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by

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The Palms Vocational Rehabilitation Program (P.V.R.P.) was designed during 1976 and 1977 to supplement a Palms, California Comprehensive Employment Training Act (C.E.T.A.) work experience program. This P.V.R.P. training was conceived and initially implemented at the Palms facility to aid outpatient disadvantaged persons. The aided population consists largely of drug addicts and ex-offenders. Their problems in entering the job market are severe. Most are unable to recognize objectively their employment assets and liabilities and have distorted views of employment realities.

The P.V.R.P. initiated in this effort is designed to help those
persons focus into the realities of the work world and give them practical, realistic, structured assistance to enable them to more effectively enter the job market.

Initial results of the P.V.R.P., though preliminary to date, suggest that this structured approach is helpful to those who enter and complete the P.V.R.P. training.
Chapter 1

INTRODUCTION

The purpose of this project is to design an effective vocational counseling program to assist disadvantaged persons reenter society in a useful working role. This program is now entering use in conjunction with the already existing Comprehensive Employment Training Act (C.E.T.A.) actively located at 3332 Motor Avenue, Palms, California.

One of the major drawbacks for many disadvantaged clients, in the Palms facility, is a lack of awareness of occupational demands and personal satisfactions. The herein described Palms Vocational Rehabilitation Program (P.V.R.P.) is designed to assist clients in coping with the real world in which they must perform. They must learn to cope with independent living demands, supervisor and co-worker relationships, job seeking and job keeping requirements plus other vocationally related aspects of life. The C.E.T.A. program and this P.V.R.P. effort proposes to help the work rehabilitation Palms clients develop or extend the above skills and adjust their behaviors to cope with everyday work and independent living demands prior to job placement in the community.

A primary concern in this Vocational Rehabilitation Program is to help the clients reach an acceptable level of competency commensurate with individual program goals and client capabilities. Matching will be accomplished by helping each client focus on interacting individual awareness, personal interests, abilities, skills and other
personal assets within a job-related atmosphere.

A multi-phase approach is used which includes both group and individual vocational counseling, each designed to reinforce one other.

A selection of resource materials will be available to facilitate this program. These include selected federal, state, and city Occupational Handbooks, audio-visual tapes, guest speakers, printed materials and other community related resources.

Rationale of the Study

This Vocational Counseling Program (P.V.R.P.) was developed, by me, for use in conjunction with the C.E.T.A. Work Experience Program (Palms, California) to enhance the quality of the experience for those participating clients.

Because of the particular group of clients involved (at least 75% are drug abusers and/or ex-offenders), special consideration will be given to several aspects of client’s emotional, psychological, and social needs. Because of such needs, special problems of the population include the inability to find and/or keep a job, inability to cope with either day to day living or working problems, low self-esteem, and poor communication skills. In addition, some clients have little or no actual work experience along with unrealistic vocational objectives.

To compound these difficulties the clients employment problems are increased because of poor education, undermotivation, lack of marketable skills, and mental or physical deficiencies.

The C.E.T.A. work program is twenty-two weeks long and has a
continuous turn-over of clients. To offset this, a rotational system is used and new groups are formed as needed. Two co-leaders, trained vocational counselors, are utilized to lead groups of no more than six members each. The format of two co-leaders and not more than six clients is used to help with necessary structure and focus of group members. The co-leaders are used in "leadership" and "modeling" roles.

To facilitate the interaction of the non-residential clients among themselves and to maintain cohesiveness during this process, they work at the C.E.T.A. on-site Palms facility. Their vocational work training, eight hours a day for five days a week, is intended to achieve a personalized focus into regularized working habits.

Written and verbal group exercises are used to help develop more effective intergroup communication skills. Required written exercises also help develop better written skills. The verbal exercises and discussions serve many useful purposes. These include feedback for reality testing, reinforcement of ideas, exchanging or triggering new ideas, focusing for personal vocational/avocational needs and desires, and formulating both short term and long term goals.

Vocational counseling for individuals is available and encouraged. It supplements the group process. The major focus here is to help the person investigate his potentials at a deeper and more meaningful level. Both verbal and written tasks are used as well as in the group to enhance learning, understanding, and communication skills. Along with focusing on individual needs and goals, positive reinforcement techniques are used whenever possible.
Because the program is in its infancy, there are as yet no reliable indicators as to the success of the counseling theory and techniques being used here.

**Hypothesis**

The hypothesis of this paper is that this specific vocational counseling program at the Palms facility will help prepare its disadvantaged clients to enter the working world at a more functional level.

**Definition of Terms**

**Vocational Counseling:** A psychological/educational approach to counseling that deals primarily with one's employment.

**C.E.T.A. (Comprehensive Employment Training Act):** A government funded work experience program for the disadvantaged. (See Appendix A, pages 54 through 64 for details.)

**Population; clients:** Those persons who meet the specified qualifications as put forth by the Palms C.E.T.A. contract.

**Self-esteem:** How a person sees and values himself.

**Reality testing:** An appraisal and evaluation of stimuli to validate one's perceptions of reality.
Exercises: A specially designed group of written and verbal tasks used during group and individual sessions. (Appendix B and C, pages 65 and 129.

Functional: Ability to maintain oneself psychologically and physically in daily living and work areas.

Limitations of Study

It was hypothesized that the specific vocational counseling program as developed in this project would help prepare its disadvantaged clients to enter the working world at a more functional level. However, the following items are considered possible limitations to the initial findings of this project.

First, the majority of the clients that are chosen for the program have very serious psychological and emotional problems. Many are currently using drugs. Realistically, unless there is more intensive focusing on altering all aspects of their lives, (work, emotional problems, etc.) the vocational counseling will probably not be as successful as it might otherwise be.

Second, there is very little internal motivation among the clients. This is a real factor that can affect the success or lack of success of the vocational counseling program.

Third, the short time limitation of training in the program may well be a barrier to effective readaptation into the community.

Fourth, there is a need for increased emphasis on work program matching of clients' activities and potential future employer's needs.
If the job placement is not satisfactory to the client, chances are very poor that he will see any good reason to keep the job, and this increases the probability of his returning to his previous socially undesirable life-style.
Chapter 2

REVIEW OF RELATED LITERATURE

The Palms vocational program is based on a "self-concept" or "developmental" theory. This concept grows out of the early work of Beuhler (1933), Super (1957), Samler (1953), Ginzberg and associates (1951), and Carl Roger's client-centered counseling. (Cited in Osipow, 1973). The general theses are:

1. Individuals develop more clearly defined self-concepts as they grow older, although these vary to conform with the changes in ones view of reality as correlated with aging.

2. People develop images of the occupational world which they compare with their self-image in trying to make career decisions.

3. The adequacy of the eventual career decision is based on the similarity between an individual's self-concept and the vocational concept of the career he eventually chooses.

Career development is an aspect of general development in that self-concepts interact with career decision making. According to Super (1963a) self-percepts begin at birth. As the child matures these self-percepts become complex and abstract developing into self-concepts and systems of self-concepts. Among the many systems of self-concepts is the vocational self-concept.
It appears to be assumed that individuals with inaccurate self- evaluations are more likely to make inappropriate or inadequate career decisions than those with accurate self-evaluations. It is also assumed that the ability and motivation to evaluate oneself realistically can be enhanced through education and counseling. Issacson (1971).

According to Luck and Heis (1974), there is an association between dissatisfaction with occupational achievement and low self-esteem. Self-esteem of adult males is influenced by their occupational success whether it be objective or subjective. Some clients have little or no work experience and unrealistic vocational objectives. Vaughn and Scott (1974).

Development of the self-esteem is socially influenced. A person experiences his own values through his perception of another's response to him through interaction with others. Thus, directly or indirectly, others influence a person's self-esteem. Luck and Heiss (1974).

Dunn (1971) notes that using work as a therapeutic tool helps the individual avoid a complete splitting away from his environment. It reminds the patient of his inherent and potential role as part of the total culture.

Menninger (1964) suggests that there are many psychological needs satisfied through work. It serves as an outlet for hostile and aggressive drives in that it represents an attempt to master the environment or to surmount it, solve and control something, provides pleasant social relations, team membership, monetary gain, a chance to
win approval, and a challenge to succeed. These are all a part of the inherent therapeutic value of work.

Oseas (1963) feels that work activity has the potential to divert the individual from self-preoccupation and to modify self-perceptions.

Samler (1968) sees work as a tool to modify personality structure and maladaptive behavior patterns. Work eliminates isolation (isolation breeds distortion) and allows for more accurate testing of reality. This in turn increases self-esteem, and develops cooperative behavior.

The common image of the addict is that of someone who has dropped out of normal society and moves within a highly deviant street culture of crime and drugs. Caplovitz (1976). Most addicts do not work full-time and most full-time workers are not addicted.

In the Haight-Ashbury Free Medical Clinic's Community Based Drug Program (HAFMC) (1974) it was found that the majority of clients have no commercial skills to return to. They lack patience and perseverance. Their thinking is crisis oriented and they have great difficulty relating to or sustaining interest in long-term goals.

That project was designed to demonstrate a rehabilitation process whereby drug dependent and/or alienated youth might be helped in developing self-esteem and motivation for productive activity leading toward self-reliance and legally or socially acceptable self-support.

It was found that drug abusers and alienated youth have special psychological and emotional problems. To deal with those problems, the clients must be led through short-term goals reinforced with positive feedback and immediate rewards. Concurrent with the rebuilding
of a client's self-esteem it is essential to alter his/her life style by providing acceptable alternatives to their old way of life.

According to Pittel (1974) all rehabilitation services, including vocational counseling, must be geared to individual needs. Vocational counseling helps the clients choose appropriately structured work-settings in accordance with their needs, skills, and capabilities. This will prove more significant by far than helping them choose or learn the "proper" trade.

Pownall (1971) has found that there is evidence that those individuals with extensive counseling and intensive placement services did better in the labor market than those without these benefits.

A successful model drug rehabilitation program, Vera Institute of Justices Wildcat Service Corporation in New York City, demonstrated an effective means of social and vocational rehabilitation of chronic drug abusers. It included active counseling at all phases of the program from detoxification to reentering society. Intensive vocational counseling was a crucial factor in the success of this program. However, to be most effective, a community based rehabilitation facility must provide integrated services.

Those ex-addicts and alienated youth who are qualified must be strongly encouraged to participate in work-study programs, advance their education, and increase their vocational skills.

Taggart (1972) feels that one of the primary reasons for offender's problems in the world of work is their lack of education. It is strongly suggested by Levitan (1970), and Freeberg (1975), that increased education will lead to increased employability. Alksne and
Robinson (1976) found a positive relationship between a high education level and job placements. Credentials are important to employers. Other factors that seem to affect potential employment are age, sex, race, criminal record, amount of counseling, and welfare history. Alksne and Robinson (1976).

Taggart (1972) has pointed out that in both the public and private sectors, hiring regulations and practices tend to exclude ex-offenders. Often the only available jobs are undemanding, unattractive, and unrewarding. They offer little inducement to turn from criminal behavior. Smith, Linda, and Loomis (1974) feel that it is unlikely that the ex-addict or alienated youth will be able to find work in today's over-crowded labor market. The client population competes very poorly in the current job market.

Nurco (1972) suggested that very few vocational rehabilitation services were utilized either before or after addiction in his study of addicts. Smith, Linda, Loomis (1974) advocate a program aimed at procuring and securing necessities like food and shelter coupled with a program of vocational and social guidance and training designed to increase the client's motives and opportunities for self-support. All these factors can help break the circle of addiction. Pittel (1974) agrees and feels that the ability to work also calls for a person to maintain at least a modicum of stability in other aspects of his life such as personal finances, purchasing food and other essentials and maintaining the self in adequate health.

Alksne and Robinson (1976) feel that the treatment and rehabilitation of drug abusers must involve a process that helps them move from
their central life issues focused around drug use. Part of the reentry to community living must entail involvement in its economic life.

Work helps define a person's role in this culture and similarly, it can help redefine the role and self-image of those moving out of the addiction system.
Chapter 3

DESIGN AND PROCEDURE

The C.E.T.A. Work Program is a twenty-two week long program with a continuous turn over of clients. To have an ongoing Vocational Training Program, a rotational system was designed in order to accommodate the constant flow of clients entering and leaving the program.

The first phase of the program is the first five to seven weeks the clients are in the program. It is basically a period of adjustment into the daily work routine. As soon as there are six new people who have entered the program, a new vocational group is begun.

The next phase, the group process, is ten weeks long. The groups are kept relatively small for several very practical reasons. The small size of the group allows each group member more time to participate in the group discussions. The smaller size of the group seems to make it easier for group members to join in the discussions. More structure and order is also possible which helps to better focus on the subject matter being presented.

Two co-leaders, trained Vocational Counselors, are used for the FVRP. Their fundamental roles are as leaders and models. They help reinforce each other as well as group members. They do take an active participating role in the group by doing the exercise along with the clients and discussing their responses along with the group members.

The last five to six weeks of the program are primarily devoted to individual sessions that are an adjunct to the group sessions.
This third individual vocational counseling phase is a major factor in the vocational program. It is during this period of time that the individual needs, skills, and expectations are focused on. Through the individual exercises (Appendix B, pgs 65 - 110) and the following discussions with the counselor, the client is better able to discover his own potentials. He is able to see that he is a unique individual with his own particular needs, abilities, likes and dislikes. This information is then used to help the client and Vocational Counselor explore kinds of employment that might be available to the client at the present time. If his goals indicate furthering his education or work skills, this is discussed and encouraged. It is very important in this phase of the program to build on the skills the person already has.

Positive reinforcement is a major mode throughout the counseling program, and used wherever and whenever possible. However, reality is another major factor that must be dealt with in the course of the discussions.

Even though the clients are actively encouraged to look at long-term goals, they are made aware of the practical aspects of a job at the end of their twenty-two week C.E.T.A. Program. The facts of the matter are that the clientele the P.V.R.P. serves is a particularly difficult group to place in jobs and this must be stressed.

The last two weeks of the program are used for actual job applications, interviews, and placement. During this time the client actively follows employment leads found by the C.E.T.A. Job Developer or from leads he finds himself. At this point the client has been
given vocational instruction on all aspects of applications, interviews, resumes, employer/employee expectations and other things applicable to and leading up to the actual job interview. He is encouraged to follow any job leads, and is reinforced and encouraged by the counselors until a position is found.

The client is then officially terminated by the C.E.T.A. Program.
Client Description

The Palms C.E.T.A. Program accommodates low income residents of the City of Los Angeles, who are economically disadvantaged, unemployed or underemployed. Data to this effect must be gathered and evaluated by C.E.T.A. management of client application for program participation.

There are several criteria that must be met before the applicant is accepted as part of the Work Experience Program. All applicants must meet the following criteria:

1. The applicant must be a resident of the designated area "MPA3" as specified by the Program.
2. The applicant must come from a low income family.
3. The applicant must have been unemployed for at least six months prior to application to the C.E.T.A. Program.
4. The applicant must not be a full-time student at the time of application.

The following criteria for applicants is subject to waiver upon written approval from the city. (The Mayor's Office).

1. The applicant was not a former C.E.T.A. participant in any of the work or training programs.
2. The applicant has not completed a Training Curriculum that would make him employable.
3. The applicant must not have marketable skills.
4. The applicant must not have more than one year of full-time college.

In addition, the applicant must meet at least one of the following
criteria:

1. The applicant can be a high school dropout.
2. The applicant can be an offender or ex-offender.
3. The applicant can be a woman with no work history.
4. The applicant can be physically or emotionally handicapped.
5. The applicant can have been recently discharged from the military. (note: "recently discharged" has no time designation).
6. The applicant can be an institutional inmate with outside privileges.

Other criteria the applicants for the Program must also meet include certain categories of sex, age, race, economics, welfare status, and penal status.

77.8% of the Palms C.E.T.A. client population are required by C.E.T.A. to be male; 22.2% female. This particular percentage breakdown very closely represents the male/female addiction/offender population in the general population as a whole.

Palms C.E.T.A. clients must fall between the ages of 16-65 years. The client must not have reached the age of 65 years before having completed the program. The largest age group of 55.6% of C.E.T.A. clients is between the ages of 22-29 years. 33.3% fall between the ages of 16-21 years. The remaining 11.1% of the population are from ages 30-44 years. There is no percentage designation beyond 44 years. However, there are presently clients in the program whose age is greater than 44 years.

85.3% of accepted clients are to be white and 14.7% to be of
Spanish Origin. Even though there is no designation for black clients, approximately 20% of the Palms C.E.T.A. population is black at the time of this report.

The economically disadvantaged should comprise 80% of the total C.E.T.A. population. Welfare recipients should comprise 13.2%. The remaining clients should be underemployed or unemployed.

Drug addicts or ex-addicts comprise approximately 90% of the population. Offenders and ex-offenders make up 75% of the population. There are twenty-five out-patient clients at the Palms C.E.T.A. Facility at the present time. Other clients designated (in Appendix A) are placed in other work experience situations throughout the "MPA 3" area.

Clients are referred to the facility by law enforcement agencies, the courts, mental health facilities, attorneys, and private physicians. Many referrals are made by word of mouth.
Funding

The C.E.T.A. Work Experience Program is funded by the National Institute of Drug Abuse through the State of California and by the City of Los Angeles Manpower Development Federal Comprehensive Education and Training Act (C.E.T.A.).

Background of Exercises Used

The exercises that I have developed for the Palms Vocational Program are a compilation and/or modification from a variety of sources. These sources are too extensive to list separately. However, the following is a list of general information sources used.

1. Publications
2. Programmed Instructional Materials
3. Interviews
4. Direct Observation
5. Audio-Visual Aids
6. Simulated Situations

I am constantly in the process of using the program material with the C.E.T.A. clients and incorporating new ideas and/or materials as indicated. This aspect of flexibility in the program helps to make it a more useful and viable program for the clients.

Methodology - Group Sessions

Accepted C.E.T.A. clients are placed into fixed membership groups of size no greater than six members. At regular intervals, the members are called into group session. Each fixed membership group
meeting is designed to build upon the prior meetings by overlap and/or repetition of theme subject matter. Group interaction is a major facet of the Vocational program. The group leaders for each session use this formal feedback mechanism to help build better communication skills among group members. The following section shall discuss the prescribed set of group sessions in sequential order. (Appendix B, ppg. 65-110).
GROUP SESSIONS

Group Session #1: Exercise #1, Part #1,(Appendix B).

The first meeting is basically an orientation-session. This includes the counselors discussing the purpose of the Vocational Rehabilitation Program with the clients. Feedback and suggestions or ideas concerning the subject matter as presented to them is encouraged. Focusing on Vocational material is immediately begun. Many P.V.R.P. clients are accustomed to very unstructured psychological groups, and this is an excellent time to point out the difference between the functions of the groups. The tone for subsequent meetings is set at this time.

During the session the mood of a safe place to exchange thoughts is generated at the onset of the meeting. Personal remarks directed from one group member to another are discouraged unless they serve a useful purpose in the group.

Exercise #1 focuses on short-term goals. It looks at individual skills and focuses on specific skills required by that individual in past work experience such as memory concentration, manual dexterity, etc. These skills are then extrapolated through group interaction to short term goals involving what each client might be able to do when he leaves the program. Many clients are not aware of their potentials or do not relate past skills, abilities, and interests with present or future job possibilities.

It is important at the inception of the program to begin to build client self-esteem, particularly since many of the clients stress the negative aspects of their personalities. It is often
difficult for many of them to see any positive in themselves at all. This negative attitude is self-perpetuating if not broken. By stressing the positive in this introductory session, the first controlled effort is made to begin to break this negative cycle.

Education and academic handicaps are discussed as reality factors in this first exercise. Since education is highly correlated with procuring jobs with this particular population, it is a topic worthy of stressing. Furthering of education is encouraged wherever there is the interest and potential. Educational grants are available for those suitable clients who are interested.

Exploring what the client wants from a job is done to help the client get in touch with his individual wants and needs. When he specifies what he wants, he can more easily project what kind of work would be most suitable for him. It is another way, in group sessions, of focussing on clients becoming more directional. It also serves as another reality test for the client and provides necessary background for the counselor.

Whether or not the client likes working with others or alone is another important point in beginning to make vocational decisions. If it is determined that the client has difficulties in relationships with others, and he must work with others, he can then begin to work on this problem with his psychological counselor.

In addition to the above, Exercise #1, Part #1, helps to develop written and group interaction skills.

Exercise #1, Part #2: (Appendix B) focuses on long-term goals but is based on present time reality. Along with helping the client
focus on himself, it gets him in touch with the fact that he can have a part in planning his own destiny if he so desires. It is stressed that working and planning are on-going life processes. It is also pointed out that one must take certain very practical steps to reach those long-term goals such as on-job-training, education, etc.

Again, the exercise helps to develop written skills and group interaction skills.

Group Session #2, Exercise #1 (Appendix B)

Many clients have a very difficult time focusing on anything positive about themselves in the near-time framework. This group session focusses primarily on individual achievements of the clients. It is begun by using a very non-threatening time period of before the age of 10 years. This is a way of getting the client to look at himself out of the context of his present problems and to get in touch with a positive aspect of himself at an earlier point in his life. It gets him into the exercise and seems to make it easier for him to look at himself in the present time frame.

The exercise's second and third items are a logical time progression of achievement events. The third question focuses on the past two or three years. Once the clients get past this section, remembering more achievements seems to be easier. Remembering one achievement seems to trigger more recall of those positive events in the client's life. This in and of itself serves as a positive reinforcement factor. The group interaction during the discussion period seems to trigger recall in others in the group as well. Not only do the group members reinforce each other, but this is a time
that the co-leaders strongly stress the positive aspects of the activities and group interactions. Often clients feel very much like others are doing things to them and that they have no control. By writing down what each group member did to make this past achievement, it helps them realize again, that they are actually able to accomplish something—i.e., to play some role in their own lives. This particular exercise format is a way to build self-esteem. It is another way to see a positive aspect of themselves.

Written and verbal communication skills are again strengthened by the process of writing answers on the exercise sheet and then having a group discussion afterwards.

Group Session #3, Exercise #1 (Appendix B).

At this, the third group meeting, an audio-visual tape depicting job seeking is played. The film includes sources for finding job leads, proper dress, grooming, attitude, preparation of letters of application and the actual interview itself. The use of the audio-visual tape is a very effective learning tool. Both hearing and visual senses are utilized.

The tape is made in such a way that there is an inherent review process for the clients to participate in. This is done by the moderator, in the film, periodically pausing and asking the audience what points have just been made on the tape. This encourages a very loosely structured group participation on the part of the group members. It facilitates recall and is non-threatening. This is in and of itself a positive reinforcement for those who answer correctly. Group participation and communication skills are
considered important in this part of the tape review in the group
discussion at the end of the tape.

The post-tape group discussion focuses on both the tape content
and the clients' personal experiences concerning material presented
on the tape. Focusing on personal experiences helps clients examine
their own experiences and compare them with others. This form of
reality focusing reassures them that they are not totally different
from others. This kind of interaction reduces alienation and helps
with self-esteem and building of confidence through active feedback
from group members and counselors at this point. Sharing similar
experiences, fears, and frustrations reduces anxiety concerning the
job finding process.

The use of the tape also gives group members an additional group
experience. Variety of presentations alleviates boredom and also
helps stimulate those clients who do not respond to other forms
of the group process. The use of audio-visual equipment has been
found to be a very effective tool for presentations.

Group Session #3, Exercises #1 and #2 (Appendix B ) are used for
further stimulation of communication. A reality factor is also
introduced in the form of the items presented. Exercise #1 lists
questions frequently asked at an employment interview and Exercise #2
lists negative factors which might lead to the rejection of an
applicant. These are reviewed by the clients and questions and
discussion is encouraged. This open discussion approach once again
courages clients to focus on their individual needs while sharing
with the group.
Group Session #4 Guest Speaker (APPENDIX B)

A guest speaker makes a presentation at this fourth group meeting. The presentation continues and overlaps on the basic theme of the first three sessions. This basic theme is job preparation and seeking, i.e., the wheres, the whys, and the hows. The guest speaker talks about the present job market from a very realistic standpoint and how an applicant (client) can best present himself in the most favorable light. Many P.V.R.P. clients have either no work history or very poor or fragmented ones.

Many have long periods of no work record at all because of either dropping out or being imprisoned. Real world kinds of questions and problems are discussed.

A "typical" employer's point of view is a salient part of the session. The other person's viewpoint is discussed. What the employer wants and expects as well as the clients needs.

Questions directed at the speaker are encouraged.

Group Session #5, Exercise #1 (Appendix B).

Group session number five is a role-playing follow-up and extension of the previous meeting. Through the exercise "Employer/Employee Relationships", the group members are once again focusing on real world situations.

This exercise is designed to help expand the client's awareness of not only his own point of view, but of the potential employers as well. It helps the client better understand what may be expected of him from the employer's viewpoint. This in turn broadens the client's perspective insofar as what might be expected of him in a
working job situation. By understanding this the client can better perform as expected and reduce potential friction between himself and his employer due to erroneous inferences and misunderstandings.

Only when the client knows what is expected of him can he master his job, be retained, and possibly be promoted to a more responsible, more interesting, and higher paying job.

The exercise also helps the client focus on his assets and his liabilities concerning employability. Feedback from other group members and the counselors stimulates self-appraisal, reinforces personal assets, and enables the sharing of positive ideas.

**Group Session #6, Exercise #1 (Appendix B).**

This group session focuses expressly on communication between two people. Dyads (two people) are used to help focus attention on one particular person. In the dyad, one client is designated as the "talker" and the other is the "listener". The "talker's" instructions are to tell the "listener" what he would like to do for a living and why. This part of the task should last about five minutes. The dyad partner does not talk--he only listens. Then the listener feeds back, in his own words, his interpretation of what the talker has said to him. The procedure is then reversed. Besides focusing, working with only one other person is generally easier and less threatening than working in larger groups.

Feedback of what one person says to the other helps develop listening and comprehension skills.

When the dyads are finished, the clients come back together as a group and their experiences are shared. Focus should be on what
was learned about listening, and how the client felt while doing this exercise.

While the main thrust of this encounter is the actual communication process, job expectations and/or goals are used as the subject matter.

The purpose of the preceding communication exercise is to demonstrate the communication process and its relation to successful employment.

Group Session #7, Exercise #1 and #2 (Appendix B).

As with group session #6, this session focuses on communication. This time, triads (groups of three) are used instead of dyads. One person in each group is to be the interviewer, one the interviewee, and the third is an observer/note taker, at the completion of the interview, feeds back to the other two members of his group. He uses a supplied checklist for this purpose.

About ten to fifteen minutes per interview should be enough time for the above interaction. Discussion of reactions are then reported to the total group for sharing. After each triad has reported, the roles are switched within the triads until everyone gets to do each role.

This exercise focuses on the job interviewing process by practicing the various roles. By actually participating in this role playing, it helps clients learn-by-doing. Any questions that come up in the triads can be discussed in the larger group during the reporting.

The exercise once again helps the client develop awareness of
how to function in an interview environment. It also helps focus on reality through the general guidance of the Vocational Counselors working with the total group. Listening and observation skills are thereby enhanced.

**Group Session #8, Guest Speaker (Appendix B).**

One of the most important aspects of the P.V.R.P. is that of encouraging clients to participate in work-study programs, advance their education, and increase their vocational skills. There is a strong positive correlation between education and employability.

A guest speaker is invited, by the Vocational Counselors, to address the clients in terms of their special needs. The guest speaker at this group session makes a presentation dealing with furthering of vocationally-oriented education. He explains the possibility of financial grants and other ways available for supporting those clients who need assistance. Open questions from the floor are encouraged.

The session presents real options and paths to the clients. It helps show them alternatives in planning their futures. The guest speaker lends credence to the vocationally oriented subject matter of this program.

**Group Session #9, Handouts (Appendix B).**

Group session number nine deals with practicing some of the procedures necessary to get a job. Clients fill out an application form and develop a Job Power Report or resume depending on their individual needs.

By actually doing the application form exercise rather than
talking about it, the client discovers first hand what is involved. Many of the clients have never filled out a job application form. He is encouraged to stress the positive aspects of himself and de-emphasize any possible job barriers.

By discussing problems, with the counselors, in filling out the application or developing a Job Power Report or Resume, the client develops confidence in dealing with the future necessity of filling out job application forms. He also gets reality based feedback and support from the group since many of the other clients have the same questions. Knowing what to do and how to do it ahead of time gives the client more self-confidence, and this in turn makes the actual job seeking process less threatening.

This activity also helps develop client written skills.

Group Session #10, Review and Discussion. (Appendix B).

This last formal group session is basically a review session. Questions regarding any aspects of the Vocational Counseling program are encouraged and answered as accurately and openly as possible. Other group members are encouraged to answer any of the questions that they can. Such group interaction stimulates recall, and helps review parts of the program that were either misunderstood, forgotten, or missed by some members of the group.

It is as this final group meeting that the counselor co-leaders discuss the next phase of the vocational program. That full five to ten session phase now starting is basically a continuation of the topics covered in group, but now handled on an individual basis. Clients are strongly encouraged to take advantage of these services
to better prepare them for their approaching termination from the C.E.T.A. Work Experience Program. Here, again, the emphasis is put on reality.

Discussion of client's feelings about work, from a psychological standpoint, is encouraged during this group session. The group members are also encouraged to further discuss those topics with individual psychological counselors assigned to them.

### Methodology—Individual Sessions

The individual vocational sessions, with the assigned vocational counselors, supplement the group process. The purpose of the individual sessions is to improve the client's ability to focus on and to investigate his potentials. Matching of the client's capabilities to real world work requirements is improved by helping each client focus on personal interests, abilities, skills, and other personal assets while relating them to a job atmosphere.

A structured format is used to provide a logical progression of individual exercises to be done by the client. They are designed to move the client from focusing on basic personal material to actually rehearsing interviews and subsequently seeking and finding employment at the end of this final ten work week period.

However, there is a great deal of flexibility and need among individual clients. It is left to the discretion of the vocational counselor as to how the sessions are run and in what internal sequence. Client's needs, are foremost at all times.

The individual exercises are set up in two separate parts. The
first part, Packet #1 (Appendix C), deals primarily with helping the client focus on his individual and realistic potential. These exercises should be completed before progressing to Packet #2.

Part two, Packet #2 (Appendix C) focuses on working with the client to help him in seeking, finding and keeping a job. Directions, to the counselor, for use of the exercises in the packets, and the purposes for the exercises are attached to each separate individual session.

The client does the written exercises and discusses them with the vocational counselor. This helps the client in several ways. It involves the client in his own assessment and growth process. The planned improvement of the client's written and verbal skills is necessary for the work world. Many of the clients have very low proficiencies in these skills.

Individual Session #1: (Appendix C).

This individual session is primarily an exercise to help the client focus on realistically recognizing the skills he now possesses. This is done by discussing his past work history, if any, in relation to the particular skills he has demonstrated. Helping the client see the relationship between the past and the present is an important step in helping him understand how he can generalize those skills to new types of employment in the near future.

During this examination process, the client's job needs are also examined. Helping him to discover what he needs and wants from a job is important. His attitudes about additional training and/or education to fulfill those needs is also explored at this time.
Individual Session #2: (Appendix C).

This individual session focuses on the client's perception of himself and how he believes others see him. The exercise helps the client focus on his personal worth and its relationship to achievement. I feel that a low self-worth rating might indicate that the client does not believe he can succeed. If the client believes others perceive him this same way, he might also not believe he can be successful. This would be a self-fulfilling prophecy. If there is a very large and/or consistent discrepancy between his own perceptions of himself and others perceptions of him, this might indicate that his reality system is divorced from reality.

This exercise is also designed to help the client recognize the other person's point of view and therefore start modifying certain aspects of his behavior to improve his vocational potential.

The other aspect of this session is to focus on abilities that are important in real work world situations.

Individual Session #3: (Appendix C).

This individual session focuses on individual skills insofar as they are determined "marketable" by the "Dictionary of Occupational Titles". The point is that we all do have skills but we often do not think of them in terms of being marketable. Helping the client understand this is valuable. It helps to build self-esteem through focusing on the positive and marketable aspects of the client's already existing skills. In the case where these skills are minimal, the Vocational Counselor can help the client focus onto areas in which to build new skills.
It is also important to notice how many exercise skill areas are chosen and which ones. They might reveal pertinent data on the client. A limited response may indicate either an inability or unwillingness to respond. It might also indeed represent a limited set of skills or traits.

Individual Session #4: (Appendix C).

This individual session focuses on past accomplishments. The client is asked to list seven accomplishments in the past five to ten years. It is a way to reinforce the positive aspects of the client's recent history. Focusing on why these accomplishments were satisfying to the client also helps exploration of his skills and needs. This is another way to examine the many facets of his potential in order to build on what already exists. This process is a positive reinforcement measure.

Discussing the second part of the exercise might be an indicator of how easy it is or is not for the client to look at his positive side.

Helping the client understand this part of himself can help him begin to view himself from a more realistic perspective.

Individual Session #5: (Appendix C).

The exercise in this individual session is used as a follow-up to the exercise in the previous session (Individual Session #4). The seven accomplishments listed on the previous exercise are entered in the spaces provided in the "Families of Skills" exercise used in this session. The purpose here is to look at the accomplishments in terms of groups of skills as opposed to unrelated entities. It helps
the client focus on related areas that could generalize into the work area. It also helps the client explore other possible areas of interest and what other skills he might want to develop in that area.

**Individual Exercise #6: (Appendix C).**

This individual session focuses on the here and now and the near future concerning work. The first part of the exercise is used to help the client look at his working from a very practical, realistic viewpoint. It helps him become aware of what he would like to do and then helps him explore what he can do to make it happen. He might want to do this with two or three alternative job choices.

This approach helps the client become aware of and develop options. Discussing the possibility of on-the-job training and/or education is desirable at this point if it has not been previously discussed. This is also a good time to once again focus on existing skills that can be utilized in the client's job choice. Helping the client become aware that he can help himself toward reaching his goals also serves to build the client's self-esteem.

In the second part of the exercise the client is encouraged to look at the future at two different time intervals of two and five years. Many of the clients in the C.E.T.A. population do not think in terms of themselves in the future. Many also do not believe they can do anything to plan for the future. They feel that it just happens or that others do it to them. This exercise helps the client realize that working and planning are on-going life processes and that they can do something for themselves.
Individual Session #7: (Appendix C).

This individual session focuses on the client's management or mismanagement of his life and life goals. It helps the client understand that there are certain aspects of his life that he can change and that there are some realities that he simply must accept. This differentiation is very necessary to help the client focus on the areas where he does have control, and to use these to the best of his advantage.

The main focus in this exercise should be on Part B, Column 1, a and b. Each of these columns should be explored in detail and discussed.

Part A is used as an amplification of Part B. It is assumed that the things which make the client unhappy are things which he would like to change and therefore over which he would like to have control.

Individual Session #8: (Appendix C).

This individual session focuses on the future in a positive manner by exploring things the client wants to accomplish before he dies. Section B, Column 1, focuses on things already accomplished, which is a positive reinforcement. The main focus, however, should be on Section B, Columns 2 and 3. These focus on things yet to be accomplished and steps needed in order to make them happen. This exercise helps the client look at the future and his role in getting what he wants. It helps the client begin to plan and organize his future. Looking at the present (things already accomplished) gives the client a focal point in reality in relation to having a place to
move from. It helps the client develop the sense that he has already done something, and therefore that he is capable of doing something more.

**Individual Packet #2**

Individual Packet #2 actually prepares the client to look for a job. The group of exercises in this includes instructions on filling out an application, and Job Power Report or resume. It also deals with the interviewing process. By doing these things, the client learns first hand what is expected of him, and how to deal with it.

**Individual Session #9: (Appendix D ).**

This individual session deals with the filling out of typical application forms. The importance of this procedure is explained to client by the Vocational Counselor and then the client fills out an application form by himself. When he is finished he discussed this finished form with the Vocational Counselor. Any problems the client encountered are talked about. The counselor helps the client by maximizing the positive areas of information asked for on the printed form.

Other things stressed by the Vocational Counselor includes reading directions carefully before filling in the blanks, and the importance of carrying a completed form with the client when applying for a job. In fact, the completed form the client filled in is copied and given to him for his future use as a reference.

This learn-by-doing process helps the client understand what the employer is looking for. It also helps the client to focus on his assets rather than his liabilities.
Individual Session #10: (Appendix D). Individual session number ten focuses on the job interview. This is dealt with in several ways. Talking about the interview and what to expect reduces anxiety. The client rehearses answers to questions often asked by employers. By this technique of role rehearsal he learns to maximize his positive qualities and minimize the negative. He is informed that there are questions he should ask as well.

Rehearsing interview questions serves another important purpose. It helps the client develop better communication skills with prospective employers. It also helps to develop an awareness of the employer's point of view, and what he is looking for.

Individual Session #11: (Appendix D). This individual session discusses the importance of the "Job Power Report" with the client. The Job Power Report is used instead of a resume in cases where the client has a poor work record and/or poor educational background.

The client is given samples to look at and instructed to develop his own. He discusses this report with the Vocational Counselor who helps him maximize his positive qualities. He is given a copy to take with him for future reference.

The learn-by-doing method again helps the client focus on his positive qualities. It gives him a useful tool for job seeking.

Individual Session #12: (Appendix D). This individual session discusses the job resume. The resume is to be used if the client has good work-experience background and/or education for the job in question. Otherwise the Job Power Report is encouraged. (See Individual Session #11). The client is given several handouts which
include a "how-to", examples, and instructions for a resume. He is asked to read the material carefully and then compose a resume for himself. He is also asked to write a cover letter.

When these are completed he discusses any problem areas and how to maximize his positive qualities to his advantage. The client is given a copy for his own use.

This learn-by-doing technique helps to build self-esteem by focusing on the client's positive assets. Moreover, it gives the client a useful tool for job seeking.
"PRESENTATION OF THE FINDINGS"

Chapter 4

SUMMARY

A review of the literature suggests that work and work adjustment services are of value in facilitating behavior change and in generating meaningful vocational involvement in work situations for a disabled or disadvantaged population.

In the course of the P.V.R.P. process, some form of adjustive counseling must often precede ultimate effective involvement in the working world. Because of the special psychological and emotional needs of the C.E.T.A. clients, the counseling experience may focus on emotional, developmental, learning or other behavior disabilities which have interfered with the client's ability to seek, gain, or maintain an employed status.

Ultimately, all vocational rehabilitative services performed by the P.V.R.P. must be geared to individual needs and capabilities. Vocational rehabilitation counseling helps the client seek and hopefully find employment in appropriately structured (or non-structured) work-settings in accordance with his needs, skills, capabilities, and interests.
DISCUSSION

Due to the newness of the P.V.R.P., it is not yet possible to assess its full degree of success. I would simply like to discuss some of my observations while instituting and testing my program ideas as an active Vocational Rehabilitation Counselor working with the designated C.E.T.A. clients in the Palms program.

My written exercises, which accompanied the various sessions, were of particular value in the group sessions in that all of the clients were cooperative in participating in them. Not only did the clients do the written work, but they shared their answers with other group members as well. Some of those group members often did not even participate in the program's other group activities. The exercises served as a vehicle into the subject matter of each session. I feel one of the reasons the participation was so good was that the tasks were structured and that they were presented in a very non-threatening manner by the counselors. A "how to do it" format was stressed with practical examples being used. The participation of the counselors seemed to be a helpful, equalizing factor. It closed the gap between the "authority figure" and the client. Breaking down this barrier concerning authority figures is often a prerequisite to any communication on a meaningful level with this population.

The discussions following the written exercises were particularly suited for reality testing and the sharing of ideas. It helped clients focus on themselves while getting helpful feedback from their peers and the counselors. New ideas were stimulated by this intergroup
communication process.

One thing of particular note was the inability of many of the clients to make any connection between past experiences and their possible value to the present and/or future. Correlating and generalizing seemed like difficult concepts for many of the clients. Many of the clients do not think in a future framework realistically, if at all, nor do many of the clients believe they have any marketable skills. Low self-esteem was particularly noticeable while discussing those above mentioned areas.

The overlap aspect, of the exercises, from one week to the next was useful. It helped client recall plus it restimulated some of the more important subject matter for the clients. For those who may have missed a session, it caught them up with the group.

The exercises focusing on near-term employment goals began the process of getting the clients to actually begin thinking about what they were going to do once terminated from the C.E.T.A. program. In the beginning group session, most of the clients had no realistic attainable goals. By the end of the twenty-two weeks many of the clients did, as evidenced by their general attitudes and focussing on employment goals.

The group process itself was very useful for many of the P.V.R.P. clients. However, there were a few clients who, I feel, did not benefit from or need this part of the vocational program. Those were the clients who were already able to relate to others well and who already knew where they were headed vocationally and/or educationally. There were two such advanced clients who began in the initial P.V.R.P.
group and who asked to leave the group sessions and subsequently did. Those clients reentered the P.V.R.P. project at the individual session level and benefited more from the individual phase of the program.

Major problems that came up during group sessions were the clients' lack of education and lack of actual work experience, though two of the clients were taking college courses at night. The majority of the clients, however, were high school dropouts who had no desire whatsoever to continue their formal education or take any sort of on-job training program. Even though they were aware of their lack of education and experience, they were very unrealistic in the type of work they wanted and felt qualified for, and especially unrealistic about the amount of money they felt they should get paid. It was difficult for them to acknowledge that they might have to start from the bottom and work up to more salable skills.

There was a particularly positive response to my Group Session #2, Exercise #1. In this exercise, the clients listed achievements going back to their childhoods and working up to the present. Most of the clients seemed to enjoy the childhood recall aspect. This was probably because of the non-threatening early time period. For those clients, the present and future are far more difficult to deal with than the past. It also probably stimulated happy memories which at least, briefly, took them away from their situation at that time.

Many of the C.E.T.A./P.V.R.P. clients do not believe they can plan for and work toward improvement in their own futures. This is
again partly a matter of the lack of being able to correlate cause and effect concerning themselves. They often believe that things just happen to them or are done to them by others. This problem of being unable to deal with planning for the future was constantly explored in group and individual sessions. External reinforcement stimuli from others and immediate feedback are important parts of the sessions. Planning ahead for even a few days was very difficult for many clients. Although many of the group and individual sessions and exercises focused on this topic of self-planning, it was an aspect of the program that was somewhat disappointing since some of the clients did not respond positively.

The use of audio-visual equipment was a positive, well accepted alternate presentation format. It added credence to the program and worked well as a teaching device. This age group of clients have been raised with television, and it is my guess that this has a lot to do with their interest and belief in the audio-visual tapes. Another aspect of their positive response to the tapes was that they were actually shown what to do in various job related situations. This reduced a great deal of anxiety by showing just what to expect and how it might be handled. Giving the clients such usable tools was a very well received part of the P.V.R.P.,

The individual sessions, Packet #2, were based on this same "how to" format. Having the clients actually do things like fill out application forms gave them more self-confidence concerning the job seeking process. Because of the lack of time and trained counselors, the individual phase of the program was not as intensive as I would
have liked it to have been. It is hoped this can be remedied soon with the anticipated employment of a full time Vocational Rehabilitation Counselor at the Palms facility.

Guest speakers were not as well received as I had anticipated. The clients seemed suspicious of the speaker's motives. Attendance was poor. Attention and interest were strikingly lacking. Although the programs were carefully planned to meet the clients' apparent needs, the guest speaker's subject matter might not have seemed relevant to the clients. Another factor that might have been an influence is again the "authority figure" syndrome discussed earlier plus the fact that the clients really disliked being talked "at". In addition, the guest speaker presentations were necessarily scheduled for after lunch and after payday. Those times have a high rate of tardiness, absenteeism and many clients being loaded. Therefore, timing of those sessions might have been a very real negative factor.

Group Session #5, Exercise #1 got a mixed response the first time it was used. One of the major focuses of this exercise is to stimulate self-appraisal by looking at the employability assets and liabilities of the clients. The intent is to have the client look at himself from the side of the employee and the side of the employer. Because of the phrasing of the questions, the interpretation by the clients was varied, as were the responses. I have since revised this exercise and used it with a second group of clients. This is the version presented herein. This revised version did illicit more appropriate response and was useful to the clients.

The dyad-triad communication exercises, group sessions six and
seven were both fun and frustrating for the clients. This was an expected response. After posing the questions in developing this P.V.R.P. project, I had done the exercises myself with the same resultant feelings. The clients took these exercises very seriously and tried hard to do them well. They really did get in touch with the difficulty of communicating effectively--especially the listening part of it. The role playing triads were a good reality based practice session for a job interview as well.

Some of the general problems that were encountered had nothing to do with the vocational program material per se. These were things that could have been predicted because of the newness of the program and limited availability of the vocational counselors. The program was actually being conceived, written, and implemented simultaneously. There were simply not enough manpower hours available to me and my co-leader to oversee all of the necessary facets of the program that should have been attended to. This included a need for improved coordination among the C.E.T.A. Director, Job Developer, Site Foreman, Psychological Counselors, and Vocational Counselors at the Palms facility. I believe coordination and cooperation among these key figures in the program are vitally necessary for the program to be fully successful.

Other program factors that I was not able to control was a generally high client absenteeism rate at the Palms facility and a lack of internal motivation of the clients.

Based on fragmentary information to date, due to the newness of the program, the P.V.R.P. utility projection appears favorable. Of
the handful of "graduates" several are either employed or actively seeking employment. As of April 8, 1977, one group has been "graduated". Follow up studies are required to assess the P.V.R.P. project.
RECOMMENDATIONS

There are several recommendations I would like to make for the future implementation of the Palms Vocational Rehabilitation Program.

The first recommendation is to improve the initial assessment of new clients. At the present time, the assessment techniques used for P.V.R.P. vocational services are sketchy and inadequate, though means exist for improvement. I would introduce a comprehensive intake form to be used with each C.E.T.A./P.V.R.P. client before he begins the vocational counseling program.

It would include a complete history of the client including referral information, personal factors, educational factors, work factors, medical factors, rehabilitation factors, and recommendations by the intake counselor based on this information. This vocational rehabilitation evaluation would be a valuable resource information tool for the Vocational Counselor in assessing and placing the client.

Part of the vocational rehabilitation program should include other supportive services to help the client. This might include supportive services to help the client. This might include anything from balancing a checkbook to eating a well balanced meal. Many clients have never really known the world they are expected to reenter once they leave the program. They need supportive help in this area.

Testing is another recommended assessment tool in helping to better understand and satisfactorily place the client. Often the subjective process of interviewing a client to assess personality, skills, and interests will not yield sufficient objective information.
Such information is essential for the Vocational Rehabilitation Counselor to plan with the client for vocational counseling, training, and job placement. Psychometric tests provide an important adjunct to observation and the interviewing process. However, even though tests are a valuable tool in the assessment of treatment needs, they should be administered and interpreted with the utmost care. No test is better than the person who interprets its results.

For the average C.E.T.A. client who enters the program I would suggest an objective personality test such as the Edwards Personal Preference Schedule (Epps), or the Adjective Check List (ACL). These tests provide information about the client's personality traits and needs for assertiveness, dependency, aggressiveness, helpfulness, and for praise or punishment.

In cases where there might be a possible question of pathology, I would suggest the Minnesota Multiphasic Personality Inventory (MMPI). This test is used as an assessment tool that is particularly useful in the identification of clients who may be likely to commit suicide or to be dangerously aggressive. It is also useful in the detection of psychosis and in the assessment of a client's potential for benefiting from psychotherapy. In the hands of a skilled interpreter, it may be further utilized in the detection of organic disorders and psychiatric problems.

A good Vocational Test is also essential for the average client entering the program. My preference is the Strong Vocational Interest Blank (SVIB). This vocational assessment test is hard to fake, and partly for this reason, the SVIB is considered to be one of the best
vocational interest tests available today.

Aside from assessment and testing, another recommendation I have for the program involves the job development procedure of the program. In my opinion, it is imperative that the Vocational Counselor, Job Developer, and the client all work together concerning job placement of the client. As the program now stands, it appears that the Job Developer works independently of the client and counselor. I would like to suggest that we begin to consider meaningful employment as a major modality for the treatment and rehabilitation of clients in the program.

My final recommendation for the P.V.R.P. is that of follow-up procedure regarding the client who has been placed in an employment position. The transition into the work world is very difficult for the client. It is during this phase of his entry, or re-entry, into society that he is probably the most unsure of himself. If the job situation is not a satisfactory experience for the client, he may fall back into old drug use habits. Support is critical at this point, and follow-up by both the Vocational Counselor and Psychological Counselor are crucial. Providing integrated services is essential in helping the client adjust to the demands of society. I suggest follow-up of at least three months after termination of the client from C.E.T.A./P.V.R.P.
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APPENDIX A

C.E.T.A. REQUIREMENTS
**CITY OF LOS ANGELES**
**TRAINING & JOB DEVELOPMENT**

**PERFORMANCE STANDARDS**

**WORK EXPERIENCE**

Program Year 1977
October 1, 1976 to September 30, 1977

<table>
<thead>
<tr>
<th>Program Caseload Requirements</th>
<th>Standard of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intake</strong></td>
<td>Intake levels to be in accord with the Participant Service Plan (Exhibit IV) and with significant segment goals identified in CETA Participant Characteristics Plan (Exhibit VI).</td>
</tr>
<tr>
<td><strong>End-of-Month Enrollment</strong></td>
<td>The number of participants served each month shall be not less than 85% nor more than 115% of planned end-of-month enrollment.</td>
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**Participant Termination Requirements**

<table>
<thead>
<tr>
<th>Type</th>
<th>Work Experience**</th>
<th>WE/OJT**</th>
</tr>
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<tbody>
<tr>
<td>Minimum Recommended Trainee Placements*: Percentage</td>
<td>60%</td>
<td>60%</td>
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<tr>
<td>Acceptable Other Positive Terminations: Percentage</td>
<td>25%</td>
<td>25%</td>
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<tr>
<td>Non-Positive Terminations Not to exceed</td>
<td>15%</td>
<td>15%</td>
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</table>

* Indirect placements shall account for no less than 80% of trainee placements.

Self-placements shall account for no more than 20% of trainee placements.

** WE/OJT participants who receive OJT training only shall comply with OJT Program Performance Standards. All other WE/OJT Program Participants shall comply with WE/OJT Performance Standards as specified.

NOTE: Due to the change in population served, W.E. Standards are provisional as of 9/10/76 and will be reassessed during the Program Year.

Exhibit III (WE & WE/OJT)
CITY OF LOS ANGELES
MAYOR'S OFFICE
TRAINING & JOB DEVELOPMENT
PERFORMANCE STANDARDS

DEFINITIONS
Program Year 1977
October 1, 1976 to September 30, 1977

Placements, Training Related

Placement, Indirect: Full-time, unsubsidized employment in a Contractor developed job following the planned conclusion of program training, subject to stipulations in CETA Regulations, 95.4 (mm).

Placement, Self: Full-time unsubsidized employment in self developed job following program training.

Trainee Placement(s): Sum of Indirect and Self placements into unsubsidized employment; trainee placement does not include direct placement.

Trainee Placement Goal: The prescribed percentage of all program terminations achieving trainee placement.

Placements, Non-Training Related

Placement, Direct: Day one of full-time unsubsidized employment following the provision of program intake, assessment and job placement services (only).

Placement Training and Non-Training Related

Total Placements: Sum of Trainee (self and indirect) and direct placements into unsubsidized employment.

Exhibit III (9/76)
<table>
<thead>
<tr>
<th>FAMILY SIZE</th>
<th>ECONOMICALLY DISADVANTAGED</th>
<th>LOW INCOME</th>
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<td>CITY OF LOS ANGELES</td>
<td>Title:</td>
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<tr>
<td>-----------------------------</td>
<td>-------------------</td>
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<td>Contract No.: 364-3-3</td>
<td>OFFICE OF TRAINING AND</td>
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</tr>
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<td>Activity (check one):</td>
<td>JOB DEVELOPMENT</td>
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<td>CETA TITLE 1</td>
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<td></td>
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<tr>
<th>On-Hand, Start of the Month</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>TOTAL</th>
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<tr>
<td>New Participants</td>
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<tr>
<td>Indirect Placements</td>
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<td>Self Placements</td>
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<td>Total Placements (Line 1 + 2)</td>
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<tr>
<td>Placements Completing 30-days Unsubsidized Employment</td>
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<td>Placements Completing 60-days Unsubsidized Employment</td>
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<tr>
<td>Placements Completing 90-days Unsubsidized Employment</td>
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<tr>
<td>Other Positive Termination</td>
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<td>Total Leaving Program</td>
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<td>On-Hand, End of Month</td>
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<tr>
<td>Direct Placements</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Direct Placements Completing 30-days Unsubsidized Employment</td>
<td></td>
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</table>

A = Actual Performance
<table>
<thead>
<tr>
<th>Month</th>
<th>Administrative Costs</th>
<th>Participant Costs</th>
<th>Training Costs</th>
<th>Supportive Services</th>
<th>Total Budget Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Year to Date</td>
<td>Current Year to Date</td>
<td>Current Year to Date</td>
<td>Current Year to Date</td>
<td>Current Year to Date</td>
</tr>
<tr>
<td>October</td>
<td>55,666.33</td>
<td>55,666.33</td>
<td>22,638.21</td>
<td>52,638.21</td>
<td>121,917.84</td>
</tr>
<tr>
<td>November</td>
<td>32,066.33</td>
<td>0,072.66</td>
<td>6,448.96</td>
<td>9,097.17</td>
<td>25,584.07</td>
</tr>
<tr>
<td>December</td>
<td>32,066.33</td>
<td>12,078.99</td>
<td>9,966.57</td>
<td>19,053.74</td>
<td>51,082.66</td>
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<tr>
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<td>15,285.12</td>
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<td>34,883.00</td>
<td>126,007.74</td>
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<tr>
<td>February</td>
<td>32,066.33</td>
<td>18,491.65</td>
<td>23,157.64</td>
<td>58,040.64</td>
<td>169,516.63</td>
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<tr>
<td>March</td>
<td>32,066.33</td>
<td>31,287.38</td>
<td>27,261.52</td>
<td>85,302.16</td>
<td>216,252.00</td>
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<tr>
<td>April</td>
<td>32,066.33</td>
<td>24,904.31</td>
<td>27,261.52</td>
<td>112,563.68</td>
<td>242,829.54</td>
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<tr>
<td>May</td>
<td>32,066.33</td>
<td>24,110.64</td>
<td>24,623.31</td>
<td>137,186.99</td>
<td>214,936.94</td>
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<tr>
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<td>32,066.33</td>
<td>11,316.97</td>
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<td>155,433.89</td>
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<tr>
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<td>32,066.33</td>
<td>34,523.30</td>
<td>14,363.59</td>
<td>170,897.47</td>
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<td>32,066.33</td>
<td>37,729.63</td>
<td>5,552.84</td>
<td>181,450.31</td>
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<tr>
<td>September</td>
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<td>40,395.00</td>
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<td>Total</td>
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<td>40,936.00</td>
<td>61,360.00</td>
<td>252,295.00</td>
<td>525,670.00</td>
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</tbody>
</table>

Prepared by: ____________________________  Approved by: ____________________________
Title: ____________________________  Phone Number: ____________________________
Off. Prepared: ____________________________

Exhibit V Revised: February 1976
**APPLICANT MUST MEET FOLLOWING FOUR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Resident of MPA 3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Family income low income</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Full Time Student</td>
<td>✓</td>
<td></td>
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**APPLICANT WHO ANSWERS YES ON FOLLOWING FOUR NEED WRITTEN APPROVAL FROM CITY**

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Former CETA Participant</td>
<td></td>
</tr>
<tr>
<td>Completed Training Curriculum</td>
<td></td>
</tr>
<tr>
<td>Marketable Vocational Skills</td>
<td></td>
</tr>
<tr>
<td>More than one year full time college</td>
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</table>

**APPLICANT MUST MEET ONE CRITERIA FOLLOWING**

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unemployed six months prior to enrollment</td>
<td></td>
</tr>
<tr>
<td>High school drop out</td>
<td></td>
</tr>
<tr>
<td>Offender</td>
<td></td>
</tr>
<tr>
<td>Woman with no work history</td>
<td></td>
</tr>
<tr>
<td>Handicapped</td>
<td></td>
</tr>
<tr>
<td>Recently discharged military person</td>
<td></td>
</tr>
<tr>
<td>Institutional resident/Inmate</td>
<td></td>
</tr>
<tr>
<td>CHARACTERISTIC</td>
<td>NUMBER GOAL</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>G. WHITE</td>
<td>58</td>
</tr>
<tr>
<td>FEMALE</td>
<td>17</td>
</tr>
<tr>
<td>14-15 (In School Only)</td>
<td>25</td>
</tr>
<tr>
<td>16-21</td>
<td>42</td>
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<tr>
<td>22-29</td>
<td>8</td>
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<tr>
<td>30-44</td>
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<tr>
<td>55 &amp; Older</td>
<td></td>
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<tr>
<td>UNITS (Except Spanish Origin)</td>
<td>64</td>
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<tr>
<td>BLACK</td>
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<tr>
<td>SPANISH ORIGIN</td>
<td>11</td>
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<tr>
<td>ASIAN &amp; PACIFIC ISLANDERS</td>
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<tr>
<td>AMERICAN</td>
<td></td>
</tr>
<tr>
<td>ITALIAN</td>
<td></td>
</tr>
<tr>
<td>OTHER RACES</td>
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<tr>
<td>GENDERALLY DISADVANTAGED</td>
<td>60</td>
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<tr>
<td>ARE RECIPIENTS (WELFARE RECIPIENTS)</td>
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</tr>
<tr>
<td>CAPED (HANDICAPPED)</td>
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</tr>
<tr>
<td>SCHOOL DROPOUTS (HIGH SCHOOL DROPOUTS)</td>
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<tr>
<td>VETERANS</td>
<td>4</td>
</tr>
<tr>
<td>M/M/F (OFFENDERS (MALES, FEMALES, OTHERS))</td>
<td>56</td>
</tr>
<tr>
<td>VETERANS</td>
<td>54</td>
</tr>
<tr>
<td>VETERANS</td>
<td>54</td>
</tr>
<tr>
<td>VETERANS</td>
<td>54</td>
</tr>
</tbody>
</table>
## CITY OF LOS ANGELES
### OFFICE OF TRAINING &
#### JOB DEVELOPMENT
### CETA
### PARTICIPANT INTAKE FORM
### PROGRAM YEAR 1976

### PART A

<table>
<thead>
<tr>
<th>SEX</th>
<th>AGE</th>
<th>CITY</th>
<th>ZIP</th>
<th>State</th>
<th>County</th>
<th>NIP</th>
<th>CETA Status</th>
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### PART B

<table>
<thead>
<tr>
<th>SECTION I - APPLICANT INFORMATION</th>
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<tbody>
<tr>
<td><strong>Social Security Number</strong></td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>113-3-21</td>
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<table>
<thead>
<tr>
<th>SECTION II - CHARACTERISTICS AND ELIGIBILITY INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Birth</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>10/17/1976</td>
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<table>
<thead>
<tr>
<th>SECTION III - CONSUMER VERIFICATION</th>
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</thead>
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<td><strong>Residence</strong></td>
</tr>
<tr>
<td>----------------</td>
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<tr>
<td>1234 Main St.</td>
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</table>

<table>
<thead>
<tr>
<th>SECTION IV - EMPLOYMENT HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employer's Name</strong></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Fred's Chevrolet</td>
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</tbody>
</table>

### SECTION V - ELIGIBILITY psychiatric disorders: no

### SECTION VI - DIRECT JOB ENTRY

<table>
<thead>
<tr>
<th>Employer Name</th>
<th>Job Title</th>
<th>Wage</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**APPLICANT SIGNATURE**

**Witnessed By**

**Date**

**Certification**

**For Allowance Pay Only:*

<table>
<thead>
<tr>
<th>Allowance Type</th>
<th>Number of Entitlements</th>
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</thead>
<tbody>
<tr>
<td>Child Care</td>
<td>1</td>
</tr>
<tr>
<td>Form No. (CETA)</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1. Contractor Name</td>
<td>City Services</td>
</tr>
<tr>
<td>2. Contractor Address</td>
<td>Strike Through</td>
</tr>
<tr>
<td>3. Labor Market Planning Area</td>
<td>Strike Through</td>
</tr>
<tr>
<td>4. Participant Name</td>
<td>Jackson Smith</td>
</tr>
<tr>
<td>5. Social Security Number</td>
<td>111-22-3333</td>
</tr>
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<td>6. Employment Date</td>
<td>10/6/76</td>
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<tr>
<td>7. Scheduled Term Date</td>
<td>10/6/76</td>
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<tr>
<td>8. Primary Training Activity</td>
<td>Checkmark for Classroom Training</td>
</tr>
<tr>
<td></td>
<td>and Work Experience</td>
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</tbody>
</table>

### I. Summary of Education and Work History

H.S. Diploma - took general education courses, some shop (metal, wood and print shop) and ROTC. Has eight years' Army experience as S/Sgt., Infantry, worked four months in a gas station after discharge.

### II. Personal Characteristics (Interests, Aptitudes, Work Behavior)

Has leadership skills and experience, is disciplined, likes to work outdoors. Likes to be physically active.

### III. Test Information:

<table>
<thead>
<tr>
<th>Pre-Employment Physical Exam</th>
<th>Results</th>
<th>Text Used</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Functional Level</th>
<th>Results</th>
<th>Text Used</th>
<th>Date</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Aptitude/Proficiency</th>
<th>Results</th>
<th>Text Used</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Other (Specify)</td>
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<td></td>
</tr>
</tbody>
</table>

### IV. Barriers to Employment

No civilian job skills, no work history of consequence. Is presently on probation for drunk driving/leaving the scene of an accident. Fired by last employer for not being at work while he was in custody.

### V. Environmental Factors Affecting Employability

No driver's license. Wife has recently secured job and there may be child care problems when work site is developed.

### VI. Employment Goals

- Field of Work: Gardening/landscape
- Specific Occupation: Gardener Aide
- DOT Code: 19-3014.3
- Alternative: Recreation Leader

### VII. Qualifications Required for Placement

Will need special workshoes. Should get driver's license reinstated.

### VIII. Placement Opportunities (Specify firms or agencies likely to hire)

Public Works (City or County); ERELL Golf Course, Green Thumb Nurseries.
### PARTICIPANT EMPLOYABILITY DEVELOPMENT PLAN

**1. STEPS TO REACH EMPLOYMENT GOALS**

**A. SUPPORTIVE SERVICES PLANNED**

<table>
<thead>
<tr>
<th>Name</th>
<th>Supportive Service Needed</th>
<th>Response Date and Time</th>
<th>Date Service Received</th>
<th>Agency Providing Service</th>
<th>Cost to Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Bite</td>
<td>Education, Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protective Services</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Legal Assistance</td>
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</table>

**B. SUPPORTIVE SERVICES PROVIDED**

<table>
<thead>
<tr>
<th>Name</th>
<th>Supportive Service Needed</th>
<th>Response Date and Time</th>
<th>Date Service Received</th>
<th>Agency Providing Service</th>
<th>Cost to Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Bite</td>
<td>Education, Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protective Services</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Legal Assistance</td>
<td></td>
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</tbody>
</table>

**2. EMPLOYMENT & TRAINING SERVICES PLANNED**

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**C. EMPLOYMENT & TRAINING SERVICES PROVIDED**

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### FOR INFORMATION

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**A. CIVILIAN EXPERIENCE INFORMATION**

1. Previous Training/Other Than Employment

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**B. Previous Employment**

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**XII. PLACEMENT INFORMATION**

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**XIV. EMPLOYMENT HISTORY**

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APPENDIX B

GROUP EXERCISES
GROUP SESSION #1

1. Use exercise "Client Profile".
2. Instruct clients to fill out the exercise individually.
3. Have a group discussion sharing answers.
4. All members of the group should be encouraged to participate. This includes the co-leaders.

PURPOSE OF GROUP SESSION #1 Exercise #1

1. To focus on short-term goals.
2. To look at individual skills.
3. To look at self realistically.
4. To review what clients have done in the past and how this can be utilized in the present and future.
5. To help develop written skills.
6. To help improve verbal group interactional skills.

PURPOSE OF GROUP SESSION #1 Exercise #2

1. To focus on long-term goals.
2. To help plan ahead emphasizing that working and planning are on-going life processes.
3. To help develop written skills.
4. To help improve verbal group interactional skills.
Client Profile--Exercise #1

1. Name:

2. Age:

3. Previous Work History:
   A. Type of work--How long employed--Name of employer.
      1.
      2.
      3.
   B. Specific skills required for above (work with hands, head, memory, concentration, detail work, etc.)
      1.
      2.
      3.

4. Education:
   A. Grade completed:
   B. If dropped out of school, why?
   C. Academic handicaps such as poor reading and/or math skills:

5. What do you want out of a job (money, satisfaction in completing a task, working with hands, head, etc.)
   1.
   2.
   3.

6. Do you like working alone or with others? Why?
Client Profile--Exercise #2

If you could have any job, what would it be? What steps would you have to take to be prepared for this job?

Now

2 years from now

5 years from now
GROUP SESSION #2

1. Use exercise "Achievements".

2. Instruct clients to fill out the exercise individually.

3. Have a group discussion sharing answers.

4. All members of the group should be encouraged to participate. This includes the co-leaders.

PURPOSE OF GROUP SESSION #2

1. To focus on individual achievements.

2. To begin the exercise in a very non-threatening time period in order to move the client more comfortably into the here and now.

3. To focus on the clients part of his own destiny. To show him that he can make something happen in his own life. To show him that things are not always necessarily done to him.

4. To build self-esteem.

5. To help develop written skills.

6. To help improve verbal group interactional skills.

7. To stimulate recall of positive life events.
Achievements--Exercise #1

1. List three achievements. In the space that follows, write down the first achievement that comes to your mind before the age of 10 years. Put your age alongside that experience.

   1.
   2.
   3.

2. Now remember back to your teens. Write down that achievement and your age.

   1.

3. Now write down an achievement you have had during the past two or three years.

4. Now can you remember three more achievements? No need for ages this time.

   1.
   2.
   3.

5. Now go back over questions 1-4 and make a check by the three achievements that are the most important to you. Why?

   1.
   2.
   3.

6. Now write down the most important achievement of all and what you did to make it happen for you. (example: Reading, writing, speaking, playing, running, using tools, travel, relating to someone else, competition, studying skills, etc.).
GROUP SESSION #3

1. Use audio-visual tape "Interviews".

2. Use handout "The Interview" for the following group discussion. Another handout that is often helpful is "Negative Factors Which Lead to Rejection of an Applicant".

3. Sharing personal experiences of interviews by group members is often useful.

4. All members of the group should be encouraged to participate. This includes co-leaders.

PURPOSE OF GROUP SESSION #3

1. To focus on reality by preparing clients for actual job seeking and job placement.

2. The use of audio-visual tape as an alternate presentation format.

3. To teach through modeling of people on the film.

4. To build self-esteem through group discussion and feedback.

5. To reduce alienation and anxiety concerning the job seeking interview.
THE INTERVIEW--Exercise #1

An interview is a very complex situation, where neither party knows for sure what will be said or happen next. If you have a good idea of what you want to say about yourself, if you practice saying it and getting around possible obstacles raised by the interviewer, you are more likely to feel only reasonably anxious at your interviews instead of very anxious.

You should do most of your practicing with questions that are most likely to be asked. You'll find many of these questions below.

These interview questions are not in order of importance, and other questions could be asked on occasion.

1. Why do you want to work here?

2. How did you happen to come to us?

3. Why did you leave your last job? (Be sure you say nothing against your employer. If you had a personal difference, you could say "We agreed to disagree". If you were fired for incompetence, say, "We agreed I should do some other kind of work." Whatever you do say, make it truthful, and as much in your favor as possible. Wherever you can, turn it back to your skills.

4. How long have you been out of work?

5. How did you like working with your former employer?

6. Tell me about yourself? (Again focus on your favorable points. You might say, "I'd like to tell you about my dependable skills which you have begun to develop.")
7. What did you like least in your last job?

8. Tell me about the hardest job you ever did?

9. What do you do in your spare time? Last week?

10. Suppose you get hired. What do you see as your future here? (If you expect to stay, talk about opportunity to develop your skill, learn how to be more useful, do things that will earn promotions, make friends with some other employees.)

11. Tell me about your health?

12. What else do you think I should know about you? (Never say anything against yourself.)

13. What are some of your weaknesses? (You might say "I'm really not mechanical, but that won't affect my writing skills").

14. How much money do you expect?

Now there are some questions you should ask at interviews where you are being considered for a job.

1. A description of your duties and responsibilities, because that lets you know when you're doing what's expected. This also enables you to know when you are doing things right, and at that point you can ask for more responsibilities,

2. The name of the department you'll work in, the name of your immediate supervisor and the name of the department head; and write them down so you won't forget.

3. Regular working hours.
4. What kind of training you will be given.

5. Your starting salary.

In most medium-size companies, and all larger ones, there is a manual for employees which tells about Social Security, Federal Income Tax and other payroll deductions, as well as pension plans and the general rules and regulations of the organization. It often is called an "Employee Handbook", and you should ask for it. You should also ask for something that describes the activities of the organization or company, and become familiar with what generally goes on and the purposes of your organization and your department. This knowledge will be very useful when the time comes for you to seek a promotion--perhaps into another department.
NEGATIVE FACTORS WHICH LEAD TO REJECTION

OF AN APPLICANT—Exercise #2

1. Poor personal appearance.
2. Overbearing—overaggressive—conceited "superiority complex" and "know-it-all".
3. Inability to express himself clearly—poor voice, diction, grammar.
4. Lack of planning for career—no purpose and goal.
5. Lack of interest and enthusiasm—passive, indifferent.
7. Failure to participate in activities.
8. Overemphasis on money—interest only in best dollar offer.
9. Poor scholastic record—just got by.
10. Unwilling to start at the bottom—expects too much too soon.
12. Lack of tact.
13. Lack of maturity.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
22. Loafs during vacations--lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant--strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.

48. Asks no questions about the job.

49. High pressure type.

50. Indefinite response to questions.
GROUP SESSION #4

1. Guest speaker covering the areas of looking for a job, applications, interviews, and resumes.

2. All members of the group are encouraged to be present.

PURPOSE OF GROUP SESSION #4

1. To present an expert in the field of job marketing.

2. To present both the employee and the employers points of view.

3. To expose clients to an additional experience in the Vocational Counseling Program.

4. To focus on the special needs of the client in presenting himself in the most favorable light when job-seeking and working. (A question and answer period is provided for this at the end of the talk.)

5. To enhance listening skills.

6. To focus on reality.
GROUP SESSION #5

1. Use exercise "Employer-Employee Relationships".
2. Instruct clients to fill out the exercise individually.
3. Have a group discussion sharing answers.
4. All members of the group should be encouraged to participate. This includes the co-leaders.

PURPOSE OF GROUP SESSION #5

1. To help clients focus on both assets and liabilities concerning employability.
2. To stimulate self-appraisal.
3. To help clients expand awareness of other people around him. i.e. To get in touch with the employer's point of view.
4. To help the client see himself as other people might.
5. To broaden the clients perspective in so far as what is expected of him in a working job situation. When this is understood, the client can better do what is expected of him on the job as well reducing any potential friction because of misunderstandings.
6. To encourage the client to master his job and be promoted to a more responsible, more interesting and a higher paying job.
7. To enhance personal and working relationships with other employees.
If you were an employer, why would you hire you? What are your good (employable) points such as work habits, skills, relationships with others, following directions, etc. List as many as you can think of.

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

If you were an employer, why would you not hire you?

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

What can you do to improve on the above?

1.
2.
3.
4.
5.
6.
7.
GROUP SESSION #6

1. Use exercise "Communication Skills-Diads"

2. Instruct clients as explained in the exercise.

3. Have a group discussion as suggested in the exercise.

4. All members of the group should be encouraged to participate. At least one co-leader should monitor the groups.

PURPOSE OF GROUP SESSION #6

1. To demonstrate the communication process between two people and its relations to successful employment.

2. To demonstrate limitations of one-way communication.

3. To develop skills in giving and receiving oral messages.

4. To demonstrate the importance of feedback in effective communication.

5. To develop group interaction skills in the discussion period.

6. To develop listening and comprehension skills.

7. To develop skills in following instructions.

8. To develop more awareness of another's point of view.
**Communication Skills-Diads--Exercise #1**

Implementing Goals:

1. Divide into groups of two. One of the reasons for beginning with diads is that people are generally more comfortable in smaller groups and one-to-one interactions.

2. The instructions are that first one person tells the other person what he would like to do for a living and why. This interaction should last 3-5 minutes. The listener does not talk during this time. When the talker has finished, the listener then feeds back, in his own words, what the talker has said to him. The procedure is then reversed.

3. When both of the people in the diad have had a turn at being both talker and listener, the group then has a general discussion.

4. The general discussion focuses on:
   A. What did the client learn about his communication?
   B. What did the client learn about his listening?
   C. How did the client feel as the talker? As the listener?

5. Now talk about how important effective communication, i.e. talking and listening, is in relation to working.
GROUP SESSION #7

1. Use exercise "Communication Skills-Triads".

2. For the role-playing, use "The Interview" for the employer. For the observer/note-taker use "Job Interview Practice Feedback Checklist". For the Counselor's preview talk, use "Interviewing Problems-Leader's Reference Sheet".

3. Instruct the clients as explained in "Communication Skills-Triads".

4. Have a group discussion on their experience and reactions with positive emphasis on improvement in selected areas.

5. At least one co-leader should monitor the groups.

PURPOSE OF GROUP SESSION #7

1. To help focus on reality by rehearsing job interviews.

2. To enhance problem solving in the larger group interaction.

3. To demonstrate the communication process and its relation to successful job placement.

4. To demonstrate the importance of feedback in effective communication.

5. To increase skill in following oral instructions.

6. To develop group interaction skills.

7. To develop awareness of another's point of view.

8. To develop talking, listening, and comprehension skills.
Interviewing Exercise (10-15 minutes):

Divide the group into triads (group of 3). One person in each group is to be the interviewer, the interviewee, and the observer/ note taker. The interviewer is to get as much background information from the interviewee as he can. The observer /note-taker is to give feedback using the checklist provided for this purpose. (After the interview.)

Before the triads begin, the co-leaders will briefly talk about eye-contact, body language, voice melody, and active listening. (Use "Interviewing Problems--Leader's Reference Sheet" of "The Interview.")

After the interview, each of the group members will give feedback to the others in the triad. Then the roles are switched. When each group has finished and each member has played each role, the whole group rejoins together for a group discussion. This consists primarily of general impressions and reactions.

or

Go over any questions that may have come up in the triads that people had trouble answering. Try and find out why they had trouble and get the group involved in figuring out ways to handle the problem.
THE INTERVIEW

An interview is a very complex situation, where neither party knows for sure what will be said or happen next. If you have a good idea of what you want to say about yourself, if you practice saying it and getting around possible obstacles raised by the interviewer, you are more likely to feel only reasonably anxious at your interviews instead of very anxious.

You should do most of your practicing with questions that are most likely to be asked. You'll find many of these questions below.

A. These interview questions are not in order of importance, and other questions could be asked on occasion.

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3. Why did you leave your last job? (Be sure you say nothing against your employer. If you had a personal difference, you should say "We agreed to disagree". If you were fired for incompetence, say, "We agreed I should find some other kind of work." Whatever you do say, make it truthful, and as much in your favor as possible. Wherever you can, turn it back on your skills.)
4. How long have you been out of work?
5. How did you like working with your former employer?
6. Tell me about yourself. (Again focus on your favorable points. You might say, "I'd like to tell you about my
dependable skills which I have begun to develop.

7. What did you like least in your last job?

8. Tell me about the hardest job you ever did?

9. What do you do in your spare time? Last week?

10. Suppose you get hired. What do you see as your future here?

(If you expect to stay, talk about opportunity to develop your skill, learn how to be more useful, do things that will earn promotions, make friends with some other employees.)

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Write them down so you won't forget them.

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Real Problem:

The real problem is the one the interviewer faces each time he talks with a prospective employee. Should he hire or shouldn't he hire. The ultimate decision is almost always largely subjective. The interviewer can't be sure he made the right choice until after the fact. For this reason it's important to understand how the interviewer is responding to you. It is, in general, a gut reaction based on four things:

1. Eye contact
2. Body language
3. Voice melody
4. Active listening

These four things operate simultaneously. What the end result is, is that the interviewer gets a feeling as to whether or not he "likes" you. If he doesn't-forget the job. Since almost everyone being interviewed for a given job has the basic education/experience necessary to qualify, the one who gets hired is the one the interviewer liked best.

Eye Contact:

This is very important in our culture. If you don't look someone in the eye, you create a negative response in them. We are the only society in which this is true. Eye contact is basic communication in our society. You communicate "good vibes" with your eyes. If you sit
there giving off good vibes with your eyes, the interviewer will respond more positively.

With effective communication you are able to control the interview to some degree. You are responsible for your interview and not the interviewer.

Body Language:

Use what is available to you to communicate. When you're uptight, you clench your hands, sit rigidly, sit in a fixed way. We have not learned to use our bodies to communicate in our culture. Often our months say one thing while our bodies say another. When you are putting your time up for sale in the interview, you must come across as feeling and exhibiting interest and enthusiasm. Body language isn't something you always respond to on a conscious level, but you always respond to it. You get a feeling and the feeling makes the difference. Your neck is affected when tense and therefore your vocal cords are affected too.

Voice Melody:

When you're nervous, your voice pitch goes up. Your voice betrays concern. You must learn to deal with your voice melody. We are more concerned with word content than the sound of words. Often our voices say something totally different from the words we're using. You must learn to listen to your voice. You should repeat over and over, what you will say at a crucial point in an interview so that it
is said with no emotion, with "flat tone". This is particularly true of the handicapped. If they can answer personal questions about health and general well being in a matter of fact, disinterested voice, there can't be any question about how they feel about their functioning.

**Active Listening:**

One thing to remember is that all of us like to talk. Everyone who likes to talk loves to have someone listen to them. Interviewers are no exception to this. You can be far more effective with an interviewer by listening than by opening your mouth and putting your foot in it. You can get the interviewer talking so that he/she talks himself into hiring you.

Interviewers like to talk to people who appear to enjoy the interviewing process. Some ways to show active listening are to nod, lean forward in your seat.
JOB INTERVIEW PRACTICE FEEDBACK CHECKLIST

A. GENERAL-ATTITUDE AND BEHAVIOR

Good Adequate Needs Improvement

1. Appears relaxed
2. Maintains good eye contact
3. Appropriate posture
4. Voice level and projection
5. Takes initiative in giving information
6. Communicates interest and enthusiasm
7. Avoids negative self-reference
8. Organizes presentation (clear, logical, important points)
9. Gives relevant information

Comments:

B. GOALS

1. Clearly specifies goals
2. Demonstrates sound career planning (self knowledge, decision making)
3. Describes realistic goals
4. Related goals to current position and organization

Comments:
D. EXPERIENCE

1. Organizes and outlines experience
2. Selects relevant information
3. Discusses specific tasks and skills
4. Relates previous experience as preparation for current position

Comments:

E. SKILLS

1. Describes specific skills
2. Uses examples to support statements
3. Indicates how skills are relevant to current job

Comments:

F. QUESTIONS/CONCLUSION OF INTERVIEW

1. Answers communicate interest and knowledge of job organization
2. Answers elicit useful information
3. Takes opportunity to summarize
GROUP SESSION #8

1. Guest speaker covering the area of financial assistance, on-job training, and education.

2. All members of the group are encouraged to be present.

PURPOSE OF GROUP SESSION #8

1. To develop awareness of viable options and alternatives concerning career planning.

2. To encourage clients to increase their skills and education leading to better job possibilities.

3. To develop better listening and comprehension skills.

4. To present an expert in the field.

5. To help focus on special needs of individual clients.

6. To focus on reality.
GROUP SESSION #9


2. The co-leaders are to talk about the importance of each of the above areas.

3. Instruct the clients to fill out the application form.

4. Hold a group discussion, exchanging ideas and identifying areas of concern.

PURPOSE OF GROUP SESSION #9

1. To help the client focus on his assets in a work seeking situation.

2. To help the client learn by doing.

3. To build self-esteem through feedback and support during the group interaction.

4. To help build individual self-confidence by knowing what to do ahead of time. This in turn makes the process less threatening.

5. To help develop written skills.

6. To improve group interaction skills.
Tools are supposed to make work easier. An excellent tool when looking for a job is a Job Power Report.

Your Job Power Report, done right and used right, keeps you from forgetting anything of importance at a job interview. It influences employers to ask questions that help you put your best foot forward. It saves you lots of time when answering advertisements. It enables practicing what to say at job interviews. This can make you much less nervous. It helps get interviews without turn downs.

One of the most important things the Job Power Report does is help overcome the attitudes of older persons who believe that because young job seekers have no experience, they have virtually nothing to offer an employer.

Things needed to prepare your Job Power Report are:

1. A list of your strongest skills.
2. Experiences that demonstrate your effectiveness in different activities.
3. A list of your education, training, work experiences plus social and family activities that could give evidence of any of your skills or talents.

The following steps will help you prepare your Job Power Report.

1. Write "Job Power Report of..." on the left near the top of a sheet of paper about 5.5x8.5 inches. On the right put your name, address and phone number.
2. Above the middle of the page write down the skills you have
proved, and the activities with which they are related. Be sure you put first either those attitudes and activities that you feel sure will give a favorable impression, or especially strong skills that you don't ever want to be overlooked. (You will see in the examples how this is done.)

3. In a second paragraph, summarize—in as few words as possible—those experiences that demonstrate the skills given in your first paragraph.

4. If these two paragraphs total more than 200 words or less than 90 words, edit them (or get help in doing that) so that your Job Power Report can be read by an interviewer in 45-90 seconds.

5. Your "Personal" section can also include your work history if there is any. Include your age, your schooling and class standing if these will be helpful (otherwise leave them out.), your height and weight. When you do include a work history, keep it very brief.

The facts about yourself may require you to modify some of these steps, but for the great majority of young people, these five steps will result in an effective Job Power Report.
EXAMPLES OF JOB POWER REPORTS

JOB POWER REPORT OF ................................. Janis B. Ronay
214 North Street
Atlanta, GA 19620
Tel: 123-4566

Skills I
Can Offer: Perservance and reliability, quick learning ability, cool in emergencies, good memory, good spelling, keeps things in order, good listener and follower of instructions, leadership, competitive, persuasive, good finger-skills. These are beginning skills.

PROOF: Elected President of Y-Teens (YWCA) on basis of ability and example: also elected President of Glee Club; organized their many events and activities...Sold jewelry through fashion parties...In top academic group of my class...Selected to be in both the Atlanta Chorus and the State Chorus...Makes clothes for myself and for others who pay me for it.

Personal: Age 16, 5'3". 126 lbs.

JOB POWER REPORT OF ................................. Jeannie Gibbs
193-17 56 Avenue
Lindenhurst, N.Y. 19116
Tel: 461-1191

Artist, exhibitor, prizewinner, Careful young artist with portfolio of fashion, people, animals. More than five years of training have developed talent shown since early childhood. Top student in art class. Studied techniques of commercial artists and fashion designers. More than twenty of my pictures were used to decorate high school art rooms.

I also write well, and collaborated in writing a short story. But art is my life, and I continue to listen, observe and learn. My age is seventeen.

Would you like to see my portfolio and ask me some questions?

NOTE: This material is copyrighted.
Skills I
Possess: Communicate well, several handskills. (cars, bricklaying, carpentry, cement/plastering, farm machinery, etc.), good with people of all ages, leadership, start and finish things on my own as well as with a team, very observant, good memory, like being outdoors and traveling. Very persuasive.

Evidence: Elected president of two student bodies; repaired and refinished houses, added rooms, sold my services; fixed, sold and made a profit on two old cars; employed as motorcycle mechanic; managed a small firm with two helpers; I know that's a lot to believe about a young man of 18, but you can ask me questions about it.

Personal: 6'2", excellent health, some college.
RESUME OUTLINE--Exercise 2

Type in neat easy-to-read format on no more than two pages (preferably one.) Carry additional copies at all times during the job search.

Name
Address
Telephone

CAREER OBJECTIVE

Capsulize goals and type of job wanted.

EDUCATIONAL BACKGROUND

In reverse chronological order list name of university; dates attended/or date of graduation; degrees received; major and minor fields (or area of special emphasis.) List significant information about related courses. Include GPA if high.

HONORS AND AWARDS

Academic honors, (Dean's list, honor societies,) special awards of any kind.

EXPERIENCE

Use reverse chronological order. List dates as, e.g., June, 1968 - July, 1969 or 6/68 - 7/69

List position, name of company and location (city and state only) description of duties, tasks performed, responsibilities etc. This section may discuss your full and part-time work experience, summer jobs, volunteer experiences, extended research/study projects, graduate assistantships, field experiences and internships. Indicate here the percentage of college earned (if significant).
MILITARY EXPERIENCE

If you have had military experience, list branch of service, dates, rank at time of discharge (if significant), and areas of responsibility (if related).

ACTIVITIES AND INTERESTS

Include only if related to career objective or of an unusual nature.

OTHER BACKGROUND INFORMATION

If you have other assets, skills or experiences significant to your career objective, which are not easily organized or included under another heading, you may want to include them here. Anything personal that is related may be added in this section.

PERSONAL DATA

Date of Birth
Marital Status
Citizenship

REFERENCES

It is not necessary to list references on your resume. Simple state that references are available upon request. Be sure to request permission before using anyone as a reference.
PROFESSIONAL OBJECTIVE

Position utilizing administrative, interpersonal, and research skills.

SUMMARY OF SKILLS

Administrative
- Designed and implemented disbursement and evaluation program for compensatory education project.
- Co-authored grant proposal.
- Maintained liaison between volunteers and University Administration.
- Directed registration program, and coordinated staff at registration.
- As student senator, initiated Earth Day activities, and helped generate faculty evaluation program.

Interpersonal
- Planned discussion sections, provided office hours, co-wrote and graded examinations for undergraduate courses in developmental psychology and statistics.

Research
- Designed and conducted study investigating memory in four-year-olds.
- Studied mathematical structure underlying Piagetian developmental theory.
- Analyzed and categorized data for cognitive anthropologist and industrial psychologist.

EDUCATION

M.A., August, 1974, Developmental Psychology, University of California, Los Angeles, California. California State Graduate Fellow, National Science Foundation Honorable Mention.

B.A., 1972, Psychology, University of California, Irvine. Summa Cum Laude, Outstanding Scholar, Horor Scholar.

EXPERIENCE

Teaching Assistant and Reader, Psychology Department, University of California, Los Angeles. January-July, 1974.

Administrative Assistant, Psychology Department, California State University, Fullerton. February-June, 1973.


Research Assistant, Departments of German and Russian, University of California, Irvine. October, 1970-June, 1971.

References will be furnished on request.
CAREER OBJECTIVE
A position in the field of social services utilizing interpersonal and organizational skills.

EDUCATIONAL BACKGROUND
University of California, Los Angeles - B.A. Sociology, June 1974, GPA 3.4
Additional course work has included: Developmental Psychology, Abnormal Psychology, Personality Theory, Behavior Modification, Psychology of Women, and a comprehensive course in Economics of poverty and ecological problems.

HONORS AND AWARDS
Graduated with Honors, Dean's List, UCLA School of Letters and Science Honors Program, AWARE Scholarship.

EXPERIENCE SUMMARY
PRIVATE TUTOR
Randall Scott 12/72 to Present
Santa Monica, California
Tutored five children in English, math., science, history and reading.
Supervised children's activities, providing guidance and personal support.

ASSISTANT LEGAL ANALYST
Ehrmann, Sengaki and Greene 6/71 to 3/72
Los Angeles, California
Trained and supervised six clerks in computer input procedures. Organized and categorized documents and reported activities in reports to supervising attorney. Analyzed, compared and updated documents for anti-trust cases.

GROUP WORKER
V.A. Hospital 1/70 to 5/71
Brentwood, California
Facilitator for non-verbal group therapy with admitted alcoholics. Developed methods to promote awareness of emotions and social interaction.

OTHER BACKGROUND INFORMATION
Board Member of the American Jr. Red Cross
Co-director of Church Youth Group

REFERENCES
Will be furnished upon request
(SUGGESTIONS FOR COVER LETTER)

Box 137
Hedrick Hall
University of California
Los Angeles, California 90024
November 16, 1970

Mr. George McCormick
Director of Personnel
American Manufacturing Company
124 South Third Street
San Francisco, California 95020

Dear Mr. McCormick:

Opening Paragraph: State the reason for your letter (including the type or job title of the position you are seeking, if possible), and mention how you became aware of the position and/or organization (could range from having read about a project of the organization in a trade magazine to having been referred to them by the UCLA Placement Center).

Middle Paragraph(s): Refer to the enclosed resume (or application form), and, if feasible, refer to (and possibly amplify) any facts within it that you particularly want the employer to notice (an item that would be an especially good sales point for you vis-a-vis the position and organization).

Closing Paragraph: Request an interview appointment! Ask that he contact you to set a mutually convenient time or suggest that you will call him soon ("Thursday," "next week," or "this week," etc.) to set up an appointment. Be positive in your attitude, expect an appointment.

Sincerely,

George M. Smith

Enclosure
SKILLS:

- ANALYTICAL
- ARTISTIC - CREATIVE
- COMMUNICATIONS - RESEARCH, SPEAK, WRITE
  ANALYZE, SYNTHESIZE
- COORDINATING - CONSULTING
- DECISION - MAKING SKILLS
- DEXTERITY SKILLS
- FOREIGN LANGUAGE SKILLS
- IMPLEMENTING
- INTER PERSONAL
- JUDGMENTAL SKILLS
- MANAGERIAL SKILLS
- MANUAL SKILLS
- MECHANICAL SKILLS
- MUSICAL SKILLS
- OFFICE SKILLS
- ORGANIZATIONAL
- PROBLEM-SOLVING SKILLS
- RESEARCH
- SOCIAL SKILLS - (POISE DIPLOMACY, TACT,
  SENSITIVITY UNDERSTANDING, ADAPTABILITY
- SUPERVISORY SKILLS
- SYNTHESIZING
- TRAINING
### ACTION VERBS FOR USE IN RESUME

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<th>Achieved</th>
<th>Expanded</th>
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<td>Developed</td>
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<td>Evaluated</td>
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<td>Executed</td>
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# Application for Employment

**Personal Information**

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<tr>
<td>Address</td>
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<tr>
<td>Address Information</td>
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<tr>
<td>Position Desired</td>
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<tr>
<td>Date of Birth</td>
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<tr>
<td>Occupation</td>
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<td>Date Employed</td>
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<tr>
<td>Position Desired</td>
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<td>Date of Birth</td>
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<td>Occupation</td>
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<td>Date Employed</td>
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**Education**

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<td>College</td>
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<tr>
<td>Other</td>
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<td>Scholarships</td>
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<td>Participation in School Activities</td>
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<tr>
<td>High School</td>
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<td>College</td>
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**Selective Service Classification**

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**Health**

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<td>Describe On Backs</td>
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<tr>
<td>Ever Been Treated</td>
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<tr>
<td>Explain On Backs</td>
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<tr>
<td>Any Major Illness</td>
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</tr>
<tr>
<td>Explain On Backs</td>
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<tr>
<td>Any Major Illness</td>
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<tr>
<td>Explain On Backs</td>
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**Financial Comments**

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<td>Open Or Paid Up Accounts</td>
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<td>Branch Address</td>
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<td>Describe</td>
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<td>Account Balance</td>
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<tr>
<td>EMPLOYMENT HISTORY</td>
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<tr>
<td>NAME</td>
<td>PHONE</td>
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<tr>
<td>COMPANY 1 (PREVIOUS)</td>
<td>ADDRESS</td>
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<tr>
<td>COMPANY 2 (PREVIOUS)</td>
<td>ADDRESS</td>
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<tr>
<td>COMPANY 3 (PREVIOUS)</td>
<td>ADDRESS</td>
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<tr>
<th>COMMENTS</th>
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<tr>
<td>I HAVE EVER BEEN BANKRUPT?</td>
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</table>

**I CERTIFY THAT THE ANSWERS SET FORTH ABOVE IN MY APPLICATION FOR EMPLOYMENT ARE TRUE AND COMPLETE AND THAT IF EMPLOYED ANY FALSE STATEMENTS ON THIS APPLICATION SHALL BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL.**

**SIGNED**

<table>
<thead>
<tr>
<th>NEW EMPLOYEE</th>
<th>DATE</th>
<th>INTERVIEWED BY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
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</table>

**OFFICE USE ONLY**
GROUP SESSION #10

1. Use handout "Group Session Review".

2. Have an open, general discussion focusing on the material presented in the previous nine sessions.

3. All members of the group should be encouraged to participate.

4. If there is time, the discussion may also focus on psychological aspects of work.

5. Clients use the last 10 min. to give written comments as per instructions at bottom of the review.

PURPOSE OF GROUP SESSION #10

1. To encourage group interaction communication.

2. To stimulate recall.

3. To review the material covered during the nine previous sessions.

4. To introduce the second phase of the program which is individual vocational counseling.

5. To share feelings concerning work, the program, etc.
Group Session Review--Exercise #1

1. Group Session #1
   A. Discussed short and long term goals.
   B. Reviewed individual skills.
   C. Discussed individual needs.

2. Group Session #2
   A. Looked at individual achievements from past to present.
   B. Discussed what you did to make them happen.

3. Group Session #3
   A. Saw a tape on looking for jobs and job interviews.
   B. Talked about some problem questions in interviews and negative factors leading to rejection.

4. Group Session #4
   A. Had a guest speaker talk about how to look for jobs, fill out applications, etc.

5. Group Session #5
   A. Talked about why someone would or would not hire you.

6. Group Session #6
   A. Did a talker/listener communication exercise (two people).
   B. Fed back to the other person what we thought they were saying.

7. Group Session #7
   A. Did an employer/employee/observer communication exercise (3 people).
   B. Fed back to other people in group using a program checklist.

8. Group Session #8
   A. Used guest speaker on financial aid in Educational
Opportunities, etc.

9. Group Session #9
   A. Discussed Application Form, Job Power Report and Resume.

10. Group Session #10
    A. Reviewed and discussed previous sessions.
    B. Explained content of future individual training sessions.

NOTE: Please place a check by the sessions that were the most beneficial to you. You may use the back of this sheet for any comments. Suggestions for improvement of the Vocational Program are welcome!
APPENDIX C

INDIVIDUAL EXERCISES: PACKET #1
INDIVIDUAL SESSION #1 - PACKET #1

Focusing on Individual Potential

INDIVIDUAL SESSION #1

1. Use exercise "Client Profile".
2. Instruct the client to fill out the exercise.
3. Discuss the answers with the client. Go into detail.
   Have the client describe exactly what he did in each position.

PURPOSE OF INDIVIDUAL SESSION #1

1. To focus on past work history.
2. To focus on specific skills needed to perform the above work history jobs.
3. To explore client's attitude about and potential for additional training and/or education.
4. To discuss the client needs in a job situation.
Client Profile--Exercise #1

1. Name: 

2. Age: 

3. Previous Work History:
   A. Type of work—How long employed; Name of employer.
   B. Specific skills required for the above (ex. work with hands, head, memory, concentration, detail work, etc.)

4. Education:
   A. Grade completed:
   B. Reason for not completing (if it applies):
   C. Academic handicaps such as poor reading and/or math skills.

5. What do you want out of a job (money, satisfaction in completing a task, working with hands, head, etc.)

6. Do you like working alone or with others—why?
INDIVIDUAL SESSION #2 - PACKET #1

Focusing on Individual Potential

INDIVIDUAL SESSION #2

1. Use exercise "Assess Yourself-an Exercise in Perceiving Yourself Clearly".
2. Instruct the client to read the directions carefully and then fill out the exercise.
3. Discuss the answers with the client. Make a note of discrepancies in the three columns-discuss these. If you find an unhealthy pattern, talk to the client's psychological counselor as an area for possible help.
4. Focus on the positive aspects of the client's responses.

PURPOSE OF INDIVIDUAL SESSION #2

1. To focus on personal worth and its relationship to achievement orientation.
2. To help the client see the other person's point of view (i.e., to broaden his understanding in the field of human relations).
3. To focus on the client's abilities that are important in real world situations.
Sequence 1

ASSESS YOURSELF
AN EXERCISE IN PERCEIVING YOURSELF CLEARLY

How you see yourself and how you believe others see you can greatly affect your own vision of personal worth and achievement.

Rate yourself: E (excellent); G (good); A (average); W (weak).

Then rate yourself as you think others see you; if you are not working, you might want to use the "boss" column by actually asking your family to rate you as they see you.

<table>
<thead>
<tr>
<th></th>
<th>How I See ME</th>
<th>How I Think Boss Sees ME</th>
<th>How I Think Family Sees ME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMPACT</strong></td>
<td>(Ability to create a good first impression.)</td>
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<tr>
<td><strong>ENERGY</strong></td>
<td>(Ability to maintain brisk, continuous activity.)</td>
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<tr>
<td><strong>GOAL EFFECTIVENESS</strong></td>
<td>(Ability to make persuasive, clear presentation of ideas or facts.)</td>
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<tr>
<td><strong>PERCEPTION</strong></td>
<td>(Ability to detect essentials from confused human situation or voluminous written data.)</td>
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<tr>
<td><strong>WRITTEN COMMUNICATION SKILL</strong></td>
<td>(Ability to express ideas clearly, effectively.)</td>
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<tr>
<td><strong>CREATIVITY</strong></td>
<td>(Ability to come up with imaginative solutions and new ideas or approaches.)</td>
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<tr>
<td><strong>WORK STANDARDS</strong></td>
<td>(Basic desire to do a top-notch job.)</td>
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<tr>
<td><strong>LISTENING SKILL</strong></td>
<td>(Ability to give others the floor and pick out essentials from oral communication.)</td>
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<tr>
<td><strong>SENSITIVITY</strong></td>
<td>(Ability to recognize sensitive areas of others and respond to their needs.)</td>
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<tr>
<td><strong>FLEXIBILITY</strong></td>
<td>(Ability to modify behavioral style and management approach to reach a goal.)</td>
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<tr>
<td><strong>LEADERSHIP</strong></td>
<td>(Ability to attract a following and bring together a group to accomplish a task.)</td>
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### SALESMAIHSHIP.
(Ability to organize and present material in persuasive manner to fit the group at hand.)

### JUDGMENT
(Ability to reach logical conclusions.)

### RISK TAKING
(Ability to take risk without undue guilt, fear.)

### INDEPENDENCE
(Ability to act on own convictions instead of action to please others.)

### PLANNING AND ORGANIZATION
(Tendency to think and plan ahead.)

### USE OF DELEGATION
(Ability to effectively use subordinates.)

### MANAGEMENT CONTROL
(Appreciation of need and responsibility for control.)

### STRESS TOLERANCE
(Ability to work under stress.)

### RESILIENCE
(Ability to bounce back after disappointment.)

<table>
<thead>
<tr>
<th>How I See ME</th>
<th>How I Think Boss Sees ME</th>
<th>How I Think Family Sees ME</th>
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</table>

Now go back and select the ten characteristics that both you and others see as your best (those marked E or G in two or more columns). Once you have selected these ten, go back and select the five out of these ten that you feel are your strongest traits.

**TEN STRONGEST CHARACTERISTICS**

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

**FIVE I FEEL ARE STRONGEST**

1. 
2. 
3. 
4. 
5. 

You may have other traits, not listed here, you feel are more pertinent. If so, list them:

Note—This is copyrighted material.
INDIVIDUAL SESSION #3 - PACKET #1

INDIVIDUAL SESSION #3

1. Use exercise "Skill Checklist".

2. Instruct the client to read the directions carefully and then fill out the exercise.

3. Discuss the answers with the client. Note how many areas are not chosen, and which ones. Ask if there is an interest in areas not chosen. An in depth exploration should be made.

4. Use this checklist in conjunction with the D.O.T. (Dictionary of Occupational Titles) and/or the Occupational Outlook Handbook to prepare a list of possible job areas. Discuss these findings or other ideas at the next meeting with the client.

PURPOSE OF INDIVIDUAL SESSION #3

1. To focus on individual skills.

2. To help the client associate his existing skills with marketable skills.

3. To build self-esteem through focusing on the positive aspects of the client's already existing skills. If these are minimal, to focus on areas in which to build new skills.

4. To generalize existing skills to possible real world work situations.
SKILL CHECKLIST--Exercise #1

We all have a lot of skills, but we often do not think of them in terms of "marketable" skills. This checklist is made up of D.O.T. (Directory of Occupational Titles) traits that most people have and which are readily identifiable to those who know us.

Select as many of these areas as you feel you have skill in and list underneath the area the reason you feel you have some skill in it.

1. Persuading or influencing others

2. Intuition, ideas aesthetics

3. Analyzing, systematizing, or research

4. Being of help or service to others

5. Food preparation and homemaking

6. Keeping records, calculating

7. Designing, shaping, coloring things

8. Directing others, managing

9. Building or fixing with your hands

10. Independent work, owning, collecting

11. Engineering, Biology, science

12. Teaching, reading, speaking, writing

13. Imagining, creating, inventing

14. Sports, outdoor activities, travel
15. Operating or inspecting.

16. Performing music, demonstrating, entertaining
INDIVIDUAL SESSION #4 - PACKET #1

Focusing on Individual Potential

INDIVIDUAL SESSION #4

1. Use exercise "Accomplishments".
2. Instruct the client to read the directions carefully and then fill out the exercise. Aid if necessary.
3. Discuss the answers with the client. Reinforce the positive. Find out why these accomplishments were satisfying for the client.
4. Discuss question #B with the client. His answer could be an indicator of his self-esteem or lack of it. Talk about this.

PURPOSE OF INDIVIDUAL SESSION #4

1. To focus on what the client can already do.
2. To explore as many facets of his potential in order to build on what already exists.
3. To help build self-esteem by reinforcing the positive aspects of the client's capabilities.
Accomplishments--Exercise #1

A. List your seven (7) most satisfying accomplishments.

If possible, these should have happened within the past five to ten years.

1.

2.

3.

4.

5.

6.

7.

B. Was this task easy or difficult for you? Why?
Focusing on Individual Potential

INDIVIDUAL SESSION #5

1. Use exercise "Families of Skills".
2. Return the client's exercise from session #4.
3. Instruct the client to use his list of seven accomplishments to fill out the "Families of Skills" exercise.
4. Discuss the answers with the client. See if his perception is different from the previous week. (i.e. has he expanded his ability to see himself).

PURPOSE OF INDIVIDUAL SESSION #5

1. To focus on groups of skills
2. To help the client recognize related areas and how this could generalize to the work area.
3. To explore other possible areas the client is interested in, and what the client must do to move in that direction.
FAMILIES OF SKILLS—Exercise #1

ANALYZING SELECTED SEGMENTS OF YOUR LIFE ACCORDING TO
PRE-DETERMINED FAMILIES OF SKILLS
(adapted from a technique invented by Vernon Reidno)

<table>
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<tr>
<th>THE FAMILY OF SKILLS</th>
<th>YOUR SEVEN MOST SATISFYING ACCOMPLISHMENTS</th>
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</table>

Did each satisfying accomplishment employ any in the following families of skills? If so, put a check (✓).

- Assembling, building, fixing, repairing operating tools or machinery, typing or filing, showing dexterity or speed.
- Writing, reading, copying, talking, debating, speaking, negotiation, teaching or training, public speaking, communication, publicity.
- Observing, inspecting, examining, determining, judging, evaluation, deciding, discretion.
- Researching, analyzing, organizing, systematizing, problem-solving, trouble shooting, reasoning.
- Imagining, inventing, creating, developing, designing, creatively inventing, being an idea person.
- Being kind, being of service, helping people, intervening, consulting, rendering services to.
- Showing courage, taking risks, initiating, organizing, leading, managing, directing others, controlling, coordinating.
- Counting, calculating, keeping financial records, figuring, doing accounting.
- Having endurance, persevering, demonstrating follow-through, producing, showing attention to details.
- Dealing creatively with colors, shapes, spaces, faces, painting, drawing, composing, doing handicrafts, art, shaping.
- Persuading, reconciling, selling, promoting, influencing others.
- Performing, acting, making people laugh, getting up before a group, playing music, demonstrating.
- Showing foresight, perceiving, planning, policy-making, balancing.
- Creating, planning or doing physical or outdoor activities, sports, traveling, camping, bowling.
- Making models, executing from blueprints or patterns, able to visualize in three dimensions.
- Others (Your own families, not included in the above.)

Note—This is copywrited material.
INDIVIDUAL SESSION #6 - PACKET #1

Focusing on Individual Potential

INDIVIDUAL SESSION #6

1. Use exercise "Now and Tomorrow".

2. Instruct the client to read the directions carefully and then fill out the exercise.

3. Discuss the answers with the client. Talk about possible on-job training and/or education if applicable. If not, focus on present skills and how they can be used for the future. Check out the client's reality perception at this point. Discuss this.

PURPOSE OF EXERCISE #6

1. To focus on the present as well as the future.

2. To help the client become aware that he can help himself toward what he wants.

3. To help the client develop possible options in the real work world.

4. To point out to the client that we can learn from the past, but that the rest of their lives will be spent in the future, and that they can plan for that in the present.
"This is the first day of the rest of your life...........

If you could have any job within reason, what would it be?

What could you do to make this happen?

Now

2 yrs. from now

5 yrs. from now
INDIVIDUAL SESSION #7 - PACKET #1

Focusing on Individual Potential

INDIVIDUAL SESSION #7

1. Use exercise "Control".
2. Instruct the client to read the directions carefully and then fill out the exercise.
3. Discuss the answers with the client. This is an exercise focusing on the reality of who has control of the individuals life. Help the client see what factors he can use to help himself.

PURPOSE OF SESSION #7

1. To focus on the client's management or mismanagement of his life and life goals.
2. To help the client understand that there are certain aspects of his life he can change and there are some he simply must accept.
3. Through discussion of the exercise, to encourage the client to see how he can actually begin to change his life if he so desires. Emphasis here should allude to column #1.
4. To facilitate focusing on areas which the client may need to work on with his psychological counselor.
CONTROL—Exercise #1

1. What are the things which make me unhappy? Write a detailed answer.

2. Now analyze what you have written in terms of #A and #B below.

   #A. Things that lie within the control of myself.

   1. Things which I could change through a change in the environment. (job, home, etc.)

   2. Things I could change through working on what's going on inside of me.

   #B. Things that lie within the control of others, or fate, or circumstances.
INDIVIDUAL SESSION #8 - PACKET #1

Focusing on Individual Potential

INDIVIDUAL SESSION #8

1. Use exercise "The Future".

2. Instruct the client to read the directions carefully and then fill out the exercise.

3. Discuss the answers with the client. Encourage detail in column #3.

PURPOSE OF INDIVIDUAL SESSION #8

1. To focus on accomplishments.

2. To help the client look at the future and his role in getting what he wants.

3. To focus on individual skills. (Column #3).

4. To help the client plan and organize his future.
The future. It sounds far away, mystical, and mysterious. But as someone said, "We ought to be interested in the future, for that is where we are going to spend the rest of our lives."

A. Exercise

Complete the following sentence: "Before I die, I want to........." (Things you would like to do before you die. Please be realistic.)

B. When you have finished, completed the above, complete the following. Be as specific as possible.

1. Things already accomplished.
2. Things yet to be accomplished. (Then number them in the order in which you would like to accomplish them.)
3. Steps needed in order to accomplish the things in column 2.
APPENDIX D

INDIVIDUAL EXERCISES: PACKET #2
INDIVIDUAL SESSION #9 - PACKET #2

Focusing on seeking, finding, and keeping a job

INDIVIDUAL SESSION #9

1. Use exercise "Application for Employment".

2. Discuss the importance of the application with the client. Stress the positive.

3. Instruct the client to read all directions carefully before filling in the blanks. Aid if necessary.

4. Discuss the client's answers when he has finished. Talk about problem areas and why. Help the client see how he might make the application more favorable for him. Encourage the client to carry a sample application with him to the job interview. Give him a copy of the one he completed.

PURPOSE OF SESSION #9

1. To learn by doing.

2. To help the client understand what the employer is looking for and why.

3. To help the client focus on his assets rather than his liabilities.
# Application for Employment

**Personal Information**

- **Name:** [Name]
- **Address:** [Address]
- **Telephone:** [Phone Number]
- **Social Security Number:** [SSN]
- **Previous Address:** [Previous Address]
- **Previous Employer:** [Employer]
- **Relationship:** [Relationship]
- **Emergency Contact:** [Name]

**Position Desired:**

- **Position:** [Position]
- **Salary:** [Salary]
- **Expected Monthly:** [Expected Monthly]
- **Have You Ever Previously Applied for a Position With Us?** [Yes/No]

**Education**

- **Last School Attended:** [School]
- **Dates Attended:** [Dates]
- **High School:** [High School]
- **College:** [College]
- **Other:** [Other]

**Scholarships:**

- [Scholarship]

**Employment**

- **Branch:** [Branch]
- **Date Entered:** [Date]
- **Date Discharged:** [Date]
- **Type of Discharge:** [Discharge]

**Health**

- **Any Physical Defects?** [Yes/No]
- **Any Major Illness or Accident in Last 5 Years?** [Yes/No]

**Financial Information**

- **Open or Paid Up Accounts:** [Accounts]
- **Describer:** [Describer]
- **Account or Loan:** [Account/Loan]
- **Present Balance:** [Balance]
- **Worn:** [Worn]
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COMMENTS

I CERTIFY THAT THE INFORMATION SET FORTH ABOVE IN MY APPLICATION FOR EMPLOYMENT ARE TRUE AND COMPLETE, AND THAT IF EMPLOYED ANY FALSE STATEMENTS ON THIS APPLICATION SHALL BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL.

INTERVIEWED BY

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INDIVIDUAL SESSION #10 - PACKET #2

Focusing on seeking, finding, and keeping a job

INDIVIDUAL SESSION #10

1. Use exercise "The Interview".

2. Discuss the introduction. Talk about anxiety and how to lower it by being somewhat prepared.

3. Discuss each of the interview questions in #A. Have the client answer each one orally and then discuss how to maximize the positive aspects of the client in answering the interview questions.

4. Discuss section B with the client. Talk about his part in the interview.

PURPOSE OF SESSION #10

1. To focus on reality by rehearsing the interview questions.

2. To help the client develop better oral and listening skills in relating to the employer during the interview.

3. To develop an increased awareness of the employer's point of view.
THE INTERVIEW--Exercise #2

An interview is a very complex situation, where neither party knows for sure what will be said or happen next. If you have a good idea of what you want to say about yourself, if you practice saying it and getting around possible obstacles raised by the interviewer, you are more likely to feel only reasonably anxious at your interviews instead of very anxious.

You should do most of your practicing with questions that are most likely to be asked. You'll find many of these questions below.

These interview questions are not in order of importance, and other questions could be asked on occasion.

1. Why do you want to work here?
2. How did you happen to come to us?
3. Why did you leave your last job? (Be sure you say nothing against your employer. If you had a personal difference, you should say "We agreed to disagree". If you were fired for incompetence, say, "We agreed I should find some other kind of work." Whatever you do say, make it truthful, and as much in your favor as possible. Wherever you can, turn it back on your skills.)
4. How long have you been out of work?
5. How did you like working with your former employer?
6. Tell me about yourself. (Again focus on your favorable points. You might say, "I'd like to tell you about my dependable skills which I have begun to develop.")
7. What did you like least in your last job?
8. Tell me about the hardest job you ever did?

9. What do you do in your spare time? Last week?

10. Suppose you get hired. What do you see as your future here? (If you expect to stay, talk about opportunity to develop your skill, learn how to be more useful, do things that will earn promotions, make friends with some other employees.)

11. Tell me about your health?

12. What else do you think I should know about you? (Never say anything against yourself.)

13. What are some of your weaknesses? (You might say "I'm really not mechanical, but that won't affect my writing skills.")

14. How much money do you expect?

Now there are some questions you should ask at interviews where you are being considered for a job.

1. A description of your duties and responsibilities, because that lets you know when you're doing what's expected. This also enables you to know when you are doing things right, and at that point you can ask for more responsibility.

2. The name of the department you'll work in, the name of your immediate supervisor, and the name of the department head. Write them down so you won't forget them.

3. Regular working hours.

4. What kind of training you will be given.

5. Your starting salary.
In most medium-size companies, and all larger ones, there is a manual for employees which tells about Social Security, Federal Income Tax and other payroll deductions, as well as pension plans and the general rules and regulations of the organization. It often is called an "Employee Handbook", and you should ask for it. You should also ask for something that describes the activities of the organization or company, and become familiar with what generally goes on and the purposes of your organization and your department. This knowledge will be very useful when the time comes for you to seek a promotion—perhaps into another department.
INDIVIDUAL SESSION #11 - PACKET #2

Focusing on seeking, finding, and keeping a job

INDIVIDUAL SESSION #11

1. Use exercise "Job Power Report" and "Examples of Job Power Reports".

2. Discuss the importance of the Job Power Report with the client. Stress the positive aspects of it in helping him to find employment.

3. Instruct the client to make his own report using the examples as reference points.

4. Discuss the client's report. Help him improve it wherever necessary. Give him a copy for himself to be used for job inquiries.

PURPOSE OF INDIVIDUAL SESSION #11

1. To learn by doing.

2. To give the client a useful tool for job seeking.

3. To build self-esteem by focusing on the client's positive points.
JOB POWER REPORT—Exercise #1

Tools are supposed to make work easier. An excellent tool when looking for a job is a Job Power Report.

Your Job Power Report, done right and used right, keeps you from forgetting anything of importance at a job interview. It influences employers to ask questions that help you put your best foot forward. It saves you lots of time when answering advertisements. It enables practicing what to say at job interviews. This can make you much less nervous. It helps get interviews without turn downs.

One of the most important things the Job Power Report does is help overcome the attitudes of older persons who believe that because young job seekers have no experience, they have virtually nothing to offer an employer.

Things needed to prepare your Job Power Report are:

1. A list of your strongest or motivated skills.
2. Experiences that demonstrate your effectiveness in different activities.
3. A list of your education, training, work experiences plus social and family activities that could give evidence of any of your skills or talents.

The following steps will help you prepare your Job Power Report.

1. Write "Job Power Report of..." on the left near the top of a sheet of paper about 5.5x8.5 inches. On the right put your name, address and phone number.
2. Above the middle of the page write down the skills you have proved, and the activities with which they are related. Be sure you put first either those attitudes and activities that you feel sure will give a favorable impression, or especially strong skills that you don't ever want to be overlooked. (You will see in the examples how this is done.)

3. In a second paragraph, summarize—in as few words as possible—those experiences that demonstrate the skills given in your first paragraph.

4. If these two paragraphs total more than 200 words or less than 90 words, edit them (or get help in doing that) so that your Job Power Report can be read by an interviewer in 45-90 seconds.

5. Your "Personal" section can also include your work history if there is any. Include your age, your schooling and class standing if these will be helpful (otherwise leave them out.), your height and weight. When you do include a work history, keep it very brief.

The facts about yourself may require you to modify some of these steps, but for the great majority of young people, these five steps will result in an effective Job Power Report.
EXAMPLES OF JOB POWER REPORTS

JOB POWER REPORT OF------------------------- Janis B. Ronay
214 North Street
Atlanta, GA 19620
Tel: 123-4566

Skills I Can Offer: Perserverance and reliability, quick learning ability, cool in emergencies, good memory, good spelling, keeps things in order, good listener and follower of instructions, leadership, competitive, persuasive, good finger-skills. These are beginning skills.

PROOF: Elected President of Y-Teens (YWCS) on basis of ability and example: also elected President of Glee Club; organized their many events and activities...Sold jewelry through fashion parties...In top academic group of my class...Selected to be in both the Atlanta Chorus and the State Chorus...Makes clothes for myself and for others who pay me for it.

Personal: Age 16, 5'3". 126 lbs.

JOB POWER REPORT OF------------------------- Jeannie Gibbs
193-17 56 Avenue
Lindenhurst, N.Y. 19116
Tel: 461-1191

Artist, exhibitor, prizewinner. Careful young artist with portfolio of fashion, people, animals. More than five years of training have developed talent shown since early childhood. Top student in art class. Studied techniques of commercial artists and fashion designers. More than twenty of my pictures were used to decorate high school art rooms.

I also write well, and collaborated in writing a short story. But art is my life, and I continue to listen, observe and learn. My age is seventeen.

Would you like to see my portfolio and ask me some questions?
JOB POWER REPORT OF ....................... Henry (Hank) J. Wilson
119 Fort McHenry Drive
Jamestown, VA  22613
Tel:  119-3168

Skills I Possess:
Communicate well, several handskills, (cars,
bricklaying, carpentry, cement/plastering,
farm machinery, etc.), good with people of
all ages, leadership, start and finish
things on my own as well as with a team,
very observant, good memory, like being
outdoors and traveling. Very persuasive.

Evidence:
Elected president of two student bodies;
repaired and refinished houses, added rooms,
sold my services; fixed, sold and made a
profit on two old cars; employed as motorcycle
mechanic; managed a small firm with tow helpers;
I know that's a lot to believe about a young
man of 18, but you can ask me questions about
it.

Personal:  6'2", excellent health, some college.
INDIVIDUAL SESSION #12 - PACKET #2

Focusing on seeking, finding, and keeping a job

INDIVIDUAL SESSION #12

1. Use exercise "Resume Outlines", sample resumes, cover letter example, "Skills", Action Verbs for Use in Resumes".

2. Instruct the client to study the material carefully. Then have him write a resume and cover letter.

3. Discuss the client's resume and cover letter with him. Help him improve it wherever necessary. Give him a copy for himself to be used for job inquiries.

PURPOSE OF INDIVIDUAL SESSION #12

1. To learn by doing.

2. To give the client a useful tool for job seeking.

3. To build self-esteem by focusing on the client's positive points.
RESUME OUTLINE--Exercise #1

Type in neat easy-to-read format on no more than two pages (preferably one.) Carry additional copies at all times during the job search.

Name
Address
Telephone

CAREER OBJECTIVE

Capitalize goals and type of job wanted.

EDUCATION

In reverse chronological order list name of university; dates attended/or date of graduation; degrees received; major and minor fields (or area of special emphasis.) List significant information about related courses. Include GPA if high.

HONORS AND AWARDS

Academic honors, (Dean's list, honor societies,) special awards of any kind.

EXPERIENCE

Use reverse chronological order. List dates as, e.g., June, 1968 - July, 1969 or 6/68 - 7/69

List position, name of company and location (city and state only) description of duties, tasks performed, responsibilities etc. This section may discuss your full and part-time work experience, summer jobs, volunteer experiences, extended research/study projects, graduate assistantships, field experiences and internships. Indicate here the percentage of college expenses earned. (if significant.)
MILITARY EXPERIENCE

If you have had military experience, list branch of service, dates, rank at time of discharge, (if significant) and areas of responsibility (if related.)

ACTIVITIES AND INTERESTS

Include only if related to career objective or of an unusual nature.

OTHER BACKGROUND INFORMATION

If you have other assets, skills or experiences significant to your career objective, which are not easily organized or included under another heading, you may want to include them here. Anything personal that is related may be added in this section.

PERSONAL DATA

Date of Birth
Marital Status
Citizenship

REFERENCES

It is not necessary to list references on your resume. Simply state that references are available upon request. Be sure to request permission before using anyone as a reference.
(Chronological Resume)

MARGA HUNT
1002 Montana Avenue
Santa Monica, California 90024
(213) 454-2287

CAREER OBJECTIVE
A position in the field of social services utilizing interpersonal and organizational skills.

EDUCATIONAL BACKGROUND
University of California, Los Angeles - B.A. Sociology, June 1974, GPA 3.4


Additional course work has included: Developmental Psychology, Abnormal Psychology, Personality Theory, Behavior Modification, Psychology of Women, and a comprehensive course in Economics of poverty and ecological problems.

HONORS AND ACHIEVEMENTS
Graduated with Honors, Dean's List, UCLA School of Letters and Science Honors Program, AWARE Scholarship.

EXPERIENCE SUMMARY
PRIVATE TUTOR
Randall Scott 12/72 to Present
Santa Monica, California
Tutored five children in English, math., science, history and reading.
Supervised children's activities, providing guidance and personal support.

ASSISTANT LEGAL ANALYST
Ehrmann, Senzaki and Greene 6/71 to 3/72
Los Angeles, California
Trained and supervised six clerks in computer input procedures. Organized and categorized documents and reported activities in reports to supervising attorney. Analyzed, compared and up-dated documents for anti-trust cases.

GROUP WORKER
V.A. Hospital 1/70 to 5/71
Brentwood, California
Facilitator for non-verbal group therapy with admitted alcoholics. Innovated methods to promote awareness of emotions and social interaction.

OTHER BACKGROUND INFORMATION
Board Member of the American Jr. Red Cross
Co-director of Church Youth Group

REFERENCES
Will be furnished upon request.
PROFESSIONAL OBJECTIVE
Position utilizing administrative, interpersonal, and research skills.

SUMMARY OF SKILLS
Administrative
- Designed and implemented disbursement and evaluation program for compensatory education project.
- Co-authored grant proposal.
- Maintained liaison between volunteers and University Administration.
- Directed registration program, and coordinated staff at registration.
- As student senator, initiated Earth Day activities, and helped generate faculty evaluation program.

Interpersonal
- Planned discussion sections, provided office hours, co-wrote and graded examinations for undergraduate courses in developmental psychology and statistics.

Research
- Designed and conducted study investigating memory in four-year-olds.
- Studied mathematical structure underlying Piagetian developmental theory.
- Analyzed and categorized data for cognitive anthropologist and industrial psychologist.

EDUCATION
M.A., August, 1974, Developmental Psychology, University of California, Los Angeles, California. California State Graduate Fellow, National Science Foundation Honorable Mention.

B.A., 1972, Psychology, University of California, Irvine. Summa Cum Laude, Outstanding Scholar, Horor Scholar.

EXPERIENCE
Teaching Assistant and Reader, Psychology Department, University of California, Los Angeles. January-July, 1974.

Administrative Assistant, Psychology Department, California State University, Fullerton. February-June, 1973.


Research Assistant, Departments of German and Russian, University of California, Irvine. October, 1970-June, 1971.

References will be furnished on request.
Exercise #2

Box 137
Hedrick Hall
University of California
Los Angeles, California 90024
November 16, 1970

Mr. George McCormick
Director Of Personnel
American Manufacturing Company
124 South Third Street
San Francisco, California 95020

Dear Mr. McCormick:

Opening Paragraph: State the reason for your letter (including the type or job title of the position you are seeking, if possible), and mention how you became aware of the position and/or organization (could range from having read about a project of the organization in a trade magazine to having been referred to them by the UCLA Placement Center).

Middle Paragraph(s): Refer to the enclosed resume (or application form), and, if feasible, refer to (and possibly amplify) any facts within in that you particularly want the employer to notice (an item that would be an especially good sales point for you vis-a-vis the position and organization).

Closing Paragraph: Request an interview appointment! Ask that he contact you to set a mutually convenient time or suggest that you will call him soon ("Thursday." "next week," or "this week," etc.) to set up an appointment. Be positive in your attitude, expect an appointment.

Sincerely,

George M. Smith

Enclosure
SKILLS:

- ANALYTICAL
- ARTISTIC - CREATIVE
- COMMUNICATIONS - RESEARCH, SPEAK, WRITE
  ANALYZE, SYNTHESIZE
- COORDINATING - CONSULTING
- DECISION - MAKING SKILLS
- DEXTERTITY SKILLS
- FOREIGN LANGUAGE SKILLS
- IMPLEMENTING
- INTER PERSONAL
- JUDGMENTAL SKILLS
- MANAGERIAL SKILLS
- MANUAL SKILLS
- MECHANICAL SKILLS
- MUSICAL SKILLS
- OFFICE SKILLS
- ORGANIZATIONAL
- PROBLEM-SOLVING SKILLS
- RESEARCH
- SOCIAL SKILLS - (POISE DIPLOMACY, TACT,
  SENSITIVITY UNDERSTANDING, ADAPTABILITY
- SUPERVISORY SKILLS
- SYNTHESIZING
- TRAINING
RESUME

Achieved  Expanded  Negotiated
Administered  Experienced  Operated
Analyzed  Operated  Originated
Arranged  Operated  Organized
Built  Operated  Overcame
Clarified  Generated  Performed
Conceived  Pioneered  Planned
Constructed  Planned  Prepared
Consulted  Prepared  Promoted
Controlled  Prepared  Provided
Converted  Improved  Researched
Coordinated  Improved  Provided
Correlated  Increased  Reduced
Created  Innovated  Reorganized
Delegated  Initiated  Reduced
Demonstrated  Installed  Simplified
Designed  Installed  Sparked
Detailed  Integrated  Solved
Developed  Invented  Succeeded
Devised  Justified  Tailored
Directed  Keynoted  Transformed
Discovered  Led  Trebled
Doubled  Managed  Unified
Earned  Managed  Verified
Effect  Maintained  Wrote
Engineered  Mediated  Wrote
Established  Motivated  Wrought
Evaluated  Motivated  Wrote