

DOCUMENT RESUME

ED 260 238

CE 042 219

AUTHOR McKinney, Lorella A.; Vreeburg, Margaretha  
TITLE Extending Horizons: Student Paths to Employment.  
Research and Development Series No. 257B.  
INSTITUTION Ohio State Univ., Columbus. National Center for  
Research in Vocational Education.  
SPONS AGENCY Office of Special Education and Rehabilitative  
Services (ED), Washington, DC.  
PUB DATE 85  
NOTE 56p.; For related documents, see CE 042 217-223.  
AVAILABLE FROM National Center Publications, Box F, National Center  
for Research in Vocational Education, 1960 Kenny  
Road, Columbus, OH 43210-1090 (RD257B--\$2.75).  
PUB TYPE Guides - Classroom Use - Materials (For Learner)  
(051)  
EDRS PRICE MF01/PC03 Plus Postage.  
DESCRIPTORS Career Exploration; \*Disabilities; Educational  
Legislation; \*Education Work Relationship; Federal  
Legislation; Individualized Programs; \*Job  
Application; \*Job Placement; \*Job Search Methods; Job  
Skills; Postsecondary Education; Resource Staff;  
School Community Relationship; Secondary Education;  
\*Social Support Groups; Special Education; Vocational  
Education; Workbooks  
IDENTIFIERS Individualized Employment Programs; \*Support  
Services

ABSTRACT

This workbook for the handicapped person involved in the transition from education to work, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. This guidebook is intended for use by the student either independently or with guidance from a support team leader, the classroom teacher, or counselor. An introduction is followed by sections on understanding one's team, exploring careers, getting ready for the world of work, looking for jobs, surviving on the job, and understanding the laws that affect handicapped youth. Each section contains information, suggestions, activities, and worksheets. A bibliography concludes the workbook. (YLB)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED 260 238

EXTENDING HORIZONS:  
STUDENT PATHS TO EMPLOYMENT

Lorella A. McKinney  
Margaretha Vreeburg

*a document in the series*

EXTENDING HORIZONS:  
A RESOURCE FOR ASSISTING HANDICAPPED YOUTH  
IN THEIR TRANSITION FROM  
VOCATIONAL EDUCATION TO EMPLOYMENT

TABLE OF CONTENTS

INTRODUCTION . . . . .	1	SURVIVING ON THE JOB . . . . .	51
UNDERSTANDING YOUR TEAM . . . . .	5	Following Directions . . . . .	52
Organizing Your Support Team . . . . .	6	Being on Time . . . . .	52
Your First Support Team Meeting . . . . .	8	Taking Pride in Your Work . . . . .	52
EXPLORING CAREERS . . . . .	11	Organizing Your Work . . . . .	53
Career Opportunities and You . . . . .	11	Getting Along with Others . . . . .	53
Career Information Sources . . . . .	11	Coping with Problems . . . . .	53
Job Visit Arrangements . . . . .	17	Controlling Your Frustrations . . . . .	54
GETTING READY FOR THE WORLD OF WORK . . . . .	21	Communicating Clearly . . . . .	54
Completing Your Graduation Requirements . . . . .	21	Using Good Judgment . . . . .	54
Obtaining Your Social Security Number . . . . .	21	Exhibiting Enthusiasm . . . . .	55
Preparing Your Job I.D. . . . .	21	Showing a Desire to Continue in the Occupation . . . . .	55
Writing Your Resume . . . . .	22	Showing a Willingness to Learn . . . . .	55
Preparing Your Letter of Introduction . . . . .	28	Dressing Appropriately . . . . .	55
Writing Your Job Application . . . . .	28	UNDERSTANDING THE LAWS WHICH AFFECT YOU . . . . .	59
Preparing for the Interview . . . . .	34	Rehabilitation Act of 1973 . . . . .	59
LOOKING FOR JOBS . . . . .	39	The Education for All Handicapped Children Act . . . . .	60
Starting Your Job Search . . . . .	39	The Vocational Education Act . . . . .	60
Getting Organized for Your Job Search . . . . .	39	BIBLIOGRAPHY . . . . .	61

Copyright ©1985. All rights reserved.

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

NORVE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**BEST COPY AVAILABLE**

7042219



**Extending Horizons: Student Paths to Employment** is prepared for the handicapped person involved in the transition from education to work. Among areas of assistance addressed in this booklet are locating employment opportunities in chosen area(s) of interest and ability, preparing applications and letters of introduction, interviewing for jobs, modifying jobs as appropriate, and any other endeavors to facilitate the handicapped individual's transition from vocational education to work. This book will likely be utilized by the student with guidance from a support team leader, the classroom teacher, or counselor. Many students may use the document independently and seek assistance only as needed.

## INTRODUCTION

Finding a job can be very difficult. Keeping that job can be even more difficult. This workbook is designed to help you prepare for work, find a job, and keep it.

A support team is a group of people who will help you finish your school work and then help you find and keep that job. This move from school to work is called a "transition." A support team will help you make your transition from school to work by helping you with the following activities:

- exploring your career
- learning job skills
- preparing for work
- graduating from school
- applying for jobs
- interviewing for jobs
- deciding on a job
- surviving on a job

This team can also help you with personal matters, such as finding an apartment, obtaining legal advice, or working out confidential problems.

This guidebook will help you understand how you can use your own support team to assist you in completing the activities listed above. Your transition from school to work can be fun and exciting. Call your support team together to help you when things get tough and you get discouraged. Ask persons on your team to help you with some of the activities in this guidebook.

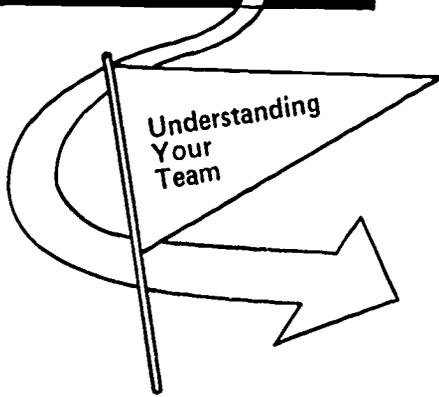
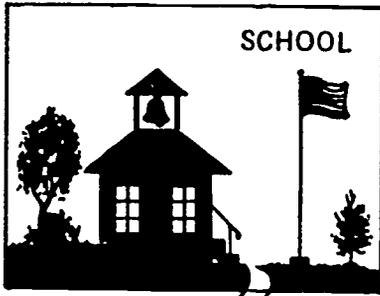
There are many different paths you can take to employment and many different ways to travel down these paths. In this guidebook, there are activities, suggestions, and worksheets to help you find the path that is right for you—the path that leads to a successful job.

Have you ever asked yourself any of these questions?

- How can I explore my interests and skills?
- Where can I get career information?
- Do I have the necessary requirements for graduation?
- What should I do before I apply for a job?
- When do I start to look for a job?
- What kinds of questions will I be asked in an interview?
- What kinds of questions should I ask in an interview?

If you have ever wondered about any of these questions, then this guidebook is the right place to begin your job search. Finish school. Find a job, and welcome to the world of work. Good luck!

PATHS TO EMPLOYMENT



## UNDERSTANDING YOUR TEAM

Your support team is for you. Every student has different needs, and every support team will be made up of persons with different strengths and experiences. That is what makes your own support team worthwhile and exciting. It is important that you have support team members who will help you take this important step from being a student to being a worker. Remember that any person who you feel can help you make a successful transition from school to work can be on your support team.

Study figure 1. It shows you how your support team members work together to support you, the student. It also shows you how the team will work with you to give you encouragement and support. Learn to use your team. It can be a life saver!

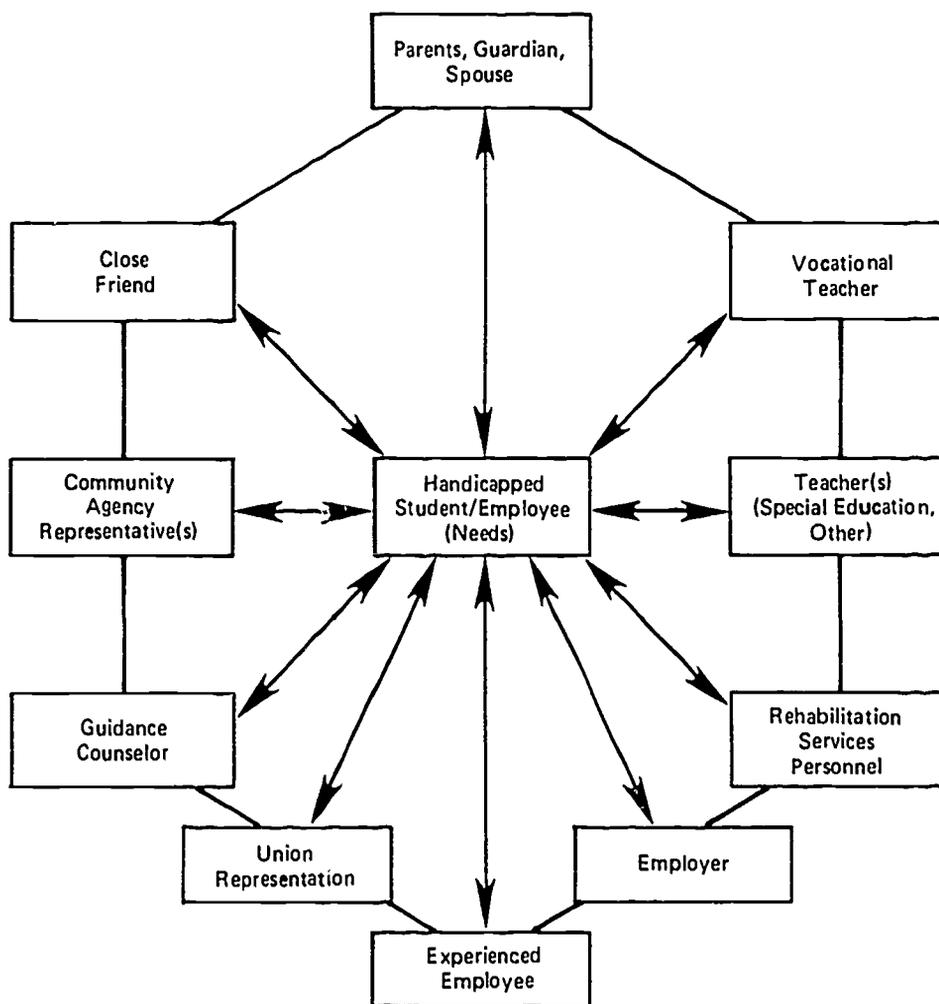


Figure 1. School-community support team relationships

The field coordinator or your counselor will help you pick your support team. He or she will suggest people who can help you make your transition from school to work. Choose those individuals who you feel will help you succeed in school and in work. The support team members shown in figure 1 include

- teachers
  - vocational teachers
  - special education teachers
  - reading, math, history, English, or any other teacher you have had;
- counselors
  - guidance counselors
  - rehabilitation counselors;
- parents/guardian;
- spouses;
- community agency representatives;
- employers;
- peer employers;
- friends; and
- union representatives.

The field coordinator or your counselor will help you complete worksheet 1, Develop Your Own Support Team, found on p. 7. Complete worksheet 1 by writing the names of the people you would like on your support team. You do not have to have all the members listed above, but do ask those people who you honestly believe will become team members and who will help you find and keep a job. Turn to worksheet 1 on p. 7.

### **Organizing Your Support Team**

Here are some suggested support team activities to help you get your support team organized. The field coordinator will help you with any activities that may be difficult for you.

#### **Suggested Activities**

- Describe the project to team members whom you have listed on worksheet 1. Tell them that you need their help to do well in school and to find a job. Invite them to come to some team meetings to give you suggestions about how to find a job.
- Tell possible team members listed on worksheet 1
  - how often you will have team meetings;
  - the time of the team meeting; and
  - where the meetings will be held.

**WORKSHEET 1**

**DEVELOP YOUR OWN SUPPORT TEAM**

Below are listed the kinds of people whom you may want to involve in your support team. You do not have to write a name on every line, and you may wish to write more than one name on some lines. Just list the names of those individuals whom you would like to include on your support team:

Parent(s) \_\_\_\_\_

Vocational Teacher(s) \_\_\_\_\_

Other Teachers \_\_\_\_\_

Job Placement Counselor \_\_\_\_\_

Guidance Counselor \_\_\_\_\_

Rehabilitation Counselor \_\_\_\_\_

Possible Employer(s) \_\_\_\_\_

Spouse \_\_\_\_\_

Union Representative \_\_\_\_\_

Friends \_\_\_\_\_

Community Agency Representatives \_\_\_\_\_

Other(s) \_\_\_\_\_

- Once you have asked a few people to be on your team, then you can ask them to recommend employers and others who could join your team to help you prepare for, find, and keep a job.
- Ask your teacher to suggest an employer that could help you prepare for the working world by joining your support team.

Remember that your field coordinator will help you organize your support team. He or she can suggest possible team members and invite them to your first team meeting.

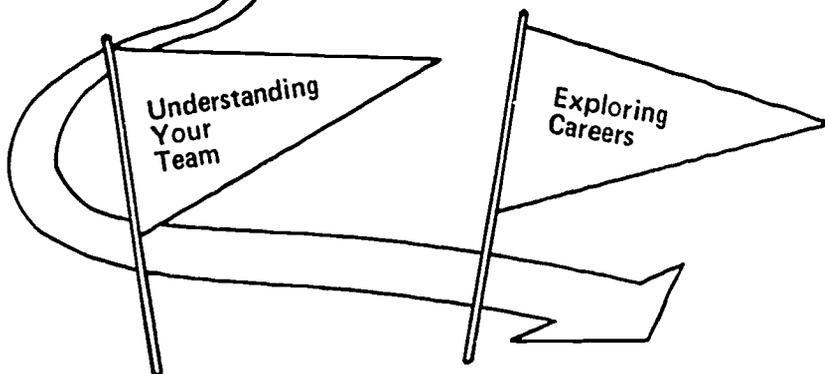
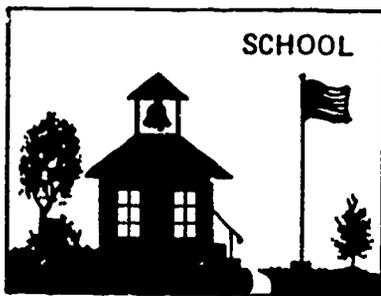
### **Your First Support Team Meeting**

Now that you have a support team, you and the field coordinator can plan your first team meeting. Your first meeting will be opened by the field coordinator. Here are some suggested activities that can be carried out at your first team meeting:

- Let the team members introduce themselves and describe how they may be able to help you make your transition from school to work.
- Ask the members if you are meeting at a convenient time and place for them.
- Select a team leader. Choose someone with whom you feel close. The team leader will organize your team and conduct meetings so that you will benefit from each person on your team.
- Review your individualized education program (IEP) with team members, if it has already been started. If the IEP is not already in process, the field coordinator and the team leader should describe for the team what an IEP is, its components or parts, and why IEPs are important.
- Discuss the careers that you are interested in exploring. Ask team members if they can suggest site visits for you to explore various jobs among the careers of your interest.
- Turn to the next section of the workbook, Exploring Careers, and seek suggestions from team members about the activities listed on p. 11.

Try to keep your team meetings short. Be organized by making a list of all the points, problems, or questions you want to discuss. You can occasionally meet with your team members alone. It will give them a greater sense of responsibility. Remember, your team will help you find the right path to a successful job placement.

PATHS TO EMPLOYMENT



# EXPLORING CAREERS

## Career Opportunities and You

There are many ways you can explore your interests and skills. By finding out what you like to do and what your strengths are, you will be able to match these interests and skills with a job you will enjoy. Remember that your job includes the specific responsibilities you have when you work, but your career is your entire life's work. For example, you may now have a job as an auto mechanic and your career goal is to own an automotive mechanics shop. Below are some suggested activities to help you discover your interests and skills and to help you make a wise career decision.

### Suggested Activities

- Discuss with your support team the job opportunities and the careers that interest you in your community.
- Talk to as many people as possible who are presently working. Find out what they like and do not like about their jobs; also learn the skills that are required to complete their jobs.
- Complete worksheet 2, Your Career Exploration Profile, on pp. 12-13. Ask your support team to help you with any part that you cannot complete. Ask your support team for names of people who work on jobs that you like and that you could visit.
- Begin to complete worksheet 3, Job Exploration, on pp. 14-15. Visit job sites and watch what workers do. Imagine yourself doing that job. Ask workers the 10 questions which are on worksheet 3, part C.
- Ask your support team to help you set up some work situations where you can try parts of jobs that you are interested in exploring. Try as many different jobs as possible.

If you need or want additional help with your career decision there are tests that can help you identify your interests and skills. Ask your support team to help you explore your interests and skills by using these tests. See figure 2 for the specific tests you can take to help you explore your interests and skills.

### Career Information Sources

Now that you are familiar with your interests, abilities, and skills as well as the kinds of things to look for in a career, you should seek additional information about careers and jobs. Career information is available from many sources. Ask your support team members which of the following sources are possible to get.

## WORKSHEET 2

### YOUR CAREER EXPLORATION PROFILE

- A. Answer the following questions honestly. Discuss with your support team your feelings about each question. Talk about jobs that match the working conditions you like. Check yes or no for each question below to indicate the kind of things you like to do.

	Yes	No
1. Do I like to work inside?		
2. Do I like to work outside?		
3. Do I like to work sitting at a desk?		
4. Do I like to work standing up?		
5. Do I prefer to work during the day?		
6. Do I prefer to work at night?		
7. Do I like to work with numbers?		
8. Do I prefer working with words?		
9. Do I prefer working with my hands?		
10. Do I like working or operating machines or equipment?		
11. Do I like to work with people?		
12. Do I prefer working alone?		
13. Do I like to work with large machines or equipment?		
14. Do I like to work with small machines or equipment?		
15. Do I like preparing or serving food?		
16. Do I like to work with jobs requiring use of pencil and paper?		
17. Do I like to prepare or read reports?		
18. Do I like to build or make things?		
19. Do I prefer to be the boss?		
20. Do I like to follow directions given by the boss?		

## WORKSHEET 2

### YOUR CAREER EXPLORATION PROFILE—continued

B. Name four careers you are interested in:

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

C. Write below in the **job** column two jobs within the careers you listed in B above. Name a person who does each job, and write in the **contact person** column the name of that person opposite the job performed by that individual. Also write under the **job site** column beside the name of each **contact person** the name of the place where the person works. Ask your support team members to suggest **contact people** you could visit, if you have difficulty thinking of possible persons. Invite a team member to join you when you visit job sites.

	<b>Job</b>	<b>Contact Person</b>	<b>Job Site</b>
Example:	Secretary	Jean Bailey	Southern Elec. Co.
1.	_____	_____	_____
2.	_____	_____	_____

Note: Complete worksheet 3 before you visit either job site above.

SOURCE: Adapted from Washburn, Winifred Y. *Vocational Entry Level Skills for Secondary Students*. San Rafael, CA: Academic Therapy Publications, 1975, pp. 97-101.

**WORKSHEET 3**  
**JOB EXPLORATION**

Read and discuss this sheet with your support team before you visit the job site. Ask one member of your support team to go with you on your site visit if this would make you more comfortable.

A. Job Title \_\_\_\_\_

B. Company Name \_\_\_\_\_

Address \_\_\_\_\_

Contact Person \_\_\_\_\_

Phone Number \_\_\_\_\_

C. Questions to ask on your job visit.

1. What level of education do you need for this job (high school, advanced degrees, special certification)?

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

2. What experiences do you need to get this job?

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

3. What special skills do you need? Please list.

	<b>Physical</b>	<b>Mental</b>	<b>Verbal</b>
Example:	lifting, reaching	math, writing, reading	telephone calls, talking with other workers
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

**WORKSHEET 3**  
**JOB EXPLORATION—continued**

4. What are the hazards of this job? \_\_\_\_\_  
\_\_\_\_\_

5. How available is this job? \_\_\_\_\_

6. What is the salary range? \_\_\_\_\_

7. Is shift work required or available? \_\_\_\_\_

What are the hours and days? \_\_\_\_\_

8. Do I qualify for an entry level position with my abilities (see worksheet 2) and experiences? \_\_\_\_\_

Why or why not? \_\_\_\_\_

9. What are the application procedures (resume required, applications, personnel office)? \_\_\_\_\_  
\_\_\_\_\_

10. To whom should I talk if I am interested in applying for a job?

\_\_\_\_\_

Name

\_\_\_\_\_

Position

Phone Number

Write any other questions you may have on a separate piece of paper. Ask questions that specifically relate to your skills and experiences and to the job you are exploring.

D. After your visit, complete this section.

1. Are you the kind of person who would like this job? \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_

2. What do you like about this job? \_\_\_\_\_  
\_\_\_\_\_

3. What wouldn't you like about this job? \_\_\_\_\_  
\_\_\_\_\_

SOURCE. Adapted from Lillie, Gail D. "Job Exploration" materials presented at Inservice Session, Plain City, OH, April 21, 1981

## CAREER ASSESSMENT INSTRUMENTS

Type of Test	Name of Suggested Tests	Purpose
Interest Surveys	<p>Some recommended interest tests:</p> <ul style="list-style-type: none"> <li>Kuder Preference Record</li> <li>Reading Free Vocational Interest Inventory</li> <li>The Self-Directed Search by J. L. Holland</li> <li>Strong Campbell Interest Survey</li> <li>Strong Vocational Interest Blank</li> <li>WR IOT—Wide-Range Interest-Opinion Test</li> </ul>	<p>These surveys are used to determine high, medium and low areas of interest ranging from unskilled jobs through professional occupations. They can be taken anytime during an individual's career exploration from elementary school through adulthood. If you have not taken an interest survey, it will be especially helpful to take one before you begin your job search.</p>
Aptitude Tests	<p>Some recommended Aptitude Tests:</p> <ul style="list-style-type: none"> <li>CAPS—Career Ability Placement Survey</li> <li>Career Assessment Inventory</li> <li>Differential Aptitude Test</li> <li>GATB — General Aptitude Test Battery</li> <li>NATB — Non-reading Aptitude Test Battery</li> </ul>	<p>These tests measure skills such as motor coordination, spatial aptitude, numerical aptitude, form perception and clerical perception. By comparing your aptitudes with required skills in a specific career you will be able to tell how well you could do. Finding out which aptitudes are your strongest may be helpful information to you and your support team.</p>
Vocational Assessment/ Work Sampling	<p>Some recommended work sampling series:</p> <ul style="list-style-type: none"> <li>JEVs — Jewish Employment and Vocational Service</li> <li>McCarron-Dial</li> <li>Micro-Tower</li> <li>Singer</li> <li>Tap</li> <li>Wrest</li> <li>Valpar</li> </ul>	<p>Vocational Assessments are made up of hands-on work samples which give you an opportunity to try many different kinds of jobs. The results of your work are then used to make recommendations for appropriate areas of employment and/or training and supportive services which may be needed while you are receiving your training.</p>

SOURCE: Parts of the above chart are adapted from Brolin, Donn, and Kokaska, Charles. *Career Education for Handicapped Children and Youth*. Columbus, OH: Charles E. Merrill Co., 1979, pp. 216-219.

**Figure 2. Recommended career assessment activities**

### Suggested Activities

- Check the *Dictionary of Occupational Titles* (D.O.T.) that classifies an applicant's previous work experience and the specific duties of a job. Each job has a definition that describes what gets done, how it gets done, and the purpose of the job (U.S. Department of Labor, 1977, p. xv).
- Look in the *Occupational Outlook Handbook* that describes what a person actually does on a job, the skills and training required, the working conditions, and what type of career opportunities will be available in the upcoming years in each specific field (U.S. Department of Labor, 1974, p. iv).
- Go to your school and/or public library to find information on a variety of careers.

- Look through the newspaper "Help Wanted" sections to find out what jobs are open and which companies are hiring.
- Pick up at the state employment agency, brochures, pamphlets, and handouts regarding jobs available in your community.
- Explore jobs that interest you by visiting a job site to observe the work being done. (See next section to get some tips on arranging job visits.)

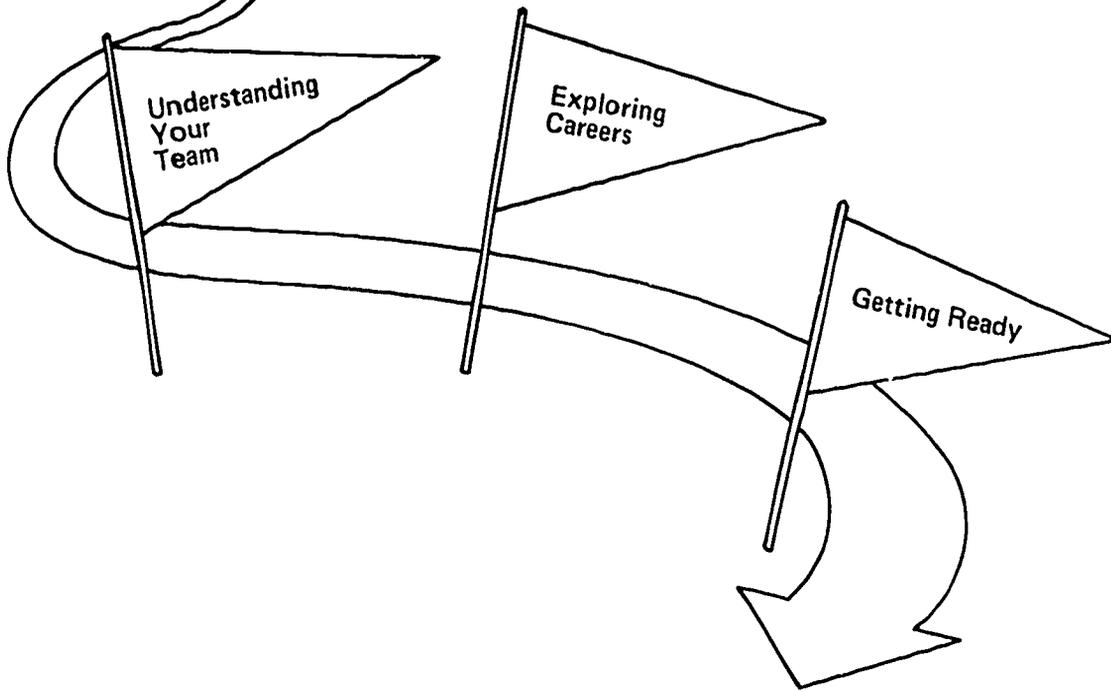
### Job Visit Arrangements

Before you contact the job site, get as much information as possible about the job from sources, such as the above. Ask counselors or coordinators for help in locating information.

Arrange a visit at a convenient time for personnel at the job site. Use the following guidelines to arrange your visit:

- Decide where you want to visit.
- Make an appointment by calling the company and asking for the personnel manager. Explain to the personnel manager that you are interested in their company and would like to tour their plant. When you call, be sure to tell them
  - who you are;
  - what school you attend;
  - that you would like to visit to learn more about the job before you graduate; and
  - your coordinator's name and telephone number in case they need to talk with him or her.
- Keep a schedule of appointments including names and telephone numbers in case you must cancel. Try not to inconvenience the company by canceling. **Always call if you must cancel.**
- Review worksheet 3, Job Exploration, pp. 14-15, before you visit the job. Be sure to ask questions during your visit about any information you seek.
- Dress appropriately in clean, neat clothes.
- Be on time.
- Have some questions ready to ask during your visit.
- Be courteous. Remember, you are a guest.

PATHS TO EMPLOYMENT



## **GETTING READY FOR THE WORLD OF WORK**

Before you enter the world of work, there are many things you can do to help make your transition from school to work a successful experience. This section lists many suggested activities and provides worksheets to help you get ready to enter the working world.

Read the following activities and worksheets and complete those that will help you take this big step. Remember your path to employment will be easier if you are ready to enter the world of work.

### **Completing Your Graduation Requirements**

Even though you may start work while you are still in school, it is important to complete the necessary requirements for graduation. Whether it is high school or postsecondary school that you are finishing, completing your program will make your job search easier. By completing the necessary requirements to obtain your diploma or degree, you will find a better job in less time than if you do not have one or more of them. Follow the suggested activities listed below to be sure that you will graduate.

#### **Suggested Activities**

- Check to see if you have met the graduation requirements by meeting with the guidance counselor and comparing the credits you have already earned with the number of credits needed for graduation.
- Ask for help in any course that has been giving you difficulty.
- Report and discuss any difficulties you have meeting the graduation requirements with your support team members; seek their advice.

### **Obtaining Your Social Security Number**

If you do not have a Social Security number, get an application at any post office. Fill out the application and send it to the Social Security Administration Office. See the following Sample Social Security Application Form.

### **Preparing Your Job I.D.**

Your Job I.D. sheet is prepared before you begin filling out job applications. You write all of the information requested on the I.D. Sheet so that, when you fill out a job application form, you can look at the I.D. Sheet to be sure that you have correct information on the application (complete worksheet 4, Job I.D. Sheet, pp. 23-24).

## SAMPLE SOCIAL SECURITY APPLICATION FORM

<b>ID:</b>	<b>CN:</b>	<b>DO: C08</b>	DO NOT WRITE IN THE ABOVE SPACE	
<b>APPLICATION FOR A SOCIAL SECURITY NUMBER</b>				
See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.				
<b>1</b>	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS <small>(First Name) (Middle Name or Initial—if none, draw line) (Last Name)</small>			
<b>2</b>	Print FULL NAME GIVEN YOU AT BIRTH		<b>6</b>	YOUR (Month) (Day) (Year) DATE OF BIRTH
<b>3</b>	PLACE OF BIRTH <small>(City) (County if known) (State)</small>	YOUR PRESENT AGE <small>(Age on last birthday)</small>		
<b>4</b>	MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)		<b>8</b>	YOUR SEX MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>
<b>5</b>	FATHER'S FULL NAME (Regardless of whether living or dead)		<b>9</b>	YOUR COLOR OR RACE WHITE <input type="checkbox"/> NEGRO <input type="checkbox"/> OTHER <input type="checkbox"/>
<b>10</b>	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO <input type="checkbox"/> DONT KNOW <input type="checkbox"/> YES <input checked="" type="checkbox"/> (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)			
<b>11</b>	YOUR MAILING ADDRESS <small>(Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)</small>			
<b>12</b>	TODAY'S DATE	NOTICE Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than \$1,000 or imprisonment for up to 1 year, or both.		
<b>13</b>	TELEPHONE NUMBER	Sign YOUR NAME HERE (Do Not Print)		

Form Approved OMB No. 72-H0571 No social security number may be issued unless this form is completed (26 CFR Part 31.6011[0]-2)

DHEW Social Security Administration Form SS-5 (5-78)  RESCREEN  ASSIGN  DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

### Writing Your Resume

A resume is a description of who you are, including your education, skills, and experiences. A resume is not required for all jobs. Check with your vocational instructor or job placement counselor to see if a resume is required for your particular area of interest.

Your resume should contain the following information:

- name
- work experience
- address
- special skills
- telephone number
- honors, awards
- education
- references or an offer to provide references
- training experience

Keep your resume short, preferably one page in length. All statements describing your education and work experience should be clearly stated and organized in order, beginning with your most recent schooling or job.

Study the following Sample Resume provided. If your career requires a resume, complete worksheet 5, Writing Your Resume. Then use worksheet 6, Checklist for Resumes, to rate your

**WORKSHEET 4**

**JOB I.D. SHEET**

**Name:** \_\_\_\_\_

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

**City:** \_\_\_\_\_

**State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Social Security No.:** \_\_\_\_\_

**In Case of Emergency**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Schools Attended**

**High School:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

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

**Dates Attended:** \_\_\_\_\_

**Junior High School:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

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

**Dates Attended:** \_\_\_\_\_

**WORKSHEET 4**

**JOB I.D. SHEET—continued**

**Work Experience**

**Firm:** \_\_\_\_\_

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

**Supervisor:** \_\_\_\_\_

**Dates of Employment From:** \_\_\_\_\_ **To** \_\_\_\_\_

**Firm:** \_\_\_\_\_

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

**Supervisor:** \_\_\_\_\_

**Dates of Employment From:** \_\_\_\_\_ **To** \_\_\_\_\_

**References**

**Name:** \_\_\_\_\_ **Address:** \_\_\_\_\_

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

**Telephone:** \_\_\_\_\_ **Occupation:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Address:** \_\_\_\_\_

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

**Telephone:** \_\_\_\_\_ **Occupation:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Address:** \_\_\_\_\_

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

**Telephone:** \_\_\_\_\_ **Occupation:** \_\_\_\_\_

SOURCE Winifred Y Washburn, *Vocational Entry Level Skills for Secondary Students* (San Rafael, CA Academic Therapy Publications, 1975). p 200

## **SAMPLE RESUME**

**John Doe**

**Address:** 1562 W. Broad Street  
Columbus, Ohio 43215

**Telephone:** (home) 614-234-3245  
(work) 614-240-3145

**JOB OBJECTIVE:** to obtain a full-time position as a secretary within a company that offers possibilities for promotion to a lead secretary in a department

**EDUCATION:** 1980-1981 - Franklin University, Columbus, Ohio. Associate Degree in Secretarial Science

1974-1978 - West Central High School. Certification in Office Practices. Skills include typing 65 w.p.m., dictaphone typing 60 w.p.m., operating xerox equipment, filing, transcribing, and other duties associated with running an office

### **WORK EXPERIENCE:**

1976-Present - Secretarial Assistant - Tooley's Office Shop, 171 E. Main Street, Columbus. Work 16 hours weekly assisting the lead secretary in typing, filing, xeroxing, and other areas as needed

**HONORS AND AWARDS:** Junior Year Class Treasurer, 1977; Dean's List winter and spring quarters 1978

**REFERENCES:** References available on request

**WORKSHEET 5**  
**WRITING YOUR RESUME**

Fill in the blanks below and then either type it neatly yourself or have it typed neatly. Let your support team review and make recommendations to improve your resume by using worksheet 6, Checklist for Resumes.

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

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

Work: \_\_\_\_\_

---

---

**JOB OBJECTIVE:** (optional—omitting the job objective allows you more flexibility in job hunting)

**EDUCATION:** (most recent listed first)

**WORK EXPERIENCE:** (most recent listed first)

**HONORS AND AWARDS:**

**REFERENCES:** (You may simply state, "References available on request.")

## WORKSHEET 6

### CHECKLIST FOR RESUMES

RATINGS				
ITEM	Yes	No	Perhaps	SUGGESTIONS FOR IMPROVEMENT
Does the resume draw a clear picture of your qualifications for the job you are seeking?				
Does it make the reader want to read it?				
Do the sentences begin with action words?				
Does it emphasize your accomplishments?				
Does it emphasize what you can do for your employer?				
Does it leave out unrelated personal information?				
Is the language clear and understandable?				
Is it well-printed on good quality paper?				
Does the form of your resume demand attention?				
Do your strongest points stand out?				

SOURCE: Copyright © 1981 by Tom Jackson and Davidyne Mayleas. Reprinted by permission of TIMES BOOKS, a division of Quadrangle/The New York Times Book Co., Inc. from: *The Hidden Job Market for the 80's* by Tom Jackson and Davidyne Mayleas.

work. Let your support team rate your resume, too. Have it typed, neatly and accurately and preferably formatted and printed, once you have completed worksheets 5 and 6. **A resume should contain language that best describes you. It should highlight your strong points.**

### **Preparing Your Letter of Introduction**

If your field requires a resume, you will also need a letter of introduction to send with your resume as you apply for jobs. Some points to remember are listed below:

- Do not address the letter of introduction to "Dear Sir:" or "To Whom It May Concern:." Try to find out who will be receiving your resume by calling the company in advance.
- Emphasize the qualifications you have for this job.
- Make the letter short and to the point. Tell them why you want the job and why you can do the work required.
- Thank the individual for his or her consideration.

Study the following Sample Letters of Introduction (sometimes called "letters of application") and then write your own letter of introduction only if a resume is required for your file or you must send an application form through the mail.

### **Writing Your Job Application**

Your job application is your chance to sell yourself to the employer. You must show that you do have the necessary skills for the job you want and that you can and will do the job. By filling out your application neatly and accurately you can show that you not only have the skills but that you also will be a good worker.

In order to fill out a job application correctly, it is important to understand all the different words that are used. Review the following list of words with a friend or your parents to ensure that you understand what is being asked for on your application.

#### **Suggested Activities**

Learn what all of the following words mean. You will often find these words on job application forms. If you have difficulty finding what these words mean, your teacher or your team leader will assist you.

identification  
previous  
route number  
present  
address  
business  
home  
telephone  
work

preferences  
experiences  
temporary  
education  
major course  
licenses  
certificates  
chauffeur  
expiration date

employer  
position title  
equipment operated  
department  
supervisor  
references  
relative  
placement records  
credentials

agency  
institution  
reason for leaving  
minimum  
salary  
shift  
rotating shift  
date available to start

## SAMPLE LETTERS OF INTRODUCTION

431 Linwood Drive  
Madison, MA 46210

Mr. Terrance Vance  
D. J. Printing Company  
3261 W. Broad Street  
Madison, MA 46211

Dear Mr. Vance:

I am applying for the position of Layout Design Artist which was advertised in the Community News, April 5, 1981. Enclosed please find a copy of my resume which you have requested.

As a recent graduate of Madison's Vocational Education School I have received training and certification in the area of Graphic Arts. I have also worked a part-time job after school in a printing shop. I have operated the Headliner and the Stat machine and have assisted in the layout and graphic activities for brochures and business publications. I feel that this experience qualifies me as a layout design artist with your company.

Thank you for your consideration. I am looking forward to hearing from you soon.

Sincerely,

Jeffrey Morten

3261 Fourth Street  
Mount Prospect, New York  
May 19, 1981

Ms. Bert Rath  
Bell Telephone  
1936 E. Main Street  
Albany, New York 14411

Dear Ms. Rath:

I am a June graduate of the Central Vocational Education Center in Mount Prospect. My area of training was in office careers with specialties in dictaphone typing.

I would like to apply for a position with your company in your dictaphone typing pool. I type 60wpm and feel I would be an asset to your firm. I would very much like to join your company. My resume with references is enclosed.

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Jane Doe

Practice filling out many applications before you apply for jobs. *Remember* that practice makes perfect if you correct mistakes as you practice. Fill out several application forms to be sure you understand all the different styles that are used to obtain the basic information found on your job I.D. (see worksheet 4, pp. 23-24). Ask for these applications at fast food restaurants, stores, companies, and at places you might like to apply. See samples completed on p. 31.

### **Suggested Activities**

- Examine the following Sample Applications, samples A and B. What is wrong with sample A? What is wrong with sample B? Whom do you think an employer would hire?
- Fill out the application in worksheet 7, pp. 32-33 neatly and accurately.
- Use your job I.D. to ensure that all information is correct.
- Ask a team member if you need assistance.
- Ask a team member to check a few of your practice applications.

# BEST COPY AVAILABLE

## SAMPLE APPLICATIONS

### APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date: 7/31/81 Social Security: 12-000-997  
 Name: Robt. Leslie Jr. Sex: M  
 Present Address: 192 High St. Quincy, Mass. City  
 Employment Status: ADJ-444  X  
 Date of Birth: 1910-10-16 62 1204 Blue Eyes Blue  
 Height: 5'3" 118 Blond Hair Blue  
 Number of Children: 0  
 Employment Desired: SECRETARY 17,500  
 Reason for Leaving: WANT A JOB

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	DIVISION ATTENDED
GRADUATE SCHOOL	<u>Northwood</u>	<u>1966</u>	<u>1968</u>	<u>DEGREE</u>
HIGH SCHOOL	<u>CENTRAL</u>		<u>"</u>	<u>ACADEMIC</u>
SCHOOL	<u>MSU</u>	<u>1978</u>	<u>1980</u>	<u>PHYS. ED</u>

### APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date: 7/31/81 Social Security: 208-14-7586  
 Name: MERRYMAN JANE G Sex: F  
 Present Address: 682 LINCOLN JORDAN Ohio  
 Employment Status: SAME  X  
 Date of Birth: 6/2/58 5'3" 118 Blond Hair Blue  
 Number of Children: 0  
 Employment Desired: SECRETARY 12,500  
 Reason for Leaving: FRIEND

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	DIVISION ATTENDED
GRADUATE SCHOOL	<u>THOMAS LANE-DYE B.</u>	<u>1968</u>	<u>JUNE</u>	<u>JUNIOR H</u>
HIGH SCHOOL	<u>JORDAN, OHIO</u>	<u>1972</u>	<u>1972</u>	<u>FUNDAMENTAL</u>
SCHOOL	<u>JEFFERSON HIGH</u>	<u>1972</u>	<u>JUNE</u>	<u>COLLEGE PREP.</u>
SCHOOL	<u>62 DYE RD, JORDAN, OHIO</u>	<u>1976</u>	<u>1976</u>	<u>COURSES</u>
SCHOOL	<u>MIAMI UNIVERSITY</u>	<u>1976</u>	<u>JUNE</u>	<u>SECRETARIAL</u>
SCHOOL	<u>OXFORD, OHIO</u>	<u>1980</u>	<u>1980</u>	<u>SCIENCE</u>

Sample A

Sample B

Whom do you think an employer would hire?

Circle your answer: 1. Leslie 2. Jane

**WORKSHEET 7**

**APPLICATION FOR EMPLOYMENT**

<b>PERSONAL INFORMATION</b>				
DATE			SOCIAL SECURITY NUMBER	
NAME (PRINT)				
LAST	FIRST	MIDDLE	AGE	SEX
PRESENT ADDRESS				
STREET		CITY		STATE
PERMANENT ADDRESS				
STREET		CITY		STATE
PHONE NO.				
OWN HOME		RENT		BOARD
DATE OF BIRTH		HEIGHT		WEIGHT
			COLOR OF HAIR	
			COLOR OF EYES	
MARRIED				
SINGLE		WIDOWED		DIVORCED
SEPARATED				
NUMBER OF CHILDREN		DEPENDENTS OTHER THAN WIFE OR CHILDREN		CITIZEN OF U.S.A.
				YES <input type="radio"/>
				NO <input type="radio"/>
WHAT IS YOUR CREDIT RATING? CHECK WHICH		<input type="checkbox"/> EXCELLENT <input type="checkbox"/> GOOD <input type="checkbox"/> FAIR <input type="checkbox"/> POOR		HAVE YOU EVER BEEN ARRESTED FOR OTHER THAN MINOR TRAFFIC VIOLATIONS? <input type="checkbox"/> YES <input type="checkbox"/> NO
DO YOU OWN AN AUTOMOBILE?		<input type="checkbox"/> YES <input type="checkbox"/> NO		MAKE                      MODEL                      YEAR
<b>EMPLOYMENT DESIRED</b>				
POSITION		DATE YOU CAN START		SALARY DESIRED
ARE YOU EMPLOYED NOW?				
			IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER	
			LEAST SALARY CONSIDERED	
HOW DID YOU LEARN OF THIS AGENCY?				CAN YOU LEAVE CITY?
				<input type="checkbox"/> YES <input type="checkbox"/> NO
EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				
SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK				
WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY?				
			READ	WRITE
U.S. MILITARY OR NAVAL SERVICE		RANK		PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES
OTHER THAN RELIGIOUS (ETIC FRATERNAL, ETC.)				
U.S. THE NAME OR CHARACTER OF WHICH INDICATES THE RACE CREED COLOR OR NATIONAL ORIGIN OF ITS MEMBERS				

LAST  
FIRST  
MIDDLE

NOTE Available from commercial office supply stores



**WORKSHEET 7**

**APPLICATION FOR EMPLOYMENT—continued**

**FORMER EMPLOYERS** (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM	1.			
TO				
FROM	2.			
TO				
FROM	3.			
TO				
FROM	4.			
TO				

STARTING WITH FIRST EMPLOYER ABOVE, DESCRIBE DUTIES AND RESPONSIBILITIES?	NAME OF PERSON UNDER WHOM YOU WORKED
1	
2.	
3	
4.	

**PHYSICAL RECORD:**  
LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED?	GIVE DETAILS
HAVE YOU ANY DEFECTS IN HEARING?	IN VISION? IN SPEECH?
APPROXIMATE NUMBER OF DAYS ABSENT FROM WORK DURING LAST FIVE YEARS DUE TO ILLNESS OR INJURY	CAUSES

**REFERENCES:** GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE \_\_\_\_\_ SIGNATURE \_\_\_\_\_

**DO NOT WRITE BELOW THIS LINE**

### Preparing for the Interview

Remember that it is very important to make a good impression at the interview. Study the rules in figure 3 and then practice an interview with a member of your support team using some of the interview questions provided (Biegeleisen 1976, pp. 104-111).

1. Make a good first impression by doing the following:
  - Arriving on time
  - Dressing neatly and appropriately
  - Looking alert and well rested
  - Sitting comfortably with good posture
  - Bringing a resume or a completed application if the employer does not already have a copy
2. Listen to questions carefully. Answer the questions clearly and truthfully.
3. Be friendly and polite, making eye contact and using the interviewer's name.
4. Shake hands firmly and assertively.
5. Do not smoke or chew gum.
6. Do not criticize a former employer.
7. Sell yourself by showing interest, initiative, and an ambition to succeed.
8. Prepare questions to ask the interviewer (see pp. 35-36).
9. Use words like "please" and "thank you." Good manners are important!
10. Be realistic in discussing money. Do not bring up salary questions until the interviewer mentions wages.
11. If accommodations are needed, be realistic and assertive on how they can be easily made. Describe how Rehabilitation Services Commission will assist in making accommodations.
12. Thank the interviewer for his or her time and attention. Ask the interviewer if you can contact him or her in a week to inquire about the job.

**Figure 3. Interview rules**

SOURCE: Reprint by permission of Grosset & Dunlap, Inc. from *JOB RESUMES, How to Write Them, How to Present Them, Preparing for Interviews*, copyright © 1976 by J.I. Biegeleisen.

Ten of the most difficult interview questions and some tips in answering them follow (Berman 1981):

**1. Tell me about yourself.**

**Do not** give when and where you were born or childhood and high school stories.

**Do** describe what your skills and achievements are—educational and work experiences. Include what you are looking for in a job. Be positive—sell yourself!

**2. What is your greatest weakness?**

**Do not** put yourself down or confess every flaw.

**Do** talk about those personality traits that sound negative but can really be a plus—"I can be a workaholic when I really get involved in a project" or "I tend to be a perfectionist about work."

**3. Why do you want to work here?**

**Do not** answer by saying "I don't know" or "It's as good a place as any."

**Do** know a little about the company before you go to the interview or you will have problems with this question. Responses such as "This company has a reputation for being a challenging place to work," is a good answer.

**4. Why should I hire you?**

**Do not** mumble about your background, return a blank stare or say "I don't know."

**Do** prove yourself and sell yourself to the interviewer. "I think I am extremely well qualified," and then discuss why you are qualified.

**5. Where do you see yourself five years from now?**

**Do not** discuss your personal plans of marriage and children.

**Do** give a general idea of what type of direction you are headed and promotions you are looking for. Describe any courses you plan on taking or degrees you plan on obtaining. Talk about the type of job you would like to have in five years.

**6. Are you applying for other jobs?**

**Do not** indicate that this is the only job you are looking for.

**Do** show how your talents may be used in different areas of the working world.

**7. Have you ever had a problem on a job?**

**Do not** try to bluff through this question or give only the negative side of your problem.

**Do** describe how you have stuck through a problem and learned from it.

**8. Do you foresee any difficulties related to your disability?**

**Do not** be unrealistic when answering this question and do not try to bluff your way through this one.

**Do try** to give helpful suggestions as to how the job can be rearranged to accommodate your disability. Be honest and realistic when describing the needed accommodations.

**9. Why did you leave your previous job?**

**Do not** bring up negative factors that might occur at this present job such as personnel problems, management problems, or an inability to get along on the job.

**Do point out** a need for challenging work and a productive environment in which to work. Also point out transportation problems or lack of opportunity for growth if these apply to previous jobs.

**10. Do you have any questions?**

**Do not** come unprepared. Always have some questions ready before the interview.

**Do ask** some of the following questions:

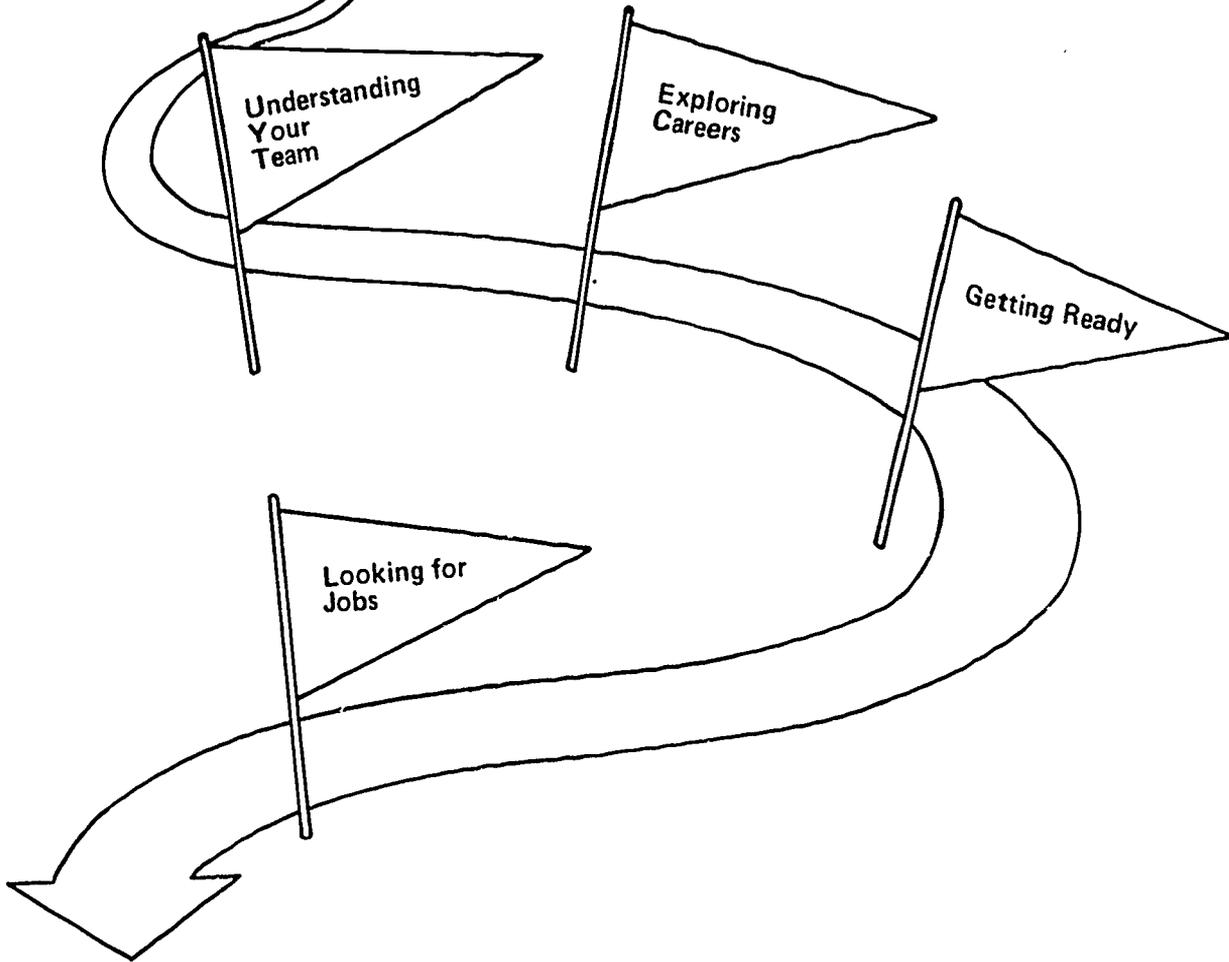
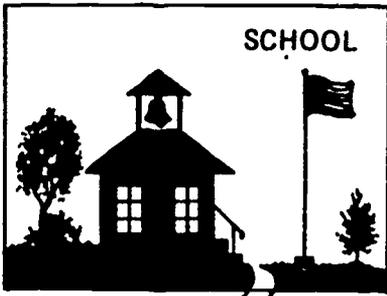
- What type of benefits are available from this company?
- What is the policy of the company in regard to promotions?
- Does the company have a training program in which I may participate?
- Are salary increases based on merit or length of service?
- Does the company have a hospitalization and insurance plan?
- How soon after the interview will I know whether I am hired? (p. 227)

(questions copyright © 1981 by the Conde Nast Publications, Inc.)

Remember that the more you prepare for your interview, the more confident and relaxed you will appear. To make a good impression, remember these final three tips:

- Practice your answers to the above interview questions as many times as necessary to become comfortable with your specific response.
- Practice with a member of your support team, a teacher, parent, or employer. Be especially sure that you can explain how the employer can make reasonable accommodation for you if it is necessary to do so.
- Once you feel ready, take a deep breath and walk into that interview believing that you are the best person for the job. **You can do it!**

PATHS TO EMPLOYMENT



# LOOKING FOR JOBS

## Starting Your Job Search

You should begin your job search several months before you graduate. Look at the time line in figure 4 to see how exploring the job market involves several steps.

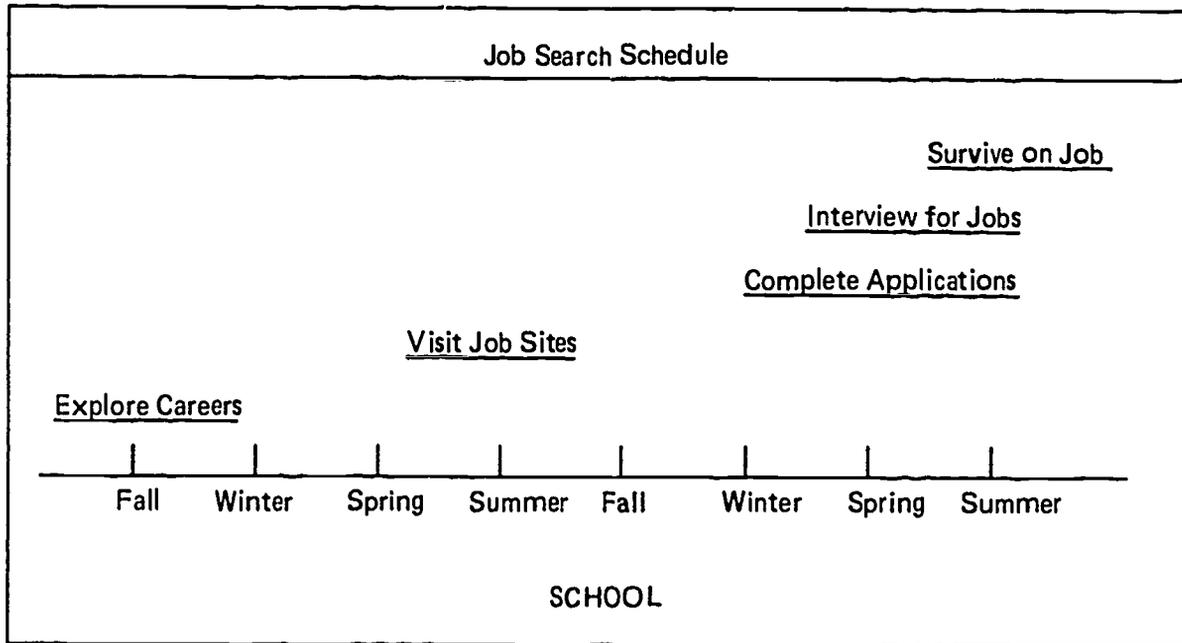


Figure 4. Time line of your job search

## Getting Organized for Your Job Search

In order to organize your job search use file cards. By placing all the essential information on one file card like the following Sample Job Search File Card for each company that you are interested in, you can keep your job contacts organized. Important information to record is

- name of company;
- address;
- job source (help wanted ads, friend, et cetera);
- date of application;
- date of interview(s);
- how the interview went; and
- all contacts made with the company.

There are many different ways in which you can organize your job search. Listed below are several of the common sources you can use to find a job.

SAMPLE JOB SEARCH FILE CARD

NAME : BANK ONE  
ADDRESS : 110 E. MAIN ST., COLUMBUS , OHIO 43221  
PHONE : 421 -3311  
SOURCE : DAILY JOURNAL, HELP WANTED SECTION  
CONTACT : JON BURNS , PERSONNEL MANAGER

DATE	EVENT
APRIL 2	COMPLETED JOB APPLICATION.
APRIL 9	CALLED MR. BURNS. ASKED FOR INTERVIEW. INTERVIEW SCHEDULED FOR APRIL 15.
APRIL 15	INTERVIEWED WITH MR. BURNS. INTERVIEW WENT WELL .
APRIL 16	SENT MR. BURNS A THANK YOU LETTER .

- **Help Wanted Ads** in the newspaper
- **Yellow Pages** of the telephone book
- **Job Placement Office** in the school
- **State Employment Office**
- **Rehabilitation Services Commission**
- **Private Employment Services** or placement offices
- **Job Leads** from teachers, parents, and friends

Each of these sources is discussed in this section.

### Help Wanted Ads

Check your local newspapers' help wanted ads in the classified section. Many companies advertise job openings in the classified section.

Knowing the abbreviations below will help you to read and to understand the want ads. Learn the common abbreviations that are shown in figure 5 and are used frequently in newspaper ads (EDN Corporation 1980).

### HELP WANTED ADS ABBREVIATIONS

exp. — experience	appt. — appointment
opp. — opportunity	ref. — reference
m/f — male/female	rec. — recent
s/h — shorthand	HS — high school
pref. — preferred	grad. — graduate
req. — required	bft. — benefit
comm. — commission	mfg. — manufacturing
sal. — salary	EEO — equal employment opportunity
dr. lic. — driver's license	temp. — temporary
emp. agy. — employment agency	yr. — year
wpm — words per minute	emp. serv. — employment service

Figure 5. Help wanted ads abbreviations (p. 29)

SOURCE: Excerpt from "Getting a Job," copyrighted publication from EDN Corp., Jenkintown, PA 19046.

Complete worksheet 8, Help Wanted Ads, to learn what to look for when you read ads.

Different newspaper editors organize the help wanted section in different ways. Most papers list the ads in alphabetical order. Sometimes you have to check several different job headings to find the positions you want. For example, you may find an auto mechanic position listed as either "auto mechanic" or "mechanic." Cooks can be advertised under titles of "cooks," "chefs," "kitchen help," or "restaurant help." A secretary can look under "secretary," "legal secretary," "medical secretary," or "office work." It is important to look through the entire help wanted section to become familiar with the style of your local newspapers.

#### Yellow Pages of the Telephone Book

The telephone book is another important tool to help you in your job search. Many companies do not advertise in the want ads because they can fill their vacancies and openings with people who apply directly to the company.

WORKSHEET 8

HELP WANTED ADS

Read the sample help wanted ads below. Answer the questions that follow by selecting the best ad that each person should consider in their job search (Classified Ads 1981, pp. 12-14).

# Classified Advertising

## HELP WANTED

**121 Help Wanted Trades**

**AC AND HEATING SERVICE TECHNICIAN**—Minimum 3 years experience. Top wages and benefits. Atlas Butler Inc. Call 728-3257. Equal Opportunity Employer.

**AUTO MECHANIC**—For foreign cars, mostly Mercedes Benz. Tools and exp. needed. Coachbuilt Motors, 180 E. Hudson, 261-1541.

**AUTO MECHANIC**, starting now. **JOBLIST, INC.** \$40 fee. 263-1294.  
**BRICKLAYERS**, will start now. **JOBLIST, INC.** \$40 fee. 263-1294.

**MECHANIC** Rear ends and transmissions, Class 8 trucks, 5 yrs exp. (A plus grade). Top wages and benefits. Reply Box RN-4532 care Dispatch.

**PLUMBERS** New work, with at least 5 years experience. Top hourly rate plus overtime. Paid vacation. Hospitalization available. Aday M. J. Baumann Company, Inc. 1344 S. Ohio between 9 am-5 pm., 444-2163.

**WELDERS** Heli-Arc type. **DIAL JOBLIST, INC.** \$40 fee. 263-1294.

**MACHINIST** Timed opening, 1st/2nd shift. Must have hand tools and able to set up and run mill and lathe. Call 274-0447 for an appl.

**MECHANIC WANTED** Have immediate opening for exp. tire mechanic. Should be certified. Good pay. Contact service manager, Capital AMC.

**BEAUTICIANS HAIR DESIGNER**

With manager's license, with or without clients, full or parttime. Salary commission and benefits. For interview 721-6234.

**BEAUTICIANS**

Fulltime. Guaranteed salary plus commission. 888-9261.

**BEAUTICIAN**—Assistant to hair dresser, guaranteed salary. Arlington area 488-4511.

**BEAUTICIAN**—Fulltime. Mer's license to work alone. Exp. w/ following. N end. 263-6990.

**BEAUTICIAN**—Progressive salon. East 234-8070.

**BEAUTICIAN**—Full or parttime. Southside 447-2448.

**BEAUTICIAN INSTRUCTOR**

Enjoy a rewarding career with many benefits including guaranteed income, regular schedule, Blue Cross benefits, paid vacation and sick leave and profit sharing plan. Must have 1 yr. salon experience, up to date skills and be a high school grad. Call Miss Carter at The Ohio State School of Cosmetology, 228-7769.

**123 Help Wanted Misc.**

**SWITCHBOARD OPERATOR** Requires typing at 40 WPM and 1 1/2 year experience on multi-line switchboard or reception. Ability to deal with the public essential. Near Downtown location with free parking. Call North Central Community Mental Health Center, Personnel Office, at 728-2900. Equal Opportunity Employer M/F.

**MEDICAL SECRETARY** Experienced, dependable, mature. 263-1865.

**SECRETARY**

Secretary needed for downtown law firm. Must be capable of accepting responsibility. Transcribing experience, excellent spelling, prior secretarial experience and ability to type 70 wpm required. Legal experience not required. Excellent opportunity for qualified person. For appl. phone 228-8575.

**SECRETARY**

Accounting Dept. Compose and set up letters, help out on bank deposits, etc. Call Anita Vance: 263-5480. ACT-I NORTH, 1875 Morse Rd. N.C. emp. svc.

1. Joe has completed a high school welding program. He can weld using the Heli-Arc method. Name the company and the number he should contact for a welding job.

Person to contact \_\_\_\_\_ Telephone \_\_\_\_\_

2. Jim is a recent graduate from a high school secretarial program. He also had a part-time job where he gained transcribing experience. Name the person to contact and the telephone number of the position for which Jim is most qualified.

Person to contact \_\_\_\_\_ Telephone \_\_\_\_\_

**WORKSHEET 8**

**HELP WANTED ADS—continued**

3. Nancy just graduated from a high school cosmetology program. Name two jobs for which she could apply and the telephone numbers she should call.

Name of Job \_\_\_\_\_ Telephone \_\_\_\_\_

Name of Job \_\_\_\_\_ Telephone \_\_\_\_\_

4. Mike is an auto mechanic with two years' experience as a foreign car auto mechanic. He just completed a two-year postsecondary technical program in automotive mechanics. Name the company and the telephone number for which he should apply.

Company \_\_\_\_\_ Telephone \_\_\_\_\_

5. Which beautician's position pays a salary, commission, and benefits? List the title of the position and the telephone number.

Position \_\_\_\_\_ Telephone \_\_\_\_\_

6. Please list the telephone number for employment service entitled JOBLIST and the amount of the fee you would pay if you should get a job through JOBLIST.

Telephone Number \_\_\_\_\_ Fee \$ \_\_\_\_\_

7. Please list a position in which you would need your own tools. What is the telephone number for contact?

Position \_\_\_\_\_ Telephone \_\_\_\_\_

8. Tom recently received his manager's license for a beautician's shop. Name two telephone numbers he can call to apply for a position as manager.

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

It is also important that you apply directly to the company with which you would like a job. By looking through the Yellow Pages, you can find businesses, companies, and organizations that may have jobs that you like. Decide in which city, town, or area you would like to work and just how far you are willing to travel to work. Then call those places of interest to you within that area and ask if they have any openings. Read the examples of two job searches on the following pages to see how two students used the Yellow Pages to find jobs.

- **Job Search 1**—Amy just completed a Child Care Program and is looking for a job as an aide in a day care center. Amy first looked in the help wanted ads. She looked under the following headings:

- Aides—day care center aides
- Child Care—child care centers
- Day Care—day care centers
- Teachers—teachers for day care centers

Amy could not find any positions in a day care center advertised in the help wanted ads. She then looked in the Yellow Pages (Ohio Bell System Yellow Pages, 1980-1981).

There were four pages with an average of 15 to 20 different day care centers on each page. (See figure 6.) Amy circled the centers that were located near her home and called each of the centers to see if they had any openings for teacher aides. Three of the centers did need an aide and asked Amy to come in and fill out an application and interview for a position of teacher aide.

TELL THE ADVERTISER—"I FOUND YOU IN THE YELLOW PAGES" Day 341

<p><b>Day Nurseries &amp; Child Care (Cont'd)</b></p> <p><b>LEARNER CARE LEARNING CENTERS</b></p> <p>Day Care &amp; Kindergarten Near Wey, West Educational Program Ages up to 12 years After school-Transportation Summer Day care program State Licensed</p> <p><b>FOR INFORMATION CALL</b></p> <p><b>COLUMBUS</b> Learner Care Learning Center Inc. 5812 Beethoven ..... 882 9390 2851 Beethoven Dr. Summer ..... 882 8352 6445 Broadway Dr. .... 837 2687</p> <p><b>GAINANS</b> Learner Care Learning Center Inc. 513 Waterloo ..... 476 1751</p> <p><b>GROVE CITY</b> Learner Care Learning Center Inc. 3648 Hoover ..... 475 1943</p> <p><b>WESTERVILLE</b> Learner Care Learning Center Inc. 661 Eastland Dr. .... 990 1234</p>	<p><b>Day Nurseries &amp; Child Care (Cont'd)</b></p> <p><b>LEARNING PLACE THE</b></p> <p>7421 Cleveland Plaza Dr. .... 475 0862 LEARNING UNLIMITED 345 W. G. .... 421 2482 Learner Pk West Day Nursery 7512 Westport Rd. .... 276 8361 Little Learner Day Care Center Inc. 827 S.E. Noble-Crawley ..... 888 0414 (See Display Ad Next Page)</p> <p><b>LITTLE LEARNER PRE-SCHOOL</b> 6918 Cleveland ..... 990 8166 N.W. Am. Cal. .... 882 4321 Little People's Learning Center-Lane Ship Car-486 5525 <b>LITTLE SCHOOL IN THE PINE</b> Ages 28 Also Thru Kindergarten Nursery &amp; Pre-school 196 Old Village ..... 478 2194</p>	<p><b>Day Nurseries &amp; Child Care (Cont'd)</b></p> <p><b>LOVE &amp; LEARN PRESCHOOL &amp; DAYCARE</b></p> <p><b>WESTERVILLE</b> PRIVATE PRESCHOOL DAYCARE &amp; KINDERGARTEN • 18 Mo Thru School Age • Educational Programs • Special Programs Art - Music - Foreign Language Private Tutoring - Field Trips Phyllis Strickland - Owner 130 S. State ..... 882 9929</p> <p>Mary's Little Lamb Day Nursery &amp; Pre-School 893 S. Hamilton ..... 237 4369 McMahon School 737 Oakland Pl. .... 262 9837 (See Display Ad This Page)</p>	<p><b>Day Nurseries &amp; Child Care (Cont'd)</b></p> <p><b>MEADOW PARK CHILDREN'S CENTER</b> ..... 451 8745 2875 North <b>MILLBROOK NURSERY SCH.</b> ..... 643 8583 1865 Miller (See Display Ad Previous Page) Neighborhood Home The Infant-Toddler Day Care 441 St. Clair ..... 252 1896 North Side Day Care Center A Licensed Day Agency 94 E. 3rd ..... 299 1131 <b>NORTHEAST STORYLAND DAY CARE</b> ..... 258 9573 1875 Woodland <b>NORTHLAND CHURCH OF THE BAZARENE</b> Day Care &amp; Pre-School 5441 Lombay ..... 471 5444</p>
--	---	--	--

CONTINUED NEXT LISTING PAGE

**RICK'S CHILD GUIDANCE CENTER KINDERGARTEN**  
SCHOOL PREPARATORY TEACHING WITH CHILD CARE  
(ELMINIE RICKMAN-DIRECTOR)  
SERVING COLUMBUS FOR OVER 20 YEARS  
**AGES 2 THRU 12**

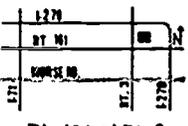
- CERTIFIED PERSONNEL
- INDIVIDUAL CLASS ROOMS
- PRIVATE TUTORING
- HOT BREAKFAST
- NOON MEALS
- FENCED IN PLAYGROUND
- TRANSPORTATION PROVIDED

CALL FOR REASONABLE RATES  
**252-8467**  
289 WOODLAND

OPEN MON - FRI 8:30 AM to 6:30 PM

**NORTH-NORTHEAST-WESTERVILLE**

LICENSED • HOT LUNCH • EXPERIENCED TEACHERS  
BABYSITTING • ORGANIZED ACTIVITIES • POOL  
AGES 2-10 SUMMER PROGRAM 8:30 AM-6 PM  
BEFORE & AFTER SCHOOL  
PICK-UP



**Rt. 161 at Rt. 3**  
(At S. Exit of K-Mart's  
Shopping Center)



**DAY NURSERY  
PRE-SCHOOL**  
3437 E. DUBLIN GRANVILLE ROAD  
**882-7738**

Convenient to  
**ARLINGTON • WORTHINGTON • DUBLIN  
BEECHWOLD • CLINTONVILLE • N.W. COLUMBUS**

**Arlington CHILDREN'S CENTER**  
"The School With a Program"

INFANTS THRU SCHOOL AGE

7 AM - 5:30 PM  
9 DAYS

- PRICED TO FIT
- BIRTH NURSERY
- TRANSPORTATION
- LUNCH
- OUTDOOR PLAY
- CRAFT TIME
- ABOVE GROUND POOL

**451-5400**

1822 W. HINDBURGH (OLD)

Figure 6. Yellow Pages: child care centers

SOURCE: Reprinted by permission of The Ohio Bell Telephone Company.

- **Job Search 2**—Mike has just completed an auto mechanics program and is looking for a job in an auto shop. Mike looked in the want ads under the headings of mechanic and auto mechanic. Since the positions in the help wanted ads required more experience than Mike had, he turned to the Yellow Pages. He found 16 pages with many different repair shops listed (Ohio Bell System Yellow Pages, 1980-1981) (see figure 7). By circling the shops that were within 5 miles of his home and then contacting these shops, Mike filled out 16 applications, had 2 interviews, and was offered 2 positions as a mechanic.

TELL THE ADVERTISER—"I FOUND YOU IN THE YELLOW PAGES" Automobile 133

Automobile Repairing & Service (Cont'd)	Automobile Repairing & Service (Cont'd)	Automobile Repairing & Service (Cont'd)	Automobile Repairing & Service (Cont'd)
<b>Avery Pontiac</b> Office & Home Cars 4700 E Broad .....861 6230 B & D Towing Serv 925 Hillard & Rome Rd .....878 1208 B & R Serv Center 1474 Cleveland Av .....291 9154 B J & B Auto Serv 920 Summit .....228 2346 <b>B J &amp; B FRAME &amp; AXLE SERV</b> 2946 East .....276 6481 <b>B M W SERVICE</b> <b>WID OHIO IMPORTED CARS</b> 4050 Morse Rd .....473 7420 <b>B &amp; T TYREBORN AUTO PARTS</b> Fast Repair Service On <b>MG - TRIUMPH - AUSTIN</b> Used Parts - Body Shop 1843 McKinley .....276 2346 <b>BALTIMORE JOHNNY'S GARAGE</b> <b>24 HOUR TOWING</b> - Mechanic On Duty - <b>MAJOR &amp; MINOR REPAIRS</b> <b>ALL MAKES &amp; MODELS</b> 1448 E Main .....252 9678 If No Ans Call .....258 3254 <b>BARNEY BROS AUTO SERV</b> Motor Repairs - Brakes - Tires Front End - Transmissions Auto Light Trucks Call For Prices 2188 E Main Rd .....274 4492 <b>Bart's Body Shop 266 S Glenwood</b> .....228 2805 <b>BECK LINE ALUMINUM SERV</b> 1030 Norman .....221 6451 Wheel Alignment Service 1394 E 17 .....291 0335 Bennett's Garage 7381 E Main .....866 5784 Berwick Auto Serv 2819 Winchester Pls .....231 3332 Bealey Motor Serv 2570 E Main .....236 9676 <b>BILL'S GARAGE</b> 1459 Broadway .....473 9675 (See Display Ad Previous Page) <b>Bill's Call 2906 E Livingston</b> .....251 3882 <b>BILL'S WOLF SERV</b> 5140 Rte 256 .....864 0815 <b>Bill's Suspension</b> 3808 Cleveland Av .....263 6185 (See Display Ad Previous Page) <b>BLCCO AUTO &amp; TRUCK REPAIR</b> Complete Mechanical Service Transmissions - Tuneups - Brakes Located in Frank Rd Ind. Park 1638 Fadden .....875 8555 <b>BOB-BOYS LINCOLN-MERCURY INC</b> 1355 W Mount .....228 8882 <b>Bob-Eddy Auto Serv</b> 2370 Subvart .....274 7300 <b>Bob McDermott Chevrolet Inc</b> U S Rte 33 & Grand .....837 3421 <b>Bob Shindler Auto &amp; Truck Repair</b> 307 West Johnson .....476 1422 <b>BOBO CHEVROLET CO</b> 24 Hour Towing Service 347 E Livingston .....228 4567 <b>Bob's Motor Auto &amp; Radiator Serv</b> 2485 Subvart Av .....272 1308 <b>Bob's Tires</b> 911 High .....844 1212 <b>BOHANNAN'S AUTO REPAIRING</b> Automatic Transmissions Tune Up or Major Overhaul Engine Rebuilding - Check Our Prices 6512 Merrill Rd .....869 2449	<b>Boulevard Serv &amp; Sales</b> 1407 Grandview .....488 8533 <b>BROAD'S COMPLETE AUTO REPAIR</b> 1274 Capital Rd .....288 2287 1278 Capital Rd .....299 3243 (See Display Ad Page 130) <b>British Auto Service</b> 2632 N High Road .....267 2408 <b>Brook-Hamilton Motorization Serv</b> 4740 E Broad .....861 9032 <b>Buckeye Dalton</b> 1542 King .....486 4731 <b>BUDGET TRANSMISSION</b> 2899 Brice Rd .....888 0483 <b>Buf's Essen</b> 4901 E Main .....861 8518 <b>BUCK SERVICE-</b> <b>DANIELS BOB BUCK INC</b> Sales & Service 3415 N High .....268 3554 <b>DAVID GEORGE BUCK</b> 281 E William Delaware D .....548 6711 <b>DAVID GEORGE BUCK OPEL &amp; ROLLS-ROYCE</b> INC 31 S D .....228 1701 Nightly Sundays Emergency Call .....862 3553 <b>Burton Auto Radiator &amp; Glass Co</b> 3280 Westerville Rd .....471 9050 <b>BUXTON AUTOMOTV REPAIR</b> 2280 Westerville Rd .....471 9050 <b>C &amp; J Serv Center Inc</b> 3781 Karl .....267 5069 3701 E Main .....262 5151 <b>CAMILLAS SERVICE-</b> <b>AUTHORIZED SERVICE</b> <b>COLUMBUS MOTOR CAR CO</b> Located At Long & The Freeway 608 E Long .....228 6161 Nightly Sun Towing Call .....267 5461 <b>CAPE' CARS INC</b> 600 N High .....291 5004 (See Display Ad Page 135) <b>CAMPUS AUTO SERV</b> 2368 Wood Av .....486 0495 (See Display Ad Page 131) <b>CAPITAL CITY MOBILE TUNE-UP SERV</b> WE COME TO YOU TUNE UP SERVICE AUTO'S - VANS - LT. TRUCKS 2431 Abbe .....875 0797 <b>Car Buff Of America</b> 123 S Pearl St .....444 2811 <b>Caradonna Int'l Foreign Car Serv</b> 1325 W Broad .....276 8282 (See Display Ad Page 139) <b>Carl's Ignition Serv</b> 1376 S 4 .....443 6129 <b>Carpetter's Star Serv</b> 1818 Riverside Dr .....488 2449 <b>Carson's Rotary Connection</b> 160 S Hamilton .....866 1771 (See Display Ad Page 138) <b>CENCO'S AUTOMOTV REPAIR CENTER</b> 2825 Orin Dr .....235 7503 (See Display Ad Page 139) <b>Central Point Marathon</b> 1426 W Mount .....272 9488	<b>Car Buff Of America</b> 123 S Pearl St .....444 2811 <b>Caradonna Int'l Foreign Car Serv</b> 1325 W Broad .....276 8282 (See Display Ad Page 139) <b>Carl's Ignition Serv</b> 1376 S 4 .....443 6129 <b>Carpetter's Star Serv</b> 1818 Riverside Dr .....488 2449 <b>Carson's Rotary Connection</b> 160 S Hamilton .....866 1771 (See Display Ad Page 138) <b>CENCO'S AUTOMOTV REPAIR CENTER</b> 2825 Orin Dr .....235 7503 (See Display Ad Page 139) <b>Central Point Marathon</b> 1426 W Mount .....272 9488	<b>CONTINUED NEXT LISTING PAGE</b> When you shop, read labels. Look beyond the large print. The economy size isn't always economical.

## WESTLAND AREA

**Classic Cars Inc.**  
4839 W. BROAD

**AUTHORIZED DEALER**  
• FACTORY TRAINED MECHANICS  
• FACTORY PARTS

**878-7203**  
EMERGENCY  
TOWING  
878-9107

**WE EMPLOY MECHANICS CERTIFIED BY**

Let us show you their credentials

OPEN MON THRU FRI 9 TO 5  
THURSDAY EVENINGS TILL 8

## Little Cars INC.

"WE DO THE WHOLE JOB"

**REPAIRING • PARTS • SERVICE**

• BODY REPAIRS • ENGINE OVERHAULS • TOWING SERVICE  
• NEW PARTS DEPT • RESALE CARS

**SPECIALIZING IN V.W. REPAIRS**

we also offer expert serv on ...  
**DATSUN—TOYOTA—OPEL—HONDA**

Call **476-1700**

3970 CLEVELAND AVE.  
(1/4 MI. SOUTH OF MOORE RD)

John Reid  
OWNER

Figure 7. Yellow Pages: automobile repairing and service

SOURCE: Reprinted by permission of The Ohio Bell Telephone Company.

### **Job Placement Office in the School**

Since local businesses will often check with the school's job placement office to seek qualified workers, your school's job placement office will have notices of job openings in your community. Register with the job placement office and meet with the counselor to see if there are any jobs that may interest you.

Also find out what the procedures are for keeping informed about current job notices the office may receive throughout the summer. An important question to ask the counselor is, "Will you contact me if you receive any notices of jobs for which I am qualified?"

### **State Employment Office**

The state government has a similar office that also helps people find jobs. The state employment office has a wide range of services including matching employer needs with those capabilities of people looking for jobs. Some offices have computerized systems that can help you locate job openings in your community. Look in the telephone directory or call information for the employment offices' numbers and make an appointment with a job counselor in one of them.

### **Rehabilitation Services Commission**

The state also offers special assistance to handicapped individuals through the Rehabilitation Services Commission. There are two branches that offer services. They are as follows:

1. Bureau of Services for the Visually Impaired (BSVI)—Assists those individuals who are visually impaired
2. Bureau of Vocational Rehabilitation (BVR)—Assists all other handicapping conditions including all types of physical and mental impairments with the exception of blindness, drug addiction, and alcoholism

The goal of rehabilitation services is to guide visually impaired, physically or mentally handicapped persons to gainful employment through one or more of a series of services (Rehabilitation Services Commission of Ohio, 1977). The types of services provided by both BVR and BSVI include any or all of the following:

- evaluation - medical, psychological, and vocational
- guidance and counseling
- physical and mental therapy
- job training
- personal adjustment
- tools and equipment necessary for carrying out the job
- transportation

- placement
- follow-up

Any person of employable age whose physical or mental handicap prevents him or her from getting or keeping a job is eligible for rehabilitation services (Rehabilitation Services Commission of Ohio, 1977). Check with either BVR or BSVI to find out if you are eligible. Rehabilitation may become a valuable resource, especially at the postsecondary level of your education. If you feel you are eligible and would like assistance from BVR or BSVI, contact your local office and apply for services. A rehabilitation counselor will then help you to find assistance during your transition from school to work. It is important to include this rehabilitation counselor on your support team.

### **Private Employment Services**

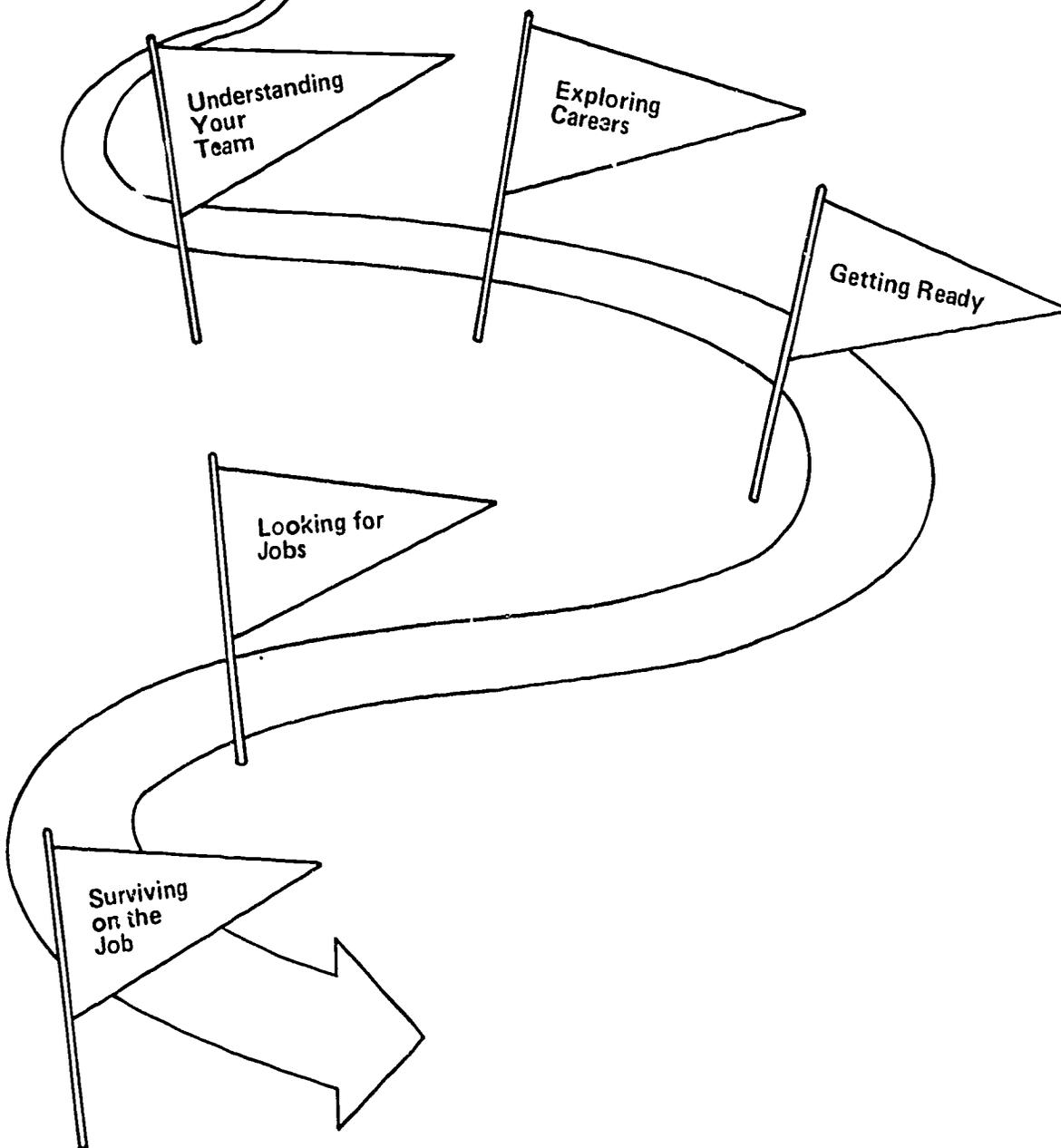
Private employment services are businesses that also can help you find a job. They charge you or the employer a fee if they place you on a job. Review the following points to gain an understanding of how employment agencies operate:

- You must first interview with a counselor from the agency so your interests, skills, and job choices can be discussed.
- The employment service will then set up interviews for you in companies that have openings that may interest you.
- Many companies will state in the help wanted ads whether the employment service charges for a successful job placement. Employment services may charge the client directly for a successful placement. The fee ranges from \$25.00 to above \$2,000.
- Usually the employment service does not require a fee unless they have placed you on a job.
- Ask what the company policy is on fee collections before you make an appointment with the employment counselor.

### **Job Leads**

Remember that your support team can help you find a job. By asking your vocational teachers, parents, and friends if they know of anyone who might be looking for someone with your skills, you can get important job leads. Employers would prefer to hire someone who comes with a good recommendation. Ask your teachers, parents, and friends for recommendations and suggestions of where you can find a job.

PATHS TO EMPLOYMENT



## **SURVIVING ON THE JOB**

Once you have found a job, your next step to success is surviving on the job. Surviving on the job includes the following three abilities:

- completing all job duties at a satisfactory level
- getting along with your supervisor or boss
- getting along with your fellow workers

There are many other factors that are important to employers. A survey ("On the Making of Behavioral Observations" 1976) found that employers feel that the factors listed in figure 8 are important to survive on the job. Study these factors and make an effort to show your boss that you are a good worker.

### **GOOD WORK HABITS**

1. Following directions
2. Being on time
3. Taking pride in your work
4. Organizing your work
5. Getting along with others
6. Coping with problems
7. Controlling your frustrations
8. Communicating clearly
9. Using good judgment
10. Being enthusiastic
11. Showing a desire to continue in the occupation
12. Showing a willingness to learn
13. Dressing appropriately

**Figure 8. Factors important to employers**

Research has shown that the "majority of people who lose their jobs do so for reasons other than their ability to perform the job" ("On the Making of Behavioral Observations" 1976). Clearly, employers keep workers who have good work habits as well as good skills. The next sections provide further details of each of the good work habits that are important to employers.

### **Following Directions**

When you follow directions in school you are rewarded with good grades and praise. On the other hand, when you do not follow directions you may receive a poor grade or have to do an assignment over. A still more serious consequence for not following directions can happen—for example, getting fired!

If you have a problem remembering the directions, try these simple suggestions:

- Write down the directions after your boss gives them to you.
- Ask your boss to tell you what to do more slowly.
- Ask your boss to write down the directions.
- Repeat the directions to yourself or to your boss to make sure you understand what you are to do.

If you think you have a better way to do something, talk it over with your boss first before you try it your way. Your boss may appreciate your suggestions, but the management may have a special reason for doing it the way you were told to do it.

### **Being on Time**

Being on time is important to your employer. Timeliness includes

- Arriving at work on time
- Returning from breaks on time
- Taking the allowed amount of time for lunch
- Not leaving early at the end of the day

In other words, give your employer an honest day's work for an honest day's wages.

### **Taking Pride in Your Work**

Taking pride in your work means showing an interest in your job as well as doing the best that you can. To show an interest in your work, try the following:

- Ask questions about your job duties.
- Concentrate on the job.

- Do not distract others or let yourself be distracted.
- Make an honest effort to complete your duties.
- Let your employer know that you are satisfied with the job you have done ("On the Making of Behavioral Observations" 1976).

### **Organizing Your Work**

By organizing your work, you will be able to accomplish more than if you approach your job in an unorganized manner. Use the following suggestions to organize your work:

- Think about what you have to do.
- Make a list of duties you want to complete daily.
- When you go to visit the supply room or warehouse, get all the materials you will need for that day or the week, if possible.
- Complete tasks in an orderly, systematic approach.

### **Getting Along with Others**

Knowing how to get along with others is very important to survival on the job. Making friends and keeping friends on the job can and will make your job more rewarding and pleasant. Try the following suggestions to get along with your peer workers:

- Offer a helping hand if a co-worker is having trouble.
- Be pleasant around co-workers by smiling as well as saying good morning and good evening.
- Show an interest in your peers' activities.
- Listen and respond appropriately.

Remember that to have a friend is to be a friend.

### **Coping with Problems**

Problems may come up on a job, so be prepared to handle them. How you handle the problems will be important to your boss. If the problem is something that you do not understand, talk it over with a co-worker or your boss. Know your co-worker's capabilities in the problem area, if you discuss your problems with him or her.

### **Controlling Your Frustrations**

You must remember to be calm and collected when a problem comes up. Getting angry on the job is not an appropriate way to deal with problems. When a problem comes up remember to

- think the problem through;
- control your temper; and
- talk to your supervisor.

### **Communicating Clearly**

Communicating clearly is difficult when you are upset or confused about something. Be sure that you stop to think before you go to talk with someone. It may even be helpful to write down an outline of what you want to talk about. (See the following Sample Outline.) Start out your conversations on a positive note.

#### **SAMPLE OUTLINE**

Meeting with Mike, the supervisor

- supply room list
  - 3 inch nails (100)
  - 1/4 inch screws (50)
  - yellow scratch pads (20)
  - order sheets (150)
- progress report on project
  - nearly half finished and will be starting the window frames about mid-week
- vacation schedule for August
  - will need two days off for an out-of-town family reunion

### **Using Good Judgment**

Experience can assist you in learning to use good judgment and to make wise decisions. Although making decisions and knowing what is best to do may sometimes be quite difficult, you should not give up trying to improve your skills in decision making. Think about possible outcomes of a decision before you make it. In fact, writing down the likely results of a decision about

to be made may very well help you to know whether that decision may be wise or unwise. Talking over the problem or the situation (with someone whose judgment you respect) may also assist you in learning how to use good judgment. Considering and writing down possible outcomes of your action as well as discussing possible results with someone else, therefore, may facilitate your arriving at a satisfactory decision.

### **Exhibiting Enthusiasm**

Showing that you are motivated and enthusiastic about your job will increase your likelihood of success on the job. Be ambitious about what you can do. Volunteer for tasks. Be honest with yourself and do not be afraid to ask for help when you need it.

### **Showing a Desire to Continue in the Occupation**

Let your supervisor know if you plan to make this job your career. The more you can learn and do, the more quickly you will be given more responsibility. With added responsibilities usually come pay increases and promotions.

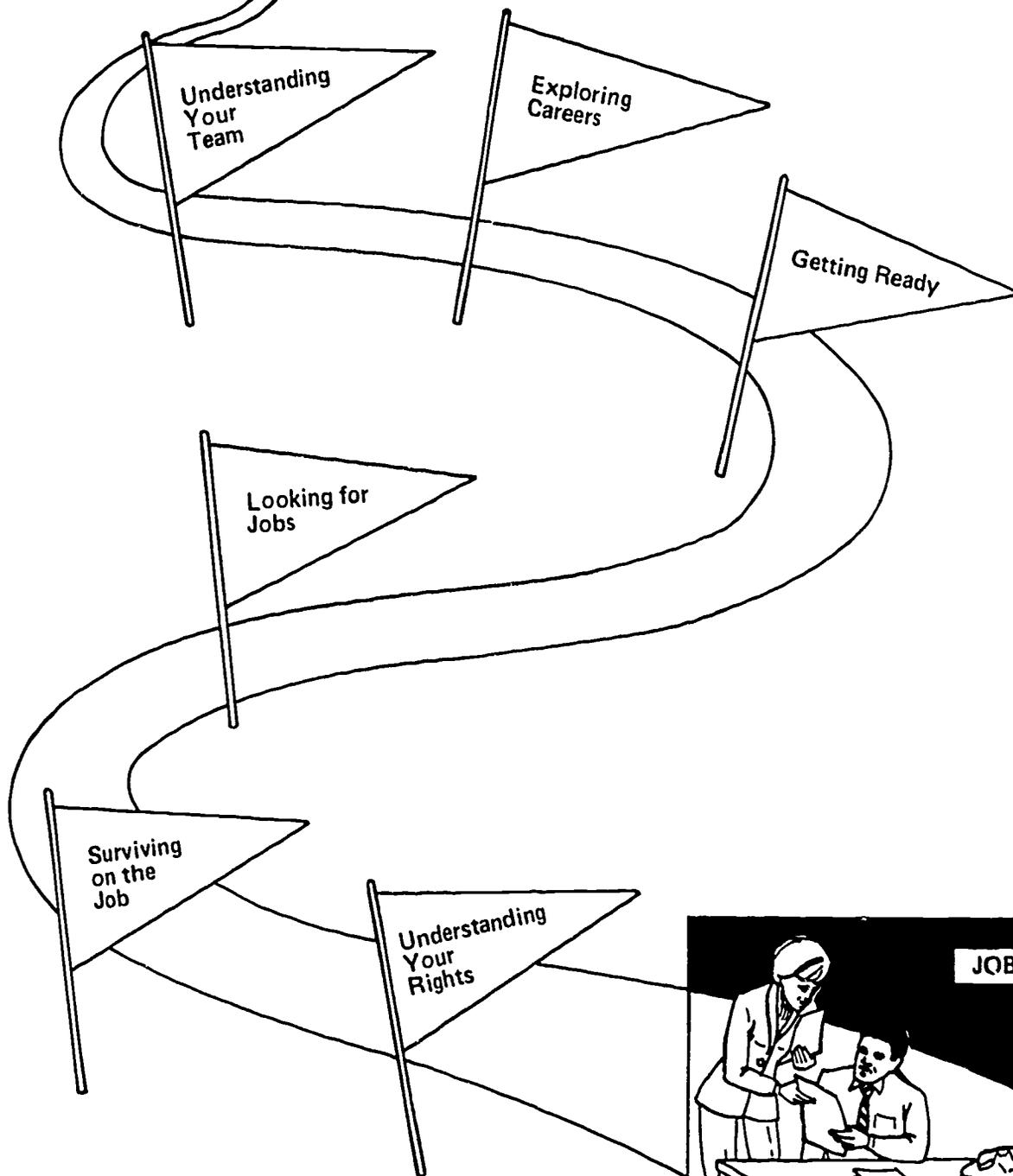
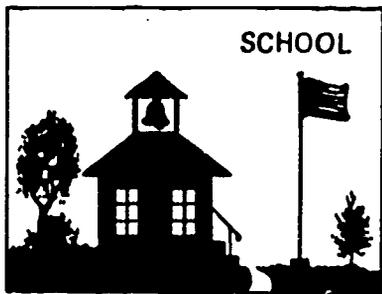
### **Showing a Willingness to Learn**

By showing a willingness to learn, your supervisor will work with you to help you improve your skills. The more you learn, the more important you will be to the company. Every organization needs people who show initiative and are willing to try new jobs.

### **Dressing Appropriately**

Remember that wearing the appropriate clothes will make a good impression on your supervisor. Do not show up in a suit if you are a mechanic or sloppy clothes if you are a salesman. Always keep your clothes neat and clean whether you wear a suit or jeans on the job.

PATHS TO EMPLOYMENT



## UNDERSTANDING THE LAWS WHICH AFFECT YOU

During the past ten years, Congress passed three major laws that protect your rights as a handicapped person. These laws are

- the Rehabilitation Act of 1973;
- The Education for All Handicapped Children Act, as enacted in 1975; and,
- the Vocational Education Act of 1963, as amended in 1976.

A discussion of each of these laws follows.

### Rehabilitation Act of 1973

The Rehabilitation Act provides for rehabilitative services for eligible individuals to ensure the fullest use of their potentials in satisfying occupations. This act allocates funds for each state's Rehabilitation Services Commission that administers the Bureau of Vocational Rehabilitation (BVR) and the Bureau for Services for the Visually Impaired (BSVI). (See also information concerning the specific services rendered on pp. 46-47.)

The Rehabilitation Act of 1973 has two important sections that affect you as a handicapped worker—Section 503 and Section 504. Section 503 prohibits federal contractors and subcontractors receiving federal funds in excess of \$2,500 from discriminating against the handicapped on the basis of a physical or mental disability (U.S. Department of Health, Education, and Welfare, 1978). An employer receiving federal assistance cannot discriminate against you in

- recruitment practices including advertising, interviewing, and hiring;
- demotions, promotions, or layoffs; or
- vacations, sick leave, training programs, and other benefits such as insurance (U.S. Department of Health, Education, and Welfare 1978).

Section 504 states that any projects or agencies receiving federal funds must not discriminate against you on the basis of your handicap. This not only includes businesses and industries, but also schools, colleges, hospitals, welfare, recreational facilities, and other recipients of federal funds.

According to Halloran (1978), recipients of federal assistance under the law's provisions may not

- deny qualified handicapped persons the right to participate in or benefit from any program or activity solely on the basis of your handicap;
- provide you with aids, benefits, or services that are unequal or less effective than those provided for nonhandicapped;
- provide different or separate aids, benefits, or services unless they are necessary to provide equal opportunities for you; and,

- limit a handicapped individual's enjoyment of any aid, benefit, or service than non-handicapped individuals enjoy (p. 11).

### **The Education for All Handicapped Children Act**

The Education for All Handicapped Children Act protects your rights as a handicapped student as well as the rights of your parents. You are guaranteed a free appropriate public education from ages 3 through 21. The individualized education program (IEP) is the management tool that Congress has required all educational agencies to use. The IEP helps to ensure that you will receive any educational service appropriate to meet your needs. Through annual IEP meetings involving your parents, teachers, school administrators, counselors, and appropriate others, including you, the services you require, as well as the goals and objectives giving direction to your studies are determined. Once the IEP team agrees that the specified plan meets your needs, your IEP plan is then approved, signed, and implemented.

If you want to study a certain program before you graduate, you should discuss this with your IEP team, or as it is called in this book, your support team. Your support team will help you prepare for the working world by helping you select the courses you will need to graduate and then enter the world of work.

### **The Vocational Education Act**

The Vocational Education Act, as amended in 1976, protects your rights to a free appropriate public education by requiring that 10 percent of the funds from the basic grant and the money provided for program improvements and supportive services must be used for the handicapped (Mainstream, Inc., n.d.). So if vocational education is an appropriate area in which you wish to enroll, funds are available to provide you with guidance and counseling and other supportive services.

## BIBLIOGRAPHY

- Berman, C. "The Interview Trap: 10 Tricky Job Questions That Could Trip You Up." *Mademoiselle* 87 (April 1981): 227.
- Biegeleisen, J.I. *Job Resumes: How to Write Them, How to Present Them, Preparing for Interviews*. New York: Grosset & Dunlap, 1976.
- Brolin, D.E., and Kokaska, C.J. *Career Education for Handicapped Children and Youth*. Columbus, OH: Charles E. Merrill, 1979.
- "Classified Ads." *Columbus Dispatch*. 12 July 1981, pp. 12-14.
- EDN Corporation. *Getting a Job*. Jenkintown, PA: EDN Corporation, 1980.
- Halloran, W.; Folley II, T.T.; Razeghi, J.A.; and Hull, M. *Vocational Education for the Handicapped: Resource Guide to Federal Regulations*. Austin: Texas Regional Resource Center, 1978.
- Jackson, T., and Mayleas, D. *The Hidden Job Market for the 80s*. New York: New York Times Books, 1981.
- Lillie, Gail D. "Job Exploration" materials presented at Inservice Session, Plain City, OH: April 21, 1981.
- Mainstream, Inc. *There Oughta Be A Law: There Is*. Washington, DC: Mainstream, Inc., n.d.
- Ohio Bell System Yellow Pages*. Columbus, OH: Ohio Bell, 1980-81.
- "On the Making of Behavioral Observations." *Valpar-Spective* 1 (Tucson, AZ: Valpar Corporation, 1976): 1-3.
- Rehabilitation Services Commission of Ohio. *Vocational Rehabilitation: What Is It? What Is RSC?* Columbus, OH: Rehabilitation Services Commission of Ohio, 1977.
- U.S. Department of Health, Education and Welfare. "Other Rights." In *Your Rights as a Disabled Person*. Washington, DC: U.S. Government Printing Office, 1978.
- U.S. Department of Labor. *Dictionary of Occupational Titles, Volume I, Third Edition*. Washington, DC: U.S. Government Printing Office, 1977.
- U.S. Department of Labor. *Occupational Outlook Handbook, 1974-75 Edition*. Washington, DC: U.S. Government Printing Office, 1974.
- Washburn, W.Y. *Vocational Entry Level Skills for Secondary Students*. San Rafael, CA: Academic Therapy Publications, 1975.

## THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

## ORDERING INSTRUCTIONS

To order additional copies of the *Extending Horizons* Series, please use order number and title. Orders of \$10.00 or less should be prepaid. Make remittance payable to the National Center for Research in Vocational Education. Mail order to:

The National Center for Research  
in Vocational Education  
National Center Publications, Box F  
1960 Kenny Road  
Columbus, Ohio 43210-1090

Prices listed are in effect at the time of publication of this book. All prices include postage and handling. Prices are subject to change without notice.

### Quantity Discounts

Orders of five (5) or more items, as listed by publication number and title, with a total dollar value for the order of:

- \$ 50 to \$100, the discount is 5%
- \$101 to \$200, the discount is 10%
- \$201 to \$300, the discount is 15%
- \$301 to \$400, the discount is 20%
- \$401 and above, the discount is 25%

### International Orders

All orders, in any amount, from outside the United States and its possessions are to be paid in U.S. currency. Additional postage and handling charges may be added for foreign shipments if necessary.

The work presented herein was performed by the National Center for Research in Vocational Education pursuant to a grant with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

<i>Extending Horizons: A Resource for Assisting Handicapped Youth in Their Transition from Vocational Education to Employment</i> (includes <i>Extending Horizons: Inservice Guide for Preparing School-Community Teams</i> and six companion documents)	RD 257	\$30.00/ set
---	--------	-----------------

<b>COMPANION DOCUMENTS</b> (additional copies available individually)	<b>ORDER NUMBER</b>	<b>PRICE</b>
<i>Extending Horizons: Roles of School-Community Support Groups</i>	RD 257A	\$2.75
<i>Extending Horizons: Student Paths to Employment</i>	RD 257B	\$2.75
<i>Extending Horizons: IEP Planning</i>	RD 257C	\$2.75
<i>Extending Horizons: Family and Friends</i>	RD 257D	\$2.75
<i>Extending Horizons: Employers as Partners</i>	RD 257E	\$2.75
<i>Extending Horizons: School and Community Persons</i>	RD 257F	\$2.75



The Ohio State University