the training and keep reevaluating how they are working for you."

Specific positive reinforcement

- * "Many of your strategies involve active listening, observation and reflecting back to the participants what you have observed as a means of showing them the value in what they have done. This shows you already know the basics of what we call specific positive reinforcement."
- * "Specific positive reinforcement is positive feedback tied to a specific behavior; it helps people recognize their own best skills and traits and make that positive behavior permanent."
- * "In the JOBS seminar specific positive reinforcement is one of the tools used by intervention trainers to build their referent power and maintain an atmosphere of unconditional positive regard."
- * "What is significant about our approach to reinforcement in this program is how relentlessly the trainers must seek out and comment on positive behaviors, not just the obvious behaviors but also the small or hard-to-catch ones, as well as provide reinforcement for participants who are very quiet or whom we find irritating. Providing specific positive reinforcement can be hard work."
- * "Later on, during our Trainers' Forum, we will practice active approaches to specific positive reinforcement and ask you to share your knowledge in greater detail. But for now it is important that you already recognize it as a vital skill for trainers."
- * "The interpersonal processes between trainer and participant are the foundation of this entire program. Everything else builds on this foundation. We really can't emphasize this enough. "
- * "The delivery of unconditional positive regard and positive reinforcement is dependent on a combination of skill, personal values and experience. These elements can't really be

scripted because they emerge from your own reactions to activities and interactions with participants, and from your experiences."

* "Your goal is to use both words and actions to send the following messages to the program participants:"

*** Write on board:

"You are competent"
"You can trust yourself"
"Your experience and thoughts are valuable"
"You have a right to feel confident"

*** Ask for questions or reactions.

*** Whenever possible, encourage the group to answer its own questions. Use the deflecting phrases "What does the group think?" or "How do other members of the group feel about it?"

* "You are truly showing a profound understanding of the ways in which referent power is built and used in the context of this program. We'll move now to how the needs of your participants affect the way the program is structured."

b) Self-efficacy.

* "As you know, the JOBS project is based on a comprehensive study geared to prevent poor mental health in persons coping with job loss. The seminar is based on research on the way people learn new skills, gain confidence and become motivated to apply these skills."

* "Let's talk about this. I know you already have good ideas about how adults in general learn, but let's approach this from the grass-roots level and how we ourselves learn best."

* "Let's make a list of what things helped you learn a new skill."

*** Probe, if needed, with "When you were learning a new skill (using new equipment, learning a sport or activity, building or making something, etc.), what things helped you feel confident in your ability?" and begin listing the group's ideas. Sample answers may include:

- Seeing it demonstrated.
- Getting hands-on experience.
- A good coach who said "you can do it".
- Repeated exposure.
- Learning with a friend.
- Learning in easy steps.

* "You've really captured with your own experiences the essence of how adults learn. Let's use this list to identify what goes wrong or keeps us from learning new skills. Think of those times when you attempted or desired to learn to do something but you gave up or decided not to try it. What prevented you?"

*** List the responses provided by the group as before. Sample answers may include:

- I'm a perfectionist ... it was frustrating.
- Seemed too big or overwhelming a task.
- Boring instructor.
- Everybody else was already better than me.
- Fear of failure: I never thought I could do it.
- Didn't enjoy it.
- Thought it would take too much time.

* "You have identified an experience that is common to most people. Most of these things have more to do with the condition of our confidence than with our innate abilities. That is also a good working definition of self-efficacy: a person's belief regarding his or her own ability to do something."

* " Self-efficacy is almost the same thing as self-confidence but it is confidence regarding performing specific behaviors. You will work to enhance participants' overall feeling of self-confidence by increasing the individual beliefs that tell them 'I really can go out and do this', that is, their self-efficacy for performing a specific behavior."

*** Ask for reactions.

*** Distribute *Self-Efficacy* handout (Appendix III.E), which outlines the sources and effects of self-efficacy, and go over it with the group. Encourage them to contribute examples from their own experience that illustrate how the following three sources of self-efficacy improved someone's ability or willingness to learn:

1. Modeling (seeing other people perform a behavior successfully).
2. Actively rehearsing a behavior.
3. Verbal persuasion that one has the ability to perform the behavior.

*** Reinforce insights and observations.

* "You'll notice in the handout a motto that says, 'It is more important that participants gain confidence and competence than that they "get it right".'" "

* "This concept is key to the success of this program. Can you describe some reasons why?"

*** Reinforce responses.

* "You've captured it. Your goal is not to drill into your participants the 'right' way to carry out a job search. The job market is crowded with people who have read the right books and understand the best job-search techniques. The ones who succeed are the ones who are willing to try out and persist in doing what they've learned, even if their technique is imperfect. This requires self-efficacy."

*** Ask for reactions and questions.

*** As usual, encourage the group to answer their own questions with the deflecting phrase, "What does the group think?"

*** Ask for clarifying questions and reactions and then close the day by allowing all members to share how they feel or tell what stood out for them in today's session.

*** Review briefly the topics and objectives of tomorrow's session, thank the participants for their thoughtful contributions and wish them a good day.

DAY THREE

- a) Inoculation against setbacks. This segment introduces a therapeutic process that helps people deal with stressful situations and make difficult decisions. This adaptation of stress inoculation training is used throughout the intervention, sometimes in scripted form but also when participants raise concerns during the group discussion.
- b) Building social support. Using all of the above techniques trainers discuss how to build a supportive learning environment by modelling and reinforcing supportive behaviors.
- c) Preview of next two weeks.

*** Begin the day with the warm-up activity as prepared by one of the group members.

* "Today we are going to continue our focus on program activities or the way the program is structured."

a) Inoculation against setbacks.

* "In general, for each job-search component of the intervention, participants are guided through the following general steps."

*** Write on board or flip chart and then read aloud:

1) **Problem identification.** Often achieved through exercises such as "thinking like the employer" (like the one you used in the auditions). This serves to stimulate participants

to generate lists of the skills and behaviors needed for successful job search from an objective, skill-centered perspective, e.g., the employer's. It therefore tends to prevent defensive responses concerning a participant's personal situation.

2) **Skill acquisition and rehearsal.** Achieved through discussions of the participants' own experiences and advice, trainer modelling and role-playing.

3) **Inoculation against setbacks.** The group anticipates possible setbacks or barriers, generates a wide variety of methods to overcome the setbacks, and exercises some of the methods.

4) **Transfer.** The point at which a participant adopts a method as his or her own, often by expressing the intention to adopt a method, which results in a public commitment to try it.

* "An important process in the intervention has been labeled inoculation against setbacks and is part of a therapeutic process called stress inoculation training. It was developed by Irving Janis and Leon Mann, and was elaborated on by Donald Meichenbaum to be used in counseling individuals to stick to difficult decisions."

* "In our program it has been adapted for a group process where participants work together to create strategies through five major steps. "

* "Three of the steps you will facilitate in class."

*** Write on the board or chart:

1. Anticipating setbacks/barriers.
2. Developing strategies/generating ideas for overcoming setbacks.
3. Weighing the alternatives and committing to try a strategy.

* "And the fourth and fifth steps your participants will accomplish on their own outside of class."

*** Write: 4. Trying out a strategy.

5. Reevaluating and repeating the process in light of experience.

* "We just used this process yesterday (point out the sheets corresponding to the first three steps) when you described the barriers to unconditional positive regard, generated ideas for overcoming these setbacks, weighed the alternatives and committed to use some of the strategies. You will go through the final steps when you are acting as facilitator."

*** Distribute *Overcoming Barriers to Success: Stress Inoculation Training* (Appendix III.F) which identifies the five steps. Allow the group time to read before referring back to the flip-chart sheets they generated.

* "Think for a moment about the way we generated these lists. How did your thought processes evolve as we went through each step?"

*** Facilitate a discussion that explores the inoculation against setbacks activity in detail.

*** Probe if needed with the following questions and reinforce responses.

"Would you have come up with the same list of strategies if we had not identified the barriers first? Why?"

"What do you think it does for your participants to identify a list of barriers or setbacks, of things that may be preventing them from carrying on with their job search?"

*** "In the third step of the process, the group members are asked to choose from the list a strategy that they are willing to try. What does this accomplish?"

Sample responses may include:

- We tended to come up with strategies to match our list of barriers.
- We built on the strategies of others, each one clarifying a little more.
- Sometimes you don't really recognize what the barrier is until you verbalize it.
- It's like venting, isn't it?
- The negative aspects seemed to be easier to identify than the strategies.
- When you asked us to identify which strategy would work for us personally, I pictured myself carrying it out.
- Does committing to a choice in front of their peers mean people are more likely to actually try the strategy?

*** Ask for questions or reactions. Encourage the group to answer the questions raised with the deflecting phrase, "What does the group think?"

*** An appropriate resource article to distribute or make available at this point is *Stress Inoculation Training* by Donald Meichenbaum and Jerry Deffenbacher, *Counseling Psychologist*, January 1988, vol. 16, pp. 69-90.

b) Social support.

* "The last of the essential processes that we will be discussing today is social support."

* "There is a strong relationship between learning new behaviors and the social/environmental conditions in which the behavior will be displayed. New learners are

more likely to try a new behavior where they feel safe from criticism and encouraged to take risks."

- * "Let's start as we usually do by exploring the wealth of knowledge you already have on the subject: What does it mean to be in a supportive environment?"

*** List group responses on the flip chart and reinforce each contribution. Sample answers may include the following:

- Like having a safety net.
- There is always someone ready to pick you up when you're down.
- You're liked for who you are.
- You get compliments and appreciation for good things you do.
- You're less self-conscious about expressing yourself.
- Feel like you belong.

*** Praise the group for their contributions. If anyone sees the parallel between this list and the list generated earlier about being a reference person, praise his or her astuteness.

- * "Social support is not a step in our program that is independent of the other processes; it is an integral part of all of them."

- * "The handout I'm about to give you defines the different functions of social support. I think you'll see how referent power, stress inoculation, and positive reinforcement work together to provide the framework of support."

*** Distribute *The Function of Social Support* (Appendix III.G).

- * "When you are delivering the seminar, you will be applying supportive behaviors like those you have just described."

- * "You will express empathy, you will validate the participants' concerns and feelings and you will encourage their coping efforts. You will model and reinforce supportive behaviors. The group exercises that you will be leading were designed to provide opportunities for the participants to be supportive of each other."

- * "During the week we call the Trainers' Forum, we are going to spend more time on the specific skills and training techniques that you will use to set up a supportive environment. Sometimes this atmosphere can be undermined by social conflict among the participants and by other conditions that may or may not be within your control. We will work on how to avoid or minimize these conditions to maintain a supportive atmosphere."

*** Allow group members to share some of their experiences with difficult participants they have encountered in past training situations, but don't go too far into problem solving at this time.

- * "After you have been through the intervention seminar, we will spend some time inoculating ourselves against such potential setbacks. We will delve into your expertise as trainers for some solutions or tricks-of-the-trade to overcome any potential barriers to social support."
- * "I have an article for your resource notebooks that describes the theory of social support used as a basis for this program."

*** Distribute copies of either Irving Janis's article *The Role of Social Support in Adherence to Stressful Decisions*, American Psychologist, February 1983, pp. 143-160, or Chapter 2, "The Nature of Social Support", from James S. House's book Work, Stress and Social Support, Addison-Wesley, Reading, Mass., 1981, pp. 13-30.

*** Ask if there are any further questions or reactions.

c) Preview of next two weeks.

- * "We are coming to the end of your first week on the project. Are you suffering from information overload or are you ready for more?"

*** Allow the group time to react before describing the following week.

- * "Next Monday through Friday, you will have the opportunity to experience first-hand what it is like to go through the JOBS project seminar as a participant."
- * "We are not giving you your trainers' script for the seminar because we want you to experience the program with a fresh perspective, as your own participants will."
- * "Unemployed people are just people like you and me so you will be yourself thinking like a job-seeker--a role that is probably still fresh in your minds."
- * "It will be tempting to stop and digress into discussions on training techniques from your viewpoint as a trainer but we want to keep the focus on how a participant feels at this time. We ask that you write down any questions and comments anticipating your role as a trainer and we will discuss them the Monday after you have gone through the program. Only after you complete the last session of the mock seminar will you receive your own trainers' script, which may serve to answer many of those questions."
- * "In the afternoons after the seminar sessions, we'd like you to spend time learning about your new partner. Past trainers of this program discovered that it was helpful to learn

about each other's strengths and fears as trainers before dividing up who does what. We will even provide some information sheets with discussion questions contributed by other trainers of this program to help you get started."

- * "You will also use that time to organize your agendas for the mini-workshops you will be facilitating during the Trainers' Forum week."
- * "Have you given some thought to which session or sessions you would like to lead during that week? Remember, you will be acting as facilitators, not lecturers, so you don't have to be an expert on the topic."

*** Refer to *Guidelines for Mini-workshops* for the Trainers' Forum (Appendix V.A from Chapter V), which lists an agenda of all of the topics complete with a statement of the objective for each workshop. List the topics on the flip chart with blanks after the topics for which a volunteer facilitator is needed. A facilitator may lead more than one segment and, in the case of dual interests, may co-facilitate with another member.

- * "I am passing out the packet of handouts referred to in your workshop guidelines to help you prepare for the workshops. You can refer to these as part of your workshop or just use them as follow-up material. So long as the objective is achieved, how you approach the topic is entirely your decision."

*** Distribute the handouts for the Trainers' Forum (Appendices V.C-V.J from Chapter V) that correspond to each of the topics to be covered. Ask for questions to clarify the role facilitator and exhibit confidence in the leadership abilities of the members.

*** Close the day by allowing members to share how they feel or tell what stood out for them in today's session.

*** Reinforce group contributions and conclude the session.

APPENDICES FOR CHAPTER III

APPENDIX III.A

Overview of the JOBS Intervention

The JOBS Project is a research and evaluation study conducted by the Institute for Social Research at the University of Michigan. The goal of the project is to develop and test an intervention program designed to help unemployed persons regain employment, and to prevent the negative mental-health effects of unemployment. The project consists of a seminar on job-search skills. Although the ostensible purpose of each seminar is to teach those skills, the underlying processes by which it is delivered serve to enhance the self-efficacy, self-esteem and social assertiveness of the participants.

The participants are ordinary persons recruited from local unemployment offices. The dilemma of unemployment is that it tends to rob people of their feelings of competence and confidence at a time when they need to project those traits to obtain another job. The JOBS program is used not to **treat** the poor mental health caused by unemployment but rather to **prevent** it.

As a result of attending the program, participants:

- got **better jobs** (in terms of both salary and job satisfaction),
 - got them **more quickly**,
 - had **fewer recurring episodes of unemployment**, and
 - experienced **fewer incidents of depression, especially severe depression**,
- than similar persons studied who received job-search instruction in booklet form only.

The components of this program are:

1) Trainer Referent Power.

The power or influence trainers have with participants is based on the participants' experience of trainers as reliable self-esteem enhancers, as referent persons whom they esteem and whose esteem they desire. This requires that trainers build trust and reduce social distance by providing participants with unconditional positive regard, specific positive feedback, moderate self-disclosure, and encouragement for participant self-disclosure. (Irving Janis, 1982).

2) Social Support from Trainers and Group.

Trainers express empathy and validation of participants' concerns and feelings, and encourage their coping efforts. Trainers model and reinforce supportive behaviors for participants. Group exercises are designed so as to provide opportunities for participants to be supportive toward each other.

3) An Adaptation of Stress Inoculation Training.

Stress Inoculation Training is a coping process notable for its emphasis on a collaborative relationship between client and professional helper. It was adapted to a group problem-solving process involving specific problem identification and analysis, generation of possible behavioral or cognitive responses, evaluation of responses, skill acquisition, and behavior rehearsal, try-out and reevaluation. The intervention emphasizes an extension of this process, "inoculation against setbacks", in which the group anticipates possible barriers and prepares to overcome them through problem solving.

4) Job-Search Skill Training.

Participants are invited to acquire and rehearse job-search skills in a safe and supportive environment. They are taught the techniques job-search specialists recommend most highly using a learning process based on social learning theory.

5) Active Teaching/ Learning Methods

The learning process is almost entirely active and utilizes the knowledge and skills of the participants, elicited through group discussions, brainstorming and other activities. Participants spend much of their time rehearsing new skills and giving each other support. This process seeks to maximize the effectiveness of the learning environment and to promote self-esteem and self-efficacy.

APPENDIX III.B

The Unemployed: How and Why

(The following information is derived from the Employment Transition Program manual, a study done in 1984 by the Institute of Science and Technology, Industrial Development Division, University of Michigan.)

Prejudices concerning the unemployed and the poor in this country are pervasive. The notion that those not working are "lazy, stupid, unmotivated, inadequate, dumb, etc." is one reflected in the media and among working people. It is also a self-image internalized by laid-off workers, who suddenly find themselves in the state that they had previously maligned. Professionals who deal with the unemployed are often not adequately informed about labor-market and job-finding issues. Rarely are they given training in empowerment and coping techniques. Rather, they offer standard, often inadequate recommendations (i.e. read newspaper help-wanted ads, look at MESC job postings).

The phenomenon of unemployment is a complex socioeconomic issue. It has been conceptually categorized into four distinct classifications or types; they differ because

- 1) they have different causes,
- 2) they have different effects,
- 3) they have different solutions.

TYPES OF UNEMPLOYMENT

FRictional Unemployment exists because of natural transitions in people's lives: they have quit, been fired, relocated, etc. This creates short-term labor-market fluctuations.

It is called "frictional" because inefficiencies in the market cause time to elapse before people and jobs are matched. There may be jobs available but the job-seeker has to determine what and where they are and how to find them.

This type of unemployment is present in both healthy and unhealthy economies; estimates put it at approximately three to four percent. Knowledge or lack of knowledge about job seeking can influence frictional unemployment and can change its statistics.

Structural Unemployment involves a permanent loss of jobs caused either by inconsistencies between skills needed in available jobs and those skills possessed by available workers, or by changes in market conditions. It can create serious long-term problems in the labor market. The causes for job loss in this category are generally beyond the control of individual workers. These are:

- Technology or automation that renders the employee obsolete (e.g. auto industry employees, clerical workers, skilled craftsmen).
- Market decline: There is no longer a strong market for the product or service (e.g. "fad" products, military equipment, etc.).
- Relocation: The plant or company has closed down and moved to another area. This can be because of high labor costs or diminishing population (e.g. the clothing and textile industries).
- Nature of work: Jobs available require new skills or adjusted skill levels (e.g. computerization, agribusiness).
- Foreign competition: Cheaper foreign products are capturing the larger share of the consumer market (e.g. cars, steel, clothes, textiles).

In the case of structural unemployment, individuals need to readjust to a changing job market by gaining new skills in the emerging job areas. Their previous jobs and job categories will not, in all likelihood, return.

CYCLICAL UNEMPLOYMENT occurs when there are layoffs caused by the change of seasons, the nature of a particular business or temporary economic downshifts. These layoffs are also beyond the control of the worker/employee and the jobs generally return when the cycle changes again. Those affected by this type of unemployment may include teachers, farm workers, construction workers and persons hired only seasonally, like extra salespeople and postal workers during the Christmas season.

CHRONIC UNEMPLOYMENT refers to inherent deficiencies in the market that exist beyond seasonal or economic fluctuations. This involves a portion of the population that cannot find work because the market cannot absorb them. Non-whites and teenagers bear a large percentage of this type of unemployment, as do persons with a wide variety of social and economic disadvantages. Even workers who have previously been employed can be counted as chronically unemployed if after many months of looking they have not found a job.

The following is excerpted from a Pre-layoff Intervention Study from the Institute of Science and Technology (Industrial Development Division., University of Michigan, Judson Stone and Charles Kieffer, 1984).

THE EXPERIENCE OF UNEMPLOYMENT

Harvey Brenner (1973), in *Mental Illness and the Economy*, posits a direct association between macroeconomic decline and aggregate social pathology. According to this increasingly familiar hypothesis, for every one percent increase in the national unemployment rate, the following additional associated events will occur in a given three-year period:

38,887 deaths
20,240 cardiovascular failures
495 deaths from alcoholism
920 suicides
648 homicides
4,227 admissions to mental hospitals
3,340 admissions to state prisons

* * * * *

Sidney Cobb and S. V. Kasl (1977), in a longitudinal study of the effects of plant shutdown, reported higher blood pressure, higher uric acid levels, increased levels of cholesterol, increased incidence of peptic ulcers, higher incidence of arthritis, higher anxiety, and increased personal anguish in their sample of laid-off workers and their wives.

* * * * *

Mathew Dumont (1977), in a review of the literature, reports clearly established relationships between unemployment and sexual dysfunction, divorce, desertion, domestic assault, alcoholism, child abuse, and psychosomatic disorders.

* * * * *

THE IMPACT OF JOB LOSS: A "LIFE-CYCLE" PERSPECTIVE

One thing that is known about the consequences of layoff is that individuals tend to progress through predictable phases of emotional response. Generally, there exists some advance warning of layoff, if only in information terms. Signals and rumors of an impending plant closing always precede any formal announcement or notification of decision. This initial phase of anticipation is often characterized by greater stress than the layoff itself. During this period, the worker confronts continuous nonspecific uncertainty regarding his/her job and future, which often produces marked levels of anxiety. For some, this anxiety provokes job search and constructive preparation. More frequently, however, all parties involved are paralyzed by collective apprehensions and disbelief. At the same time, it is not unusual to see sickness and accident claims increase because workers anticipating layoff sometimes become careless and accident-prone.

Even with confirmation of layoff, and through most of the post-notification (pre-layoff) phase, worker and union response is generally characterized by denial. Fantasies of last-minute salvation and elemental avoidance of pain combine to perpetuate the absence of personal acceptance of inevitable fate. It is not unusual during this period to find workers looking forward to layoff as time for vacations or fishing or fixing up the house. Seriously looking for work is avoided, as is preparing for the future. While this is theoretically seen as the most promising moment for preventive intervention, the reality of denial is so strong as to subvert most pre-layoff assistance attempts. Neither workers nor their leadership are accessible for significant planning or counseling efforts. While many outplacement, referral, and counseling programs have been staged in this phase, those who participate are largely uninvolved and uninvested.

As the actual date of layoff approaches, individuals become a bit more realistically concerned, and planning takes on a slightly more serious tone. To the extent that this is true, the period immediately prior to and following the moment of layoff is of greater potential for unemployment counseling and assistance. Even then, it is important to note, the cushioning effect of unemployment insurance may prolong procrastination. Especially within the auto industry, where TRA and "sub-funds" can be added to generate unemployment benefits, there are few incentives to serious pursuit of immediate reemployment, and fewer sources of immediately experienced stress.

While it may appear somewhat surprising, the event of layoff, itself, seems not to be terribly traumatic. However, as unemployment is extended through the post-layoff phase, sources of conflict and stress more gradually emerge. Vacant hours lead to boredom and boredom to guilt, which turned inward evolves as depression. The feelings of concern and resentment so long denied gradually generate hostility. As the economic events which precipitated layoff become further distant, some workers begin to wonder if they could not have acted to prevent their loss of work in the first place. They also begin to feel more anxious and angry about not having been more successful in obtaining reemployment. Sometimes the personal feelings of anger will be vented upon those within easiest reach. Spouses, children, relatives, friends and neighbors become frequent recipients of unprovoked emotional blasts. As significant others are forced to assume new income-producing roles, familial equilibrium is disturbed, and interpersonal strains grow more aggravated.

The longer the period of unemployment continues, the more stressful the experienced reality becomes. Sufficient income is perhaps the most critical determinant of emotional adaptation. (Ferman and Gardner, 1979) For white-collar and blue-collar workers alike, financial security promotes stability of life style, allows continuing contact with support groups in which finance is a condition of belonging, and perpetuates the feeling of personal control. Loss of feelings of personal control makes life feel unpredictable; loss of crucial social supports engenders feelings of self-doubt, low morale, depression, and rage. Despite the reality that thousands of workers and peers may have been laid off, individuals experience unemployment as a highly personal and lonely phenomenon.

The period of most intense anxiety begins as benefits are exhausted. While personal and familial life is affected from the outset of unemployment, it is most significantly altered in this exhaustion of benefits phase. The loss of all dependable external income forces changes in wage-earner roles, transition in familial roles, interruption of children's education plans, and a confrontation of the worker's sense of identity and self-responsibility. Consequently, familial stress becomes heightened, self-blame becomes more exaggerated, and problems in relationships become more intense.

As exhaustion of benefits occurs, the worker also is forced to confront the harsh realities of looking for work when there are very few jobs to be found. For individuals whose sense of identity is rooted in work and providing for one's own family, this shock can be difficult to cope with. Some choose to "skid" into positions with lower wages, reduced responsibility, poorer benefits, and less emotional reward. Aiken, Ferman and Sheppard (1968)⁶ have shown that the "skidding" experience increases emotional strain and lowers self-esteem. Others, particularly older and middle-aged workers, feign physical ailments or try early retirement as a means of avoiding the stigma of viewing oneself as "unemployed." Still others drift into more permanent "unemployment careers." Ironically, research indicates that prolonged unemployment is less personally conflictual than repeated episodes of cycles of unemployment. (Ferman and Gardner, 1979⁷) This "career instability" disrupts financial viability, personal relations, personal sense of control, familial relations, and the individual's self-esteem.

During the period of post-benefits exhaustion, workers need the most assistance. Unfortunately, this also is the time when these workers invariably are hardest to reach and their defenses are at their highest. That is, frequently workers want to project an image of self-sufficiency--they can take care of the matter themselves and "don't need outside help." Given this commitment to pride and self-reliance, and the coincidence of cutbacks in agency outreach resources, their risk of strain is greatest in this phase.

It is also important to point out that, for a small number of workers, the job has provided the structure required to maintain their ego integration, and as such, long-term layoff may precipitate a psychotic episode. For others, new stresses may be enough to provide a serious psychiatric incident. Identification of these individuals is not as difficult as it may seem since many are current or past agency clients and since union stewards are often skilled at uncovering especially high-risk clients.

Generally, then, it is possible to identify an adaptable sequence for personal experience of layoff or unemployment-related stress. To repeat, the worker moves from an "anticipation phase" to a "post-notification phase" to a "post-layoff phase" to an "exhaustion of benefits phase" to a "phase of reemployment or resolution." Throughout this progression, uncertainty, financial stress, destruction of traditional supports, and personal and familial instability contribute to experienced physical and emotional strain.

THE IMPACT OF UNEMPLOYMENT IMPLICATIONS FOR PROGRAM DESIGN

Generally, the effect of unemployment must be understood within the context of existing personal and economic conditions. The persons most at risk of adverse impact are those with heavy obligations, those without adequate social support, and those experiencing repeated unemployment. Not only laid-off workers, but their families, friends, and networks are vulnerable to interdependent sources of stress. The interaction of depression, isolation, status conflicts, worries about futures, intensity of self-blame, and subversion of familial relations contributes to the process through which conflicts will emerge. Individual predispositions, other situational stressors, and life cycle development concerns further complicate the evolution of unemployment-related strain. Understanding the problems of unemployment through this ecologic perspective will contribute to the design of a more meaningful intervention.

Traditionally, people have defined themselves very much in relation to their jobs. As Rainwater (1974) has described,

Having a job provides validation... A job also provides (an opportunity) to be "someone." Even the most menial jobs provide a work group in which a man or woman can come to feel that he is known and positively regarded.... A job gives evidence day in and day out that one has something to offer in return for the resources he needs.

The loss of dignity which accompanies a layoff, the loss of social networks of support, the loss of breadwinner status, and the loss of social meaning all interact in generating increased personal stress. In better understanding how layoffs generate personal stress, we can more effectively construct our interventions. Knowing, for example, how important social support can be in promoting positive coping, we can build in strategies which foster increased social support. It is equally important to recognize that some groups or environments (e.g., the bar scene) can reinforce non-adaptive behavior. In these cases it will be important to find means of countering their influence. Thinking of the utility of informal helping networks, we can provide assistance required to make them more useful in promoting re-employment and personal or familial counseling. Among younger and unmarried persons, friendship networks are key. Older and more established families more often derive support from friends, neighbors, or religious institutions. In much the same way, knowing the central significance of the role of familial adjustment, we can organize our energies to help families remain more stable and mutually supportive.

It is also essential to understand cultural contexts much more clearly, to better attune planned intervention to the particular social needs and cultural concerns of diverse

unemployed populations. Much has been written of the world of work and various cultural investments in it; the reader is referred to that literature for further information.

APPENDIX III.C

Job-seeking Quiz

- How far in advance do most employers know they will have a job opening? _____

- What percentage of all jobs are not advertised? _____
- What do you think are the three most important criteria employers use to screen job seekers (ranked in order)?

1. _____

2. _____

3. _____

- What are the two most effective ways to find a job? _____

- On the average, what percent of all jobs are open due to employee turnover at any given time? (Turnover consists of openings that arise when people get promoted, quit, get fired, go on leave, retire or die. Layoffs, where the job no longer exists, and newly created jobs aren't included.)

- How do most people find out about the jobs they get? _____

- How do most employers use application forms when hiring? _____

- Can you name three of your best or most important skills and a corresponding incident when you used each skill to the advantage of an organization where you worked?

APPENDIX III.D

Referent Power

Building and Using it

(based on the work of French and Raven, Janis and Mann)

Referent power is a term which describes a source of motivating influence. When a helper (trainer, therapist, teacher, etc.) is seen as a reliable self-esteem enhancer by a person being counseled, the helper gains the power to promote positive changes in that person. In our seminar, once a participant feels that the trainer really cares about him or her and can be counted upon, the participant's self-esteem is raised and the trainer acquires a considerable amount of motivating power. Referent power is the power of people we admire, feel close to and trust to influence our opinions and behavior.

1. Encourage participants to make self-disclosures. Convey that you care about what they have to say and that you consider it valuable.
2. Make self-disclosure statements that reciprocate those of the group members. Use their self-disclosures as a tool for cognitive restructuring. An example of this might be actively listening to a participant describe how little he got done last night and reframing the episode to help him see the value in what he did do by reflecting back the positive aspects of his actions.
3. Provide unconditional positive regard. *Consistently* communicate approval and acceptance of the participant *as a person*. The participants must believe that you view them as valuable and likeable persons.

Applying referent power:

1. Endorse specific recommendations about actions the participant should carry out that would be of benefit to him or her.
2. Invite commitment to the recommended course of action: "When can you do it?"
3. Attribute the norms or actions being endorsed to a respected secondary group (e.g. "job-search experts have found...").
4. Give selective positive feedback for positive coping behaviors. Actively seek things to reinforce.
5. Look for opportunities to help participants see that their successes are due entirely to their own hard work and natural talent.

APPENDIX III.E

Self-Efficacy

Self-efficacy can be defined as a person's beliefs regarding his or her ability to perform a specific behavior successfully even in new or stressful situations. It is a personal judgment about one's capability to accomplish a high level of performance. It is self-confidence with respect to specific behavior.

The effects of high self-efficacy

Self-efficacy has been shown to influence one's choice of activities, to improve levels of performance regardless of objective skill, and to promote persistence in the pursuit of difficult tasks. Additionally, high self-efficacy has been demonstrated to reduce both the perceived stress involved in performing difficult tasks and physiological indicators of stress (heart rate, blood pressure, and the presence of stress-related hormones).

The sources of self-efficacy

People gain self-efficacy by:

1. Seeing other people perform a behavior successfully. This is also termed having the behavior *modelled*. The more the people modelling the behavior resemble the participants, the more likely it is that participants will experience self-efficacy enhancement. ("If they can do it, so can I").
2. Actively rehearsing the behavior. This is the most powerful method of enhancing self-efficacy. Perceptions of failure during rehearsal, of course, lower self-efficacy. Therefore it is important that a lot of positive feedback be provided.
3. Verbal persuasion. People who are persuaded verbally that they have the capabilities to master a given task are likely to sustain their efforts longer than if they harbor self-doubts. Specific positive reinforcement plays a vital role here.

In this intervention, we are much more concerned with enhancing participants' sense of self-efficacy regarding their job-seeking skills and ability to cope with the job search than we are with their objective skill level. If we can increase their feelings of self-efficacy, they will persist longer, feel better, and perform better. This is not to say we are indifferent to whether they actually learn the things we are teaching them; however, skill without self-efficacy is useless to them, while high self-efficacy with moderate skill will lead them to success. The confident job-seeker is the successful job-seeker. He or she is also the job-seeker who can weather difficulties and disappointments without a collapse in self-esteem.

OUR MOTTO

It is more important that participants gain confidence and competence than that they "get it right".

APPENDIX III.F

Overcoming Barriers to Success: Stress Inoculation Training

The typical job-seeker can expect to encounter many disappointments, difficulties and setbacks in the form of rejections. Additionally, he or she may feel unable to act because of personal or environmental barriers. For example, fear of rejection may prevent job-seekers from making the phone calls they planned. One of the processes routinely incorporated into this intervention is an "inoculation against setbacks" process, which was adapted from the excellent clinical work of Janis et al. and Meichenbaum's Stress Inoculation Training.

In Stress Inoculation Training, clients first identify the sources of their frustration, and then begin to see the problem as normal and potentially changeable, so that ultimately they develop high self-efficacy expectations for adopting a strategy to solve the problem. The process has been used successfully with people trying to change their behaviors or stick to difficult decisions, such as: lose weight, give up smoking, change extremely passive or aggressive behaviors, cope with stressful work situations or change destructive behaviors in relationships. In the job-search seminar, stress inoculation is scripted into segments in which participants will be dealing with stressful situations (such as calling to ask for an interview). Additionally, it is a process the trainer will apply when a participant raises barriers to carrying out an activity. It allows the trainer to validate the participant's feelings without necessarily agreeing with the suggested strategy. This in turn contributes to participant self-esteem and helps to build the trainer's referent power.

In a group setting, the steps through which the trainer leads the participants are:

- 1. Anticipate any potential setbacks, difficulties or barriers that may occur.**
- 2. Identify as many approaches or strategies as possible to overcoming the problem.**
- 3. Weigh the alternative approaches or strategies. Elicit a commitment from the participant to try at least one of the suggested strategies.**
- 4. Implement strategy.** (This step usually occurs out of class, on the participants' own time.)
- 5. Reevaluate the chosen course of action in light of the experience gained from trying, and begin the process again.**

APPENDIX III.G

The Function of Social Support

Social support is an environment that promotes an individual's coping efforts. The support of others buffers the adverse effects of stress on the individual and enhances his or her self-esteem by sending messages that say "it's not as bad as you think", "it's going to be okay", or "you are a good person".

In the JOBS project intervention, trainers foster the atmosphere of social support by expressing empathy for and validation of the concerns and feelings of the participants, encouraging their coping efforts and "short-circuiting" social conflict. They model supportive behaviors that can then be used by the participants with each other. Increasingly the group members come to rely less upon the trainers for support and more upon their peers.

The consciously orchestrated atmosphere of support helps the participants to adhere to difficult courses of action such as calling friends for job leads, scheduling information interviews, calling employers for interviews, and sticking to the job search in the face of discouragement. By generating supportive interaction in the group sessions, the intervention seminar promotes positive mental health and a feeling of well-being among the participants.

IV. TRAINING PERIOD: MOCK INTERVENTION SEMINAR

The complete intervention seminar is modelled by experienced co-trainers for the new trainers, who assume the role of unemployed persons in the seminar. Participating in the seminar is the most efficient way for them to gain experience with the essential processes and establish a common framework for future discussions. It also serves to enhance the trainers' empathy for the participants and therefore prepares them to express that empathy in a real seminar.

The modelling of the intervention is performed by a pair of co-trainers who are themselves already certified as trainers of the program. The following guidelines are established. At the outset:

1. Group members will take on the viewpoint of a job-seeker rather than that of a trainer.
2. Group members are to be themselves and not take on a role or try to be a particular "type" of participant.
3. Questions regarding the processes, training techniques or anything outside the viewpoint of a job-seeker should be written down and kept until the Monday after the seminar is completed.

Since a group may have only about 6 - 10 persons, you may wish to invite other staff members to bring the group size to the desired level of 12 - 15 participants. The seminar includes highly interactive processes and the number of participants influences the quantity of interactions and the overall enthusiasm that is generated. A group of less than six is too small to be an effective model for new trainers to learn what to expect in the intervention seminars.

The new trainers spend only the mornings of the intervention week (four hours) in the seminar. They spend the afternoons both establishing the basis of their working relationship with their new co-training partner and working independently on the segments they will lead the following week in the Trainers' Forum.

The agenda for the week is as follows:

	<u>Morning 8:30-12:30:</u>	<u>Afternoon 2:00-5:00:</u>
<u>Monday</u>	Session I	Working with new partner
<u>Tuesday</u>	Session II	Working with new partner
<u>Wednesday</u>	Session III	Trainers' Forum preparation
<u>Thursday</u>	Session IV	Trainers' Forum preparation
<u>Friday</u>	Session V	Trainers' choice of activities

After the first session of the intervention, the training facilitator sets up an activity to help the new partners get better acquainted.

In the script for this activity, one asterisk [*] indicates what is said and three asterisks [***] indicate what the facilitator needs to do.

- * "You are at the beginning of establishing a relationship with your co-training partner that will last a long time. It is important to invest some time now in helping that relationship run smoothly and in finding ways to help each other be the best you can be; this also involves finding out ways to avoid annoying or hindering each other."
- * "Next week when you have your trainers' manual for the intervention, you will begin dividing sections and agreeing on who delivers which activities in the seminar. We call this the blocking process."
- * "Knowing more about each other's strengths as trainers, special background, and what makes your partner nervous or stressed will help you make more educated choices in the blocking process."
- * "This information about your co-trainer does not necessarily come up in ordinary conversation so we have set aside time for you and your partner to communicate and exchange this information."

*** Distribute *Getting to Know Your New Partner* (Appendix IV.A), which lists some evocative questions to help the new partners get acquainted.

- * "The questions on this form are to help you express some of your likes and dislikes to your new partner. Based on our experience and the feedback we received from other trainers, these questions help to get the discussion on these issues started."
- * "Today and tomorrow time is set aside for you and your partner to discover your likes and dislikes, strengths and weaknesses. Spread these discussions over both days and add some other questions of your own choosing."
- * "These can be silly as well as serious questions; both are helpful in building a bond of partnership. Do you have any other questions in mind that might be useful or just for fun?"

*** Give the group time to think of possible questions. Questions might include things like:

- What really scares you?
 - What embarrasses you most in a group context?
 - If you were snowed in for a week with a well-stocked refrigerator and a VCR, what 10 movies would you like to see?
 - What was the best day you ever had?
 - When you were little, what did you want to be when you grew up?
- * "Your responses to these questions are between you and your partner only and will not be used as part of a group training activity."

- * "As you become more comfortable with the process it will become easier to disclose things about yourself. It is therefore easier to start with questions that are the most non-threatening and work up to the more revealing ones."

*** Ask for questions or reactions.

After the last session of the mock intervention seminar the new trainers are given a full set of training materials. These include the facilitators' script for the seminar, and lists describing the objectives of each session, the setup of the classroom, and the materials needed for each session (Appendices IV.B-IV.D). The trainers may choose to spend that afternoon reviewing their new materials or working with their partner on the topics they selected for the Trainers' Forum.

APPENDICES FOR CHAPTER IV

APPENDIX IV.A

Getting to Know Your New Partner

1. What do you like best about training (teaching, facilitating, etc.) groups? Describe one or more experiences you have had that made you feel especially good.
2. What do you dislike about training groups? Describe one or more experiences that you have found to be frustrating or awkward.
3. Of all the skills, traits and duties involved in delivering training, which do you most like to use or perform?
4. Of all the duties involved in delivering training, which do you dislike or find most uncomfortable?
5. When you are angry or upset, in what ways do you express it? (share the danger signals)
6. Recognizing that it is normal for people who work closely together to sometimes get on each other's nerves, what mechanisms would you like to set up to tell your partner that something is bothering you? (brainstorm or suggest a list of alternatives before you decide what will work best for you)

7. Complete this sentence so that your partner will learn more about you. I wish I had more experience in.....

8. How do you feel about this job?

9. Where do you want to go from here? (talk a little about your personal and professional goals)

Add others:

10.

11.

12.

13.

APPENDIX IV.B

The Classroom Setting

1. Site selection

The following is the checklist used in selecting the sites for the JOBS project intervention.

- _____ Is the room large enough to accommodate up to 25 participants comfortably but not so large that participants feel overwhelmed?
- _____ Is the temperature adjustable within the room?
- _____ Is the room air-conditioned (if to be used in warm weather)?
- _____ Is the light adequate in all parts of the room?
- _____ Is the location subject to noise and distractions (other meetings, high traffic)?
- _____ Is there convenient access to clean rest rooms?
- _____ Is there an area suitable for coffee materials (with convenient outlets and access to a sink)?
- _____ Is there close access to free parking?
- _____ Are there sufficient chairs and tables with a good writing surface?
- _____ Can you adjust the seating if too many or just a few people show up?
- _____ Is there a chalkboard available at the site?
- _____ Is the room secure for overnight storage of materials? (not always possible)
- _____ Is the room available when needed, at a reasonable cost?
- _____ Is there a phone nearby that can be used for emergencies?
- _____ Is there a place for participants to take a break or smoke without disturbing the building's occupants?
- _____ Is the building accessible to handicapped persons?

2. Room arrangements

Within this intervention it is important that the training room be set up to maximize the positive experience of the participants. This means we eliminate or neutralize all distractions or discomforts and make arrangements to encourage a relaxed and open atmosphere. The preceding checklist is part of that plan but it is also important that the arrangements within the room work to our advantage.

- _____ In the case of multiple entryways, have you either blocked the door at the front of the class or set up the chairs to face away from possible distractions?
- _____ Is there a wastebasket?
- _____ Have you located the thermostat/air-conditioning control?
- _____ Have you placed the flip-chart easel so it does not block the chalkboard?
- _____ Does the office staff know how to deliver messages?
- _____ Does the setup of tables and chairs encourage face-to-face interaction (a "U"-shaped arrangement)?

APPENDIX IV.C

Materials Checklists

SESSION ONE

Equipment

- _____ List of recruited participants
- _____ Coffee and hot-water pots
- _____ Coffee supplies (coffee, decaf, teabags, sugar, creamer, cups, stirrers, napkins)
- _____ Three-ring binders with notebook paper inside, 40
- _____ Name tents (8 x 11 cardstock folded lengthwise), 40
- _____ Pad of flip-chart paper
- _____ Colored chalk
- _____ Broad-point felt-tip markers (three to five colors)
- _____ Pens, 40
- _____ Easel
- _____ Masking tape
- _____ Intervention manual, notes
- _____ Clock
- _____ Sign-in sheet
- _____ List of attendees (form)
- _____ Binder clips

Graphics

- _____ Introductions
- _____ Key Program Goals
- _____ Help Wanted

NOTE: The list below, like those on the following pages, is a complete list of the handouts for the sessions, i.e. it includes certain optional articles and longer booklets that do not appear in the packet of materials appended to each of the seminar sessions in the manual.

Handouts (40 copies of each are on hand at all times. The pages used in more than one session should be printed in different colors for easy locating.)

- _____ Job-Search Skills (cover sheet -- put in notebooks beforehand)
- _____ Coping with Unemployment
- _____ What You Will Learn at Each Session
- _____ Abilities and Personal Strengths
- _____ Transferable Skills List
- _____ Employer Job Openings
- _____ What Do Employers Look For?

- _____ What Are Your Strengths?
- _____ Four Sample Job Applications
- _____ Reading material on applications, e.g. Chapter Eight of Job Finding Fast, J. Michael Farr, Glencoe/McGraw-Hill, 1990
- _____ Datatrakt
- _____ Letter to Family and Friends (produced on U of M letterhead)
- _____ Consumer Resource Guide
- _____ Michigan Occupation/Industry Outlook (optional)
- _____ The Self-Directed Search/Occupations Finder booklets (2), by John Holland (optional)

MATERIALS CHECKLIST

SESSION TWO

Equipment

- _____ List of recruited participants
- _____ Coffee and hot-water pots
- _____ Coffee supplies (coffee, decaf, teabags, sugar, creamer, cups, stirrers, napkins)
- _____ Pad of flip-chart paper
- _____ Colored chalk
- _____ Broad-point felt-tip markers
- _____ Extra pens
- _____ Extra notebook paper
- _____ Easel
- _____ Masking tape
- _____ Intervention manual, notes
- _____ Clock
- _____ Sign-in sheet
- _____ List of attendees (form)

Graphics

- _____ Concrete Examples
- _____ How to be a Helper

Handouts

- _____ Describing Your Skills Using Concrete Examples
- _____ How to Be a Helper
- _____ Thinking like an Employer
- _____ Defusing the Employer's Fears
- _____ Examples of Some Obstacles and How to Defuse Them
- _____ Personal Plan For Defusing the Employer's Fears

MATERIALS CHECKLIST

SESSION THREE

Equipment

- _____ List of recruited participants
- _____ Coffee and hot-water pots
- _____ Coffee supplies (coffee, decaf, teabags, sugar, creamer, cups, stirrers, napkins)
- _____ Pad of flip-chart paper
- _____ Colored chalk
- _____ Broad-point felt-tip markers
- _____ Extra pens
- _____ Extra notebook paper
- _____ Easel
- _____ Masking tape
- _____ Intervention manual, notes
- _____ Clock
- _____ Sign-in sheet
- _____ List of attendees (form)

Graphics

- _____ Pie chart
- _____ Your Expanded Network
- _____ Information Interview

Handouts

- _____ Steps in a Search for Job Leads: A Checklist
- _____ Reminder List for Your Personal Network
- _____ Asking Friends to Help (Chapter 18, Azrin and Besalel, Finding a Job)
- _____ Information Interview
- _____ How to Conduct the Information Interview
- _____ Checklist for Obtaining Open Letters of Recommendation
- _____ Ideas for Letters of Recommendation
- _____ Resume Idea Sheet
- _____ Resume Blueprint Form
- _____ Four Sample Resumes
- _____ Active Language for Resumes
- _____ The Cover Letter
- _____ Sample Cover Letter

MATERIALS CHECKLIST

SESSION FOUR

Equipment

- _____ List of recruited participants
- _____ Coffee and hot-water pots
- _____ Coffee supplies (coffee, decaf, teabags, sugar, creamer, cups, stirrers, napkins)
- _____ Pad of flip-chart paper
- _____ Colored chalk
- _____ Broad-point felt-tip markers (3-5 colors)
- _____ Extra pens
- _____ Extra notebook paper
- _____ Easel
- _____ Masking tape
- _____ Intervention manual, notes
- _____ Clock
- _____ Sign-in sheet
- _____ List of attendees (form)

Graphics

- _____ Questions and Observations

Handouts

- _____ Participant Phone List form (one copy)
- _____ Checklist for Resumes
- _____ Dressing for the Job Hunt
- _____ Tell Me about Yourself
- _____ Checklist: Telephoning a Potential Employer
- _____ Getting an Information Interview
- _____ Scheduling a Job Interview

MATERIALS CHECKLIST

SESSION FIVE

Equipment

- _____ List of recruited participants
- _____ Coffee and hot water pots
- _____ Coffee supplies (coffee, decaf, teabags, sugar, creamer, cups, stirrers, napkins)
- _____ Pad of flip-chart paper
- _____ Colored chalk
- _____ Broad-point felt-tip markers
- _____ Extra pens
- _____ Extra notebook paper
- _____ Easel
- _____ Masking tape
- _____ Intervention manual, notes
- _____ Clock
- _____ Sign-in Sheet
- _____ List of Attendees (form)

Graphics

- _____ Closing the Interview

Handouts

- _____ Closing the Job Interview
- _____ Finding a Job: Post-Interview Checklist
- _____ Employer's Questions
- _____ Case Study: Jean
- _____ Strategies Against Setbacks
- _____ Outline of Job-Search Strategies
- _____ Guidelines for Handling Job Offers
- _____ Participant Phone List (photocopied from yesterday)
- _____ Program Evaluation by Participants
- _____ Certificates of Completion

APPENDIX IV.D

The Objectives of the Five Sessions of the Intervention Seminar

The overriding purpose of this program is to help participants achieve the following:

An improvement in self-esteem and self-confidence,
Greater self-efficacy in job-seeking skills,
A reduction of the stress associated with being unemployed, and
An ability to cope with that stress as it reoccurs.

Objectives for each session of the seminar:

Session One. This session establishes the trainers' referent power and an atmosphere of social support that will carry through the whole week. The Abilities and Personal Strengths and Thinking Like an Employer activities accompanied by specific positive reinforcement begin to suggest to the participants that they already are competent, empowered adults. This achieves another goal of Session One: make the participants want to come back the next day.

Session Two. This session makes direct inroads toward increasing the participants' feelings of competence and confidence. Members practice describing their own skills in the most effective way and learn how to make a good impression. They also directly address means of neutralizing aspects of their background or work history that they see as the greatest obstacles to their becoming reemployed. Inoculating themselves against these sources of stress in the job search makes it easier for them to believe in the possibility of their future success. Guidelines are also established for participants to give support to each other.

Session Three. Participants spend this session observing and practicing the job-search techniques most recommended by experts, particularly forms of networking. Their self-efficacy in job-search skill grows and the group comes to rely less upon the reinforcement of trainers as they draw more and more support from each other.

Session Four. Group bonding is at its peak on this day. Further gains in self-efficacy and feelings of empowerment are made in activities covering resumes, the reasons behind most interview questions, and calling to get interviews.

Session Five. Participants tie together all skills practiced this week and synthesize them as they rehearse complete interviews. The group prepares for potential setbacks that may occur after the program ends by anticipating them and systematically planning methods to overcome them as they occur. Participants express their feelings about the seminar. The program is brought to a close with the presentation of Certificates of Completion.

V. TRAINING PERIOD: TRAINERS' FORUM

The Trainers' Forum is conducted as a series of mini-workshops where everyone has a chance to lead a group in dealing with a specific topic. It is a highly interactive week of training that utilizes the particular skills and abilities which the trainer-candidates themselves have brought to the position. Leading a workshop on a particular topic allows new trainers to sharpen their own training and empathy skills and helps them adapt those skills more specifically to the needs of the program.

Three of the topics workshops--specific positive reinforcement, inoculation against setbacks and creating social support--will be led by the supervising facilitator. These deal with applications of the processes and are specifically linked to the intervention. The remaining workshops are directed by the volunteer facilitators, who are free to devise their own methods for achieving the objectives of the session(s) they have chosen to lead.

The mini-workshops are delivered in half-day sessions of three to four hours. A session lasting more than four hours--even when the program is upbeat and interactive--becomes tiring and difficult to follow. The other half of the day is designed to allow the co-trainer pairs to begin going over the intervention script together. By the end of the week they should begin "blocking" the script, that is, determining which segments of the script will be delivered by each partner.

Guidelines for Mini-Workshops (also printed in Appendix V.A)

1. Provide a statement of the objective your segment should achieve, with subheadings if necessary.
2. Allow for all members to share their knowledge and expertise on the subject.
3. Make your workshop as interactive as possible and do whatever you can to evoke maximum participation.
4. Establish the agenda and length of your workshop, taking into account discussion time and breaks (most topics will take two hours or less).
5. Try to keep lecturing to a minimum.
6. Feel free to be creative in your choice of activities (discussion, brainstorming, role-playing, games, quizzes, etc.). Don't be afraid to have fun.
7. Offer specific positive reinforcement to your peers for their contributions. (Even if this takes you outside of your comfort zone, make the effort and be sincere. This skill is an important element of the program.)
8. Provide a supplementary article or handout for use with each topic (you may also create your own).
9. As facilitator you are in charge; keep the group on task and on time, determine breaks, etc.

Forum Agenda (detailed in Appendix V.A)

(Starred topics [*] are led by the supervising facilitator.)

Monday: Review of the intervention*; Presentation skills. Tuesday: How adults learn; Being a co-trainer. Wednesday: Active listening skills; Specific positive reinforcement*. Thursday: Facilitating group activities; Inoculation against setbacks*. Friday: Creating social support*; Handling social conflict; Overview of rehearsal period.

All of the segments are equally important. Even if it is felt that the topic is one "everybody already knows about", the important information and norms that pertain to each topic need to be discussed. A group member who is not as familiar with the topic may not wish to admit this to his or her peers and therefore participation in all of the sessions of the Trainers' Forum is the only way to guarantee everyone's exposure to the topic. At the very least the participants will be helping to reaffirm mutual knowledge and values that serve to guide the intervention process.

Those segments that are fully scripted below are led by the supervising facilitator. Those that list only a topic and an objective will be led by a volunteer facilitator from among the new trainers (facilitators may team up to lead a particular workshop). As long as the objectives are met, the exact contents of these segments are entrusted to the volunteer facilitators.

Materials needed include:

- Flip-chart paper.
- Masking tape.
- Broad-tip marking pens.
- Materials requested by the trainers for their individual segments.

Breaks are not scripted but take place every 60-90 minutes as directed by the facilitator. Note that each of the workshops should begin with a warm-up activity and end with a discussion in which the members comment on what stood out for them in that session.

Monday

*** Give a brief overview of the day's and week's agenda and begin the first segment.

1. Review of the Intervention (led by the supervisor)

- * "While you were participating in the intervention last week, we asked you to take on the role of a job-seeker and hold any training-related questions until today. I'd like you to take out any questions you wrote down and we'll take time now to discuss them."
- * "Something that commonly happens is that you answer many of your own questions in the course of the week or in reviewing the manual afterwards. I'd like us to discuss those too."

The progression of your thoughts is interesting and provides insight for others so let's start with those."

* "What were some of the things you wondered about and then resolved on your own?"

*** Starting with the questions that members have answered for themselves has two objectives. One is reinforcement: you give them a chance to show off what they've learned. The other goal is to show that the facilitator is not the only "expert" here. Continue to establish the norm that everyone has expertise and is expected to contribute.

*** Facilitate discussions of the topics brought up by each member by encouraging the others to offer their reactions or viewpoint and by giving specific positive reinforcement for contributions.

*** When these topics start to run dry or if they extend too long it is time for your first break. Indicate that you will be returning to the questions that still need clarification.

Questions that commonly arise:

- What do you do when a participant asks you a question and you don't know the answer?
- When taking on the role of the helper, do participants ever give damaging or negative feedback to each other?
- Do participants ever come to mistrust all the positive feedback they get?
- The trainers' manual seems to rely upon the trainer eliciting a lot of the answers from the participants and then praising them for a good job. What if they don't come up with the right answers?
- Why do you frequently answer participant questions with, "What does the group think?" Wouldn't it be quicker to just answer it and move on?

These last two questions come up in various forms.

* "You are inferring that the program relies upon the participants' willingness and ability to supply ideas, and that's absolutely right. So let's look at this issue in relationship to the goals of our program."

* "When we were discussing the concepts of referent power and unconditional positive regard in those first few days, we said the trainers' goal is to use both words and actions to send the following messages."

*** Distribute *Our Goal* (Appendix V.B), which states:

- The trainers' goal is to use both words and actions to send these messages:

"You are competent"
"You can trust yourself"

"Your experience and thoughts are valuable"
"You have a right to feel confident"

- * "As a trainer, it can certainly be easier for me to answer a question outright, and sometimes it feels really good to think I handled that question pretty well, but the whole point of the program, as this goal sheet states, is to empower the participants."
- * "As a group of adults with a large amount of combined life experience, and people who have obtained jobs before, your participants will already have a great store of knowledge. You have to trust the process, which means show faith in their ability to think and solve problems."
- * "By encouraging participants to share their experience of things that did or did not work for them, they begin to realize they already possess a degree of proficiency and expertise and that helps to increase their self-esteem."
- * "As a trainer, one of the best things I can do for a group of participants is to answer a question with the phrase 'What does the group think?' and then let them share what they know. Sometimes that can be a very hard thing to do. After all, I'm the teacher, I'm supposed to have all the answers, right?"

*** Lead in to a discussion of what it means to trust the process of the intervention.

*** Mention that the program has been extensively tested on almost 1,000 participants. The experience gained from these seminars is clear: the process works remarkably well! And you can trust it to work for you as well.

*** Have the group suggest a few examples of ways in which participants might ask for an opinion from the trainer. Then ask them to determine the advantages of deflecting the questions back to the group. Sample answers may include:

- It prevents the trainer from having to take a defensive position by accepting that there is more than one opinion.
- It's a good way to handle a controversial question.
- It's a good way to handle a question to which you don't know the answer.
- It gives the participants a variety of opinions so they can choose what is best for them.
- If someone brings up a problem that that person thinks is insurmountable, asking "What does the group think?" or saying "Let's come up with some useful suggestions to help Harry" allows the group to be supportive of each other.
- People like to help and give advice--it's personally reinforcing.
- It reinforces that there is seldom only one right answer that works for all people applying for all jobs (e.g. no one "best" type of resume, "best" way to dress, and so on).
- Answers from peers don't carry as much authority as those from the trainer (expert power) so participants can agree or disagree without threat to their own self-esteem and without feeling too defensive.

- A trainer enhances his or her own referent power by praising everyone for their good ideas and encouraging the members to trust their own instincts and choose the method that will work for them.

*** The trainers may discover some of these advantages now but many will not become apparent to them until they are delivering the program themselves. Affirm that their concerns are valid.

* "One other aspect of relying on participants to answer their own questions is the worry that you will get a depressed or cynical person who always paints a negative picture for the other participants. Well, sometimes you certainly will."

* "The amazing thing is that the other participants will begin to contradict the negative picture for you when they are given the chance. People always gravitate to the positive view of things. It's part of the process. Trust that it will happen."

*** Continue to address the questions and concerns brought out about the intervention but consciously give the group the opportunity to answer for themselves first.

*** As a facilitator, try not to rush in too soon to supply an answer even after a period of silence. Try instead to rephrase the question by adding an example or a bit more detail. This models the norm that encourages group members to participate rather than sit and listen passively.

*** Not all questions will be answerable by group discussion. Some questions concern the goals, job-search content or processes of the program. Such questions may be better answered directly by the facilitator.

*** For example, trainers may ask: "Why don't we spend more time on resumes?" or "Shouldn't we see to it that each participant has a complete resume at the end of the program?" The group may know that the top experts agree that employers use resumes mostly to screen people out and that many jobs don't require them. But they may not realize that the quantity of time it would require to write resumes suitable for everybody would take away time from other activities that better serve to enhance participant self-esteem.

*** When these procedural questions come up, it is helpful to cite specific examples and experiences to illustrate your point.

*** If the group asks about an issue that might be covered in one of the mini-workshops, suggest that they save it for that segment so you don't "steal the thunder" of another facilitator.

*** When your agenda time is nearing the end let the group know that they can continue this discussion throughout their rehearsal time and during scheduled trainer meetings.

*** Praise group members for their thoughtful and inspired contributions and note how well they are already adapting the theoretical processes to their role as trainers.

*** Turn the group over to the next facilitator.

2. Effective presentation skills (see Appendix V.C)

*** In this workshop, the volunteer facilitator leads a discussion or activity that explores and collects the participants' knowledge on public-speaking tips, use of visual aids, methods of managing nervousness and other advice on good presentation skills.

*** During this and all other trainer-led segments, the supervisor (as well as any other staff members present) becomes a member of the group and takes part in its activities, making sure not to dominate the discussions or upstage the topic leader in any way.

Tuesday

3. How adults learn (see Appendix V.D)

*** In this segment, the volunteer facilitator leads the group in an activity/discussion to explore what we know about how and when adults learn best, establish some guidelines on training adults and adapt what we know in teaching, training and facilitating to working with adults in this program.

4. Being a co-trainer (see Appendix V.E)

*** In this session, the volunteer facilitator helps the group create a mutual definition for an effective co-trainer relationship and set guidelines for making it work.

Wednesday

5. Active listening skills (see Appendix V.F)

*** In this segment, the volunteer facilitator helps the group establish what active listening achieves and practice sharpening active listening skills.

6. Specific positive reinforcement (led by the supervisor) (Appendix V.G)

- * "One of the processes we discussed in our Orientation week was specific positive reinforcement. You have a good grasp on why it is important so we will move next into discussing how you will use it."
- * "You will give some reinforcement as general praise, such as: 'You're a smart group', or 'You look sharp today.' But the more empowering, meaningful reinforcement is tied to specific things a participant has done."
- * "When positive reinforcement is tied to a specific behavior it becomes positive feedback. We use it to help people recognize their own best skills and traits in order to encourage them to persist in the behavior."

* "In the JOBS project intervention, feedback is never 'constructive criticism'. Rather it is used as a means of providing specific positive reinforcement. It would be contrary to the goals of the program to correct people if 'getting it right' came at the expense of their self-esteem."

* "Let's take a moment to look at the way we define feedback in the context of this program."

*** Refer to the handout *Giving Positive Feedback* (Appendix V.G), which describes what positive feedback is and is not and gives some specific examples.

*** Review the handout with the group and ask them how it compares with their previous knowledge about feedback.

* "The positive feedback you will give during the intervention can't really be scripted and yet you are relied upon to give it very frequently--more frequently than you will find comfortable at first."

* "You may have noticed in your trainers' manual the directions to circulate among the participants when they are working in small groups. You may have also noticed suggestions to reinforce individual responses, and reinforce group responses during open group discussion."

* "You have to devote a great deal of attention to seeking out opportunities--large and small--for giving reinforcing and positive feedback. This requires determination, skill, understanding, and respect."

*** Ask the group for their reactions. How do they think they will feel about this? They may express discomfort because the quantity of positive feedback desired is much greater than most trainers have ever been expected to give. They may also worry about seeming insincere.

*** Affirm that their concerns are valid and typical of trainers new to the process. Assure them that statements in the script such as "you are a wonderful group" don't all have to be used verbatim; rather, such statements indicate only that praise or reinforcement is called for there. Trainers must each develop and expand their own vocabulary of positive reinforcement.

* "The way to relieve your concerns and increase your comfort level is to increase your vocabulary of positive reinforcement so you can practice using it."

ACTIVITY

* "In giving positive reinforcement to our participants, a difficulty that trainers sometimes encounter is finding the right words, words that will come across as both helpful and sincere. The words 'good' or 'nice' for example ('That's nice', 'Good job', etc.), tend to

be so overused they are often perceived not as positive reinforcers but as bland social niceties."

- * "We are about to do a brainstorming session on finding active alternatives to the word 'good' that can be used for positive feedback and praise. Not synonyms for 'good and nice' but active words that refer to specific actions, like: 'perceptive', 'capable', 'well thought out', 'skilled', 'caring', etc."
- * "We need to generate and use more active words because the more specific the comments, the easier it is for participants to accept the reinforcement and apply it to specific behaviors."
- * "Take a moment to write down as many active words and phrases as you can think of to use as a means of reinforcement."
- * "Remember that in brainstorming, the object is to get as many ideas on paper as you can in the shortest time period. That means we don't stop to discuss or evaluate them until everyone is through. It also means there is no such thing as a bad idea--no matter how off-the-wall it appears."

*** Have several flip-chart sheets taped to the board or wall. Ask for questions or reactions and then wait for the members to complete their lists. When the group is ready, have one person at a time read one word or phrase off his or her list and continue quickly to the next person.

*** Keep the energy going. If someone is still thinking when his or her turn comes up tell that person to just say "pass" until you come around again.

*** When the "one-notion-per-person" approach starts to run dry, announce that participants can give more than one idea if they want to. Praise the group for a comprehensive list.

Here is a list of useful examples of active words for positive reinforcement that can be used to supplement the group's list if needed: capable, useful, perceptive, thoughtful, an aid to, calm, rational, patient, realistic, detailed, wise, supportive, helpful, nurturing, conscientious, sound, understanding, caring, empathetic, proficient, valuable, attentive, considerate, vigorous, articulate, generous, interesting, instrumental in, dependable, thorough, warm, effective, satisfying, creative, logical, practical, well thought out, appropriate, skilled, desirable, beneficial, efficient, kind, careful, insightful, alert, determined, healthy, concerned, gentle, invaluable.

*** Ask for comments or reactions concerning the list or the brainstorming activity.

- * "We are going to have this list typed up and distributed in the next few days so everyone has a copy to keep and use."

* "As you begin rehearsing the intervention, start inserting these active words and phrases into your everyday vocabulary so that when you have a group of real participants, praise and reinforcement will come more easily to you and you'll feel less self-conscious about using verbal reinforcement."

* "You've done a wonderful job, just look at this list!"

*** Close by giving a brief overview of what is to come in tomorrow's session and praise the group for the impressive skill and effort they are putting into this Trainers' Forum week.

Thursday

7. Facilitating group activities (see Appendix V.H)

*** In this segment, the volunteer facilitator leads the group in establishing strategies to make group activities run smoothly and effectively. So much time in the intervention is spent in group activities that planning done here will prevent fumbling later.

8. Inoculation against setbacks (led by the supervisor) (see Appendix V.I)

* "The stress inoculation process we talked about during our first week occurs throughout the intervention. We constantly strive to help people overcome the difficulties of making a tough decision and following up on it."

* "During the mock intervention seminar the process we call inoculation against setbacks was used in Session One, in the segment on networking; in Session Four, after the discussion on calling employers for interviews; and in Session Five, in anticipating future personal setbacks after the 'Jean' case study."

* "In these exercises, you went through three distinct steps which are described in the handout called *Inoculation against Setbacks* (Appendix V.I). I think you're familiar with the why's of the process, so today we're going to work on the how's and practice the technique."

*** Write the names of the three steps (underlined below) on the board or flip-chart as you describe them.

* 1. Anticipating setbacks/barriers. "In this step, you go around the room in round-robin fashion and have everyone contribute all the reasons they can think of that would make the activity difficult. In topics such as asking friends for job leads, we ask participants 'What makes this difficult?' or 'What can get in the way of our being able to do this?' We make them really think about it and try to draw out all of the things that might get in the way of their decision to act."

- * 2. Developing strategies/generating ideas for overcoming setbacks. "In this step, you go around the room again, this time asking for recommendations of strategies for overcoming these barriers. If necessary you can go over the first list point by point and ask 'Do we have a strategy for overcoming this one?'"
- * 3. Weighing the alternatives and committing to try a strategy. "In this step, each participant is asked to chose the method or methods that will work for him or her. This public commitment makes it more likely that the person really will adopt the method and carry through with it."
- * "What are you questions or reactions to this process?"
- *** Pursue a discussion of this process starting with the comments raised by the group.
- * "A technique that is very important in this process is getting participants to be really specific about their barriers and their strategies. The more concrete and specific they can make their responses, the more likely it is they will be able to relate the discussion to themselves and their own situation."
- * "For example, a barrier that someone might cite is 'I get depressed'. That feeling can have a different meaning for every single person in the room. It is more helpful for people to recognize how that feeling manifests itself in their own situation. Don't skimp on this step. To help them you might say, 'That can mean a lot of different things to different people. Help me expand on that' or, 'What are the signs that tell you you're feeling that way?'"
- * "Another example that you might hear when collecting strategies is, 'My suggestion is just to be positive.' The sentiment is good but when you're home alone and depressed how do you carry through on being positive? Ask the group to help you turn that advice into some strategies. You might say, 'What are some things you can do to put yourself in a more positive state of mind?'"
- *** Ask the group for other suggestions that might help to draw people out, and praise their responses.
- * "The more specific participants are in identifying their difficulties and strategies, the more likely they will be able to get a handle on their problems and follow through with their strategies, even after they've left the supportive environment of the group."
- * "As it says on your handout, the process is the same regardless of the specific content of the difficult decisions or behaviors you are looking to inoculate against. We're going to demonstrate this by practicing with a topic of your choice. I'll need two volunteers."
- *** The volunteers get to decide on the topic for the stress inoculation exercise, which they may take from the list on the handout (e.g. sticking to a diet). They may also choose one of their own if its meaning is clear to everybody and will not be too time-consuming.

*** Ask which volunteer would like to be the facilitator and which will be the support person. They can switch roles halfway through if they like.

*** Call a break while you clarify any questions from the two volunteers. Then turn the group over to them. Sit down to be a participant.

*** When the exercise is over, praise the volunteers for their effort and ask them how it felt.

*** Offer some specific reinforcement on something they did and ask the group to indicate what they thought was done well.

*** Close by giving a brief overview of what is to come in tomorrow's session and praise the members for their impressive performance.

Friday

9. Social support (led by the supervisor) (see Appendix V.J)

- * "The original intent of the JOBS project is to be a prevention program, that is, to prevent the negative mental-health effects of unemployment. And the program has been very successful at this. It is no surprise that giving people tools that help them get better jobs, get them faster and keep them longer results in better mental health."
- * "But what may surprise you is that even among those persons who did not get reemployed right away, people in the intervention group experienced significantly better mental health than their counterparts in the control group."
- * "Social support has far-reaching benefits for all of us, and particularly for our unemployed participants."
- * "We have already talked about the role of social support in the context of the theories that went into building this program. Let us now discuss some of the ways of providing social support."
- * "I'll list a few of the ways we provide social support; you are welcome to add a few more and we will discuss the specific methods we will use to achieve them."

*** Write on a large chalkboard or use a flip chart, two titles to a sheet:

- Showing acceptance of and empathy for individual beliefs, feelings, behaviors.
- Giving positive feedback.
- Contributing to the empowerment of participants.
- Reinforcing positive coping behaviors.
- The role of the "helper".
- Making relevant self-disclosure statements.

* "Let's take these ideas from the abstract to the concrete. What actual actions do we take to show participants these forms of support? Give me a few suggestions for each one."

*** Go through the list one item at a time and ask the group to contribute ideas for each form of support (i.e. "How do we show acceptance? How can self-disclosures be supportive?" etc.).

* "We are collecting these ideas to help you visualize yourselves performing some of these supportive behaviors as you and your partner are blocking and rehearsing your script."

* "Remember, these supportive behaviors don't come from you alone. What are the ways you could use for encouraging the participants to be supportive of each other?"

*** Continue to collect concrete actions and behaviors that demonstrate support.

*** Sample answers may include:

- Modelling support and caring toward your co-trainer.
- Praising good helping behaviors in participants.
- Encouraging moderate self-disclosures from participants.
- Asking the group to help their peers with ideas.
- Setting up the role of the helper in Session Two very clearly and reinforcing positive helper behavior throughout the week.

*** Reinforce the ideas of the group and praise their contributions.

* "I think you have recognized that supportive behaviors can include even the small things you do. They can be as simple as smiling and nodding as you observe the participants working in small groups."

* "The participants take most of their cues from you and the behaviors that you model at the start of the program you will see mirrored as the week goes on."

* "The strength and influence of your referent power will begin to amaze you when you see participants behaving according to the norms and examples you set for them at the beginning. But that also carries with it a burden."

* "If your smile has a strong influence then so does your frown. Some days you may be frowning in concentration, or because you ran out of coffee. We send messages sometimes without meaning to or without even knowing that we're doing it. Are you aware of the type of 'covert' messages we as trainers might send?"

*** Allow time for reactions.

- * "We all send overt and covert messages all the time. As you go through your rehearsal period, watch and help each other recognize these as you give each other feedback."
- * "Supportive behaviors can be habit-forming and that's part of what we want to happen. As you rehearse, practice giving positive feedback, praise, acceptance and other supportive behaviors. Lose your self-consciousness with them and make them a habit. When these behaviors become ingrained you will be an effective trainer."

*** Ask for questions.

- * "By now, you all are all eager to get into your role as trainers and that is very exciting. You have good ideas and lots of enthusiasm and it will be terrific to see you in action."

*** Conclude this segment and turn the group over to the next facilitator.

10. Handling social conflict (see Appendix V.J)

In this workshop, the volunteer facilitator leads the group in preparing strategies to handle the social conflicts that may arise during the seminars.

*** Once this workshop is complete, the volunteer facilitator turns the session back to the supervisor.

*** The supervisor closes by giving an overview of next week's rehearsal period (location of rehearsal rooms, schedules, sign up for use of video equipment, etc.) and praises the group for the skill and effort they put into the Trainers' Forum week.

APPENDICES FOR CHAPTER V

APPENDIX V.A

Guidelines for Mini-Workshops

1. Provide statement of the objective your segment should achieve, with subheadings if necessary.
2. Allow all members to share their knowledge and expertise on the subject.
3. Make your workshop as interactive as possible and do whatever you can to invite maximum participation.
4. Establish the agenda and length of your workshop, taking into account discussion time and breaks (most topics will take two hours or less).
5. Try to keep lecturing to a minimum.
6. Feel free to be creative in your choice of activities (discussion, brainstorming, role-playing, games, quizzes, etc.). Don't be afraid to have fun.
7. Offer specific positive reinforcement to your peers for their contributions. (Even if this takes you outside of your comfort zone, make the effort and be sincere. This skill is an important element of the program.)
8. Provide a supplementary article or handout for use with each topic (you may also create your own).
9. As facilitator you are in charge; keep the group on task and on time, determine breaks, etc.

Topics and Objectives

The starred topics [*] are more specifically linked to the intervention and will be led by the program facilitator.

Monday

- 1) **Review of the Intervention***. Time is set aside to discuss the questions and comments that trainers may have about the mock intervention seminar they attended the previous week.
- 2) **Presentation Skills**. The objective of this segment is to elicit the group's knowledge about effective presentation skills. Since the group's background in training is wide and varied this segment also serves as a forum to collect the "tricks of the trade" they have acquired over the years in teaching and public speaking. Members will pick up some new hints from the experience of their peers. Subheadings include:
 - a. Effective speaking tips (best use of voice, good gestures, etc.).
 - b. The best use of visual aids (when to hand things out, effective use of flip charts, etc.).
 - c. Managing nervousness.

Tuesday

1) **Social Learning Theory/How Adults Learn.** The objective of this segment is to demonstrate what we know about how and when adults learn best, create a description of an optimal learning environment and adapt what we know in teaching/training/ facilitating to working with adults in this program.

2) **Being A Co-trainer.** The objective of this segment is to define an effective co-trainer relationship and a set of guidelines for making it work.

Wednesday

1) **Active Listening Skills.** The objectives of this segment are, first, to establish what Active Listening achieves, and, second, to practice sharpening our active listening skills.

2) **Specific Positive Reinforcement *.** The objective of this segment is to affirm the special significance of SPR in this program and provide some concrete methods of using it in the intervention. Subheadings include:

- a. Guidelines for effective use of positive reinforcing feedback.
- b. Expanding our reinforcement vocabulary.

Thursday

1) **Facilitating Group Activities.** The objective of this segment is to establish strategies to make group activities run smoothly and effectively in the intervention. So much time in the intervention is spent in group activities that planning done here will prevent fumbling later. Subheadings include:

- a. Recognizing the needs of the group, i.e. fatigue, breaks, questions.
- b. Creative methods for dividing into small groups.
- c. Potential difficulties and solutions in group activities (e.g. how to draw members into the discussion).

2) **Inoculation Against Setbacks *.** The objective of this segment is to practice using the techniques of this adaptation of Stress Inoculation Training.

Friday

1) **Creating Social Support *.** The objective of this segment is to explore some of the techniques trainers use to create an atmosphere of social support for participants. Subheadings include:

- a. Exhibiting supportive behaviors.
- b. The role of the "helper".
- c. Overt and covert messages.

2) **Handling Social Conflict.** The objective of this segment is to help us prepare strategies to handle the potential conflicts and challenges brought about by the participants themselves. Subheadings include:

- a. Participant behaviors that may cause social conflict.

- b. Managing time in class (time is also a source of conflict).
- c. Methods of avoiding or diluting conflict.

3) Overview of rehearsal period. Brief discussion of the schedule and expectations for the forthcoming weeks.

APPENDIX V.B

Our Goal

The trainers' goal is to use both words and actions to send these messages:

"You are competent"

"You can trust yourself"

"Your experience and thoughts are valuable"

"You have a right to feel confident"

OUR MOTTO

It is more important that participants gain confidence and competence than that they "get it right."

APPENDIX V.C

Effective Presentation Skills

All experienced speakers have gathered techniques to help them be more interesting, confident and credible. The following techniques, from the August 1986 Training magazine, list some advice from author Antoni Louw. What other techniques have you collected?

- Practice for your presentation. Move your hands, your head, your arms. Use facial expressions to emphasize the most important points in support of your conclusion. Planning the major points of your presentation ahead of time will prompt your own natural energy and enthusiasm.
- Practice again shortly before the presentation so your gestures and delivery style come to you automatically and don't look or feel like planned technique. It's like playing a sport or learning a craft: those who have practiced the most make it look easiest, most natural, most "unpracticed".

APPENDIX V.D

How Adults Learn

The people who attend our programs are resourceful adults who bring a variety of knowledge and experience to the group. Their reasons for attending may vary: they may have specific concerns they want answered, they may need the company of others, they may have been persuaded to attend by a spouse or friend. The following statements, loosely based on the work of Malcolm Knowles, describe some of the things we know about adults as learners that help us to meet our participants' needs.

Adults have a need to know why they should learn something. To convince participants to enter and keep attending a training program, we have to make a case for what benefit they will draw from the training and how it will answer their needs.

Adults have a need to be self-directing. In a lecture-only format, participants may become passive or even resistant to learning. Their reactions may range anywhere from low-energy non-involvement to high-energy argumentativeness. Active, learner-centered techniques are essential to this seminar.

Adults bring a wide variety of experience to the classroom. Adult participants are not sponges waiting to soak up the knowledge of the trainer. They come to class already possessing knowledge which may benefit the class and enhance learning. The trainer's recognition of their expertise heightens their self-confidence and increases their interest and involvement.

Adults are more ready to learn things they know they can apply in real life. Adults don't attend our seminar because of parental pressure or competition for a passing grade. They attend to satisfy specific needs. Relevance and timeliness are key--our training must offer knowledge and skills they can absorb now and apply right away.

Adults have a task-centered orientation to learning. Very few people are able to grasp an abstract idea without concrete points of reference. A training session must relate to an actual task, problem or other concrete example to maintain the interest and attention of adults.

Adults learn best when they can relate new information to past experience. Adults will take information and translate it into learning based on their own experience and individual learning style. When the training methods are interactive and participatory, learners can absorb information at their own pace and in their own way, and the program's objectives are more likely to be reached.

APPENDIX V.E

Being a Co-Trainer

CO-PRESENTING STYLES

Robert Garmston and Suzanne Bailey, in an article entitled *Paddling Together: A Co-presenting Primer* (Training & Development Journal, January 1988), have defined four styles of co-training --Tag Team, Speak and Add, Speak and Chart, and Duet. None of these styles is the "best" one, and none should be used exclusively. A pair of co-trainers will decide which to use based upon their experience with each other, their familiarity with the material and the needs of the participants.

Tag Team

In this style, one trainer is "on" and leading the session while the other is "off". The "off" trainer acts as an extra set of eyes and ears observing the audience response. When a team is new together or when the material is still new to them this style is the easiest.

Speak and Add

In this method, both trainers are "on" at once, one in a lead position and the other as a support; one makes a statement and the other adds to it. The lead is in charge of content and makes process decisions such as when to move on while the support does whatever is necessary to make the session run well (add humor, pass out materials, etc.).

Speak and Chart

This style is an extension of Speak and Add. The lead presents content and elicits participant response. The support records responses on the easel. The support is a neutral documenter who summarizes ideas without distorting them. It is the lead's responsibility to monitor the accuracy and speed with which the support records, and to restate the idea if needed. It is important that each trainer know and play his or her own role.

Duet

In a Duet, both trainers are "on" at the same time, each delivering brief chunks of material--two minutes or so--and then switching. They may finish sentences for each other, they cue each other by looks and gestures, etc., and they stand fairly close to each other. Both are focused all the time. This method requires that the partners know the material well and trust each other. It is usually used in short presentations or in segments of longer presentations.

A useful article on important qualities for a good partnership is *Team Training* by Robert H. Anderson and Karolyn J. Snyder, Training & Development Journal, February 1989, pp. 58-61.

APPENDIX V.F

Active Listening

Active Listening is a technique in which the listener tries to go beyond comprehending the actual words being spoken in order to determine the feelings behind them. Active listening can identify possible sources of resistance and enable you to hear both intended and unintended messages.

The following excerpt from a Training/HRD Magazine article by research editor Ron Zemke describes Active Listening.

Active listening: listening for feelings

If some messages are difficult to understand because the speaker is disorganized and has trouble making himself "perfectly clear", others are difficult because the message isn't contained in the speaker's words at all! According to Psychologist Thomas Gordon, author of *Parent Effectiveness Training* and *Teacher Effectiveness Training*, not all communication is self-evident and easily understood. The sentence "What time is it?" *may* be a request to know the time; but if the speaker is hungry and the dinner hour is at hand, "What time is it?" might actually mean "When do we eat?" The technique needed to decode these subtle messages is Active Listening.

According to Psychologist Carl Rogers, you and I could be superb at semantics--able to follow and untangle the most convoluted of scholarly arguments--and still be totally inept at understanding what people are "telling" us. Why? Because the symbols themselves--words--have nothing to do with the main message. Want proof? Simple. Say the following phrase aloud, emphasizing the underlined word, and you'll see how different a message is conveyed by the same words:

We're not going to have a test today?

We're not going to have a test today?

We're not going to have a test today?

Active listening was created by Rogers for training therapists to work with patients. The method consists of "listening for feelings" and reflecting back your guess at the speaker's emotional state. With advance apologies to Rogers and Gordon, here's approximately how active listening works.

Charlie Trainee storms into your office, screaming at the top of his lungs: "I wouldn't work for this chicken outfit another 10 minutes if my life depended on it." You, a calm, cool trainer schooled in active listening, reply: "Charlie, it sounds like you're upset. And I know you wouldn't be upset without a good reason. Tell me about it."

"First they screwed up my housing allowance, and now my plane tickets are all wrong. They just don't care about us trainees."

"You don't think the company cares about your problems?"

"I've got to get home before seven on Friday night. It's our fifth anniversary, and my wife is planning a big party."

"You really want to leave here earlier than you're scheduled now."

"And how!"

"Let's call travel and see what we can do."

Easy? No. Effective? Yes. Try it the next time a communications problem presents itself.

To be effective in active listening you should give complete attention to the person who is speaking and observe both what he or she is saying and how it is being said: pay close attention to nonverbal cues, listen for the main thought, identify implicit feelings, and summarize and reflect content in order to highlight the intended message.

APPENDIX V.G

Giving Positive Feedback

Refer to these guidelines in order to make your feedback helpful, positive, and reinforcing. In our program, Positive Feedback is:

1. Specific rather than general. It is more helpful to cite a specific action ("the way you gave encouragement to your teammates was very supportive") than to state a general impression ("You did a good job"). This helps the receiver remember the behavior and continue to use it.
2. Descriptive rather than evaluative. By describing our own reactions rather than making judgment, we leave the individual free to use our feedback or not as he or she sees fit. Because trainers avoid presenting a particular set of values, participants are less likely to react defensively to any feedback.
3. Concrete rather than abstract. Tie the feedback to a specific rather than a hypothetical situation. Also use concrete language that the receiver can link to his or her own experience and behavior.
4. Focused on behavior rather than personality. It is important to refer to what a person does rather than comment on what we imagine he or she is. It is less threatening to a person to hear "you have a lot of ideas to share" than "you are quite a talker".
5. Focused on the sharing of ideas rather than the giving of advice. By sharing ideas and information we leave the participants free to decide for themselves, in the light of their own goals in a particular situation at a particular time, how to use the ideas and the information. When we give advice we tell them what to do with the information, and in that sense we take away their freedom to determine for themselves what is for them the most appropriate course of action.
6. Focused on the value it has for the receiver. The feedback provided should serve the needs of the recipient rather than those of the giver. Help and feedback need to be offered, not imposed.
7. Well timed. Feedback is generally more meaningful if it is given as soon as is appropriate, when it can still be concrete and relatively free of the distortions that come with the lapse of time.
8. Focused on what is said rather than why it is said. Feedback should not be based on what the trainer has inferred rather than observed. Assumptions about the motives of the person giving feedback may prevent the receiver from hearing it or cause him or her to distort what is said. In short, if I question why a person gives me feedback, I may not hear what he or she says.

APPENDIX V.H

Facilitating Group Activities

When you are directing the activities of a group of adult students, your goal is to have the whole group proceed together without irritation, misunderstandings or general confusion. The cost of an activity or session that is not managed smoothly is weighed in lost time, diminished attention from participants and extra fatigue for all by the end of the class. Just as there are "tricks of the trade" involved in speaking and presenting in a classroom, so are there ways to set up and run group activities efficiently and smoothly.

Here are some suggestions from past trainers in this program. Use these and/or some of your own.

Giving directions: Give clear and effective instructions when setting up an activity so the group can all proceed together.

-Don't give directions when you are passing out papers or articles. Attention is too divided and people won't hear you.

-Ask the group to identify which person will be the one to go first, or which will play specific roles first (helper, applicant, employer, etc.). Raising your own hand while asking seems to make this happen more quickly.

Breaking into small groups: Use efficient and creative methods for dividing the participants into groups without delays, confusion, or making them feel manipulated.

-If you say, "Let's split into groups of three" without describing how many groups of three you desire or your method of counting off, you can look inept and cause a lot of unnecessary milling about.

-A variety of "counting off" methods exist: drawing from a bag of different colored marbles (the Magic Bean method), dividing participants as they sit, asking who has not had a chance to work together yet, dividing them by birth month, etc.

Managing time: Keep this enemy of all trainers under control.

-Set the right precedent by starting and ending on time and keeping breaks on time.

-To bring the class back to task without having to cut someone short, walk forward into the center of the semi-circle and look expectant. Take control of your space.

APPENDIX V.I

Inoculation against Setbacks

This adaptation of the Stress Inoculation process is designed for use with individuals or groups of people who are trying to adhere to a difficult decision or to change their behavior. These might include things like:

Adhering to a weight reduction program,
Sticking to an exercise regimen,
Ceasing to smoke,
Talking to your children about a difficult topic,
Learning assertiveness skills,
Wearing your seatbelt regularly,

or, as in the JOBS project intervention, preparing for stressful aspects of the job search.

The steps followed are the same regardless of the topic:

1. Anticipating setbacks/barriers. Ask, "What makes this difficult?" or "What can get in the way of our being able to do this?"
2. Developing strategies and generating ideas for overcoming setbacks. Ask, "Can you recommend some ways of overcoming these difficulties and making yourself persist?"
3. Weighing alternative strategies for overcoming the setback and committing to try a strategy. Ask, "What are the advantages and disadvantages of using each strategy?" After listing and evaluating them, ask, "Which of these ideas or methods will you use?"

Other ideas:

APPENDIX V.J

Avoiding Social Conflict: What Would You Do?

Participants in a seminar or class will have varying reactions to being in a group setting. Some expect to be passive and believe the facilitator will take charge of their learning, some may have personal agendas that for them supersede the objectives of the session, some may unconsciously resist the trainer as someone they perceive to be an authority figure, and some may be anxious or shy in the presence of so many strangers. These feelings may result in a variety of behaviors which may leave the trainer feeling not "in control" of the situation.

Your job as a trainer is to model tolerance. In this way, the participants in the group will learn that, even if they do not agree with one another, they can still listen and accept the fact that not everyone holds the same beliefs. Your modelling will show them that in these sessions, each person has a fundamental right to express an opinion and to make up his or her own mind.

The following examples describe some potential scenarios a trainer may run into in the course of the seminar. There is no single correct way to handle these issues, but being prepared will help you when similar situations arise in your sessions.

EXAMPLE: In a chat during a break, the topic of welfare comes up. One participant says, "You cannot have much sympathy for these women on welfare who go out and get pregnant. And then they want to go sin even further by going against God's word and getting an abortion."

What would you say in this situation? To whom?

EXAMPLE: The participants are discussing the causes of job loss. Some of them talk about the economy. One participant is very outspoken and says, "Everyone who is out of work has failed in some way. We are here because we are all a bunch of failures."

What should you say? To whom?

EXAMPLE: During the session on overcoming an employer's fears about a candidate's background, one of your participants challenges you on the validity of what you have presented. He says you may mean well but your "do-gooder attitudes won't make it in the real world" and that it is absolutely essential to lie to employers in order to get a job. A more reserved member of the class asks if presenting only the positive aspects of your background isn't a form of deceit anyway.

What should you say? To whom?

EXAMPLE: During the introductions on the first day, a participant says that he ended his tour of duty with the armed forces just before the war in the Persian Gulf. You remark cheerfully that he got out just in time and he takes umbrage at this, protesting that he was ready and willing to go.

What do you say?

VI. TRAINING PERIOD: REHEARSAL

During the four weeks following the Trainers' Forum, the new facilitators devote most of their time to practicing delivery of the intervention script. The teams engage in read-through and blocking of the script, rehearsing, dress rehearsal and piloting. The goals of this period are for the trainers to commit the program to memory, acquire smoothness in working with their partners and turn the abstract theories of the program into concrete, permanent behavior.

Rehearsing takes about four to six hours per day. Most trainers find it helpful to break up the day with other duties. At this point the supervisor should establish a work schedule and make assignments.

Materials needed for the rehearsal period include:

- A schedule for use of rehearsal rooms.
- A pair of different-colored highlight pens for each trainer.
- Rings or clips for each session of each trainer's script.
- A video camera, VCR and TV monitor.
- A blank videotape for each trainer.

Feedback and debriefing

During the rehearsal period the trainers' supervisor schedules time each day with every pair of co-trainers, partially to observe them in action and give suggestions, partially to answer questions, but mostly to give positive reinforcement and encouragement for their efforts.

As much as possible, the supervisor models the same sort of reinforcing behaviors the trainers will offer to the program participants and it is hoped that he or she will attain a degree of referent power with the trainers. The supervisor also holds other bases of influence since this is, after all, an employer/employee relationship, but liberal use of positive reinforcement, empathetic verbal statements, smiles, eye contact, etc, also demonstrates and reinforces the impact these behaviors have on personal motivation.

The supervisor also brings all of the trainer pairs together for a weekly staff meeting. When rehearsals begin, the pairs are no longer seeing each other on a daily basis and begin to miss the frequent contact. The meeting allows them to maintain a supportive network and fosters a spirit of camaraderie. Issues brought up by the trainers, adjustments to schedules, new business and creative solutions to common concerns are all put on the agenda. The meeting also offers a venue for the supervisor to praise the trainers in front of their peers.

As the trainers get further into the rehearsal period, the feedback from the supervisor is delivered more formally in a "debriefing" that follows each session, with the emphasis always heavily on positive feedback. The supervisor must persistently observe, record and comment upon all of the effective actions that the trainers demonstrate. Mistakes and ineffective behaviors are not highlighted and are only commented upon generally. The trainers tend to be very hard on themselves about verbal flubs and obvious errors. A critical comment from the supervisor is not only potentially damaging to the trainer's confidence but often unnecessary because training performance improves automatically with time and experience. Thus the supervisor should point out ineffective behaviors only if they are important or if the trainer is not likely to make the improvement on his or her own.

Examples used in the case of past trainers include:

"Your introductions of each other were very upbeat and concise."

"John, you did a very good job of describing the role of the helper; it was very clear and they understood exactly what you were asking of them."

"Mary, you are excellent at giving positive reinforcement. When you said to Terry that he was so good at thinking on his feet he really beamed."

"You deflected Lisa's question about the employer's fears very nicely. I could see you start to answer, catch yourself, and then say, 'What does the group think?' You have good instincts."

Observations about certain behaviors that need improvement should be phrased as goals or as requests for reexamination. Questions that may force the trainers to be defensive (i.e. "Why didn't you do that?") should be avoided. Sample comments made to past trainers have included:

"I'd like you to work on increasing the amount of reinforcing feedback you offer to participants, really stretch the limits of your comfort zone."

"I noticed you cut Bert off mid-sentence when he digressed into that long story of his past job, and he seemed very embarrassed. How else might you handle a situation like that?"

"You sometimes appeared to be irritated with each other [cite example]. That can send covert messages to the group that you don't want to send. I'd like you to practice being openly reinforcing of each other."

Or simply, "Sometimes I had trouble hearing you."

The co-training partners also spend time debriefing each other by giving reinforcing feedback and by actively defusing the problems, big and small, that can come about when two people work together closely. This may be done by asking a question like, "Is there anything I can do to help make your role easier?" or "How did you feel about today's session?" This debriefing should become a normal part of the follow-up of every session and may even be carried out over lunch or on the drive back home. Defusing small problems as they arise helps to prevent them from growing out of proportion later on.

Practice sessions

Trainers spend the first full week of rehearsal blocking their lines in the script and reading it through. This means that each pair works in their own rehearsal room independently of the other teams. As the new partners come to know each other better they should decide which of the styles of co-presenting delineated in Appendix V.E are best for each exercise. In blocking out their scripts, the partners use highlight pens, in a different color for each trainer, to indicate who will be the "lead" person in each segment. These blocks may consist of a whole exercise or a single line, as long as they are divided fairly equally within each session (the partners' status must be perceived as equal in the eyes of the participants). The "support" person of the moment also notes his or her appropriate duty, such as recording on the flip chart, passing out handouts or observing the group for reactions.

After the trainers have highlighted their own parts in the script, they refine their roles and discuss how best to support each other. Questions and concerns are noted and brought up in either the daily visit by the supervisor or the weekly staff meeting.

The process of reading through the script is followed by a "walk-through" using movements and materials to gain a sense of the time needed for each segment and to map out the space the partners will occupy. This includes role-playing, using the board or flip chart, placing materials in readiness, passing out papers, getting used to moving in a U-shaped seating arrangement, and so on. For ease of handling, the intervention script should be detached into its separate sessions, each held together by a clip or ring. This allows trainers to go through their scripts and still move about naturally.

In the second week the trainers begin actual rehearsals, doing everything exactly as if there were a group of participants sitting before them. This includes practicing trainer behaviors that are not completely scripted, such as using reinforcing words and phrases, circulating among small groups, and making optimal eye contact. Repeated practice of these behaviors helps them become second nature to the trainers.

Videotaping and playback

At this point, it is very useful for the trainers to have access to a video camera. A videotaping and playback session can be very revealing, and although it may make some trainers a little uncomfortable, it allows them to see themselves as the participants will. The objective eye of the lens will help them see nervous gestures, hear the rate and pitch of their own voices and judge the clarity of their communications. Because trainers will tend to focus on the negative aspects of their delivery, it is important for the supervisor to devote special effort to positive reinforcement.

Give each participant a blank tape, which can later be taken home for private viewing. It is not necessary for the trainers to tape every minute of all five sessions. In fact, having to watch 20 hours of playback is excruciatingly dull and seldom provides more insight than does the tape of one session plus a few selected activities. A useful method is to focus most of the videotaping on activities that give a particular trainer the most trouble. This serves as a good means of

diagnosing the sources of difficulty. If video equipment is limited, a schedule for fair sharing may have to be established.

When the trainers have defined their speaking roles and are beginning to feel comfortable with the program, they are ready to begin memorizing their lines. They may do this individually, or the partners may use part of their rehearsal time for memorization read-through sessions (one partner at a time recites his or her lines with the other partner acting as prompter).

Trainers should not be prevented from continuing to hold or consult their scripts even when they go "on-line" with real participants. Even after thorough memorization it is still possible to get mixed up in a program of five sessions, so holding the script can make the trainer feel less anxious. Although constant reading from the script should of course be avoided, an occasional stop to verify notes or to read specific instructions or data is permissible.

Dress rehearsal

The last two weeks of preparation before the trainers are certified to deliver the program involve a dress rehearsal, and a pilot or practicum seminar with actual unemployed participants. The dress rehearsal is the trainers' first experience delivering the intervention to a live audience. It is as close as possible to the real thing except the participants are not unemployed persons, but rather are recruited from staff and other interested parties. They should number at least four to six persons (enough to be divided for the small group exercises in the program). The training supervisor also sits in as a participant.

Piloting

In the last stage of the rehearsal period, before the program begins in earnest, each co-trainer pair get a chance to practice presenting the intervention seminar to actual unemployed persons recruited from a local unemployment office. The pilot runs exactly like a regular session of the program; location, timing, group size, materials, and content are identical. The only difference, which should not be made to seem unusual to the participants, is that the supervisor (and sometimes another trainer) is present as an observer every day if the intervention is being run as part of an evaluation study. The participants are not told that this is a pilot test since as far as their own personal objectives are concerned, it is the real thing.

If the seminar is being used as part of an evaluation study, the pilot sessions allow one to test all parts of the program (e.g. recruiting methods, training sites, program evaluations, and so on) for their overall effectiveness.

Trainers not piloting over a given week either act as observers for other trainers or continue rehearsing for their own pilot.

The role of the observer

Throughout the delivery of the intervention, observers are designated to monitor the sessions and to provide ongoing feedback to the trainers. These observers include the trainers' supervisor, fellow trainers and those members of the project staff who have a strong understanding of the program's processes and goals.

Early in the script of the first session, the trainers are directed either to introduce the observer, if one is present, or to tell participants that there may be an observer or two stopping by during the week who is interested in learning more about the program. The observers sit in the back of the room and do not take part in the session, so that participants will not be too self-conscious about their presence. Observers are directed to be pleasant, dress casually, and not be too obvious about taking notes.

The monitoring function of the observer consist of the gathering of data. He or she fills out observation forms (see Appendix B) which attest that all the parts of the sessions were carried out as planned. The observer's data serve to substantiate the integrity of the delivery of the intervention. This monitoring also reinforces the message to the trainers of the importance of sticking to the protocol of the program.

The feedback function of the observer has more immediate benefits. He or she is a source of continuing reinforcement for the trainers both during the pilots and when they are out on their own. And the presence of observers often adds energy to their performance.

The seminar participants are often very curious about observers and frequently approach them with questions during breaks. They ask things like: "Why are you here?" "What do you do?" "Are you grading the trainers?" or even "Are you evaluating us?" As much as possible it is best to be honest with the participants. Only withhold information that might otherwise prevent the participants from acting naturally in class. For example, when one group of participants heard that an observer was the trainers' supervisor, they took on a protective attitude toward "their trainers". There were many furtive looks to the back of the room, and one person said, "I'd better not say that, I don't want you to get in trouble with your boss." It would have been better for the group in this instance if the job status of the observer had not been acknowledged. Observers should be introduced with non-threatening descriptions such as, "This is our colleague Mary, who leads this program in other locations and is interested in learning how we do things" or "This is our friend David, who helps us back in the office. He's here to learn more about the program" or "We have a guest observer today from another university who is interested in possibly using this program."

Final review

Before on-line sessions begin, a final meeting is held between the trainers and the leaders of the project staff. This meeting serves as a combination pep talk/goal affirmation to remind the trainers of their ultimate purpose in delivering the program: the empowerment of the participants.

The training supervisor and the leader of the project staff take this opportunity to praise the trainers' performance. In a spirit of celebration, the trainers are presented with certificates proclaiming their status as official trainers of the JOBS program.

Locating and Renting a Site for the Seminar

The location of the job-skills seminar for unemployed people should be easily accessible to its participants, many of whom have limited resources for transportation. Thus the seminar needs to be conducted at a site that will not require them to travel for more than 30 minutes, that is, one within a radius of 20 miles from where the majority of the unemployed persons live.

Finding an appropriate site or facility for the intervention is only the first step in the process. The next step is to secure an appropriate room where the seminar will be conducted. This involves (1) calling the authorized persons who manage the facility to inquire about the availability of an appropriate room for rent for the required period of time, (2) visiting the facility to check the facility and the room, and (3) negotiating the final arrangements, including the rent.

Give yourself plenty of time to secure a location. It is best to use a checklist to make sure the room and location meet the needs of the seminar, as well as the needs of the participants and the trainers, before a final commitment is made and a rent contract is signed.

Before you begin to select a location you need to have determined firm dates and times for the intervention. We found that we were able to negotiate a much lower price when we offered to book rooms for a 15-week period well in advance.

To start the process of site identification, use a map of the area and the phone book. Follow the following steps:

1. Browse through the phone book to identify potential locations. Sources include the following organizations:
 - a. Chamber of Commerce: Call and ask them for specific locations, or a list of possible places that would rent out a meeting room.
 - b. Hotels: Many of them have small or mid-size conference rooms and you may be able to negotiate an affordable price for a room. We did!
 - c. Community Centers of various kinds. Some may be able to offer the facility free of charge or for a reduced rental fee.
 - d. Schools, Boards of Education, community colleges, local colleges and universities. Some of these locations may ask for additional insurance.
 - e. Union Halls: May offer the room free of charge or at reduced rental fee.
 - f. Libraries: Check to see how early they open.
 - g. Banquet hall, meeting rooms: They may not be open early enough for the seminar.
 - h. Churches or other places of worship.

2. Make telephone calls to the potential locations and use the short checklist below to make sure that the location and the rooms are adequate.

- a. Is the site centrally located?
- b. Is there free parking?
- c. Is the room large enough for 25 people but not so large as to overwhelm the participants?
- d. Is the room air-conditioned? (very important during the summer)
- e. Is the room available for the dates and the time periods required for conducting the JOBS seminar?

3. If the location is potentially acceptable, proceed to inquire about and possibly to negotiate the rental fees. Our experience may give you a general idea of what to expect. In 1991, we rented small conference rooms (for 25 to 30 participants) at hotels for \$35.00 per four-hour session each morning. Rent at an educational training center that was part of a community center was \$20.00 per four-hour session. Classrooms at an old high school converted into an adult education center were provided free.

4. Go and visit the site. While there, make sure to check all the items on the checklist below. You do not have to commit to renting the place yet. You may want to follow our experience and tell the managers of the facility that you propose to use the place for the first week and then if everything is satisfactory you will commit to it for the remaining period.

The following checklist will help you inspect the place and prepare a report for deciding whether or not to rent space in this location.

I. Information about the site:

- a. Is the room large enough to accommodate at least 25 participants comfortably but not so large that participants feel overwhelmed?
- b. Is the temperature adjustable within the room?
- c. Is the room air-conditioned?
- d. Is the light adequate in all parts of the room?
- e. Is the location subject to noise and distractions (other meetings, high traffic)?
- f. Is there convenient access to clean rest rooms?
- g. Is there an area suitable for coffee materials (with convenient outlets and access to a sink)?
- h. Is there close access to free parking?
- i. Are there sufficient chairs and desks (or tables) with a good writing surface? (can they be moved?)
- j. Is the room secure for overnight storage of materials?
- k. Is the room available when needed, at a reasonable cost?

- l. Is there a phone nearby that can be used for emergencies?
- m. Is there a place for participants to take a break or smoke without disturbing the building's occupants?
- n. Is the room accessible to the handicapped?

II. Setup of the seminar room

- a. Are the chairs placed so that all participants can see the trainers and the other participants?
- b. In the case of multiple entryways, have you either blocked the door at the front of the class or set up the chairs to face away from possible distractions?
- c. Can you adjust the seating if too many or just a few people show up?
- d. Is there a wastebasket?
- e. Have you located the thermostat/air-conditioning control?
- f. Can you place the flip-chart easel so it does not block the chalkboard?
- g. Does the office staff know how to deliver messages?

III. Misc. additional useful information

- a. Can you store anything in the room overnight?
 - b. Can you leave the flip-chart pages hanging on the walls overnight?
 - c. Can you store anything in a storeroom overnight or all week?
 - d. Can you use an elevator to load things to and from the room location if necessary?
5. Evaluate the advantages and disadvantages of the various locations based on the information you collected using the above checklists. As soon as you make your decision, contact the desired facilities and ask for a rental contract. Be sure to inquire about insurance.

In our experience, we found that hotels provided ideal locations. Because they are in the business of renting rooms and holding seminars, they proved to be the easiest to work with. The schools were also very positive. Educational sites that did job training were better suited for our purposes than classrooms in high school.

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JOBS

**Workshop
Protocol**

Developed by
Paula Wishart and John Gingrich

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MICHIGAN PREVENTION RESEARCH CENTER The Jobs Project for the Unemployed

A sense of control, mastery and social support are crucial elements in sustaining mental health. That is the conclusion of many recent studies of employed groups ranging from factory workers to astronauts. A growing body of literature also links these constructs to the motivation of unemployed people from all kinds of work to engage in effective job seeking to regain employment.

What can be done to enhance social support, the sense of mastery and job search motivation among the unemployed? What effect will a preventive intervention with these goals have? And what can research on the unemployed teach us about preventive intervention overall?

These are some of the questions being asked by Michigan Prevention Research Center (MPRC) researchers as part of the JOBS Project begun in 1984. The researchers include: Amiram Vinokur, Robert Caplan, Richard Price, & Michelle van Ryn. Funded by the National Institute for Mental Health, the JOBS Project involves the design and evaluation of a preventive intervention aimed at providing job-seeking skills to promote reemployment and to combat feelings of anxiety, helplessness, and depression among the unemployed. The JOBS Project has completed the conduct of two successive randomized field experimental studies with over two years follow-up in each study. Both studies yielded a number of positive results (Caplan, Vinokur, Price, & van Ryn, 1989; Vinokur, Price, & Schul, 1995).

Group learning for JOBS search training. In order to make the intervention truly preventive, MPRC researchers selected participants who had been unemployed for less than four months. In groups of 15-20 persons, participants took a training program that was guided by a male-female trainer team and was delivered in 5 four-hour sessions covering a week period. The activities in the program were designed to elicit socially supportive behaviors among the participants, and enhance their sense of mastery by acquiring effective job search skills. Activities included:

- Dealing with obstacles to reemployment
- Identifying marketable skills
- Identifying sources of job leads
- Finding job leads in social networks
- Conducting the information interview
- Handling emotions related to unemployment
- Practicing and rehearsing interviews
- Thinking like an employer
- Evaluating a job offer

The program attempted to maximize the opportunities for the participants to engage in active learning processes. These processes involved group brain storming to diagnose problems as well as to suggest active coping solutions and ways to overcome potential obstacles or barriers. Thus, throughout the program, participants

were encouraged to analyze their situation for problems or potential difficulties, and to generate their own solutions. Amiram Vinokur explains, "A person who feels he or she 'owns' the solution to a problem will be more committed to implementing the solution." The group setting, he adds, is also crucial because "even if the person can't come up with a solution, he or she is exposed to people who can."

Theory drawn preventive intervention. The JOBS Project emphasizes a theory-driven approach. "We wanted to discover some generic principles of intervention, and methods of evaluation, which could be more widely used in preventive intervention," explains Robert Caplan. Two such important principles of intervention are: the necessity of highly intensive training of the trainers before program delivery, and the importance of close monitoring of the intervention by observers during program delivery. Both of these elements help maintain a high-quality intervention.

Much of the intervention's rationale derives from research on vigilant coping that shows that people under pressure often narrow their search for solutions and tend to become prematurely invested in a certain course of action. "Vigilance promotes the search for problem-diagnosis and alternative solutions," MPRC researchers say. Participants are trained in diagnosing unemployment problems and generating alternatives for re-employment. Moreover, they receive inoculation against setbacks. As Caplan explains, "People need to anticipate setbacks and build up repertoires to cope with counter-pressures."

The JOBS intervention also derives from theory that emphasizes the importance of self-efficacy, the knowledge that one can succeed, as a motivational force for attempting difficult behaviors. The JOBS intervention was designed to provide these conditions and the research findings showed that enhancement in job search self-efficacy stimulated participants to engage in intensive job search activities (van Ryn & Vinokur, 1992).


Finally, research and theory on social resources also drives the intervention. "Skills, social support, and knowing how to cope with setbacks are all critical social resources that can have powerful preventive impacts for people who would otherwise be very vulnerable to the adversity of life transitions like job loss," says Richard Price, Director of the Michigan Prevention Research Center.

The following implementation manual was adapted by John H. Gingrich, Trainer, under the supervision of Paula D. Wishart, Training Supervisor for MPRC, (March 1997) from the work of Joan Curran and the JOBS Project staff (September 1992).




FLIPCHARTS


SESSION ONE
Discovering Your Job Skills

 #1

AGENDA
 Welcome!
 Introductions
 Ground Rules
 Participant Introductions
 Interviewing
 Strengths and Skills
 Concrete Examples
 Debrief

 #5

APPLICANT CHARACTERISTICS


 #2

GROUND RULES

Confidentiality


Evaluate Ideas
 and Support People

“I pass” Rule

 #6


STRENGTHS AND SKILLS

YES = Enjoy Using
 NO = Dislike Using
 BLANK = Neutral

 #3


ASK YOUR PARTNER

- ◆ Name
- ◆ Type of job s/he is seeking
- ◆ Something special about her/him
- ◆ What s/he wants to learn from the workshop

 #7


SKILL OR STRENGTH

I have experience as a writer.


 #8

SPECIFICS

I rewrote our yearly sales catalogue in a way that made it more interesting and easier to read.

 #4

Name	Job Interest	Something Special	What you Want to Learn

 #9

BENEFICIAL RESULTS

In the first quarter after it was published, sales orders went up by 10%.



#10

LINK TO THE NEW JOB

I am sure that this type of experience, skill, and results will be greatly valued at the Westin Corporation.



#11

CONCRETE EXAMPLES

- (1.) State the Skill or Strength
- (2.) Give Specifics: When, Where, What and How
- (3.) Show Beneficial Results
- (4.) Link this to the new job



#12

GROUP'S CONCRETE EXAMPLE

SKILL OR STRENGTH

SPECIFICS: WHEN, WHERE, WHAT, HOW

BENEFICIAL RESULTS

LINK TO THE NEW JOB



#13

INTERVIEW PRACTICE USING CONCRETE EXAMPLES

APPLICANT

- use your Concrete Example sheet -

INTERVIEWER

- ask the opening question, "What are your qualifications to do this job?" then ask follow-up questions -

OBSERVER

- give positive feedback to applicant -



#14

SESSION ONE DEBRIEF
What Worked and What Didn't

**SESSION ONE:
HANDOUTS FOR EXERCISES
and
ADDITIONAL INFORMATION HANDOUTS**

SESSION ONE: Handouts for Workshop Activities

1-1	Ask Your Partner
1-2	What You Will Learn
1-3	Strengths and Skills
1-4	Describe Your Skills Using Concrete Examples
1-5	Blank Concrete Examples
1-6	Observer Guidelines
1-7	Interview Practice Using Concrete Examples
1-8	I Would Hire ... Because ...

SESSION ONE: Additional Information Handouts

1Skills	Skills in a Job Search
1Skillsa	Adaptive Skills
1Skillst	Transferable Skills
1Skillsj	Job-Related Skills
1Skillsi	Ideas to Help You Identify Skills

SESSION ONE
Discovering Your Job Skills

I. INTRODUCTIONS

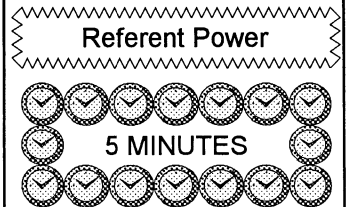
A. Trainers Greet the Group

- ◆ Welcome Participants enthusiastically and warmly
- ◆ Provide logistics: sign-in, name tag, bathroom, smoking, treats



B. Trainers Introduce Each Other

- ◆ Address the Co-Trainer's experience with facilitating groups
- ◆ Note the fact that Co-Trainer has been unemployed



C. Introduce Observers

- ◆ Note that Observers are here to observe the Trainers, not the participants.
- ◆ Observers not here to judge the participants.
- ◆ Observers take notes about ways we can improve the workshop.



D. Introduce Agenda for the Day

AGENDA
Welcome!
Introductions
Ground Rules
Participant Introductions
Interviewing
Strengths and Skills
Concrete Examples
Debrief



- ◆ Trainer asks: "Are there any questions?"

DIALOGUE

GROUND RULES:

- ◆ We are committed to confidentiality. That means what gets said here, stays here and we hope that we all will work to respect the privacy of other group members.
- ◆ Evaluate ideas and support people means we have to figure out if a particular idea works for us, and we support each other, no matter how different an idea is.
- ◆ "I pass" means if at any time you don't want to talk about a particular idea, you don't have to. You just state "I pass" and we will respect that request.

PROGRAM HISTORY:

The program was highly successful in helping participants to:

- ◆ Find better jobs in their preferred field
- ◆ Find them faster
- ◆ Find them at a better salary
- ◆ Undergo fewer episodes of unemployment than people we surveyed who did not participate in the program.

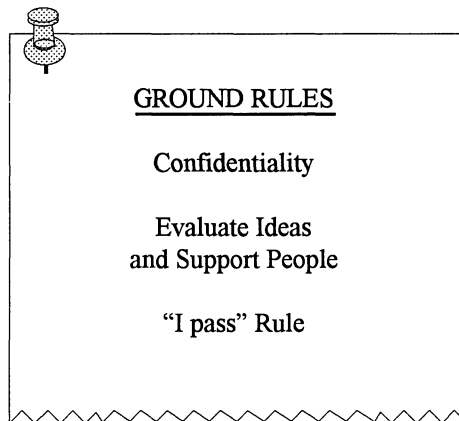
PARTICIPANT INTROS:

Now that we've described a little about our background and the workshop history, it would be helpful to learn a little about you. To break the ice we'd like to try a special way of doing this.

- ◆ In a minute, I am going to ask you to pair up and to introduce each other to the group. I want you to tell us the following: [referring to FC]

INSTRUCTIONS AND GRAPHICS

E. Outline Ground Rules

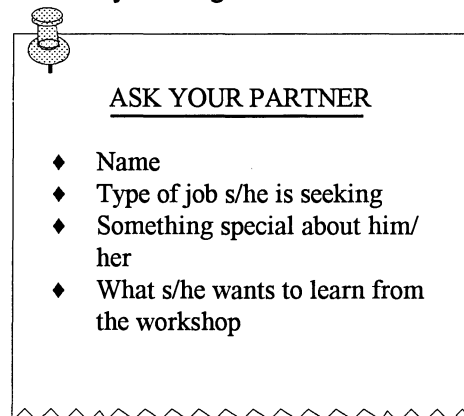


F. Introduce the Winning New Jobs Program History

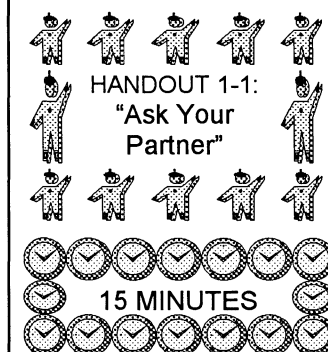
- ◆ Program comes out of 10 years of experience in working with people facing work transitions.
- ◆ People from over 1,500 households.
- ◆ Constantly trying to upgrade the workshop — Ask you, as Participants, to wear two hats:
 - ⊗ Active participant
 - ⊗ Advisor and consultant

G. Participants Introduce Each Other

1. Present: "It's time for us to get to know you and you to get to know each other."



HANDOUTS AND NOTES




DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

- Practice: Pair Participants and notify when 5 minutes has passed.
- Debrief: Post flipchart and fill in.



Name	Job Interest	Something Special	What you Want to Learn

EXAMPLES OF CONNECTING THEMES:

- ◆ “Even though you may not feel prepared for the job market, you seem really willing to learn...”
- ◆ “There seems to be a common theme of wanting to provide for your families...”
- ◆ “Interviewing can be really tough, but just from your introduction I can see some things you do really well, like specifically...”

- ◆ Have partner present what they have learned about each other.
- ◆ As participants introduce themselves:
 - ⊗ Connect themes across group
 - ⊗ Specifically highlight participant strengths
 - ⊗ Connect their learning goals with the workshop goals
 - ⊗ Identify strengths as job seekers

4. Summary:

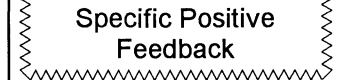
H. Brief Overview of Each Session

“Let’s briefly preview what we will be learning in the next few days of the workshop:”

- ◆ “Learn to think like an employer so that we can present our skills and qualifications convincingly.
- ◆ Learn to turn possible weaknesses or barriers into advantages.
- ◆ Learn to answer difficult job interview questions.
- ◆ Learn how to get job leads through networking.
- ◆ Learn about informational interviewing.
- ◆ Learn about résumés, cover letters, ap-

★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ Break Into ★
★ Groups of 2 ★
★ ★ ★ ★ ★ ★ ★ ★ ★ ★

**1-2 MINUTES EACH**

**Specific Positive Feedback**

**45-60 MINUTES TOTAL EXERCISE**

**3 MINUTES**

DIALOGUE

INSTRUCTIONS AND GRAPHICS

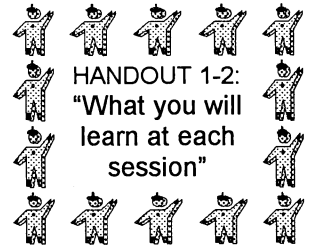
HANDOUTS AND NOTES

plications, and references.

- ◆ Learn about the complete interview: commonly asked questions, open-ended questions, best ways to end an interview.
- ◆ Learn how to put it all together and keep making progress in your job search.”

- ⊗ Distribute HO and ask if there are any questions about what will be covered.

- ⊗ Also, tie overview into what was said by participants especially regarding their expectations of workshop.



DIALOGUE

INEFFECTIVE INTERVIEW:

We want to do a pair of skits for you about interviewing. The skits demonstrate how different an interview can be when certain techniques are applied to it.

- ◆ Watch each skit, thinking of the advice you would give to this job applicant. I play the applicant and _____ plays the employer. You'll have the opportunity to share your advice afterwards.

INSTRUCTIONS AND GRAPHICS

II. DEMONSTRATION OF INEFFECTIVE AND EFFECTIVE INTERVIEWS

A. Demonstrating the "Ineffective" Interview

1. Present: "We're going to show you an example of an interview and you tell us what you think."
 2. Practice: Skit #1:
 - A: (Knocks on Door.)
 - E: Come in.
 - A: (ENTERS SILENTLY. LOOKS AROUND FOR CHAIR, SITS IN IT, AND LOOKS DOWN AT FLOOR.)
 - E: Well, what can I do for you today?
 - A: Well, I'm looking for a job.
 - E: Hmmm. What kind of job did you have in mind?
 - A: (WITH DESPAIR) I've been out of work so long, I'm willing to try anything.
 - E: We do have an opening for a material organizer. Have you had any experience with that?
 - A: Does it have something to do with paper or machine tools?
 - E: No. Westin Corporation manufactures surgical supplies out of plastics and steel.
 - A: Well, I don't know much about those supplies, but I'm willing to try. How much does the job pay?
 - E: It ranges from \$8 an hour up, depending on experience. (PAUSE.) Well, it was nice talking to you. I'll let you know how things turn out. We still have to interview some other applicants.
 - A: (STANDS UP, SLUMPING.) Thanks for taking the time to talk with me. (EXITS.)
3. Debrief and Post: "What did you think of this interview? How can we improve this interview?"

HANDOUTS AND NOTES



EFFECTIVE INTERVIEW:

We'll do this skit again. Assume that it is the exact same applicant with exactly the same background. This time, however, the applicant has done four different things:

- (1) Gotten some advice on what to do and what not to do, the way you will in this workshop.
- (2) Talked to someone in the company by phone about what the job involves, in terms of skills and background, and the salary range.
- (3) Phoned a secretary in the main office and had some brochures sent which describe the company's products and sales.
- (4) Made some notes about what to say about relevant experiences.

B. Demonstrating the "Effective" Interview

1. Present: "Let's put your ideas to work in this next interview and you tell us what you think."

2. Practice: Skit #2: "Effective Interview"

A: (KNOCKS ON DOOR).

E: Come in.

A: (ENTERS BUT DOES NOT SIT DOWN, MAINTAINS EYE CONTACT, EXTENDS HANDSHAKE, SMILES.) Hi! I'm _____.

I'm interested in finding out more about the position for a material handler.

E: I'm _____.
Won't you have a seat?

A: (TAKES SEAT.)

E: Well, if you are interested in materials handling, let me ask you a few questions. What sort of background and experience do you have that might be useful in the job?

A: I talked to Alice Carter in Personnel. She said that the company needs a good materials handler to make sure that all the shipping regulations are followed. Although I haven't worked directly in materials handling before, I did a lot of volunteer delivery work during the flood we had last June. I learned a lot of ways for moving and handling all types of things. I've handled everything from small animals to large machinery, from magazines to fragile glass.

I am very good at figuring out ways of packaging and handling all sorts of objects. I know that Westin ships

DIALOGUE**INSTRUCTIONS AND GRAPHICS****HANDOUTS
AND NOTES**

a lot of different things. I am sure my knack for coming up with good ways to pack things would be really helpful to your company.

E: Anything else?

A: I am also a very dependable person when it comes to carrying out orders. I worked with Mr. Lefcourt last summer on a seasonal job. He could tell you that I had perfect attendance and successfully completed every task I was assigned. I know this kind of dependability is important at Westin because your company has a good reputation.

E: Do you have any questions you would like to ask me?

A: What other types of qualifications are you looking for in this job?

E: Well, we were hoping to get someone who had a little more experience handling surgical supplies.

A: I'm glad you mentioned that, and I can see why it might be a concern. My background with a variety of materials is probably an advantage over someone who has been dealing only with surgical supplies. With my experience in packing and moving such a wide variety of objects, I would be more creative and adaptable to new products and improved procedures than a candidate who has handled only surgical supplies.

E: Do you have any other questions?

A: Yes. I am actively interviewing right now and have talked to some other employers. It would be good to know when you will get back to me with a decision.

E: If you're under some time pressure, I might be able to call you early next week. Would that be too late?

A: Early next week will probably work out fine.

E: (STANDS.) Well, I'll contact you next week regarding our decision.

A: (STANDS, SMILES, EXTENDS HANDSHAKE.) I enjoyed talking with you. Westin is certainly at the top of my list as a place to work. I look forward to hearing from you next week. (EXIT.)

3. Debrief and Post: "What was the difference between the two interview skits? What did the applicant do that really made the difference?"



PRACTICE INTERVIEW:
WHAT WORKED?

4. Summary:
"According to what you've said, I really get the sense that you know what makes an interview work well.

All of your comments show that as an applicant there are very specific things that we can do in an interview that make it successful, such as giving examples of our skills, asking questions of the employer, and using good body language.

We have looked at how applicants interview. Now we would like to focus on getting inside the mind of the employer and what they think is important."



APPLICANT CHARACTERISTICS:

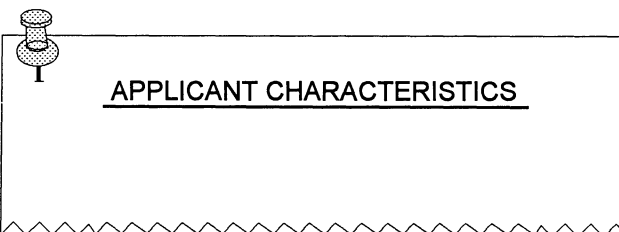
You'll be assuming that you are employers who need to hire someone. In a moment you'll go through the process of deciding what kind of applicant you want.

- ◆ What kind of personality characteristics and strengths? Personality characteristics and strengths are things about a person like honesty, friendliness, dependability, and so on.

III. THINKING LIKE AN EMPLOYER

A. Identifying the Most Important Applicant Characteristics

1. Present: "We're going to focus on what goes through an employer's mind when the employer is preparing to hire someone. The technique of Thinking Like the Employer is a method we are going to use throughout this whole program."
2. Practice: Trainer encourages participants to brainstorm in the large group applicant characteristics, such as personality characteristics and strengths.
3. Debrief and Post:



- ◆ "Studies show that personality strengths--like honesty, self-motivation and willingness to work hard--are what employers care about most. In fact, the most commonly desired characteristic is dependability."

'Why might this be?'

- ◆ "If you could hire someone possessing only three characteristics, what would they be?"
4. Summary:

"We began this section thinking like the employer by identifying the most important applicant characteristics, like personality traits, skills, and abilities. Now let's explore and identify our own skills and strengths in our next exercise."

DIALOGUE

STRENGTHS AND SKILLS:

If you want to do a good resume, and be prepared for job applications and job interviews, the single, most basic thing you can do is to figure out the most positive way of presenting your skills and abilities.

- ◆ Go through the list of abilities and personal strengths. Check off all the skills that you have, or have ever used at any time or in any context.

For example, if you collected money for a going-away present for someone, then you've dealt with money and could do it again. If you organize the schedules of five kids, then you have organizing skills. If you used a skill as part of a hobby or club, that skill is as worthwhile as one you used on a job, and it should be checked off.

STEP TWO: YES, NO, NEUTRAL:

- ◆ Once you've done that, go back through and put a "YES" next to the skills you have checked that you enjoy using. Put "NO" next to those you truly dislike using. Leave the rest unmarked.


INSTRUCTIONS AND GRAPHICS

IV. IDENTIFYING STRENGTHS AND SKILLS

A. Identifying Skills and Strengths

1. Present: "Many people sell themselves short and don't realize all of the skills and strengths they have."
2. Practice: Distribute HO:
 - ⊗ Step One: Checklist of Skills
Participants check off all of the skills that they have ever used.

- ⊗ Step Two: "Yes, No, Neutral"



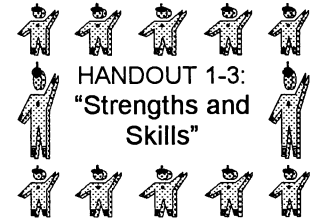
STRENGTHS AND SKILLS

YES = Enjoy Using
NO = Dislike Using
BLANK = Neutral

3. Debrief:

- ⊗ "How many of you were surprised by the number of skills or abilities you checked? Would you have told me you had all these skills and abilities when you walked in the door? What were your reactions while you were doing the exercise?"

HANDOUTS AND NOTES



DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

TRANSFERABLE SKILLS:

Transferable skills are skills that can be learned or used on one job but will be useful on other jobs as well. For example, being persuasive can be a useful skill for a salesperson, a politician, a supervisor, or a parent.

It doesn't matter where you learned the skill of persuasion because you can take it with you and use it in many different jobs since it's transferable.

- ⊗ "Let's go around the room and hear one skill or strength you checked off that you would not have thought about otherwise."

4. Summary:

B. Identifying Transferable Skills

1. Present: Introduction to Transferable Skills
2. Practice: Participants circle skills that are transferable.
3. Debrief: "Why is it important to think about your skills as transferable?"
4. Summary:



CONCRETE EXAMPLE:

It's important to remember that you control almost everything the employer knows about you. The employer is dependent on your ability to present yourself. Everything you do, say, or write conveys an impression of you to the employer, so you've got to present your skills and strengths effectively, convincingly and impressively.


- ◆ What we're going to focus on now is how to present those abilities in the most concrete way.

V. USING CONCRETE EXAMPLES TO DESCRIBE SKILLS AND STRENGTHS

A. Demonstration of Concrete Example on the Flipchart


1. Present: "The employer is dependent on your ability to present yourself."
2. Practice: Trainers build a sample of a concrete example on flipchart: Skill, Specifics, Beneficial Results, Link to New Job. Use the handout to support.






SKILL OR STRENGTH

I have experience as a writer.




SPECIFICS

I rewrote our yearly sales catalogue in a way that made it more interesting and easier to read.



BENEFICIAL RESULTS

In the first quarter after it was published, sales orders went up by 10%.



LINK TO THE NEW JOB

I am sure that this type of experience, skill, and results will be greatly valued at the Westin Corporation.

DIALOGUE


INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

CONCRETE EXAMPLES:

These points will serve to convince the employer how valuable our skills have been in the past and how we will be able to use these skills to benefit his/her company in the future.

- 3. Post FC: "On this flipchart, you can see all of the steps which help you describe your skills using concrete examples."



CONCRETE EXAMPLES

- (1.) State the Skill or Strength
- (2.) Give Specifics: When, Where, What and How
- (3.) Show Beneficial Results
- (4.) Link this to the new job

- ⊗ Distribute and, if necessary, review another example from the handout.
- 4. Debrief: "How can this technique be useful to you?"

B. Demonstration of "Ineffective" Concrete Example

- 1. Present: "We are going to do a skit of part of an interview, and you tell us what you think."
- 2. Practice: "Ineffective" Skit

E: Can you tell me a little about your work record?

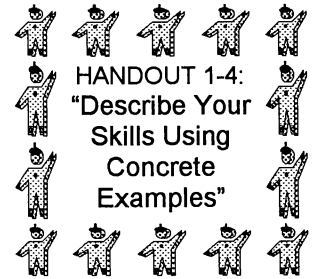
A: I think I'm a good employee. I've never had any complaints.

- ⊗ "Did the applicant really take advantage of the opportunity to impress me? No. So let's help him/her out."

C. Demonstration of "Effective" Concrete Example

- 1. Present: "Let's give our applicant some help with this task. Let's build a concrete example together."

"Let's draw from your experience to help create a concrete story."



- ⊗ “What skill would the group like to use to build a concrete example with specifics, results, and links to a new job?”
- ⊗ If participants cannot provide a skill, then use one of your choice, like resolves problems, computer abilities, or speaks well in public.



GROUP'S CONCRETE EXAMPLE

SKILL OR STRENGTH

SPECIFICS: WHEN, WHERE, WHAT, HOW

BENEFICIAL RESULTS

LINK TO THE NEW JOB

2. Practice: Trainers practice “effective” example using participant’s suggestions.

- ⊗ “You’ve come up with some wonderful ideas for our applicant to use. Let’s give ___ a chance to take your advice and make a stronger impression on the employer.”

E: Well, _____, can you tell me a little about your work record?


A: (Adapt the group's suggestions, referring to the Group's Concrete Example above, and improvise a bit.)

- 3. Debrief: "What did you think? How do you think an employer will react to that response?"
- 4. Summary:

D. Participants Practice Concrete Example

- 1. Present: Participants complete their own Concrete Example.

- 2. Practice: Participants practice Concrete Example in groups of three.



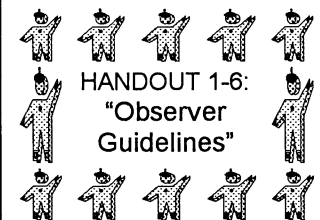
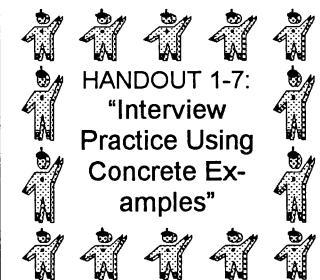
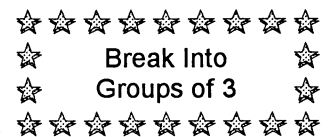
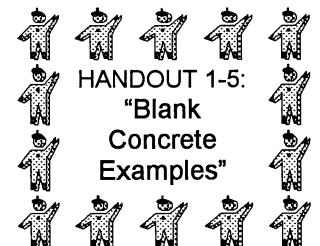
**INTERVIEW PRACTICE USING
CONCRETE EXAMPLES**

APPLICANT
- use your Concrete Example sheet -

INTERVIEWER
- ask the opening question,
"What are your qualifications to do this job?"
- then ask follow-up questions -

OBSERVER
- give positive feedback to applicant -

- ⊗ Trainers distribute and explain "Observer Guidelines" handout and role play an example.
- ⊗ Trainers circulate taking note of positive observations to share with large group during debrief.



DIALOGUE

“I WOULD HIRE... BECAUSE...”

You have been in the unique position today of helping the other members of your group see their qualifications through the eyes of an employer.

- ◆ Take a moment now to think of the other two members of your group. It's quite possible that you can now see characteristics in them that they can't always see for themselves.

INSTRUCTIONS AND GRAPHICS

- ⊗ Trainers remind participants when half of the practice time remains.
- 3. Debrief: “What was useful about the practice of describing your skills without being in front of an employer? How might you use this in interviewing?”
- 4. Summary:

E. “I would hire... because...”

1. Present: Explain handout and exercise.

“Please take a moment to complete the statement on the HO with positive observations you made about your partners in the Concrete Example exercise.”

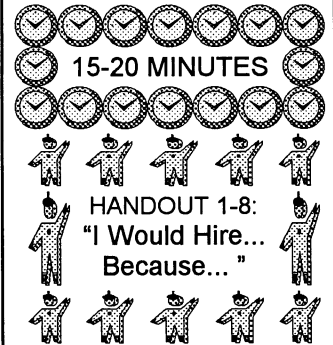
- ◆ Trainers model an example of how they might complete HO.

2. Practice: Participants write “I would hire... because...” statements.

Participants give them to “applicant” and have them read statements aloud with the added suggestion “...and this is true.”

3. Debrief: “What does it feel like to have someone comment on your attributes?”
4. Summary:

HANDOUTS AND NOTES





VI. CLOSING

1. Present: Review day
 - ⊗ "Introduced the workshop
 - ⊗ Introduced each other
 - ⊗ Demonstrated two interviews
 - ⊗ Identified most important applicant characteristics
 - ⊗ Identified strengths and transferable skills
 - ⊗ Used concrete examples to describe skills
 - ⊗ I would hire ...because ..."
2. Practice: Participants give feedback on what did and didn't work.
3. Debrief: "What was effective? What was not as effective?"




SESSION ONE DEBRIEF
What Worked and What Didn't

4. Preview of Session Two:
 - ⊗ "Dealing With Perceived Obstacles to Employment
 - ⊗ Defusing Employer's Fears
 - ⊗ Another opportunity to practice using Concrete Examples"
5. Closing:
 - ◆ "Let's go around the room and have each participant share one thing that sticks out in his/her mind about today's session."
 - ◆ "Have a pleasant and productive day. We'll see you tomorrow."

DEBRIEF:


It's time to put on your consultant and advisor hats and give us some feedback on the first session of the workshop.

SESSION TWO
Dealing With Obstacles
To Employment


 #1

AGENDA


- ◆ Welcome Back!
- ◆ Perceived Obstacles
- ◆ Dealing With Perceived Obstacles to Employment
- ◆ Concrete Examples
- ◆ Debrief

 #2


Perceived Obstacles to Reemployment

 #3


PERCEIVED OBSTACLE	
EMPLOYER'S FEARS	WHAT YOU CAN DO OR SAY TO OVERCOME THE EMPLOYER'S FEARS

 #4a

Most Difficult Things About Addressing the Employer's Fears

 #4b

Ways of Overcoming These Difficulties

 #5

SESSION TWO DEBRIEF
What Worked and What Didn't

**SESSION TWO:
HANDOUTS FOR EXERCISES
and
ADDITIONAL INFORMATION HANDOUTS**

SESSION TWO: Handouts for Workshop Activities

- 2-1 Defuser Scripts
- 2-2a Defusing Employer's Fears
- 2-2b Defusing Employer's Fears
- 2-3 Examples of Defusing Fears
- 2-4 Concrete Examples: Describe Skills or Defuse a Fear

SESSION TWO: Additional Information Handouts

(NONE)

SESSION TWO
Dealing With Obstacles
To Reemployment

INTRODUCTIONS:
Every morning we'd like to warm us up by going around the room and sharing one thing we did since yesterday — it may be something you did for your job search, something nice you've done for yourself since yesterday, or just something interesting you did since we met.

- ◆ We'll start... (Trainers model a brief answer.)

I. INTRODUCTIONS

A. Welcome and Sharing



B. Present Agenda for the Day

AGENDA

- ◆ Welcome Back!
- ◆ Perceived Obstacles
- ◆ Dealing With Perceived Obstacles to Reemployment
- ◆ Concrete Examples
- ◆ Debrief



- ◆ Trainers ask: "Are there any questions?"

II. PERCEIVED OBSTACLES AND CHALLENGES THAT PARTICIPANTS ARE FACING

A. Pat Brown’s Perceived Obstacles

1. Present: “Yesterday, we talked about thinking like the employer by identifying applicant characteristics, we discussed our strengths and how we can describe our skills using concrete examples.

Let’s begin today by discussing a hypothetical friend named Pat Brown, who needs your help. She is a 54 year old job-seeker, who was fired from her last job 3 months ago. She was previously employed in a supervisory position at a marketing firm for 12 years. At the marketing company, she started in an entry-level position, and over time, worked her way up the ladder to an important position in the company. She is now feeling as if she will be starting over and she needs your advice.”

2. Practice and Post: Trainer asks:
 - ⊗ “What should she focus on in an interview?”
 - ⊗ What do you think she is worried about regarding her employability?”

3. Summary: “We’ve helped our friend, Pat Brown, understand what she perceives are her greatest obstacles to reemployment. Let’s take time now to explore what we perceive are our greatest obstacles.

We all have certain barriers, or know someone who has something, that we perceive might keep us from getting hired.”

B. Participants’ Perceived Obstacles

1. Present: “Let’s explore our unique and sometimes commonly perceived obstacles to reemployment”

Normalizing Challenges and Fears

10 MINUTES

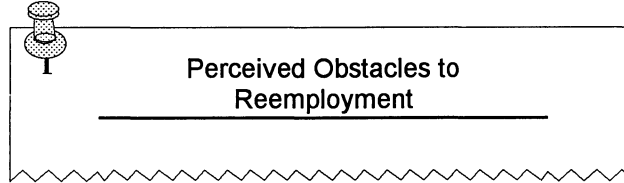


45-60 MINUTES



2. Practice and Post:

- ◆ Participants disclose their greatest challenges or perceived obstacles to reemployment.
- ◆ Facilitators post challenges:



- ◆ Participants place colored sticky-dots on FC next to their most significant perceived obstacles.

3. Debrief: "As you review this list of challenges we have just generated, how does it feel to see that others sometimes share your concerns about job loss and the job search?"

4. Summary: "So it seems that job-seekers often worry that certain barriers will keep them from getting a job: their age, their educational level, their need for a high starting salary or the fact that they were unemployed for a long time."

- ◆ (Refer to the FC list of Perceived Obstacles generated by participants.)

"These barriers could unfairly prevent you from getting a job -- but not necessarily.

- ◆ The first step to defusing a barrier is to see the way employers view these barriers. In our next exercise, let's look at an example of a method for overcoming our barriers to reemployment."

III. DEFUSING EMPLOYER'S FEARS: DEALING WITH PERCEIVED OBSTACLES TO EMPLOYMENT

A. Trainers Walk Through An Example with Participants


1. Present: "Let's take an example of a perceived obstacle to employment from the group."
2. Practice and Post:
 - ⊗ Trainer asks participants for an obstacle to use in the group example.

NEXT

 - ⊗ Trainer encourages participants to think like the employer and to generate fears that the employer may have about the obstacle.

NEXT

 - ⊗ Trainer encourages participants to generate ways of overcoming the employer's fears.



PERCEIVED OBSTACLE	
EMPLOYER'S FEARS	WHAT YOU CAN DO OR SAY TO OVERCOME THE EMPLOYER'S FEARS

- ⊗ Optional: Trainers ask Participants if they would like to do another group example.
3. Debrief: "If you were an employer, what would you think about what we have just come up with?"

B. Trainers Role-play Effective and Ineffective Use of Defusers

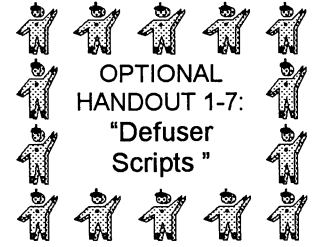
1. Present: "We're going to do another skit that demonstrates the kind of impression these defusers can make."



DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES



2. Practice: Trainers model the defusing-process as the Employer and Applicant with the group serving as the Observer.

A: I play the applicant and ____ plays the employer. (To Trainer): I want you to ask me about why I have had so many jobs in the past five years.

E: I see you have had many jobs during the last five years. Could you tell me a bit about that?

A: Yes, I have had a lot of jobs. You should know, however, that I was never fired from any of them.

- ⊗ "Was I addressing the employer's fear or the obstacle? [I was addressing the obstacle of being fired.]"
- ⊗ "What suggestions do you have for how I can improve my answer?"
- ⊗ "Okay, let's try this again."

E: I see you have had many jobs during the last five years... Could you tell me a bit about that?

A: I'm glad you asked. One of the strengths in my background is that I have held several positions in the last five years. I wanted to try out a number of different types of work to find out what I was best at. I've decided that I want to stay in supervision because I feel it is where my best skills lie. I like motivating people and I get good results so I plan to make a long-term commitment to this type of work.

Also, I bring a lot of good contacts and broad experience with me from the last five years.

3. Debrief: "How did I do that time? What was more effective this time?"

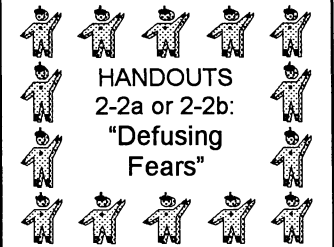
C. Participants Practice Defusing Employer's Fears

1. Present: Participants complete hand-out.

2. Practice: Participants practice in pairs.
 - ⊗ "Each applicant should tell the employer the particular job s/he is interviewing for and what obstacle they want the employer to ask about."
 - ⊗ "The applicant should focus on addressing the employer's fears about the obstacle."
 - ◆ "Run the interview with the employer asking the questions
 - ◆ Hear suggestions from the employer/helper
 - ◆ Run the interview again"

3. Debrief: "How did that feel? What did you find useful about this? If you were an employer, what would you think about what we have just come up with? As employers, how many of you found that your fears were addressed by these answers? Are most obstacles real barriers?"

4. Optional: If necessary, post another example of defusing employer's fears.
 - ⊗ "Would the group like to do another example on the FC of defusing an obstacle you feel needs more work or perhaps one which you feel is particularly good?"





DEBRIEF:

- ◆ So the real barrier is not those characteristics in our job record, it's the employer's fears of what they might represent.
- ◆ Our focus should be on what the employer fears, not the obstacles, in thinking of what to say in an interview or write on a resume.



5. Inoculation: “What are the most difficult things about addressing the employer’s fears? Now what are ways to overcome these fears?”

 Most Difficult Things About Addressing the Employer’s Fears	 Ways of Overcoming These Difficulties
--	--

- ◆ “Which of the ways of overcoming these difficulties will you use?”
- ◆ Trainer encourages participants to vocalize
 - to the participant sitting next to them
 - OR
 - to the large group
 - OR
 - to indicate on the FC with a checkmark
 their choices for overcoming difficulties.

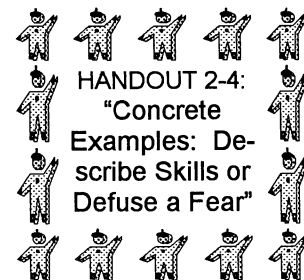
6. Summary: ““So far today, we have explored what we perceive are obstacles to reemployment, and then we practiced ways of defusing any fears that the employer might have about our perceived obstacle. Let’s continue to build on our ability to confidently present ourselves in an interview by practicing another concrete example like the ones we did yesterday.”

IV. PARTICIPANTS PRACTICE ANOTHER CONCRETE EXAMPLE

1. Present: Participants complete their own Concrete Example using HO.
 - ◆ Trainers encourage Participants to defuse employer’s fears using concrete examples and to expand on their earlier interviewing practice.

2. Practice: Participants practice Concrete Examples in groups of three.
 - ◆ applicant
 - ◆ interviewer
 - ◆ observer

3. Debrief: “Earlier you identified obstacles and ways of defusing obstacles, and now you’ve practiced describing your skills using concrete examples again. How was this practice of describing your skills useful this time?”





V. CLOSING

1. Present: Review day
 - ⊗ "Welcome and Warm-up
 - ⊗ Pat Brown's Perceived Obstacles
 - ⊗ Defusing Employer's Fears
 - ⊗ Group Example of Dealing with Perceived Obstacles
 - ⊗ Two Skits: Ineffective and Effective Use of Defusers
 - ⊗ Pairs Practice Defusing Employer's Fears
 - ⊗ Practice Describing Skills Using Concrete Examples"
2. Practice: Participants give feedback on what did and didn't work.
3. Debrief: "What was effective? What was not as effective?"



SESSION TWO DEBRIEF
What Worked and What Didn't

4. Preview of Session Three:
 - ⊗ "Finding Job Openings Through Networking
 - ⊗ Sources of Job Leads
 - ⊗ Informational Interviewing
 - ⊗ Introduction to Résumés"
5. Closing:
 - ◆ Go around the room and have each participant share one thing that sticks out in his/her mind about today's session
 - ◆ "Have a pleasant and productive day. We'll see you tomorrow."

**SESSION THREE
Finding Job Openings**

#1

AGENDA

- ◆ Welcome and Warm-up
- ◆ Finding Job Openings Through Networking
- ◆ Sources of Job Leads
- ◆ Informational Interviewing
- ◆ Introduction to Resumes
- ◆ Debrief

#4

YOUR EXPANDED NETWORK

#2

HOW YOU FOUND YOUR PREVIOUS TWO JOBS

- ◆ help wanted sign
- ◆ employment agency
- ◆ newspaper ad
- ◆ someone told you about it
- ◆ applied directly to the employer

#5

SOURCES OF JOB LEADS OR PLACES WHERE WE CAN MEET PEOPLE WHO MIGHT HAVE JOB LEADS

#3

HOW PEOPLE FIND JOBS

Source	Percentage
Applied Directly to Employer	35%
Friends Relatives	28%
Want Ads	14%
Employment Agencies	11%
Other	9%
School Placement	3%

#6a

Most Difficult Things About Asking for a Job Lead


#6b


Ways of Overcoming These Difficulties


#7


INFORMATIONAL INTERVIEWING


- ◆ What are the different types of jobs available here?
- ◆ What is it like to do this job?
- ◆ What do you need to know to do this job? (skills)
- ◆ What type of person fits in best? (personality traits)
- ◆ And whatever else you want to know...


 #8 CAREER OBJECTIVE OR SUMMARY


 #9 WORK EXPERIENCE


 #10 SKILLS, ABILITIES,
ACCOMPLISHMENTS

 #11 EDUCATION AND TRAINING

 #12 INTERESTS, HOBBIES,
MEMBERSHIPS

 #13 FORMAT AND PRINT

 #14 COVER LETTER

 15# SESSION THREE DEBRIEF
What Worked and What Didn't

**SESSION THREE:
HANDOUTS FOR EXERCISES
and
ADDITIONAL INFORMATION HANDOUTS**

SESSION THREE: Handouts for Workshop Activities

- 3-1 Script: Asking for Job Leads
- 3-2 Discovering Your Job Lead Network
- 3-3 Steps in Contacting People for Job Leads
- 3-4 Asking For Job Leads
- 3-4-5 Blank Participant Networking List
- 3-5 Questions for the Informational Interview

SESSION THREE: Additional Information Handouts

- 3info Informational Interview
- 3tips Tips for Conducting an Informational Interview
- 3RBB Résumé Blue Print Form
- 3Rsam Four Sample Résumés
- 3Resact Active Language for Résumés
- 3Rlist Checklist for Résumés
- 3cover Suggestions for Writing Cover Letters
- 3covers Sample Cover Letter
- 3ref Tips for Making Your List of Job References

SESSION THREE
Finding Job Openings

INTRODUCTIONS:


- ◆ Let's go around the room and share one thing that you did since we last met: a personal accomplishment, job leads you want to share, something nice that happened to you or anything along those lines. We'll start... (Trainers model a brief answer.)

I. INTRODUCTIONS
A. Welcome and Sharing



B. Present Agenda for the Day





AGENDA

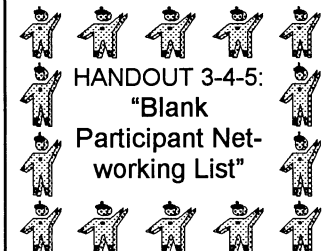
- ◆ Welcome and Warm-up
- ◆ Finding Job Openings Through Networking
- ◆ Sources of Job Leads
- ◆ Informational Interviewing
- ◆ Introduction to Résumés
- ◆ Debrief

- ◆ Trainers ask: "Are there any questions?"

PARTICIPANT PHONE LIST:

Some people have expressed an interest in networking with each other after this program ends. If you're interested in being on the list, fill in your name and number on the sheet I am passing around and we will see to it that everyone gets a copy. If you'd rather not, that's okay, too.

C. Distribute:
◆ Blank Participant Networking List



DIALOGUE

FINDING JOB OPENINGS:

Let's start today by talking about ways to find job openings.

- ◆ Let's see what can be learned from your own experiences. Let's take a count of how you found out about your last two jobs. If you found both jobs in the same way, raise both hands.
- ◆ How many found a job through...(go through the list)

HOW PEOPLE FIND JOBS:

- ◆ (Trainers comment on any similarities between group's tally of sources of job leads and how others find jobs.)

INSTRUCTIONS AND GRAPHICS

II. FINDING JOB OPENINGS THROUGH NETWORKING

A. Tally Sources of Job Leads

1. Ask, Post, and Tally: "How many participants found their previous two job leads through..."



HOW YOU FOUND YOUR PREVIOUS TWO JOBS

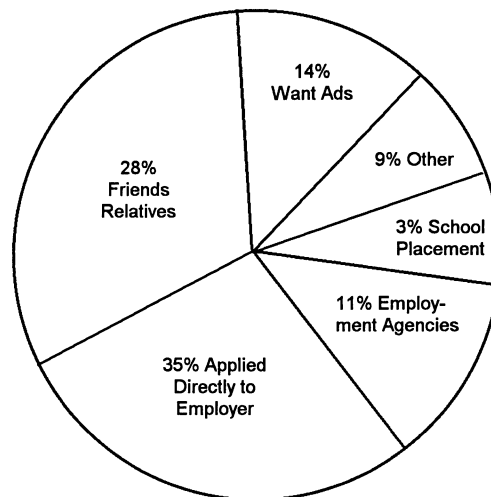
- ◆ help wanted sign
- ◆ employment agency
- ◆ newspaper ad
- ◆ someone told you about it
- ◆ applied directly to the employer

B. Introduce How People Find Jobs

1. Post: Pie Chart graphic:



HOW PEOPLE FIND JOBS



- ◆ "63% of people find jobs through person-to-person contact (friends/relatives and applied directly)
- ◆ 75 out of 100 jobs are never advertised
- ◆ Most employers know they have job

HANDOUTS AND NOTES



DIALOGUE

NETWORKING:

The first person in the network could be someone like your hairdresser or barber, who has at least two clients with some knowledge of your field, who know at least four people with direct ties to your field, who know eight people, and so on. Within that network somebody probably has some job leads they might not even think about that could really benefit you. All you have to know is one person.

SHOW OF HANDS:

Through the connecting threads of mutual friends and acquaintances, every one of us has a large network of potential contacts.

- ◆ It is clear from all of the people we know here that there is a network right here among us.

NETWORKING SKITS:

We're going to do three short skits showing a person looking for job leads. Our first attempts will be awkward so we'll stop occasionally to discuss why.

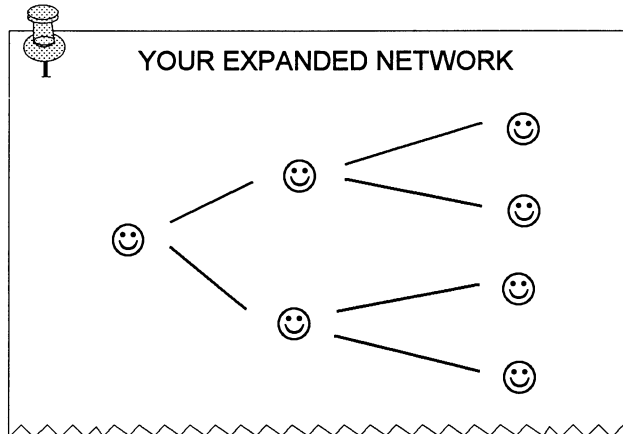
INSTRUCTIONS AND GRAPHICS

openings 6 weeks to 6 months before they list or advertise it

- ◆ 1 out of 40 existing jobs is open due to turnover"
- ⊗ "Was this what you expected?"

C. Introduce Concept of Networking

1. Post and Explain: Your Expanded Network



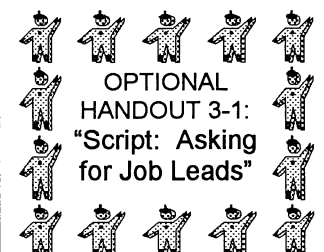
2. Ask for show of hands: "How many participants know someone who works in:

- ◆ automobile repair
- ◆ retail clothing
- ◆ a hospital
- ◆ sales
- ◆ hair care
- ◆ an office clerical position
- ◆ a manufacturing plant
- ◆ a small business"

D. Trainer's Networking Skit

1. Present: "We're going to do a few job-lead skits, and we'd like to hear what you think."
2. Practice: Trainers' skits
A = APPLICANT, C = CONTACT
APPLICANT CALLS CONTACT

HANDOUTS AND NOTES



A: Hi _____, this is _____. How have you been?

C: Fine. What's going on in your life?

A: I'm looking for a job. You know all about my experience.

(TO GROUP) "What do you think of that?"

"Now let's try this again."

A: Hi _____, this is _____. How have you been?

C: Fine. What's going on in your life?

A: I'm looking for a job where I can do some picture framing. I've never worked in a frame shop before, but I thought I might try it. I have a lot of experience in framing my own artwork.

C: Sounds good.

A: Are you aware of any framing positions?

(TO GROUP) "How was that?"

"Now let's replay this again."

A: (TO GROUP): "We're going to do this skit once more. It doesn't matter if the steps are in a particular order. When you try this for yourself you'll find your own style. The important thing is that we are achieving the purpose of finding job leads."

DIALOGUE**INSTRUCTIONS AND GRAPHICS****HANDOUTS
AND NOTES**

A: (This contact is a former boss from a summer job.) Hello, Mr. Lefcourt. This is _____. Do you have a moment?

C: Yes, what's on your mind?

A: I've been hunting for a different type of job from the one I did for you last summer. I want to work in a framing shop and maybe learn some new skills. I'm good with my hands and I thought this might be a way of combining something I like to do with a job.

C: Gee, I don't think our day care business has much to do with framing.

A: That's true, but I thought that perhaps you come into contact with customers who might have that type of operation. Perhaps you might hear about an opening.

C: Well, we do serve clients from a wide range of backgrounds. I could keep my ears open.

A: I'd really appreciate it. Is there anyone else you know who might have some inside knowledge about such jobs?

C: My brother-in-law, Carl, is in the wood-supply business. He might know of something.

A: He sounds like a great lead. Could I call him up or could you ask him about it?

C: Sure, call him up.

A: Is it okay for me to tell him you suggested that I call him?

C: Of course. His number is 555-7070.

A: This is really helpful, Mr. Lefcourt. May I check back with you in a week or so to see if you have heard of any openings?

C: Sure.

A: Thanks, Mr. Lefcourt. I really appreciate your help.

C: Glad to oblige. Good luck. (END)

2. Debrief: "What do you think of that job-lead skit?"

DIALOGUE

JOB LEADS:

We're going to give you a chance to practice these calls, but first, it's helpful to think about the kinds of people we may be calling.

- ◆ What suggestions do you have for sources of job leads and even places where one can meet people who might have job leads?

HANDOUT:

We're handing out a take-home form that can help you think of all the people you know that you might want to contact.

PRACTICE NETWORKING:

- ◆ One person at a time will play the job-seeker who is making the job-lead contact by telephone.
- ◆ Another plays the person being asked.
- ◆ The third will be the observer, who listens and notices all the positive and effective things the seeker does as he or she makes the call.

INSTRUCTIONS AND GRAPHICS

E. Sources of Job Leads

1. Post: Participant suggestions for sources of job leads that they have used — such as friends, former co-workers, etc.



SOURCES OF JOB LEADS
OR PLACES WHERE WE CAN MEET
PEOPLE WHO MIGHT HAVE JOB LEADS

- ⊗ Distribute 3 Handouts

F. Participants Practice Networking

1. Practice: Participants make two job lead contacts:

- ◆ Job-seeker
- ◆ Person being asked
- ◆ Observer

“Each person should make two job-lead contacts following these steps:

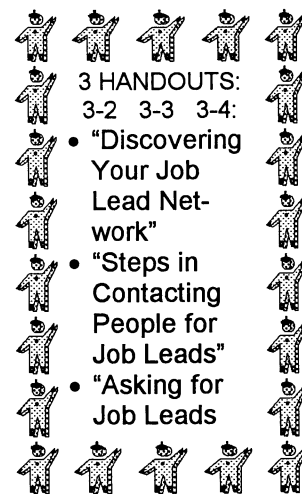
1. Make the first contact.
2. Get comments from the observer and the person being asked for the lead.
3. Make the second contact.
4. Get comments again.
5. Switch so another person can practice.”

2. Debrief: “How did it feel to be asked by the other person for a job lead?”

HANDOUTS AND NOTES



10-15 MINUTES



3 HANDOUTS:
3-2 3-3 3-4:

- “Discovering Your Job Lead Network”
- “Steps in Contacting People for Job Leads”
- “Asking for Job Leads”



Break Into
Groups of 3





15-20 MINUTES

G. Inoculation Against Setbacks

1. Post:

- ◆ Most difficult things about asking for a job lead.
- ◆ Ways of overcoming these difficulties

 <p>Most Difficult Things About Asking for a Job Lead</p> <hr style="width: 50%; margin: auto;"/>	 <p>Ways of Overcom- ing These Difficulties</p> <hr style="width: 50%; margin: auto;"/>
---	---

2. Debrief: "Which of the ways of overcoming these difficulties will you use?"

- ◆ Trainer encourages participants to vocalize
 - to the participant sitting next to them
 - OR
 - to the large group
 - OR
 - to indicate on the FC with a check-mark
 their choices for overcoming difficulties.

"If a good friend called you and asked about a job lead, would you feel you wanted to help that friend and why? What are some reasons people might like being asked for job leads?"



DIALOGUE

INFORMATIONAL INTERVIEW:

There is one more form of networking we'd like to talk about that makes a very professional impression and is useful in exploring new job areas: the Informational Interview.

Many of you have expressed interest in exploring the possibility of finding a job that is different from what you've done before. An Informational Interview is conducted by the job-seeker to get information about a job or job field.

It is unlike a job interview because the job-seeker asks the questions. Here on the FC are the kinds of questions one would pose to an employer or to someone who has a particular job.

Using this technique will help you find out:

- ◆ If you would be happy doing this kind of job.
- ◆ If you have the qualifications for the job and, if not, how to get them.
- ◆ How to tailor your answers in applying and interviewing for similar jobs.
- ◆ How to find a suitable job in unexpected places.

PARTICIPANTS PRACTICE:

We'd like to give you an idea of what an Informational Interview feels like.

- ◆ In this exercise you won't be playing the employer/employee as you've done so far. You're going to play yourselves.

INSTRUCTIONS AND GRAPHICS

III. INFORMATIONAL INTERVIEWS

A. Introduction to Informational Interviewing

1. Present and Explain: Informational Interviewing graphic



INFORMATIONAL INTERVIEWING

- ◆ What are the different types of jobs available here?
- ◆ What is it like to do this job?
- ◆ What do you need to know to do this job? (skills)
- ◆ What type of person fits in best? (personality traits)
- ◆ And whatever else you want to know...

- ⊗ Ask: "Why might this be a useful technique?"

2. Practice: Paired participants

- ◆ Job-seeker
- ◆ Contact
- ◆ "When you play the CONTACT, you will think about a job you once had that you really liked. Your partner will do an informational interview with you about that place of work. This will make your

HANDOUTS AND NOTES



5-10 MINUTES



20-25 MINUTES



Break Into
Groups of 2

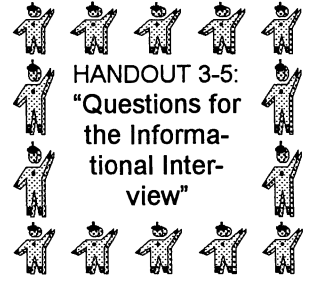
DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

answers easier and more realistic.”

- ◆ “When you are the JOB-SEEKER, your job is to practice talking to this contact to get information about that person's company or field of work; use the five questions listed here on the board to begin your interview.”
3. Debrief: “How did it feel to be the job-seeker or contact?”



DIALOGUE

RÉSUMÉS:

Experts say that résumés can be useful for organizing your thoughts and career goals, when used as a calling card for networking, or as a post-interview reminder. Some employers, of course, require them. But as a stand-alone job-seeking tool they are not very powerful. A good résumé may get you an interview, but it will not get you the job.

- ◆ If we take advantage of this, there may be things we've been counting on a résumé to do alone that could be conveyed even more impressively by direct contact--like showing how knowledgeable we are or how pleasant we'd be to work with.
- ◆ No piece of paper can do that as well as you can personally especially when you use the networking methods we practiced earlier.


INSTRUCTIONS AND GRAPHICS

IV. RÉSUMÉS


A. Introduction to Résumés

1. Present: "What is the purpose of a résumé? How do employers use them? Does every job require a résumé?"


2. Practice: Post blank flipcharts on wall titled:




CAREER OBJECTIVE OR SUMMARY



WORK EXPERIENCE



SKILLS, ABILITIES,
ACCOMPLISHMENTS



EDUCATION AND TRAINING

HANDOUTS AND NOTES



25-30 MINUTES

DIALOGUE


INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES




INTERESTS, HOBBIES,
MEMBERSHIPS

Wavy bottom border




FORMAT AND PRINT

Wavy bottom border



COVER LETTER

Wavy bottom border



ADDITIONAL CATEGORIES

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Encourage participants to write their ideas of “résumé do’s and don’t’s” on FC’s

3. Debrief: Trainers review participant generated FC’s

PROMPT FOR TOMORROW:

Tomorrow you get to put these lists into action. We’re going to keep these sheets up on the wall, and in tomorrow’s session we will hold our own mini-workshop on résumés.



V. CLOSING


1. Present: Review day:
 - ◆ "Finding Job Openings Through Networking
 - ◆ Tally Sources of Job Leads
 - ◆ Introduce How People Find Jobs
 - ◆ Introduce Concept of Networking
 - ◆ Trainer's Networking Skit
 - ◆ Sources of Job Leads
 - ◆ Participants Practice Networking
 - ◆ Ways of Overcoming Difficulties About Asking for Job Leads
 - ◆ Informational Interviews
 - ◆ Introduction to Résumés"
2. Practice and Post: Participants give feedback on what did and didn't work.



SESSION THREE DEBRIEF
What Worked and What Didn't


3. Debrief: "What was effective? What was not as effective?"
4. Preview next session:
 - ◆ "How to call and ask for an interview
 - ◆ How to prepare for an interview
 - ◆ How to control the direction of the interview
 - ◆ How to critique a sample résumé"
5. Closing:
 - ◆ Go around the room and have each participant share one thing that sticks out in his/her mind about today's session
 - ◆ "Have a pleasant and productive day. We'll see you tomorrow."

SESSION FOUR
Résumés, Contacts,
and Interviewing

 #1

AGENDA


- ◆ Welcome and Warm-up
- ◆ Resume Workshop: Review Sample Resume
- ◆ Introduction to Making Phone Contact
- ◆ Interviewing:
 - Thinking Like the Employer
 - Controlling the Direction
- ◆ Debrief

 #5


SESSION FOUR DEBRIEF
What Worked and What Didn't

 #2a

Most Difficult Things About Asking for an Interview


 #2b

Ways of Overcoming These Difficulties

 #3

QUESTIONS AND OBSERVATIONS

- ◆ What top abilities and personality traits are needed?
- ◆ Questions that will elicit these traits and abilities
- ◆ Observations on aspects of behavior and appearance that reveal these traits and abilities

 #4

THE MAIN IDEAS OR POINTS THAT PAT MIGHT INCLUDE IN ANSWERING, "CAN YOU TELL ME ABOUT YOURSELF?"

**SESSION FOUR:
HANDOUTS FOR EXERCISES
and
ADDITIONAL INFORMATION HANDOUTS**

SESSION FOUR: Handouts for Workshop Activities

- 4-1a Sample Résumé: Teresa Marks
- 4-1b Revised Résumé: Teresa Marks
- 4-2 Script: Asking For An Informational Interview
- 4-3 Script: Asking for a Job Interview
- 4-4 Arranging An Interview: Speaking With
The Gatekeeper
- 4-5 Arranging An Interview: Speaking With a
Potential Employer
- 4-6 Getting An Informational Interview

SESSION FOUR: Additional Information Handouts

- 4dress Dressing for the Job Hunt
- 4tellme Tell Me About Yourself
- 4App Chapter 8: Applications
- 4App4 Four Sample Job Applications

SESSION FOUR
Résumés, Contacts,
and Interviewing

I. INTRODUCTIONS

A. Welcome and Sharing




INTRODUCTIONS:

- ◆ Let's go around the room and share one thing that you did since we last met: a personal accomplishment, job leads you want to share, something nice that happened to you or anything along those lines. We'll start... (Trainers model a brief answer.)

B. Present Agenda for the Day





AGENDA

- ◆ Welcome and Warm-up
- ◆ Résumé Workshop: Review Sample Résumé
- ◆ Introduction to Making Phone Contact
- ◆ Interviewing:
 - Thinking Like the Employer
 - Controlling the Direction
- ◆ Debrief

- ◆ Trainers ask: "Are there any questions?"

DIALOGUE

RÉSUMÉ WORKSHOP:

Today, we're going to work together on a sample résumé using the wonderful guidelines that you generated yesterday. What we're going to do in just a moment is to break into groups of 2-3 and take about 20 minutes to hold an idea-sharing session to critique a sample résumé.

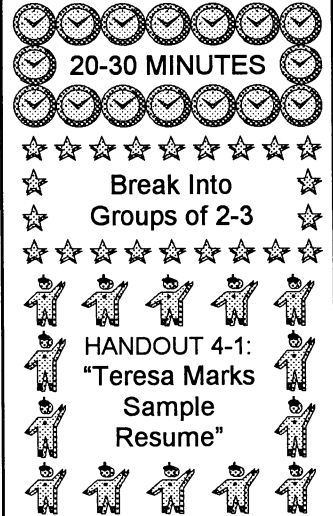
INSTRUCTIONS AND GRAPHICS

II. RÉSUMÉ WORKSHOP

A. Résumé Reviews

1. Present: Ask: "Who is working on or using a résumé in their job search?"
2. Practice: Participant groups of 2-3:
 - ◆ Idea-sharing session to critique a sample résumé.
 - ◆ Distribute Sample Résumé: "Teresa Marks" résumé.
 - ◆ Trainer may want to provide the groups with FC's and markers to take note of their ideas.
3. Debrief: "What is effective/not effective with this sample résumé?"
 - ◆ Trainer may choose to debrief by section of the résumé.
4. Summary:

HANDOUTS AND NOTES



DIALOGUE

PHONE CONTACT:

So far this week, we have practiced using many of the building blocks that contribute to a successful interview. We know how to present our skills in the best light, how to handle difficult questions, how to make contacts that get us an interview, and how to make our resumes serve as effective calling cards.

- ◆ Today, we're going to first focus on making direct phone contact with the employer and then on the interview itself.

INFO INTERVIEW:

Another hurdle you might want to prepare for is when you are trying to get an interview even if the person says the company has no immediate openings.

- ◆ Why would you want an interview even if there are no openings?
- ◆ What kinds of things might you say in this case?

Possible Answer: "I'd be interested in speaking with you about future

INSTRUCTIONS AND GRAPHICS

III. DIRECT PHONE CONTACT A. Introduction to Making Phone Contact

1. Introduction:

"Experts point out that:

- ◆ if an employer really likes an applicant, then all of the prior steps of filling out applications and sending résumés become just formalities
- ◆ and that you try to contact the employer or manager directly as the first step, rather than the last step."

2. Present: Getting Past the Gatekeeper

- ◆ Trainer demonstrates several ways of asking receptionist for manager/ employer

"I'm doing some research on the field of _____.

OR

I want to speak to him or her about career opportunities in _____.

OR

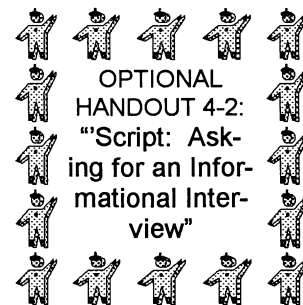
I have a matter of personal interest to speak to him or her about."

- ◆ Trainer asks: "How did that sound?"
- ◆ Trainers demonstrate two skits — scheduling an informational interview and then job interview

1) Asking for an Informational Interview.

A: Good morning, _____. My name is _____ and I was referred to you by Alice Carter in the Purchasing Department. I have been researching the type and range of jobs available in the field of materials handling as part of a job-skills workshop at the University of Michigan. I wondered if I could make an appointment to come and talk with

HANDOUTS AND NOTES



DIALOGUE

openings, and to get your advice on a career in this field.”

INSTRUCTIONS AND GRAPHICS

you about how materials handling works at Westin.

E: Well, I'm not sure we have any immediate openings if that's what you're looking for.

A: I understand that, _____, but I'm really interested in finding out things like the scope of the job, its importance in the general scheme of things, how it works in different types of companies, and the special challenges presented by the products you handle. The information I want just isn't available in books. What I really need is to speak with someone with your expertise in the materials-handling industry.

E: Well, I don't know if I'm really an expert, but I could sure tell how the job works here at Westin.

A: I'd really appreciate it if you would, _____. Could you tell me a good time to come and talk with you?

E: How long would it take?

A: I'm asking for about a half an hour or more depending on how much information you have to share, but this is completely at your convenience. Are you available any time this week?

E: Fridays are fairly slow here. How about Friday at 1 o'clock?

A: Friday would be fine. That's Friday the 27th at 1 p.m. Shall I come to your office?

E: Sure. The receptionist will tell you where it is.

A: Thank you, _____, I know you're going to be a valuable resource and I'm looking forward to our conversation.

E: Me too. So long.

- ◆ Trainer asks:
“What do you think of that conversation?”

HANDOUTS AND NOTES

DIALOGUE

JOB INTERVIEW:

We're going to illustrate one more type of phone contact before we give you a chance to practice. In this one our applicant is asking for a job interview.

INSTRUCTIONS AND GRAPHICS

2) Asking for a Job Interview.

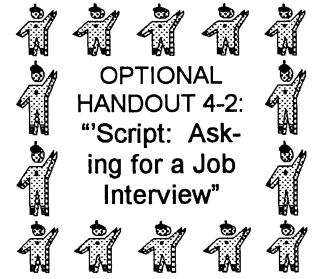
- A: Good morning, _____. My name is _____ and I was referred to you by Alice Carter in the Bookkeeping Department. Do you have a moment?
- E: Yes.
- A: I understand you have an opening coming up for a good materials handler so I wanted to introduce myself to make sure my name would be considered when you make your decision.
- E: My secretary is the one who takes the applications for me. Why don't you come in and fill one out?
- A: Of course, I'll be happy to do that but I was hoping for an opportunity to meet with you and share my qualifications.

An application or a résumé can't always give a very complete picture of someone's qualifications and I believe a job is too important a thing to leave to chance.

What I've heard about Westin Corporation has led me to believe it's a good company to work for. I'd like the opportunity to make myself known to you and to hear more about Westin. Is there a good time when I can stop by and meet with you? I'm an experienced shipper and a good employee with good references.

- E: (laughs) Well, you certainly seem to know what you want. I'll tell you what. I'll be in on Friday morning and if I'm free when you come in I'll give you a few minutes.
- A: Would 9 o'clock be okay? If not,

HANDOUTS AND NOTES



DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

I can make myself available any time at your convenience.

E: 9 o'clock is fine.

A: That's Friday the 27th at 9 a.m. at your office. Right?

E: Right.

A: Thank you, _____. I believe our conversation will benefit both of us and I'm looking forward to it. See you then.

E: So long.

- ◆ Trainer asks: "And what are your impressions of that conversation?"

PRACTICE:

Let's take some time now to try it out. Each of you has to find your own style of making these calls so you can feel comfortable with them. We're going to practice them now in groups.

- ◆ We'll practice both of the calls we just described: one to schedule an informational interview and another to schedule a job interview.
- ◆ We are handing out three handouts that can be used as scripts when you call.

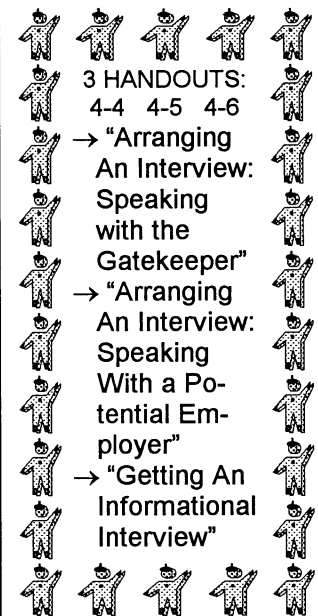
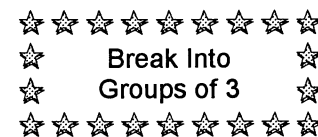
2. Practice:

- In groups of three, participants practice asking for informational and job interviews:

- ◆ applicant
- ◆ employer/receptionist
- ◆ observer

- Distribute: 3 HO's

- Debrief: "What was that like to be the employer, applicant, and observer?"







B. Stress Inoculation

1. Present and Post:

- ◆ “What are the most difficult things about asking for an interview?”
- ◆ What are some ways of overcoming these difficulties?”

 Most Difficult Things About Asking for an Interview <hr/>	 Ways of Overcoming These Difficulties <hr/>
---	---

2. Practice: “Which of these ideas will you use?”

- ◆ Trainer encourages participants to vocalize
 - to the participant sitting next to them
 - OR
 - to the large group
 - OR
 - to indicate on the FC with a checkmark
- their choices for overcoming difficulties.

DIALOGUE

THINKING LIKE AN EMPLOYER:

In a moment, you are going to assume that you are employers looking for someone to fill a job.

You will have to plan how to use the job interview to find out if the applicant would be the right person for the job.

Your prime focus in this exercise will be to plan...

- ◆ What questions to ask your applicants in order to find out about their abilities and personality traits--like dependability.
- ◆ What observations to make, what to look for in their behavior or appearance--things like grooming and posture.

Choose a recorder and spokesperson in each group.

DEBRIEF:

Why did you decide to ask or look for that trait or ability?

- ◆ You've really shown that you can think like employers and figure out what they'll be looking for when you go for an interview.
- ◆ Do you think that all employers prepare as thoroughly for the interview as you have just done?

INSTRUCTIONS AND GRAPHICS

IV. INTERVIEWING: PART I THINKING LIKE AN EMPLOYER

A. Interviewing

1. Present: Post graphic: Questions and Observations



QUESTIONS AND OBSERVATIONS

- ◆ What top abilities and personality traits are needed?
- ◆ Questions that will elicit these traits and abilities
- ◆ Observations on aspects of behavior and appearance that reveal these traits and abilities

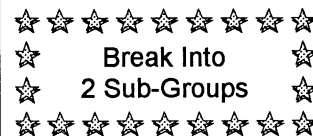
2. Practice: Get participants into two sub-groups each with a FC:

- ◆ #1 focuses on salesperson for shoe store
- ◆ #2 focuses on security guard for a mall

3. Debrief: Post each group's FC

- ◆ Have spokesperson read results.
- ◆ Have participants give the reason why they would ask about or look for each item.

HANDOUTS AND NOTES



DIALOGUE

CONTROLLING THE DIRECTION:

Many employers or interviewers are highly skilled. So you have to be well prepared when you go to an interview.

- ◆ Some employers don't know how to conduct a good job interview and are indeed very nervous about it. Not every employer is as thoughtful as you have been about what to ask.

When that is the case, you have to know how to get your strong points across anyway.

- ◆ Which brings us to an interesting question --just who controls the job interview?
- ◆ Answer: They control the questions — You control the answers.

EXAMPLES:

experience, work style, personality traits, strengths, education, concrete examples, etc.

INSTRUCTIONS AND GRAPHICS

V. INTERVIEWING: PART II CONTROLLING THE DIRECTION

A. Interviewing

1. Present:

- ◆ "Who controls the job interview?"
- ◆ What are some of the ways the applicant has control in the interview?
- ◆ What is an open-ended question?"

"Examples of open-ended questions: What are your greatest strengths? Why should I hire you? What qualifies you to do this job? Tell me about yourself."

- ##### 2. Practice: Participants give advice to hypothetical friend named Pat Brown, 37 y.o., interviewing for middle-management position at one of Big Three auto-makers: Pat is sure they will ask her the question — Can you tell me about yourself?

- ◆ Post:



THE MAIN IDEAS OR POINTS THAT PAT MIGHT INCLUDE IN ANSWERING, "CAN YOU TELL ME ABOUT YOURSELF?"

3. Debrief:

- ◆ Trainers review participant generated FC

HANDOUTS AND NOTES



VI. CLOSING

1. Present: Review day
 - ◆ "Résumé Workshop: Review Sample Résumé
 - ◆ Making Phone Contact
 - ◆ Interviewing:
 - Thinking Like the Employer
 - Controlling the Direction"
2. Practice and Post: Participants give feedback on what did and didn't work.




SESSION FOUR DEBRIEF
What Worked and What Didn't

3. Debrief: "What was effective? What was not as effective?"
4. Preview next session:
 - ◆ "Tell Me About Yourself
 - ◆ Best way to end an interview
 - ◆ Practice complete interview
 - ◆ Planning for setbacks
 - ◆ Closing exercise"
5. Closing:
 - ◆ Go around the room and have each participant share one thing that sticks out in his/her mind about today's session
 - ◆ "Have a pleasant and productive day. We'll see you tomorrow."




5-15 MINUTES

SESSION FIVE
The Complete Interview
and
Planning for Setbacks


 #1

AGENDA

- ◆ Welcome and Warm-up
- ◆ Interviewing:
 - Tell Me About Yourself
 - Closing the Interview
 - The Complete Interview
- ◆ Planning for Setbacks
- ◆ Debrief
- ◆ Certificates and Closing


 #5

- ◆ WHAT I APPRECIATE ABOUT YOUR PARTICIPATION IS....
- ◆ WHAT I APPRECIATE ABOUT MY PARTICIPATION IS...


 #2

CLOSING THE INTERVIEW


- ◆ Summarize!
- ◆ Express enthusiasm about the job!
- ◆ Find out where you stand!
- ◆ Find out the next steps, express appreciation, and leave!

 #3

WHAT WAS USEFUL ABOUT PRACTICING THE WHOLE INTERVIEW?

 #4a

Most Difficult Things That Got in Pat's Way

 #4b

Ways of Overcoming These Difficulties

**SESSION FIVE:
HANDOUTS FOR EXERCISES
and
ADDITIONAL INFORMATION HANDOUTS**

SESSION FIVE: Handouts for Workshop Activities

- 5-1 Script: Closing an Interview
- 5-2 Questions for the Complete Interview
- 5-3 Let's Help Pat!
- 5-4 Strategies for Overcoming Setbacks

- [3-4-5 Completed Participant Networking List]

SESSION FIVE: Additional Information Handouts

- 5tips Tips for Closing the Interview
- 5pre Pre-Interview Checklist
- 5post Post-Interview Checklist
- 5organ Organizing Your Search
- 5offers Job Offers

SESSION FIVE
The Complete Interview
and
Planning for Setbacks

INTRODUCTIONS:

- ◆ Let's go around the room and share one thing that you did since we last met; a personal accomplishment, job leads you want to share, something nice that happened to you or anything along those lines. We'll start... (Trainers model a brief answer.)

I. INTRODUCTIONS
A. Welcome and Sharing



B. Present Agenda for the Day



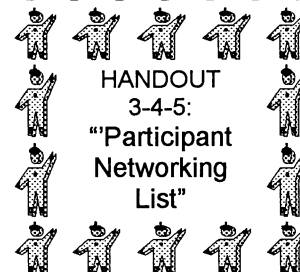
AGENDA

- ◆ Welcome and Warm-up
- ◆ Interviewing:
 - Tell Me About Yourself
 - Closing the Interview
 - The Complete Interview
- ◆ Planning for Setbacks
- ◆ Debrief
- ◆ Certificates and Closing



- ◆ Trainers ask: "Are there any questions?"

C. Distribute Completed Participant Networking List



DIALOGUE

CONTROLLING THE DIRECTION:

Please take a few minutes to think about the main points or ideas that you might include in responding to "Tell me about yourself."

- ◆ Use the advice that you gave Pat Brown yesterday.
- ◆ The employer has the easy job this time. All s/he has to do is say: Tell me about yourself.
- ◆ The applicant answers just that question. Remember that we will be practicing a complete interview in just a little while so try to keep your focus on "Tell me about yourself"

INSTRUCTIONS AND GRAPHICS

II. INTERVIEWING: PART II (continued from Session 4) CONTROLLING THE DIRECTION

A. Tell Me About Yourself

1. Present: "This is your opportunity to practice answering this kind of open-ended probe."
 - ⊗ Display the FC from Session 4: "The main points or ideas that Pat might include in answering, "Can you tell me about yourself?"
2. Practice: Participant groups of three practice responding to: Tell Me About Yourself.
 - ◆ applicant
 - ◆ employer
 - ◆ observer
 - ⊗ Trainers model a brief answer.
3. Debrief: "How did it feel to be the applicant/employer/observer?"

HANDOUTS AND NOTES



DIALOGUE

INTERVIEWING:

We have one more building block to add to your store of interviewing skills, and this is closing the interview, the final impression you leave with an employer. It can be the most lasting impression so you want to make it a good one.

- ◆ In a few minutes, you will have a chance to practice the complete interview but first let's talk about how interviews end.

CLOSING THE INTERVIEW:

Let's look at some suggestions from the experts:

1. SUMMARIZE!

- ◆ positive points in relation to the job opening.
- ◆ positive statements that put fears to rest about any negative barriers.
- ◆ why you want the job.

2. EXPRESS ENTHUSIASM ABOUT THE JOB!

- ◆ show interest and excitement, no matter how you felt the interview went.

3. FIND OUT WHERE YOU STAND!

- ◆ Ask the interviewer a direct question and you'll usually get an answer.

4. FIND OUT THE NEXT STEPS, EXPRESS APPRECIATION, AND LEAVE!

- ◆ You want to get either a second interview or the job!
- ◆ "As I indicated, I feel very good about this. Will there be a second interview or will the decision be made after this one?"

INSTRUCTIONS AND GRAPHICS

III. INTERVIEWING: PART III CLOSING THE INTERVIEW AND THE COMPLETE INTERVIEW

A. Closing the Interview

1. Present and Post:

- ◆ "How long does an interview last? What sorts of things tell you that the interview is drawing to an end?"



WHAT DO YOU SAY OR DO AT THE
CLOSE OF AN INTERVIEW?

- ◆ Post Graphic: Closing the Interview



CLOSING THE INTERVIEW

- ◆ Summarize!
- ◆ Express enthusiasm about the job!
- ◆ Find out where you stand!
- ◆ Find out the next steps, express appreciation, and leave!

HANDOUTS AND NOTES



DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

2. Practice: Trainers role-play how to end an interview

E: Well, that's about all the questions I have. Is there anything more you'd like to ask me?

A: I'd just like to take the opportunity to restate that my extensive experience in packing different items and my reputation as a reliable employee demonstrate that I'd be an excellent materials handler for Westin. While we were touring the shipping area and loading dock I could see myself working here and I liked the feel of it. I'm really interested in this job. So I'd like to ask you, , do you have any reservations about my background that I could address?

E: Hmm... All in all I'd say I've been impressed by the way you present yourself. But I don't know if I'm 100% convinced that you'd stay with the company over the long run.

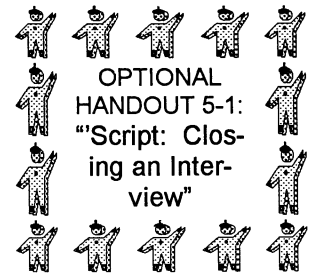
A: Then I haven't told you my impression of Westin as a company to work for. I feel that Westin is a growing company with a real future in the industry. To me that means the job offers the things I want most in a career: opportunity and challenges. People I've talked to like it here, too. Altogether that paints a picture of the sort of company I would like to work for. I don't view this as just a job. For me, this is a serious career move.

E: I'm glad to hear you say so.

A: Will there be another round of interviews after this or will you be deciding right away?

E: We'll be making our decision in the next few days.

A: Then I'll look forward to hearing



DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

from you soon. Thank you very much for the interview, _____. I've enjoyed talking to you.

E: Me too. (Stands, shakes hands.) You'll be hearing from me. Thanks for coming in.

A: Goodbye.

E: So long.

3. Debrief: "What are your impressions of that closing?"

THE COMPLETE INTERVIEW:

You've already done each of these things individually. Now we are going to put them together with a closing and do a whole interview.

- ◆ It's your turn now to practice doing a whole interview.

B. The Complete Interview

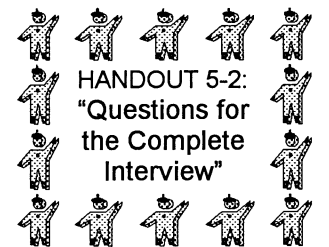
1. Present: "You've already practiced doing all of the parts of an interview."

- ◆ "Identifying your skills"
- ◆ Concrete examples of your accomplishments
- ◆ How to handle possible negative questions
- ◆ Thinking like an employer to know what to expect in an interview
- ◆ How to present the main points in responding to open-ended questions
- ◆ How to effectively close an interview"

2. Practice: "Now you're going to put them together and do a whole interview."

- ◆ Employer
- ◆ Applicant
- ◆ Observer

⊗ Distribute HO: Questions for the Complete Interview




DIALOGUE

INSTRUCTIONS AND GRAPHICS

HANDOUTS AND NOTES

- 3. Debrief and Post: "What was useful about this exercise? How did it feel to be the applicant/employer/observer?"



WHAT WAS USEFUL ABOUT PRACTICING THE WHOLE INTERVIEW?



5-15 MINUTES

DIALOGUE

PLANNING FOR SETBACKS:

You've gained important skills, abilities and knowledge that will give you an edge in the job market. If you use what you've learned, your chances of getting a job will be greatly increased.

- ◆ Unfortunately, it's not enough just to plan. A plan does no good unless it is used."

Sometimes, things prevent people from using what they've learned in these sessions.

- ◆ Let's talk about some of the difficulties we may face in sticking to our job-search plans.

We're passing out a case study dealing with a person who completed this seminar, but then had some setbacks in the following weeks. We'll read it now and then we'll come up with advice for this person.

INSTRUCTIONS AND GRAPHICS

IV. PLANNING FOR SETBACKS

A. Pat Case Study

1. Present: "Let's talk about some of the difficulties we may face in sticking to our job-search plans."

- ⊗ Distribute: HO
- ⊗ Ask a Participant Volunteer to read the HO

2. Practice and Post:

- ◆ "What do you think happened to Pat? What are some of the things that might have gotten in the way of her using the search strategies? What are some of the other things that can slow down our job-search plans?"
- ◆ "Now let's think of all of the things that might help Pat overcome these obstacles."

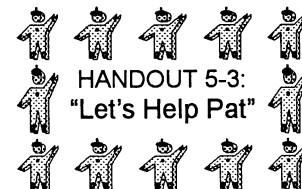


Most Difficult Things That Got in Pat's Way



Ways of Overcoming These Difficulties

HANDOUTS AND NOTES



DIALOGUE

DEBRIEF;

Now I'd like each of you take a few minutes to look over the list of suggestions we've posted and pick some that would work for you personally.

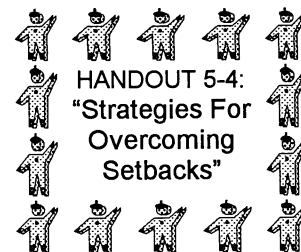
- ◆ When you've decided on which things you plan to try, choose your top two and write them down on the form we've just given you. Then we'll go around the room and share how you plan to keep on going and remain motivated in your job search.

INSTRUCTIONS AND GRAPHICS

3. Debrief: "Which ideas/strategies will you use to overcome these obstacles?"

- ⊗ Distribute: HO
 - ⊗ Trainer encourages participants to vocalize
 - to the participant sitting next to them
 - OR
 - to the large group
 - OR
 - to indicate on the FC with a check-mark
- their choices for overcoming difficulties.

HANDOUTS AND NOTES



DIALOGUE

APPRECIATION:

You have been in the unique position this week to work closely with each other, to share your stories and strategies, and to get to know each other a little bit.

- ◆ It may be helpful for us to hear what characteristics and skills that we have brought to this workshop, because these are the same characteristics that we will bring to our next job.
- ◆ We'd like to give you the chance to show your appreciation and share your insights about each other with a simple exercise.
- ◆ (Trainers model exercise)

INSTRUCTIONS AND GRAPHICS

V. APPRECIATION EXERCISE

A. Group Appreciation Mingle

1. Present and Practice: Participants complete the following statements while they mingle around the room:



- ◆ WHAT I APPRECIATE ABOUT YOUR PARTICIPATION IS...
- ◆ WHAT I APPRECIATE ABOUT MY PARTICIPATION IS...


HANDOUTS AND NOTES



VI. CLOSING

A. Debrief

1. Present: Review day
 - ◆ "Interviewing: Controlling the Direction
 - Tell Me About Yourself
 - Closing the Interview
 - The Complete Interview
 - ◆ Planning for Setbacks: Jean's Case Study
 - ◆ Appreciation Exercise"
2. Practice and Post: Participants give feedback on what did and didn't work.




SESSION FIVE DEBRIEF
What Worked and What Didn't

3. Debrief: "What was effective? What was not as effective?"

B. Follow-up Contact

- ◆ Trainers encourage participants to call them for referral purposes, for other information, or to give an update of their progress.



- ◆ [Facilitator's first and last name]
- ◆ [Facilitator's office phone number including area code]
- ◆ [Facilitator's office address]

C. Certificates and Farewell

- ◆ Trainers make a ceremony out of giving certificates. Stand, initiate applause after each member gets a certificate and shake that person's hand.
- ◆ When ceremony is over, express



5-15 MINUTES



2 MINUTES



10-15 MINUTES

CERTIFICATES AND FAREWELL:
 You have been a great group to work with. You all worked hard and did a great job at learning these important skills and in sharing your own strategies and life experiences.

DIALOGUE

- ◆ You also showed how resourceful and competent you are, both at helping yourselves and at helping each other. You all had a lot to offer each other and you will continue to have a lot to offer throughout your lives.
- ◆ When I call your name will you please come up and get your certificate?
- ◆ Congratulations, best of luck to you, and please let us know how your progress goes!!

INSTRUCTIONS AND GRAPHICS

your appreciation for the group, wish them well and thank them for participating.

[End of text]

HANDOUTS AND NOTES

DIALOGUE

INSTRUCTIONS AND GRAPHICS

**HANDOUTS
AND NOTES**

HANDOUTS

SESSIONS ONE THROUGH FIVE

SESSION ONE: Handouts for Workshop Activities

- 1-1 Ask Your Partner
- 1-2 What You Will Learn
- 1-3 Strengths and Skills
- 1-4 Describe Your Skills Using Concrete Examples
- 1-5 Blank Concrete Examples
- 1-6 Observer Guidelines
- 1-7 Interview Practice Using Concrete Examples
- 1-8 I Would Hire ... Because ...

SESSION ONE: Additional Information Handouts

- 1Skills Skills in a Job Search
- 1Skillsa Adaptive Skills
- 1Skillst Transferable Skills
- 1Skillsj Job Related Skills
- 1Skillsi Ideas to Help You Identify Skills

SESSION TWO: Handouts for Workshop Activities

- 2-1 Defuser Scripts
- 2-2a Defusing Employer's Fears
- 2-2b Defusing Employer's Fears
- 2-3 Examples of Defusing Fears
- 2-4 Concrete Examples: Describe Skills or Defuse a Fear

SESSION TWO: Additional Information Handouts

(NONE)

SESSION THREE: Handouts for Workshop Activities

- 3-1 Script: Asking for Job Leads
- 3-2 Discovering Your Job Lead Network
- 3-3 Steps in Contacting People for Job Leads
- 3-4 Asking For Job Leads
- 3-4-5 Blank Participant Networking List
- 3-5 Questions for the Informational Interview

SESSION THREE: Additional Information Handouts

- 3info Informational Interview
- 3tips Tips for Conducting an Informational Interview
- 3RBB Résumé Blue Print Form
- 3Rsam Four Sample Résumés
- 3Resact Active Language for Résumés
- 3Rlist Checklist for Résumés
- 3cover Suggestions for Writing Cover Letters
- 3covers Sample Cover Letter
- 3ref Tips for Making Your List of Job References

**HANDOUTS
SESSIONS ONE THROUGH FIVE**

SESSION FOUR: Handouts for Workshop Activities

- 4-1a Sample Résumé: Teresa Marks
- 4-1b Revised Résumé: Teresa Marks
- 4-2 Script: Asking For An Informational Interview
- 4-3 Script: Asking for a Job Interview
- 4-4 Arranging An Interview: Speaking With
The Gatekeeper
- 4-5 Arranging An Interview: Speaking With a
Potential Employer
- 4-6 Getting An Informational Interview

SESSION FOUR: Additional Information Handouts

- 4dress Dressing for the Job Hunt
- 4tellme Tell Me About Yourself
- 4App Chapter 8: Applications
- 4App4 Four Sample Job Applications

SESSION FIVE: Handouts for Workshop Activities

- 5-1 Script: Closing an Interview
- 5-2 Questions for the Complete Interview
- 5-3 Let's Help Pat!
- 5-4 Strategies for Overcoming Setbacks

- [3-4-5 Completed Participant Networking List]

SESSION FIVE: Additional Information Handouts

- 5tips Tips for Closing the Interview
- 5pre Pre-Interview Checklist
- 5post Post-Interview Checklist
- 5organ Organizing Your Search
- 5offers Job Offers

Session One

Handouts to Participants

ASK YOUR PARTNER

- *Find out the following about your partner. ■ Then switch roles and your partner will find out about you.*

Later, you will have an opportunity to introduce each other to the group.

1. Name
2. Type of job he/she is seeking.
3. Something special or interesting about him or her.
4. What he/she wants to learn from the workshop.

ASK YOUR PARTNER

- *Find out the following about your partner. ■ Then switch roles and your partner will find out about you.*

Later, you will have an opportunity to introduce each other to the group.

1. Name
2. Type of job he/she is seeking.
3. Something special or interesting about him or her.
4. What he/she wants to learn from the workshop.

What You Will Learn At Each Session

Session One

- ♦ *Introduction to Interviewing*
- ♦ *Important Applicant Characteristics*
- ♦ *Identifying Your Strengths and Skills*
- ♦ *Using Concrete Examples to Describe Strengths*

Session Two

- ♦ *Dealing With Perceived Obstacles to Employment*
- ♦ *Defusing Fears*

Session Three

- ♦ *Finding Job Openings Through Networking*
- ♦ *Informational Interviewing*
- ♦ *Introduction to Résumés*

Session Four

- ♦ *Résumé Workshop*
- ♦ *Making Phone Contact*
- ♦ *Controlling the Direction of the Interview*

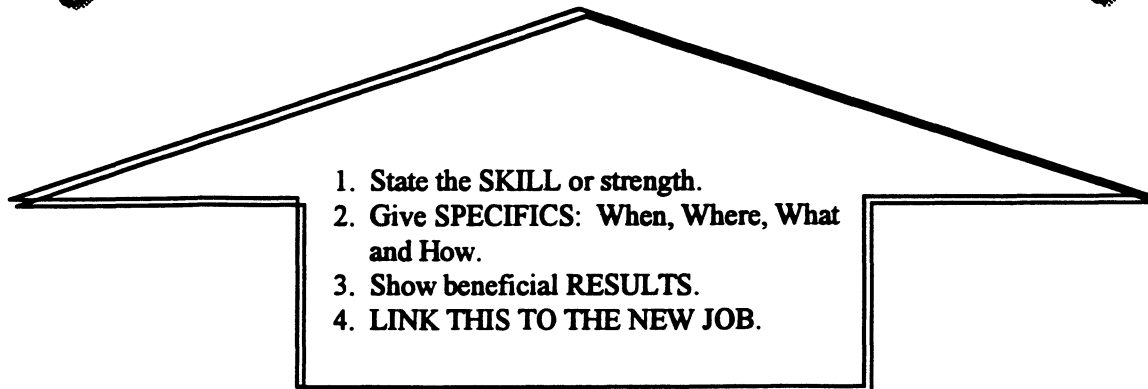
Session Five

- ♦ *Interviewing: Tell Me About Yourself*
- ♦ *The Complete Interview*
- ♦ *Planning for Setbacks*

Strengths and Skills

- | | |
|--|---|
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Operate machines |
| <input type="checkbox"/> Alert | <input type="checkbox"/> Organize |
| <input type="checkbox"/> Assemble products | <input type="checkbox"/> Paint |
| <input type="checkbox"/> Build | <input type="checkbox"/> Persuade others |
| <input type="checkbox"/> Calculate numbers | <input type="checkbox"/> Plan |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Quick learner |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Reliable |
| <input type="checkbox"/> Drive | <input type="checkbox"/> Record information |
| <input type="checkbox"/> Efficient | <input type="checkbox"/> Solve problems |
| <input type="checkbox"/> Energetic | <input type="checkbox"/> Responsible |
| <input type="checkbox"/> Find information | <input type="checkbox"/> Sell |
| <input type="checkbox"/> Follow directions | <input type="checkbox"/> Serve people |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Sew |
| <input type="checkbox"/> Gets along well with others | <input type="checkbox"/> Supervise |
| <input type="checkbox"/> Handle money | <input type="checkbox"/> Repair or fix things |
| <input type="checkbox"/> Honest | <input type="checkbox"/> Teach |
| <input type="checkbox"/> Keep financial records | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> Listen | <input type="checkbox"/> Word processing |
| <input type="checkbox"/> Make decisions | <input type="checkbox"/> Work hard |
| <input type="checkbox"/> Maintenance work | <input type="checkbox"/> Write |

DESCRIBE YOUR SKILLS USING CONCRETE EXAMPLES



Use the following format:

1. SKILL OR STRENGTH

"I am extremely reliable."

2. SPECIFICS (when, where, what, how)

"Last summer my boss at Allied Distributing was in the hospital and I was responsible for taking care of our customers for two months. I was the first to arrive and the last to leave. I double-checked every order, and I made follow-up calls to each customer on a weekly basis."

3. RESULTS

"During that time, our customers never experienced any delays or were inconvenienced and my supervisor was reassured, because she could count on me to take the initiative and get the job done."

4. LINK TO THE NEW JOB

"I believe my proven reliability would really enhance your company's fine reputation for good customer service."

DESCRIBE YOUR SKILLS USING CONCRETE EXAMPLES

1. SKILL

2. SPECIFICS

3. RESULTS

4. LINK TO THE NEW JOB

You may want to take notes here to help you remember some of the effective behaviors you noticed or heard.



OBSERVER

GUIDELINES



Focusing on the positive helps people learn new skills faster.

1-6

Michigan Prevention Research Center, Institute for Social Research,
University of Michigan 48109, Ann Arbor MI



Winning New Jobs





Feedback that is *positive* and *specific* helps people to know what they do well so they will be more likely to do it again.



-
- ◆ TELL THE PERSON WHAT YOU THOUGHT HE/SHE DID WELL.
 - ◆ TELL THE PERSON WHY YOU THOUGHT THIS BEHAVIOR WAS EFFECTIVE.
-

EXAMPLES

- ◇ “Maria, I noticed that you sat up straight and made eye contact. I really got the sense you have confidence in yourself.”
- ◇ “Tony, when you talked about how you increased the company’s profit by 10%, I got a clear picture of your sales skills and how you would benefit the company.”
- ◇ “Sarah, the concrete example of how you responded to the office fire shows that you acted quickly and calmly in an emergency. This example links very well to the job of emergency room attendant that you are looking for.”
- ◇ “Jose, you answered the questions in a very clear and direct manner. You seem to have great communication skills.”



Emphasizing what works helps people change their behavior more quickly.

Some helpful words or phrases might be

What I heard or noticed was

eye contact
 clear communication
 a firm handshake
 a pleasant smile
 good posture
 concrete examples that showed...
 how you saved the company money
 your sales skills
 writing skills

This behavior shows

dependability
 dedication
 confidence
 conscientiousness
 hard work
 enthusiasm
 honesty
 organization
 initiative
 willingness to learn
 creative problem solving
 the ability to get along with others

Interview Practice Using Concrete Examples

Each person in your group will have an opportunity to be the applicant, the interviewer and the observer.

INTERVIEWER

- Ask the open ended question...

“What are your qualifications to do this job?”

- Then ask follow-up questions.

APPLICANT - JOB SEEKER

- Use your Concrete Example sheet to help you answer.

OBSERVER

- Give specific positive feedback to the applicant/job seeker

Interview Practice Using Concrete Examples

Each person in your group will have an opportunity to be the applicant, the interviewer and the observer.

INTERVIEWER

- Ask the open ended question...

“What are your qualifications to do this job?”

- Then ask follow-up questions.

APPLICANT - JOB SEEKER

- Use your Concrete Example sheet to help you answer.

OBSERVER

- Give specific positive feedback to the applicant/job seeker.

Thinking Like An Employer

Complete the following statement with positive observations you made about your partner in the concrete example exercise.

I would hire _____ **because:**

signed: _____

Thinking Like An Employer

Complete the following statement with positive observations you made about your partner in the concrete example exercise.

I would hire _____ **because:**

signed: _____

Skills In A Job Search

Identifying your skills is an important part of your job search. Employers report that 80-90% of the applicants they interview do not present their skills in a way that shows they have the ability to do the job.

Identifying your skills and communicating them clearly can help you get a better job faster. You'll discover you have the ability to:

- Impress interviewers by presenting your skills in a way that shows you have the ability to do the job.
- Write a resume that clearly highlights your skills, talents and accomplishments.
- Write good cover letters.
- Describe your skills clearly when asking about job leads.
- Maintain your confidence and image of yourself as a skilled, competent, talented person with much to offer your new employer!

In his book, *The Very Quick Job Search*, the author, J. Michael Farr organizes skills into 3 categories: Adaptive Skills, Transferable Skills and Job-Related Skills. You will find that many of your skills fit into more than one category.

Adaptive Skills/Personality Traits

Adaptive skills are also referred to as personality traits. These are skills you use everyday to help you adapt and adjust to a variety of situations. They refer to the way you do what you do. Adaptive skills that employers highly value are dependability, honesty and the ability to get along with others.

Transferable Skills

These are general skills that can be used in a variety of jobs. They are transferable and serve as a bridge from one job to another or even one career to another. You learn these skills in life experiences as well as in paid positions. Teaching, problem solving and organizational skills are examples of transferable skills.

Job-Related Skills

These are skills that relate to a particular job. For example, an electrician would need to know how to wire buildings, know building codes, and other skills related to that trade. Job-related skills also refer to the training, education, licenses and certification that are required to do a certain job.

Adaptive Skills/Personality Traits Worksheet

- | | | |
|---|--|--|
| <input type="checkbox"/> good attendance | <input type="checkbox"/> efficient | <input type="checkbox"/> intuitive |
| <input type="checkbox"/> honest | <input type="checkbox"/> determined | <input type="checkbox"/> takes pride in work |
| <input type="checkbox"/> arrive on time | <input type="checkbox"/> energetic | <input type="checkbox"/> good natured |
| <input type="checkbox"/> follow instructions | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> assertive |
| <input type="checkbox"/> get along with others
coworkers
supervisors
customers | <input type="checkbox"/> expressive | <input type="checkbox"/> healthy |
| <input type="checkbox"/> meets deadlines | <input type="checkbox"/> practical | <input type="checkbox"/> motivated |
| <input type="checkbox"/> hard worker | <input type="checkbox"/> open-minded | <input type="checkbox"/> flexible |
| <input type="checkbox"/> dependable | <input type="checkbox"/> sincere | <input type="checkbox"/> well organized |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> optimistic | <input type="checkbox"/> pleasant |
| <input type="checkbox"/> motivated | <input type="checkbox"/> solves problems | <input type="checkbox"/> understanding |
| <input type="checkbox"/> friendly | <input type="checkbox"/> positive focus | <input type="checkbox"/> diplomatic |
| <input type="checkbox"/> cheerful | <input type="checkbox"/> patient | <input type="checkbox"/> sociable |
| <input type="checkbox"/> learns quickly | <input type="checkbox"/> physically strong | <input type="checkbox"/> insightful |
| <input type="checkbox"/> eager | <input type="checkbox"/> self confident | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> adaptable | <input type="checkbox"/> trustworthy | <input type="checkbox"/> calm |
| <input type="checkbox"/> helpful | <input type="checkbox"/> sense of humor | <input type="checkbox"/> sincere |
| <input type="checkbox"/> creative | <input type="checkbox"/> responsible | <input type="checkbox"/> assertive |
| <input type="checkbox"/> independent | <input type="checkbox"/> tactful | <input type="checkbox"/> considerate |
| <input type="checkbox"/> completes things | <input type="checkbox"/> persistent | |
| | <input type="checkbox"/> resourceful | |

SOME IDEAS TO HELP YOU IDENTIFY YOUR SKILLS

- * **List your high school and any colleges you attended.** For each school attended list the courses you liked best and the courses in which you did well. List any accomplishments or awards you may have received. Go through your list and determine which skills you used. Consider how these skills relate to the job you want and how they will benefit your new employer.

- * **List all work experiences, paid and unpaid.** For each job, list any accomplishments or awards you may have received. How did you benefit the organization you worked for? Which skills did you use? Now consider which skills relate to the job you want and how they will benefit your new employer.

- * **List significant life experiences and accomplishments** that you particularly enjoyed. Include hobbies, leisure activities, travel, parenting, etc. Identify the skills you used and consider which skills relate to the job you want and how they will benefit your new employer.

- * **Recall a goal that you achieved.** Consider the obstacles to your goals and how you overcame the obstacles. Describe what you did step by step, and identify the skills you used in this process. Include adaptive, transferable and job related skills. Now consider which skills relate to the job you want and how they can specifically benefit your new employer.

JOB RELATED SKILLS WORKSHEET

These refer to skills and training specific to a particular job. You can also consider the degrees, licenses, and certificates you have that may be required to perform certain jobs.

List your job related skills; consider your training and paid or unpaid work experiences. List degrees, licenses and certifications.

Transferable Skills Worksheet

First, go through the list and check (✓) all the skills you have. Then go through the list and put a (★) star in front of the skills that you *like* using. Add any other skills that you have that are not on this list.

Working With People

- listen
- supervise
- manage
- administer
- teach
- interview
- negotiate
- mediate
- lead
- motivate
- make decisions
- facilitate
- direct
- explain
- plan
- coordinate
- delegate
- communicate verbally
- correspond
- speak in public
- counsel
- coach
- cooperate
- encourage
- inspire
- motivate
- persuade
- sell

Working With Information

- analyze data or facts
- investigate
- audit
- calculate
- budget
- handle money
- keep financial records
- organize
- evaluate
- research
- compare
- count
- classify information
- detail oriented
- find information
- inspect
- observe
- copy
- edit
- write
- measure
- translate
- organize

Working With Things

- assemble things
- build
- inspect
- construct
- repair equipment
- repair buildings
- operate equipment
- operate machinery
- drive
- good with hands
- handling
- precision skills
- computer skills

Creative/Artistic Skills

- paint
- graphic design
- dance
- creative movement
- sing
- draw
- act
- play musical instrument
- compose music
- mime
- creative writing
- photography
- bake/cook

Session Two

Handouts to Participants

DEFUSING EMPLOYER'S FEARS

PERCEIVED OBSTACLES	POSSIBLE EMPLOYER'S FEARS	POSSIBLE DEFUSERS

DEFUSING THE EMPLOYER'S FEARS

PERCEIVED OBSTACLE

I WORRY THAT I MIGHT NOT GET HIRED BECAUSE:

FEAR

THIS PERCEIVED OBSTACLE MAY PREVENT ME FROM BEING HIRED BECAUSE THE EMPLOYER MAY BE AFRAID (OR CONCERNED) THAT:

DEFUSER

THERE ARE CONCRETE POSITIVE THINGS ABOUT ME, MY PAST EXPERIENCES AND MY ACHIEVEMENTS THAT I COULD TELL THE EMPLOYER TO SET HIS OR HER FEARS TO REST. THEY ARE:

EXAMPLES OF DEFUSING EMPLOYER'S FEARS

PERCEIVED OBSTACLES	POSSIBLE EMPLOYER'S FEARS	POSSIBLE DEFUSERS
<ul style="list-style-type: none"> ◆ "TOO OLD" 	<ul style="list-style-type: none"> ◆ I MIGHT GET SICK AND MISS A LOT OF WORK. ◆ I MIGHT NOT HAVE ENOUGH ENERGY OR STAMINA. ◆ I MIGHT EARN LESS MONEY, BECOME UNHAPPY AND LEAVE. 	<ul style="list-style-type: none"> ◆ IN THE PAST 4 YEARS I'VE ONLY MISSED 5 DAYS OF WORK DUE TO ILLNESS. ◆ I THINK MY HOBBIES KEEP ME FIT. I REALLY ENJOY HIKING AND DANCING. ◆ YOUR COMPANY HAS A GREAT REPUTATION FOR QUALITY, INNOVATIVE WORK AND I'M WILLING TO MAKE A LONG TERM COMMITMENT TO BE A MEMBER OF YOUR TEAM!
<ul style="list-style-type: none"> ◆ HAVE BEEN FIRED 	<ul style="list-style-type: none"> ◆ I MIGHT NOT GET ALONG WELL WITH PEOPLE. ◆ I MIGHT NOT HAVE THE ABILITY TO DO THE JOB. ◆ I MIGHT NOT BE RELIABLE OR DEPENDABLE. 	<ul style="list-style-type: none"> ◆ AT MACO I WAS VOTED THE MOST VALUABLE TEAM PLAYER BY MY COLLEAGUES. ◆ I DEVELOPED AND IMPLEMENTED A PLANT IMPROVEMENT PROGRAM THAT REDUCED THE TURNOVER RATE BY 50% OVER THE PAST 3 YEARS. ◆ DURING THE FLOOD LAST YEAR I GOT TO WORK EACH DAY AND FILLED IN WHERE EVER I WAS NEEDED. AS A RESULT WE KEPT OUR CUSTOMERS SATISFIED.

CONCRETE EXAMPLES

Describe Skills or Defuse a Fear

If you choose to defuse a fear - list the fear you are defusing.

1. SKILL

2. SPECIFICS

3. RESULTS

4. LINK TO THE NEW JOB

Session Three

Handouts to Participants

Script

Asking for Job Leads

C: Client A: Applicant

A: (This contact is a former boss from a summer job.) Hello, Mr. Lefcourt. This is _____.
Do you have a moment.

C: Yes, what's on your mind?

A: I've been hunting for a different type of job from the one I did for you last summer. I want to work in a framing shop and maybe learn some new skills. I'm good with my hands and I thought this might be a way of combining something I like to do with a job.

C: Gee, I don't think our day care business has much to do with framing.

A: That's true, but I thought that perhaps you come into contact with customers who might have that type of operation. Perhaps you might hear about an opening.

C: Well, we do serve clients from a wide range of backgrounds. I could keep my ears open.

A: I'd really appreciate it. Is there anyone else you know who might have some inside knowledge about such jobs?

C: My brother-in-law, Carl, is in the wood-supply business. He might know of something.

A: He sound like a great lead. Could I call him up or could you ask him about it?

C: Sure, call him up.

A: Is it okay for me to tell him you suggested that I call him?

C: Of course. His number is 555-7070.

A: This is really helpful, Mr. Lefcourt. May I check back with you in a week or so to see if you have heard of any openings?

C: Sure.

A: Thanks, Mr. Lefcourt. I really appreciate your help.

C: Glad to oblige. Good luck.

Discovering Your Job Lead Network

Studies show that approximately 63% of all jobs that people get are found through some form of person to person contact. This means that want ads, help wanted signs, employment agencies, resumes and other indirect methods may not be very effective job search tools. Relatives, friends, acquaintances and co-workers can be a great source of job leads. Remember you are not asking these people for a job, you are simply asking them to be your eyes and ears for job openings and other inside information that you will follow up on.

Your personal network of acquaintances may be your most powerful job-search tool!

Most people know more people than they think they do! Consider the following lists of people:

Relatives

- ◆ mother
- ◆ father
- ◆ brothers
- ◆ sisters
- ◆ aunts
- ◆ uncles
- ◆ cousins
- ◆ in-laws
- ◆ grand-mother
- ◆ grand-father
- ◆ spouse

Co-Workers

- ◆ from your most recent job
- ◆ from your next to last job
- ◆ from jobs before that
- ◆ from your department
- ◆ from other departments
- ◆ you had lunch with
- ◆ who said good bye when you left
- ◆ you talked with at social gatherings
- ◆ bosses with whom you had a positive relationship

Friends & Acquaintances

- ◆ current neighbors
- ◆ past neighbors
- ◆ store clerks
- ◆ doctors
- ◆ people from places of worship
- ◆ barber
- ◆ hairdresser
- ◆ bus driver
- ◆ mail carriers
- ◆ accountants
- ◆ club members
- ◆ school friends
- ◆ teachers
- ◆ counselors
- ◆ clergy
- ◆ people your kids know

Discovering Your Job Lead Network

Completing the following lists can help you discover and expand your personal network.

- List everyone who comes to mind.
- You can go back later and decide whom you want to call and how you will contact them.

●●●RELATIVES●●●

Include mother, father, brothers, sisters, in-laws, cousins, grandmothers, grandfathers, aunts, uncles, and any other relatives that come to mind.

Discovering Your Personal Network

◆FRIENDS & ACQUAINTANCES◆

These need not be close friends, just people you think of that live in your geographic area. ■ List all the friends and acquaintances that come to mind. ■ You can decide which ones you want to call later.

Neighbors (past & present):

Service Providers: (*barber, hairdresser, bus driver, accountant, mail carrier, store clerks, doctor, etc.*)

Members at your place of worship:

Members of clubs or any other groups you belong to:

Classmates (past & present):

Teachers, counselors, clergy:

Discovering Your Personal Network

(Friends & acquaintances continued...)

People you know through your children, partner or others:

People who send you greeting cards:

People you meet at social gatherings:

Any other friends or acquaintances that come to mind:

■ Think of people who have contacts in your geographic area. ■ Start with your most recent job and work backwards.

Include people:

- ✓ in your department
- ✓ in other departments
- ✓ with whom you had lunch
- ✓ who said good bye when you left
- ✓ you spoke with at social events
- ✓ bosses and managers with whom you had/have a good relationship.

◆◆◆CO-WORKERS◆◆◆

Steps in Contacting People for Job Leads

Steps:	What you might say is:
1. Greet the person and give your name.	<ul style="list-style-type: none"> • "Hi Ted. This is _____. How are you?"
2. Ask if he/she has a moment to talk.	<ul style="list-style-type: none"> • "Do you have a few minutes to talk?"
3. Explain that you are calling to explore new job opportunities.	<ul style="list-style-type: none"> • "Great! I wanted to let you know that I'm looking for a job..."
4. State the type of job you are interested in.	<ul style="list-style-type: none"> • "...where I can work in materials handling or delivery."
5. Describe the experience you have that relates to the job you want. State your skills and experience in a positive manner.	<ul style="list-style-type: none"> • "I have had lots of experience in shipping and I did a lot of volunteer delivery work for our church during the flood last spring."
6. Ask if person has information on job leads.	<ul style="list-style-type: none"> • "Do you know of any job possibilities or openings in this area?" • "Do you know of anyone who might have some inside knowledge in this area or who works in this field?"
7. Ask if it is OK to use his/her name when you make the contact, if the person refers you to someone else.	<ul style="list-style-type: none"> • "Thanks for the lead. Would it be all right if I use your name when I call _____?"
8. Thank the person. (A written thank you note is a nice gesture for job lead contacts who have been particularly helpful.)	<ul style="list-style-type: none"> • "Thanks, you've been a great help! I really appreciate it."
9. Ask if you can keep in touch.	<ul style="list-style-type: none"> • "Can I check back with you in a week or two to see if you've heard of any other openings?"

ASKING FOR JOB LEADS

1. List 2 people or places you could call and ask about job openings. (You're not committing to calling anyone. You're just considering the possibility.)

2. Tell your partner the names of the people/places you *could* call.
3. Your partner will role play those people/places. Practice asking your partner about job leads.
4. You may want to jot down a few reminders of what to say. Or you might want to use the handout "*Steps in Contacting People for Job Leads.*"
5. Your partner will give you feedback after each job lead call you make.
6. When you've practiced asking 2 people/places, switch roles and your partner will practice calling 2 people/places.

ASKING FOR JOB LEADS

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5. Your partner will give you feedback after each job lead call you make.
6. When you've practiced asking 2 people/places, switch roles and your partner will practice calling 2 people/places.

Questions for the Informational Interview

- **Ask your partner the following questions about a job he/she had that he/she enjoyed; then switch roles.**
1. What are the different types of jobs available here?
 2. What is it like to do this job?
 3. What do you need to know to do this job? (skills)
 4. What type of person fits in best? (personality traits)
 5. Any other questions you would like to ask.
 6. What other people do you recommend I contact for more information about this field?
 7. May I mention your name when I make this contact?

Questions for the Informational Interview

- **Ask your partner the following questions about a job he/she had that he/she enjoyed; then switch roles.**
1. What are the different types of jobs available here?
 2. What is it like to do this job?
 3. What do you need to know to do this job? (skills)
 4. What type of person fits in best? (personality traits)
 5. Any other questions you would like to ask.
 6. What other people do you recommend I contact for more information about this field?
 7. May I mention your name when I make this contact?

A chronological resume lists job history in reverse chronological order and follows each entry with an upbeat description of capabilities and accomplishments. This type is considered the easiest. It is good to use if you are looking for a job in a field and level of responsibility similar to your last five years or so.

CHRONOLOGICAL RESUME

**Brenda Lewis
309 Sandcastle Road
Seacliff, New York 11579
(315) 936-1985**

CAREER OBJECTIVE

A challenging position utilizing my experience and my ability to organize with an opportunity for growth based on performance.

EXPERIENCE

1993 to
Present

**THE GOOD HEALTH COMPANY
Personnel Clerk**

Maintained personnel records
Devised and implemented improved filing system
Assisted in administering employee benefits
Prepared detailed monthly report

1991 to
1993

**FELIX ENTERPRISES
Word Processor**

Performed word processing, typing, filing and other general office duties
Conducted inventory control for clerical department
Operated a range of office machines including word processors, printers and typesetters

1990 to
1991

**NATIONAL INVESTMENTS INCORPORATED
Receptionist**

Performed telephone answering, filing and general office duties

ACCOMPLISHMENTS

Recipient of The Good Health Company Employee of the Month Award, October 1990.

TRAINING

Time Management Seminar, 1994
Word Processing Workshop, 1993
Typesetting Workshop, 1991

EDUCATION

Seacliff High School, Seacliff, New York, 1990

OTHER

Member of Junior Achievement since 1987 as both a student participant and adult sponsor
Past Chairperson, Seacliff Intermediate School District Fall Festival

A combination resume is a list of functional categories followed by a short chronological listing. This type takes elements of both of the other methods but allows you to be more creative. It allows you to demonstrate your best skills and traits and still fulfil some of the more conservative resume functions that some employers look for.

COMBINATION RESUME

Blade Ryan
75125 Rogers Road
Anytown, MI 48000
Home Phone: (020) 555-0222

OBJECTIVE: Challenging position utilizing carpentry skills and experience

HIGHLIGHTS OF QUALIFICATIONS

- * Over 8 years experience as carpenter
- * Dependable, creative, quick learner
- * Proven ability to reduce contractor costs
- * Union member in good standing, journeyman status
- * Persistent, thorough, hard worker

RELEVANT SKILLS AND EXPERIENCE

- ~ Thorough knowledge covering all aspects of commercial carpentry including fire and building codes;
- ~ Utilized rough framing and finished carpentry skills on single-family, multi-family and commercial building projects;
- ~ Organized and directed innovative roof construction procedure which enabled project to be completed on schedule.
- ~ Experienced in building a variety of stairs, overhangs, bay windows, and pre-manufactured and site built roof lines;
- ~ Demonstrated ability to effectively follow specifications, make calculations and complete projects while meeting deadlines.

EMPLOYMENT HISTORY

1990-Present	Carpenter	Rand Construction, Bayview, MI
1989	Carpenter	ABC Construction, Clifton, MI
1983-1988	Carpenter	Barton-Mallow, Detroit, MI
1980-1983	Laborer	Dillman Upton Lumber, Rochester, MI

TRAINING

Carpentry Apprenticeship - Carpenters Union 1983-1984
 Building Fundamentals - Northeast Oakland Vocational School 1978-1980

A functional resume lists your capabilities and experience in categories related to your job objective. Each category has an underlined title which describes that function, like Public Relations or Sales. This type focuses on skills rather than jobs. It is good to use if you have gaps in your work history or if you are looking for work in a field different from your last five years of experience.

FUNCTIONAL RESUME

Dora Carlson
46 Fountain Drive
Dallas, Texas 75224
(214) 752-8003

OBJECTIVE

A challenging and rewarding position utilizing my broad skills and experience in retail merchandising.

ACCOMPLISHMENTS

MANAGEMENT

Organized and implemented monthly sales contests for 10 employees. Managed inventory and reordering for women's career fashions, accessories, and lingerie. Trained and supervised 2 sales associates.

PURCHASING

Selected women's career and sports fashions and accessories for small women's boutique. Chose styles and colors. Determined price strategy and mark-up. Prepared contracts.

SALES/RETAIL

Sold women's apparel for women's specialty store. Dealt with customers on individual basis to help them meet their needs. Coordinated client fashion consultations. Ultimately responsible for customer satisfaction. Assisted in store layout on weekly basis. Accessorized displays. Created store window displays. Exceeded quotas.

WORK HISTORY

FASHION CONSCIOUS BUYERS Buyer, Fashion Buying Office, Dallas, Texas	1994 to Present
UNIQUE APPAREL Sales, Women's Store, Dallas, Texas	1991 to 1994
NOTHING BUT STYLE Sales, Women's Clothing, Dallas, Texas	1989 to 1991

EDUCATION/TRAINING

Frontier Community College, Associate of Arts 1989.
 Continue to attend marketing and business management seminars.

REFERENCES

Furnished upon request.

COMBINATION RESUME

Margaret Smith
2645 Pete Road
Ann, Michigan 48130
Home Phone: (020) 555-0111

SUMMARY

- * Enthusiastic, self-motivated, thoughtful teacher
 - * Specializing in creative curriculum planning and implementation
- * Extensive management/organization skills
- * Sensitive and intuitive problem solver
- * Proven flexibility in a variety of teaching situations
- * Eagerness to learn

RELEVANT SKILLS AND EXPERIENCE

- Management** *Co-directed 15 family day care centers
 hired, trained and supervised staff
 maintained formal and informal communications with parents
 Administrated soccer program for 300 children and 25 staff
 - managed all aspects, including bookkeeping, hiring, training, coordinating, scheduling and purchasing
- Teaching** * Designed and implemented complete curriculum for day care program
 * Assembled and taught hands-on life science program with live animals in elementary classrooms throughout Ohio
 - researched broad spectrum of elementary science subjects
 - coordinated scheduling and transportation/distribution of materials
 * Experienced with self-contained, as well as cooperative, classrooms
 * Designed supplemental life-science unit for third grade students
 * Founded English as a second language program for German students

EMPLOYMENT HISTORY

- Co-director/Head Start Teacher, West Center, Ypsilanti, MI** (1989 - Present)
- Science Instructor, Science Foundation, Brentwood, OH** (1989)
- Kindergarten Teacher, Jack & Jill Learning Center, Brentwood, OH** (1987 - 1988)
- Teacher, Community Day Care, Fenton, Ohio** (1987)
- English as a second language instructor, Munich, Germany** (1986)

EDUCATION

- University of Michigan
 Teaching Certificate
 Major: *Social Science*
 Minor: *Science/Language Arts* (1988)
 B.A. with high distinction - *Anthropology/Philosophy* (1984)

Résumé Blueprint Form

YOUR NAME

Your Street Address - Your City, State, Zip Code - (Area Code) + Phone Number

OBJECTIVE

A brief statement of your job interest.

ACCOMPLISHMENTS

Write some brief statements that show concrete examples of achievements related to your Objective.

PROFESSIONAL EXPERIENCE

Dates employed, company name, location and job title. Phrases starting with active verb tenses which describe briefly the responsibilities of the previous job listed in reverse chronology.

EDUCATION

Degrees, Certificates, Apprenticeships, or Training that relate to your Objective. If impressive, list after the Objective.

ACTIVITIES AND INTERESTS

List associations, memberships, and interests if potentially relevant to the Objective.

NOTE: Other section titles may be used depending upon what highlights your skills and accomplishments most effectively.



Tips for Making Your List of Job References

It is a good idea to prepare a list of references as part of your job search. Choose people who know you, who know about your work and would give you a good recommendation.

- Make a list of people who know you and know about your work.**
(Past employers, supervisors from paid and volunteer positions, colleagues, teachers)
- Decide who you will ask to serve as a job reference.**
Choose people who you think would give you a positive reference and who hold a position that others would respect.
- Contact these people by phone or in person.**
 - Start with a greeting and give your name.
 - Tell the person you are looking for a job.
 - Let him/her know what type of job you are seeking..
 - Ask if he/she would be willing to be listed as a job reference.
 - Ask if he/she is aware of any job openings in your field.
 - Send him/her a copy of your resume and any other helpful details.
- Include the following for each person on your list:**
 - Complete Name / Title
 - Organization & Address
 - Phone Number
 - How that person knows you
- Type your list on good quality paper.** You'll be prepared when an employer asks for your list of references. This list will also help you in filling out the reference section of an application.
- Write thank you notes** to any reference who is called by a potential employer.

Periodically you may want to let your references know how your job search is going and ask if they have heard of any job openings.

Active Language for Resumes

Use active rather than passive words and phrases throughout your resume. The following list includes many good examples.

Active Verbs

administered	analyzed	approved
arranged	assembled	built
composed	constructed	controlled
coordinated	created	designed
determined	developed	diagnosed
directed	distributed	established
evaluated	expanded	facilitated
implemented	improved	initiated
invented	investigated	led
managed	negotiated	organized
persuaded	planned	presented
presided	recommended	recruited
repaired	researched	revised
solved	sorted	supervised
trained	won	wrote

When describing your experience use statements that start with verbs. Avoid the use of "I," "Me" and "My" to begin statements.

For Example:

Instead of: I opened the mail and answered the phone.

You could say:

- Directed all incoming calls.
- Administered the mail and message systems for the entire department.

Tips for Conducting an Informational Interview

Before

- ❖ Prepare questions before you go.
- ❖ Take a notebook to take notes.
- ❖ Get good directions.
- ❖ Arrive 5-10 minutes early.
- ❖ Dress neatly and appropriately. (Try to find out how employees dress.)
- ❖ Avoid heavy perfumes and aftershaves; many people are allergic to them.
- ❖ Take a few copies of your resume, they may come in handy.
- ❖ Relax, this is not a job interview. It will be fun.

During

- ❖ Smile and greet receptionist.
- ❖ Give your name and the name of the person you are there to see.
- ❖ Avoid smoking, gum chewing or looking at papers on anyone's desk.
- ❖ When you meet the person you will be interviewing:
 - ✓ Smile ✓ Introduce yourself ✓ Offer a handshake
- ❖ Make some upbeat small talk, perhaps about the weather.
- ❖ Express enthusiasm about being there and begin the interview.
- ❖ Ask the questions you've prepared.
- ❖ Take notes on the important points.
- ❖ Stick to the agreed time, (usually about 20-30 minutes).
- ❖ Ask the person who else they'd recommend you talk to in that field.
- ❖ Ask if you can use his/her name as a referral.
- ❖ Comment on something specific you learned as a result of the interview
- ❖ Thank the person for his/her time.

After

- ❖ Keep track of your informational interviews in a notebook.
- ❖ Send a written thank you note to the person you interviewed.
- ❖ Follow up on leads and referrals you received at your interview.
- ❖ Acknowledge and appreciate yourself for taking the initiative to conduct an informational interview .

Suggestions for Writing Cover Letters

A cover letter can be used to introduce your resume and provides an opportunity to highlight how your specific skills match the job requirements. It can also be used in a "letter writing" campaign when you are looking for possible job openings.

✓ **Present a Good Appearance:**

Contacts with prospective employers should look professional. Type letters on good quality bond paper in neutral colors, white, ivory or light beige. Use matching stationery and envelopes.

✓ **Make it Perfect:**

Proofread your letter with care. Make sure there are no misspellings, crossed out words, grammatical or typing errors. You may want to ask someone else to review your letter and check for errors.

✓ **Use a Business Correspondence Format:**

Any business correspondence format will be fine. Center it attractively on the paper and make it no longer than one page.

✓ **Write to a Specific Person:**

Make sure you have the correct spelling of the person's name, title and the correct address. Call and verify this information if you are not sure.

✓ **Make the Content Brief and Focused:**

Personalize your cover letter to each person you write. Most people are not impressed by a form letter.

1. Use a grabber first sentence. A grabber sentence is designed to grab the reader's attention. This sentence should indicate that you know something about the company and how you can benefit them.
2. Tell how you became attracted to this particular company.
3. Include a paragraph that highlights your experience, skills and accomplishments that are relevant to the job and how they will benefit the employer. To do this you need to know something about the position or the company that you are writing.
4. Include a few sentences about your training and personal traits that make you valuable to a potential employer.
5. State your next step. Don't leave it up to the employer to contact you.
6. Thank the person for his/her time and consideration.

Sample Cover Letter

Tracy Smith
123 Main Street
Anytown, Michigan 48000
(313) 555-1234

December 1, 1996

Earl Jones
General Manager
Westside Auto Sales
777 Conner
Anytown, MI 48000

Dear Mr. Jones:

Currently more women than ever are buying cars for themselves and their families. I believe I can help you gain an even greater share of this lucrative sales market. I am writing to you because I know your dealership has held the largest share of the market for the past 10 years and I am interested in becoming part of a winning team.

In my 10 years of experience in retail sales I have repeatedly exceeded my sales quotas. Due to my understanding of women's needs in color selection, style, comfort, and convenience, I am able to explain technical ideas in everyday language.

My excellent memory for current inventory and available options has allowed me to spend more time effectively selling products. I am a highly motivated sales person who quickly develops clientele and understands the importance of perseverance in closing a sale. I have consistently won awards for "Highest Sales for The Month". Further representative accomplishments are reflected in the enclosed resume.

I will call your dealership next week to see if we can arrange a time to meet. I thank you in advance for your consideration.

Sincerely yours,

Tracy Smith

Informational Interviewing

What is it?

It's a form of networking in which the job seeker visits various work sites and talks with people employed in jobs that he/she is interested in learning more about.

How can it help?

It helps people interested in career change learn about different jobs.
It's a source of possible job leads.
It helps job seekers prepare for job interviews.

What should I ask?

The following are questions you might consider asking when you interview for information.

- How did you get into this line of work?
- What do you like most about your job?
- What do you like least about your job?
- Where else can I find people who do this type of work?
- What is it like to do this job? Is there a daily routine?
- What personal characteristics are the best fits for this job?
- What type of skills and abilities does this job require?
- What qualifications are needed for this kind of work: education, training, experience, license/credentials, union memberships?
- Is there ongoing training? Can you describe it?
- How would you describe the supervision given to a person in this job?
- What equipment or business machines do you use?
- What is the pay range for a job in this field?
- Would it be possible to tour the work site? (if appropriate)
- What do you predict will be happening in this field in the next 5-10 years?
- What are the opportunities for promotion?
- How would a person with my background find a job in this field?
- What other people or organizations do you recommend that I contact for more information about jobs in this field? May I mention your name when I make these contacts?

CHECKLIST FOR RÉSUMÉS

- ✓ Use high quality paper (at least 20-pound bond) usually white, linen, light gray, or beige in color.
- ✓ Typed on an electronic typewriter, word processor, or computer that produces clear, sharp type which will reproduce well. Photocopy on the highest quality copier using 20-pound bond paper.
- ✓ Your name, address, city and state, and telephone number are at the top of the page.
- ✓ Your job objective, if you chose to use one, appears directly under your name and address so that the reader's eye is led to it immediately.
- ✓ Your job objective states clearly the functional areas in which you seek employment and the general level of the job you want.
- ✓ The objective should avoid using a job title, e.g., Personnel Supervisor, when a more general designation such as Personnel Management would allow you to be considered for a wider variety of openings at several different levels.
- ✓ If you are applying for a specific job, use the exact job title.
- ✓ Organize the contents of the Accomplishments section, if you chose to use it, to emphasize results produced, significant achievements, and recognition from others whenever possible.
- ✓ List duties and responsibilities that show your specific skills and accomplishments. Give sufficient detail to help the reader infer your level of achievement.
- ✓ Include everything directly related to your specific job objective.
- ✓ Include education, formal and continuing, which supports your job objective.
- ✓ The resume is interesting to read as well as pleasing to the eye. Your enthusiasm and energy should come across to the reader.

- ✓ **Mention awards, or community and social activities which support your job objective. Mention accomplishments which reflect your versatility or other exceptional qualities.**
- ✓ **Consider whether your controversial activities or associations might tend to rouse prejudiced reactions.**
- ✓ **Avoid writing negatively of previous employers.**
- ✓ **Avoid listing too many unimportant, meticulously detailed duties such as "opened mail, sorted correspondence."**
- ✓ **Exclude all extraneous data such as social security number, religion, race, salary, age, weight, state of health, height, marital status, references' names, etc.**
- ✓ **Check the spelling of every word and make sure the grammar and punctuation are correct.**
- ✓ **All of the statements are presented in the same person and voice.**
- ✓ **All of the phrases begin with action verbs such as "supervised," "directed," "developed," "implemented," "organized," "planned," etc.**
- ✓ **The word "I" is used sparingly or not at all.**
- ✓ **Be truthful about your accomplishments rather than under-emphasizing them out of modesty or hyping them too much.**
- ✓ **Your resume is attractive to the eye, interesting, clear, concise, easy to read quickly, full of facts and details which prove that your experience and personal qualities would be assets to the organization.**

⇨ This information is based on ⇨
Career Opportunity News
Garrett Park Press
P.O. Box 190
Garrett Park, MD 20896

Session Four

Handouts to Participants

THERESA L. MARKS

1510 Chestnut Hill
 Boston, Massachusetts 02139
 (617) 552-9481

- Education** Boston University, Boston, MA Graduated, May, 1987
 Bachelor of Science in Occupational Therapy
- Experince** Joy Center Cambridge, MA
 Job title: Intern
 9/94-6/95 Duties: I was responsible for working with patients 3 days per week. This was a part of my educational training. I also did a seminar on adjusting in society and the changes that might result after an accident.
- Park Vista Springfield, MA
 Job title: Volunteer
 5/94-8/94 Duties: I was responsible for preparing patients for, transporting and supervising therapy. I also visited patients on a regular basis. I also worked with patients as they used diverse equipment.
- Boston University** Boston, MA
 Job title: Student Volunteer
 9/92-6/94 Duties: I was responsible for giving campus tours and answering questions about the University. In my second year I was a part of the selection process for the new orientation leaders for the following year.
- Affiliations and Awards** Zeta Tau Alpha Sorority where I held offices
 American Occupational Therapists Association
 Outstanding Senior Award for the B. U. Service club
 Dean's list
- Activities** Homecoming committee
 Student Organizations and Campus Activities Council
 Univerisity Admissions Office
- References** Furnished upon request

THERESA L. MARKS

1510 Chestnut Hill
Boston, Massachusetts 02139
(617) 552-9481

- Career Objective** An Occupational Therapist position in a nursing home and/or hospital gerontology unit.
- Education** Bachelor of Science in Occupational Therapy, May, 1996
Boston University, Boston, MA
- Related Coursework** Anatomy and Physiology Counseling and Psychotherapy
Advanced Biological Science Psychology of the Aged
Physical Assessment Theories of Occupational Therapy
- Experience** Occupational Therapist Intern Joy Center, Cambridge, MA
*Assessed patients' prognosis as part of an interdisciplinary team
*Developed treatment programs for 27 mentally retarded patients
*Maintained accurate records, progress reports determining discharge
*Co-ordinated, implemented on-going "Readjustment" seminar
*Counseled 21 patients and families on adjustment issues 9/94-6/95
- Elderly Aide Volunteer Park Vista, Springfield, MA
*Prepared patient for therapy, involving instructing, lifting
*Accompanied occupational therapist on rounds of 30 patients weekly
*Supervised use of manual dexterity equipment 5/94-8/94
- Orientation Leader Boston University, Boston, MA
*Organized schedules to assure optimum benefits for new students
*Evaluated, discussed, modified program in weekly staff meetings
*Selected, trained new orientation leaders 9/92-6/94
- Affiliations and Awards** *American Occupational Therapists Association, member 9/93-present
 *Zeta Tau Alpha Sorority
 Vice President, 9/86-95 Rush Chairperson, 9/94/6/95
 Ritual Chairperson, 9/93-6/94 Fraternity education, 9/92-6/93
*Outstanding Senior Award, Boston University Service Club, 9/95
*Dean's List, all quarters
- Activities** *Homecoming Committee, 1993-present
 *Student Organizations and Campus Activities Council 9/92-present
 *Univerisity Admissions Office, student volunteer, 9/93-present
- References** Furnished upon request

Phone Script

Asking for an Informational Interview

E: Employer

A: Applicant

A: Good morning, _____. My name is _____ and I was referred to you by Alice Carter in the Purchasing Department. I have been researching the type and range of jobs available in the field of materials handling as part of a job-skills class at _____. I wondered if I could make an appointment to come and talk with you about how materials handling works at Westin.

E: Well, I'm not sure we have any immediate openings if that's what you're looking for.

A: I understand that _____, but I'm really interested in finding out things like the scope of the job, its importance in the general scheme of things, how it works in different types of companies, the special challenges presented by the products you handle, and so on. The information I want just isn't available in books. What I really need is to speak with someone with your expertise in the materials-handling industry.

E: Well, I don't know if I'm really an expert, but I could sure tell how the job works here at Westin.

A: I'd really appreciate it if you would, _____. Could you tell me a good time to come and talk with you?

E: How long would it take?

A: I'm asking for about a half an hour or more depending on how much information you have to share, but this is completely at your convenience. Are you available any time this week?

E: Fridays are fairly slow here. How about Friday at 1:00?

A: Friday would be fine. That's Friday the 27th at 1 p.m. Shall I come to your office?

E: Sure. The receptionist will tell you where it is.

A: Thank you, _____, I know you're going to be a valuable resource and I'm looking forward to our conversation.

E: Me too. So long.

Phone Script

Asking for a Job Interview

E: Employer

A: Applicant

A: Good morning, _____. My name is _____ and I was referred to you by Alice Carter in the Bookkeeping Department. Do you have a moment?

E: Yes.

A: I understand you have an opening coming up for a good materials handler so I wanted to introduce myself to make sure my name would be considered when you make your decision.

E: My secretary is the one who takes the applications for me. Why don't you come in and fill one out?

A: Of course, I'll be happy to do that but I was hoping for an opportunity to meet with you and share my qualifications.

An application or a resume can't always give a very complete picture of someone's qualifications and I believe a job is too important a thing to leave to chance.

What I've heard about Westin Corporation has led me to believe it's a good company to work for. I'd like the opportunity to make myself known to you and to hear more about Westin. Is there a good time when I can stop by and meet with you? I'm an experienced shipper and a good employee with good references.

E: (laughs) Well, you certainly seem to know what you want. I'll tell you what. I'll be in on Friday morning and if I'm free when you come in I'll give you a few minutes.

A: Would 9 o'clock be okay? If not, I can make myself available any time at your convenience.

E: 9 o'clock is fine.

A: That's Friday the 27th at 9 a.m. at your office. Right?

E: Right.

A: Thank you, _____, I believe our conversation will benefit both of us and I'm looking forward to it. See you then.



Arranging an Interview: Speaking with the Gatekeeper

The following script may give you some ideas on what to say to a "gatekeeper" so you can speak with the potential employer.

1. List name and phone number of employer.	(Brownstreet Pre-school) (555)555-5555
2. Note where you got the job lead.	(Neighbor, John Brown)
3. Call and introduce yourself.	"Hello, this is _____."
4. Ask for manager's name (person who makes hiring decisions).	"Would you please tell me the name of the manager?"
5. Ask to speak to manager.	"May I please speak with Ms. _____?"
6. Ask when to call back.	"When would be a good time to reach her?"
7. Thank the "gatekeeper."	"I'll call back tomorrow. Thank you very much."

You may want to use this space to write what *you* would say to a gatekeeper.

Arranging an Interview: Speaking with a Potential Employer

The following script may help you prepare for a conversation with a potential employer.

1. Greet manager/introduction.	"Hello Mrs. Smith, my name is Mary Jones."
2. Identify where you got the job lead.	"My neighbor, John Brown, suggests I call you about..."
3. State position you are interested in.	"...a teaching position."
4. State a sentence or two about your job skills, training and education that relates to the type of position in which you are interested.	"I have a bachelor's degree in early childhood education and 5 years experience teaching in a preschool program in Florida. I have excellent references and I love kids!"
5. State a sentence that includes the personality traits that are important to employers.	"I'm a hard worker and a great team player."
6. Request an interview.	"When may I come in for an interview?"
7. Ask about future openings if there are no current openings.	"I'd love to come in and talk about future openings."
8. Repeat interview time.	"Today, from 3:00 to 3:30."
9. Express enthusiasm and thank the potential employer.	"Great, I look forward to meeting this afternoon. Thanks!"

Arranging an Interview: Speaking with a Potential Employer

The following script may help you prepare for a conversation with a potential employer.

1. Greet manager/introduction.	
2. Identify where you got the job lead.	
3. State position you are interested in.	
4. State a sentence or two about your job skills, training and education that relates to the type of position in which you are interested.	
5. State a sentence that includes the personality traits that are important to employers.	
6. Request an interview.	
7. Ask about future openings if there are no current openings.	
8. Repeat interview time.	
9. Express enthusiasm and thank the potential employer.	



Getting An Informational Interview

1. Greet respondent and ask for the manager's name.

Get the correct spelling if unsure.

2. Ask to speak to the manager.

If respondent asks for what purpose, you can say:

"As part of a job skills workshop I am doing, I've been assigned to gather information on jobs in the field of _____. I understand that Mr./Mrs./Miss _____ is expert/well versed/knowledgeable in this field. "

OR

"I'm doing research on _____ and I would like to talk to Mr./Mrs./Miss _____ concerning this."

What you plan to say is:

3. Greet the manager and give your name

4. State why you are calling.

Listed here are a couple of responses to why you are calling. There is also space for you to write a script that you would feel most comfortable with:

"I'm seeking information on job titles and job descriptions in your field for a job skills program I am participating in. This program helps me and others who are changing careers."

Or

"I'm doing personal research on the jobs in the _____ industry/business. I would like to set up an appointment to interview you about the job of _____."

If the manager asks, "Whom do you represent?" or "What is this for?" responses can be:

"I am currently considering a career change and heard that you are very knowledgeable about the field of _____. Would it be possible for me to meet with you for about 20 to 30 minutes to learn more about this field?"

Or

"I'm gathering some information for a community program. This program helps people who are entering or changing careers find out about different jobs. Job titles in books don't provide very useful information. I'm wondering if you can share with me some of your knowledge about this field?"

What you plan to say is:

5. Ask for an appointment.

"I'd like to interview you this morning/afternoon. When would be a convenient time?"

"I would like to interview you at your convenience. Can you tell me what is a good time for you?"

6. Write down time and date.

7. If needed, ask for instructions on how to reach the site.

8. Repeat date and time over the phone to confirm.

9. Thank the person for his or her time and assistance.

Dressing For the Job Hunt

FIRST IMPRESSIONS ARE IMPORTANT!

The initial impression you make on an interviewer can effect the rest of the interview. You can make a positive impression by:

- ◆ A firm handshake
- ◆ A warm smile
- ◆ Relaxed body language
- ◆ Dressing well!

Dress in a way that suits you.

Wear colors in which you look good and feel comfortable. Wear patterns and colors that coordinate. Ask people whose fashion sense you respect to give you feedback on your appearance.

Dress in a way that is appropriate to the job.

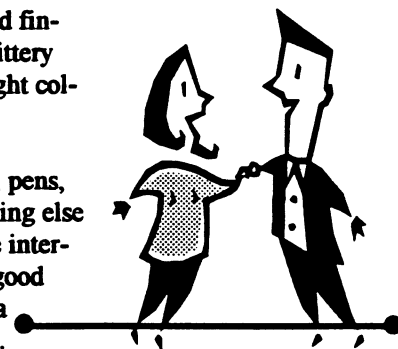
Consider the image you want to present and what type of clothing is suitable for the job. For instance, a suit and tie is probably not appropriate when interviewing for a position as a plumber.

Dress in a way that respects the interviewer.

Consider the interviewer and dress in a way that shows the interview is important.

Some General Guidelines

- ◆ Wear clothes that fit well and are clean and well pressed.
- ◆ A neat, attractive, conservative hair style.
- ◆ Clean well groomed fingernails. Avoid glittery nail polish and bright colors.
- ◆ Brief cases, purses, pens, notebooks or anything else that you take to the interview should be in good shape and present a professional image.
- ◆ Jewelry should be simple and conservative. For men, unless you know the interviewer won't be offended, it's best to leave your earring at home.
- ◆ Avoid heavy perfumes and after shaves. Scent is personal and may offend the interviewer or even trigger an allergic reaction.
- ◆ If you are bothered by bad breath, take a breath mint or brush your teeth before entering the interview.
- ◆ Try to visit a restroom before your interview to check your appearance.
- ◆ If possible, don't wear the same outfit to a second interview with the same person.



If possible, invest in at least one quality outfit for your job search. If this presents a financial strain, consider borrowing clothes. Secondhand stores can be a good source of quality clothing at affordable prices.

The good news about open ended questions is that they turn the control of the interview over to you.

Tell Me About Yourself

Open ended questions like "Tell Me About Yourself" or "Why should I hire you?" are asked in almost every job interview. There are so many things you could say and you are not always sure about what the interviewer is looking for. Actually, the interviewer may not have a clear idea either. These questions are usually asked as probes to find out what kind of person you are and how your background relates to the position being considered.

When you are asked this question you have the opportunity to tell about yourself in the way you want. You can prepare a brief response that paints a positive picture of yourself as a likeable, hardworking, dependable person who has the training skills and personality traits that the employer is looking for.



Decide first if you want to answer this question directly or if you want to ask a clarifying question, such as "Would you like me to begin with my personal history, education and training, or work experience and skills?" Then use the

strongest part of your background to frame your answer.

BE POSITIVE AND UPBEAT! Show the interviewer how pleasant, likeable and easy to get along with you are. These characteristics leave a lasting impression.

REFER TO SITUATIONS THAT DEMONSTRATE THE POSITIVE PERSONALITY TRAITS THAT ARE IMPORTANT TO EMPLOYERS. "I really enjoyed the summer I spent at Campbell Electronics; they were a talented group of people and we developed a great working team. I know the importance of cooperation among people and I'm a good team player."

DESCRIBE YOUR SKILLS AND ACCOMPLISHMENTS USING SPECIFIC CONCRETE EXAMPLES. DRAW AS MANY LINKS AS YOU CAN TO THE WAYS IN WHICH YOUR BACKGROUND CAN BENEFIT THE NEW ORGANIZATION. "The quality control team I lead reduced the amount of defective parts by 5%, which saved the plant thousands of dollars a year. I'd like to be able to save your company money as well".

IF ANY FEARS ABOUT YOUR BACKGROUND COME UP, DEFUSE THEM. "I had to leave school early because money was tight and I had to earn a living. I always continued to learn through seminars and individual courses, including some that apply directly to this job."

RECORD REMINDERS OF WHAT YOU WANT TO SAY ON THE OTHER SIDE OF THIS PAGE.

REMINDERS

Be positive

Be brief

Keep your answer between 2-5 minutes

Use concrete examples

Link points to the new job

Defuse any concerns about your background

Prepare

Practice your answer, aloud and with others



Refer to situations that demonstrate the personality traits you know employers look for:

dependability

hardworking

honesty

cooperation

enthusiasm

quick learner

creative

problem

solving

get along well
with others

flexibility

organizational
skills

motivation

Refer to situations that demonstrate the positive personality traits that employers value.

Describe skills and accomplishments using concrete examples.

**Are there any fears you would like to defuse?
Anything else you would like the employer to know?**

Session Five

Handouts to Participants

Script

Closing an Interview

E: Employer

A: Applicant

E: Well, that's about all the questions I have. Is there anything more you'd like to ask me?

A: I'd just like to take the opportunity to restate that my experience in packing different items and my reputation as a reliable employee demonstrate that I'd be an excellent materials handler for Westin. While we were touring the shipping area and loading dock I could see myself working here and I liked the feel of it. I'm really interested in this job. So I'd like to ask you, _____, do you have any reservations about my background that I could address?

E: Hmm...All in all I'd say I've been impressed by the way you present yourself. But I don't know if I'm 100% convinced that you'd stay with the company over the long run.

A: Then I haven't told you my impression of Westin as a company to work for. I feel that Westin is a growing company with a real future in the industry. To me that means the job offers the things I want most in a career: opportunity and challenges. People I've talked to like it here, too. Altogether that paints a picture of the sort of company I would like to work for. I don't view this as just a job. For me, this is a serious career move.

E: I'm glad to hear you say so.

A: Will there be another round of interviews after this or will you be deciding right away?

E: We'll be making our decision in the next few days.

A: Then I'll look forward to hearing from you soon. Thank you very much for the interview, _____. I've enjoyed talking to you.

E: Me too. (Stands, shakes hands.) You'll be hearing from me. Thanks for coming in.

A: Good-bye.

E: So long.

Questions for the Complete Interview

Interviewer: ♦ Find out for which job the applicant is interviewing. ♦ Choose from the following list of questions to conduct your interview.

Job: _____

1. Tell me a bit about yourself.
2. What type of job are you looking for and why at this company?
3. Why did you leave your last job?
4. What is your greatest strength?
5. What is your greatest weakness?
6. How does your past experience relate to this job?
7. What sort of salary do you expect?
8. What are your long-range goals?
9. Why should we hire you?
10. Is there anything else you'd like me to know?

Questions for the Complete Interview

Interviewer: ♦ Find out for which job the applicant is interviewing. ♦ Choose from the following list of questions to conduct your interview.

Job: _____

1. Tell me a bit about yourself.
2. What type of job are you looking for and why at this company?
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4. What is your greatest strength?
5. What is your greatest weakness?
6. How does your past experience relate to this job?
7. What sort of salary do you expect?
8. What are your long-range goals?
9. Why should we hire you?
10. Is there anything else you'd like me to know?

Let's Help Pat!

Pat found that she was really energetic the first few days after the workshop. She made a list of people in her personal network and began to make calls. Her good friend gave her the name of a florist and she conducted an informational interview.

By the following week she'd really lost energy and just wanted to sleep. She set her alarm for 8:30 am and planned to call for job leads from 9 a.m. to 12 p.m., but when the alarm rang, she turned it off and went back to sleep. When she finally woke up at 11:30 she felt really bad about blowing her schedule. Somehow the whole day went by and she hadn't done a single thing toward her job search. She watched a lot of TV and ate candy.

One day turned into a week. Each day she felt worse about her lack of progress, but she just couldn't get herself to keep up her job search. She thought about what she should be doing but didn't do it. She started doing more of the household tasks instead of looking for a job.

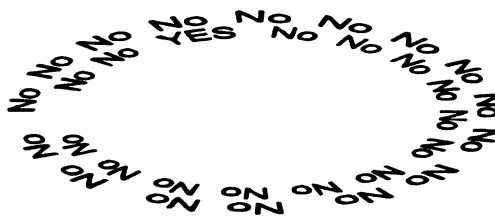
She had no idea how to handle this, because she had never been in a situation like this before. She had always been very motivated and energetic. Her last employer had told her that she was one of the hardest workers she had ever seen.

What do you think got in Pat's way?

What would you suggest that Pat do to help her continue her job search?

Strategies for Overcoming Setbacks

In the book *Guerrilla Tactics in the Job Market*, the author, Tom Jackson describes the typical job search as:



The job search strategies that you've learned in this workshop will help you eliminate many of the no's, but there will still be some. Setbacks and discouragement are a normal part of the job search. The good news is that we all have strategies that can help us overcome setbacks and take action.

Make a list of the strategies that work best for you or new ones that you would like to try.

Organizing Your Job Search

Congratulations!

After completing the Winning New Jobs workshop you know much more about finding a job than most people who are looking for work. The following suggestions can help you turn what you *know* into productive *action*!

Establish a work area for yourself.

At the very least this area should include:

- ✓ Ample amount of table space & a place to sit
- ✓ Space to store your job search materials
- ✓ Telephone

Helpful Job Search Materials

- ◆ pens
- ◆ business size paper
- ◆ business size envelopes
- ◆ postage stamps
- ◆ phone books/address book
- ◆ calendar/plan book
- ◆ updated copies of your resume
- ◆ updated copies of applicable credentials
- ◆ letters of recommendation
- ◆ names and numbers of references
- ◆ licenses, work samples
- ◆ access to a good quality typewriter or computer word processor
- ◆ 3 ring binder or 3x5 file cards and file box
- ◆ thank you cards

(State employment agencies & non profit career counseling services often have these available for free or for a minimal charge)

Commit yourself to finding a job. Your job search is your temporary full time job!

⌚ *Schedule Your Time*

It can be easy to get side tracked with other activities. It's important to establish a job search schedule and stick to it!

Pace Yourself! Set Realistic Goals!

1. Decide how many hours per week you will spend on your job search.
2. Decide which days and which hours you will look for work.
3. Decide how many calls you will make per day.
4. Use a calendar or other planning tool to keep track of the hours you spend in your job search.

A daily job search schedule can help you stick to your plan. Schedule your time much the same way as you would a job.

A sample schedule:

- | | |
|-------------|--------------------------------------|
| 7:30-8:30 | Wake up, shower dress, eat breakfast |
| 8:30-9:00 | Plan your job search strategies |
| 9:00-10:30 | Implement strategies |
| 10:30-10:45 | Take a break |
| 10:45-12:30 | Implement strategies |
| 12:30-1:30 | Lunch |
| 1:30-3:30 | Continue implementing |

☞ **Plan Your Job Search Strategies**

Getting Job leads

- ✓ **Contact people in your personal job lead network.**
- ✓ **Ask family and friends if they are aware of any job openings in your field.**
- ✓ **Newspapers**
 - ◆ **Want ads (apply even if you don't meet all the qualifications).**
 - ◆ **Read local business sections for new companies or expansions in your area.**
- ✓ **When you interview and are not offered the position ask the interviewer for job leads.**
- ✓ **Find job hotline numbers and call weekly as jobs are updated.**
 - ◆ **Most universities, hospitals, government agencies, schools and many private industries have job hotlines. Look in the phone book or through books in bookstores/libraries.**
- ✓ **Use a computer on-line service to find job openings and as a source of networking.**
 - ◆ **Many public libraries, non-profit career counseling services and state agencies offer free on-line access.**
- ✓ **Prepare a brief summary of your skills, Include the type of work you are looking for, your name and phone number. Type the information on 3x5 cards; carry these with you and pass them out to people you meet. They can also be given as reminders to people in your personal job lead network.**
- ✓ **Conduct informational interviews**
- ✓ **Read trade magazines**

◇◇◇◇◇◇◇◇

More Job Search Strategies.....

- ≈ prepare for interview questions
- ≈ practice answering interview questions
- ≈ call and request interviews
- ≈ make job lead phone calls
- ≈ track phone calls
- ≈ mail follow up letters, resumes, thank you's

☞ **Enlist Assistance From Others**

Family: Your immediate family is probably experiencing the stress of your job search too. Asking them for assistance can help them feel more involved and less helpless. It can also make your job search easier.

- * Ask for assistance with household tasks.
- * Ask for cooperation with transportation.
- * Ask for assistance with typing and copying.
- * Ask them to proofread materials.
- * Tell them what to say when they answer the phone and how to take messages.
- * Ask members of your household to maintain quiet when you get job related calls.
- * Ask for the emotional support you need.
- * Try to be understanding of the stress your family is experiencing.
- * Remember to thank family members for their support and assistance.
- * Practice interviewing with family members.

Friends : You many want to enlist a "Job Support Buddy" who

- ☞ Calls you at an agreed upon time each week.
- ☞ Talks with you for 15-30 minutes.
- ☞ Asks how your job search is going and how much time you have spent on you job search.
- ☞ Offers support and encouragement.

It is remarkable how talking regularly to someone about your job search activities can help you stay on track. (This person could also be a family member, but it is best if this person is not emotionally involved with your getting a job.)

★ **Great! You've got an interview!!**

Review your handouts from the workshop.

GOOD LUCK!



Post Interview Checklist

Company or Business:

Name & Title of Interviewer:

Position interviewed for:

Date of interview:

✓ Check each item you remembered to do during the interview. ★ Put a star next to those items that you want to work on improving for the next interview.

- Arrived on time.
- Dressed neatly & appropriately.
- Didn't chew gum or smoke.
- Friendly to everyone at the work place.
- Greeted interviewer by name.
- Firm handshake Eye contact Good posture
- Positive attitude.
- Described my skills using concrete examples.
- Closed interview by:
 - ✓ Summarizing how my skills could benefit the employer
 - ✓ Asking if employer has concerns about hiring me
 - ✓ Determining next steps
 - ✓ Thanking interviewer and expressing enthusiasm about working there.

Follow Up Plan

- Write next steps and date to follow up in my plan book
- Send interviewer an up-beat thank-you letter thanking him/her for the interview and restating my interest in the job.
- List what I did well during the interview and would like to repeat.

Questions I thought I answered well:

Questions I would like to answer better:

Other areas I would like to improve:

Pre-Interview Checklist

- Research the company as much as possible.
Try to know about: the company, the job, the interviewer, and the salary range for the type of work for which you are interviewing.
- Prepare a response to "Tell Me About Yourself".
- Prepare answers to commonly asked interview questions and difficult questions.
- Prepare concrete examples to support the skills that match the job requirements.
- Practice interviewing with friends, family, mirror ,etc.
- Wear clean, appropriate interviewing clothes.
- Take notebook, pen and other materials, copies of resume, work samples, list of references.
- Know the name of the person conducting the interview.
- Get good directions.
- Know how long it will take to get there.
- Plan to arrive on time.

Plan to arrive at the site 20 minutes before the interview to allow for traffic and other delays. Arrive at the exact location of interview 5 minutes before the interview is to begin.
- Give yourself a pep talk. Imagine a successful interview!
- Relax and breathe

Tips For Closing The Job Interview

*Strategies
that help you
get the job:*

Summarize!

*Express
Enthusiasm!*

*Find out where
you stand!*

*Determine next
Steps!*

*Express
Appreciation!*

Respect the interviewer's time. Most interviews last from 20-60 minutes. Watch for signs that the interviewer is getting ready to end the interview.



When you don't have any more questions for the interviewer ask, "Is there any other information you need from me?" If the interviewer has no more questions, take the opportunity to summarize. This will allow you to close the interview on a positive note.

SUMMARIZE

1. Summarize your positive points in relation to the job opening. Note what the important qualities are for such a job and highlight that you have them!
2. Summarize any negatives you think may be an issue by turning them into positives. (Review side 2, *Turning Negatives into Positives*)
3. Summarize the pluses about the organization or the company.

"This company has all the things I've been looking for: challenge, problem solving opportunities," Add your own ideas.

EXPRESS ENTHUSIASM

In the summary, express interest and excitement, no matter how you felt the interview went.

"I have a good feeling about this job and know that it fits me very well."

FIND OUT WHERE YOU STAND

A direct question gives you one last chance to turn any negatives into positives.

"Do you have any reservations about my qualifications that I can address?"

You either want to get a second interview or the job!



"As I indicated, I feel very good about this. Will there be a second interview or will the decision be made after this?"

"I'm sure I will have more questions. When would be the best time for me to get back to you?"

SALARY

Don't discuss salary unless it is raised by the interviewer. If you get a job offer, then discuss salary. If you want to learn the salary ranges, do some research before the interview.

EXPRESS APPRECIATION

Thank the interviewer and say that you enjoyed talking with him or her. Express your appreciation to the secretary or receptionist and any other people whom you met. The interviewer may well ask their impression of your attitude and personality.

Send a follow-up letter thanking the employer for an enjoyable interview and reaffirming your interest in the job.

Turning Negatives Into Positives

Let's say you were applying for a management position in a restaurant.

Erratic Job History

An erratic job history becomes:

"I bring a variety of experiences and responsibilities to this job."

"I now know what I really want to do. I have a strong desire to work in the restaurant business and be successful as a manager."

Career Change

A career change becomes:

"A challenge which I welcome and would thrive on."

"I have long had the desire to be a manager and I often took on managerial responsibilities in the service station, such as scheduling duties and helping resolve conflict among the employees."

Gaps In Work

A Gap in work history becomes:

"A time of personal development and study; I'm now certain of my career path and plan on working very hard to reach my goals."

"A time of updating my computer skills, which makes me a more valuable employee."

Too Old

Too old becomes:

"I bring stability, dependability and energy to this position. At my last job I missed only 5 days of work due to illness in the past 7 years."

"I bring an exceptional ability to learn new things quickly and easily. One of my hobbies is dancing and I love keeping up with the new dance steps."

Too Young

Too young becomes :

"I bring my enthusiasm, my desire to learn new things, and my ability to learn quickly to any job. My last employer said I learned to update price lists faster than anyone he'd ever seen."

Returning To Work

Returning to work after years as a homemaker becomes:

"My years as family manager have prepared me well for this position. I bring exceptional organizational skills, an ability to focus on many tasks at once, and the ability to help people resolve conflict. I've managed the annual church bazaar for the past 5 years, and managed the kitchen staff at Boy Scout camp for 4 weeks each summer for the past 15 years."

Tips for Handling Job Offers

Congratulations you have a job offer!

- **If it's a good offer and you like everything you hear, then you can accept when you are offered the job.**

Make sure you know and are in agreement with the details of the offer. (Job title and duties, starting date, hours of employment, salary, benefits, health insurance, vacation, sick days, pension, 401k plan, starting date, health or drug screening required, and anything else you feel is important to know.)

Write an acceptance letter that expresses your delight with the offer, the date you will start and any other necessary information.

- **If you are not ready to accept the offer ask for a reasonable amount of time to consider the offer. You may not be satisfied with the offer, you may have another offer to consider or you may be waiting for another job offer. Call back on or before the agreed upon date.**
- **If you are interested in the position, but the offer is not what you hoped for:** Express your pleasure with the offer and tell the employer you would like to meet with him/her before making a final decision. In the meantime, consider the offer and what would need to change to make it a more attractive offer.
- **If you are not interested in the position, tell the employer and follow up with a friendly rejection letter thanking the employer for his/her interest in your candidacy.**

Before Beginning Program (Pre-Test) Measures

(Organization Name &/or Project Logo)

As an organization, we strive to provide the best service possible. In an effort to continuously improve our services, we ask all of our customers a number of questions about themselves and their experiences in our programs.

This survey is designed to provide you with an opportunity to assist us in improving the way we help people learn to cope with the challenges of unemployment and finding new jobs. We will use the information you provide to improve the program so that other people can benefit from your experience.

Your participation in this survey is completely **voluntary**. Be assured that the information you provide will be completely **confidential**. Your name will **never** be associated with the information you provide, and no identifying information will ever be released to anyone else, any organization, or in any report.

You may skip any question that you do not want to answer. However, we encourage you to answer **all** of the questions as honestly as possible. There are no “right” or “wrong” answers. Your responses will provide valuable insights that will be used to help others cope with unemployment and find new jobs.

If you have any questions, please contact _____ .

Thank you for sharing your experiences with us.

HOW TO FILL OUT THE QUESTIONNAIRE

Please answer all questions in order. There are no right or wrong answers. This is an opinion survey.

Most questions can be answered by circling a number next to, or under, the alternative that represents your choice.

For example: "How much TV do you watch every night?"

A Great <u>Deal</u>	Quite <u>a Bit</u>	<u>Some</u>	A <u>Little</u>	Not <u>at All</u>
1	2	3	4	5

Another example: "Do you have a pet?"

1. Yes
5. No

Other questions can be answered by choosing an alternative, such as...

<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
1	2	3	4

...and putting its number in the blank space by the item.

a. How often do you go to the grocery?..... a. 3

If you don't want to answer a question, just skip it. Feel free to make comments on the questionnaire.

Intake Background Information

A1. What is your birth date?..... / /
MONTH DAY YEAR

A2. Are you currently seeking a new job?

Circle one number 1. Yes 2. No

A3. Have you worked for pay for at least 6 months in your life (please total all jobs)?

Circle one number 1. Yes 2. No

A4. Have you lost or left a job during the last year?

Circle one number 1. Yes 2. No

B1. The following is a list of problems or complaints that people sometimes have. Indicate how much each has bothered or distressed you in the last two weeks, including today.

In the <u>last two weeks</u> , how much were you <u>bothered</u> or <u>distressed</u> by...	<u>Not</u> <u>at All</u>	A <u>Little</u> <u>Bit</u>	<u>Moderately</u>	Quite a <u>Bit</u>	<u>Extremely</u>
a...poor appetite?	1	2	3	4	5
b...feeling low in energy or slowed down?	1	2	3	4	5
c...feeling hopeless about the future.....	1	2	3	4	5
d...crying easily	1	2	3	4	5
e...blaming yourself for things?	1	2	3	4	5
f...feeling lonely?	1	2	3	4	5
g...feeling no interest in things?.....	1	2	3	4	5
h...feeling blue.....	1	2	3	4	5
i...thoughts of ending your life?	1	2	3	4	5
j...heavy feelings in your arms or legs?	1	2	3	4	5

A1. What is today's date?..... / /
MONTH DAY YEAR

A2. How confident do you feel about doing the following things successfully?

<i>Circle one number per item</i>	<u>All</u>	<u>Not at Little</u>	<u>A Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
a. Making a good list of all the skills that you have and can be used to find a job	1	2	3	4	5
b. Talking to friends and other contacts to find out about potential employers who need your skills	1	2	3	4	5
c. Talking to friends and other contacts to discover promising job openings that are suitable for you.....	1	2	3	4	5
d. Completing a good job application and resume	1	2	3	4	5
e. Contacting and persuading potential employers to consider you for a job	1	2	3	4	5
f. Making the best impression and getting your points across in a job interview	1	2	3	4	5

A3. Overall, how confident are you about having the skills and resources to find an acceptable job in the next 4 months ?

<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
1	2	3	4	5

A4. How much do you feel that whether or not you can get an acceptable job in the next 4 months is mainly up to you?

<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
1	2	3	4	5

A5. How strongly do you agree or disagree with the following statements about yourself?

<i>Circle one number per item</i>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
a. There is really no way I can solve some of the problems I have.1	1	2	3	4
b. Sometimes I feel that I am being pushed around in life.1	1	2	3	4
c. I have little control over the things that happen to me.1	1	2	3	4
d. I can do just about anything I really set my mind to do.1	1	2	3	4
e. I often feel helpless in dealing with the problems of life.1	1	2	3	4
f. What happens to me in the future mostly depends on me.1	1	2	3	4
g. There is little I can do to change many of the important things in my life.1	1	2	3	4

A6. Here are questions about what your expectations are about the job search.

<i>Circle one number per item</i>	<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
a. <u>How much</u> do you expect that difficulties and setbacks will arise in your efforts to search for a job?1	1	2	3	4	5
b. <u>How much</u> are you prepared to deal with difficulties and setbacks, that is, have plans or ideas about how to react and what to do next?1	1	2	3	4	5
c. <u>How much</u> do you feel that you may have to go through many setbacks and attempts before you get the job you like?1	1	2	3	4	5
d. When a setback happens, <u>how much</u> are you able to put it behind you and focus on your next job-search effort?1	1	2	3	4	5

Last Day of the Program (Post-Test) Measures

(Organization Name &/or Project Logo)

As an organization, we strive to provide the best service possible. In an effort to continuously improve our services, we ask all of our customers a number of questions about themselves and their experiences in our programs.

This survey is designed to provide you with an opportunity to assist us in improving the way we help people learn to cope with the challenges of unemployment and finding new jobs. We will use the information you provide to improve the program so that other people can benefit from your experience.

Your participation in this survey is completely **voluntary**. Be assured that the information you provide will be completely **confidential**. Your name will **never** be associated with the information you provide, and no identifying information will ever be released to anyone else, any organization, or in any report.

You may skip any question that you do not want to answer. However, we encourage you to answer **all** of the questions as honestly as possible. There are no "right" or "wrong" answers. Your responses will provide valuable insights that will be used to help others cope with unemployment and find new jobs.

If you have any questions, please contact _____.

Thank you for sharing your experiences with us.

HOW TO FILL OUT THE QUESTIONNAIRE

Please answer all questions in order. There are no right or wrong answers. This is an opinion survey.

Most questions can be answered by circling a number next to, or under, the alternative that represents your choice.

For example: "How much TV do you watch every night?"

A Great <u>Deal</u>	Quite <u>a Bit</u>	<u>Some</u>	A <u>Little</u>	Not <u>at All</u>
1	2	3	<u>4</u>	5

Another example: "Do you have a pet?"

1. Yes
5. No

Other questions can be answered by choosing an alternative, such as...

<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
1	2	3	4

...and putting its number in the blank space by the item.

a. How often do you go to the grocery?..... a. 4

If you don't want to answer a question, just skip it. Feel free to make comments on the questionnaire.

ID: _____

A1. What is today's date?..... _____ / _____ / _____
 MONTH DAY YEAR

The following set of questions ask about the trainers for the Winning New Jobs workshops:

A1. During the workshops, how much did the trainers ...

Circle one number per item

	<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
a.) seem like they understood the problems I face in looking for a job?	1	2	3	4	5
b.) listen closely to comments made by participants?	1	2	3	4	5
c.) respond to people by using specific examples?	1	2	3	4	5
d.) criticize participants' ideas?	1	2	3	4	5
e.) provide equal opportunities for people to share their ideas?	1	2	3	4	5
f.) give the group an opportunity to answer questions that people asked?	1	2	3	4	5

A2. Below are pairs of words that are used to describe trainers. For example, the first pair runs from "Very Unenthusiastic" to "Very Enthusiastic". In general, how did you feel the trainers were?

In general, the trainers were:

Circle one number only per each pair

		<u>Some- Very what</u>	<u>A Little</u>	<u>Neither or Neutral</u>	<u>A Little</u>	<u>Some- what Very</u>			
1.	Unenthusiastic	1	2	3	4	5	6	7	Enthusiastic
2.	Unknowledgeable	1	2	3	4	5	6	7	Knowledgeable
3.	Cold	1	2	3	4	5	6	7	Warm
4.	Confusing	1	2	3	4	5	6	7	Communicating clearly

A3. Overall, during the sessions, how much have you felt ...?

<i>Circle one number per item</i>	<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
a. ...comfortable to participate and ask questions?.....	1	2	3	4	5
b. ... that you could trust others in the group to listen to what you had to say?	1	2	3	4	5
c. ...that other participants shared their experiences and concerns about the job search?	1	2	3	4	5
d. ...that other participants have the same problems that you do?.....	1	2	3	4	5
e. ...that the material and the discussion were <u>relevant</u> to your situation	1	2	3	4	5
f. that your ideas would be criticized by another group member.....	1	2	3	4	5

A4. Below are pairs of words that are used to describe groups. For example, the first pair runs from "Very Hostile" to "Very Supportive". In general, how did you feel the group was?

In general, the group was:

Circle one number only per each pair

		<u>Some- Very</u>	<u>what Little</u>	<u>A Little</u>	<u>Neither or Neutral</u>	<u>A Little</u>	<u>Some- what Very</u>		
1.	Hostile	1	2	3	4	5	6	7	Supportive
2.	Cold	1	2	3	4	5	6	7	Warm
3.	Insincere	1	2	3	4	5	6	7	Sincere
4.	Rejecting	1	2	3	4	5	6	7	Accepting
5.	Unenthusiastic	1	2	3	4	5	6	7	Enthusiastic

A5. How many of the helpful ideas you received from this workshop were provided by:

<i>Circle one number per item</i>	Hardly <u>Any</u>	<u>A Few</u>	<u>Some</u>	<u>A lot</u>	Almost <u>All</u>
a.) other participants?	1	2	3	4	5
b.) the trainers?	1	2	3	4	5
c.) you?	1	2	3	4	5

A6. How confident do you feel about doing the following things successfully?

<i>Circle one number per item</i>	Not at <u>All</u>	<u>A Little</u>	<u>Some</u>	Pretty <u>Much</u>	A Great <u>Deal</u>
a. Making a good list of all the skills that you have and can be used to find a job	1	2	3	4	5
b. Talking to friends and other contacts to find out about potential employers who need your skills.....	1	2	3	4	5
c. Talking to friends and other contacts to discover promising job openings that are suitable for you.....	1	2	3	4	5
d. Completing a good job application and resume	1	2	3	4	5
e. Contacting and persuading potential employers to consider you for a job ..	1	2	3	4	5
f. Making the best impression and getting your points across in a job interview	1	2	3	4	5

A7. Overall, how confident are you about having the skills and resources to find an acceptable job in the next 4 months ?

<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
1	2	3	4	5

A8. How much do you feel that whether or not you can get an acceptable job in the next 4 months is mainly up to you?

<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
1	2	3	4	5

A9. How strongly do you agree or disagree with the following statements about yourself?

<i>Circle one number per item</i>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
a. There is really no way I can solve some of the problems I have.	1	2	3	4
b. Sometimes I feel that I am being pushed around in life.....	1	2	3	4
c. I have little control over the things that happen to me.	1	2	3	4
d. I can do just about anything I really set my mind to do.....	1	2	3	4
e. I often feel helpless in dealing with the problems of life.	1	2	3	4
f. What happens to me in the future mostly depends on me.....	1	2	3	4
g. There is little I can do to change many of the important things in my life.....	1	2	3	4

A10. Here are questions about what your expectations are about the job search.

<i>Circle one number per item</i>	<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
a. <u>How much</u> do you expect that difficulties and setbacks will arise in your efforts to search for a job?	1	2	3	4	5
b. <u>How much</u> are you prepared to deal with difficulties and setbacks, that is, have plans or ideas about how to react and what to do next?	1	2	3	4	5
c. <u>How much</u> do you feel that you may have to go through many setbacks and attempts before you get the job you like?	1	2	3	4	5
d. When a setback happens, <u>how much</u> are you able to put it behind you and focus on your next job-search effort?	1	2	3	4	5

A11. How many days of the Winning New Jobs Workshop did you attend? _____

PART I

JOBS WORKSHOP OBSERVATION FORM
Session One

Date: _____ / _____ / _____
 Month / Day / Year

Site: _____

Group: _____

Trainers: _____

Observers: _____

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
Start on Time	—	—						
Opening								
• Welcome	—	—	• Greet and welcome participants • Greet and welcome late arrivals	—	—	• Talk with trainers	—	—
• Trainers introduce each other	—	—	• Emphasize experience: - facilitating groups	—	—	• Listen.....	—	—
			- with life transitions	—	—			
			• Disclose something personal and not negative	—	—			
• Introduce observers	—	—	• Emphasize role is to observe trainers to help improve program..	—	—	• Acknowledge observers	—	—
• Present agenda.....	—	—	• Use prepared flipchart	—	—			
			• Ask if there are any questions	—	—	• Ask questions.....	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
• Introduce ground rules	—	—	• Emphasize right to pass	—	—	• Listen.....	—	—
			• Emphasize support each other.....	—	—			
			• Invite comments or questions.....	—	—	• Ask questions.....	—	—
• Present JOBS history.....	—	—	• Highlight program's success	—	—	• Listen.....	—	—
			• Ask if there are any questions	—	—	• Ask questions.....	—	—
• Participant introductions	—	—	• Hand out protocol questions.....	—	—			
			• Randomly pair participants	—	—			
			• Use flip chart to record participants' responses	—	—	• Interview partner	—	—
						• Introduce partner using protocol questions	—	—
			• Compliment disclosures.....	—	—	• Make supportive statements	—	—
			• Connect common interests, ideas, situations	—	—			
			• Use self-disclosure to connect to participants experiences	—	—	• Ask questions of each other	—	—
			• Identify participants' strengths as job seekers.....	—	—			

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> Summarize/lead into next activity 	—	—	<ul style="list-style-type: none"> Connect participants' learning goals to workshop goals..... 	—	—			
Brief Overview of Workshop <ul style="list-style-type: none"> Present brief overview of workshop content 	—	—	<ul style="list-style-type: none"> Distribute handout..... Connect overview to: <ul style="list-style-type: none"> - participant expectations..... - learning goals..... - challenges Invite questions 	—	—	<ul style="list-style-type: none"> Make comments/ask questions.... 	—	—
Ineffective/Effective Interview <ul style="list-style-type: none"> Present overview of Ineffective/Effective Interview skit Trainers role-play ineffective interview..... Debrief activity..... 	—	—	<ul style="list-style-type: none"> Reassure participants they will not have to demonstrate in front of others..... Invite participants to share: <ul style="list-style-type: none"> -their thoughts about the interview..... -suggestions for improving the interview..... 	—	—	<ul style="list-style-type: none"> Listen/observe Share their thoughts..... Share their suggestions for improved techniques 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Trainers role-play effective interview..... • Debrief activity..... • Summarize/lead into next activity 	—	—	<ul style="list-style-type: none"> • Use flip chart to record participants' responses • Compliment participants for their suggestions using specific examples..... • Acknowledge participants' expertise • Share how they prepared for the second interview..... • Invite participants to comment on what made the second interview more effective..... • Use flip chart to record participants' responses • Compliment participants for their ideas using specific examples..... 	—	—	<ul style="list-style-type: none"> • Listen/observe • Make comments/suggestions 	—	—
Thinking Like an Employer <ul style="list-style-type: none"> • Introduce Thinking Like an Employer 	—	—				<ul style="list-style-type: none"> • Listen..... 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Participants identify important applicant characteristics 	—	—	<ul style="list-style-type: none"> • Use flip chart to record participants' responses 	—	—	<ul style="list-style-type: none"> • Share applicant characteristics with group 	—	—
			<ul style="list-style-type: none"> • Compliment participants for their ideas using specific examples..... 	—	—	<ul style="list-style-type: none"> • Listen..... 	—	—
			<ul style="list-style-type: none"> • Mention studies show that personality strengths, e.g., dependability, are what employers value most..... 	—	—			
<ul style="list-style-type: none"> • Summarize/lead into next activity. 	—	—						
Identifying Skills and Strengths								
<ul style="list-style-type: none"> • Participants identify their strengths and skills 	—	—	<ul style="list-style-type: none"> • Distribute handout..... 	—	—	<ul style="list-style-type: none"> • Individually work on handout 	—	—
<ul style="list-style-type: none"> • Participants identify skills they enjoy using 	—	—				<ul style="list-style-type: none"> • Individually work on handout 	—	—
<ul style="list-style-type: none"> • Debrief activity..... 	—	—	<ul style="list-style-type: none"> • Ask whether participants were surprised by what they learned about themselves 	—	—	<ul style="list-style-type: none"> • Indicate whether they were surprised 	—	—
			<ul style="list-style-type: none"> • Invite participants to share newly discovered skill or strength..... 	—	—	<ul style="list-style-type: none"> • Share skills/strengths..... 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> Summarize/lead into next activity 	—	—	<ul style="list-style-type: none"> Acknowledge skills/strengths using specific examples..... 	—	—			
<p>Transferable Skills</p> <ul style="list-style-type: none"> Introduce concept of Transferable Skills..... Participants identify transferable skills Debrief activity..... Summarize/lead into next activity 	—	—	<ul style="list-style-type: none"> Refer to Strengths and Skills handout and ask people to circle skills that are transferable..... Ask why is it important to think about skills as transferable 	—	—	<ul style="list-style-type: none"> Listen..... Work on handout identifying transferable skills Share opinions..... Listen to each other 	—	—
<p>Using Concrete Examples to Describe Skills and Strengths</p> <ul style="list-style-type: none"> Introduce Using Concrete Examples..... 	—	—	<ul style="list-style-type: none"> Build concrete example on flip chart..... Distribute handout..... 	—	—	<ul style="list-style-type: none"> Listen/observe 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
• Debrief activity.....	—	—	• Invite participants to share how developing concrete examples can be useful to them.....	—	—	• Share opinions.....	—	—
• Trainers role-play ineffective concrete example.....	—	—				• Listen/observe	—	—
• Debrief role-play	—	—	• Invite participants' reactions to effectiveness of role play.....	—	—	• Make comments	—	—
• Participants help build effective concrete example.....	—	—	• Ask what skill the group would like to use to build a concrete example with specifics, results and links to a new job.....	—	—	• Share ideas/opinions.....	—	—
			• Record participants' concrete example ideas on flip chart	—	—			
• Trainers role-play effective concrete example using group's suggestions	—	—				• Listen/observe	—	—
• Debrief role-play	—	—	• Ask how participants think an employer will react to that response.....	—	—	• Share ideas/opinions	—	—
			• Compliment participants on their contribution.....	—	—			

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> Summarize/lead into next activity 	—	—	<ul style="list-style-type: none"> Acknowledge how skills within the group made second concrete example more effective 	—	—			
Participants Practice Concrete Example								
<ul style="list-style-type: none"> Introduce Concrete Example practice activity 	—	—	<ul style="list-style-type: none"> Distribute handout..... 	—	—	<ul style="list-style-type: none"> Complete handout 	—	—
<ul style="list-style-type: none"> Introduce Observer Role 	—	—	<ul style="list-style-type: none"> Distribute handouts Trainers provide example of Observer Role..... 	—	—	<ul style="list-style-type: none"> Listen/observe 	—	—
<ul style="list-style-type: none"> Participants practice using concrete examples 	—	—	<ul style="list-style-type: none"> Divide participants into employer, applicant, observer triads..... Circulate among groups 	—	—	<ul style="list-style-type: none"> Form triads Work in triads on Concrete Examples..... 	—	—
<ul style="list-style-type: none"> Debrief activity 	—	—	<ul style="list-style-type: none"> Ask participants what was useful about describing skills to a peer rather than an employer 	—	—	<ul style="list-style-type: none"> Share what was useful about the activity..... 	—	—
<ul style="list-style-type: none"> Summarize/lead into next activity 	—	—						

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
I Would Hire Because...								
• Introduce I Would Hire Because .	—	—	• Distribute handout..... • Explain process	—	—	• Listen.....	—	—
• Participants list reasons they would hire each of the applicants in their triads.....	—	—				• Use forms to record reasons.....	—	—
• Trainers ask participants to share what they recorded with the applicants in their group.....	—	—				• Hand recorded information to applicants in their triad.....	—	—
• Applicants read this information aloud adding “...and this is true” ...	—	—	• Interject supportive statements..... • Acknowledge strengths and skills in the group..... • Ask participants what it feels like to have someone comment on your strengths	—	—	• Other group members make supportive comments/gestures	—	—
• Summarize/lead into next activity	—	—				• Offer opinions/make comments	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
Closing								
• Refer to flip charts posted on the wall and review each activity of the day	—	—				• Listen.....	—	—
• Debrief Session One.....	—	—	• Ask: - ask what was effective..... - ask what was not as effective	—	—	• Share: - what they found effective	—	—
			• Use flip chart to record participants' responses	—	—	- what they found not as effective.	—	—
			• Acknowledge how participants' comments and ideas help to improve program.....	—	—			
• Present overview of Session Two .	—	—						
• Close Session	—	—	• Wish participants a pleasant, productive day	—	—	• Mingle, say goodbye: - to each other	—	—
			• Say they look forward to seeing participants tomorrow	—	—	- to trainers.....	—	—
End on time	—	—						

Number of Breaks in today's session _____

JOBS WORKSHOP OBSERVATION FORM
Session Two

Date: _____ / _____ / _____
 Month Day Year

Site: _____

Group: _____

Trainers: _____

Observers: _____

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
Start on Time	—	—						
Opening								
• Welcome	—	—	• Greet and welcome participants . • Greet and welcome late arrivals ...	—	—	• Talk with trainers..... • Talk with each other	—	—
• Share a good thing that happened since yesterday	—	—	• Model a brief answer	—	—	• Share an experience	—	—
• Present agenda	—	—	• Ask if there are any questions.....	—	—	• Ask questions.....	—	—
Perceived Obstacles								
• Tell Pat Brown"s perceived obstacles story.....	—	—	• Ask what Pat Brown should focus on during an interview	—	—	• Share opinions	—	—
			• Ask what she is worried about regarding her employability	—	—	• Share opinions.....	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Participants identify their perceived obstacles 	—	—	<ul style="list-style-type: none"> • Record responses on flip chart..... • Distribute sheets of sticky dots • Invite participants to post dots next to most personally significant obstacle(s) 	—	—	<ul style="list-style-type: none"> • Share perceived obstacles • Place sticky dots on flip chart 	—	—
<ul style="list-style-type: none"> • Summarize/lead into next activity 	—	—						
Defusing Employer's Fears								
<ul style="list-style-type: none"> • Participants identify a sample obstacle 	—	—	<ul style="list-style-type: none"> • Record obstacle on flip chart 	—	—	<ul style="list-style-type: none"> • Share a perceived obstacle 	—	—
<ul style="list-style-type: none"> • Participants identify fears the employer may have..... 	—	—	<ul style="list-style-type: none"> • Record employer's fears on flip chart 	—	—	<ul style="list-style-type: none"> • Share employer's fears..... 	—	—
<ul style="list-style-type: none"> • Participants share ways to overcome perceived fears 	—	—	<ul style="list-style-type: none"> • Record method for overcoming fears on flip chart 	—	—	<ul style="list-style-type: none"> • Share suggestions/opinions..... 	—	—
<p><i>Optional: Ask participants if they would like to do another group example</i></p>	—	—				<ul style="list-style-type: none"> • Request repeat of activity..... 	—	—
<ul style="list-style-type: none"> • Repeat activity 	—	—						
Summarize/lead into next activity....	—	—						

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
Ineffective/Effective Use of Defusers								
• Trainers role-play ineffective defuser.....	—	—				• Listen/observe	—	—
• Debrief activity	—	—	• Ask participants if employer's fear was being addressed.....	—	—	• Respond yes/no	—	—
			• Invite suggestions for improvement	—	—	• Share suggestions.....	—	—
• Trainers role-play defuser including suggested changes.....	—	—				• Listen/observe	—	—
• Debrief activity	—	—	• Ask what was more effective about the second roleplay.....	—	—	• Share opinions.....	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
Participants Practice Defusing Employer's Fears								
• Present overview of defusing employer's fears activity	—	—	• Distribute handout.....	—	—	• Listen.....	—	—
			• Explain process	—	—	• Work on handout	—	—
• Participants practice defusing employer's fears	—	—	• Pair participants	—	—	• Work in pairs	—	—
• Debrief activity	—	—	• Invite participants to share what they found useful about the activity.....	—	—	• Share opinions.....	—	—
			• Mention the real barrier is the employer's fears, not job record...	—	—	• Listen.....	—	—
• <i>Optional:</i> Ask participants if they would like to do another defusing employer's fears example on the flip chart	—	—				• Request repeat of activity.....	—	—
• Participants identify the obstacles to addressing employer's fears.....	—	—	• Record on flip chart	—	—	• Share obstacles.....	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Participants identify ways of overcoming the obstacles they have identified..... • Summarized/lead into next activity 	—	—	<ul style="list-style-type: none"> • Record on flip chart • Encourage each participant to share their way of overcoming obstacles..... 	—	—	<ul style="list-style-type: none"> • Share ways to overcome obstacles • Participants share selected strategies: <ul style="list-style-type: none"> - with other participants..... - with large group - by marking on the flip chart..... 	—	—
<p>Participants Practice another Concrete Example</p> <ul style="list-style-type: none"> • Participants complete a concrete example on handout..... • Participants practice defusing employer's fears using concrete examples • Debrief activity 	—	—	<ul style="list-style-type: none"> • Distribute handout • Divide participants into triads: applicant, interviewer, observer.... • Ask how practicing describing skills was useful this time..... 	—	—	<ul style="list-style-type: none"> • Complete own concrete example on handout • Work in triads • Share what they found useful..... 	—	—
<p>Closing</p> <ul style="list-style-type: none"> • Refer to flip charts posted on the wall and review each activity of the day..... 	—	—				<ul style="list-style-type: none"> • Listen 	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> Debrief Session Two 	—	—	<ul style="list-style-type: none"> Ask: <ul style="list-style-type: none"> ask what was effective..... ask what was not as effective..... Use flip chart to record participants responses Acknowledge how participants comments and ideas help to improve program 	—	—	<ul style="list-style-type: none"> Share: <ul style="list-style-type: none"> what they found effective what they found not as effective.. 	—	—
<ul style="list-style-type: none"> Present overview of Session Three 	—	—						
<ul style="list-style-type: none"> Close Session..... 	—	—	<ul style="list-style-type: none"> Thank participants for their time .. Wish participants a pleasant productive day Say they look forward to seeing participants tomorrow 	—	—	<ul style="list-style-type: none"> Mingle: <ul style="list-style-type: none"> to each other to trainers..... 	—	—
End on time.....	—	—						

JOBS WORKSHOP OBSERVATION FORM
Session Three

Date: _____ / _____ / _____
 Month Day Year

Site: _____

Group: _____

Trainers: _____

Observers: _____

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
Start on Time	—	—						
Opening								
• Welcome	—	—	• Greet and welcome participants.... • Greet and welcome late arrivals ...	—	—	• Talk with trainers	—	—
• Share a good thing that happened since yesterday	—	—	• Model brief answer	—	—	• Talk with each other.....	—	—
• Present agenda.....	—	—	• Ask if there are any questions.....	—	—	• Share an experience.....	—	—
• Present workshop group as a network.....	—	—	• Distribute handout	—	—	• Ask questions	—	—
						• Interested participants sign their names and phone numbers/ addresses on the handout.....	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<p>Finding Job Openings</p> <ul style="list-style-type: none"> • Participants identify how they found their past two jobs • Present pie chart graphic, How People Find Jobs 	—	—	<ul style="list-style-type: none"> • Record responses on flip chart..... • Explain data in chart • Ask if the results were what participants expected 	—	—	<ul style="list-style-type: none"> • Raise hands to indicate how they found jobs..... • Comment on results 	—	—
<p>Networking</p> <ul style="list-style-type: none"> • Present overview of networking concept • Trainers role-play an example of a brief, awkward networking interaction..... • Trainers role-play an example of a brief, improved networking interaction..... 	—	—	<ul style="list-style-type: none"> • Display Your Expanded Network poster • Name a variety of occupations..... • Ask how many participants know someone who works in those occupations • Invite comments/suggestions..... • Invite comments/suggestions..... 	—	—	<ul style="list-style-type: none"> • Listen/observe • Raise hands..... • Share opinions • Share opinions..... 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> Trainers role-play a final example of a longer, improved networking interaction..... 	—	—				<ul style="list-style-type: none"> Listen/observe 	—	—
<ul style="list-style-type: none"> Debrief activity..... 	—	—	<ul style="list-style-type: none"> Invite group response..... Emphasize importance of participants finding their own style..... 	—	—	<ul style="list-style-type: none"> Share opinions..... 	—	—
<ul style="list-style-type: none"> Participants identify potential sources for job leads..... 	—	—	<ul style="list-style-type: none"> Record responses on flip chart..... Distribute three handouts..... 	—	—	<ul style="list-style-type: none"> Share potential sources for job leads..... 	—	—
<ul style="list-style-type: none"> Present networking activity 	—	—	<ul style="list-style-type: none"> Divide group into triads..... 	—	—	<ul style="list-style-type: none"> Work in triads..... 	—	—
<ul style="list-style-type: none"> Debrief activity..... 	—	—	<ul style="list-style-type: none"> Ask participants how it felt to be asked for a job lead 	—	—	<ul style="list-style-type: none"> Share opinions..... 	—	—
<p>Inoculation Against Setbacks</p>								
<ul style="list-style-type: none"> Participants identify obstacles to asking for job leads 	—	—	<ul style="list-style-type: none"> Record responses on flip chart..... 	—	—	<ul style="list-style-type: none"> Share obstacles..... 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> Participants identify ways to overcome obstacles to asking for job leads Debrief activity..... 	—	—	<ul style="list-style-type: none"> Record responses on flip chart..... Encourage each participant to identify their way of overcoming obstacles to asking for job leads ... Ask: <ul style="list-style-type: none"> - how would it feel if a good friend called and asked for a job lead..... - what are some reasons people might like being asked for job leads 	—	—	<ul style="list-style-type: none"> Share ways to overcome obstacles . Participants share selected strategies: <ul style="list-style-type: none"> - with other participant(s) - with large group..... - by marking on flip chart Share opinions..... 	—	—
<p>Informational Interviews</p> <ul style="list-style-type: none"> Present and explain informational interview graphic..... Debrief activity..... 	—	—	<ul style="list-style-type: none"> Display graphic..... Expand on reasons for informational interviewing Ask why this might be a useful technique..... 	—	—	<ul style="list-style-type: none"> Listen..... Share opinions..... 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Participants practice informational interview..... • Debrief activity..... 	—	—	<ul style="list-style-type: none"> • Explain process and that participants will be playing themselves • Pair participants: job seeker, contact..... • Distribute handout • Ask how it felt to be: <ul style="list-style-type: none"> - the job seeker - the contact 	—	—	<ul style="list-style-type: none"> • Listen..... • Form pairs • Use handout, practice in pairs • Share opinions..... 	—	—
<p style="text-align: center;">Resumes</p> <ul style="list-style-type: none"> • Introduce resume activity • Participants write what might be useful to include in a resume..... 	—	—	<ul style="list-style-type: none"> • Have posted on the walls eight flipcharts titled with standard resume sections..... • Ask participants to consider: <ul style="list-style-type: none"> - the purpose of a resume - how employers use resumes..... - whether every job requires a resume • Mention that resumes are just one way to present oneself to employers..... • Provide felt-tip pens for writing ... 	—	—	<ul style="list-style-type: none"> • Listen..... • Write their ideas on flipcharts 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Debrief activity..... 	—	—	<ul style="list-style-type: none"> • Review and comment on participants ideas • Mention that tomorrow participants will put their lists into action in a mini-workshop on resumes 	—	—	<ul style="list-style-type: none"> • Listen..... 	—	—
<p style="text-align: center;">Closing</p> <ul style="list-style-type: none"> • Refer to flip charts posted on the wall and review each activity of the day • Debrief Session Two • Present overview of Session Three 	—	—	<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> - ask what was effective..... - ask what was not as effective..... • Use flip chart to record participants' responses • Acknowledge how participants' comments and ideas help to improve program 	—	—	<ul style="list-style-type: none"> • Listen..... • Share: <ul style="list-style-type: none"> - what they found effective..... - what they found not as effective ... 	—	—

Task	Y	N	Detailed Trainer Activity	Y	N	Group Behavior	Y	N
• Close Session	—	—	<ul style="list-style-type: none"> • Thank participants for their time .. • Wish participants a pleasant, productive day • Say they look forward to seeing participants tomorrow..... 	—	—	<ul style="list-style-type: none"> • Mingle, say goodbye: <ul style="list-style-type: none"> - to each other - to trainers..... 	—	—
End on Time	—	—						

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Number of Breaks in today's session _____

JOBS WORKSHOP OBSERVATION FORM
Session Four

Date: _____ / _____ / _____
 Month Day Year

Site: _____

Group: _____

Trainers: _____

Observers: _____

Task			Detailed Trainer Activities			Group Behavior		
	Y	N		Y	N		Y	N
Start on Time	—	—						
<p style="text-align: center;">Opening</p> <ul style="list-style-type: none"> • Welcome <input type="checkbox"/> Share a good thing that happened since yesterday <input type="checkbox"/> Present agenda 	—	—	<ul style="list-style-type: none"> • Greet and welcome participants..... • Greet and welcome late arrivals <input type="checkbox"/> Model a brief answer <input type="checkbox"/> Ask if there are any questions..... 	—	—	<ul style="list-style-type: none"> • Talk with trainers • Talk with each other..... <input type="checkbox"/> Share an experience..... <input type="checkbox"/> Ask questions 	—	—
<p style="text-align: center;">Resume Workshop</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present overview of activity referring to posted participant developed guidelines from Session Three 	—	—	<ul style="list-style-type: none"> <input type="checkbox"/> Ask who is working on or using a resume in their job search <input type="checkbox"/> Handout sample resume..... <input type="checkbox"/> Distribute markers/flip chart paper. 	—	—	<ul style="list-style-type: none"> <input type="checkbox"/> Listen <input type="checkbox"/> Respond to question 	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<input type="checkbox"/> Debrief activity..... <input type="checkbox"/> Summarize/lead into next activity..	—	—	<input type="checkbox"/> Explain process <input type="checkbox"/> Divide participants into pairs/ triads..... <input type="checkbox"/> Ask about sample resume: - what was effective..... - what was not effective	—	—	<input type="checkbox"/> Work in pairs/triads..... <input type="checkbox"/> Write critiques of sample resume . <input type="checkbox"/> Share opinions: - what was effective - what was not effective	—	—
Direct Phone Contact								
<input type="checkbox"/> Present overview of activity referring to building blocks previously practiced..... <input type="checkbox"/> Present getting past the gatekeeper <input type="checkbox"/> Trainers or two participants role-play asking for an <u>informational</u> interview <input type="checkbox"/> Debrief activity	—	—	<input type="checkbox"/> Provide examples of what participants might say to secretary/receptionist <input type="checkbox"/> (<i>Optional</i>) Distribute handout of informational interview script..... <input type="checkbox"/> Ask participants for their impressions of the conversation in the roleplay	—	—	<input type="checkbox"/> Listen..... <input type="checkbox"/> Listen/observe <input type="checkbox"/> Listen/observe <input type="checkbox"/> Act in roleplay <input type="checkbox"/> Share opinions regarding observations.....	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<input type="checkbox"/> Trainers or two participants role-play asking for a <u>job</u> interview.....	—	—	<input type="checkbox"/> (<i>Optional</i>) Distribute handout.....	—	—	<input type="checkbox"/> Listen/observe	—	—
			<input type="checkbox"/> Mention roleplay illustrates one more type of phone contact before participants practice	—	—	<input type="checkbox"/> Act in roleplay	—	—
<input type="checkbox"/> Debrief activity	—	—	<input type="checkbox"/> Ask participants for their impressions of the conversation in the roleplay.....	—	—	<input type="checkbox"/> Share impressions.....	—	—
<input type="checkbox"/> Participants practice asking for informational and job interviews ..	—	—	<input type="checkbox"/> Distribute three handouts	—	—	<input type="checkbox"/> Form triads	—	—
			<input type="checkbox"/> Divide or participants divide themselves into triads: applicant, employer/receptionist, observer	—	—	<input type="checkbox"/> Work in triads.....	—	—
<input type="checkbox"/> Debrief activity.....	—	—	<input type="checkbox"/> Ask what it was like for participants to be the employer, applicant and observer	—	—	<input type="checkbox"/> Share opinions	—	—
Stress Inoculation								
<input type="checkbox"/> Invite participants to identify the most difficult things about asking for an interview.....	—	—	<input type="checkbox"/> Record responses	—	—	<input type="checkbox"/> Identify the most difficult things about asking for an interview	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<input type="checkbox"/> Ask for ways to overcome some of the difficulties participants identified <input type="checkbox"/> Summarize/lead into next activity .	—	—	<input type="checkbox"/> Encourage each participant to identify their way of overcoming difficulties	—	—	<input type="checkbox"/> Suggest ways to overcome some of these difficulties <input type="checkbox"/> Participants share selected strategies: - with other participant(s) - with the group - by marking the flip chart	—	—
Interviewing: Part I Thinking Like an Employer <input type="checkbox"/> Present overview..... <input type="checkbox"/> Participants practice thinking like an employer.....	—	—	<input type="checkbox"/> Display Questions and Observations graphic <input type="checkbox"/> Divide group in half <ul style="list-style-type: none"> • Have each group choose a recorder and a spokesperson <input type="checkbox"/> Provide flip chart and markers for each group..... <input type="checkbox"/> Mention primary focus is to plan what questions they will ask and what observations they will make about the job seeker <ul style="list-style-type: none"> • Invite spokesperson to read results 	—	—	<input type="checkbox"/> Listen/observe <input type="checkbox"/> Form groups <ul style="list-style-type: none"> • Work in groups..... • Spokesperson from each group presents results 	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<input type="checkbox"/> Debrief activity.....	—	—	<input type="checkbox"/> Ask participants why they decided to ask about or look for a particular trait or ability.....	—	—	<input type="checkbox"/> Share why they would ask about or look for a particular trait or ability	—	—
<p>Interviewing: Part II Controlling the Direction of the Interview</p> <ul style="list-style-type: none"> • Present ideas about controlling the interview 	—	—	<ul style="list-style-type: none"> • Emphasize potential employers control the questions and job seekers control the answers 	—	—	<ul style="list-style-type: none"> • Listen/observe 	—	—
<input type="checkbox"/> Reintroduce Pat Brown and describe her situation.....	—	—						
<input type="checkbox"/> Participants suggest how Pat Brown could respond to the question, <input type="checkbox"/> Tell me about yourself <input type="checkbox"/>	—	—	<input type="checkbox"/> Provide examples of answers	—	—	<input type="checkbox"/> Offer answers to the open-ended question	—	—
			<input type="checkbox"/> Record participant responses on flip chart.....	—	—			
<input type="checkbox"/> Debrief activity.....	—	—	<input type="checkbox"/> Review participant generated ideas	—	—			
<input type="checkbox"/> Summarize/lead into next activity.....	—	—						

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
Closing								
<input type="checkbox"/> Refer to flip charts posted on the wall and review each activity of the day.....	—	—				<input type="checkbox"/> Listen.....	—	—
<input type="checkbox"/> Debrief Session Four.....	—	—	<input type="checkbox"/> Ask: - ask what was effective..... - ask what was not as effective..... <input type="checkbox"/> Use flip chart to record participants' responses <input type="checkbox"/> Acknowledge how participants' comments and ideas help to improve program.....	— —	— —	<input type="checkbox"/> Share: - what they found effective..... - what they found not as effective .	— —	— —
<input type="checkbox"/> Present overview of Session Five..	—	—						
<input type="checkbox"/> Close Session	—	—	<input type="checkbox"/> Thank participants for their time <input type="checkbox"/> Wish participants a pleasant, productive day..... <input type="checkbox"/> Say they look forward to seeing participants tomorrow	— — —	— — —	<input type="checkbox"/> Mingle, say goodbye: - to each other - to trainers.....	— —	— —
End on time.....	—	—						

JOBS WORKSHOP OBSERVATION FORM
Session Five

Date: _____ / _____ / _____
 Month Day Year

Site: _____

Group: _____

Trainers: _____

Observers: _____

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
Start on Time	—	—						
Opening								
<input type="checkbox"/> Welcome.....	—	—	<input type="checkbox"/> Greet and welcome participants..... <input type="checkbox"/> Greet and welcome late arrivals.....	—	—	<input type="checkbox"/> Talk with trainers	—	—
<input type="checkbox"/> Share a good thing that happened since yesterday.....	—	—	<input type="checkbox"/> Model a brief answer	—	—	<input type="checkbox"/> Talk with each other.....	—	—
<input type="checkbox"/> Present agenda.....	—	—	<input type="checkbox"/> Ask if there are any questions.....	—	—	<input type="checkbox"/> Share an experience.....	—	—
<input type="checkbox"/> Distribute completed networking list.....	—	—				<input type="checkbox"/> Ask questions	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
Interviewing: Part II Controlling the Direction of the Interview (continued from Session Four)								
<input type="checkbox"/> Introduce open ended question activity	—	—	<input type="checkbox"/> Ask participants to consider how they would respond to the open-ended question, <input type="checkbox"/> Tell me about yourself <input type="checkbox"/>	—	—	<input type="checkbox"/> Listen/observe	—	—
			<input type="checkbox"/> Display flip chart from Session Four on the advice they gave to Pat Brown	—	—			
<input type="checkbox"/> Participants practice responding to <input type="checkbox"/> Tell me about yourself <input type="checkbox"/>	—	—	<input type="checkbox"/> Suggest participants use the advice they gave to Pat Brown	—	—			
			<input type="checkbox"/> Model brief answer	—	—			
			<input type="checkbox"/> Divide participants into triads: applicant, employer, observer	—	—	<input type="checkbox"/> Form triads	—	—
			<input type="checkbox"/> Emphasize that participants should stay focused on <input type="checkbox"/> Tell me about yourself?	—	—	<input type="checkbox"/> Work in triads	—	—
<input type="checkbox"/> Debrief activity	—	—	<input type="checkbox"/> Ask how it felt to be the applicant/ employer/observer	—	—	<input type="checkbox"/> Share opinions	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
Interviewing: Part III Closing the Interview and the Complete Interview								
<input type="checkbox"/> Present overview of closing the interview.....	—	—				<input type="checkbox"/> Listen/observe	—	—
<input type="checkbox"/> Participants share what they would do or say at the close of an interview.....	—	—	<input type="checkbox"/> Record responses on flip chart.....	—	—	<input type="checkbox"/> Share strategies.....	—	—
<input type="checkbox"/> Present some suggestions from the experts	—	—	<input type="checkbox"/> Display graphic: Closing the Interview	—	—	<input type="checkbox"/> Listen/observe	—	—
			<input type="checkbox"/> Review steps indicated on graphic.	—	—			
<input type="checkbox"/> Trainers role-play how to end an interview.....	—	—				<input type="checkbox"/> Listen/observe	—	—
<input type="checkbox"/> Debrief activity.....	—	—	<input type="checkbox"/> Ask participants for their impressions of the closing	—	—	<input type="checkbox"/> Share their impressions	—	—
<input type="checkbox"/> Present overview of the complete interview.....	—	—	<input type="checkbox"/> Identify the parts of an interview ..	—	—	<input type="checkbox"/> Listen/observe	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<input type="checkbox"/> Participants practice a complete interview..... <input type="checkbox"/> Debrief activity.....	—	—	<input type="checkbox"/> Distribute handout <input type="checkbox"/> Divide participants into triads: employer/applicant/observer..... <input type="checkbox"/> Ask participants what was useful about practicing the whole interview	—	—	<input type="checkbox"/> Form triads <input type="checkbox"/> Work in triads..... <input type="checkbox"/> Share what was useful	—	—
Planning for Setbacks <input type="checkbox"/> Introduce setback activity..... <input type="checkbox"/> Participants identify things that got in the way of Pat using her job search strategies.....	—	—	<input type="checkbox"/> Ask participants to consider what might get in the way of sticking to their job search..... <input type="checkbox"/> Distribute case study, <input type="checkbox"/> Let's Help Pat <input type="checkbox"/> <input type="checkbox"/> Invite volunteer to read the handout <input type="checkbox"/> Record responses on flip chart	—	—	<input type="checkbox"/> Listen..... <input type="checkbox"/> Volunteer reads aloud <input type="checkbox"/> Listen <input type="checkbox"/> Name obstacles.....	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<input type="checkbox"/> Participants identify ways in which Pat might overcome the obstacles .. <p style="text-align: center;">Appreciation Exercise</p> <input type="checkbox"/> Provide overview of activity .. <input type="checkbox"/> Participants do the activity ..	—	—	<input type="checkbox"/> Record responses on flip chart..... <input type="checkbox"/> Encourage each participant to identify their own way of overcoming obstacles..... <input type="checkbox"/> Trainers model by sharing with each other a response to <input type="checkbox"/> What I appreciate about <i>your</i> participation is... <input type="checkbox"/> and <input type="checkbox"/> What I appreciate about <i>my</i> participation is... <input type="checkbox"/> <input type="checkbox"/> Observe .. <input type="checkbox"/> Participate ..	—	—	<input type="checkbox"/> Name ways to overcome obstacles.. <input type="checkbox"/> Participants share selected strategies: - with the other participant(s)..... - with the group .. - by marking on the flip chart..... <input type="checkbox"/> Listen/observe .. <input type="checkbox"/> Mingle, share appreciations.....	—	—
<p style="text-align: center;">Closing</p> <ul style="list-style-type: none"> Refer to flip charts posted on the wall and review each activity of the day..... 	—	—				<ul style="list-style-type: none"> Listen..... 	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Debrief Session Five..... 	—	—	<input type="checkbox"/> Ask: <ul style="list-style-type: none"> - ask what was effective - ask what was not as effective <input type="checkbox"/> Use flip chart to record participants' responses..... <input type="checkbox"/> Acknowledge how participants' comments and ideas help to improve program	—	—	<input type="checkbox"/> Share: <ul style="list-style-type: none"> - what they found effective - what they found not as effective.. 	—	—
<ul style="list-style-type: none"> • Trainers encourage follow-up contact..... 	—	—	<ul style="list-style-type: none"> • Encourage participants to call them for referral purposes, other information or to give an update of their progress • Trainers write their name, office phone number and office address on flip chart..... 	—	—	<ul style="list-style-type: none"> • Listen/observe 	—	—
<p>Certificates and Farewell</p> <input type="checkbox"/> Trainers create a ceremony out of giving certificates.....	—	—	<ul style="list-style-type: none"> • Mention that participants: <ul style="list-style-type: none"> - have been a great group to work with..... - worked hard..... - did a great job learning important skills and strategies..... 	—	—	<ul style="list-style-type: none"> • Listen..... 	—	—

Task	Y	N	Detailed Trainer Activities	Y	N	Group Behavior	Y	N
<ul style="list-style-type: none"> • Distribute certificates..... 	—	—	<ul style="list-style-type: none"> • Initiate applause after each member gets their certificate..... • Shake hands with participants when giving their certificates..... 	—	—	<ul style="list-style-type: none"> • Accept certificates • Applaud other participants • Shake hands..... 	—	—
<ul style="list-style-type: none"> • Conclude ceremony 	—	—	<ul style="list-style-type: none"> • Mention how resourceful and competent participants are at helping themselves and helping each other • Express appreciation for group, wish them well 	—	—	<ul style="list-style-type: none"> • Listen 	—	—
End on Time.....	—	—						

PART II

(This questionnaire is provided to the observers to be completed at the end of each session.)

The following sets of questions ask for your general observations about the trainers and the participants in the Winning New Jobs workshop:

1. During today's session, how many of the ideas about the job search were provided by participants compared to those provided by the trainers:

Circle one

Trainers provided <u>nearly all</u>	Trainers provided <u>most</u>	Trainers provided <u>somewhat more</u>	Trainers and participants provided <u>equal amounts</u>	Participants provided <u>somewhat more</u>	Participants provided <u>most</u>	Participants provided <u>nearly all</u>
1	2	3	4	5	6	7

2. During today's session, how much did the trainers:

<i>Circle one number per item</i>	<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
a.) make supportive comments focusing on participants' strengths?	1	2	3	4	5
b.) criticize participants' ideas?	1	2	3	4	5
c.) listen closely to comments made by participants?.....	1	2	3	4	5
d.) respond to people by using specific examples?.....	1	2	3	4	5
e.) provide equal opportunities for people to share their ideas?.....	1	2	3	4	5
f.) give the group an opportunity to answer questions that people asked?	1	2	3	4	5
g.) keep the group focused on topic?	1	2	3	4	5
h.) connect participant ideas to program goals?	1	2	3	4	5
i.) self-disclose to an appropriate degree?...	1	2	3	4	5
j.) dwell on issues of individual participants?	1	2	3	4	5

3. During today's session, the trainers:

<i>Circle one number per item</i>	<u>Disagree Strongly</u>	<u>Disagree Moderately</u>	<u>Disagree Slightly</u>	<u>Agree Slightly</u>	<u>Agree Moderately</u>	<u>Agree Strongly</u>
a.) worked well together?	1	2	3	4	5	6
b.) appeared to be coordinated?.....	1	2	3	4	5	6
c.) referred to each other by name, as appropriate?	1	2	3	4	5	6
d.) assisted each other with handouts and flipcharts?	1	2	3	4	5	6
e.) shared roles, as appropriate?	1	2	3	4	5	6
f.) thanked each other occasionally, as appropriate?	1	2	3	4	5	6

4. Below are pairs of words that are used to describe trainers.

In general, the trainers were:

<i>Circle one number only per each pair</i>	<u>Very</u>	<u>Some- what</u>	<u>A Little</u>	<u>Neither or Neutral</u>	<u>A Little</u>	<u>Some- what</u>	<u>Very</u>	
1. Apathetic	1	2	3	4	5	6	7	Enthusiastic
2. Cold	1	2	3	4	5	6	7	Warm
3. Rejecting	1	2	3	4	5	6	7	Accepting
4. Tense	1	2	3	4	5	6	7	Relaxed
5. Hostile	1	2	3	4	5	6	7	Friendly
6. Insincere	1	2	3	4	5	6	7	Sincere
7. Unknowledgeable	1	2	3	4	5	6	7	Knowledgeable
8. Disorganized	1	2	3	4	5	6	7	Organized
9. Confusing	1	2	3	4	5	6	7	Communicating Clearly

5. Overall, during the session, how much did participants:

<i>Circle one number per item</i>		<u>Not at All</u>	<u>A Little</u>	<u>Some</u>	<u>Pretty Much</u>	<u>A Great Deal</u>
a.	mingle at breaks?.....	1	2	3	4	5
b.	use each other's names?.....	1	2	3	4	5
c.	listen to each other?.....	1	2	3	4	5
d.	engage in workshop activities?	1	2	3	4	5
e.	share ideas with each other?	1	2	3	4	5
f.	ask questions?	1	2	3	4	5

6. Below are pairs of words that are used to describe groups.

In general, the group members were:

<i>Circle one number only per each pair</i>		<u>Very</u>	<u>Some-what</u>	<u>A Little</u>	<u>Neither or Neutral</u>	<u>A Little</u>	<u>Some-what</u>	<u>Very</u>	
1.	Apathetic	1	2	3	4	5	6	7	Enthusiastic
2.	Cold	1	2	3	4	5	6	7	Warm
3.	Rejecting	1	2	3	4	5	6	7	Accepting
4.	Tense	1	2	3	4	5	6	7	Relaxed
5.	Hostile	1	2	3	4	5	6	7	Friendly
6.	Insincere	1	2	3	4	5	6	7	Sincere
7.	Indifferent to each other	1	2	3	4	5	6	7	Supportive to each other

NOTES