

# MODULE 2

## The Job Hunt



New York State Office of Temporary and Disability Assistance  
Bureau of Refugee and Immigrant Assistance  
Andrew M. Cuomo, Governor  
2012



## MODULE 2 - ACTIVITY #13

### GETTING READY FOR THE JOB HUNT

*In this activity, MAC participants will collect and prepare personal information that will be used when seeking employment.*

*Note: This activity should precede Module 2 Activities #14-22.*



#### SUPPLIES AND HANDOUTS

One pocket folder per MAC participant, with name labels

##### Handouts:

*I AM A REFUGEE OR ASYLEE - HOW DO I SHOW MY EMPLOYER THAT I AM AUTHORIZED TO WORK IN THE UNITED STATES?* Also available on the U.S. Citizenship and Immigration Services website:  
<http://www.uscis.gov/USCIS/Resources/D2en.pdf>

MY JOB APPLICATION RECORD

SAMPLE COPIES OF COVER LETTER AND RESUMÉ

EDUCATION AND TRAINING INFORMATION

PATHS TO THE GED

WHY TAKE THE GED?

CERTIFICATIONS (4 pages)

*Optional:* Plastic protectors for important papers

*Optional:* Sample Form I-94 and EAD

*Optional:* Sample Training certificate

*Optional:* Sample high school transcript and diploma



#### VOCABULARY USED IN THIS ACTIVITY

asylee

certification / certificate

contact information

cover letter

diploma

Employment Authorization Document (EAD)

Employment authorized employment portfolio

experience

folder

Form I-94 Arrival-Departure Record

Form I-765 Application for Employment Authorization

GED (General Educational Development)

paperwork

references

refugee

resumé / statement of job-related

Social Security card

transcript

work history



## BACKGROUND INFORMATION

Looking for a job can be a daunting process for anyone. Although employers generally request similar information and paperwork, it is confusing and time-consuming to wade through the different types of job postings and application requests.



The employment search can be especially difficult for young refugees who are learning English and may not have a history of education and employment. Some of the MAC participants may have a track record of education and employment in their home countries, but their credentials may not meet federal or state requirements in the United States.

There may be MAC participants who are interested in pursuing their education before seeking employment. They should still research employer requirements and gather paperwork so that they are fully prepared when they have completed their education.

The first step before beginning the job hunt is to assess what is already at hand. Applicants will need contact information, details about work history, copies of certificates and diplomas, and other paperwork.

Of course, the MAC participants may have none of the materials that are required. They will need assistance in gathering missing pieces such as a Social Security number and certificates. They will need to know how to respond to requests when they are unable to present information that is required.

They should also be reassured that the gathered items (e.g., Social Security card, driver's license, photo identification card) are *not* used the same way as they might have been used in their home countries and *should not be required* for a job application. The items are generally used for payroll records once employment is found, and for any security clearance a job may require.

Some MAC participants may be concerned that they do not have any work history. Discuss that employers will look favorably upon an Experience Statement that is a summary of skills and interests, with a brief statement about past history. The emphasis in the statement should be on a willingness to work hard in a new job, learn new skills, and pursue interests and further training and education.

Prior to instruction, the Coach may want to review the website of the U.S. Citizenship and Immigration Services for information on refugee employment and the brochure in the handouts *I AM A REFUGEE OR ASYLEE - HOW DO I SHOW MY EMPLOYER THAT I AM AUTHORIZED TO WORK IN THE UNITED STATES?*

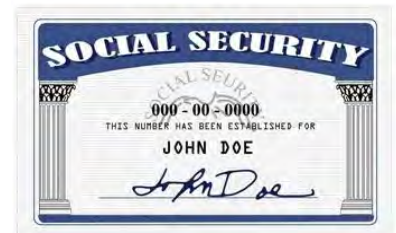
The handouts CERTIFICATIONS, WHY TAKE THE GED, PATHS TO THE GED, and EDUCATION AND TRAINING are for the Coach to use when advising MAC participants. *Individualized assistance from the Coach will be necessary* as the MAC participants prepare to seek employment.

## ACTIVITY STEPS

1. Provide each MAC participant with a pocket folder. Explain that this is their employment portfolio and it will hold all of their important papers for seeking a job.
2. Distribute copies of the brochure in the handouts *I AM A REFUGEE OR ASYLEE - HOW DO I SHOW MY EMPLOYER THAT I AM AUTHORIZED TO WORK IN THE UNITED STATES?*

Discuss the key points of the brochure, including the Form I-94 Arrival-Departure Record and the EAD (Employment Authorization Document).

Explain how a Social Security card can be shown to an employer as proof of eligibility to be employed.



3. Hold up each the following items and explain what it is used for and why employers might request it.

- Application form
- Current contact information
- Cover letter and resumé
- Training certificate (if sample is available)
- High school transcript and diploma (if samples are available)
- GED (General Educational Development) diploma (if sample is available)

Explain that the MAC participants will be preparing all of the necessary items for their portfolio, with assistance from the Coach and other adults.

Stress the importance of keeping the original items in the folder. They will have everything in one place and can make copies when it comes time to apply for a job.

4. Hold up the following items and explain that they will need these items once they become employed so that they can get paid. These items cannot be required for a job application.

Some of the MAC participants may need assistance from the Coach and the Refugee Resettlement Case Manager to begin the process of obtaining the items. (All of the items should be kept in a secure location with the MAC participant and not in the folders. The Coach may determine that locking all of the folders in a

file cabinet or other secure location will ensure that the folders will not get lost.)

- Social Security card
- Driver's license or Department of Motor Vehicles Photo Identification
- Auto-related paperwork, if relevant (insurance, registration)
- Proof of residency

5. Explain that in the United States anyone is eligible for a job if they are qualified and can match the requirements of the position. (A *bona fide* qualification is when an employer has specific reasonable requirements for a job that may limit applicants, such as requiring the applicant to be able to lift a certain weight, or to be able to drive a specific type of truck.)



Explain that employers are not allowed to ask the following on a job application or during an interview (unless cleared by their legal representatives). MAC participants will not need paperwork that provides this information.

- race, religion, gender, citizenship, nationality
- height, weight
- age
- personal health information, including mental health
- financial status
- military discharge information
- criminal record
- family status

6. Distribute the handout *MY JOB APPLICATION RECORD*. Discuss with the group the paperwork that needs to be collected.
7. Discuss references the MAC participants include in their folder. They should find out the best way that an employer can contact the reference.
8. Meet with each MAC participant to assist them in completing *MY JOB APPLICATION RECORD* and portfolio.





## D2 Customer Guide

# I Am a Refugee or Asylee

How Do I...  
Show My Employer That I Am Authorized  
to Work in the United States?



U.S. Citizenship  
and Immigration  
Services

M-576 (August 2008)

To legally hire any employee in the United States, an employer must be able to verify that the applicant is eligible to work in the United States. You must prove that you are eligible to work. Employers are required to complete a **Form I-9, Employment Eligibility Verification**, to record verification that you showed the employer documents that prove you are authorized to work in the United States.

If you would like to see what an I-9 looks like, please visit our website at [www.uscis.gov](http://www.uscis.gov).

### Refugee

If you entered the United States as a refugee, you are authorized employment as part of your refugee status. The inspector at the port of entry where you entered the country should have issued you a **Form I-94, Arrival-Departure Record**, stamped to indicate "Employment Authorized." U.S. Citizenship and Immigration Services (USCIS) will issue you an employment authorization document (EAD) either at the port of entry or as soon as possible after your entry into the United States.

A refugee can apply for a Social Security card with the Form I-94 and an official government-issued identification document containing a photo (such as an unexpired foreign passport or driver's license). Once you have your Social Security card, you can use it to show your employer that you are eligible to be employed. You can also use an EAD issued to you by USCIS to prove your eligibility.

When you first apply for a job in the United States, your Form I-94 is proof of your work authorization, for up to 90 days. If you use your I-94 to prove eligibility, you are required to present to your employer other evidence of eligibility within 90 days.

### Asylee

If you are an asylee, you are authorized employment as part of your asylee status. An EAD will be issued to you after the Asylum Office, an immigration judge, or the Board of Immigration Appeals grants you asylum.

You may also apply for a Social Security card with the asylum approval notice or the Form I-94 that USCIS issued to you showing

that you are an asylee, along with an official government-issued identification document containing a photo (such as an unexpired foreign passport or driver's license). Once you have your Social Security card, you can also use it to show your employer that you are eligible to be employed.

### I am a refugee. How do I get an employment authorization document (EAD)?

As a refugee, you are entitled to work upon admission to the United States. An application for an EAD is prepared as part of your refugee travel packet that you bring with you to the United States. This application is taken at the port of entry and routed for expeditious processing so that an EAD is issued. The card will be delivered to you through the voluntary agency that is responsible for your refugee resettlement in the United States. You do not need to apply for an EAD.

### I am an asylee. How do I get an EAD?

As an asylee, you do not necessarily need to have an EAD issued by USCIS to prove eligibility to work in the United States. If you have been granted asylum by USCIS, the Asylum Office will begin processing your EAD automatically, and you do not need to file an application for work authorization.

However, if you have been granted asylum by an immigration judge or the Board of Immigration Appeals (BIA), you will receive post-order instructions on how to obtain an EAD from USCIS, either as a separate handout or in your BIA decision. As indicated in those instructions, you may make an appointment through the InfoPass program on the USCIS website to visit your local USCIS office to be processed for your EAD, which will be mailed to you promptly. You may also submit an application for an EAD by mail if you do not wish to do visit a USCIS office. You must take your Immigration Court order or the BIA decision to your appointment, or provide it with your EAD application, if you are filing an application by mail. If you already received an EAD after you were granted asylum by either USCIS or an immigration judge and you want to **renew** your EAD, you must apply on USCIS **Form I-765, Application for Employment Authorization**.

## Key Information

Key USCIS forms referenced in this guide	Form #
Employment Eligibility Verification	I-9
Arrival-Departure Record	I-94
Application for Employment Authorization	I-765

### USCIS

- **On the Internet at: [www.uscis.gov](http://www.uscis.gov)**

For more copies of this guide, or information about other citizenship and immigration services, please visit our website. You can also download forms, e-file some applications, check the status of an application, and more. It's a great place to start!

If you don't have Internet access at home or work, try your local library. If you cannot find what you need, please call Customer Service.

- **Customer Service: 1-800-375-5283**

- **Hearing Impaired TDD Customer Service: 1-800-767-1833**

### Other U.S. Government Services—Click or Call

General Information	<a href="http://www.usagov.gov">www.usagov.gov</a>	1-800-333-4636
New Immigrants	<a href="http://www.welcometoUSA.gov">www.welcometoUSA.gov</a>	
U.S. Dept. of State	<a href="http://www.state.gov">www.state.gov</a>	1-202-647-6575

**Disclaimer:** This guide provides basic information to help you become generally familiar with our rules and procedures. For more information, or the law and regulations, please visit our website. Immigration law can be complex, and it is impossible to describe every aspect of every process. You may wish to be represented by a licensed attorney or by a nonprofit agency accredited by the Board of Immigration Appeals.



# MY JOB APPLICATION RECORD

*Keep this in a secure place!*

Full name:\_\_\_\_\_ Date of birth:\_\_\_\_\_

Address:\_\_\_\_\_

Phone:\_\_\_\_\_ E-mail address:\_\_\_\_\_

Driver's License Number or Photo ID:\_\_\_\_\_

Social Security Number:\_\_\_\_\_

Previous volunteer or internship experience.

Contact	Address	Phone
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Contact	Address	Phone
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Education programs entered and/or completed, including GED and high school:

\_\_\_\_\_

Unpaid skills and interests:\_\_\_\_\_

Background information that may be job related:

\_\_\_\_\_

\_\_\_\_\_

References with address and phone numbers:

\_\_\_\_\_

\_\_\_\_\_

☐ I-94 Arrival-Departure Records

☐ EAD

☐ Asylum approval notice

## **SAMPLE - FOR INDIVIDUAL WITH NO WORK EXPERIENCE**

**Full name**

**Phone**

**Address**

**E-Mail**

### **Objective**

I am seeking a position in a certified child care home or facility.

### **Skills Summary**

Experience supervising several children, all ages, at a refugee camp in Thailand.

Knowledge of basic needs of children, such as hygiene, nutrition, active play, and social skill development.

Strong skills in organizing activities for children.

Experience with evacuations, health problems of children, and communicating in different languages

### **Qualifications**

Currently enrolled in Red Cross First Aid class

Preparing for the GED exam in order to enroll in Community College child care certification courses

Selected by refugee camp Volunteer Director to supervise children. Responsibilities increased over time.

Currently responsible for supervising 5 children after school.

Completing Making a Connection program to prepare for employment (June 2012)

Participating in English as a Second Language program to become fluent in English. Currently speak Kareni and basic English.

### **Strengths**

Reliable

Sensitive to needs of children

Able to work comfortably on a team

## **SAMPLE - FOR INDIVIDUAL WITH WORK EXPERIENCE**

**Full name**  
**Address**

**Phone**  
**E-Mail**

### **Objective**

I am seeking a position in a certified child care home or facility.

### **Education**

Hudson Valley Community College  
Child Care Certification (to be completed 2012)

Albany Refugee Center  
Make a Connection – Job Readiness Program (to be completed 2012)

Site Two Refugee Camp - Thailand  
Red Cross First Aid course (completed 2010)

Site Two Refugee Camp - Thailand  
Nutrition training (completed 2009)

### **Work Experience**

Albany City School District  
After School Child Supervision (2011-2012)

Albany City School District  
Volunteer After School Program (2011)

### **Recognition**

Selected by Albany Refugee Center to participate in Make a Connection job readiness program

Selected by Albany City School District to volunteer, resulting in employment as an After School supervisor

Selected by Site Two Refugee Camp Director to enroll in First Aid and Nutrition training

### **Strengths**

Reliable, responsible  
Familiar with evacuation and other high stress experiences  
Sensitive to needs of young children  
Strong team member

**References available upon request.**

## SAMPLE COVER LETTER

Name  
Address  
Phone  
E-mail

DEAR Ms. or Mr. XXXXXXXX,

DATE

Please find enclosed my application for the position of Assistant Child Care Specialist.

I am currently enrolled in the Making a Connection job readiness program, sponsored by the Albany Refugee Center, for refugees who have recently resettled in the United States. My personal goal in the program is to obtain employment in child care and demonstrate that I can be a reliable and responsible employee.

My skills include knowledge of first aid and nutrition. I have experience in conducting activities with young children, and currently serve as a supervisor in the Albany City School district after school program. I have an Employment Authorization Document (EAD).

I would welcome the opportunity to discuss this position in more detail, and can be reached any time at the e-mail address and phone number provided.

Thank you for your consideration.

## ***EDUCATION AND TRAINING INFORMATION***

The U.S. Department of Labor provides links to a variety of education and training website resources. Go to [www.careeronestop.org/default.aspx](http://www.careeronestop.org/default.aspx) and click on Education and Training at the top of the page. This link will lead you to additional links about certification and apprenticeship programs, community colleges, and other sources of training after high school.

<b>EDUCATION &amp; TRAINING OPTIONS</b>	<b>DEFINITION</b>
<b>Apprenticeship</b>	An employer's formal training program combining on-the-job learning with technical instruction for a specific trade.
<b>Certifications</b>	An examination or a record of work-related credentials issued to an individual by an external organization to communicate a certain level of skill attainment. Required in some occupations, for example nursing assistants and financial advisors.
<b>Community College</b>	Institution typically offering two-year or associate of arts degree that can transfer to a four-year college or university.
<b>Technical College</b>	One- to two-year training programs in a variety of subject areas. Short-term training also available.
<b>4-year College or University</b>	Earn a bachelor of arts or bachelor of science degree in your chosen field of study.
<b>Customized Training</b>	Topic-specific, short-term training designed for a specific employer.
<b>Internships</b>	Opportunity for hands-on, real work experience. May be required in some college majors, or may be an entry-level internship you apply for after graduating college.
<b>Job Corps</b>	A free, Department of Labor program designed for individuals ages 16-24 to obtain training and job skills.
<b>Job Shadowing</b>	A short-term visit to a worksite. Choose a career of interest and set up a time to follow someone on the job throughout his or her workday.
<b>Professional Development</b>	Training to enhance your job skills.
<b>Workforce Investment Act (WIA) Training</b>	Federal program that provides short-term training and education at technical colleges, community colleges, and universities.



## **SAMPLE - FOR INDIVIDUAL WITH WORK EXPERIENCE**

**Full name**  
**Address**

**Phone**  
**E-Mail**

### **Objective**

I am seeking a position in a certified child care home or facility.

### **Education**

Hudson Valley Community College  
Child Care Certification (to be completed 2012)

Albany Refugee Center  
Make a Connection – Job Readiness Program (to be completed 2012)

Site Two Refugee Camp - Thailand  
Red Cross First Aid course (completed 2010)

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### **Strengths**

Reliable, responsible  
Familiar with evacuation and other high stress experiences  
Sensitive to needs of young children  
Strong team member

**References available upon request.**

# Why Take the GED?

GED = General Education Development = High School Diploma

**Qualify for more jobs.**

**Qualify for higher paying jobs.**

**Prepare for training programs.**

**Qualify for job promotions.**

**Prepare to enter college programs.**

**Expand your mind.**

**Show employers you can work hard.**

**Show employers you can handle challenges.**

**Show your children that education is important.**

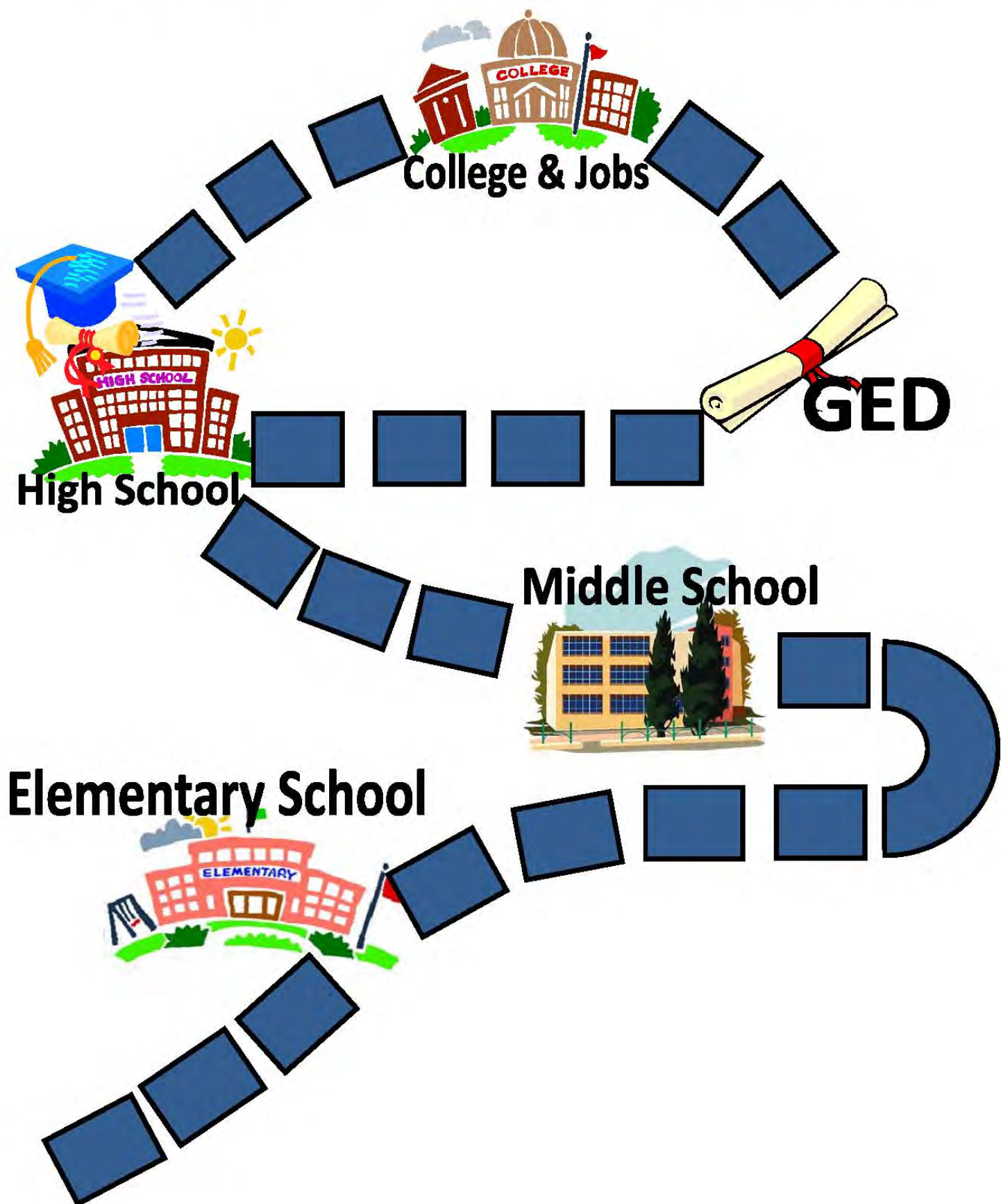
**Prove that you can finish what you started.**

**Feel good about reaching a goal.**



New York State Education Department GED Office  
518-474-5906

# PATHS TO THE HIGH SCHOOL DIPLOMA







## Certifications



**Certifications are examinations that test or enhance your knowledge, experience, or skills in an occupation. New York State may require certification in the following fields.**

**Choose 3 fields that interest you and research their certification requirements. Begin with the U.S. Department of Labor Certification Finder. ([http://www.careerinfonet.org/certifications\\_new/default.aspx](http://www.careerinfonet.org/certifications_new/default.aspx)). Then check out the websites of the New York State Department of Labor and the New York State Education Department (Office of the Professions).**

### **Architecture and Engineering**

- ☐ Architects, Except Landscape and Naval
- ☐ Engineers
- ☐ Landscape Architects
- ☐ Surveyors

### **Arts, Design, Entertainment, Sports and Media**

- ☐ Interior Designers

### **Building and Grounds Cleaning and Maintenance**

- ☐ Pesticide Handlers, Sprayers, and Applicators, Vegetation

### **Business and Financial Operations**

- ☐ Accountants
- ☐ Agents and Business Managers of Artists, Performers, and Athletes
- ☐ Appraisers, Real Estate
- ☐ Financial Specialists, All Other
- ☐ Insurance Adjusters, Examiners, and Investigators

### **Community and Social Services**

- ☐ Social Workers, All Other
- ☐ Substance Abuse and Behavioral Disorder Counselors

## **Construction and Extraction**

- \_\_\_ Construction and Building Inspectors
- \_\_\_ Earth Drillers, Except Oil and Gas
- \_\_\_ Explosives Workers, Ordnance Handling Experts, and Blasters
- \_\_\_ Hazardous Materials Removal Workers

## **Education, Training, and Library**

- \_\_\_ Self-Enrichment Education Teachers
- \_\_\_ Teachers and Instructors

## **Farming, Fishing, and Forestry**

- \_\_\_ Graders and Sorters, Agricultural Products

## **Healthcare Practitioners and Technical**

- \_\_\_ Athletic Trainers
- \_\_\_ Audiologists
- \_\_\_ Chiropractors
- \_\_\_ Dental Hygienists
- \_\_\_ Dentists
- \_\_\_ Dietitians and Nutritionists
- \_\_\_ Emergency Medical Technicians and Paramedics
- \_\_\_ Health Diagnosing and treating Practitioners, All Other
- \_\_\_ Health Technologists and Technicians, All Other
- \_\_\_ Licensed Practical and Licensed Vocational Nurses
- \_\_\_ Medical and Clinical laboratory Technicians
- \_\_\_ Occupational Health and Safety Specialists
- \_\_\_ Occupational Therapists
- \_\_\_ Opticians, Dispensing
- \_\_\_ Optometrists
- \_\_\_ Pharmacists
- \_\_\_ Physical Therapists
- \_\_\_ Physician Assistants
- \_\_\_ Physicians and Surgeons, All Other
- \_\_\_ Podiatrists
- \_\_\_ Radiologic Technologists
- \_\_\_ Radiologic Technologists and Technicians
- \_\_\_ Registered Nurses
- \_\_\_ Respiratory Therapists
- \_\_\_ Respiratory Therapy technicians
- \_\_\_ Speech-Language Pathologists
- \_\_\_ Veterinarians
- \_\_\_ Veterinary Technologists and Technicians



## **Healthcare Support**

- ☐ Dental Assistants
- ☐ Healthcare Support Workers
- ☐ Massage Therapists
- ☐ Nursing Aides, Orderlies, and Attendants
- ☐ Occupational Therapist Assistants
- ☐ Physical Therapist Assistants

## **Installation, Maintenance, and Repair**

- ☐ Security and Fire Alarm Systems Installers

## **Legal**

- ☐ Court Reporters
- ☐ Lawyers

## **Life, Physical and Social Science**

- ☐ Food Science Technicians
- ☐ Medical Scientists, Except Epidemiologists
- ☐ Psychologists

## **Management**

- ☐ Education Administrators
- ☐ Funeral Directors
- ☐ Managers, All Other
- ☐ Medical and Health Services Managers

## **Personal Care and Service**

- ☐ Barbers
- ☐ Hairdressers, Hairstylists, and Cosmetologists
- ☐ Manicurists and Pedicurists
- ☐ Personal Care and Service Workers
- ☐ Skin Care Specialists
- ☐ Tour Guides and Escorts

## **Production**

- ☐ Inspectors, Testers, Sorters, Samplers, and Weighers
- ☐ Water and Liquid Waste Treatment Plant and System Operators
- ☐ Welders, Cutters, and Welder Fitters

### **Protective Services**

- ☐ Private Detectives and Investigators
- ☐ Security Guards

### **Sales Related**

- ☐ Insurance Sales Agents
- ☐ Real Estate Brokers
- ☐ Real Estate Sales Agents

### **Transportation and Material Moving**

- ☐ Bus Drivers, School
- ☐ Bus Drivers, Transit and Intercity
- ☐ Crane and Tower Operators
- ☐ Taxi Drivers and Chauffeurs
- ☐ Truck Drivers, Heavy and Tractor-Trailer



## **Interested in getting certified?**



**See the handout on Education and Training information to find out where certificate programs are offered. Also contact your guidance counselor and the nearest Board of Cooperative Educational Services (BOCES) to ask about their post-high school vocational training programs.**

**(<http://www.vesid.nysed.gov/sedcar/schoollsts/boces.htm>)**



## MODULE 2 - ACTIVITY #14

### *THE JOB APPLICATION*

*In this activity, MAC participants will become familiar with the process of completing a job application.*



#### SUPPLIES AND HANDOUTS

Portfolio of paperwork for completing a job application, such as contact information, past employer and reference information, sample Form I-94 Arrival-Departure Record, Employment Authorization Document (This portfolio is completed during Module 2 Activity #13 *Preparing for the Job Hunt.*)

#### Handouts

WORDS COMMONLY FOUND ON APPLICATION FORMS (reference for the MAC coach)

SAMPLE RESUMÉS

SAMPLE COVER LETTER

PREPARE TO DO YOUR BEST

WHAT IS ALLOWED?

SAMPLE JOB APPLICATIONS

SAMPLE ONLINE APPLICATION



#### VOCABULARY USED IN THIS ACTIVITY

contact information

cover letter

employer

Human Resources

job application

job opening

manager

online application

qualified

reference

résumé

(See also the handout  
WORDS COMMONLY FOUND ON  
APPLICATION FORMS)



## BACKGROUND INFORMATION

In Activity #13 *Getting Ready for the Job Hunt*, MAC participants prepared a portfolio of materials so that they would be ready to apply for a job. In this activity they will learn about the components of an application form and the process of asking about employment opportunities. Then they will practice completing the applications.



Job applications can be a challenge, even though the same information is generally asked on most applications. For MAC participants, a job application may be intimidating because the process of completing an application is new, and reading and writing in English are required.

Job applications should always be:

- neat
- complete
- accurate (including spelling)
- organized.

Employers will draw immediate conclusions about applications that are incomplete or messy and will more than likely slide those applications to the bottom of the pile. MAC participants should develop the habit of proofing their application and, if possible, asking for someone else to review it before it is submitted.

Some MAC participants may need to practice writing on the forms – including writing their own signature. Since so many applications are now submitted online, MAC participants will also need to be able to practice completing applications on the computer.

MAC participants should have the information collected in Activity #13 *Getting Ready for the Job Hunt* so that they can successfully complete the applications.

## ACTIVITY STEPS

1. Ask the MAC participants to scatter around the room. They are going to pretend that they are the managers of a business. They should pretend to be busy working (sweeping, talking on the phone, writing, etc.)

Explain that you are looking for a job and are going to approach each one of them about a possible job opening. They can respond in any way they want.

If they do not have any jobs, you will show how to respond professionally.

If they have a job opening, you will show how to apply for the job by completing a job application.

2. Approach each "manager" and ask if there are any job openings. (Demonstrate the proper demeanor when asking employers about jobs.)

Carry paperwork in case it is needed, and explain how it can be used when completing an application at the job site.

React to the managers in a positive manner.

- *Thank you. Is it okay if I check again next week?*
- *I am qualified for that job. Do you have an application?*
- *Can I leave my name and contact information?*
- *Can I fill out an application in case something comes up?*
- *Do you have any suggestions about where I could look for employment in this type of business?*



3. After all of the managers have responded, gather the group together and discuss the proper behavior when asking about job openings.

Explain that for many jobs it is not possible to go directly to the place of business (or to the manager) and ask for a job.

Explain that the process of asking about jobs takes persistence and patience. Most applicants, especially in a tight economy, will receive many negative responses in a row about job openings. But MAC participants should still practice asking about jobs because it may result in employment or leads to other jobs.



4. Explain about online job announcements and applications.

Point out that many employers expect applicants to apply online and not come into the place of business. (Sample online application forms are included in the handouts. *Make sure the samples are not submitted!*)

5. Discuss how some employers require applicants to submit resumés and cover letters (discussed further in Module 2 - Activity #15 *Resumé Preparation*). Some MAC participants may be ready to use the handouts SAMPLE COVER LETTER and SAMPLE RESUMÉS as models.

Explain the role of a Human Resources department.

6. Explain to the participants that this time *you* will be the manager and they are going to ask *you* about job openings.

Pretend to be busy as each participant approaches. Assist them in practicing.

Provide polite responses, whether positive or negative. Discuss each role play immediately after it is completed.

Give participants several chances to practice.

7. Discuss the words that are found on most job applications.

8. Display one of the sample job applications from the handouts so that everyone can see it, and walk through the application with the entire group. (Online applications can also be viewed.)



Remind the participants about the information and paperwork they are going to need when they complete an application. (In Module 2 – Activity #13 *Getting Ready for the Job Hunt* they collect the application paperwork into a portfolio.)

9. Provide the MAC participants with sample application forms, including online applications. (See the handouts.) Encourage them to practice until they have a completed application that they can use as a reference when they actually fill out an application.

## WORDS COMMONLY FOUND ON EMPLOYMENT APPLICATIONS

**ACADEMIC STANDING**  
(school grades, rank in class,  
graduation status)

**ADDRESS**

**ALTERNATIVE PHONE NUMBER**

**APPLICANT**

**AVAILABILITY**

**CAPACITY**  
(job or title)

**CAREER GOAL**

**CELL PHONE NUMBER**

**CERTIFICATIONS**

**CONTACT INFORMATION**

**CONVICTIONS**

**COURSE OF STUDY**

**CURRENT ADDRESS**

**CURRENT POSITION**

**EDUCATION**

**EMAIL ADDRESS**

**EMPLOYMENT HISTORY**

**EQUAL OPPORTUNITY EMPLOYER**

**EXPERIENCE**

**FULL-TIME**

**IMMEDIATE SUPERVISOR**

**MINOR**

**NAME**

**NATURE OF WORK PERFORMED**

**OCCUPATION**

**PART-TIME**

**PERMANENT ADDRESS**

**PHONE NUMBER**

**POSITION**

**REASON FOR LEAVING**

**REFERENCE**

**RESPONSIBILITIES**

**SHIFT**

**TEMPORARY**

**TRAINING**

**SALARY**

**ZIP CODE**

**HOW DID YOU HEAR  
ABOUT THE POSITION?**

**HAVE YOU EVER BEEN EMPLOYED  
BY \_\_\_\_\_ BEFORE?**

**WHEN ARE YOU AVAILABLE  
TO BEGIN WORK?**

**ARE YOU OF LEGAL AGE TO SERVE  
ALCOHOLIC BEVERAGES?**

**ARE YOU ABLE TO PROVIDE  
VERIFICATION OF YOUR LEGAL  
AUTHORIZATION TO WORK IN THE  
U.S. FOR ANY EMPLOYER?**

**HAVE YOU EVER BEEN TERMINATED  
FROM A JOB?**

**SIGNATURES REQUIRED:**  
VERIFICATION THAT THE APPLICATION  
IS TRUE, INFORMATION HAS NOT BEEN  
WITHHELD AND THE EMPLOYER HAS  
PERMISSION TO CHECK CREDENTIALS  
AND REFERENCES.



## SAMPLE - FOR INDIVIDUAL WITH NO WORK EXPERIENCE

**Full name**

**Phone**

**Address**

**E-Mail**

### **Objective**

I am seeking a position in a certified child care home or facility.

### **Skills Summary**

Experience supervising several children, all ages, at a refugee camp in Thailand.

Knowledge of basic needs of children, such as hygiene, nutrition, active play, and social skill development.

Strong skills in organizing activities for children.

Experience with evacuations, health problems of children, and communicating in different languages

### **Qualifications**

Currently enrolled in Red Cross First Aid class

Preparing for the GED exam in order to enroll in Community College child care certification courses

Selected by refugee camp Volunteer Director to supervise children. Responsibilities increased over time.

Currently responsible for supervising 5 children after school.

Completing Making a Connection program to prepare for employment (June 2012)

Participating in English as a Second Language program to become fluent in English. Currently speak Karen and basic English.

### **Strengths**

Reliable

Sensitive to needs of children

Able to work comfortably on a team

## **SAMPLE - FOR INDIVIDUAL WITH WORK EXPERIENCE**

**Full name**  
**Address**

**Phone**  
**E-Mail**

### **Objective**

I am seeking a position in a certified child care home or facility.

### **Education**

Hudson Valley Community College  
Child Care Certification (to be completed 2012)

Albany Refugee Center  
Make a Connection – Job Readiness Program (to be completed 2012)

Site Two Refugee Camp - Thailand  
Red Cross First Aid course (completed 2010)

Site Two Refugee Camp - Thailand  
Nutrition training (completed 2009)

### **Work Experience**

Albany City School District  
After School Child Supervision (2011-2012)

Albany City School District  
Volunteer After School Program (2011)

### **Recognition**

Selected by Albany Refugee Center to participate in Make a Connection job readiness program

Selected by Albany City School District to volunteer, resulting in employment as an After School supervisor

Selected by Site Two Refugee Camp Director to enroll in First Aid and Nutrition training

### **Strengths**

Reliable, responsible  
Familiar with evacuation and other high stress experiences  
Sensitive to needs of young children  
Strong team member

**References available upon request.**

## SAMPLE COVER LETTER

Name  
Address  
Phone  
E-mail

DEAR Ms. or Mr. XXXXXXXX,

DATE

Please find enclosed my application for the position of Assistant Child Care Specialist.

I am currently enrolled in the Making a Connection job readiness program, sponsored by the Albany Refugee Center for refugees who have recently resettled in the United States. My personal goal in the program is to obtain employment in child care and demonstrate that I can be a reliable and responsible employee.

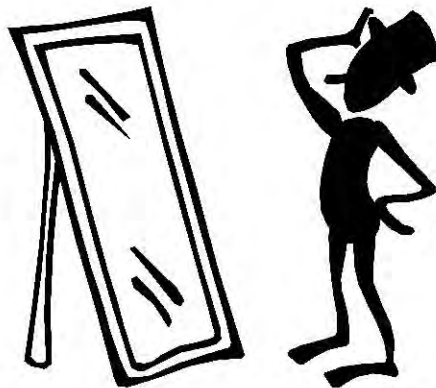
I am especially interested in a position in child care. My skills include knowledge of first aid and nutrition. I have experience in conducting activities with young children, and currently serve as a supervisor in the Albany City School district after school program. I have an Employment Authorization Document (EAD).

I would welcome the opportunity to discuss this position in more detail, and can be reached any time at the e-mail address and phone number provided.

Thank you for your consideration.



## Prepare To Do Your Best



As you start your job search you may be concerned about the impression that you will make. Don't worry! If you plan ahead you can make a good impression. Prepare to do your best!

What will you do to make sure that you look clean and presentable?

What will you say when you first meet an employer?

What do you want the employer to know about you? How will you share this information?

What can you do to show confidence?

How can you relax so you can do your best?

## ***WHAT IS ALLOWED?***

### **What questions are off-limits on an employment application or when conducting a job interview?**

Employers must give careful consideration to the questions used in an employment application. A number of problem areas have arisen concerning questions which are included in an employment application or asked during the course of a job interview.

(1) **Age/date of birth:** Generally, age is considered not to be relevant in most hiring decisions, and therefore, date-of-birth questions are improper. Age is a sensitive pre-employment question, because the Age Discrimination in Employment Act protects employees 40 years old and above. It is permissible to ask an applicant to state his or her age if it is less than 18. If you need the date of birth for internal reasons, i.e., computations with respect to a pension or profit-sharing plan, this information can be obtained after the person is hired.

(2) **Race, religion, national origin:** Generally, questions should not be asked about these matters, either on employment applications or during job interviews. The requirements that an applicant furnish a picture has been held to help support a claim for race discrimination when it was demonstrated that an employer never hired a minority applicant, the theory being the picture was required so that an employer would remember which applicants were members of minorities. A sexual harassment plaintiff might similarly argue that the employer pre-screened applicants for physical attractiveness. Ordinarily, Title VII of the Civil Rights Act of 1964 requires that employers make reasonable accommodations for their employees' religious practices, thus eliminating the necessity for asking whether an applicant's religious beliefs would prohibit his or her working at certain times and on certain days in most situations.

(3) **Physical traits, disabilities:** Height and weight requirements have been found to violate the law in situations where such requirements have eliminated disproportionate numbers of female, Asian-American, and Spanish-surnamed applicants when in such cases, the employer could not show that the physical standards were directly-related to job performance.

(4) **Education:** If a job for which an application is being made does not require a particular level of education, it is improper to ask questions about an applicant's educational background. Applicants can be asked about educational background, schools attended, degrees earned, and vocational training when the performance of a job requires a particular level of education. For example, inquiring into the English language proficiency and educational background of a secretarial candidate is proper, while the same inquiry would probably be improper for a janitorial applicant. The EEOC and some courts have looked closely at an employer's educational requirements to determine whether they are being used to exclude from employment minorities who, generally-speaking, have obtained lesser levels of education.

(5) **Arrest, conviction records:** The EEOC takes the position that questions concerning arrests are improper unless the applicant is being considered for a "security sensitive" job and the employer does an investigation to determine, in effect, whether the applicant was likely to have committed the crime for which he or she was arrested. The EEOC also says that questions about an applicant's conviction record are improper unless the employer can show that the conviction is in some way related to the position being applied for. The EEOC takes these positions because of statistics which show that minorities are arrested and convicted at considerably higher rates than whites.

(6) **Garnishment:** Questions concerning whether an applicant has been the subject of garnishment proceedings should be eliminated from employment applications. Using the garnishment history of an applicant in determining whether he or she will be hired is probably discriminatory, because more minority members have their wages garnished than do with whites.

(7) **Citizenship:** The anti-discrimination provision of the Immigration Reform and Control Act provides that an employer cannot discriminate because an applicant is not a U.S. citizen. Therefore, in order to avoid charges of discrimination under this Act, citizenship questions should probably be deleted from employment applications. The Form I-9 is the

appropriate place to determine citizenship status instead of the employment application.

(8) **Drugs, smoking:** It is permissible to ask an applicant if he or she uses drugs or smokes. The application also affords an employer the opportunity to obtain the applicant's agreement to be bound by the employer's drug and smoking policies. The application also affords an employer an opportunity to obtain the applicant's agreement to submit to drug testing.

(9) **Other problem areas:** Questions concerning whether an applicant has friends or relatives working for the employer may be improper, if the employer gives a preference to such applicants. Questions concerning credit rating or credit references have been held to be discriminatory against minorities and women. Questions concerning whether an applicant owns a home have been held to be improper as being discriminatory against minority members, since a greater number of minority members do not own their own homes. While questions about military experience or training are permissible, questions concerning the type of discharge received by an applicant have been held to be improper, because a high proportion of other than honorable discharges are given to minorities. The Americans with Disabilities Act prohibits general inquiries about disabilities, health problems, and medical conditions.





## WENDY'S of MICHIGAN

## APPLICATION FOR EMPLOYMENT

*Prospective employees will receive consideration without discrimination because of race, creed, color, sex, religion, age, origin, handicap or marital status, except where a reasonable bona fide occupational qualification exists.*

### Personal Information

Last Name:	First Name:	Middle Initial:
Home Address:	City:	State: Zip
Home Phone:	Email:	
Position applying for:	Select One	Date Available:
Are you over 18 years of age?:	Select One	If not, date of birth:
<input type="checkbox"/> Full or <input type="checkbox"/> Part Time Desired	Salary Expectations:	<b>Availability</b>
		Day Sun Mon Tue Wed T
		AM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		PM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Have you ever been employed by Wendy's of Michigan? Select One		
If so, which location?		

### Education

Last School Attended	Degree/Area of Study	Number of Years Attended
Select One		

### Employment History

Employer Name:	Street Address:	City:	State:	Phone N
Supervisor Name and Title:	Employed From:	Position Held:		
	From to			
May we contact?	Reason for leaving:	Weekly Pay:		



☐ Yes or ☐ No

Begin  End

### Employment History 2

Employer Name:  Street Address:  City:  State:  Phone N

Supervisor Name and Title:

Employed From:

Position Held:

From  to

May we contact?

Reason for leaving:

Weekly Pay:

☐ Yes or ☐ No

Begin  End

### Employment History 3

Employer Name:  Street Address:  City:  State:  Phone N

Supervisor Name and Title:

Employed From:

Position Held:

From  to

May we contact?

Reason for leaving:

Weekly Pay:

☐ Yes or ☐ No

Begin  End

### Qualifications and Experience - Briefly describe your qualifications and experience below

#### Please read carefully

The facts set forth in this application are true and complete. In the event of employment, I understand that false or misleading information given in my application or interview(s) may result in dismissal. I understand, also, that I am required to abide by the rules and regulations of Wendy's of Michigan.

I understand that with my authorization, an investigation may be made whereby information is obtained regarding my current and previous employment, general reputation, educational background, credit record and/or criminal history.

I understand and agree that if hired, my employment will be "at will". That is, either I or Wendy's of Michigan may end the employment relationship at any time, for any reason, or for no reason. I understand that receipt of this application by Wendy's of Michigan does not imply employment and that this application and/or employee handbook, manuals, personnel policies

procedures are not employment contracts and do not change my status as an "at will" employee.

☐ By checking this I agree to the above statements

**ESSENTIAL JOB FUNCTIONS AND MOTIONS**  
**PLEASE READ THIS INFORMATION CAREFULLY**

Wendy's employees are required to be able to work several positions. each position requires different essential job functions to be completed. The positions you must be able to perform to standard are: grill operation, register operation, sandwich making, french-fry making, line coordinator and front line opening. Performing these positions to standard entails to open the front line and provide quality product to our guests, while meeting our 15 and 30 second service times.

**Please take a moment to read the following list of essential job functions:**

Please check each selection you are UNABLE to perform

- ☐ Must be able to see sufficiently to maintain safety and determine product quality, service and cleanliness.
- ☐ Must have mobility to get across the line to a position.
- ☐ Must be able to stand for up to two hours (accommodations for sitting may be made in some positions).
- ☐ Must be able to count money.
- ☐ Must be able to withstand 90° + heat in the summer and below freezing in the winter.
- ☐ Must be able to work with 350° shortening, up to 480° grill surface and 375° oven temperature.
- ☐ Must be able to follow directions and communicate with the crew and management team.
- ☐ Vertical extension of one or both arms up to 100%.
- ☐ Horizontal extension of one or both arms up to 100%.
- ☐ Bending of one or both arms up to 100%.
- ☐ Bending of the back up to 180° from vertical.
- ☐ Twisting of the back up to 90° left and right.
- ☐ Lifting up to 55 pounds.
- ☐ Pushing and pulling up to 55 pounds.

**Additionally, managers must also be able to perform the following functions:**

- ☐ Must be able to perform open and closing duties in case of crew absence.
- ☐ Must be able to work for 10+ hours with minimal interruptions.
- ☐ Must be able to open and close a combination safe.
- ☐ Must have good hearing.
- ☐ Must be able to be alone in the restaurant and in control of the shift. Provide proper adult supervision.

After having read the above list, please feel free to discuss any concerns or possible accommodations you may need with your interviewer. In accordance with the ADA, certain provisions may be made. Our intent is to provide you with a safe and healthy work experience, and your help is greatly appreciated.

CANDIDATE: Please check the appropriate statement below:

- ☐ I have read the above list of functions and motions, and am able to satisfy each of them.
- ☐ I have read the above list and have checked those functions and/or motions that I may have difficulty performing.



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1001 Main Street, Fortuna, CA 95540-2008 Phone: 707-725-9000 FAX: 725-9060

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Thank you for your interest in C. Crane Company, Inc.

Attached is our application form. Please fill this out in your own handwriting and return to us at your convenience.

Your application will be kept on file for one calendar year, starting in January and ending in December.

When we have an opening, current applications on file are reviewed for possible candidates.

When a candidate is selected, we call them in for an interview. Please do not call and ask about your application. If your qualifications fit the job we have open, we will call you for an interview.

After the first interview, the candidate list is narrowed down and a 2nd interview is scheduled.

After the 2nd interview the remaining candidates will be subject to a background check. At that time they will be asked to fill out and sign "Request, Authorization, Consent and Release for Background Information" form.



1001 Main Street, Fortuna, CA 95540-2008 Phone: 707-725-9000 FAX: 725-9060

An Equal Opportunity Employer

## Employment Application

Please complete this application in your own handwriting. Do not type.

Date \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle

Business Telephone ( \_\_\_\_ ) \_\_\_\_\_ Home Telephone ( \_\_\_\_ ) \_\_\_\_\_

Present Address \_\_\_\_\_  
No. Street  
City State Zip

Permanent Address (if different from present address)

\_\_\_\_\_  
No. Street City State Zip

### Employment Desired

Position applying for: \_\_\_\_\_

Are you applying for:

Regular full-time work? ..... Yes \_\_\_\_ No \_\_\_\_

Regular part-time work? ..... Yes \_\_\_\_ No \_\_\_\_

Temporary work, e.g., summer or holiday work? ..... Yes \_\_\_\_ No \_\_\_\_

What days and hours are you available for work? \_\_\_\_\_

If applying for temporary work, during what period of time will you be available?

From \_\_\_\_\_ To \_\_\_\_\_

Are you available for work on weekends? ..... Yes \_\_\_\_ No \_\_\_\_

Would you be available to work overtime, if necessary? ..... Yes \_\_\_\_ No \_\_\_\_

If hired, on what date can you start work? \_\_\_\_\_

Salary desired: \_\_\_\_\_

## Personal Information

Have you ever applied to or worked for C. Crane Company, Inc. before? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, when? \_\_\_\_\_

Do have any friends or relatives working for C. Crane Company, Inc.? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, state name(s) and relationship \_\_\_\_\_

Why are you applying for work at C. Crane Company, Inc.? \_\_\_\_\_

If hired, would you have a reliable means of transportation to and from work? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

Are you at least 18 years old? ..... Yes \_\_\_\_\_ No \_\_\_\_\_  
(If under 18, hire is subject to verification that you are of minimum legal age.)

If hired, can you present evidence of your U.S. citizenship or proof of your legal right to live and work in this country? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

Are you able to perform the essential functions of the job for which you are applying, either with or without reasonable accommodation? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

If no, describe the functions that cannot be performed \_\_\_\_\_

(Note: We comply with the ADA and consider reasonable accommodation measures that may be necessary for eligible applicants/employees to perform essential functions. Hire may be subject to passing a medical examination, and to skill and agility tests.)

Have you ever been convicted of a criminal offense (felony or serious misdemeanor)? ... Yes \_\_\_\_\_ No \_\_\_\_\_  
(Convictions for marijuana-related offenses that are more than two years old need not be listed.)

If yes, state nature of the crime(s), when and where convicted and disposition of the case

(Note: No applicant will be denied employment solely on the grounds of conviction of a criminal offense. The nature of the offense, the date of the offense, the surrounding circumstances and the relevance of the offense to the position(s) applied for may, however, be considered.)

Are you currently employed? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

If so, may we contact your current employer? ..... Yes \_\_\_\_\_ No \_\_\_\_\_



## Education, Training and Experience

School	Name and Address	No. of Years Completed	Did You Graduate?	Degree or Diploma
High School			Yes _____ No _____	
College/ University			Yes _____ No _____	
Vocational/ Business			Yes _____ No _____	
Health Care			Yes _____ No _____	

Many of our customers (clients) do not speak English. Do you speak, write or understand any foreign languages? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which languages \_\_\_\_\_

Do you have any other experience, training, qualifications or skills which you feel make you especially suited for work at C. Crane Company, Inc.?

If so, please explain \_\_\_\_\_

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### Answer the following questions if you are applying for a professional position:

Are you licensed/certified for the job for which you applied? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

Name of license/certification \_\_\_\_\_

Issuing state \_\_\_\_\_

License/certification number \_\_\_\_\_

Has your license/certification ever been revoked or suspended? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, state reason(s), date of revocation or suspension and date of reinstatement \_\_\_\_\_

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## Employment History

List below all present and past employment starting with your most recent employer (last 10 years is sufficient). Account for all periods of unemployment. You must complete this section even if attaching a resume.

Name of Employer \_\_\_\_\_

Address \_\_\_\_\_  
No. Street City State Zip

Type of Business \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Your Supervisor's Name \_\_\_\_\_

Your Position and duties \_\_\_\_\_

\_\_\_\_\_

Date of Employment: From \_\_\_\_\_ To \_\_\_\_\_

Weekly Pay: Starting \_\_\_\_\_ Ending \_\_\_\_\_

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

\_\_\_\_\_

Name of Employer \_\_\_\_\_

Address \_\_\_\_\_  
No. Street City State Zip

Type of Business \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Your Supervisor's Name \_\_\_\_\_

Your Position and duties \_\_\_\_\_

\_\_\_\_\_

Date of Employment: From \_\_\_\_\_ To \_\_\_\_\_

Weekly Pay: Starting \_\_\_\_\_ Ending \_\_\_\_\_

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

\_\_\_\_\_

## Employment History

Name of Employer \_\_\_\_\_

Address \_\_\_\_\_  
No. Street City State Zip

Type of Business \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Your Supervisor's Name \_\_\_\_\_

Your Position and duties \_\_\_\_\_

\_\_\_\_\_

Date of Employment: From \_\_\_\_\_ To \_\_\_\_\_

Weekly Pay: Starting \_\_\_\_\_ Ending \_\_\_\_\_

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

\_\_\_\_\_

Name of Employer \_\_\_\_\_

Address \_\_\_\_\_  
No. Street City State Zip

Type of Business \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Your Supervisor's Name \_\_\_\_\_

Your Position and duties \_\_\_\_\_

\_\_\_\_\_

Date of Employment: From \_\_\_\_\_ To \_\_\_\_\_

Weekly Pay: Starting \_\_\_\_\_ Ending \_\_\_\_\_

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

\_\_\_\_\_

Note: Attach additional page(s) if necessary.

## Military Service

Have you obtained any special skills or abilities  
as the result of service in the military? ..... Yes \_\_\_\_\_ No \_\_\_\_\_

If so, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## References

List below three persons not related to you who have knowledge of your work performance within  
the last three years.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
No. Street City State Zip  
Occupation \_\_\_\_\_  
Telephone (\_\_\_\_\_) \_\_\_\_\_ Number of Years Acquainted \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_  
No. Street City State Zip  
Occupation \_\_\_\_\_  
Telephone (\_\_\_\_\_) \_\_\_\_\_ Number of Years Acquainted \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_  
No. Street City State Zip  
Occupation \_\_\_\_\_  
Telephone (\_\_\_\_\_) \_\_\_\_\_ Number of Years Acquainted \_\_\_\_\_

**Please Read Carefully, Initial Each Paragraph and Sign Below**

\_\_\_\_\_ I hereby certify that I have not knowingly withheld any information that might adversely affect my chances for employment and that the answers given by me are true and correct to the best of my knowledge. I further certify that I, the undersigned applicant, have personally completed this application. I understand that any omission or misstatement of material fact on this application or on any document used to secure employment shall be grounds for rejection of this application or for immediate discharge if I am employed, regardless of the time elapsed before discovery.

\_\_\_\_\_ I hereby authorize the company to thoroughly investigate my references, work record, education and other matters related to my suitability for employment and, further, authorize the references I have listed to disclose to the company any and all letters, reports and other information related to my work records, without giving me prior notice of such disclosure. In addition, I hereby release the company, my former employers and all other persons, corporations, partnerships and associations from any and all claims, demands or liabilities arising out of or in any way related to such investigation or disclosure.

\_\_\_\_\_ I understand that nothing contained in the application, or conveyed during any interview which may be granted or during my employment, if hired, is intended to create an employment contract between me and the company. In addition, I understand and agree that if I am employed, my employment is for no definite or determinable period and may be terminated at any time, with or without prior notice, at the option of either myself or the company, and that no promises or representations contrary to the foregoing are binding on the company unless made in writing and signed by me and the company's designated representative.

Date \_\_\_\_\_

Applicant's Signature \_\_\_\_\_



# About.com Job Searching

## Employment Application Form

Sample Employment Application

By Alison Doyle, About.com

*Print this blank employment application form, and fill it in, so you know what information you'll need to provide when applying for a job.*

### Company Name

### Employment Application

#### An Equal Opportunity Employer

Company is an equal opportunity employer. This application will not be used for limiting or excluding any applicant from consideration for employment on a basis prohibited by local, state, or federal law. Applicants requiring reasonable accommodation in the application and/or interview process should notify a representative of the organization.

*Please print and fill out all sections*

### Applicant Information

Applicant Name \_\_\_\_\_

Home Phone \_\_\_\_\_

Other \_\_\_\_\_

Email Address \_\_\_\_\_

Current Address:

Number and street \_\_\_\_\_

City \_\_\_\_\_

State & Zip \_\_\_\_\_

How were you referred to Company?: \_\_\_\_\_

### Employment Positions

Position(s) applying for: \_\_\_\_\_

#### Are you applying for:

- Temporary work – such as summer or holiday work? [ ] Y or [ ] N
- Regular part-time work? [ ] Y or [ ] N
- Regular full-time work? [ ] Y or [ ] N

What days and hours are you available for work? \_\_\_\_\_

If applying for temporary work, when will you be available?

\_\_\_\_\_

If hired, on what date can you start working? \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Can you work on the weekends? ☐ Y or ☐ N

Can you work evenings? ☐ Y or ☐ N

Are you available to work overtime? ☐ Y or ☐ N

Salary desired: \$ \_\_\_\_\_

### **Personal Information:**

Have you ever applied to / worked for Company before? ☐ Y or ☐ N

If yes, please explain (include date): \_\_\_\_\_

Do you have any friends, relatives, or acquaintances working for Company? ☐ Y or ☐ N

If yes, state name & relationship: \_\_\_\_\_

If hired, would you have transportation to/from work? ☐ Y or ☐ N

Are you over the age of 18? (If under 18, hire is subject to verification of minimum legal age.) ☐ Y or ☐ N

If hired, would you be able to present evidence of your U.S. citizenship or proof of your legal right to work in the United States? ☐ Y or ☐ N

If hired, are you willing to submit to and pass a controlled substance test? ☐ Y or ☐ N

Are you able to perform the essential functions of the job for which you are applying, either with / without reasonable accommodation? ☐ Y or ☐ N

If no, describe the functions that cannot be performed

\_\_\_\_\_

*(Note: Company complies with the ADA and consider reasonable accommodation measures that may be necessary for eligible applicants/employees to perform essential functions. It is possible that a hire may be tested on skill/agility and may be subject to a medical examination conducted by a medical professional.)*

Have you ever been convicted of a criminal offense (felony or misdemeanor)? ☐ Y or ☐ N

If yes, please describe the crime - state nature of the crime(s), when and where convicted and disposition of the case. \_\_\_\_\_

*(Note: No applicant will be denied employment solely on the grounds of conviction of a criminal offense. The date of the offense, the nature of the offense, including any significant details that affect the description of the event, and the surrounding circumstances and the relevance of the offense to the position(s) applied for may, however, be considered.)*

### **Education, Training and Experience**

**High School:**

School name: \_\_\_\_\_  
School address: \_\_\_\_\_  
School city, state, zip: \_\_\_\_\_

Number of years completed: \_\_\_\_\_  
Did you graduate? ☐ Y or ☐ N  
Degree / diploma earned: \_\_\_\_\_

**College / University:**

School name: \_\_\_\_\_  
School address: \_\_\_\_\_  
School city, state, zip: \_\_\_\_\_

Number of years completed: \_\_\_\_\_  
Did you graduate? ☐ Y or ☐ N  
Degree / diploma earned: \_\_\_\_\_

**Vocational School:**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, state, zip: \_\_\_\_\_

Number of years completed: \_\_\_\_\_  
Did you graduate? ☐ Y or ☐ N  
Degree / diploma? : \_\_\_\_\_

**Military:**

Branch: \_\_\_\_\_  
Rank in Military: \_\_\_\_\_  
Total Years of Service: \_\_\_\_\_  
Skills/duties: \_\_\_\_\_  
Related details: \_\_\_\_\_

**Additional Information**

Do you speak, write or understand any foreign languages? ☐ Y or ☐ N

If yes, describe which languages(s) and how fluent of a speaker you consider yourself to be.

\_\_\_\_\_

Do you have any other experience, training, qualifications, or skills which you feel should be brought to our attention, in the case that they make you especially suited for working with us?  
☐ Y or ☐ N

If yes, please explain \_\_\_\_\_

**Employment History**

Are you currently employed? ☐ Y or ☐ N

If you are currently employed, may we contact your current employer? ☐ Y or ☐ N

Below, please describe past and present employment positions, dating back five years. Please account for all periods of unemployment. **Even if you have attached a resume, this section must be completed.**

Name of Employer: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Business Type: [ \_\_\_\_\_ ]

Address: \_\_\_\_\_

City, state, zip: \_\_\_\_\_

Length of Employment (Include Dates): \_\_\_\_\_

Position & Duties: \_\_\_\_\_

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

May we contact this employer for references? ☐ Y or ☐ N

Name of Employer: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Business Type: \_\_\_\_\_

Address: \_\_\_\_\_

City, state, zip: \_\_\_\_\_

Length of Employment (Include Dates): \_\_\_\_\_

Position & Duties: \_\_\_\_\_

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

May we contact this employer for references? ☐ Y or ☐ N

Name of Employer: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Business Type: \_\_\_\_\_

Address: \_\_\_\_\_

City, state, zip: \_\_\_\_\_

Length of Employment (Include Dates): \_\_\_\_\_

Position & Duties: \_\_\_\_\_

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

May we contact this employer for references? ☐ Y or ☐ N

## References

List below three persons who have knowledge of your work performance within the last four years. Please include professional references only.

Name - First, Last: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Address: \_\_\_\_\_

City, state, zip: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Number of Years Acquainted: \_\_\_\_\_

Name - First, Last: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, state, zip: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Number of Years Acquainted: \_\_\_\_\_

Name - First, Last: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, state, zip: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Number of Years Acquainted: \_\_\_\_\_

**Please Read and Initial Each Paragraph, then Sign Below**

I certify that I have not purposely withheld any information that might adversely affect my chances for hiring. I attest to the fact that the answers given by me are true & correct to the best of my knowledge and ability. I understand that any omission (including any misstatement) of material fact on this application or on any document used to secure can be grounds for rejection of application or, if I am employed by this company, terms for my immediate expulsion from the company.

\_\_\_\_\_

I understand that if I am employed, my employment is not definite and can be terminated at any time either with or without prior notice, and by either me or the company.

\_\_\_\_\_

I permit the company to examine my references, record of employment, education record, and any other information I have provided. I authorize the references I have listed to disclose any information related to my work record and my professional experiences with them, without giving me prior notice of such disclosure. In addition, I release the company, my former employers & all other persons, corporations, partnerships & associations from any & all claims, demands or liabilities arising out of or in any way related to such examination or revelation.

\_\_\_\_\_

**Applicant's Signature:** \_\_\_\_\_

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

=====

*Please Note:* This sample is provided for guidance only. The provided information, including samples and examples, is not guaranteed for accuracy or legality. Letters and other correspondence should be edited to fit your personal situation.

*This About.com page has been optimized for print. To view this page in its original form, please visit:*

<http://jobsearch.about.com/od/jobappsamples/a/employmentapp.htm>



# STARR RESTAURANTS

## EMPLOYMENT APPLICATION

STARR Restaurants is committed to equal opportunity in employment. Consistent with this commitment, applicants are considered for employment and employees are treated during employment without discrimination based on age, race, creed, color, national origin, gender, disability, marital status, veteran status, sexual orientation, religion, military status, alienage or citizenship status or any other characteristic protected by applicable federal, state, or local law. STARR Restaurants complies with the law regarding reasonable accommodation for disabled employees. Applicants requiring reasonable accommodation in order to participate in the interview process are requested to contact the Director of Human Resources in order to arrange such accommodation.

**Please completely fill out this application. Failure to complete all sections may disqualify you from consideration for employment.**

### GENERAL

DATE OF APPLICATION: \_\_\_\_\_

NAME: \_\_\_\_\_  
*Last Name First Name Middle Initial*

ADDRESS: \_\_\_\_\_  
*Street City, State Zip*

PHONE #: \_\_\_\_\_ MOBILE #: \_\_\_\_\_

EMAIL: \_\_\_\_\_ @ \_\_\_\_\_ .

ARE YOU ABLE TO PROVIDE VERIFICATION OF YOUR CURRENT LEGAL AUTHORIZATION TO WORK IN THE U.S. FOR ANY EMPLOYER? YES ☐ NO ☐

(Proof of U.S. employment authorization status will be required within 3 days of hire)

IF YOU ARE A MINOR CAN YOU PROVIDE WORK AUTHORIZATION? YES ☐ NO ☐

ARE YOU OF A LEGAL AGE TO SERVE ALCOHOLIC BEVERAGES? YES ☐ NO ☐

ARE YOU ELIGIBLE TO RECEIVE ANY AND ALL LICENSES/PERMIT REQUIRED BY LAW TO PERFORM THE POSITION(S) FOR WHICH YOU ARE APPLYING? YES ☐ NO ☐

HAVE YOU BEEN CONVICTED OF ANY CRIMINAL OFFENSE OTHER THAN MINOR TRAFFIC VIOLATIONS WITHIN THE LAST SEVEN YEARS? YES ☐ NO ☐

IF YES, PLEASE DESCRIBE:

\_\_\_\_\_  
\_\_\_\_\_

PLEASE NOTE: A record of conviction will not necessarily bar you from employment. A criminal conviction will be considered only in relation to the job for which you are applying. The seriousness and nature of the offense, the time elapsed and rehabilitation will be taken into account. It is only necessary to include convictions that have not been expunged from the records.

HAVE YOU EVER BEEN TERMINATED FROM A JOB? YES ☐ NO ☐

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

## POSITION

ARE YOU SEEKING: FULL TIME ☐ PART TIME ☐ TEMPORARY ☐

WHAT POSITION ARE YOU SEEKING: \_\_\_\_\_

AVAILABLE TO BEGIN WORK: IMMEDIATELY ☐ OTHER DATE: \_\_\_\_\_

HOW DID YOU HEAR ABOUT STARR RESTAURANTS EMPLOYMENT:

NEWSPAPER ☐ INTERNET ☐ FRIEND REFERRED by \_\_\_\_\_ ☐ WALKED BY ☐ RECRUITED ☐

HAVE YOU EVER BEEN EMPLOYED BY STARR RESTAURANTS BEFORE? YES ☐ NO ☐

IF YES, WHEN: \_\_\_\_\_

CIRCLE DAYS / SHIFTS YOU ARE AVAILABLE TO WORK:

Mon AM Tue AM Wed AM Thurs AM Fri AM Sat AM Sun AM

Mon PM Tue PM Wed PM Thurs PM Fri PM Sat PM Sun PM

IF OFFERED THE JOB FOR WHICH YOU ARE APPLYING, ARE YOU ABLE TO PERFORM THE ESSENTIAL DUTIES OF THIS JOB WITH OR WITHOUT REASONABLE ACCOMMODATION? YES ☐ NO ☐

## EDUCATION & TRAINING

**EDUCATIONAL BACKGROUND:** Note: Collegiate and graduate educational history should be submitted only for those institutions accredited by an accrediting agency recognized by the federal or state department of education. If you are unsure of the accreditation of your educational institution, it must be noted on this application. Submitting degrees or coursework from a non-accredited institution will be considered a misrepresentation. Please note that we verify educational background.

SCHOOL NAME / CITY, STATE	DEGREE OR DIPLOMA RECEIVED (PLEASE NOTE GED OR OTHER EQUIVALENCY PROGRAM IF APPLICABLE)	MAJOR STUDIES
High School		
Undergraduate		
Graduate		
Other		

LIST ANY SPECIAL TRAINING RECEIVED THAT MIGHT BE RELEVANT TO THIS POSITION:

Special Training	From (Mo/Yr):	To (Mo/Yr):	Subject	Certificate

LIST ANY OTHER SPECIAL SKILLS, CERTIFICATES OR LICENSES YOU POSSESS WHICH ARE RELEVANT TO WORKING AT A FINE DINING RESTAURANT:

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## EMPLOYMENT HISTORY & EXPERIENCE

LIST YOUR EMPLOYERS, ASSIGNMENTS OR VOLUNTEER ACTIVITIES STARTING WITH YOUR MOST RECENT ONE. PLEASE EXPLAIN GAPS IN TIME IN EMPLOYMENT HISTORY. PLEASE INDICATE IF YOU WERE EMPLOYED UNDER A DIFFERENT NAME THAN THAT PROVIDED IN THIS APPLICATION. MILITARY EXPERIENCE MAY BE INCLUDED IF YOU OBTAINED SKILLS WHICH WOULD BE HELPFUL IN THE JOB FOR WHICH YOU ARE APPLYING.

**IMPORTANT: THIS SECTION MUST BE COMPLETED IN DETAIL. YOU MAY ATTACH YOUR RESUME IF YOU WISH, BUT REFERENCE TO A RESUME IS NOT A SUBSTITUTE FOR COMPLETING THIS SECTION.**

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR:		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
TITLE:		
MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		
SALARY: Starting: Last:		REASON FOR LEAVING:

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR:		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
TITLE:		
MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		
SALARY: Starting: Last:		REASON FOR LEAVING:

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR:		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
TITLE:		
MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		
SALARY: Starting: Last:		REASON FOR LEAVING:

FROM (Mo/Yr):	TO (Mo/Yr):	EMPLOYER:
JOB TITLE:		TELEPHONE # & ADDRESS:
IMMEDIATE SUPERVISOR:		NATURE OF WORK PERFORMED/RESPONSIBILITIES:
TITLE:		
MAY WE CONTACT THIS EMPLOYER? <input type="checkbox"/> NO <input type="checkbox"/> YES		
SALARY:		REASON FOR LEAVING:
Starting:		
Last:		

## CERTIFICATION & AUTHORIZATION

**Please read carefully before signing.**

I certify that the information given herein is true and complete to the best of my knowledge. I authorize STARR Restaurants to investigate any information, including my employment history, educational background, credit history and record of criminal convictions that it believes is relevant to my employment application. My current and former employers, educational institutions, and personal references may provide information that they may have about me in response to inquiry from the employer. I understand that any offer of employment by STARR Restaurants is contingent upon obtaining reference information learned through the above mentioned reference checks as well as upon the successful completion of a criminal history and background check. I understand that omitting material fact and/or providing false or misleading information or misrepresentations in my application, resume, or during the interview process may result in a refusal to hire, or discharge in the event of employment. I understand that I shall be required to provide documentation establishing my legal authorization for employment within the first three days of my employment. I understand that if employed, my employment will be at will and I will not have a guarantee of employment for any specific period of time unless otherwise provided in a written employment agreement signed by the Company President and me. STARR Restaurants is an Equal Opportunity Employer, and shall treat all employees and all applicants for employment equally and fairly based upon job related qualifications and in accordance with all applicable local, state and federal laws.

DATE: \_\_\_\_\_ APPLICANT'S SIGNATURE: \_\_\_\_\_



# MODULE 2 - ACTIVITY #15

## RESUMÉ PREPARATION

*In this activity, MAC participants will become familiar with the components of a resumé.*



### SUPPLIES AND HANDOUTS

Torn and stained sample resumé (see handouts below)

Clean copy of the same resumé

MAC participants should have a record of personal information to include on a resumé, collected during Activity #13 *Getting Ready for the Job Hunt*.

#### Handouts:

SAMPLE RESUMÉS

SAMPLE COVER LETTER



### VOCABULARY USED IN THIS ACTIVITY

awards

brag

educational background

gaps

internship

interview

job application

job shadowing

recognition

reference

resumé

volunteering

work history





## BACKGROUND INFORMATION

If possible, this activity should be preceded by Module 1 - Activities #2 *Setting Goals: Skill Development* and #3 *Setting Goals: Employment Possibilities* so that the MAC participants can identify their strengths and include them in a resumé.

The participants should also complete the handout MY JOB APPLICATION RECORD found in Module 2 Activity #13 *Getting Ready for the Job Hunt*.

Future employers will expect a summary of education and work history. They may ask for it on an application form or may request a resumé. The design of a resumé can vary, but it should always include:

- contact information
- training and certifications
- volunteer / unpaid experiences
- awards / work recognition / specific accomplishments
- internships / temporary assignments / community involvement.
- educational background
- work history
- job-shadowing experiences

Applicants can decide if their resumé will include additional information. Some applicants prefer to provide details about the following if they are invited for an interview:

- goals (these may be adjusted to match the position)
- description of previous work tasks (specific tasks related to the position are highlighted)
- gaps or incompletes in education or work history
- references (provided upon request).



Resumés come in a variety of formats and there are many books and websites with advice about how to create an eye-catching résumé. For most MAC participants, the work and educational history will be limited. When the participants are creating a résumé, they should focus on goals, skills, and personal characteristics – even if those qualities have not been demonstrated in a formal work setting.

For example, participation in the MAC program should be mentioned. If a MAC participant assisted their family in a small business or attended an educational program in a refugee camp, those experiences should be included. Employers will want to know that an applicant will bring to their workplace a desire to learn, motivation, and hard work.

The MAC Coach should stress that experiences such as job shadowing, volunteering, community involvement, and internships can not only build skills and exposure to the work world, but can be listed as evidence of a strong work ethic. These activities can be part of the Making a Connection experience. (See Module 1 Activity #4 *Building a Strong Work Ethic* and Module 7 *Volunteering and Community Service*.)

Activity #16 *Who Can Help Me Get a Job?* will assist the MAC participants in identifying possible references.

The MAC Coach should meet with MAC participants individually to prepare résumés, since the process is not always easy, and some of the resumés might be considerably longer than others.

## ACTIVITY STEPS

1. Hold up the handout of one of the SAMPLE RESUMÉS (after scrunching, tearing, and spilling food on it.)

Define resumé and describe what is usually included on a resumé and why an employer may request one.

Point out what has been included in the sample resumé.

2. *Ask:* Do you think this resumé would make a good impression?

Discuss both the *appearance* and the *contents* of the resumé.

3. Hold up a clean copy of the same resumé.

*Ask:* Would you invite this person into your business for an interview?

Point out that the work experience and educational background may be outstanding, but they should match the position.

Discuss questions that the employer might have, such as gaps in work history, concerns about language facility, and limited education.

Explain that employers are looking for evidence that applicants are qualified for the job – or have a strong work ethic and can be trained to do the job successfully.

Reassure the participants that a short resumé does not mean that they are not qualified for the job, especially if it is an entry level position. Applicants should be realistic, but prepared to highlight their skills and desire to work.

Explain that employers may receive several (even hundreds) of resumés, so it is important to highlight skills that will get their attention. Discuss the concept of “bragging” and how it may be difficult (even culturally unacceptable), but necessary for the job hunt.

4. Divide the MAC participants into small groups. The MAC Coach should circulate, but, if possible, adult facilitators should sit with the participants because this process may be challenging. (The MAC Coach may determine that this activity is best conducted with the large group.)

Ask the MAC participants to describe any education and/or work experience that they have had. Stress that any volunteering, unpaid work, tutoring, cultural orientation and language courses, or refugee camp classes may be included.



The other members of the group should ask questions and make suggestions, to help identify possible resumé material.

5. Keep announcing discoveries about the experiences of the participants that could be included on a resumé. Make sure that something positive is announced about every participant.
6. Point out that *every* MAC participant can mention the Making a Connection program on their resumé, and a description of the program will be provided.
7. Point out that MAC participants should not include weight, height, age, health status, or personal information about marital status or families.
8. Review the appearance of a resumé with the entire group:

- neat
- orderly and chronological
- organized
- honest and accurate
- focused, easy to read
- short phrases, key words, avoid complete sentences
- no pronouns such as *I*, *me*, or *my*
- plain paper
- no embellishments or photographs
- online versions should not include italics, bold, or underlines



9. Provide the handout COVER LETTER and explain that most resúmes include a cover letter. The MAC participants can use the handout as a model. (Most online submissions of resúmes to do not include cover letters.)

Meet with each MAC participant to create a resumé. If necessary, use the handouts SAMPLE RESUMÉS as a guide.

The participants should be able to refer to their completed handout MY JOB APPLICATION RECORD (from Activity #13 *Getting Ready for the Job Hunt*).

10. Encourage MAC participants to invite at least two people to read over the resumé for feedback. They can refer to Activity #16 *Who Can Help Me Get a Job?* for ideas about whom they should consult and ask for a reference.

## **SAMPLE - FOR INDIVIDUAL WITH NO WORK EXPERIENCE**

**Full name**

**Phone**

**Address**

**E-Mail**

### **Objective**

I am seeking a position in a certified child care home or facility.

### **Skills Summary**

Experience supervising several children, all ages, at a refugee camp in Thailand.

Knowledge of basic needs of children, such as hygiene, nutrition, active play, and social skill development.

Strong skills in organizing activities for children.

Experience with evacuations, health problems of children, and communicating in different languages

### **Qualifications**

Currently enrolled in Red Cross First Aid class

Preparing for the GED exam in order to enroll in Community College child care certification courses

Selected by refugee camp Volunteer Director to supervise children. Responsibilities increased over time.

Currently responsible for supervising 5 children after school.

Completing Making a Connection program to prepare for employment (June 2012)

Participating in English as a Second Language program to become fluent in English. Currently speak Karen and basic English.

### **Strengths**

Reliable

Sensitive to needs of children

Able to work comfortably on a team



## **SAMPLE - FOR INDIVIDUAL WITH WORK EXPERIENCE**

**Full name**  
**Address**

**Phone**  
**E-Mail**

### **Objective**

I am seeking a position in a certified child care home or facility.

### **Education**

Hudson Valley Community College  
Child Care Certification (to be completed 2012)

Albany Refugee Center  
Make a Connection – Job Readiness Program (to be completed 2012)

Site Two Refugee Camp - Thailand  
Red Cross First Aid course (completed 2010)

Site Two Refugee Camp - Thailand  
Nutrition training (completed 2009)

### **Work Experience**

Albany City School District  
After School Child Supervision (2011-2012)

Albany City School District  
Volunteer After School Program (2011)

### **Recognition**

Selected by Albany Refugee Center to participate in Make a Connection job readiness program

Selected by Albany City School District to volunteer, resulting in employment as an After School supervisor

Selected by Site Two Refugee Camp Director to enroll in First Aid and Nutrition training

### **Strengths**

Reliable, responsible  
Familiar with evacuation and other high stress experiences  
Sensitive to needs of young children  
Strong team member

**References available upon request.**

## SAMPLE COVER LETTER

Name  
Address  
Phone  
E-mail

DEAR Ms. or Mr. XXXXXXXX,

DATE

Please find enclosed my application for the position of Assistant Child Care Specialist.

I am currently enrolled in the Making a Connection job readiness program, sponsored by the Albany Refugee Center, for refugees who have recently resettled in the United States. My personal goal in the program is to obtain employment in child care and demonstrate that I can be a reliable and responsible employee.

My skills include knowledge of first aid and nutrition. I have experience in conducting activities with young children, and currently serve as a supervisor in the Albany City School district after school program. I have an Employment Authorization Document (EAD).

I would welcome the opportunity to discuss this position in more detail, and can be reached any time at the e-mail address and phone number provided.

Thank you for your consideration.



## MODULE 2 - ACTIVITY #16

### *WHO CAN HELP ME GET A JOB?*

In this activity, MAC participants will identify individuals who can provide employment information and references.



#### SUPPLIES AND HANDOUTS

Two adults to role play in this activity.

Pictures of friends, neighbors, relatives, and community representatives (cut from magazines either by the Coach or by the MAC participants.)

##### **Handouts:**

JOB HUNT RESOURCES

I'M GETTING A JOB!

WHAT ARE MY STRENGTHS?



#### VOCABULARY USED IN THIS ACTIVITY

coach

contacts

doctor

help wanted

job

pastor

resumé

strengths

strong skills



## BACKGROUND INFORMATION

In this activity, MAC participants will identify individuals who can provide employment information and references.

Sometimes jobs are found by talking to friends, relatives, neighbors, counselors, and people in the community. These people can not only provide information about employment resources in the area, they can also help a job-seeker identify their skills and interests.

The MAC participants may feel that they have not been in America long enough to develop a roster of contacts for job-seeking. However, they can't find out about jobs unless they spread the word that they are looking. They can't gather references unless they demonstrate their skills in a variety of settings.

The Coach should encourage the MAC participants to reach out to connect with individuals who can help them. This will not be easy for teen refugees – it's not easy for young people anywhere to reach out to adults – so practicing is essential.

This activity can be connected to Module 2 – Activity #18 *Phone Skills*.



## ACTIVITY STEPS

1. Display each picture, one at a time (see Handouts). Address the individual in the picture as if you are talking to a real person.

Hi, friend! I'm getting a job! Where do you think I should look?

Hi, neighbor! I'm looking for a job. Do you have any ideas?

Hi, Uncle! I'm looking for a job. What do you think are my best qualities?

Hello pastor [doctor, sports coach, etc.] I'm qualified to \_\_\_\_\_.  
Do you know of any jobs?

2. Continue to talk to the pictures to demonstrate the proper way to approach different people about a job hunt.

Role play the same approaches, but this time an adult role-play partner should provide a response. The response should be positive and helpful. For example:



MAC Coach: Hi (name of friend)! I'm getting a job! Where do you think I should look?

Friend: I saw a Help Wanted sign in a store around the corner. Why don't you look there?

MAC Coach: Hi, neighbor! I'm looking for a job! Do you have any ideas?

Neighbor: What skills do you have?

3. Continue to demonstrate the proper way to approach different people about a job hunt, and how to respond to their reactions.

Discuss with the group the people they have met since they resettled.

Ask: Who has been helpful to you?  
Could you talk to them about your job search?

4. Ask each MAC participant, one at a time, to assign a name to one of the pictures. They should select a name of someone they know – a friend, a neighbor, or anyone else they know personally. They do not need to know the person very well, but do need to feel that the person would be helpful.

Ask another MAC participant to hold up the picture.



The first MAC participant should practice talking to the picture about their job hunt.

The purpose of this exercise is to help the MAC participants become comfortable approaching people and asking for help. It will be easier at first if they are talking to a picture and not a real person.



A response is not required at this point, unless the participants feel comfortable role playing.

5. After everyone has had a chance to practice with a picture, ask each MAC participant to assign a name to the MAC Coach so they can practice with a real person. Again, they should identify the name of someone they know personally.

The Coach should assume many different personalities to add some humor to the exercise. But the response to the MAC participant should always be pleasant, and show a willingness to help.

6. Distribute the handout I'M GETTING A JOB and discuss the three parts of the handout with the group. They should be prepared to answer the questions when they approach someone for assistance in their job search.
7. Distribute the handout JOB HUNT RESOURCES and assist the MAC participants individually in completing the handout.

The handout may be attached to the Individual Connection Plan.

8. Distribute the handout WHAT ARE MY STRENGTHS? for the MAC participants to complete after talking to the individuals they listed on JOB HUNT RESOURCES

Encourage the MAC participants to report to the group about their conversations with their contacts.



# Job Hunt Resources

You may not realize what you can offer an employer.  
Ask others about your strong points!



Who To Ask	Names and Contact Information	What To Ask
Teachers		
Case Managers		
Coaches		
Club Supervisors		
Volunteer Supervisors		
Family Members		
Neighbors		
Employers		

# I'M GETTING A JOB!

**BEFORE YOU TALK TO YOUR FRIENDS AND FAMILY ABOUT YOUR JOB SEARCH, YOU MIGHT WANT TO BE PREPARED FOR THEIR REACTIONS.**

- ☐ **WILL THEY BE EXCITED FOR YOU?**
- ☐ **WORRIED?**
- ☐ **HELPFUL AND SUPPORTIVE?**

## WHAT ARE YOUR REASONS FOR WORKING?

- ☐ **MONEY**
- ☐ **NEW FRIENDS**
- ☐ **WORK EXPERIENCE**
- ☐ **INDEPENDENCE**
- ☐ **OPPORTUNITIES FOR TRAINING**
- ☐ **REQUIRED FOR CERTIFICATION**
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



## HOW WILL YOU RESPOND TO THESE QUESTIONS?

- ☐ **HOW DO YOU PLAN ON GETTING TO WORK?**
- ☐ **WHAT WILL YOU DO WITH YOUR MONEY?**
- ☐ **WHAT HOURS WILL YOU WORK?**
- ☐ **WHAT KIND OF JOB DO YOU WANT?**
- ☐ **WHAT ARE YOUR QUALIFICATIONS?**



## WHAT ARE MY STRENGTHS?

I AM READY TO POWER FORWARD  
AND APPLY FOR JOBS.

I WOULD LIKE TO BE ABLE  
TO TALK ABOUT MY SKILLS.

WHAT DO YOU THINK ARE MY STRONGEST SKILLS?



# MODULE 2 - ACTIVITY #17

## SEARCHING FOR JOBS

In this activity, MAC participants will become familiar with the location and contents of advertisements for job openings.



### SUPPLIES AND HANDOUTS

Newspaper classified sections

Computer access to online sites such as Craigslist.com, Monster.com, Oodle.com, AbyANewslinks, local Chamber of Commerce job links

Information about local sites where MAC participants can view job postings

#### Handouts:

UNDERSTANDING JOB ADVERTISEMENTS

SAMPLE JOB ADS



### VOCABULARY USED IN THIS ACTIVITY

*Key words and abbreviations in advertisements for jobs:*

9-5 (or other time schedules)

A.M.

apply in-person

appointment (appt.)

benefits (bens)

certification required

chain store

commission

equal opportunity employer (EOE)

experience Preferred (exp.pref. or

exper. preferred)

flexible hours (flex. hrs.)

full-time (F/T)

h.s. diploma, B.S., M.S., PhD required

hourly pay (\$7/hr)

hours (hrs)

immediate opening (imm.opening)

job post / postings

minimum wage (min wage)

Monday – Friday (M-F)

no experience necessary (no exp. nec.)

opportunity (oppty)

part-time (P/T)

P.M.

P.O. box

resumé

salary (sal.25,000K)

seasonal

shift

smoke free workplace (smfr)

Job terms such as: aide, CDL license, skilled trades, sales representatives, customer service, maintenance, delivery, associate, assistant, healthcare, groundskeeping, etc.





## BACKGROUND INFORMATION

As MAC participants prepare to enter the job market, they will need to know where available jobs are located. There are a number of places participants can look for job openings. This activity will cover those locations, such as online postings, newspaper classified sections (want ads), job fairs, business websites, and signs in business windows. In Activity #16 *Who Can Help Me Get a Job?* MAC participants discuss how to approach friends, relatives, and local businesses about possible job openings.



Once participants become familiar with the location of advertisements for jobs, they will need to know how to read the unique vocabulary and abbreviations used in the ads. They will study ads to determine whether they would be qualified for the job and would like to apply.

They may have to start by figuring out exactly what the *name* of the job actually means. For example, what is a CDL driver? Dispatcher? Custodian? Customer service representative? The MAC Coach can review job titles using Module 1 - Activity #3 *Setting Goals: Employment Possibilities*, and specific ads online and from newspapers.

The MAC Coach should stress that participants should apply only for jobs that match their qualifications. It is time-consuming and discouraging to apply for a number of jobs that result in rejections.

At the same time, it may be necessary to encourage some MAC participants to pursue a job even if they think they may never get it. If they have the basic qualifications and can write a strong cover letter, then they may get in the door for an interview. Then all they have to do is work on their interviewing skills. (See Activity #21 *The Job Interview*.)

It should also be pointed out that some ads describe jobs that are just too good to be true. MAC participants may be the prime candidates for ads that are meant to entice applicants into positions that require cash up front or are based on commission only. (See the modeling job on the handout *SAMPLE JOB ADS*.)

The MAC Coach should keep in mind that most of the MAC participants will be learning English for the first time. The process of job hunting is daunting, and locating job openings in a tight economy may be frustrating. Since the first step in the job hunt is reading the advertisements for jobs, it is essential that the participants become comfortable interpreting the language of ads.



# ACTIVITY STEPS

1. On a board or large paper, write the following terms, one at a time. Ask the MAC participants to guess what they think they mean. (Keep in mind that some of the participants are just becoming familiar with the letters and words of the English language.)

- P/T
- h.s
- 9-5
- M-TH
- A.M.
- Exp. Nec.
- Bens
- K



Explain that these are abbreviations that are used in advertisements for jobs. The words have to be shortened because the employers have to pay for each word they use in an ad.

Explain that in some job advertisements online there are more details provided about jobs, but most of the time it is necessary to research the business to find out more about the job.

2. Continue to review the vocabulary words and abbreviations on the Vocabulary list. Go through the newspaper classifieds and pick out job titles and discuss what they could mean.
3. Distribute the handout UNDERSTANDING JOB ADVERTISEMENTS and review the terms of job advertisements.
4. Distribute the handout SAMPLE JOB ADS and discuss each job. Keep in mind that a small advertisement may look simple, but it can be filled with information and confusing to read.

Explain that some positions are filled immediately and the postings are outdated.

5. Divide the MAC participants into pairs and provide each pair with either a newspaper classified section or an online job-search site (see Supplies).
6. Ask each pair to find three jobs:
  - a job that someone in the room might be qualified for (anywhere)
  - a job that sounds interesting (a future possibility)
  - a job that sounds too good to be true.

Be prepared for the MAC participants to have difficulty reading and interpreting the advertisements. They will need assistance in understanding the meanings of the ads.

Also be prepared for the MAC participants to be surprised at the salaries posted. Remind them that education and experience can result in higher salary possibilities. (The handout GET YOUR HIGH SCHOOL DEGREE in Module 1 – Activity #5 compares income rates based on educational level.)



Spend time discussing the jobs that are scams and bogus listings. Explain that those ads are deliberately designed so that vulnerable individuals will be tempted and pay money to pursue a job. Remind participants that applying for a job should never cost them anything other than money spent on paper and postage (and maybe an interview outfit).

7. Discuss how MAC participants can access job postings in newspapers and online at local libraries, refugee centers, One-Stop Career Centers, and other local community organizations.



## **UNDERSTANDING JOB ADVERTISEMENTS**

**Florist Assistant**  
Sort/Display – exp.pref.  
required – 30+ hrs – DL

**Shipping Clerk**  
F/T, M-F, exp.pref.\$10/hr + bens  
In-person only, h.s. or equiv.  
Seasonal over-time

**Telephone Service Center**  
P/T M-F 5:30-8:30  
Smoke Free/Drug Free  
Call 555-555-5555

**Which job would:**

**Require you to apply in person?**

**Require you to work occasionally on weekends?**

**Screens applicants by their phone skills?**

**Probably require a drug test?**

**Would accept a GED diploma?**

**Not pay benefits?**

**Requires a driver's license? Why?**

**Might consider you even if you didn't have experience?**

## SAMPLE JOB ADS

### PHOTOGRAPHY

Photography studio needs f/t & p/t asst. Career oppty. with chain owning over 300 locations. Extensive training for chosen few. Need good personality, motivation, and neat appearance. Flex. hrs. may include eves. & wknds. Frequent sal. reviews & other benefits. **Apply in person Tuesday 9 a.m. to 3 p.m.**

**PAINTING** Exp. int. & ext. painter needed. Work 20-30 hrs./wk. Send resume with references to Box 342 c/o this paper.

**ADM. ASS'T** - Word, Excel, Publisher. Good communication skills, math ability and organizational skills. Exp. pref. Full benefits.

**Call 555-5555 for an appt.**  
**EOE**

### SALES

**COMPUTER SALES** Dynamic computer co. has imm. opening for exp. sales people interested in developing markets in new territories. High commissions!  
**Call 555-5555**

### DELIVERY COURIERS

Immed. openings for couriers. F/T sal. & benefits. Clean DL. No exper. nec. We will train. Call M-F, 9-5. 555-5555

**SALES REAL ESTATE SALES**  
**20K 1st yr., 40K 2nd yr., 60K 3rd yr.,**  
**90K 4th yr. (in commission)**

**QUADRUPLE YOUR INCOME**  
**IN ONLY 4 YEARS!**

You can work a 9-5 job and go nowhere or you can have a career where working hard will give you high rewards. Call our career counselors for your confidential conference or for information about our training sessions. 1-800-555-5555

### RESTAURANT BANQUET MANAGER

needed for resort hotel. Sal. position w/ benefits. Prior fine dining exper. needed. Send resume & sal. requirements to the Winchester Inn, Winchester, VA 22601

### MODELING

Need models of all ages, females & males. No exper. nec. Jersey Modeling, 766 Fitzmon, Walk in. M-F 10-2 p.m.





## MODULE 2 - ACTIVITY #18

### *PHONE SKILLS*

In this activity, MAC participants will become familiar with how to effectively communicate using the telephone.



#### SUPPLIES AND HANDOUTS

Landline phones (or object to be used as a phone receiver)

Cell phones (or object to be used as a cell phone)

##### **Handouts:**

ARROWS FOR PHONE CALL RATINGS (one handout per small group, cut into two arrows)

PHONE PRACTICE CARDS (one set per small group)



#### VOCABULARY USED IN THIS ACTIVITY

accent

cell phone

employer

first impression

greeting

landline

polite

reference

rude

take messages

telephone (phone)



## BACKGROUND INFORMATION

It cannot be assumed that MAC participants know how to use a telephone, whether it be a landline or a cell phone. If they are familiar with phones or own a personal cell phone, it cannot be assumed that they know how to communicate effectively with potential employers and references.



The MAC participants should know about telephones:

- ❑ Employers and references may communicate by e-mail, but many of them still prefer to talk to applicants on the telephone.
- ❑ Applicants should be able to receive phone calls from employers and references. If someone else's phone is being used for this purpose, they should be informed about how to answer the phone and relay messages effectively. (Discuss the elements of a first impression as discussed in Module 1 – Activity #6.)
- ❑ MAC participants who have an accent may have to talk slowly so that they can be understood.
- ❑ All calls should be answered with a pleasant "hello" and ended with a polite closing such as "thank you for calling" or "good-bye."
- ❑ When receiving a call, MAC participants should try to move to a quiet area to reduce background noise.
- ❑ It is not necessary to shout on the phone to be better understood.
- ❑ Taking notes while on the phone is complicated, but MAC participants should at least have writing materials handy to jot down information they receive from the phone call (or answering machine).
- ❑ Practicing positive phone behavior will help if they obtain a job that requires customer service on the telephone.

The best way for MAC participants to become comfortable on the phone is to practice. The Coach should determine if the participants can practice through role play in small groups, or whether the activity should take place in a large group with the MAC Coach and other adults assisting with the phone call practice.



## ACTIVITY STEPS

1. Demonstrate several phone calls without informing the MAC participants what you are doing.

- answer rudely
- dial and greet informally/rudely
- hang up on someone
- shout to be heard
- interrupt a call to take another call



2. Continue to demonstrate rude phone calls, holding up the handout PHONE CALL RATINGS with the (arrow down) to self-rate the calls.
3. Demonstrate polite phone calls (or ask volunteer MAC participants to demonstrate polite calls).

For each positive call, hold up the handout PHONE CALL RATINGS (arrow up).

Discuss the key points described in the Background information.

4. If MAC participants have cell phones, ask them to make a call to a friend or relative and demonstrate real-life positive phone etiquette. (This can only be done if the group understands the language that is used.)
5. Divide the MAC participants into small groups (or continue with the large group, if that way is more efficient).

Hand each small group a set of PHONE PRACTICE cards (see handouts) and ask them to practice using the telephone with other individuals in the group.

Each card will tell them what they should practice.

After each phone call practice, the *callers* are to rate their *own* phone call demonstration using the PHONE CALL RATINGS arrows.

**Do not let the group rate the callers**, but the self-rating should drive the follow-up group discussion.

The caller may want to practice again after the feedback.

Everyone in the group should have a chance to practice more than one phone call.





**CALL FOR  
INFORMATION  
ABOUT A JOB.**

**ANSWER THE  
PHONE FROM  
AN EMPLOYER.**

**CALL TO ASK  
IF YOUR JOB  
APPLICATION  
WAS RECEIVED.**

**CALL A  
NEIGHBOR AND  
ASK FOR A  
REFERENCE.**

**RETURN A  
CALL FROM AN  
EMPLOYER.**

**ACCEPT A JOB  
AND ASK  
QUESTIONS.**





## MODULE 2 - ACTIVITY #19

### ***JOB SEARCHING IN A TIGHT ECONOMY***

In this activity, MAC participants will become familiar with strategies for job seeking in a tight economy.



#### **SUPPLIES AND HANDOUTS**

LARGE CARDS with pictures from the handouts taped to the cards

##### **Handouts:**

TOP 24 OCCUPATIONS WITH GREATEST PROJECTED GROWTH

Create cards of the following handouts:

RESEARCH  
SAVE MONEY  
CLEAN CLOTHES  
CERTIFICATIONS  
TRAINING (Welcome Back to School)  
POSITIVE ATTITUDE  
INTERNET  
JOB SHADOWING  
VOLUNTEERING/COMMUNITY SERVICE  
INFORMATION INTERVIEWS  
PHONE SKILLS  
PROOF PAPERWORK  
BE PROUD  
GOALS  
JOB READINESS PORTFOLIO



#### **VOCABULARY USED IN THIS ACTIVITY**

attitude  
card  
certifications  
entry level  
goals  
growth  
information interview  
Internet  
job seeker  
job shadowing  
occupations  
piggy bank  
proud  
tight economy  
unemployment  
volunteering



## BACKGROUND INFORMATION

Although it is important for the MAC participants to identify their personal interests, the reality is that they may not be able to find a job that is high on their list of preferences. In fact, it will take patience during the job hunt, and the MAC participants may be competing for fewer jobs in their community, and may have to accept a position that may not be their first choice.



But they should always be ready for the application and interview process, and should be prepared to show a strong work ethic no matter what the job may be.

The Coach should stress the importance of being prepared, accessing as many resources as possible during the job hunt, widening the scope of employment possibilities, and building a resumé with work-related experiences. Emphasize that any work experience, including volunteer work and job shadowing, can help enhance a job application.

The MAC participants may have to think about how their skills can be transferable if jobs are difficult to obtain in their chosen field. They should be reminded that they may have skills that can be applied in *any* position, including skills in problem-solving, leadership, organization, and teamwork.

Searching for a job in a tight economy can be discouraging, especially when MAC participants are not as qualified as their American peers. Some of them may have already had a difficult experience when they attempted to attend an American school, and they need encouragement to pursue employment.

Inform MAC participants that there are a number of social services for individuals who are unemployed. Refer to Module 1 – Activity #5 UNDERSTANDING INDEPENDENCE for information about how to encourage MAC participants to pursue employment rather than rely on government resources.

## ACTIVITY STEPS

1. Ask: What have you heard about jobs in America right now?

The MAC participants may be aware that in the current economy it may be hard to find a job. They may be aware of the current unemployment rates in their local area.

Explain that the statistics may be accurate, but that does not mean that they should not be prepared for employment.

They need to make sure that they are as qualified as they can be, and are aware of job possibilities in their geographic area.

They also may need to change their thinking about what jobs to pursue. Some MAC participants may have specific skills that will have to be transferred to other career fields.

Reassure them that some fields have been hard hit by changes in the current economy, but that there are still jobs in entry level positions and jobs with high growth potential.

Distribute the handout TOP 24 OCCUPATIONS WITH GREATEST PROJECTED GROWTH and discuss how job seekers can develop skills for those jobs, or transfer skills they already have.

2. Ask the group to move the chairs or desks into a circle so that the cards can be distributed on the floor in the center of the circle.
3. Hand each MAC participant a large card (with handout pictures) until all of the cards have been distributed.

*Ask each participant:* What do you see on your card?

*Ask the group:* What do you see?

*Ask the group:* What does this picture have to do with looking for a job today?

Discuss how each card relates to preparing for employment in a tight economy.

The Coach may have to provide the information if the MAC participants are not able to express their observations.

4. After discussing each card, ask each card holder one at a time to place their card on the floor somewhere in the circle.



5. *Ask the group:* Do you think this is something you want to do to prepare for job hunting? If yes, stand around the card.

Review what the card represents in terms of looking for work in a tough economy. Keep stressing the importance of being prepared for the possibility of employment.

RESEARCH – know everything you can about an employer

SAVE MONEY – save for the possibility of a long job search (explain piggy bank)



CLEAN CLOTHES – be prepared at any time for an interview

CERTIFICATIONS – build skills that can be used in any work setting; investigate how current skills, certifications and training may be useful in another field; complete GED diploma

JOB SKILLS – participate in training to build skills, gain certification, show a willingness to learn

POSITIVE ATTITUDE – stay optimistic; surround yourself with people who are helpful

INTERNET – keep looking, job-seeking can be a full-time job; take online courses; become computer savvy

JOB SHADOWING – ask for help in arranging opportunities to experience work

VOLUNTEERING – identify areas where you can be helpful and build skills

ASKING FOR FEEDBACK – meet with trusted adults who will provide helpful feedback

INFORMATION INTERVIEWS – arrange to meet with employers to find out about their business and what they recommend for building qualifications



PROOF PAPERWORK – review all materials to make the best presentation

BE PROUD – be proud of what you can do

GOALS – set a contact goal for each week of job-seeking

PHONE SKILLS – build phone skills to call about job and volunteer opportunities

PORTFOLIO - have all paperwork ready

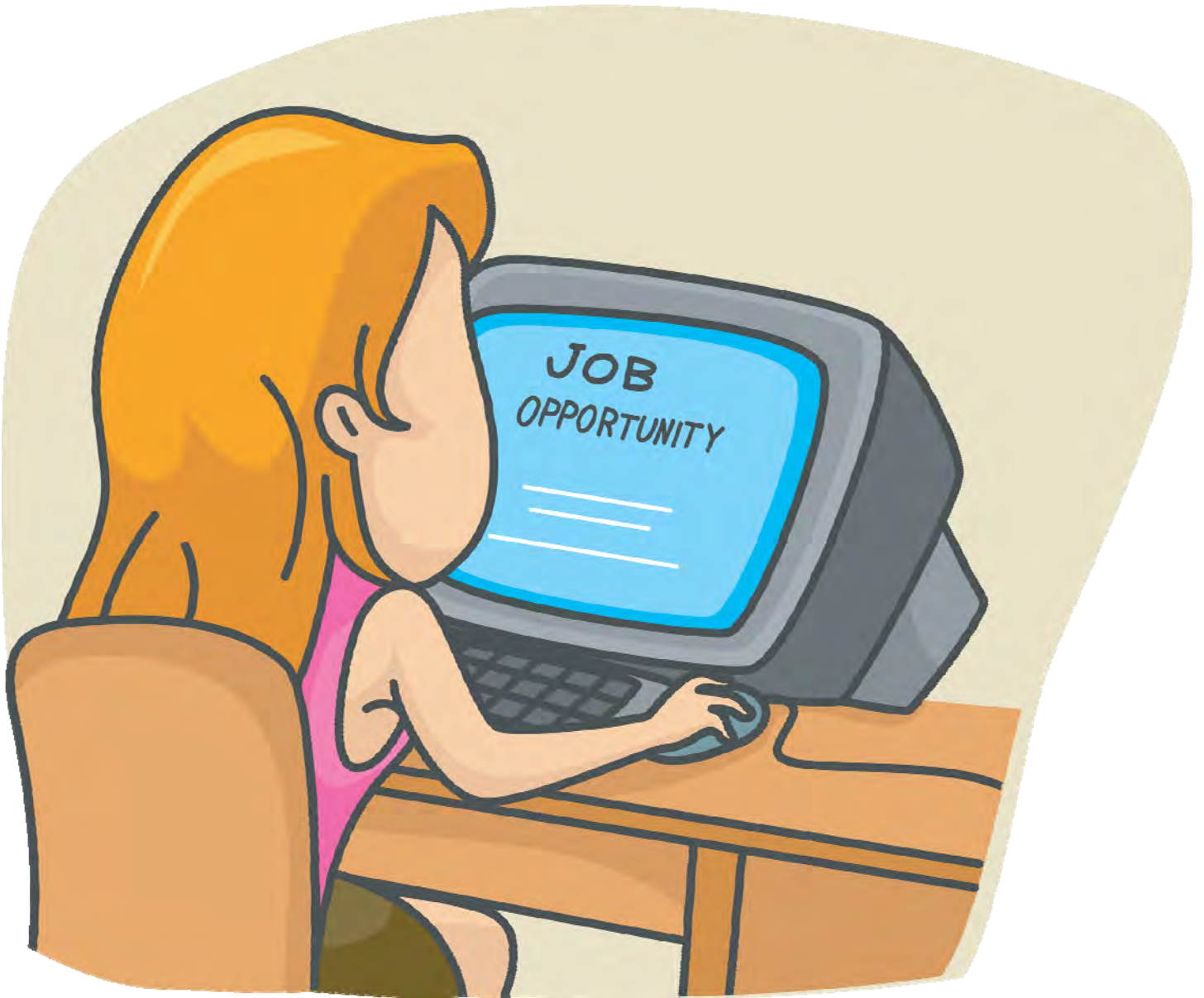
6. Discuss why some of the MAC participants may hesitate to stand around some of the cards. Some of them may not understand how to do what is expected, while others may feel that the preparation is not possible.
7. Discuss as a group and individually how MAC participants can complete the preparation activities on the cards. They should include on their Action Plans their plans for completing the card preparation activities.





**Table 3-A: Top 25 Occupations with Greatest Projected Growth**

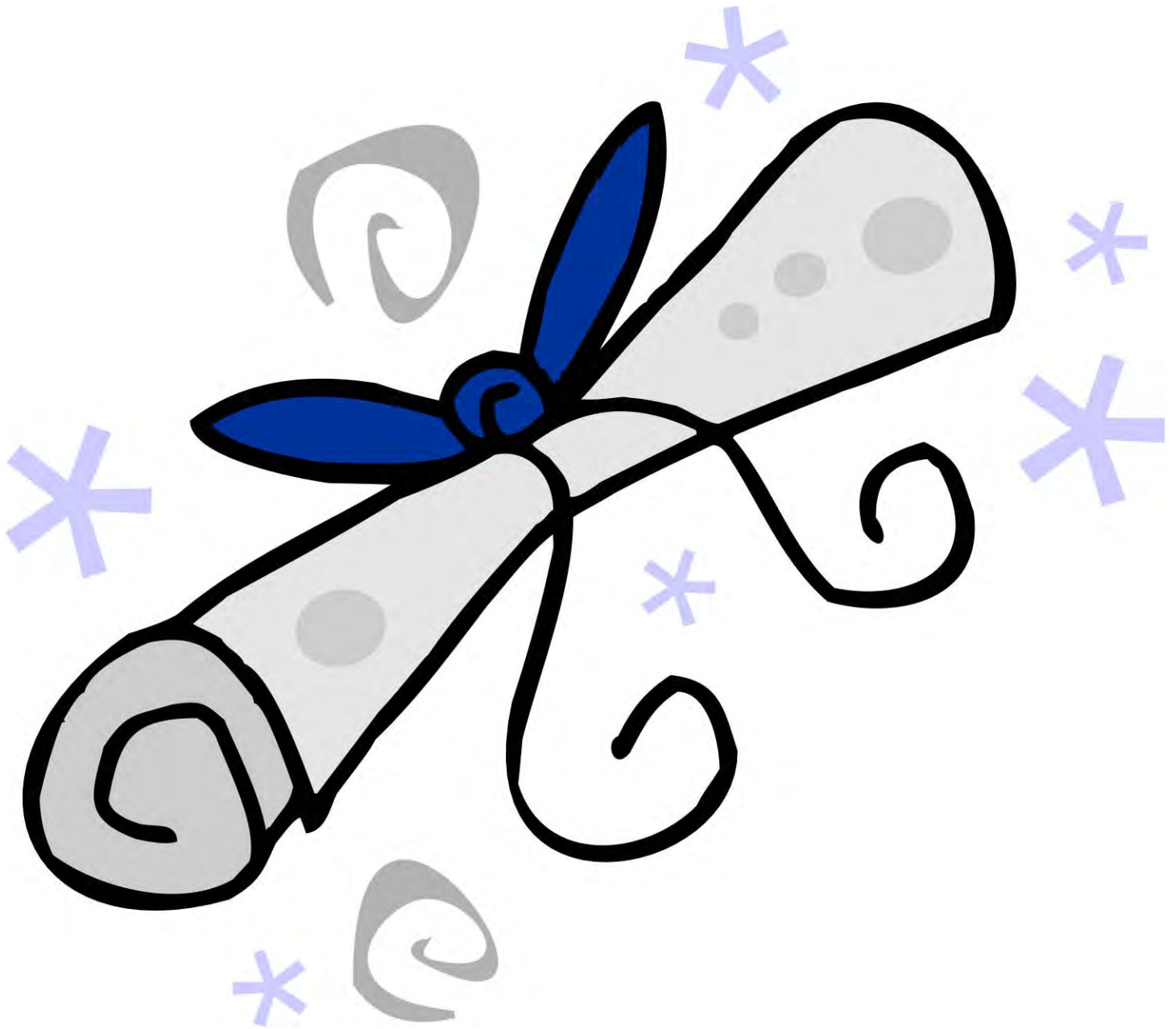
New York State Employment Change/Annual Openings to 2016									
Rank	Occupational Title	Employment		Change		Annual Average Openings			
		2006	2016	Net	Percent	Growth	Replace- ment	Total	
1	Home Health Aides	138,290	190,610	52,320	37.8	5,230	1,240	6,470	
2	Retail Salespersons	280,650	308,820	28,170	10.0	2,820	8,640	11,460	
3	Personal & Home Care Aides	74,680	100,790	26,110	35.0	2,610	1,270	3,880	
4	Registered Nurses	169,400	193,520	24,120	14.2	2,410	2,800	5,210	
5	Customer Service Representatives	136,160	155,200	19,040	14.0	1,900	3,790	5,690	
6	Janitors & Cleaners, except Maids & Housekeepers	190,410	206,630	16,220	8.5	1,620	3,650	5,270	
7	Executive Secretaries & Administrative Assistants	147,060	161,530	14,470	9.8	1,450	2,340	3,790	
8	Accountants & Auditors	106,960	120,470	13,510	12.6	1,350	1,880	3,230	
9	Computer Software Engineers, Applications	32,250	44,490	12,240	38.0	1,220	470	1,690	
10	Nursing Aides, Orderlies & Attendants	104,210	116,310	12,100	11.6	1,210	930	2,140	
11	Child Care Workers	119,200	131,300	12,100	10.2	1,210	3,420	4,630	
12	Office Clerks, General	206,100	217,840	11,740	5.7	1,170	3,780	4,950	
13	Waiters & Waitresses	130,830	142,220	11,390	8.7	1,140	7,110	8,250	
14	Security Guards	100,550	111,250	10,700	10.6	1,070	2,040	3,110	
15	Receptionists & Information Clerks	87,120	97,820	10,700	12.3	1,070	2,130	3,200	
16	Bookkeeping, Accounting & Auditing Clerks	142,830	153,440	10,610	7.4	1,060	2,240	3,300	
17	Carpenters	69,260	79,810	10,550	15.2	1,060	940	2,000	
18	Elementary School Teachers, except Special Ed.	97,210	107,600	10,390	10.7	1,040	2,120	3,160	
19	Food Preparation Workers	88,540	98,810	10,270	11.6	1,030	3,070	4,100	
20	Combined Food Preparation & Serving Workers	73,580	81,580	8,000	10.9	800	1,400	2,200	
21	Construction Laborers	54,770	62,540	7,770	14.2	780	410	1,190	
22	Teacher Assistants	129,910	137,510	7,600	5.9	760	2,120	2,880	
23	Network Systems & Data Communications Analysts	17,100	24,270	7,170	41.9	720	350	1,070	
24	Computer Systems Analysts	30,520	37,260	6,740	22.1	670	810	1,480	
25	Social & Human Service Assistants	33,540	40,170	6,630	19.8	660	390	1,050	





















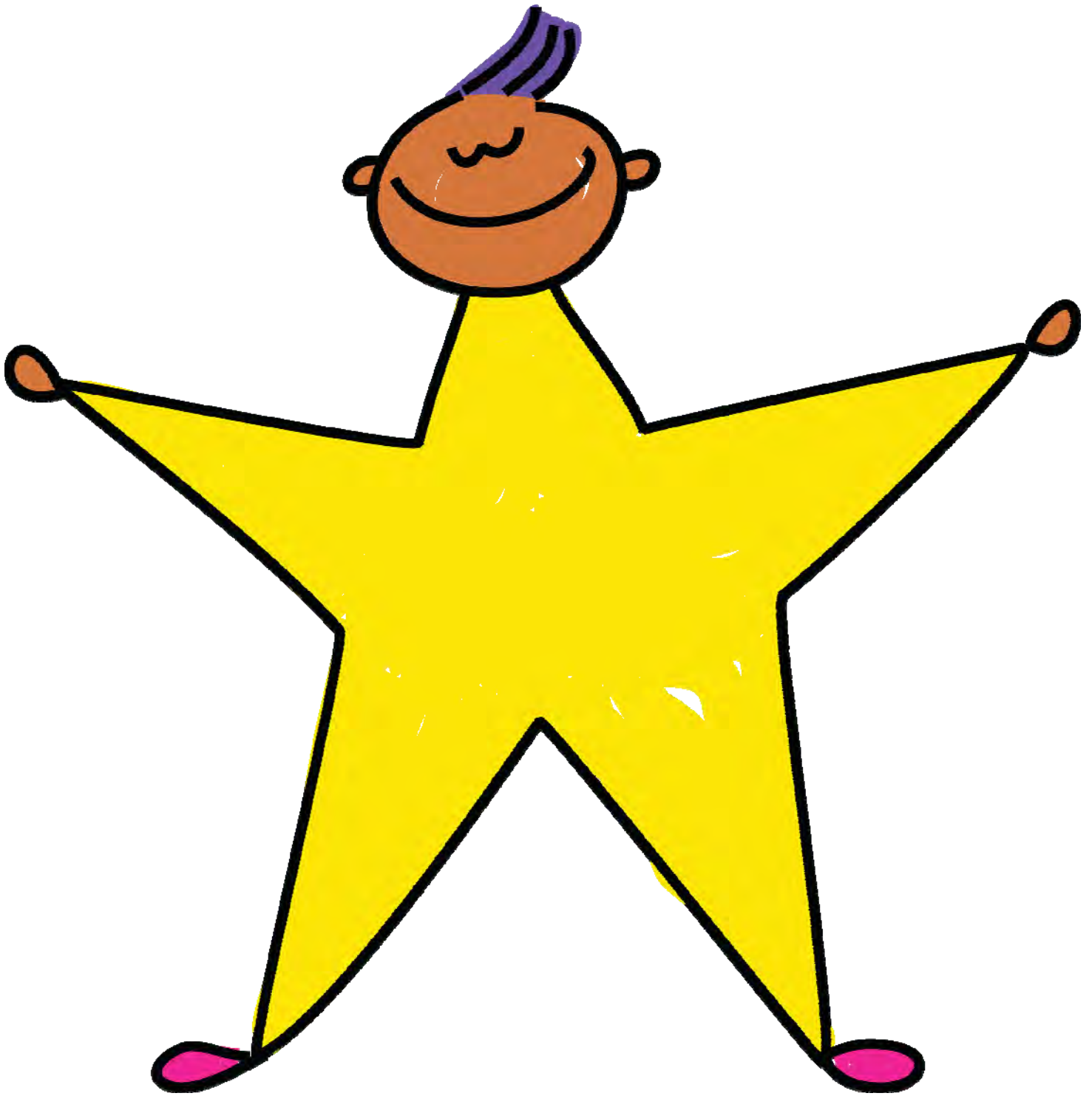


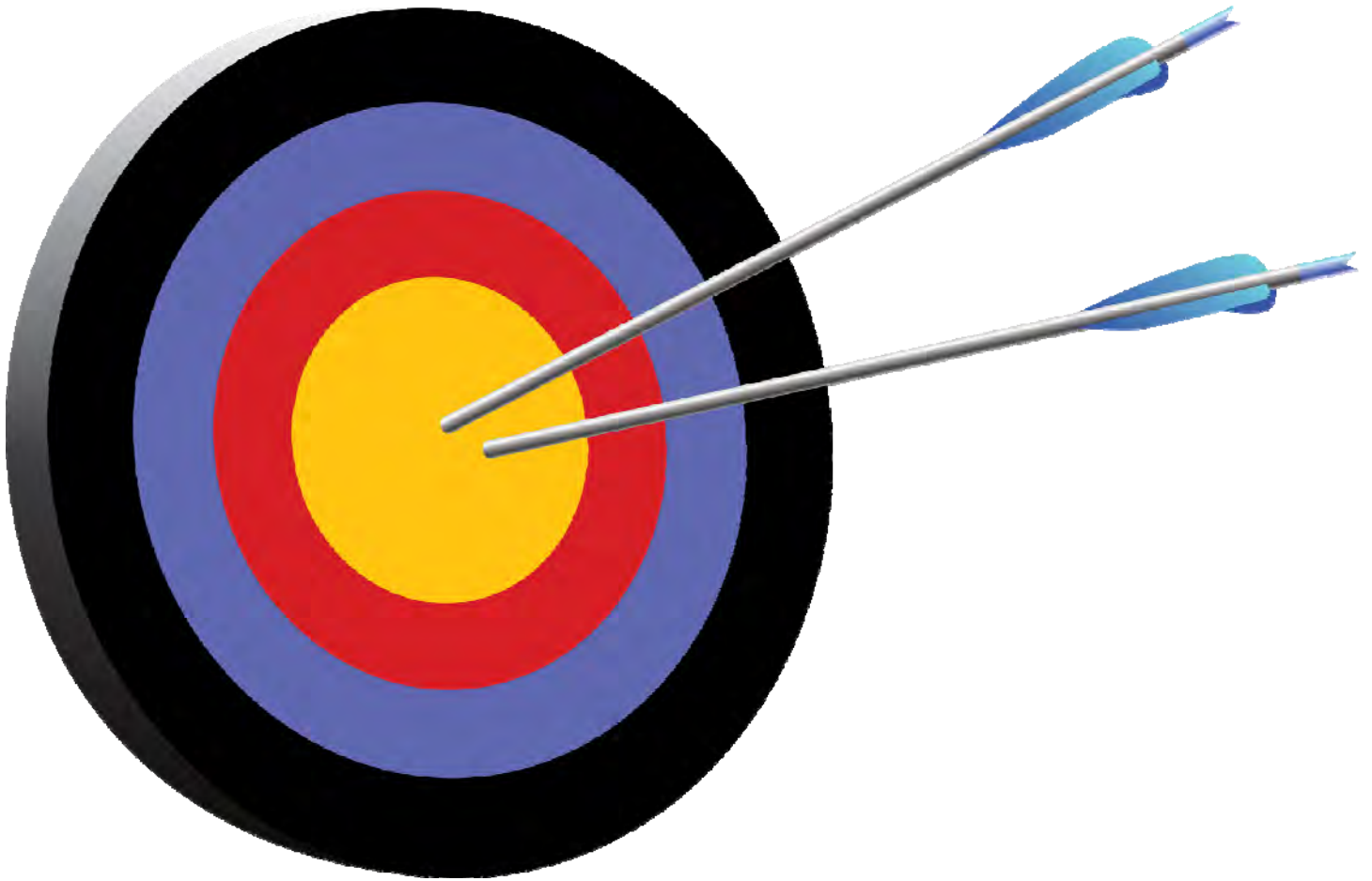


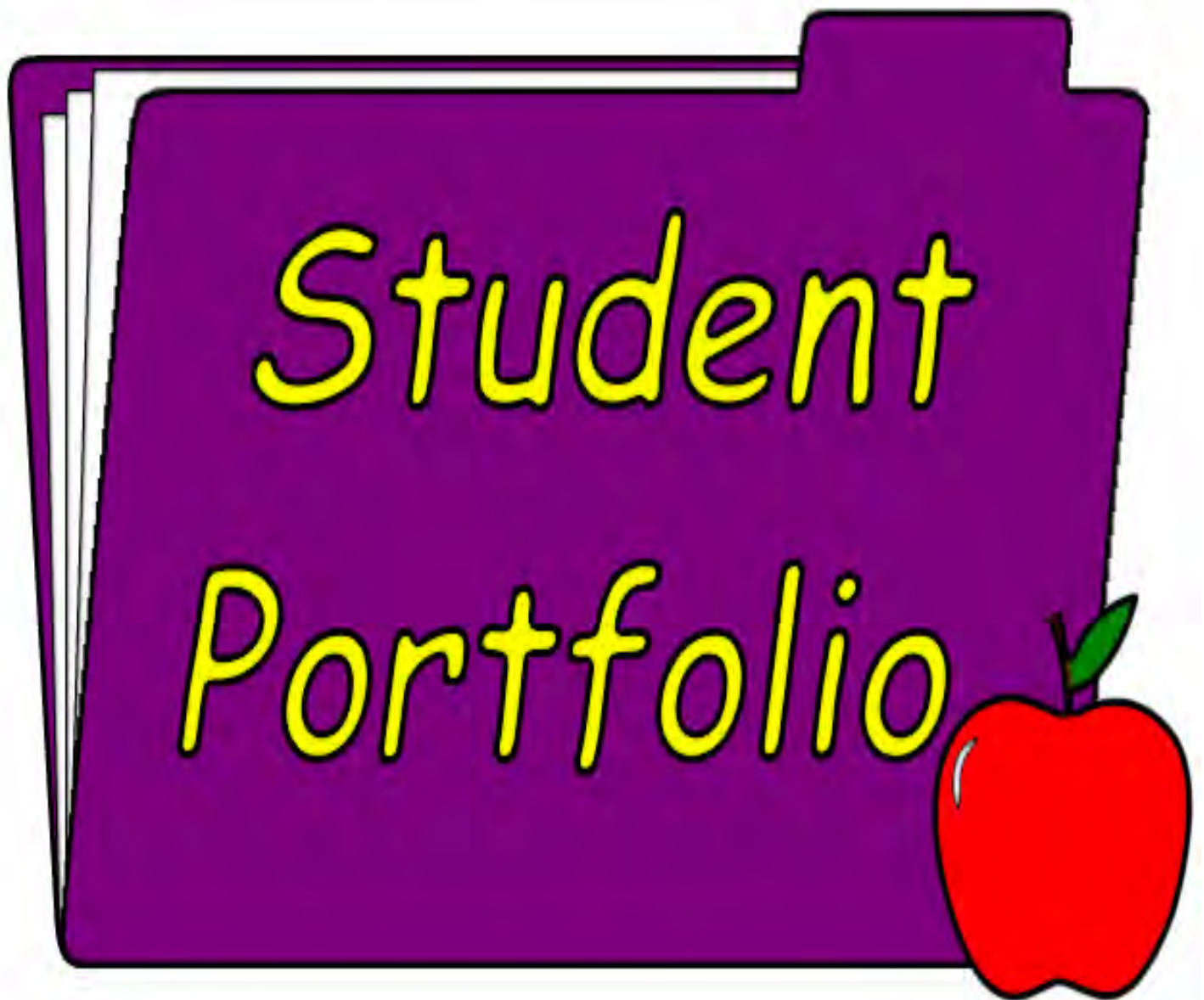
















## MODULE 2 - ACTIVITY #20

### *ENTREPRENEURSHIP*

In this activity, MAC participants will become familiar with the concept of entrepreneurship.



#### SUPPLIES AND HANDOUTS

plate of real cookies

large paper plates

scissors, magic markers, poster board, blank paper

#### **Handouts:**

SELL THESE COOKIES

COOKIE BUSINESS



#### VOCABULARY USED IN THIS ACTIVITY

advertising

boss

budget

business

business plan

cookies

cost

dozen

enterprise

entrepreneur

entrepreneurship

equipment repairs

financing

firing

Health Department

hiring

ingredients

insurance

kitchen rental

marketing

niche

pricing

product

qualities

sales

staff



## BACKGROUND INFORMATION

An entrepreneur is a person who establishes and manages a business.

For some MAC participants, the idea of owning a business may be appealing. They may have assisted in a family business in their home countries. Perhaps they have identified the need for a particular product or skill, or wish to be their own boss. Or they may have concluded that until they can find a job in their local area, they need to figure out what they can sell in order to pay their living expenses.

This activity is designed so that the MAC participants will understand the complexities of entrepreneurship. They may assume that running a business is easy and lucrative. They may not understand the various laws and regulations in the United States that relate to small businesses, and may not have the background to manage budgets, staff, shipping, sales, and many other aspects of entrepreneurship.



When carrying out this activity, the Coach should stress that successful businesses are conducted by individuals who have done their research and created a plan. Entrepreneurs may be highly motivated and enthusiastic, but they also work hard, persevere, and draw on a number of resources for assistance.

According to the Small Business Administration, about 33% of businesses fail in the first two years, and most businesses have a difficult time making a profit in their first years of business. Yet the process of starting up and running a business can be educational and rewarding. This activity will show MAC participants what to consider before they decide to become an entrepreneur.

Should a MAC Coach need to learn more about entrepreneurship, the following websites provide valuable information:

- Small Business Resource Center
- 8 Top Tips for Young Entrepreneurs
- All Terrain Brain is a multimedia project designed to encourage young people to try entrepreneurial enterprises. It is more for elementary and middle grade students, but it covers the factors to consider when running a business. The visuals are helpful to individuals who are learning English.

- The Abilities Fund is an organization that provides specific information to individuals with disabilities about starting a business.
- Starting a Business—Tips for Starting a Business covers the basic components that should be considered before becoming your own boss.

## ACTIVITY STEPS

1. Show a platter of cookies to the MAC participants.

*Ask:* Suppose I made these cookies and I wanted to sell them. I am hoping to make enough money to pay for a new winter coat. Would you buy them?

Discuss whether the participants would buy the cookies.

2. Point out that there are many reasons why people purchase items.

*Ask:* Why do you think people buy certain items? (Point to items in the room such as phones, shoes, poster, etc., as examples.)

- quality
- need
- desire
- competition
- fads
- price
- appeal (design, size, color)
- advertising
- sale / special offer
- friend of the salesperson
- usefulness



3. Explain that you have decided to gather information about selling cookies because you want to have your own business.

Define *entrepreneurship*.

*Ask:* Why do you think someone would want to be an entrepreneur?

- own boss
- convenience
- no jobs
- possible “niche” or market possibility
- invention or good idea
- flexibility
- financial resources available
- modeling successful family or friends

4. Explain the steps that it took to make the cookies – and how much it cost in time and money.

Ask: How would I know how much to charge for the cookies?

Discuss the hidden costs of making a product, such as time-on-task, transportation, child care coverage, office equipment, etc.

5. Discuss the downside of owning a cookie-making business such as access to ingredients, competitive markets, and the need for baking and storage facilities.
6. Discuss how the participants would market the cookies.



Ask: How do I know how many cookies to make?

Discuss how you can figure out how much product to have available.

Discuss what you should do if the cookies don't sell – or if they are very popular.

Point out that running your own business is not as simple as it looks.

7. Divide the MAC participants into two or three "business" teams.

Provide each business team with the handout **SELL THESE COOKIES** and tell them to cut out the cookies. They are going to make a plan to sell them.

Give each business team the handout **COOKIE BUSINESS** and ask them to discuss the items on the handout. They should be prepared to explain their answers to the other teams. (Teams may need assistance in reading the handout.)

8. Guide the teams in their decision-making. The underlying message should be that owning a business can be rewarding, but hard work and planning are required.

Ask each business team to share their approach to the cookie business with the rest of the group.

Discuss the different approaches.

Remind the participants of the many factors to consider for entrepreneurship, including the personal characteristics of entrepreneurs. For example, entrepreneurs generally need to be:

- self-motivated
- organized
- resourceful
- positive attitude
- realistic
- committed to the product
- patient



9. *Ask:* Is there anyone here who would consider becoming an entrepreneur?

Discuss possible products (including personal skills), markets, and customers.

As a group, discuss the steps that MAC participants can take to pursue their plans.





# SELL THESE COOKIES





## **COOKIE BUSINESS**

COST OF INGREDIENTS FOR ONE DOZEN COOKIES = \$2

COST OF PERSON BAKING ONE DOZEN = \$3

KITCHEN RENTAL = \$600/MONTH

HEALTH DEPARTMENT AND INTERNET FEES = \$16/MONTH

ADVERTISING (ADS, FLYERS RADIO, etc.) = \$42/MONTH

EQUIPMENT RENTAL AND REPAIRS = \$30/MONTH

INSURANCE = \$100/MONTH

COOKIE BOXES = \$1 A BOX

NAME OF BUSINESS:

SPECIAL COOKIES:

CUSTOMERS:

HOW COOKIES WILL BE SOLD:

COST OF SALES:

COST OF PEOPLE WHO MAKE THE COOKIES:

COST OF PEOPLE WHO SELL THE COOKIES:

TOTAL COST OF MAKING COOKIES:

TOTAL COST TO SELL TO MAKE A PROFIT:

PRICE OF ONE DOZEN COOKIES:



# MODULE 2 - ACTIVITY #21

## *THE JOB INTERVIEW*

In this activity, MAC participants will prepare for a job interview.



### SUPPLIES AND HANDOUTS

This activity requires the MAC Coach to role-play interviews with other adults, including acting out negative interview behaviors. The role playing will require appropriate and inappropriate clothing and organized and disorganized paperwork.

#### **Handouts:**

INTERVIEW LOG  
 GETTING READY FOR THE INTERVIEW  
 DRESSING FOR THE JOB INTERVIEW  
 SELF-ASSESSMENT FOR EMPLOYMENT INTERVIEW  
 SCORING GUIDE FOR EMPLOYMENT INTERVIEW  
 CAN YOU ANSWER THESE?  
 WHAT IS ALLOWED? (for individuals with disabilities)  
 CLEAN CLOTHES  
 SHINE SHOES  
 CLEAN BODY  
 SHAMPOO  
 BRUSH TEETH  
 COMB HAIR  
 SIMPLE JEWELRY  
 LOOK IN MIRROR  
 ON TIME  
 SHAKE HANDS  
 WORK PAPERS  
 LISTEN  
 THANK YOU



### VOCABULARY USED IN THIS ACTIVITY

applicant  
 audible voice  
 candidate  
 clear, concise answers  
 employer  
 facial expressions  
 first impression  
 gestures  
 goals  
 handshake  
 interview  
 log  
 research



## BACKGROUND INFORMATION

Prior to this activity, the MAC Coach should discuss the concepts in Module 1 – Activity #2 *Setting Goals: Skill Development* and Activity #12 *Why Take the GED?* and Module 2 Activity #19 *Searching for a Job in a Tight Economy*. In these activities, the MAC participants identify their strengths and plan for future skill-building, so they can build a strong work history and be invited for interviews.

Using the information provided in the handouts in this activity, the MAC Coach should be prepared to discuss with the MAC participants:

- why employers have interviews, even if it is for an internship or job shadowing
- how employers draw conclusions about a potential employee during an interview
- first impressions (See Module 1 - Activity #6 *First Impressions*)
- how to prepare for an interview (paperwork, clean clothing, transportation, practice)
- learning about the employer and the job
- dressing for an interview
- effective interview behaviors
- questions to answer
- questions to ask
- how to handle questions pertaining to personal history as a refugee
- the importance of practicing
- what to do about nerves.



When MAC participants practice an interview, they should not memorize responses to questions. In fact, too much practicing can result in rote responses that do not inform the employer.

The MAC Coach should concentrate on the following points during the practice sessions:

Candidates who are prepared will be more comfortable in the interview.

Candidates should be themselves. The employer wants to know who they are hiring.

Interviews are designed for candidates to brag. This is hard for a lot of people, especially MAC participants who may not have a list of accomplishments, or have a cultural background that discourages bragging. But strong personal qualities can count just as much as education and experience, and should be shared with interviewers. For example:



The MAC participants should think of three messages about themselves that they want to get across, regardless of what the interview questions may be. The messages can go beyond basic education and skills. For example:

Responsible – I volunteer every Sunday at my church. I don't miss it because I know that families are counting on me.

Organized – My friends and MAC Coach always comment on how efficient and organized I am. I learned this was necessary as I prepared with my family to leave my home country.

Motivated – I am very interested in this kind of job. I think that I can build the skills because I am very motivated and a fast learner.

Explain to the MAC participants that the job-seeking process can take a long time. Not only is it hard to obtain an interview, the participants may have to go on several interviews before they land a job. After every interview they should debrief with the MAC Coach or a respected adult to determine how to keep honing interview skills.



## ACTIVITY STEPS

1. Explain why an employer might want an interview with an applicant, and how the invitation may occur.

Explain that there may be interviews for unpaid work such as volunteering and job shadowing.

Discuss how it is important to prepare for interviews since they may be the determining factor in whether an applicant is hired.

2. Discuss how employers draw conclusions about candidates in a job interview. Use the handouts *DRESSING FOR A JOB INTERVIEW* and *SCORING GUIDE FOR EMPLOYMENT INTERVIEW* as guides for the discussion.
3. Show and discuss the following handouts:

- CLEAN CLOTHES
- SHINE SHOES
- CLEAN BODY
- SHAMPOO
- BRUSH TEETH
- COMB HAIR
- SIMPLE JEWELRY
- LOOK IN MIRROR
- ON TIME
- SHAKE HANDS
- WORK PAPERS
- LISTEN
- THANK YOU



MAC participants will probably be very concerned about their appearance for a job interview. Discuss how they can obtain the proper clothes and the importance of hygiene and grooming.

4. Role Play typical interviews, debriefing after each one. Explain that you are going to mix positive and negative behaviors and they are to look for areas of improvement.

Begin the first role play by doing everything wrong. Arrive late, wear messy clothes, forget paperwork, give a sloppy handshake, look around while the employer is talking, interrupt, etc.

Discuss everything that went wrong. Review the right things to do during an interview.



5. Then repeat the process, mixing negative and positive behaviors.

Use the handouts *GETTING READY FOR THE INTERVIEW* and *CAN YOU ANSWER THESE?* for the questions.

6. When the MAC participants have had a chance to observe several interviews, they can practice. The Coach can decide if they can break into pairs or small groups. This process requires a mock interviewer being able to think of questions to ask.

The handouts *GETTING READY FOR THE INTERVIEW* and *CAN YOU ANSWER THESE?* can be used, but the interviewer should expand upon the provided questions.

The handout *SELF-ASSESSMENT FOR EMPLOYMENT INTERVIEW* should be discussed, with feedback from the small group.

The large group practice is a good opportunity for MAC participants to discuss how they can handle nervousness before and during an interview. They should not drink coffee or soda before the interview and should concentrate on what they will say and do in the first few minutes of the interview. Suggest that they concentrate on relaying their three key messages. If they feel that they need to acknowledge their nervousness, they can say, "I'm nervous because I really want this job."

7. Invite MAC participants to wear their interview outfit and practice individually with the MAC Coach.



## INTERVIEW LOG

NAME OF BUSINESS \_\_\_\_\_

CONTACT PERSON \_\_\_\_\_

DATE AND TIME OF INTERVIEW \_\_\_\_\_

JOB DESCRIPTION \_\_\_\_\_

REQUESTED FOR THE INTERVIEW: \_\_\_\_\_

NOTES:

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NAME OF BUSINESS \_\_\_\_\_

CONTACT PERSON \_\_\_\_\_

DATE AND TIME OF INTERVIEW \_\_\_\_\_

JOB DESCRIPTION \_\_\_\_\_

REQUESTED FOR THE INTERVIEW: \_\_\_\_\_

NOTES:

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# Getting Ready For the Interview

Your ultimate objective is to get an interview. To get ready for the interview practice answering the following interview questions. Be positive about yourself and at all times be honest.

<p><b>1. Tell me something about yourself.</b> Give general information like your school status and why you are looking for a job.</p>	
<p><b>2. Have you ever worked before? What kind of work did you do on your last job?</b> If you have no paid work experience, talk about your non-paid or volunteer work.</p>	
<p><b>3. What did you like most about the job?</b> Did you like working with people, working with numbers, being outside, etc.? Highlight those things that will be the same in this job.</p>	
<p><b>4. What did you like least about the job?</b> Make your statement as positive as possible. For example, "I didn't get to work as many hours as I wanted."</p>	
<p><b>5. Why did you leave your last job?</b> Be honest but discreet. Point out plans for the future.</p>	

<p><b>6. Why are you interested in working for this organization?</b> Find out about the organization in advance. Explain how your interests fit with what the organization does.</p>	
<p><b>7. What makes you think you are right for this job?</b> Explain how your skills and abilities are needed for the job. Talk about your interest in learning new skills.</p>	
<p><b>8. Are you planning to continue your education?</b> Be honest with your plans. If you plan to return to school soon, give your availability for work.</p>	
<p><b>9. What are your career goals?</b> Describe the kind of work that you would eventually like to do. Explain how this job will help you achieve your goal.</p>	
<p><b>10. Why should I hire you?</b> Explain how your skills and abilities are right for the job. Tell the interviewer about your positive work habits.</p>	

### **Interviewing Tips**

- ✓ Learn about the organization and the job.
- ✓ Dress appropriately and neatly.
- ✓ Take a pen, your fact sheet or resumé, and any other documents required.
- ✓ Plan to arrive a little early.
- ✓ Be polite and friendly.
- ✓ Express interest and enthusiasm.
- ✓ Think positively.
- ✓ Thank the interviewer for his/her time.
- ✓ Don't smoke.
- ✓ Don't chew gum.



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# Dressing for a Job Interview

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- ☐ Clothing should be clean, well pressed, and fit well
- ☐ Shoes do not have to be new, but they should be clean and polished
- ☐ Avoid bright colors and designs. Wear clothes in brown, navy, black
  - Women: avoid low-cut blouses or dresses. Wear a dress, suit or pant suit. Make sure skirts are not too tight or short when you sit down.
  - Men: wear shirt and suitable pants or a sport coat; wear light shirts and plain socks. Remove your hat.
- ☐ Clean hair and ears
- ☐ Clean and trim nails, polish should be clear or color that is not too bright
- ☐ Makeup should be simple
- ☐ Be freshly bathed and use deodorant
- ☐ Hair neatly trimmed and combed
- ☐ Brush teeth/use mouthwash
- ☐ No sunglasses
- ☐ Keep jewelry simple
- ☐ Lay clothes out
- ☐ Have paperwork in a file folder, all ready to go
- ☐ Set your alarm and have a backup alarm in case you sleep through your first alarm
- ☐ Go to bed earlier than usual. Try to get a good night's sleep

Take some time to assess how you applied interview skills.

### **Self-Assessment for "Employment Interview"**

**Directions:** Check the box that best indicates your level of agreement with each statement.

**5** = strongly agree, **4** = moderately agree, **3** = somewhat agree, **2** = moderately disagree, and **1** = strongly disagree.

	5	4	3	2	1
1. I dressed appropriately and professionally.					
2. I had direct eye contact and showed responsiveness throughout the interview.					
3. My facial expressions reflected interest and feeling.					
4. My posture showed confidence.					
5. I gestured naturally.					
6. My voice was clear and audible.					
7. I listened and did not interrupt.					
8. I used appropriate pauses and had few "fillers" (such as "um" or "you know").					
9. I demonstrated attentive and active listening.					
10. I gave direct and concise answers to questions.					
11. I used language that was clear and precise.					
12. I did not hesitate to ask questions for clarification when necessary.					
13. I handled tough questions well.					

Based on this interview, should you be hired for the job? Why or why not?

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Compare this evaluation to the evaluation completed by your interviewer. If there are differences, explain why.

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These are the components you will need to keep in mind for your employment interview. Review this scoring guide to know how you will be assessed.

### **Scoring Guide for “Employment Interview”**

**Directions:** Check the box that best indicates your level of agreement with each statement.

**5** = strongly agree, **4** = moderately agree, **3** = somewhat agree, **2** = moderately disagree, and **1** = strongly disagree.

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The applicant dressed appropriately and professionally.					
2. The applicant had direct eye contact and showed responsiveness throughout the interview.					
3. The applicant's facial expressions reflected interest and feeling.					
4. The applicant's posture showed confidence.					
5. The applicant gestured naturally.					
6. The applicant's voice was clear and audible.					
7. The applicant listened and did not interrupt.					
8. The applicant used appropriate pauses and had few “fillers” (such as “um” or “you know”).					
9. The applicant demonstrated attentive and active listening.					
10. The applicant gave direct and concise answers to questions.					
11. The applicant used language that was clear and precise.					
12. The applicant did not hesitate to ask questions for clarification when necessary.					
13. The applicant handled tough questions well.					

Based on this interview, would you hire this applicant for the job? Why or why not?

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# Can You Answer These?

Think through possible responses to the following interview questions so that you can present yourself as calm, collected, and qualified.

If you are unsure how to answer, ask your MAC Coach, Case Resettlement Manager, or family and friends for ideas.

Tell me about yourself.

What are your skills?

Have you ever done a job like this before?

What do you know about our business?

Why should we hire you?

What are your plans for the future?

Do you prefer to work alone or with a group?

Give examples of how you are a team player.

How do you get along with people?

Why are you interested in this job?

Who can we contact as a reference?

## **Possible Questions to Ask the Interviewer:**

What would I do every day?

Would I be trained?

What would my hours be?

Is there anything else you need to know about me, because I'm very interested in this job!



## ***WHAT IS ALLOWED?***

### **What questions are off-limits on an employment application or when conducting a job interview?**

Employers must give careful consideration to the questions used in an employment application. A number of problem areas have arisen concerning questions which are included in an employment application or asked during the course of a job interview.

- (1) **Age/date of birth:** Generally, age is considered not to be relevant in most hiring decisions, and therefore, date-of-birth questions are improper. Age is a sensitive pre-employment question, because the [Age Discrimination in Employment Act](#) protects employees 40 years old and above. It is permissible to ask an applicant to state his or her age if it is less than 18. If you need the date of birth for internal reasons, i.e., computations with respect to a pension or profit-sharing plan, this information can be obtained after the person is hired.
- (2) **Race, religion, national origin:** Generally, questions should not be asked about these matters, either on employment applications or during job interviews. The requirements that an applicant furnish a picture has been held to help support a claim for race discrimination when it was demonstrated that an employer never hired a minority applicant, the theory being the picture was required so that an employer would remember which applicants were members of minorities. A sexual harassment plaintiff might similarly argue that the employer pre-screened applicants for physical attractiveness. Ordinarily, [Title VII of the Civil Rights Act of 1964](#) requires that employers make reasonable accommodations for their employees' religious practices, thus eliminating the necessity for asking whether an applicant's religious beliefs would prohibit his or her working at certain times and on certain days in most situations.
- (3) **Physical traits, disabilities:** Height and weight requirements have been found to violate the law in situations where such requirements have eliminated disproportionate numbers of female, Asian-American, and Spanish-surnamed applicants when in such cases, the employer could not show that the physical standards were directly-related to job performance.

- (4) **Education:** If a job for which an application is being made does not require a particular level of education, it is improper to ask questions about an applicant's educational background. Applicants can be asked about educational background, schools attended, degrees earned, and vocational training when the performance of a job requires a particular level of education. For example, inquiring into the English language proficiency and educational background of a secretarial candidate is proper, while the same inquiry would probably be improper for a janitorial applicant. The EEOC and some courts have looked closely at an employer's educational requirements to determine whether they are being used to exclude from employment minorities who, generally-speaking, have obtained lesser levels of education.
- (5) **Arrest, conviction records:** The EEOC takes the position that questions concerning arrests are improper unless the applicant is being considered for a "security sensitive" job and the employer does an investigation to determine, in effect, whether the applicant was likely to have committed the crime for which he or she was arrested. The EEOC also says that questions about an applicant's conviction record are improper unless the employer can show that the conviction is in some way related to the position being applied for. The EEOC takes these positions because of statistics which show that minorities are arrested and convicted at considerably higher rates than whites.
- (6) **Garnishment:** Questions concerning whether an applicant has been the subject of garnishment proceedings should be eliminated from employment applications. Using the garnishment history of an applicant in determining whether he or she will be hired is probably discriminatory, because more minority members have their wages garnished than do with whites.
- (7) **Citizenship:** The anti-discrimination provision of the Immigration Reform and Control Act provides that an employer cannot discriminate because an applicant is not a U.S. citizen. Therefore, in order to avoid charges of discrimination under this Act, citizenship questions should probably be deleted from employment applications. The Form I-9 is the appropriate place to determine citizenship status instead of the employment application.

(8) **Drugs, smoking:** It is permissible to ask an applicant if he or she uses drugs or smokes. The application also affords an employer the opportunity to obtain the applicant's agreement to be bound by the employer's drug and smoking policies. The application also affords an employer an opportunity to obtain the applicant's agreement to submit to drug testing.

(9) **Other problem areas:** Questions concerning whether an applicant has friends or relatives working for the employer may be improper, if the employer gives a preference to such applicants. Questions concerning credit rating or credit references have been held to be discriminatory against minorities and women. Questions concerning whether an applicant owns a home have been held to be improper as being discriminatory against minority members, since a greater number of minority members do not own their own homes. While questions about military experience or training are permissible, questions concerning the type of discharge received by an applicant have been held to be improper, because a high proportion of other than honorable discharges are given to minorities. The Americans with Disabilities Act prohibits general inquiries about disabilities, health problems, and medical conditions.



# Americans with Disabilities Act

## A Guide for People with Disabilities Seeking Employment

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**Social Security  
Administration**

**Equal Employment  
Opportunity Commission**

**U.S. Department of  
Justice  
Civil Rights Division**

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**There are more opportunities now than ever before for people who are receiving SSDI and SSI benefits to learn job skills and find permanent employment.**

If you are seeking a job or are new to the workforce, you should become familiar with the **Americans with Disabilities Act of 1990 (ADA)**, a federal civil rights law designed to prevent discrimination and enable individuals with disabilities to participate fully in all aspects of society. One fundamental principle of the ADA is that individuals with disabilities who want to work and are qualified to work must have an equal opportunity to work. This brochure answers questions you may have about your employment rights under the ADA.

### **How do I know if I am protected by the ADA?**

To be protected, you must be a qualified individual with a disability. This means that you must have a disability as defined by the ADA. Under the ADA, you have a disability if you have a physical or mental impairment that substantially limits a major life activity such as hearing, seeing, speaking, thinking, walking, breathing, or performing manual tasks. You also must be able to do the job you want or were hired to do, with or without reasonable accommodation.

### **What are my rights under the ADA?**

The ADA protects you from discrimination in all employment practices, including: job application procedures, hiring, firing, training, pay, promotion, benefits, and leave. You also have a right to be free from harassment because of your disability, and an employer may not fire or discipline you for asserting your rights under the ADA. Most importantly, you have a right to request a reasonable accommodation for the hiring process and on the job.



## **What is a "reasonable accommodation"?**

A reasonable accommodation is any change or adjustment to a job, the work environment, or the way things usually are done that would allow you to apply for a job, perform job functions, or enjoy equal access to benefits available to other individuals in the workplace. There are many types of things that may help people with disabilities work successfully. Some of the most common types of accommodations include:

- physical changes, such as installing a ramp or modifying a workspace or restroom;
- sign language interpreters for people who are deaf or readers for people who are blind;
- providing a quieter workspace or making other changes to reduce noisy distractions for someone with a mental disability;
- training and other written materials in an accessible format, such as in Braille, on audio tape, or on computer disk;
- TTYs for use with telephones by people who are deaf, and hardware and software that make computers accessible to people with vision impairments or who have difficulty using their hands; and
- time off for someone who needs treatment for a disability.

## **What should I do if I think I might need a reasonable accommodation?**

If you think you might need an accommodation for the application process or on the job, you have to request one. You may request a reasonable accommodation at any time during the application process or any time before or after you start working.

## **How do I request a reasonable accommodation?**

You simply must let your employer know that you need an adjustment or change because of your disability. You do not need to complete any special forms or use technical language to do this. For example, if you use a wheelchair and it does not fit under your desk at work, you should tell your supervisor. This is a request for a reasonable accommodation. A doctor's note requesting time off due to a disability or stating that you can work with certain restrictions is also a request for a reasonable accommodation.

## **What happens after I make a request for a reasonable accommodation?**

Once you have made a request for a reasonable accommodation, the employer should discuss available options with you. If you have a disability that is not obvious, the employer may request documentation from you demonstrating that you have a disability and explaining why you need a reasonable accommodation. You and the employer should work together to determine an appropriate accommodation.

## **What should I do if I think my ADA rights have been violated?**

You should contact the nearest office of the Equal Employment Opportunity Commission (EEOC). Someone will help you determine whether you should file a charge of discrimination. Charges may be filed with the EEOC in person, by mail, or by telephone.

There are strict time frames for filing charges of employment discrimination. In most states, you have 300 days from the time the alleged discrimination occurred to file a charge, but in some states you may have only 180 days. The EEOC field office nearest you can tell you which time period applies to you. However, you should file a charge as soon as possible after you believe the discrimination occurred.

To contact the EEOC, look in your telephone directory under U.S. Government or call 1-800-669-4000 (voice) or 1-800-669-6820 (TTY).

## **Is there any cost to file a charge?**

No. There is no cost to file a charge.

## **Do I need a lawyer to file a charge?**

No. You may file a charge on your own without a lawyer, though some people do choose to retain one. Your local bar association may be able to help you locate a lawyer, and many communities have organizations that can provide free legal services or legal services at a reduced rate to people who qualify for them.

## **What happens after I file a charge with the EEOC?**

- First, the EEOC notifies your employer that a charge has been filed.
- In some instances, the EEOC will suggest mediation as a way of resolving the charge. Mediation is a process by which an impartial party tries to help people resolve a dispute. Mediation is voluntary, free, and completely confidential.

- If a charge is not referred to mediation or if mediation is unsuccessful, and the EEOC determines that a violation has not occurred, your charge will be dismissed and you will be sent a letter telling you that you may file your own lawsuit.
- If the EEOC concludes that you were discriminated against, it will attempt to settle the claim informally. If this is unsuccessful, the EEOC will decide whether to bring a lawsuit or issue you a letter giving you the right to file a lawsuit on your own.

For more information about work support, contact the Social Security Administration at:

1-800-772-1213 (voice)  
1-800-325-0778 (TTY)  
[www.ssa.gov/work](http://www.ssa.gov/work)

For more information about the ADA, contact the Equal Employment Opportunity Commission (EEOC) and the Department of Justice (DOJ) at:

**EEOC**

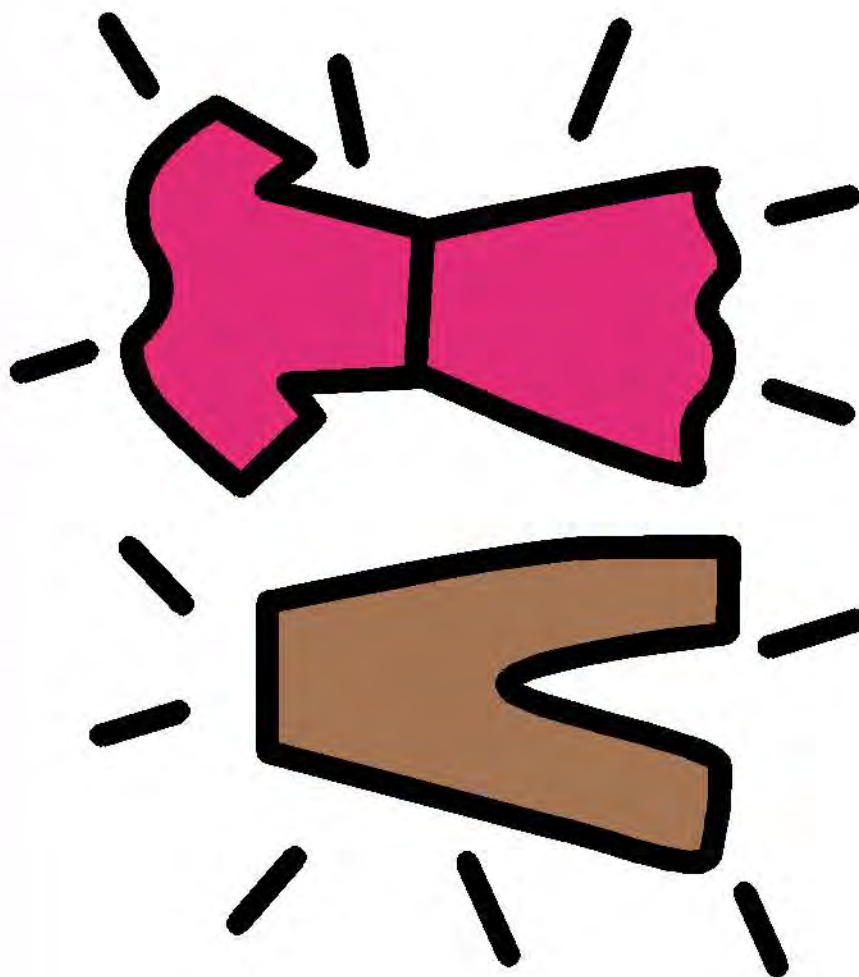
1-800-669-4000 (voice)  
1-800-669-6820 (TTY)  
[www.eeoc.gov](http://www.eeoc.gov)

**DOJ**

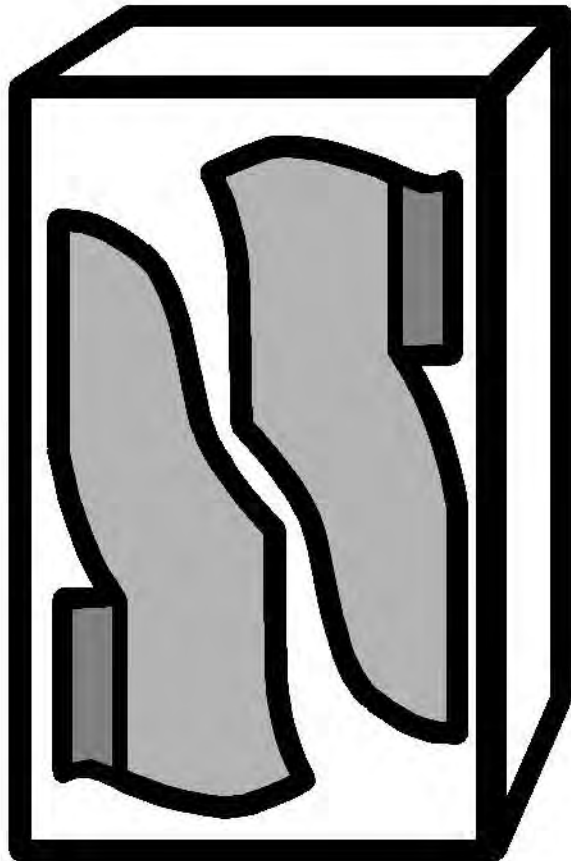
1-800-514-0301 (voice)  
1-800-514-0383 (TTY)  
[www.usdoj.gov/crt/ada](http://www.usdoj.gov/crt/ada)

For free information about many types of reasonable accommodations, contact the Job Accommodation Network at: 1-800-526-7234 (voice/TTY)  
<http://janweb.icdi.wvu.edu/>

# Clean Clothes

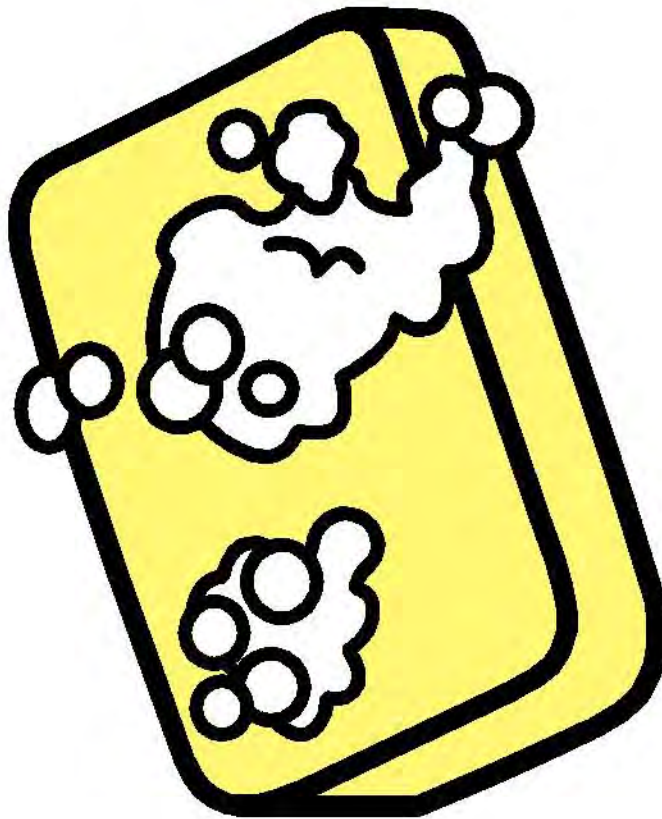


# Shine Shoes





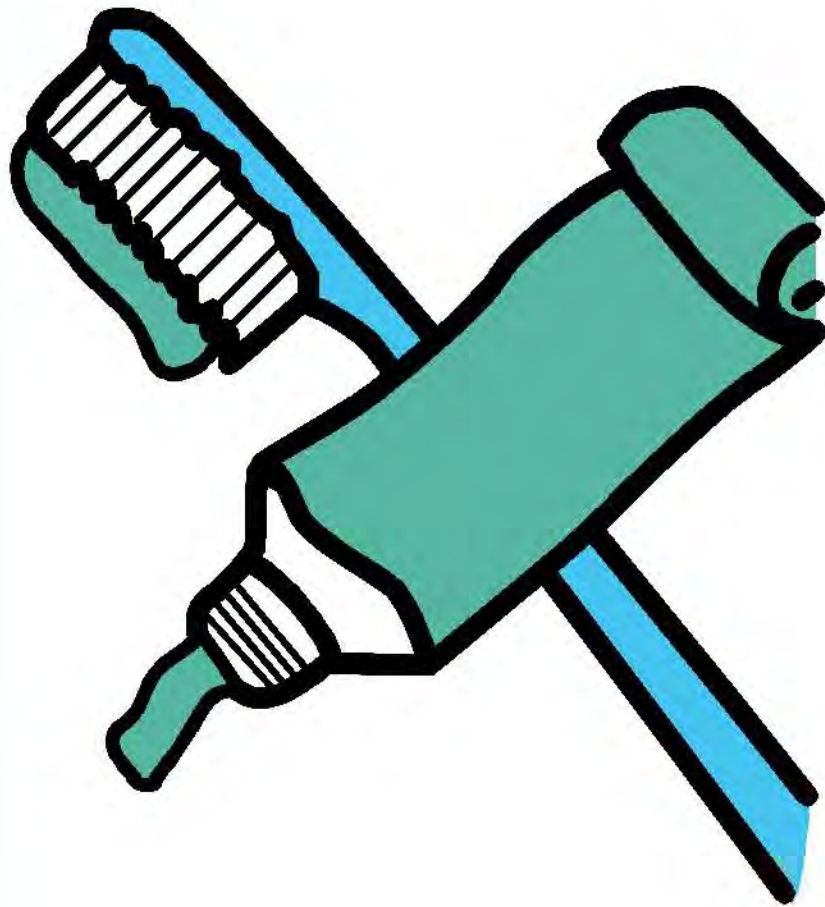
# Clean Body



# Shampoo



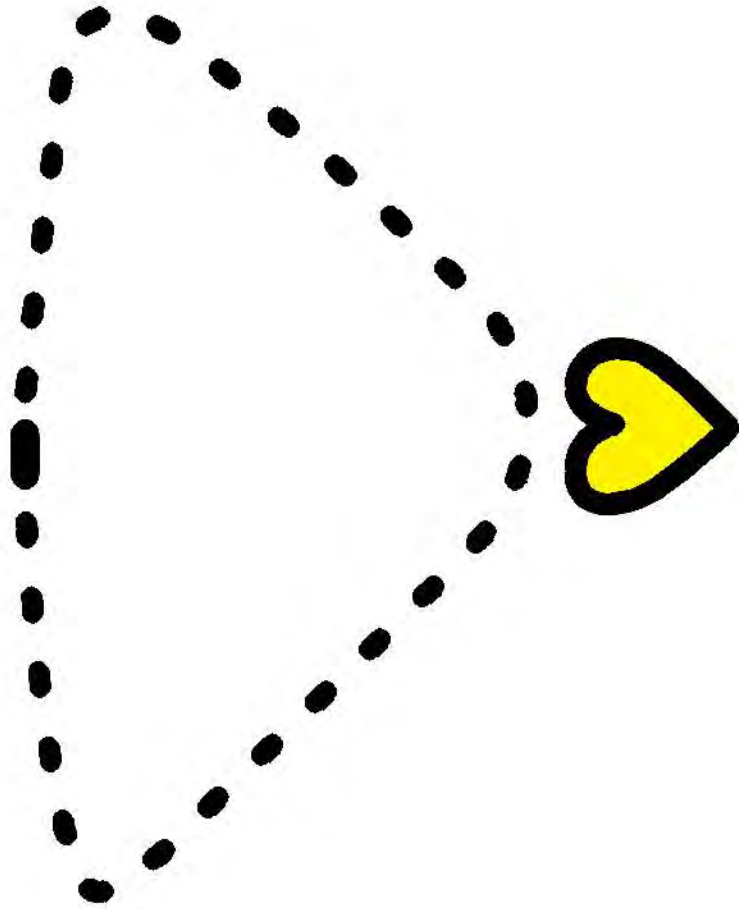
# Brush Teeth



# Comb Hair

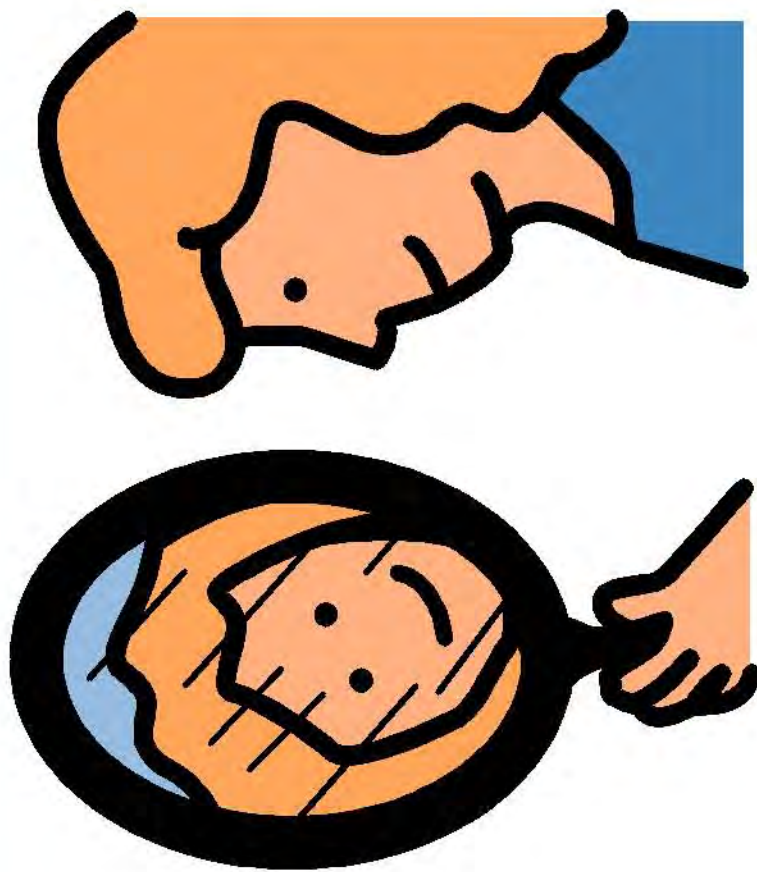


# Simple Jewelry





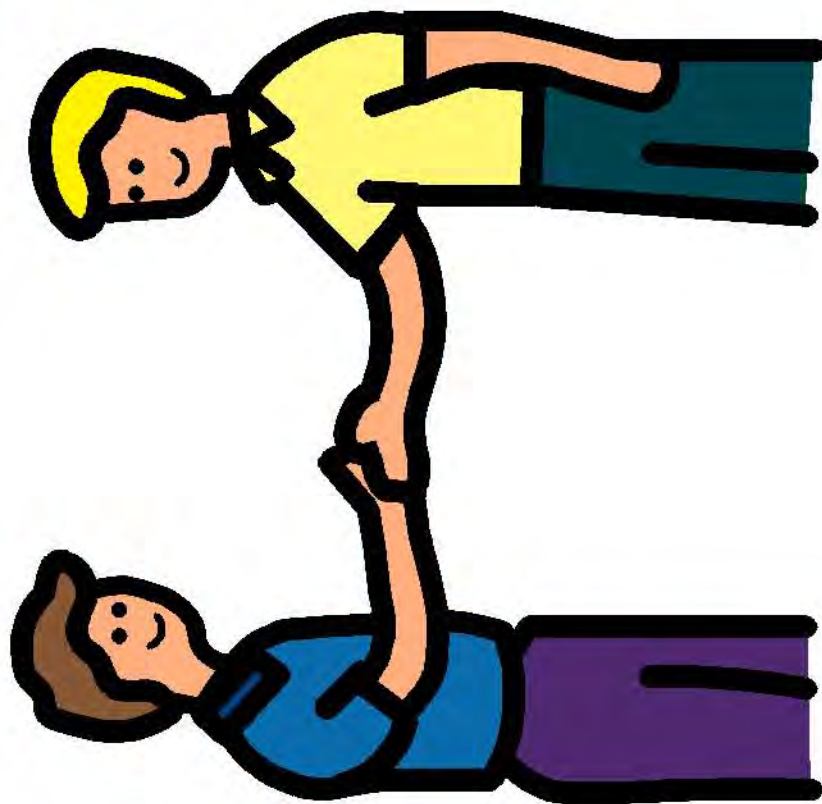
# Look In Mirror



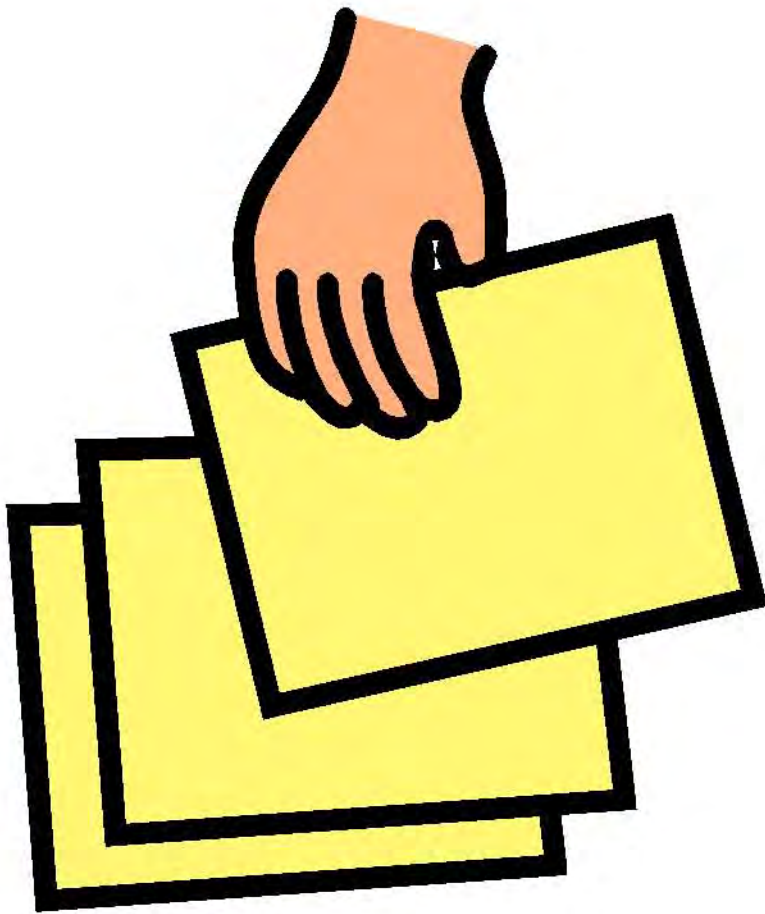
# On Time



# Shake Hands



# Work Papers



# Listen

