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IDENTIFIERS
*Transitional Black Womens Project GA

ABSTRACT
This handbook provides seven days of workshops in occupational skills training and counseling for developing career awareness and motivating career decision-making among transitional black women in the population of women who are underemployed, unemployed, undereducated, or poor, and who are unaware of educational or occupational opportunities available to them. The workshops are designed to: provide opportunities for the women to clarify their values with respect to sex and race role stereotypes; support non-traditional career, educational, and personal choices; provide opportunities for the women to talk with work/race models of both sexes; provide exercises for the women to examine non-traditional occupations as career options; and create an atmosphere to motivate the women to achieve their goals. They are based on Donald Super's self-concept theory (1963) which suggests that five stage-related tasks are encountered as one matures vocationally. The workshop sessions cover the following topics: (1) orientation and assessment of individual needs, and elements of career planning; (2) building confidence in personal ability for solving problems and achieving career goals; (3) examining occupational options; (4) identification and remediation of barriers to career success; (5) strengthening employability skills and setting career goals; (6) strengthening job preparation skills; and (7) work experience preparation. The handbook includes detailed instructions for the training administrator and materials for the seven sessions. (CG)

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Transitional Black Women’s Project:

Occupational Skills Training and Counseling Handbook 1983
TRANSITIONAL BLACK WOMEN'S PROJECT:
OCCUPATIONAL SKILLS TRAINING
AND COUNSELING HANDBOOK
1983

Women's Institute of the Southeast
Atlanta University Center
Atlanta, Georgia

Women's Educational Equity Act Program
U.S. Department of Education
T.H. Bell, Secretary
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INTRODUCTION

Purpose of the Handbook

This Occupational Skills Training and Counseling Handbook was designed to present a model useful for developing career awareness and motivating career decision making among dysfunctional Black women.

The purpose of this handbook is threefold: 1) to dispel traditional negative and dysfunctional images generally possessed by transitional Black women; 2) to assist transitional Black women establish careers consistent with their interests and optimum potential; 3) to enable the women to analyze and respond positively to adverse conditions they might encounter in the community, workplace, or with their families.

The handbook is divided into three sections:
Section One: Introduction
Section Two: Instructions for the Training Administrator
Section Three: Training Sessions and Resource Materials

Program Structure

The training sessions use:
— small, heterogeneous groups of 10 or 12 participants
— one trainer per each small group
— large group activity when necessary
— flexible scheduling
— individual conferences
— workshop sessions conducted over 7 days

Activities of the Occupational Training and Counseling unit evolve from Donald Super's (1963) self-concept theory which suggests that five stage-related tasks are encountered as one matures vocationally. These tasks are 1) crystallization, 2) specification, 3) implementation, 4) stabilization, and 5) consolidation. The tasks of crystallization, specification, and implementation are of primary concern for this program. Crystallization involves the cultivation of attitudes and behaviors to help individuals move toward the type of work they consider appropriate for themselves. Tentative career choices are made during the crystallization stage during which individuals collect data relevant to themselves and their career preferences. These data are used to evaluate, assess, and interpret their interests, skills, and chances of meeting the conditional vocational preference and to direct educational plans (Jenkins, 1980).

Crystallization takes place within an environmental context. Thus, development experiences are key determinants for those individuals who are involved in crystallizing their vocational choices. The task generally commences between ages 14 through 24. No matter when it takes place, crystallization is a prerequisite for successful advancement to the next task—specification, which is moving from a general career preference to a specific career choice. This move then enables the individual to begin the task of implementation—completion of training for the chosen vocation and commencement of employment. This step-by-step process continues until the final task, consolidation, is reached.

The training activities provide opportunities to apply Super's theory. In the implementation of this model, it is essential for the women to go through the crystallization and specification phases with adequate resources, information, and counseling so that they can enhance their efforts in the implementation phase. Therefore, the training includes hands-on career exploration which builds a framework for participants to make realistic educational and training choices that may promote high educational aspiration.

High school dropouts' chances of returning to school or General Education Development (GED) Training are greatly improved when career choices or preferences are matched with their interests, values, and aptitudes.

Objectives

The objectives of the Occupational Skills Training and Counseling are to:
1.) develop academic skills (GED) or acquire academic credentials necessary for selected careers
2.) gain greater awareness of personal career development needs
3.) acquire skills in career decision making and problem solving
4.) acquire strategies for job search
5.) develop viable work attitudes and behaviors
6.) discover need for viable means of continuing education
7.) prepare for jobs in the technologically changing society

Goals

Workshops goals are designed to:
1.) provide opportunities for the women to continue to clarify their values with respect to sex and race role stereotypes
2.) support non-traditional career, educational and personal choices made by the women
3.) provide opportunities for the women to call with work/race models of both sexes
4.) provide exercises for the women to examine non-traditional occupations as career option: (including exercises to relax participants, build trust among them, and conceptualize particular career development ideas).
5.) create an atmosphere to motivate the women to achieve specific goals
SECTION TWO:

INSTRUCTIONS FOR
THE WORKSHOP ADMINISTRATOR
INSTRUCTIONS FOR THE TRAINING ADMINISTRATORS

This section is written for the person who will serve as the training administrator. Within this section the administrator will find information concerning publicizing, organizing, operating, and evaluating the training program.

Participants

The transitional Black women selected to participate in these workshops should be representative of women who are generally economically disadvantaged and possess the following characteristics:
1. fewer than 12 years of schooling
2. underemployed or unemployed
3. unaware of available educational or occupational opportunities
4. lack skills necessary to take advantage of existing educational and occupational opportunities.

Participant Recruitment

Coordination with local agencies which serve the population of transitional Black women is an essential step in recruitment. It is helpful if there is one primary agency that can supply the pool of potential participants. If one source cannot be located, it is possible to coordinate with various city, state, or regional agencies, as well as church groups and community organizations for access to potential participants. Contact with agencies can be made in several ways:
1. Develop a list of probable sources of participants.
2. Write a letter requesting referrals of potential participants. The letter should describe the training and, if possible, relate the workshop training to the organization's total client development program and explain the value of the workshop to the productivity goals of the organization.
3. Mail letters well in advance of the proposed program starting date.

Referrals also can be made by other potential participants as they are selected to enroll in the program.

When following up recommended potential participants, send letters to them explaining the nature of the program and extend an invitation to them to participate. When the candidates respond (by letter, phone, or in person), make appointments and conduct extensive interviews with each of them. On the basis of the information gained during the interview, carefully select the participants. Involve both the administrator and trainers in the interview process.

Participant Initiation

Invite participants to a pre-planning session with trainers and staff in order to review the nature of the program and to establish a time schedule sensitive to each participant's situation. At least a week before the program is scheduled to begin, send each participant a letter confirming the starting date and include directions for reaching the site.

Role of Participants in Training Program

Participants have major responsibility for creating the training and counseling climate. Participants are expected to: (1) give input for training activity planning, (2) play leadership roles in the training component; (3) share personal opinions and knowledge and offer support to each other; (4) ask questions for understanding; (5) assess personal attributes; and (6) extend training experiences to take advantage of a higher level or broader range of career development opportunities.

Maximum participation is key in meeting these expectations. As a means of clarifying their responsibility in meeting these expectations, have the participant review and sign a career achievement agreement (included in this section) committing themselves to follow a set of training ground rules. In the model program, trainers expected that having participants sign the agreement would increase the quality of their participation. For this reason, agreements were used frequently as the women progressed through the training. Participants did, in fact, honor signed contracts to attend particular events more consistently than they did when verbal commitments were made.

Role of Staff

Since trainers are key facilitators, it is necessary for them to have training and experience in career and occupational counseling and to possess the following competencies as well:
1. to stimulate creation of a supportive training and counseling climate
2. to be flexible and establish a mutually supportive tone for the workshops
3. to demonstrate sensitivity to the needs of transitional Black women
4. to understand the problems of Black females from lower socio-economic families
5. to relate comfortably to the participants
6. to question and provoke thought without intimidating the participants
Staff also should participate jointly in program planning, should meet frequently during execution to assess progress and modify activities when necessary, and should take an active part in the process of evaluation. Joint planning and evaluation by all persons involved in the training process are essential to the training program.

As in the Model Program, the staff may consist of:

- **Project Director** (full time)—provides motivation for participant development, arranges for delivery of support services, manages project operations, provides leadership in the creation of basic program design and in strengthening procedures through program modifications.
- **Project Assistant Director** (full time)—conducts follow-up on participant progress, conducts individual counseling and arranges for participant stipend payments and reimbursements for expenses, keeps financial records.
- **Project Associate Director** (full time)—(This position was created to replace that of assistant director during the third quarter of the second program year) coordinates training activities, including follow-up on participant progress, arranges for individualized services based on specialized needs, coordinating payment of stipends and reimbursements for expenses, serves as trainer for some training/counseling activities, also plays leadership role in determining modifications to strengthen training and counseling procedures and writes training development program reports.
- **Occupational Skills Coordinator** (one-fourth time)—develops training objectives based on participants needs; coordinates the planning and implementation of key training activities.
- **Human Relations Coordinator** (one-fourth time)—coordinates human relations follow-up training offered in conjunction with the Occupational Skills Training and Counseling Unit activities.
- **Work Experience Developer** (200 hours)—serves in a dual role, as key trainer for work experience preparation session of the workshop training and as coordinator of work experience slots for participants.

Descriptions of these models are included in the Appendix.

As implied by the job descriptions of the model program staff, specific tasks were required to plan, implement, and evaluate occupational skills training activities. It was helpful to specify tasks, establish time frames for completing tasks, and identify the staff members responsible for those tasks. A sample is included.

**Group Dynamics as a Training Methodology**

A group career counseling model featuring small group (10-12 persons) training/counseling in a workshop format forms the basic structure for Occupational Skills Training and Counseling activities. Use of the small group and group dynamics methodology was pioneered by the National Training Laboratory in Washington, D.C. and popularized by Kenneth Benne and his colleagues at the Boston University Human Relations Laboratory.

Principles involved in the utilization of a group as a medium of re-education (for removing stereotypes, changing self-concepts, etc.) are:

1. involvement and mutual support
2. joint planning
3. permissiveness
4. contrasts (perception and acceptance of alternatives to present practice)
5. feedback (common and individual reactions of trainer and other group members to one another's ideas, values, behavior, and feelings as explored by the group)

The small, face-to-face group is conducive to building the kind of rapport among participants and with trainers that permits participants to discuss problems, give feedback to one another, and try out new behaviors. It emphasizes affective education—that is, examination of attitudes, values, behaviors, and human relations skills—as well as facilitates the transfer of information, knowledge, and concepts.

**Training Sequence**

Participants are expected to complete Human Relations training (See WISE Human Relations Training Handbook for Transitional Women) and requirements for the GED certificate prior to enrolling in the Occupational Skills Training and Counseling (OSTC) workshop. Following the OSTC workshop, assign each participant to a four week (4 hours per day) work experience that will provide an opportunity for her to receive a basic orientation to an entry-level job in the occupational field of her choice.
Model Modification

If participants complete workshop prerequisites (Human Relations and GED training) at different rates of speed, offer the workshop twice—once for participants who complete early and a second time for those who complete later in the program. (If funds for operating a GED program or for contracting GED training are not available, seek out community resources such as the local school system and employment training organizations where the services are offered to individual citizens free of charge.) Arrangements can be made with these organizations for participants to prepare themselves for the GED certificate test. If some participants have not completed the GED test requirements by the scheduled beginning dates for the second workshop, they may be enrolled in both the GED program and workshop concurrently. Large time reserves will be needed for study and classroom activities, in addition to their regular daily tasks. This arrangement works well for participants with skills for managing their time. Individualized counseling in goal setting and time management generally is helpful to participants in dual training roles.

As stated, it is important that participants receive human relations training. Session Four of this handbook was developed to provide (1) experiences for those who have not received human relations training, and (2) reinforcement experiences for those who have received human relations training. It is suggested that Session Four be implemented by dividing the participants into two groups—those who have not received human relations training and those who have. Use Session Four for introductory purposes with participants who have not received human relations training. In addition, consult the Human Relations Training Handbook for supplementary experiences. For those who have received human relations training, use session four for reinforcement. Members from both groups may need individualized follow-up counseling. It is essential that an experienced human relations trainer/consultant manage the human relations training component.

Finally, it should be stressed that the OSTC Workshop places strong emphasis on helping the participant develop behaviors and skills needed to ensure a successful work experience. Therefore, it is essential for each participant to complete the OSTC workshop prior to beginning the work experience. However, GED and the work experience may be continued concurrently.

Support Services

Support services are vital during each phase of the training and counseling program. These services help the women maximize their opportunity for educational and employment equity. Primarily, the services are designed to provide guidance and identify resources for accommodating secondary career development needs of the participants in areas such as health care and child care. The services also provide participants with continuous reinforcement for the development of value structures with corresponding productive behaviors reflecting growth toward career maturity. Support services offered may include the following:

Child Care—Child care services can be negotiated for the participants, in addition to providing information on child care centers and reimbursements for child care services.

Community Service Linkages—Opportunities to reinforce and extend participant's training experiences may be provided through linkage organizations. Such opportunities may range from clerical training classes to psychiatric counseling and are available through organizations such as the local chapters of the National Urban League, Young Women's Christian Association (YWCA), the U.S. Department of Labor, the Private Industry Council, local county health department, and the local school system. Advise participants of the services and of transportation schedules and routes through written correspondence, announcements in meetings, and through announcements posted in the office. For some events thought to be essential for participant development, special arrangements may be made to encourage attendance (e.g., reduced registration fees, chartered buses). Include events such as career conferences, area technical school orientations, and junior college orientation sessions.

Skills Referral Bank—To assist participants in their work experience search, develop a skills referral bank consisting of a listing of participants' marketable skills and potential employers. Advertise the presence of the bank by flyers circulated to employers in the community.

Follow-up Counseling—Encourage participants to make regular contacts with staff to report progress and needs. In instances where participants are passive in this regard, staff members may take the initiative to do telephone follow-ups, or to arrange for face-to-face counseling in the office, at a training center or during a home visit. For group concerns, schedule group guidance meetings. These meetings may involve planning for particular events or follow-up on previously set goals.

Stipends—Program planners who are interested in replicating this program are advised that stipends are not absolutely necessary to provide motivation for every category of participants. Past experience in this program shows that trainees who are highly motivated and believe the training to be of value to them will attend the sessions even
if they are not provided with stipends. However, reimbursement for transportation and child care may be helpful to the participants. This additional money would allow them to take care of personal expenses such as purchasing appropriate clothing for an anticipated job, (e.g. hard hats and work boots for construction work). Thus, stipends as a support measure are recommended if the money is available; they take care of a concrete need and therefore reduce personal stress in the participant and allow her to relax and direct her attention to the training activity.

Services From External Sources Rendered in the Program Model

Television Production Workshop—In the model program, arrangements were reached between staff and a local cable television company to offer the women television production training. This experience was viewed not only as an opportunity for the women to learn technical skills that could be transferred to a job setting but also as an opportunity to build confidence in their ability to perform technical tasks.

Introduction to Career Preparation Tools

Three commercially developed tools were used in the workshop training sessions. The Picture Interest Exploration survey (PIES) was used in Session One. the Self Directed Search (SDS) was administered in Session Five, and the Job Search Barometer in Session Six. Information on ordering these tools is listed in the appendix section of this handbook.

Evaluation

Data concerning the workshop outcomes should be collected by a variety of means:

- Occupational Skills Pre-Workshop and Post-workshop Surveys—participants respond to this survey before training and after training workshops as a means for measuring changes in attitude and expectations. (For copies see Session One.)
- Occupational Skills Training and Counseling Unit Evaluator—observes and analyzes planning and implementation procedures, consults with the training and counseling team regularly and provides guidance for strengthening training procedures.
- Project External Evaluator—observes training procedures, examines training tools and interviews key training team members to collect data for a summative evaluation.
- Media Team—consults with training team and records training procedures on video tape. Video material may help document changes recorded in written evaluation documents.
### SAMPLE PROGRAM DEVELOPMENT OBJECTIVES AND TASKS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Tasks</th>
<th>Time Frame</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic administrative tasks</strong></td>
<td>● Organize files</td>
<td>● Continuous process</td>
<td>● Occupational Skills Coordinator</td>
</tr>
<tr>
<td></td>
<td>● Clean and organize work and training space</td>
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<tr>
<td></td>
<td>● Develop time management system</td>
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<tr>
<td></td>
<td>● Develop work plans for major program objectives</td>
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<td></td>
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<tr>
<td></td>
<td>● Update active participant list</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Update WISE participant resource/information lists</strong></td>
<td>● Update the attached Child Care Center list:</td>
<td>● September - October 1983</td>
<td>● Occupational Skills Coordinator</td>
</tr>
<tr>
<td></td>
<td>Determine addresses, telephone numbers, ages served, and hours open; delete centers which are out of business</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Develop economic/career development contact list. Contact agencies listed on the attached sheets. Determine current services, application process and agency address</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● For listed learning institutions, update mailing addresses, telephone numbers, and names of public information persons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Develop participant folders</strong></td>
<td>● For each participant, file the items listed below in letter size manila folders. File them in the order listed.</td>
<td></td>
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<tr>
<td></td>
<td>Basic Facts Sheet</td>
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<td></td>
<td>Follow-up Log Notes — N.M.</td>
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<td></td>
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<tr>
<td></td>
<td>Career Achievement Form</td>
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<td></td>
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<tr>
<td></td>
<td>Employability and Goal Setting Items</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Correspondence</td>
<td></td>
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<tr>
<td></td>
<td>Resume</td>
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<td></td>
<td>Sample Application Form</td>
<td></td>
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<tr>
<td></td>
<td>Training Session Work Sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GED Records</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual Interview Schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Miscellaneous Items</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide on-going services for GED participants</strong></td>
<td>● Develop new plan for regular communication between staff and participants</td>
<td>● August - September 1982</td>
<td>● Occupational Skills Training Staff</td>
</tr>
<tr>
<td></td>
<td>● Identify GED study options</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Make GED referrals as needed appropriate
- Develop plan for participants to continue strengthening their employability skills
- Develop new plan for regular communication between staff and participants;
- Strengthen job search skills as needed
- Continue activities to strengthen job search skills as needed
- Make job referrals as appropriate
- Make effort to contact each participant enrolled in GED on a bi-weekly basis (½ of the group each week).

Determine the following:
1. Name GED site/class attending
2. Date reported
3. Participant's understanding of future WISE services
4. Class attendance days and hours
5. How child care is handled
6. Feelings about new GED center

- Record resulting information on the bottom section of the participant interview questionnaire form; continue on log sheet, if necessary.
- Encourage participants to attend classes on each day they contracted to do so and to complete their assignments as rapidly as possible.

- Assess current work experiences (placement needs)
- Review job search guides
- Survey entry level work opportunities in a minimum of 100 local organizations, including small businesses, educational institutions. Use this information as a resource file.
- Solicit assistance from friends of project and from major Atlanta community agencies with job or career development functions.

- Occupational Skills Coordinator
- Associate Director
- Work Experience Placement Developer
- Occupational Skills Coordinator

- September - December 1982
- September - December 1982
- September - December 1982
- September - December 1982
- September - December 1982
- September - December 1982
- September - December 1982

- Occupational Skills Coordinator
- Associate Director
- Occupational Skills Coordinator
Implement WISE sponsored (WISE pays stipend) On-The-Job Training.

- Request an evaluation of each participant's job performance from work site contact persons.
- File a list of the participant's assigned duties in folders.
- Perform duties as outlined in contract between work experience providing agency and WISE.

Market the skills of Black Women's Transitional Project participants.

- Develop card file of persons offering services in employment.
- Develop flyer outlining work skills of participants.
- Circulate flyers among Atlanta shopping centers, pre-schools, secondary schools, post secondary schools, community agencies, government agencies, public bulletin boards and friends of WISE.
- Keep records of services offered (when, what, where, who and evaluate comments).
- When feasible, provide training to enhance service offerings.

Arrange for WISE participants to attend the September 18th Black Women's Coalition Conference

- Negotiate cost per participant
- Conduct fundraising to sponsor participants
- Invite participants to attend conference
- Follow-up to determine number of participants planning to attend
- Make admission arrangements
- Develop attendance record form
- Send “thank you” letters to fund contributors

Plan to implement an internal final wrap-up and evaluation session with participants

- Cooperatively plan agenda with director and other staff persons
- Set meeting date and identify location
- Collect or develop evaluation aids such as assessment questionnaires as necessary
- Notify staff and participants of date of meeting

Develop occupational counseling and skills handbook

- Review guidelines with media coordinator
- Review project reports
- Write sections as appropriate

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Associate Director

Occupational Skills Coordinator

August - September 1982

October - December 1982

September - October 1982
Write end-of-year project report

- Refine objectives and procedures for each of the following three major Occupational Counseling & Skills components: GED, Workshop sequence and Work experience placement
- Summarize participant data:
  - Workshop Post Meeting Forms
  - Pre-post Workshop Survey
  - Application data
  - GED data
- Write Report
- Write Evaluation Report

- September - December 1982

- Occupational Skills Evaluator
- Associate Director
- Internal Evaluator
SECTION THREE:

TRAINING SESSIONS AND RESOURCE MATERIAL
Session One
Orientation and Assessment of Individual Needs
Elements of Career Planning
**ORIENTATION AND ASSESSMENT OF INDIVIDUAL NEEDS**

**Trainer Objectives**
- Greet participants and praise their achievements
- Present the nature and purpose to the Occupational Skills Training and Counseling Workshop
- Help participants examine a perspective on career planning
- Provide participants with a knowledge of tools and strategies for assessing their career development needs
- Guide participants in affirming commitment to goal achievement

**Participant Objectives**
- Identify orally personal career interests and aptitudes
- Describe rewards for working
- Identify accessible career planning aids
- Use assessment tools to determine occupational options that match personal interests and aptitudes
- State career achievement goals in writing
- Evaluate assets and barriers to employment

**Preliminary Workshop Activities**

<table>
<thead>
<tr>
<th>Tools</th>
<th>Description</th>
<th>Suggested Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name tags, Attendance sheet, Personal Data Form (Handout)</td>
<td>Participants fill in name tags, sign in on attendance sheet, complete personal data form</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Chairs for participants, Large classroom space</td>
<td>In large group session, trainer greets participants and encourages them to achieve worthwhile goals</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Occupational Skills Training Pre-workshop Survey form (handout)</td>
<td>Participants will respond to questions such as, Where am I now in respect to career achievement?; Where do I wish to go?; How will I get there?; What do I want to accomplish as a result of participating in this group workshop?; How much time and energy do I want to put into these activities?; Where do I feel stuck and what assets do I have to build on?</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Pre-workshop survey</td>
<td>Participants will respond in writing to items on the survey form. This data will provide a useful resource for structuring subsequent training sessions</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
## Introduction to Workshop Events

**Workshop training and activity schedule**

Distribute training schedule to participants. Discuss career preparation needs that can be met through specific workshop exercises and individual counseling.

### Principle Activities

<table>
<thead>
<tr>
<th><strong>Game of “Who Am I?”</strong></th>
<th><strong>Tools</strong></th>
<th><strong>Description</strong></th>
<th><strong>Suggested Total Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Heavy paper signs with these words: Unskilled worker, Out of work woman, Mother, Empty Nester, Job Hopper</td>
<td>Post signs around the room. Participant will stand under the signs they identify with. Discuss personal experiences responsible for the choices.</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Snack Break</strong></th>
<th><strong>Tools</strong></th>
<th><strong>Description</strong></th>
<th><strong>Suggested Total Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refreshments brought by staff and participants</td>
<td>Participants may socialize and stretch while enjoying refreshments</td>
<td>15 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Exploring Elements of Career Planning</strong></th>
<th><strong>Tools</strong></th>
<th><strong>Description</strong></th>
<th><strong>Suggested Total Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Interest Exploration Survey (PIES)</td>
<td>Elements of Career Planning (handout)</td>
<td>Allow participants time to read this handout. Discuss information as it affect the answers to questions given during “Telling My Story” exercise.</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Follow-Up Plan</strong></th>
<th><strong>Tools</strong></th>
<th><strong>Description</strong></th>
<th><strong>Suggested Total Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary of Occupational Titles (DOT)</td>
<td>Participants will complete Occupational Research Form as a follow up examination of jobs of interest to them using the DOT and the Occupational Outlook Handbook as guides</td>
<td>30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Summary Activities</strong></th>
<th><strong>Tools</strong></th>
<th><strong>Description</strong></th>
<th><strong>Suggested Total Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wrap up and Evaluation</strong></td>
<td>Participant Rating Scale, Trainer’s Daily Report (handouts)</td>
<td>Trainer will discuss with participants objectives which have been completed during the session and plans for the following session. Participants will rate the usefulness of Session One, using the rating scale.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
### PERSONAL DATA

<table>
<thead>
<tr>
<th>Name</th>
<th>SS#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Telephone No.</td>
<td></td>
</tr>
<tr>
<td>Birthdate</td>
<td>Date Completed GED</td>
</tr>
<tr>
<td>Marital Status</td>
<td>No. of Children</td>
</tr>
<tr>
<td></td>
<td>Ages</td>
</tr>
<tr>
<td>Child Care Arrangements</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>AFDC</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Job Title</td>
<td>Work Phone</td>
</tr>
</tbody>
</table>

### Contact Numbers

<table>
<thead>
<tr>
<th>Name/Relationship</th>
<th>Address</th>
<th>Telephone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
OCCUPATIONAL SKILLS TRAINING PRE-WORKSHOP SURVEY

Name ____________________________
Date ____________________________

Please read the directions carefully before answering the following questions.

1. List your three major reasons for participating in this project.
   __________________________________________
   __________________________________________
   __________________________________________

2. What do you expect to be doing one year after completing the WISE program? (Check one or more answers.)
   _____ Doing on-the-job training
   _____ Entering an apprenticeship
   _____ Going into regular military service
   _____ Attending a vocational/technical, trade school
   _____ Attending a business school
   _____ Attending a junior or community college
   _____ Taking a break
   _____ Attending a four-year college or university
   _____ Working part-time
   _____ Traveling
   _____ Managing my home
   _____ Taking care of my children
   _____ I have no idea what I'll be doing
   _____ Other ____________________________ (specify)

3. How far do you plan to pursue your education? (Check one.)
   _____ Get a GED
   _____ Graduate from high school
   _____ Complete high school plus one or two years of college
   _____ Graduate from a four-year college
Complete college plus professional training

Other __________________________ (specify)

4. What do you think your chances are of getting the amount of education you stated in question 3? (Circle the number best representing your opinion.)

very poor           poor           fair           good           very good
1                   2               3               4               5

5. Here are some reasons other women have given for not reaching their employment goal. Which, if any, might prevent you from working in the occupation of your choice.

______ age

______ criminal record

______ weight

______ sex

______ parental status

______ race

______ work schedule

______ lack of skills

______ poor work record

______ lack of driver's license

______ child care needs

______ education

______ handicap

______ Other __________________________ (specify)

6. Please list the names and occupations of 4 of your role models. Be specific (for example, postal clerk, security guard, sales clerk).

Name ___________________________ Job ___________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

7. List 3 jobs you would like to learn more about.

__________________________________________

__________________________________________

__________________________________________
8. List 4 appropriate job interview behaviors.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. List 4 appropriate behaviors for keeping a job.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. List 4 things that your supervisor will expect from you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

11. Some women today are thinking about entering nontraditional careers (jobs that have usually been held by men rather than by women). Write at least 3 problems you think women may face in preparing for and entering a nontraditional career.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

12. What do you think are the major advantages to women entering nontraditional careers?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
13. The following is a list of jobs. Please check the jobs you might realistically consider doing.*

1. _______ flight attendant
2. _______ construction worker
3. _______ secretary
4. _______ hair stylist
5. _______ store clerk
6. _______ veterinarian
7. _______ news reporter
8. _______ dental assistant
9. _______ physical therapist
10. _______ licensed practical nurse
11. _______ cashier
12. _______ factory worker
13. _______ plumber
14. _______ bank teller
15. _______ nurse's aide
16. _______ day care center worker
17. _______ bookkeeper
18. _______ lawyer
19. _______ forest ranger
20. _______ accountant
21. _______ English teacher
22. _______ truck driver
23. _______ dressmaker
24. _______ hospital orderly
25. _______ automobile mechanic
26. _______ airplane mechanic
27. _______ elementary school teacher
28. _______ model
29. _______ logger
30. _______ short order cook
31. _______ registered nurse
32. _______ telephone operator
33. _______ office worker
34. _______ chambermaid
35. _______ home economics teacher
36. _______ gas station attendant
37. _______ librarian
38. _______ dietician
39. _______ cab driver
40. _______ police officer
41. _______ custodian
42. _______ radio announcer
43. _______ postal worker
44. _______ store manager
45. _______ insurance agent
46. _______ farmer
47. _______ chef
48. _______ bank manager

*Rank those you checked in priority order.
A = 1st choice, B = 2nd choice, etc.

(United States Department of Labor, Women's Bureau.)
Reference: United States Department of Labor, Women's Bureau.
UNSKILLED LABORER
MOTHER
EMPTY
NESTER
JOB HOPPER
ELEMENTS OF CAREER PLANNING
by
Shirley McPherson

Introduction

The term “career” is used to indicate the activities and positions involved in vocations, jobs and occupations, as well as related activities associated with an individual’s lifetime of work (Zunker 1981). Career functions include worker, student, community supporter, and family roles.

This workshop will focus on preparation for gainful employment and employment mobility. You will be provided with guidance for making a vocational choice and for developing the skills, attitudes, and behaviors needed for becoming successful in your chosen occupation.

Self Awareness

Becoming employed in a job you like is an important career achievement. To reach this goal, a great deal of positive thinking, planning, and building of job skills and positive work behaviors are necessary. No two people have exactly the same needs. Thus, each person’s career plan may be different, although each person may utilize a similar planning process.

Getting a job or entering an occupation that matches your interests and abilities requires thinking about yourself. Learning who you are and what you can do with your life is a key, a beginning step, to choosing and entering a vocation that will make you happy. Have you given thought to who you are and what you want out of life? To help develop this awareness, think about and answer the following questions in writing:

- Who am I?
- What are my abilities?
- What is really important to me?
- What do I want from working?
- How am I different from what I want to be?
- How do I want to spend my time in one year from now?

Was this an easy task? If it was not and you still need assistance, ask your group leader for help. She or he will introduce you to exercises that will help you respond to these questions and better understand yourself.

Choosing a Vocation

Another basic step in the career planning process is to identify a vocation that matches your interests and abilities. You may ask, “How can I be sure that my choice will be right for me?” or “How will I know that I haven’t overlooked a more desirable choice?”

Again, aids are available to help you answer those questions. For example, The Self-Directed Search created by John Holland (included in bibliography) is recommended as an aid in this process.

The remaining steps in your career plan may vary according to your needs. Some that are important to most people who plan to enter the job market are outlined.

Determining and Managing Success Barriers

1. Examine your training and other work readiness needs including the following:
   - Do you need specific job training to enter the occupation of your choice?
   - Do you need to improve your work attitudes?
   - Do you need to improve some of your personal work habits?
   - Do you have child care or transportation needs?

2. Identify resources for solving present and potential work-related problems. Develop a card file listing names, addresses, and telephone numbers of persons or organizations that can help you solve your problems. For example, if you have young children, the United Way’s child care help line may be useful.

3. Decide how you will solve problems that may prevent you from getting a job and succeeding at it, ask the following questions:
   - how will you get the training required for the job of your choice
   - how will you pay for lunch and child care before you get your first pay check
   - how will you arrange for child care; what is your back-up plan if this arrangement fails.
   - how will you travel to and from work

4. Set target dates to resolve problems.
   - When will you get the training required for the job you want?

5. Develop job search skills such as mastering interview techniques, filling out the job application form correctly, and identifying places to look for a job.

6. Meet and maintain contact with role models who motivate you to achieve success in your career.

7. Develop and use a budget for managing your money.

8. Conduct active job search.

9. Accept job assignments that will be most helpful to achieving your career goal.
10. **Develop and act on an upward mobility plan.** Use this list as a guide for developing your career achievement plan. Decide when you will complete each step. Then write the steps and completion dates; these will comprise your basic career plan. Review the steps often and add new steps, if and when they are needed.

**Summary**

Career planning is not a short-term or easy process; the answers are not neatly tucked away in the back of a book to be pulled out and followed. The answers will come from you, the planner. Know that you are strong and capable of thinking and of making the career achievement journey. All of the challenges of the journey and the effort you will expend while working through it are worthwhile. Your reward is a bright, shining star—that person you plan to be.
OCCUPATIONS RESEARCH FORM

1. Name the job you would like to do: ____________________________________________

2. What are the duties of this job? ____________________________________________
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

3. What are some of the working conditions? ____________________________________
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

4. What is the required education or training? _________________________________

5. What are the skills needed?
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

6. What is the average starting salary? _______________________________________

7. How are the opportunities for advancement?
   Excellent __________________ Good ___________________ Poor ___________________

8. Which of your personal needs or desires does this occupation/job satisfy?
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________
   4. __________________________________________
   5. __________________________________________
   6. __________________________________________

9. List 2 other related jobs that you might like to do:
   1. __________________________________________
   2. __________________________________________
TRAINER'S DAILY REPORT

Date ______________________

Trainer ______________________

Total no. of participants ___________ No. of participants present ___________

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer comments:
# PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Leader's presentation of materials was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Exchange of ideas and information among participants was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Exchange of ideas and information between participants and leader was:</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>5. The overall usefulness of this workshop session is:</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Please answer the following questions:

1. In what way was this workshop session most helpful? ________________________________

2. In what way was this workshop session least helpful? ________________________________

3. In planning a similar workshop, what changes would you make? ________________________________

4. Would you recommend sessions like this to others? ________________________________
   Yes  ____________________  No  ____________________  No opinion

My behavior was like this: (Check all that apply)

- [ ] I was warm and friendly to some of the participants.
- [ ] I did not participate much.
- [ ] I tried to get quiet participants involved.
- [ ] I took over the leadership.
- [ ] I was polite to all.
- [ ] My suggestions were frequently off the point.
- [ ] I was irritated.
- [ ] I was eager and aggressive.
- [ ] I ____________________

Date ________________________________
Session Two

Building Confidence in Personal Ability for Solving Problems and Achieving Career Goals
SESSION TWO
BUILDING CONFIDENCE IN PERSONAL ABILITY FOR SOLVING PROBLEMS AND ACHIEVING CAREER GOALS

Trainer Objectives
Examine strategies for solving career problems
Assist participants in building confidence in their abilities to set and achieve goals

Participant Objectives
Demonstrate in writing a skills pyramid showing the skills involved in performing a routine work task
Describe orally a systematic process for solving career related problems
Explain in writing one of the greater resources for self-development, creative achievement and problem solving
Explain why it is necessary for employees or aspiring employees to continue to update their training

Notes to the Trainer: In this session, the participant will continue their introspection, self-assessment, and development of a realistic view of the world of work. Training Activities for this session are based on the assumption that persons who solve problems systematically generally find more reliable and desirable solutions.
<table>
<thead>
<tr>
<th>Principal Workshop Activities</th>
<th>Tools</th>
<th>Description</th>
<th>Suggested Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing my Ideal Job Setting</td>
<td>One sheet of drawing paper per participant</td>
<td>Participant will draw a picture of themselves in the job they would like to have most. Write the job title and the salary they expect to earn as an entry level worker in this position. Participants show pictures to the group and discuss the ideal qualities of the job with the group.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Introduction to Problem Solving Exercises</td>
<td></td>
<td>Trainer will define for participants the steps in the problem solving process.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Examining Typical Responses to Problems</td>
<td>Typical Responses to Problems (handout)</td>
<td>Participants will compare the responses on this handout with their own anticipated responses to the problems listed.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Making a Pizza</td>
<td>Making a Pizza plain paper 8” x 10”</td>
<td>Participants will use a plain sheet of 8” x 10” paper to list the steps and skills (Skills Pyramid) required to make a pizza, problems which might be encountered while performing each step, and solutions to each of the problems.</td>
<td>60 minutes</td>
</tr>
<tr>
<td>(Lunch Break)</td>
<td></td>
<td></td>
<td>60 minutes</td>
</tr>
<tr>
<td>Reexamining Elements of Systematic Problem Solving</td>
<td>Problem Solving Form A Form B</td>
<td>Trainer lists steps on chalk board and participants review these steps. Group selects a problem to be solved. Trainer writes problem on the board. Participants use the problem solving steps to propose solutions to the problem aloud to the group. (See Human Relations Handbook) Predict and write the steps they would use in the future for solving this problem. Compare the two approaches to problem solving and decide which approach will work best.</td>
<td>45 minutes</td>
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<tr>
<td>Activity</td>
<td>Duration</td>
<td></td>
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<td>--------------------------------------------</td>
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<tr>
<td>Snack Break</td>
<td></td>
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</tr>
<tr>
<td>Self Change Contracts</td>
<td>10 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Change Contracts</td>
<td>50 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants complete contracts with</td>
<td></td>
<td></td>
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<tr>
<td>guidance of trainers.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Participants or trainers may serve as</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>witnesses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Wrap up and Evaluation</td>
<td>30 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant Rating Scale</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Trainer’s Daily Report</td>
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<tr>
<td>Participants orally summarize the</td>
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<tr>
<td>objectives achieved during the session</td>
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<td></td>
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<tr>
<td>and note the usefulness of the exercises</td>
<td></td>
<td></td>
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<tr>
<td>the rating scale. Trainers complete daily</td>
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<tr>
<td>report.</td>
<td></td>
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</tr>
</tbody>
</table>
### TYPICAL RESPONSE TO PROBLEMS

**Table 1**

<table>
<thead>
<tr>
<th>Person A</th>
<th>Situation</th>
<th>Perception</th>
<th>Assumption</th>
<th>Feeling</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notice of Termination</td>
<td>“I have been fired”</td>
<td>Getting fired is a tragedy; it only happens to incompetent persons</td>
<td>Shame Depression Self-Criticism</td>
<td>Passivity</td>
</tr>
<tr>
<td>Person B</td>
<td>Notice of Termination</td>
<td>“I have been canned”</td>
<td>Those people are prejudiced; they have always been out to get me.</td>
<td>Anger Resentment</td>
<td>Retaliation filing a grievance, vandalism, or bitter passivity</td>
</tr>
<tr>
<td>Person C</td>
<td>Notice of Termination</td>
<td>“I have been laid off.”</td>
<td>Getting laid off is unpleasant, but it happens to even the best workers</td>
<td>Disappointment</td>
<td>Seeking an alternative job</td>
</tr>
</tbody>
</table>

Reference: Liburd, WISE Transitional Black Women's Project.
# PROBLEM SOLVING

Form “A”

<table>
<thead>
<tr>
<th>List three (3) experiences that have caused you pain or unhappiness.</th>
<th>List the steps that you used to solve each of these problems (painful or unhappy experiences).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. a.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>2.</td>
<td>2. a.</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>3. a.</td>
</tr>
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<td></td>
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<td></td>
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</tbody>
</table>

Reference: Liburd, James. WISE Black Transitional Women’s Project.
**PROBLEM SOLVING**

Form "B"

<table>
<thead>
<tr>
<th>List three (3) experiences that have caused you pain or unhappiness. (Same three listed on Form A).</th>
<th>List the most effective steps for solving each of these problems (painful or unhappy experiences).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. a.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c.</td>
</tr>
<tr>
<td>2.</td>
<td>2. a.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c.</td>
</tr>
<tr>
<td>3.</td>
<td>3. a.</td>
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<td></td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c.</td>
</tr>
</tbody>
</table>

Reference: Liburd, WISE Black Transitional Women’s Project.
SELF-CHANGE CONTRACT

I __________________________ , do hereby agree to initiate my self-change strategy as of (date) __________________________ . and to continue it for a minimum period of ________ weeks, that is until (date) ______________ . My specific self-change strategy is to __________________________________________ .

I will execute this strategy to the best of my ability and will evaluate its effectiveness only after it has been tried for the specified period of time.

__________________________

Option Self-Reward Clause: For every __________ day(s) that I successfully comply with my self-change contract, I will reward myself with: __________________________

In addition, at the end of the minimum period of my personal contact period, I will reward myself for having persisted in my self-change efforts. My reward at that time will be: __________________________

I hereby request that the witnesses who have signed below support me in my self-change efforts and encourage my compliance with the specifics of this contract. This cooperation and encouragement throughout the project will be appreciated.

Signed __________________________
Dated __________________________

Witness __________________________
Witness __________________________

Reference: Liburd, WISE Black Transitional Women's Project.
Session Three

Examining Occupational Options
SESSION THREE
Examining Occupational Options

Trainer Objectives
Assist participants in assessing the merits of a variety of occupational opportunities
Guide participants in examining different possibilities for vocations from perspectives of their goals and means.

Participant Objectives
Use job knowledge publications to research working conditions, work tasks, and salary ranges for preferred occupations.
Demonstrate, through discussion, an increased knowledge of a broader range of job options, including nontraditional occupations for women.

Note to Trainers: The exercises in this session were designed to help participants conceptualize the nature of non-traditional jobs and to identify persons who would provide them with information on non-traditional jobs.
<table>
<thead>
<tr>
<th>Principal Workshop Activities</th>
<th>Tools</th>
<th>Description</th>
<th>Suggested Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Film</strong></td>
<td>“Sky is the Limit” 16 mm film projector screen large classroom</td>
<td>Participants view the film which features women as role models, performing non-traditional job tasks primarily in the skilled crafts.</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Role Model Presentations</strong></td>
<td>Female work role models (such as engineering student, construction worker, airplane pilot)</td>
<td>The role models lead a discussion on the benefits, working conditions, training requirements, and application procedures for nontraditional job opportunities. Address both rewards and typical problems associated with nontraditional jobs for women.</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td>Female Dominated Jobs in the City (handout) Male Dominated Jobs in the City (handout)</td>
<td>Participants review the handouts and circle each occupation found in their city. Participants list the names of males or females they know who perform each job.</td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Job Information Interviews</strong></td>
<td>A Career and Job Information Interview Guide</td>
<td>Participants role play a conversation in which they make an appointment by telephone with at least one nontraditional worker.</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Wrap Up and Evaluation</strong></td>
<td>Participant Rating Scale Trainer’s Daily Report</td>
<td>Encourage participants to actually make an interview appointment with and interview a minimum of one non-traditional worker. “A Career and Jobs Information Interview Guide” outline appropriate questions. Participants use rating scale to assess training session. Trainers complete daily report.</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>
FEMALE-DOMINATED JOBS IN THE COMMUNITY

Here is a list of female-dominated jobs often found in large cities. Draw a circle around each occupation that is found in your city.

1. Nurse
2. Telephone operator
3. Dietician
4. Beautician
5. Social worker
6. Cosmetologist
7. Elementary school teacher
8. Secretary
9. Bank teller
10. Typist
11. Office clerk
12. Cashier
13. Dental assistant
14. Domestic worker
15. Child care aide
16. Homemaker
17. Flight attendant
18. Librarian

List the names of some workers in female-dominated jobs in your city. List their occupations.

<table>
<thead>
<tr>
<th>WORKER</th>
<th>OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
MALE-DOMINATED JOBS IN THE COMMUNITY

Here is a list of male-dominated jobs often found in large cities. Draw a circle around each occupation that is found in your city.

1. Auto mechanic
2. Truck driver
3. Dentist
4. Fire fighter
5. Police officer
6. Taxi driver
7. Service station attendant
8. Carpenter
9. Physician
10. Barber
11. Accountant
12. FBI agent
13. Roofer
14. Building inspector
15. Zoologist
16. Park ranger
17. Ambulance driver
18. Landscape architect

List the names of some workers in male-dominated jobs in your city. List their occupations.

<table>
<thead>
<tr>
<th>WORKER</th>
<th>OCCUPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
A CAREER AND JOB INFORMATION INTERVIEW

NAME: _____________________________ DATE: _______________________

PERSON INTERVIEWED: ____________________________

1. What kind of work do you do?

2. Is this a job or a career?

3. Why do you call it a job?

4. Why do you call it a career?

5. What do you do on your job, or in your career?

6. How did you get into this job, or career?

7. Are there other ways of getting into your line of work?

8. What training is needed for your job?

9. Where can you get the training?

10. What is the salary for a person starting in this type of work?

11. What school subjects are most useful to you in your job or career?

12. Do you feel there is a good future for someone entering this type of job or career?

13. What qualities should a person have who enters this line of work?
TRAINER'S DAILY REPORT

Date ______________________

Trainer: ______________________

Total no. of participants ____________ No. of participants present ____________

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer comments:
PARTICIPANT RATING SCALE

Please place a check mark (√) on the line that most nearly represents your opinion.

1. Materials were:
   - Excellent
   - Good
   - Fair
   - Poor

2. Leader's presentation of materials was:
   - Excellent
   - Good
   - Fair
   - Poor

3. Exchange of ideas and information among participants was:
   - Excellent
   - Good
   - Fair
   - Poor

4. Exchange of ideas and information between participants and leader was:
   - Excellent
   - Good
   - Fair
   - Poor

5. The overall usefulness of this workshop session is:
   - Excellent
   - Good
   - Fair
   - Poor

Please answer the following questions:

1. In what way was this workshop session most helpful?

2. In what way was this workshop session least helpful?

3. In planning a similar workshop, what changes would you make?

4. Would you recommend sessions like this to others?
   - Yes
   - No
   - No opinion

My behavior was like this: (Check all that apply)

- I was warm and friendly to some of the participants.
- I did not participate much.
- I tried to get the quiet participants involved.
- I took over the leadership.
- I was polite to everyone.
- My suggestions were frequently off the point.
- I was irritated.
- I was eager and aggressive.

Date

46 50
Session Four
Identification and Remediation of Barriers to Career Services
SESSION FOUR
IDENTIFICATION AND REMEDIATION OF BARRIERS TO CAREER SUCCESS

**Trainer Objectives**

Assist participants in verbally identifying personal barriers to job search and retention.

Assist participants in formulating a mental or written plan to remove barriers by strengthening personal job readiness behaviors, attitudes and planning skills.

**Participant Objectives**

Verbally identify personal barriers to job search and job retention.

Formulate a mental or written plan to remove barriers by strengthening personal job readiness behaviors, attitudes and planning skills.

**Note to the Trainer:** The exercises in this session will allow participants to assess their job readiness progress, examine the role of communication in a work setting, and explore the value of personal planning for eliminating roadblocks to success in job search and evaluation.

This session involves human relations training exercises and should be facilitated by the human relations trainer for best results.
**Principal Workshop Activities**

**Tower Building**

For each small group:
- Package of 100 3" x 5" cards
- Roll of masking tape
- One yard stick
- Table
- One participant per group designated to be the observer

**Tools**

- Divide participants into small groups of 5 to 7 members.
- Assemble each group around a table with tools for that group on the table.
- Station an observer at each table.
- Direct groups to build a tower with the 3" x 5" cards and masking tape and tell them that the tallest tower will win.
- Allow 5 minutes for the groups to complete this task.
- Observer measures the tower with a yard stick and the tallest tower is the winner.
- Reassemble the participants into the large group.
- Participants listen while the observers report on the activities based on:
  - How the leadership was developed within the group
  - If the leadership changed during the building process
  - If the group developed a plan
  - If the plan succeeded
  - If any individuals withdrew from the group at any time
  - If there were any unique behaviors exhibited by the winning group of tower builders

**Description**

**Suggested Total Time**

30 minutes

---

**Sharing Personal and Career Achievements**

Participants seated in a circle

In large group session, facilitator begins this exercise by sharing personal and career achievements experienced during the past six months. Each individual in the circle shares her achievements. (Allow sufficient time for participants to take a second turn to share things they remember as the others are talking).

**Description**

**Suggested Total Time**

60 minutes
<table>
<thead>
<tr>
<th>Activity</th>
<th>Method/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examining Strategies for Removing Barriers to Career Success</strong></td>
<td>Plain paper—one sheet per participant 60 minutes</td>
</tr>
<tr>
<td>Small group activity</td>
<td></td>
</tr>
<tr>
<td>Self Help for Personal Growth (Handout)</td>
<td></td>
</tr>
<tr>
<td>Reasons why People Lose Their Jobs (Handout)</td>
<td></td>
</tr>
<tr>
<td>Dos and Don’ts for Job Success (Handout)</td>
<td></td>
</tr>
<tr>
<td>Participants write on their paper personas barriers to employability for sharing with the group (e.g., education, child care needs). Using the handouts and problem solving steps outlined in Human Relations Handbook as a guide. Participants will discuss and evaluate ways to remove job and career success barriers.</td>
<td></td>
</tr>
<tr>
<td><strong>Communications Skills</strong></td>
<td>Chalk board 180 minutes</td>
</tr>
<tr>
<td>Small group</td>
<td></td>
</tr>
<tr>
<td>Participants role play communication skills related to successful career development. They discuss and list job related communication skills (e.g., listening, non-verbal movements, asking questions, giving information, giving directions, taking orders, leading a discussion, responding to questions). Using role play, participants simulate family and work situations and act out solutions to communications problems relating to each situation. Participants evaluate the appropriateness of each simulated solution for real life.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Participant Rating Scale 15 minutes</td>
</tr>
<tr>
<td>Trainers Daily Report</td>
<td></td>
</tr>
<tr>
<td>Participants evaluate the usefulness of the session exercises on the rating scale. Trainers prepare the daily report.</td>
<td></td>
</tr>
<tr>
<td>DESIRABLE QUALITIES</td>
<td>HOW TO OBTAIN THEM</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PUNCTUALITY</td>
<td>Use of alarm clocks, bus and transportation schedules</td>
</tr>
<tr>
<td>POSITIVE ATTITUDES</td>
<td>Identify negative attitudes and behaviors, use models, practice and conscious effort to improve.</td>
</tr>
<tr>
<td>SELF-CONTROL</td>
<td>Practice restraint. Stop and think before you speak or act.</td>
</tr>
<tr>
<td>SELF-CONFIDENCE</td>
<td>Believe in self. Identify problems and faults, and implement plans to improve them.</td>
</tr>
<tr>
<td>HONESTY AND LOYALTY</td>
<td>Commit yourself to the job. Be truthful in dealing with others.</td>
</tr>
<tr>
<td>PERSONAL APPEARANCE</td>
<td>Use fashion books, magazines, etc. for planning wardrobe.</td>
</tr>
<tr>
<td>SELF-WORTH</td>
<td>Trust in personal judgment, value system and ability to do the job.</td>
</tr>
<tr>
<td>PERSONAL HYGIENE</td>
<td>Practice good grooming and personal health standards.</td>
</tr>
<tr>
<td>TEAM WORK</td>
<td>Give of yourself, time and energy.</td>
</tr>
<tr>
<td>GOOD COMMUNICATION</td>
<td>Review or take refresher courses in grammar, English or communications.</td>
</tr>
<tr>
<td>PRIDE AND SINCERITY</td>
<td>Be concerned for and committed to standards. Be open, honest &amp; frank.</td>
</tr>
</tbody>
</table>
SESSION FOUR

REASONS THAT PEOPLE LOSE THEIR JOBS

1. Coming to work late or leaving early
2. Taking too many breaks or staying too long on them
3. Being dishonest or stealing from the company
4. Missing too many days from work
5. Not following company rules
6. Not getting along well with others
7. Being lazy and not doing a fair share
8. Being unwilling to train for the job
9. Doing messy or incomplete work
10. Being too slow or not trying to improve
11. Spending too much time on the telephone chatting to friends
12. Having friends drop by your place of employment on a regular basis
13. Being unwilling to accept criticism of work

DOS AND DON'TS FOR JOB SUCCESS

DO:

- Be on time.
- Dress neatly.
- Dress appropriately. Check to see if the company has a dress code or regulations.
- Always call in if you are sick or going to be late.
- If you have questions about the job, ask your supervisor.
- Take your responsibility seriously.
- Make an effort to get along with your co-workers.
- Set some standards and goals for your work experience.
- Be careful with company property.
- Observe company rules and procedures.
- Follow instructions carefully.
- Be honest.

DON'TS:

- Loaf on the job.
- Take long lunch hours.
- Take long breaks.
- Be afraid to ask questions if you do not understand.
- Be belligerent and hostile.
- Be insubordinate.
- Be dishonest.
TRAINER'S DAILY REPORT

Date ______________________

Trainer ______________________

Total no. of participants __________ No. of participants present __________

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer's comments:
PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

1. Materials were:    Excellent  Good  Fair  Poor
2. Leader's presentation of materials was:    Excellent  Good  Fair  Poor
3. Exchange of ideas and information among participants was:    Excellent  Good  Fair  Poor
4. Exchange of ideas and information between participants and leader was:    Excellent  Good  Fair  Poor
5. The overall usefulness of this workshop session is:    Excellent  Good  Fair  Poor

Please answer the following questions:

1. In what way was this workshop session most helpful? ____________________________________________

2. In what way was this workshop session least helpful? ____________________________________________

3. In planning a similar workshop, what changes would you make? ________________________________

4. Would you recommend sessions like this to others? ____________________________

   Yes   No   No opinion

My behavior was like this: (Check all that apply)

   I was warm and friendly to some of the participants.  
   I did not participate much.  
   I tried to get quiet participants involved.  
   I took over the leadership.  
   I was polite to all.  
   My suggestions were frequently off the point.  
   I was irritated.  
   I was eager and aggressive.  

Date ________________________________

54 58
Session Five

Strengthening Employability Skills and Setting Career Goals
SESSION FIVE

STRENGTHENING EMPLOYABILITY SKILLS AND SETTING CAREER GOALS

Trainer Objectives

Help participants clarify career goals

Participant Objectives

Confirm personal occupational preference or systematically examine new career possibilities. Identify a work experience preference. Demonstrate knowledge of employer-expected behaviors. Demonstrate effective job search techniques in role play.

Note to the Trainers: Core job preparation exercises are introduced and reinforced in sessions five and six.
<table>
<thead>
<tr>
<th>Principal Workshop Activities</th>
<th>Tools</th>
<th>Description</th>
<th>Suggested Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Self Directed Search (SDS)</td>
<td>The Self Directed Search booklet (See appendix for ordering information)</td>
<td>Trainers administer this career interest survey according to the instructions accompanying the instrument. Trainers introduce this exercise by explaining to participants the nature and purpose of this instrument and by outlining the tasks the participant must complete in her administration of the instrument.</td>
<td>90 minutes (includes discussion time)</td>
</tr>
<tr>
<td>Career Plan</td>
<td>Occupational Goal Planning Form (Handout)</td>
<td>Participants review the results of their SDS and desired job drawings (from Session Two) and use these resources to help determine their occupational goal.</td>
<td>90 minutes (includes discussion time)</td>
</tr>
<tr>
<td></td>
<td>Goal Achievement Rating Scale (Handout)</td>
<td>Participants will record this information on the Occupational Goal Planning Form. It may be necessary for the trainer to assist participants with interpretation and analysis of data.</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Participant Rating Scale</td>
<td>Participants evaluate the usefulness of the session.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trainer Daily Report</td>
<td>Trainers prepare daily report.</td>
<td></td>
</tr>
</tbody>
</table>
OCCUPATIONAL GOAL PLANNING

Directions: Set a career-related goal which you will achieve by __________________________. Write it on this form.

My occupational goal is __________________________. I will know when I reach my goal because __________________________.

__________________________________________________________________________

My target date is __________________________. My chance of success is _______ percent.

Barriers that I can foresee are __________________________

__________________________________________________________________________

To help me reach my goal, I need to get help from __________________________

__________________________________________________________________________

These are the steps I need to reach my goal. (Plan as many as you will need.)

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<tr>
<td>8.</td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
GOAL ACHIEVEMENT RATING SCALE

Use this scale to rate your goal achievement at the end of each month. Discuss results with a WISE staff person.

1. I met my goal measurement.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Somewhat</th>
<th>Almost</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

2. I met my goal target date

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very Late</th>
<th>Close</th>
<th>On target</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

3. Now that I've thought it over, I think my goal was

<table>
<thead>
<tr>
<th>Too easy</th>
<th>Easy</th>
<th>Difficult</th>
<th>Unrealistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

4. My motivation to reach my goal was

<table>
<thead>
<tr>
<th>Low</th>
<th>Moderately Low</th>
<th>Moderately Strong</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List everything that you can remember that helped or hindered you in reaching your goal. Put a check (√) by each one that you did not anticipate.

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Helps</th>
</tr>
</thead>
</table>

(Georgia Department of Education, Vocational Equity Workshop, 1980)
TRAINER'S DAILY REPORT

Date ______________________

Trainer ______________________

Total no. of participants __________ No. of participants present __________

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer’s comments:
**PARTICIPANT RATING SCALE**

Please place a check mark (✓) on the line that most nearly represents your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Materials were:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Leader's presentation of materials was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Exchange of ideas and information among participants was:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Exchange of ideas and information between participants and leader was:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The overall usefulness of this workshop session is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please answer the following questions:

1. In what way was this workshop session most helpful? 
   __________________________________________________________

2. In what way was this workshop session least helpful? 
   __________________________________________________________

3. In planning a similar workshop, what changes would you make? 
   __________________________________________________________

4. Would you recommend sessions like this to others? 
   ______________________Yes ______________________ No ______________________ No opinion

   My behavior was like this:  (Check all that apply)

   ______ I was warm and friendly to some of the participants.
   ______ I did not participate much.
   ______ I tried to get quiet participants involved.
   ______ I took over the leadership.
   ______ I was polite to everyone.
   ______ My suggestions were frequently off the point.
   ______ I was irritated.
   ______ I was eager and aggressive.

   __________

   Date ______________________________
Session Six

Strengthening Job Preparation Skills
SESSION SIX
STRENGTHENING JOB PREPARATION SKILLS

**Trainer Objectives**
- Help participants improve specific job preparation skills
- Help clarify for participants the purpose of job finding tools

**Participant Objectives**
- Demonstrate effective job search techniques in role playing
- Complete practice forms of job finding tools
- Acquire confidence for job finding through role play
- Demonstrate knowledge of employer's expected behaviors

**Note to the Trainer:** The exercises in this session will introduce participants to essential prerequisites for career success, a successful job search. Follow-up as needed may be offered to participants in individual counseling/training sessions.
<table>
<thead>
<tr>
<th>Principal Workshop Activities</th>
<th>Tools</th>
<th>Description</th>
<th>Suggested Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Interview Strategies</td>
<td>55 Minute Interview</td>
<td>Participants will assemble in small groups for practicing job interview skills. Trainers deliver a short lecture on the purposes and procedure for job interviews.</td>
<td>60 minutes</td>
</tr>
<tr>
<td></td>
<td>Interview Workshop</td>
<td>Trainer presents a short lecture on the nature and purpose of a resume using visual illustrations to outline the steps for developing the resume and suggested aids for the writing process. Handouts included as workshop guides will be distributed to participants. Participants draft copies of their resumes. Trainers review the drafts and make suggestions for strengthening them.</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Resume Writing Skill.</td>
<td>Resume Writing Workshop Guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Application Skills</td>
<td>How to Research a Company (See bibliography for ordering information) Employment Application (Handout) Hints for preparing the Job Application Form (Handout)</td>
<td>Trainer presents a short lecture on the nature and purpose of the job application using visual illustrations to outline the steps for preparing the form. Trainer stresses the importance of carefully answering sensitive questions using the handout. Participants complete mock application forms and will exchange forms with other participants for review and grading on the following points: — Neatness — Completeness — Accuracy of information — Appropriateness of information — Legibility Participant make changes as needed</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Participant Rating Scale Trainers Daily Report</td>
<td>Trainers recommend additional independent practice as needed. Administer the interview skill assessment as an interview training and post test and prepare the daily report. Participants evaluate the session using the Participants Rating Scale.</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Methodology

A 55-minute format is used to stimulate interest in learning interview techniques. Potential job applicants examine the interview process, review and explore alternative answers to questions typically asked in a job interview, role play key steps in the interview process, and review directions for follow-up self training.

Target Population

- Unemployed persons with entry level skills

Need/Problem Addressed

- Nervousness before, during, and after the interview
- Fear of failure or rejection
- Lack of knowledge regarding the interview purpose, and process
- Lack of familiarity with appropriate interview behaviors
- Lack of preparation for answering routine or sensitive questions

Goals

- Individual—to strengthen probability of gaining employment or transfer to a new position
- Organizational—to identify candidates for (an) employment positions

Summary of Procedure

- Conduct introductions as appropriate.
- Give summary of workshop plan.
- Conduct workshop assessment. (Interview Skill Assessment)
- State workshop goal.
- Give short talks and facilitate discussions:
  - The role of the job interview in career planning
  - Characteristics of a successful interview
- Review the job interview processes (See Guide to Interview Practice)
- Role play the job interview process:
  - Trainer “A” plays interviewee.
  - Student volunteer plays employer.
  - Remaining students observe and use interview rating scale to assess role play.
  - Trainer “B” video tapes role play.
- Play and discuss videotaped interview
- Describe guides to job interview practice and invite participants to take copies for future use
- Invite participants to practice interview roleplay on future occasions.
- Invite participants to report successes of problems experienced in actual interviews.
- Invite participants to practice interview role-play on future occasions.

Role of Facilitator

- Directs attention to activities and stimulates participation
- Facilitates discussion
- Operates video equipment
- Gives information and reinforcement, and listens to students
Evaluation

- Interview skills assessment
- Critique video tape recording of interview simulation
- Students use interview assessment checklist and rating scale
- Follow up survey may be conducted

Key points concerning the types of interviews examined in the model training program were the following:

TYPES OF INTERVIEWS

Information Gathering

In this type of interview, the applicant can be interviewed either by a single person or a panel of interviewers for the purpose of gathering information about the applicant's competencies, personality, attitudes, and other attributes. This information provides the interviewer with background data for selecting new employees with traits he or she may consider important. Some of the traits valued by employers are expressed in the "Guide To Job Interview Practice" (See copies in this section.).

Stress Test

This type of interview is designed to test one's ability to remain calm and respond appropriately in a stressful situation. In this type of interview, questions may be harsh or require instant problem solving skills. For example, an applicant might be asked, "What would you do if you saw your best friend stealing the company's goods?" This question could be intimidating to a person with low tolerance for a stressful environment.
GUIDE TO INTERVIEW PRACTICE

Directions for Participants:

A. Take turns telling the group what people do on a job interview.
B. Listen to the trainer's ideas about the job interview and review the complete "Guide to Interview Practice."
C. Role play the interview. This is how you do it:
   1. Place 2 chairs in the position shown below.
   2. Sit in one and leave one for your partner.
   3. Decide which of you is looking for a job and which will be the employer.
   4. Show the group how to do a job interview. (Typical questions asked are attached.)
D. The video technician will record your interview and let you see yourself on television monitor.
E. Be prepared to do the following things:
   1. Tell the group why people go on job interviews.
   2. Give an example of questions asked in an interview.
TYPICAL INTERVIEW QUESTIONS

**Questions**

1. Why do you want to be considered for the position for which you have applied?
2. Can you describe the duties of [position applied for]?
3. What do you think that you could bring to this position that would make us want to select you over the other candidates?
4. Where do you see yourself career wise, three years from now? Ten years from now?
5. What do you consider to be your strengths? Weaknesses? What are you doing to correct your weaknesses?
6. If you saw a co-worker take money from a handbag or coat, what would you do?
7. If you could change anything in your job situation, what would you change and why?
8. What interests outside your job do you have?
9. What do you find interesting/frustrating about your current position?
10. What qualities do you think a [position applied for] should possess?

Along with these types of questions, the interviewer will often ask follow-up questions based on your response, and designed to further measure:

- Willingness to defend ideas
- Willingness to volunteer opinions and acknowledge mistakes
- Objectivity
- Judgment and common sense

In addition, factors such as these will be considered:

- Fluency in expressing thoughts
- Appropriateness of language (diction)
- Voice and delivery
- Manners

INTERVIEW SKILLS ASSESSMENT

Please answer true or false:

1. Begin the interview by asking about salary. 
2. Don’t sit down until invited to do so.
3. If the interview is at 9:00, walk in the door at 9:00.
4. Get comfortable, but don’t lounge or sprawl. Sit erectly but not stiffly. Avoid nervous actions which may detract from your overall impression.
5. Discuss ways that the position fits in with your career plans.
6. Be natural. Keep your attitude confident, but not “cocky”.
7. Look the interviewer in the eye.
8. Be attentive. Listen to the question. If you don’t understand the question ask the panelist to clarify it for you.
9. Avoid answering a detailed question with just a “yes” or “no” answer; make it an opportunity to sell yourself.
10. Be positive. Don’t apologize for weakness; try to bring out your strong points.
11. At the end of the interview, feel free to ask questions about the position you are applying for, if they are pertinent.
12. When the interview ends, thank the interviewer and shake hands (if appropriate).
13. If the interviewer uses phrases like “You will be doing” or “Your job calls for,” you may assume that you are being offered the job.

Reference: YWCA of Greater Atlanta—FOCUS
Appropriate Questions to Ask the Interviewer

Would you please give me a description of the position?
Why is the position available?
With whom would I be working?
Where would I be working?
Who would be my immediate supervisor?
Where would I fit in on the organizational chart?
What kind of training program does the company offer?
Are there opportunities for advancement?
When will you be in the position to make a decision?
What are the negative aspects of the job?
How long have you been here? (be careful with this)
When may I call you?

Caution Questions

Participants were warned to be on guard for questions when being interviewed by a single person or by a group. Caution questions are those that frequently give interviewers a negative image of the applicant if answered inappropriately. These questions are illegal when used exclusively for interviewing a particular sex only. For example, if only women are asked, “What arrangements have you made for the care of your children,” then that question would be illegal.

Examples of Caution Questions

1. Have you ever been convicted of a felony?
2. Have you ever been refused bonding?
3. Have you ever been discharged or asked to resign from any position?
4. Do you have any serious illness, allergies or physical limitations?
5. What type of military discharge do you have?
6. How many days were you absent from school or work due to illness in the last two years?
7. What kind of starting salary do you expect?
8. What is the lowest salary you will accept?
10. May we contact your present employer?

Usually, there are no absolute or correct answers to these questions. The most appropriate response may vary, depending on interviewing variables. If the question appears on a job application, form the response “will discuss” may be used. This response allows the applicant an opportunity to verbally defend his or her case and to address additional related questions.

In an interview situation, the applicant must use her best judgment when responding to the questions. May interviewees have found it helpful to practice answering the questions prior to the actual interview. When planning and implementing the practice session, the applicant has an opportunity to consider the consequences of particular responses and to get feedback on selected responses. When asked if the participants should always tell the truth, our response is that one should be guided by his or her code of ethics; but the participants should be aware of possible consequences. Each person must take the responsibility for his or her own behavior.
INTERVIEW RATING SCALE

Directions: Watch the interview role play and check all of the below listed qualities that are demonstrated by the interviewee.

( ) 1. Was nervous.
( ) 2. Had good posture.
( ) 3. Used good eye contact.
( ) 4. Had planned for interview.
( ) 5. Expressed interest in company or job.
( ) 7. Clearly stated answers to questions.
( ) 8. Used standard and appropriate English.
( ) 9. Made arrangements to follow-up the interview.
( ) 10. Asked appropriate questions.

On the scale below of 1 - 10, with 10 as the highest rating, rate the interviewee by circling the appropriate number.

1 2 3 4 5 6 7 8 9 10
HINTS FOR PREPARING THE JOB APPLICATION FORM

**DOS**

Read carefully the vacancy announcement or the examination announcement for the position for which you are applying. Underline the skills required by the position.

Describe your experience so that you emphasize the work that used the skills required by the vacant position.

Use active verbs to describe what work you actually did. Be specific. (See attached list among resume writing aids, pp. 88-98.)

Keep your experience descriptions brief.

Use your own words in filling out the experience blanks.

Include all experience, whether paid or volunteer.

Arrange your experience in chronological order.

Choose references who can remember you and know how you perform in a work (paid or unpaid) situation.

Have your application neatly and accurately typed, or write so that each word is legible.

Make certain the pages are in correct order if your application is reproduced. Be sure that every page is easily readable.

Use continuation sheets where needed. If there is insufficient room on the form, state “See attached page # . . .”

**DON'TS**

Don't use the same application for jobs in non-related fields.

Don't exaggerate.

Don't be humble.

Don't describe the work of the organization generally or the work of others.

Don't quote directly from position descriptions.

Don't omit church, community, or club work.

Don't use general character references; they usually won't commit themselves on such matters as dependability, initiative, etc.

Don't submit an application that is messy, hard to read, or confusing to follow.

Don't make your application a “challenge” to the reader. Hard-to-read applications go in the “Out” pile first.

Don't try to “squeeze” in more than you can fit in neatly.

EMPLOYMENT APPLICATION

Name ___________________________ Social Security # ___________________________

Date ___________________________

Last Name ___________________________ First Name ___________________________ Middle/Maiden ___________________________

Present Residence ___________________________ Number ___________________________ Street ___________________________ City ___________________________ State ___________________________ Zip ___________________________ How Long? ___________________________

Former Residence ___________________________ Number ___________________________ Street ___________________________ City ___________________________ State ___________________________ Zip ___________________________

Telephone (_______) ___________ # Dependents _______ # Children _______ Ages ___________________________

Your Place of Birth ___________________________ Your Date of Birth ___________________________ Your Age ___________________________

Height _______ Weight _______ Male/Female _______ Marital Status _______ ___________________________

Type of position desired, in order of preference:

(1) ___________________________ (2) ___________________________

Desire _______ full-time _______ part-time _______ If part-time, please specify hours available ___________________________

When available for work ___________________________ Minimum Salary $ ___________________________ per ___________

Career Goal ___________________________

List any medical problems ___________________________

Have you ever been convicted of any violations of the law, other than minor traffic violations? ___________

If yes, indicate disposition ___________________________

EDUCATION

Name & City ___________________________ Did you graduate? ___________________________ Dates ___________________________

Last High School ___________________________

Junior College ___________________________

College or University ___________________________

73
Graduate School

Other

List High School or College Activities

Hobbies

Membership in Organizations and Offices held

What would be your means of transportation to work?

REFERENCES (not Employers or Relatives; list at least three)

Name and Address  Occupation  Phone

EXPERIENCE
(Account for all time for past 10 years, whether working or not. Explain all gaps fully. Incorrect or inadequate information may be cause for dismissal.

Start with present or last job.

Date Started  Company Name  Address

Job Title  Telephone  

Date Left  Duties and Responsibilities

Start Pay  Last Supervisor and job title

Final Pay  Reason for Leaving
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75 79
If applicable, complete this section: Machines Operated: __________________________

Special training and experience: ________________________________________________

This space is provided for you to describe more fully your qualifications: ______________

In case of Emergency, notify: ____________________________ Relationship ______________
Address ____________________________ Phone __________________________

RELEASE:
Pursuant to Public Law A23-5, I agree that the company shall not be liable in any respect if my employment is terminated because of falsity of statements, answers or omissions made by me in this questionnaire. I also authorize the companies, schools, or persons named above to give information relevant to my bona fide employment qualifications. I hereby release said companies, schools, or persons from liability for any damages in issuing this information.

Your signature ____________________________ Date ____________
Methodology

Resume Writing Training Session is used for stimulating clients to analyze personal employability and career mobility strengths, and outline their assets utilizing a written resume format. The resulting document, the resume, is an essential job search tool and has an important secondary function of raising self-esteem. Seeing personal skills and knowledge neatly summarized on paper for the first time generally is an uplifting experience.

Target Population

Transitional Women

Need/Problem Addressed

Lack of confidence in ability to perform work task. Absence of resume to match job objective for use in job search.

Goals

Individual: To strengthen the probability of gaining employment or transfer to new position.
Organization: To identify candidate for an employment position.

Summary of Procedure

Training Steps

2. Verbally outline and visually illustrate steps for developing the resume; use transparencies if available.
3. a. Use list of action verbs as reference for developing impressive job task or job function descriptions (See copy in this section)
   b. Use resume writing samples as guide (See copies in this section)
4. Guide participants through process of recalling job competency to be included in the resume.
5. Review resume drafts.
7. Collect final drafts for editing and typing.

Concepts to be Implemented

1. Limit resume to one page
2. Utilize competency format when paid work experiences are limited
3. Include volunteer services as bona fide work experience
4. Avoid the use of data which limits employment chances
5. Use standard English grammar for resume writing

Role of Facilitator

(a) Present information
(b) Evaluate performance
(c) Provide motivation through immediate feedback on performance

Evaluation

The finished product will attest to the effectiveness of the training.
NATURE AND PURPOSE OF THE JOB RESUMÉ

(Lecture Notes)

A résumé is an advertisement for a product—you. Like all good advertisement, your résumé must convince the employer to do further investigation and to interview you. The résumé should tell the employer who you are, what you have done, and what jobs you are qualified for.

One of two types of résumés are generally effective for persons with limited work experience. These are as follows: (1) a personal data sheet which you will fill in (see copy among Session V, Tools and Resources); (2) a self-prepared functional (competency based) résumé. The functional résumé stresses skills. It capitalizes on skills and abilities that you possess and desire to transfer to the job or occupation of interest. (See a sample of the functional résumé among Session V, Tools and Resources.)

Companies also differ in what they expect to see in a résumé. You will be wise to keep the résumé simple and limit it to one page.

Your résumé should be typed, without spelling errors. Duplicated copies are also accepted if they are clean and neat. “Quick copying” is acceptable.

MAKING THE MOST OF YOUR JOB INTERVIEW

Organizing The Résumé

Your use of white space is most important in creating an impression of neatness and orderliness. Space can be used to isolate important points to which you want to draw attention. Sufficient spacing between all elements helps to create a clean, inviting impression. Crowding too many details too close together results in a poor appearance, as well as a "fine-print look" that repels a reader.

Be sure to use a good quality bond paper and keep carbon copies to save yourself a rewriting job if the original is lost.

Your method of organizing the separate elements of your résumé is not as important as the fact that you show some kind of orderly, reasonable process. Unless you have proved that you have a better idea, it is wise to adhere to a conventional layout with straight lines and non-erratic paragraphing. Gimmick-type résumés have occasionally caught the interest of companies, but gimmicks can backfire.

References in The Résumé

References related to your work experience are preferred to those of social acquaintances. A teacher in your chosen field of interest is a good choice if you are known well. (Not all of your references should be teachers, however.) Courtesy dictates that you ask permission from your references before using their names. Relatives are never used as references.

Work Experience in the Résumé

Since any company considering you likes to think that you will be a success, it is also good to have previous work experience and promotions, or recognition that has come your way as a result of success in a job. Be frank about your accomplishments, stating them briefly and factually. It is better, for instance, to say that you began as a shipping helper and were promoted to inventory clerk than just to list the latter position. Demonstrated ability and progress may mean more to an interviewer than the simple fact that you held a certain job. Also, significant minor experience, if it relates in any way to the job you are seeking, may help you. Thus it should be included.

Since your major courses in school and your showing in those courses indicate your interests and abilities, you may have a section in your résumé touching on the highlights. Frankness is the wisest policy. Most companies do not limit themselves to seeking only students with stratospheric grade averages. Grades are an important part of the picture, but not the only part.

Extracurricular Activities in the Résumé

Include your extracurricular activities. Many jobs are especially fitted for well-rounded individuals. The fact that you have been chosen as a member by honorary groups or elected to professional societies in your field speaks well for your future in that field. If you belonged to purely social organizations, list them. A large part of anyone's success in a new job grows out of her ability to get along with other workers. A demonstrated social awareness can be a point in your favor. Further, if you participated in activities to the extent that you were recognized by awards or offices, mention those, too. Leadership ability is welcomed everywhere.

Everyone has something to offer. It is up to you to analyze your abilities, talents and interests correctly and stress strong points as they relate to the job you are seeking. Use your Self-Directed Search Booklet as a guide.

Example: Functional (competency based) Resume

RESUME

Marla Kabokov
P.O. Box 717
Sitka, Alaska 97302

Telephone: (907) 583-0030

Wanted: A job as a Dietetic Aide. Am on the way to realizing a life-long ambition to becoming a registered dietician.

Summary of Background: Considerable experience with meal planning and food preparation as a homemaker, community volunteer, and working mother of seven children. Education: through tenth grade, Sheldon Jackson High School. Excellent grades in home economics and health. GED certificate, 1976. Have completed several workshops and correspondence courses in nutrition and health and home management.

Experience, Aptitude, and Work Characteristics

Meal Planning and Nutrition: Twenty years of planning nutritious meals for a household of nine persons has given me an excellent background for this career. Through the Home Studies Correspondence Service, I have supplemented this experience with two college-level courses in Basic Principles of Nutrition and Biology, receiving above-average grades in both. This year, I took a University of Alaska extension course in planning nutritious meals on a small budget, and I have attended several workshops in Home Economics. I subscribe to Nutrition Magazine.

Food Preparation: Have held several part-time or seasonal positions as a cook or cook's assistant, notably at the Dewitt Logging Camp, where I cooked three meals a day for approximately 35 persons over a six-month period. Have also been a part-time kitchen worker at the Sitka Pioneers' Home and at a local restaurant, the Anchor. These jobs gave me exposure to modern, sanitary food preparation techniques. I am often called upon to plan and help prepare congregation dinners at my church, a recent high point being planning and preparing a sit-down dinner for 150 people at a statewide church convention.

Concern about Health: Have had a long-time association with the local Red Cross and have worked as a member of the Parent-Teacher Association to foster better health education in our schools. In 1970, was appointed to serve on a committee to investigate the quality of food services in our elementary schools.

Experience in Dealing with People: Managing a home and family and helping organize large church events have given me valuable experience in dealing with people. My work at Sitka Pioneers' Home and as a waitress at the Anchor restaurant in Sitka showed me that I also liked working with people, and enjoying being a part of the team that made sure that all meals were tasty and healthful. This past year, I served as chairman of the social committee of Alaska Native Sisterhood, Camp No. 4.

Dependability in Following Orders: I am seldom absent from work and have developed good relationships with supervisors because of my ability to follow complex directions quickly and correctly.

Task Skills Qualifications: Basic menu planning, food purchasing, supervising food production.
References:
Thelma Johnson
Manager of Food Services
Sitka Pioneers’ Home
(907) 583-0047

Daniel Tucker
Manager
Dewitt Logging Camp
(907) 787-2223

Susan Stiles
Owner and Manager
Anchor Restaurant
(907) 583-3320

FUNCTIONAL RESUME EXAMPLE

Directions: Discuss the way each item reflects upon the individual applying for the job and in light of the characteristics an employer might be seeking in a potential employee. Then have each student complete an individual résumé. Discuss ways to improve each one.

JANE DOE

PERSONAL:

Address

SKILLS:

Leadership:

Served as Student Council representative; elected captain of basketball team; served as treasurer of youth group.

Organizational:

Helped design fund-raising campaign for school choir; cared for two preschool children three days/week (1 year); delivered evening paper to 45 homes (three years).

Communication:

Played lead in school play; participated on debating team; worked on school yearbook.

Interpersonal:

Served on three Student Government committees; actively participated in church youth group.

Sales:

Raised most funds in door-to-door sales for school choir; organized cookie sale for Girl Scout troup.

Office:

Worked in school office (two years); can operate switchboard and mimeograph machine; completed Typing I and II (60 words/minute).
RESUME WRITING FORMAT

Personal:
Name:                      Telephone No.:
Address:

Skills:

Education:

Employment:

References:

RESUME CHECKLIST

1. Are there any typing or spelling errors? (check twice)
   YES:  ____  NO:  ____

2. Are all statements easily understood?
   YES:  ____  NO:  ____

3. Is writing style clear and direct?
   YES:  ____  NO:  ____

4. Are paragraphs and sentences short and to the point?
   YES:  ____  NO:  ____

5. Have conflicting information and repetitions been eliminated?
   YES:  ____  NO:  ____

6. Has all unnecessary information been eliminated?
   YES:  ____  NO:  ____

7. Is layout simple, professional and attractive?
   YES:  ____  NO:  ____

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<td>wrote</td>
</tr>
</tbody>
</table>

87
83
TRAINER'S DAILY REPORT

Date ________________

Trainer ____________________________

Total no. of participants ______________ No. of participants present ______________

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer's comments:
## PARTICIPANT RATING SCALE

Please place a check mark (✓) on the line that most nearly represents your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>1. Materials were:</td>
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<tr>
<td>2. Leader's presentation of materials was:</td>
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<td>3. Exchange of ideas and information among participants was:</td>
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<tr>
<td>4. Exchange of ideas and information between participants and leader was:</td>
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<tr>
<td>5. The overall usefulness of this workshop session is:</td>
<td></td>
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</tbody>
</table>

Please answer the following questions:

1. In what way was this workshop session most helpful? ____________________________

2. In what way was this workshop session least helpful? ____________________________

3. In planning a similar workshop, what changes would you make? ____________________________

4. Would you recommend sessions like this to others? ____________________________
   Yes   No   No opinion

My behavior was like this: (Check all that apply)

- [ ] I was warm and friendly to some of the participants.
- [ ] I did not participate much.
- [ ] I tried to get quiet participants involved.
- [ ] I took over the leadership.
- [ ] I was polite to everyone.
- [ ] My suggestions were frequently off the point.
- [ ] I was irritated.
- [ ] I was eager and aggressive.
- [ ] I ____________________________

Date ____________________________
Session Seven

Work Experience Preparation
SESSION SEVEN
WORK EXPERIENCE PREPARATION

Trainer Objectives
Help participants clarify career choices.
Help participants refine their job interview skills.
Disseminate information and eradicate work experience myths for successful management of a work experience.

Participant Objectives
Demonstrate knowledge of employer expected work behaviors.
Confirm occupational preferences or use assessment tools and resources to examine new possibilities.
Describe a desired work experience setting.
Describe effective job search techniques.

Note to the Trainers: The exercises in this session emphasize objectives (1) to help participants develop positive work behaviors and job search skills and (2) to prepare participants for a successful work experience.
### Session Seven

<table>
<thead>
<tr>
<th>Principal Workshop Activities</th>
<th>Tools</th>
<th>Description</th>
<th>Suggested Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a Success Balloon</td>
<td>Colored piece of paper cut into balloon shape for each participant</td>
<td>Participants express their ideas on the topic “What is the most important ingredient for job success?” Each participant writes his response on the balloon shape paper. The group may provide feedback as to the appropriateness of each response. Attach balloons to the wall for display.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Work Experience Placement Preparation</td>
<td>Tips on Job Hunting (Handouts)</td>
<td>Trainer delivers a lecture/discussion on Tips on Job Hunting. Participants receive a list of public local employers, job placement resources, and information on community placement services (not included in handbook).</td>
<td>15 minutes</td>
</tr>
<tr>
<td>The Job Search Barometer</td>
<td>The Job Search Barometer adaption (Handout)</td>
<td>Participants receive copies of the Job Search Barometer and discuss its use as a guide to the job search.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Post Workshop Survey</td>
<td>Occupational Skills Training Post Workshop Survey (Handout)</td>
<td>Participants respond in writing to items on the survey form. This data will prove to be a valuable resource in structuring subsequent training sessions.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>My Ideal Job Setting</td>
<td>Plain drawing paper</td>
<td>Participants repeat this exercise from session two and will compare the results of their drawings sharing their findings with the group.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Participant Rating Scale Trainer’s Daily Report</td>
<td>Participants will rate the usefulness of Session Seven using the rating scale. Trainers will record information concerning group performance on daily report form.</td>
<td></td>
</tr>
</tbody>
</table>
Tips on Job Hunting

USE the Job Search Barometer to determine how well you are prepared for job hunting.
TALK to friends, associates, family, or any personal contacts who may know of available openings, or about prospective employers.
READ newspapers (including the want-ads) and any other publications on the subject of job hunting which may be of help to you.
PREPARE yourself by learning all you can about the company where you wish to work. Be able to describe clearly what you have to offer that organization. Contact the person most likely to be in a position to hire you.
SEND, OR CARRY, your resume to any potential employer. If mailing your resume, please attach a cover letter. Exercise care in organizing and constructing your resume; it is one of the most important documents you will ever write.
CONTACT the nearest office of the State Employment Service to identify jobs which may be available to you.
PURSUE all possible avenues, and don’t become discouraged by a number of rejections. Follow up on all leads in a business-like manner. Don’t give up. The job you are looking for may turn up when you least expect it. You cannot wait for it to come to you: you must be assertive and go after it.

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JOB SEARCH BAROMETER

The search for employment is an awesome experience for individuals with specialized training. It can sometimes appear to be an impossible task for individuals without specialized training or work experience. The task of job hunting is so overwhelming to some people that they never know how or where to begin. However, studies have shown that individuals who had formulated specific ideas about their career objectives were more successful in securing employment than those who had not done so.

The initial task for any potential job searcher is to decide how to begin. This Job Search Barometer provides a method for assessing the transitional Black woman's readiness to undertake the job search process. The questions are placed in logical sequence and move in a systematic progression through all the steps which need to be completed.

Directions:

Score one point in the left-hand column for each total item which you have completed. Subtotal each part and transfer these subtotals to the end of the Barometer. Fill in the space provided after an item to summarize your thinking.

Part I—Self Awareness

_______ I have analyzed occupations that interest me most.
_______ I have identified my values, interests, strengths, and skills.
_______ I have matched my values, interests, strengths, and skills to the career for which I am most suited.
_______ I have summarized my previous experience in terms of work, education, and training in considering a career.
_______ I have identified the work setting that I will consider (business, education, healthcare, etc.).
_______ I have considered the geographic location within the Metropolitan Atlanta area that is most convenient (N.W.: _____, S.W.: _____, N.E.: _____, S.E.: _____).

Subtotal (A subtotal of less than six for this section indicated that you should review your career goals and objectives with your occupational counselor or trainer.)

If further education is required to achieve career goals:

_______ I have a career goal which requires additional education.
_______ I have discussed my career goals and objectives with occupational counselors or trainers.
_______ I have visited local educational institutions and/or received the necessary application information for admission.

PART II—Job Analysis

_______ I have identified the three jobs that I am most interested in:

________________________
________________________
________________________

_______ I have taken the necessary steps for obtaining the job that I want:

_______ I have identified those companies and organizations which are interviewing people with my educational and work experience credentials.
_______ I have set up job interviews with prospective employers.
I have prepared a standard interview tool (resume).
I have placed applications with the organizations I am most interested in.
Subtotal (A subtotal of fewer than five suggests limited scope of investigation of opportunities.)

PART III—Interview Preparation
I have studied the purpose and procedures of job interviewing.
I have obtained information relating to the organization’s background in hiring.
I have arranged interviews with prospective employers.
I have prepared for questions commonly asked on interviews:
(a) Why do you want to be considered for this position?
(b) What do you think you have to offer this company?
(c) What are some aspects of yourself which you can describe?
(d) What are your strengths and weaknesses?
I have formulated specific questions to ask for obtaining information from the interviewer.
(a) Would you give me a detailed description of the position?
(b) With whom would I be working?
(c) What is the average rate of advancement?
(d) What kind of training or staff development program exists?
Subtotal (A subtotal of less than four indicates you are not really prepared to interview.)
Subtotal, Part I
Subtotal, Part II
Subtotal, Part III
You are well prepared if your total score is greater than ________.
You are nearly prepared and need some finishing touches, if your total score equals at least ________.
You are only about half prepared if your total score is less than ________.
You are not ready if your total score is less than ________.

Do neat work.

Be willing to accept criticism.

Don't make social calls.

Be on time.

Be willing to learn.
Learn your job.

Complete your work.

Come to work everyday.
TRAINER'S DAILY REPORT

Date ____________________

Trainer ____________________

Total no. of participants __________ No. of participants present __________

Main themes of the discussions:

Skills, exercises, and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer's comments:
# PARTICIPANT RATING SCALE

Please place a check mark (\(\checkmark\)) on the line that most nearly represents your opinion.

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Please answer the following questions:

1. In what way was this workshop session most helpful?  
   ______________________________________________________  

2. In what way was this workshop session least helpful?  
   ______________________________________________________  

3. In planning a similar workshop, what changes would you make?  
   ______________________________________________________  

4. Would you recommend sessions like this to others?  
   ______________________________________________________  

   _______ Yes  _______ No  _______ No opinion

My behavior was like this: (Check all that apply)

   _____ I was warm and friendly to some of the participants.
   _____ I did not participate much.
   _____ I tried to get quiet participants involved.
   _____ I took over the leadership.
   _____ I was polite to everyone.
   _____ My suggestions were frequently off the point.
   _____ I was irritated.
   _____ I was eager and aggressive.
   _____ I ______________________________________________________

Date  ____________________________

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BIBLIOGRAPHY
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BOOKS


FILMS

Bradley, Donna (Producer), & Thomas, Pat (writer). (1980) *Hard working women* [Film]. Atlanta, Georgia: Project FOCUS.

Oglesby-Harden (Producers). (1980) *Aviation/Space: The sky is the limit* [Film]. Atlanta, Georgia: Coca Cola Company.

Vocational Equity Office. (198 ) *New careers: Five nontraditional jobs* [Slides]. Atlanta, Georgia: Georgia Department of Education.


TESTING INSTRUMENTS

Each testing instrument is listed with the name of the author and/or the publisher followed by the address to be used when ordering materials:

- The Self Directed Search
  - John L. Holland
  - Consulting Psychologists Press
  - 577 College Avenue
  - Palo Alto, California 94306

- Job Search Barometer
  - College Placement Council, Inc.
  - P.O. Box 2263
  - Bethlehem, Pennsylvania 18017

- Picture Interest Exploration Survey
  - Education Achievement Corporation
  - P.O. Box 7310
  - Waco, Texas 76714

- Tests of Adult Basic Education (TABE)
  - Ernest W. Tiegs and Willis Clark
  - Del Monte Research Park
  - Monterey, California 93940
APPENDIX
WISE OCCUPATIONAL SKILLS POST-WORKSHOP SURVEY

Name ________________________________
Date ________________________________

Please read the directions carefully before answering the following questions.

1. List three major reasons for participating in this project.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What do you expect to be doing one year after completing the WISE program? (Check one or more answers.)

_______ Doing on-the-job training
_______ Entering an apprenticeship
_______ Going into regular military service
_______ Attending a vocational/technical, trade school
_______ Attending a business school
_______ Attending a junior or community college
_______ Taking a break

_______ Attending a four-year college or university
_______ Working part-time
_______ Managing my home
_______ Traveling
_______ Taking care of my children
_______ I have no idea what I'll be doing
_______ Other ________________________________ (specify)

3. How far do you plan to pursue your education? (Check one.)

_______ Get a GED
_______ Graduate from high school
_______ Complete high school plus one or two years of college

_______ Graduate from a four-year college
_______ Complete college, plus professional training
_______ Other ________________________________ (specify)

4. What do you think your chances are of getting the amount of education you stated in question 3? (Circle the number that best represents your opinion.)

very poor  poor  fair  good  very good

1  2  3  4  5

5. Here are some reasons other women have given for not reaching their employment goal. Which, if any, might prevent you from working in the occupation of your choice?

_______ age
_______ criminal record
_______ weight
_______ sex
_______ parental status
_______ race

_______ lack of skills
_______ poor work record
_______ lack of driver's license
_______ child care needs
_______ education
_______ other ________________________________ (specify)
6. Please list the names and occupations of 4 of your role models. Be specific. (for example, postal clerk, security guard, sales clerk).

<table>
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<tr>
<th>Name</th>
<th>Job</th>
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</table>

7. List 3 jobs you would like to learn more about.

8. List 4 appropriate job interview behaviors.

9. List 4 appropriate behaviors for keeping a job.

10. List 4 things that your supervisor will expect from you.

11. Some women today are thinking about entering nontraditional careers—jobs that have usually been held by men rather than by women. Write down at least 3 problems you think women may face in preparing for and entering a nontraditional career.

12. What do you think are the major advantages to women entering nontraditional careers?
13. The following is a list of jobs. Please check the jobs you might realistically consider doing.*

<table>
<thead>
<tr>
<th>Job Description</th>
<th>Number</th>
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<tbody>
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<td>flight attendant</td>
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<td>construction worker</td>
<td>2</td>
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<tr>
<td>secretary</td>
<td>3</td>
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<tr>
<td>hair stylist</td>
<td>4</td>
</tr>
<tr>
<td>store clerk</td>
<td>5</td>
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<tr>
<td>veterinarian</td>
<td>6</td>
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<tr>
<td>news reporter</td>
<td>7</td>
</tr>
<tr>
<td>dental assistant</td>
<td>8</td>
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<tr>
<td>physical therapist</td>
<td>9</td>
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<tr>
<td>licensed practical nurse</td>
<td>10</td>
</tr>
<tr>
<td>cashier</td>
<td>11</td>
</tr>
<tr>
<td>factory worker</td>
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<td>plumber</td>
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<td>bank teller</td>
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<td>nurse's aide</td>
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<td>bookkeeper</td>
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<td>lawyer</td>
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<td>automobile mechanic</td>
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<tr>
<td>dietician</td>
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<tr>
<td>cab driver</td>
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<tr>
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<tr>
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<td>bank manager</td>
<td>48</td>
</tr>
</tbody>
</table>

*Rank those you checked in priority order. A = 1st choice, B = 2nd choice, etc.

Reference: United States Department of Labor, Women's Bureau.
OPTIONAL ORGANIZATIONAL STRUCTURES

Elaborate model includes all staff members listed in the handbook. Each person performs a specific task essential to the training. This model may be most effective in an organizational environment which supports additional, ongoing program activities.

The middle model requires three staff positions: the director's position to which the duties outlined for Project Director are assigned; a position combining both Assistant Director and Associate Director duties; and a third position combining Work Experience and Occupational Skills Coordinator positions. Services of consultants may be utilized to fulfill the requirements of the Human Relations Coordinator.

The essential model is structured to provide for all training services to participants, by capable individuals without a strong organizational affiliation. This model includes the staff positions of Director, who assumes the duties of Director, Associate and Assistant Director, the Work Experience/Occupational Skills Coordinator, and a Human Relations Consultant.