



The
**CAREER
WORKSHOP**

LDS
EMPLOYMENT
RESOURCE
SERVICES

The
CAREER
WORKSHOP
T E A C H E R ' S G U I D E

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Addendum to *The Career Workshop: Teacher's Guide*

The Career Workshop is designed to help participants develop the skills they need to be successful in their job search. The key to success in this program is to have participants practice the skills they are learning in “live” situations:

1. With peers in the workshop (a safe environment)
2. With friends, associates, and colleagues (a more challenging environment)
3. With people they do not know-cold calls (the ultimate challenge)

Most people feel comfortable in the first two environments but find the last one the most difficult. Ultimately, however, participants are most likely to find employment through interaction with people they don't know. If participants are not comfortable doing this, it will take them longer to achieve their goals. Practice of this nature will help participants overcome their anxiety.

As an instructor, it is your responsibility to help participants overcome their fears. Create an environment where they not only learn job search skills but also practice them. There are three activities in the *Participant's Workbook* that lend themselves to this type of practice:

- People to Contact for More Information (page 10)
- Interview for Information or Referrals (pages 28–30)
- Get Appointments for Interviews (pages 30–31)

In order to create “live” practice opportunities, incorporate the following activities in your workshop session:

- Have telephones available and encourage participants to make calls (cold calling) *during the workshop*.
- If telephones are not available, you may require that participants contact someone in their network (by telephone or face to face) before they can proceed with the next unit of the workshop. (Use this method only if you are sure it will not discourage participants from continuing with the workshop.)
- Have participants report on their experiences using the forms on pages 20–23 of the workbook.

Remember, the workshop is not meant to be a clinical event—participants should be challenged with opportunities to practice. Follow the 80–20 rule: participants should speak and practice 80 percent of the time. By incorporating this practice you will create the best opportunity for the participants to succeed.

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INTRODUCTION

“The good teacher can make all the difference in inspiring . . .
men and women to change their lives and fulfill their highest destiny.”

Harold B. Lee

The Teachings of Harold B. Lee

ed. Clyde J. Williams (1996), 461.

INTRODUCTION

WELCOME

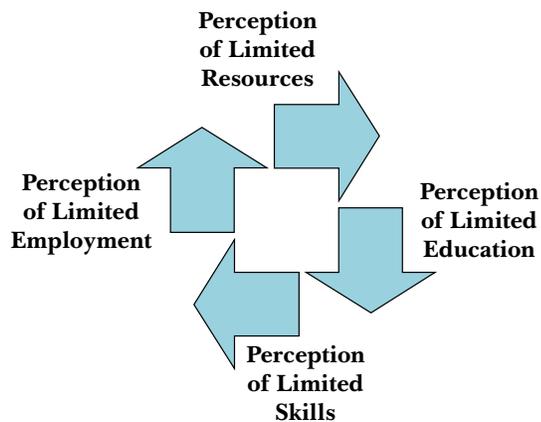
Congratulations on being given the opportunity to teach the Career Workshop. The skills and concepts you will teach in this workshop will help people improve their lives by finding employment, improving their businesses, or enrolling in school.

As you prepare for the workshop, please keep in mind that many participants may be experiencing the stress and discouragement that result from being unemployed or underemployed. In the Career Workshop, you will help them identify the talents and skills they have been blessed with and help them realize that they can achieve their career objectives. The Career Workshop should be a place of support and comfort. Help all participants gain confidence in themselves by giving them opportunities to practice their new skills with each other and in real situations.

THE CYCLE OF SELF-DEFEAT AND THE CYCLE OF SELF-RELIANCE

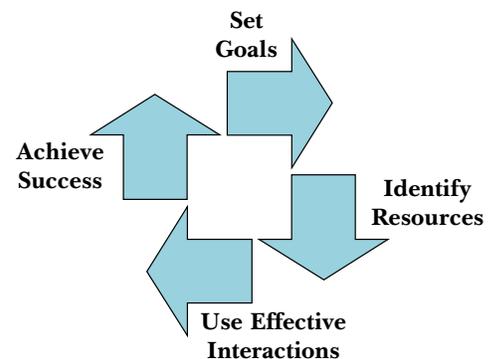
When people believe their resources or skills are limited, they have little hope that they can achieve their goals. This can create a self-defeating attitude, as shown in the illustration below. Everyone is blessed with gifts and talents that can help them achieve self-reliance. In the Career Workshop, you will help participants identify their skills and resources and develop new skills. This will enable them to break the cycle of self-defeat and begin the process of working toward self-reliance.

Cycle of Self-Defeat



Career Workshop

Cycle of Self-Reliance



THE PURPOSE OF THE CAREER WORKSHOP

The Career Workshop is designed to help people in the following circumstances:

- Unemployed
- Underemployed
- Underskilled
- Single head of household
- Returning missionary who needs career guidance
- Student making career choices
- Retired person who needs more income

The purpose of the Career Workshop is to prepare these people to find employment, enroll in school, get financial aid, or improve their own businesses.

NOTIFY PARTICIPANTS

Whenever possible, those who will be attending the Career Workshop should be notified to dress as if they were going to an interview. (Dress standards for interviews depend on the dress standards of the organization the participants would be interviewing with.) Participants should also be informed that they will be asked to bring a copy of their résumé or application to one of the workshop sessions. (A blank application form for photocopying is included in appendix C, pages 66–67, of the *Participant's Workbook*.)

NETWORKING AND NETWORK GROUPS

Many people have the misconception that technical training in a particular field is sufficient to gain employment in that field. In reality, job-search skills and the other concepts you will teach in the Career Workshop may be just as important as a person's job qualifications.

Unfortunately, the methods that most people use when searching for a job are inefficient and are slow to yield results, which leads to longer periods of unemployment. For example, a study done by J. Michael Farr in 2000 showed that only 14% of jobs are found through want ads. On the other hand, 36% of jobs are found through networking (see *Mike Farr's Online Get a Job Workshop*, www.jistworks.com/jstips.htm). Networking is explained on pages 20–21 of this manual.

As Farr explains in his book *The Very Quick Job Search*, most job openings are never advertised. Instead they are filled by people with whom the employer has had previous contact. Job seekers who use networking to make a favorable impression on potential employers—often long before there is an opening—have a distinct advantage over those who wait for a job to appear in the want ads.

Farr also points out that people in an organization can usually anticipate a future job opening before it becomes available. And especially in larger

companies, there is almost always a delay of days or even weeks between when the employer decides to start looking for someone to fill a position and when the job opening is posted. Networking allows job seekers to find out about and be considered for such positions before they are advertised and the competition becomes much greater.

Because networking is such a fruitful source of employment, the Career Workshop helps participants develop a network and improve their networking skills. In addition to the Career Workshop, you may also hold weekly support meetings, called network groups. In network groups, individuals with similar goals get together and share resources and experiences. Participants in network groups give each other hope and encouragement, additional skill development, and networking opportunities. Please contact your local employment resource center or stake or ward employment specialist for additional information on how to set up network groups.

THE FOUR UNITS OF THE CAREER WORKSHOP

The Career Workshop is taught in four units that correspond with the steps of the Career Self-Reliance Cycle:

1. **My Goals:** This unit helps participants set career goals and develop a plan to achieve those goals.
2. **My Resources:** This unit teaches participants how to identify and develop the resources they need to reach employment goals. It includes information on how to find job leads, educational and self-employment funding, and other community services.
3. **My Interaction with Resources:** This unit explains how to use and communicate with the resources participants have identified. It includes activities on how to make powerful impressions in interviews and in writing.
4. **My Continued Success:** This unit teaches participants how to follow up on their resources to maximize success. It includes exercises on how to negotiate, become a more valuable employee, and advance in their careers.

The Career Workshop is designed to be flexible. The 12 hours of material can be taught over several days or compressed into a one- or two-day event, depending on the needs and abilities of your group. However, if too much time passes between units, some participants may not take immediate action in applying what they learn. As a general rule, the entire workshop should not take longer than two weeks.

Below are some possible schedules for teaching the four units:

Schedule 1 (about 4 hours per day)

Day 1

My Goals

My Resources

Day 2

My Interaction with Resources (first 3–4 hours of the unit)

Day 3

My Interaction with Resources (last 2 hours of the unit)

My Continued Success

Schedule 2 (about 6 hours per day)

Day 1

My Goals

My Resources

My Interaction with Resources (first hour of the unit)

Day 2

My Interaction with Resources (last 4–5 hours of the unit)

My Continued Success

GUIDELINES FOR CONDUCTING THE CAREER WORKSHOP

Teaching adults for several hours requires skills you may not currently have. The guidelines in this section will help you develop the skills you need to conduct the Career Workshop effectively. In addition, please study Elder Dallin H. Oaks's talk about teaching the gospel (Conference Report, Oct. 1999, 100–104; or *Ensign*, Nov. 1999, 78–80) to review some of the general principles of successful teaching. The principles Elder Oaks identified are listed below:

1. Love God and those you teach.
2. Focus on the students' needs.
3. Teach from approved materials.
4. Prepare and present lessons effectively.
5. Teach by the Spirit.
6. Teach to help others.

Characteristics of Effective Workshops

There are several characteristics that effective workshops have in common; below are some of the most important. As you present the workshop, do all you can to:

- Create an environment in which participants feel like part of a team, with “every man seeking the interest of his neighbor, and doing all things with an eye single to the glory of God” (Doctrine and Covenants 82:19).
- Focus on the needs of the participants. The material in this manual will be most helpful if you adapt it to the needs and abilities of the participants. A group of professionals seeking to improve their employment does not need the same instruction as a group of recently returned missionaries who are just beginning their careers. You should also adapt your presentation based on the participants’ performance as they practice the skills you teach them.
- Provide sufficient practice time. The Career Workshop is activity-based. It is designed to help adults develop skills they can start using immediately. Remember that skills are developed primarily through action, not by listening to someone. Please do not present the material in the workshop as a lecture; this style does not allow participants to practice the skills they need. As the instructor, you should spend only about 20% of the workshop talking; participants should use the other 80% of the time practicing and evaluating each other’s effectiveness.
- Build confidence in the participants as they make positive changes in their temporal lives. The participants will be asked to contact employers, educational institutions, and community resources. They will be encouraged to set goals that will eventually change their temporal lives. The workshop environment should be a safe and accepting one, where everyone gives and accepts support and loving direction.
- Encourage immediate action. Many of the students will be unemployed. They need to apply the principles taught immediately, or their families may suffer. Tell participants exactly what they should do to succeed. Each participant should be contacting a minimum of 10 employers and other resources each week.
- Be energetic and enthusiastic. Your energy and enthusiasm can greatly influence the level of optimism in your participants. Assess your teaching style, and identify what you can do to bring energy into the workshop. Here are some examples:
 - Make use of games.
 - Use appropriate humor.

- Be yourself.
- Get participants up out of their chairs occasionally.
- Provide regular breaks.

Five Kinds of Instructional Activities

In order to ensure that participants retain the information and skills they learn, the Career Workshop includes the following kinds of instructional activities:

1. **Explanation.** Use this mode of instruction to introduce unfamiliar concepts and give directions for activities.
2. **Demonstration.** By demonstrating an activity or skill, you give participants an example to follow.
3. **Practice.** People usually remember what they do better than what they hear. Give participants many opportunities to practice their skills so they can use them in genuine situations. Practice also changes the pace of the workshop and helps participants feel involved. Remember that practice activities are most effective when they have been explained and demonstrated well.
4. **Verification.** While the participants are practicing, observe them closely to verify that they understand the activity and are improving their skills. Walk among the participants to offer suggestions and answer questions.
5. **Evaluation.** After a practice activity, it is important to evaluate practice exercises and the concepts you've presented. Ask participants to discuss why they think a particular concept or skill is valuable. This helps participants see for themselves how the workshop is helping them. It is also vital to discuss how a skill might be adapted in different situations.

All five of these activities are important; the amount of actual learning that takes place will diminish if you rely on only one or two. Even so, people learn and retain the most from practice, verification, and evaluation. This is why it is recommended that you spend no more than **20%** of the workshop talking and reserve the rest of the time for practice from the group.

EVALUATING YOUR SUCCESS

One way to know if you have been successful in your presentation of the Career Workshop is to ask yourself the following questions after teaching a unit:

My Goals

- Do all the participants have specific short-term goals and one long-term goal?
- What can I do to help an individual who has not yet set these goals?
- Are the participants committed to accomplishing their goals?
- What can I do to help an individual follow up on his or her goals?

My Resources

- Do the participants understand that there is an abundance of resources to contact?
- Do the participants have specific lists of resources to contact?
- What can I do to help an individual who does not have a list of resources to contact?

My Interaction with Resources

- Do the participants have several power statements?
- Do the participants have questions in mind for informational interviewing?
- Do the participants understand how to make a powerful first impression?
- What can I do to help an individual who does not have these skills?

My Continued Success

- Do the participants understand negotiation techniques?
- Do the participants understand how to advance in their employment?
- What can I do to help any individual who does not have these skills?

Even when you address all of these questions, however, and you feel that the workshop has been informative and spiritually uplifting, it is so far only a partial success. The Career Workshop is truly successful only after the participants find jobs, start school, obtain financial aid, or meet their career or self-employment goals. Please follow up with participants after the workshop, providing additional encouragement if necessary, until the participants achieve their goals.

USING THIS MANUAL

Each unit in this manual begins with a list of things to do to prepare for the unit, a unit outline, and a brief overview, followed by suggested activities and discussion points. You will find the unit outline repeated in the left column on each page of teaching suggestions. If you are a new or novice instructor, you will likely need to rely heavily on the detailed descriptions of the activities and discussions as you present the workshop. But as you become more familiar with the content of the lessons, you may be able to simply refer to the outline to remind yourself of the activities and discussion points. Advanced instructors may find it easiest to simply teach from the outlines at the beginning of each unit.

My GOALS

“The learning process is endless. We must read, we must observe, we must assimilate, and we must ponder that to which we expose our minds. I believe in the evolution of the mind, the heart, and the soul of humanity. I believe in improvement. I believe in growth. There is nothing quite as invigorating as being able to evaluate and then solve a difficult problem, to grapple with something that seems almost unsolvable and then find a resolution.”

Gordon B. Hinckley

Standing for Something (2000), 62

MY GOALS

OBJECTIVE

Participants will learn more about their own skills and abilities and practice communicating with others about those abilities. They will also prepare plans to improve their employment, enroll in school, or improve their business.

TIME

3–3 1/2 hours

PREPARATION FOR THIS UNIT

- Bring copies of *The Career Workshop: Participant's Workbook* (one for each participant; available from the local employment resource center or from Distribution Services [item number 35163]).
- Bring pencils (one for each participant).
- Bring the following posters and hang them in the room before the class starts: “Cycle of Self-Reliance” (1.1), “My Goals” (1.2), and occupational cluster posters (1.3–1.12); if participants are looking for new careers). These posters are available from Distribution Services (item number 36887).
- Bring a copy of the scriptures.
- Optional: Bring red and green flags (one of each for each participant).
- Prepare your own coat of arms to share with participants (see pages 6–7).
- Create a “Me in 30 Seconds” statement, based on the information on your coat of arms (see page 12).
- If participants are looking for new careers: Bring career outlook materials (if available from the local employment resource center; bring one copy for each participant).

WHAT PARTICIPANTS WILL TAKE AWAY FROM THIS UNIT

- A coat of arms
- A skills list
- Information about the outlook for their chosen career
- Immediate and five-year goals
- A list of current resources and resources needed
- Action plans

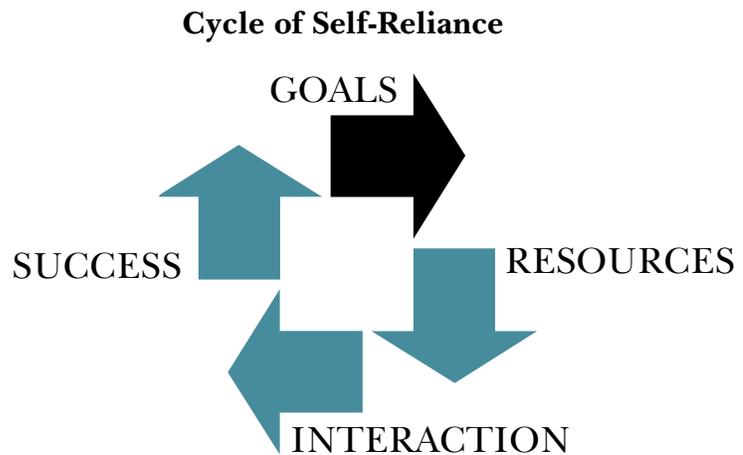
MY GOALS

UNIT OUTLINE

1. Introduction	5
Welcome and prayer	
Participant introductions	
“Cycle of Self-Reliance” poster and workshop overview	
Optional: Workshop rules	
Optional: Red and green flags	
2. Review Your Background	6
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Doctrine and Covenants 46:10–12	
Doctrine and Covenants 58:27–28	
Skills list	
I am, I have, I can	
3. Optional: Explore Career Options	9
Career outlook	
Requirements for your career	
People to contact for more information	
4. Set Career Goals	11
5. Create “Me in 30 Seconds” Statements.	12
6. Make a Plan That Will Help You Reach Your Goals.	12
Determine what you can do to help others	
7. How the Rest of the Workshop Will Help You	13
Alma 34:24–27	
Review and close	

MY GOALS

UNIT OVERVIEW



The Cycle of Self-Reliance begins with setting goals. In order to achieve self-reliance in their careers, individuals must begin with a plan. In this unit you will help workshop participants establish goals and develop plans to achieve them.

In order to do this, you will lead participants through the following steps:

- Review their life experiences in order to determine what skills Heavenly Father has given them.

- Learn more about career options.

- Establish career goals.

- Develop a plan.

- Decide how to serve others.

For additional information that might help you present the material in this section, consult the following books:

- Debra L. Angel and Elisabeth E. Harney, *No One Is Unemployable: Creative Solutions for Overcoming Barriers to Employment* (1997)

- Richard Nelson Bolles, *What Color Is Your Parachute?*

1. INTRODUCTION

Welcome and prayer

Participant introductions

(5–10 minutes)

Objective

To help participants learn to introduce themselves in 30 seconds or less

“Cycle of Self-Reliance” poster and workshop overview

(5 minutes)



Welcome participants to the workshop, and begin the class with prayer. Then introduce yourself to the participants (model the activity below by taking only 30 seconds).

ACTIVITY

Ask the participants to take turns sharing the following information. Tell them they will have 30 seconds each to tell the other participants:

Their name.

Why they are here.

What they hope to accomplish by attending this workshop.

Their work background.

Stop each person at the end of 30 seconds. Remember, you must remain in control of the time or you will not be able to complete all the activities in each unit.

DISCUSSION

Refer to the “Cycle of Self-Reliance” poster, and explain that the poster provides an overview of the entire Career Workshop. Explain that the purpose of the workshop is to help participants develop and practice new skills in these four areas that will allow them to succeed in their employment, self-employment, and educational goals. Share some success stories to show participants how the workshop has helped people succeed in the past.

Discuss each step of the cycle, and give examples of the skills participants will learn in each unit.

- My Goals: Set the right kind of goals, and plan how to achieve them.
- My Resources: Identify the programs and opportunities that are available to help you find a good career.
- My Interaction with Resources: Learn how to contact resources, interview for information and for hire, and follow up after the interview.
- My Continued Success: Learn negotiation techniques and other skills to help you be successful in a career.

Explain that participants who get the most out of this training:

- Fill out the sections in the *Participant’s Workbook*.
- Practice the skills they will be learning, both in the workshop and with their family or friends.

Optional: Workshop rules

(5 minutes)

Optional: Red and green flags

(5 minutes)

Objective

To give participants more input in the workshop by establishing a method they can use to reinforce workshop rules

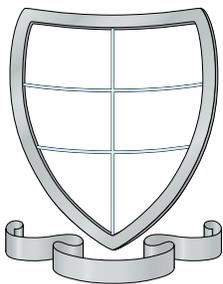
2. REVIEW YOUR BACKGROUND

Coat of arms

(35 minutes)

Objective

To have participants list information that will help them begin to identify strengths and set goals



- Complete the entire workshop. (People who attend all sessions of the Career Workshop reduce the time they are unemployed.)
- Let the Spirit be part of the process.

ACTIVITY

Steps

1. Ask participants to name qualities or values they like to have in a work environment (such as respect, creativity, and so on).
2. List their responses on the board or on a large piece of paper.
3. If possible, leave the list displayed in a prominent place in the room for the duration of the workshop.
4. Tell participants that this list will be some of the rules for the workshop.

ACTIVITY

Pass out red and green flags (if available) to each participant. Tell participants that they can use these flags to signal when they notice that a workshop rule is or is not being followed. For example, if the participants want to express their agreement with a certain point or congratulations on a job well done, they could wave the green flag; if they want to express that a participant is being too negative about himself or herself, they could wave the red flag. (If flags are not available, you can use red and green cards or choose another way for participants to signal.)

ACTIVITY

Have participants refer to the drawing on page 7 of the *Participant's Workbook*. Explain (or ask a participant to explain) what a coat of arms is and what it means. (Centuries ago a coat of arms consisted of a shield, crest, and motto that identified a knight in battle. Each symbol on the coat of arms commemorated an event in the knight's life or one of his exemplary qualities.) Discuss why creating a coat of arms can help participants begin to identify what they have to offer employers, schools, and customers (it allows them to review their history, skills, and values).

The key to this activity is to show participants how it will help them in interview and contact situations. Use your own coat of arms as an example of how the information in it is useful in interviews. Share what you wrote in each section (sharing the information with others is an important part of this activity).

Part 1: Creating the Coat of Arms (15 minutes)

Have participants write or draw the following information on the coat of arms in their workbook (note: encourage them to draw pictures of the information when they can; this allows participants to be creative, and it helps those with limited writing skills):

1. Five positive words that describe you.
2. A brief description of your family.
3. Three of your hobbies or interests.
4. Three of your previous jobs or self-employment projects.
5. Three of your greatest accomplishments.
6. Your educational achievements.
7. Your values.

Give participants 15 minutes to complete the activity. Walk among them, giving them positive feedback and answering their questions.

Part 2: Sharing the Coat of Arms (15 minutes)

Have the participants identify the information on their coat of arms that would be most appropriate to share with someone they had just met. Ask two or three volunteers to share this information (using complete sentences) with the entire group. Then ask all of the participants to face away from the group and practice verbalizing the information on their coat of arms. Then have them share their coat of arms with three other workshop participants, limiting themselves to one minute per presentation.

Evaluation

Ask participants how this activity changed their perspective about themselves and about each other. Make sure participants do not say anything negative about themselves. Help them understand that acknowledging the good things about themselves is not bragging or boasting but can help them develop the confidence they need to accomplish their goals.

DISCUSSION (SKILLS AND TALENTS)

Read Doctrine and Covenants 46:10–12. Emphasize that Heavenly Father has given all of us talents to bless our lives and the lives of those around us. Ask the participants to share their thoughts about this scripture and the talents they have been given as they consider their career goals (list responses on the board).

Explain to participants that honestly analyzing themselves will help them know what goals to set. As they become more aware of their skills and talents, they can also more effectively communicate this information with potential employers, schools, and customers.

**Doctrine and
Covenants 46:10–12**
(5 minutes)

Doctrine and Covenants 58:27–28

(5 minutes)

Objective

To prepare participants for the next activity by reminding them that the power is in them to be successful

Skills list

(10–15 minutes)

Objective

To help participants discover skills they may not know they have

SKILLS LIST
At the top of this chart below, write the accomplishment you listed in section 1 of your coat of arms. Then list up to 10 skills, traits, or characteristics that are required to achieve each accomplishment.

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

Possible skills or traits

ability to work with others	adaptability	analytical	artistic	assertive	athletic	autonomous	calm	compassionate	confident	creative	decisive	detail-oriented	diplomatic	driven	emotional	empathetic	energetic	flexible	friendly	good listener	good organizer	good writer	gracious	grateful	hardworking	honest	imaginative	independent	intuitive	logical	loyal	motivated	open-minded	organized	patient	persistent	positive	practical	productive	resilient	resourceful	self-motivated	self-reliant	social	strong	team player	thoughtful	trustworthy	well-organized	wise	work ethic
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DISCUSSION (SETTING AND ACCOMPLISHING GOALS)

Read Doctrine and Covenants 58:27–28, and ask participants what this scripture has to do with setting and accomplishing career goals (list responses on the board).

As you discuss this scripture, help the participants understand that we all face difficulties in life, and for them right now, searching for employment, education, and business opportunities may be one of the most difficult. Emphasize that Heavenly Father wants us to be successful and He has given us the power to be successful. Prepare the participants for the next activity, which will help them find the power within themselves to be successful.

ACTIVITY

Have someone from the group share an accomplishment from his or her coat of arms, and write it on the board. For one minute have participants name the skills involved in that accomplishment. Write the responses on the board, and leave them there for later reference.

Steps

1. Divide participants into groups of two or three. Have them turn to page 8 of the *Participant's Workbook*.
2. Tell the participants to write on the chart the three accomplishments they listed on their coat of arms.
3. Have one person in each group share his or her first accomplishment with the other members of the group.
4. Ask the other members of the group to spend one minute telling him or her the skills and traits they think were necessary for that accomplishment. Have the person sharing the accomplishment write down everything the other people say in the first column of the chart. (Point out to participants that they can refer to the list of skills and traits on page 8 of the workbook for ideas.)
5. Repeat steps 3 and 4 for each of the person's other two accomplishments.
6. Repeat the activity for the other members of the group until everyone's skills list is completed.

Evaluation

Ask the participants whether or not they discovered skills they didn't know they had. Explain that making a skills list is a positive first step, but they also need to learn how their skills apply to specific career goals.

Career outlook

(20 minutes)

Objective

To help participants identify the careers they are interested in and the long-term prospects and average salaries of those careers

Materials needed

Occupational cluster posters (hang them in the room before the class starts) and career outlook materials, if available from the employment resource center

ACTIVITY

Ask the participants, “If you had the skills and the opportunity, what kind of work would you like to be doing?” As they think about their answers, tell them to look at the list of occupational clusters on page 9 of the *Participant’s Workbook*. Then complete the following steps:

Steps

1. Ask participants to pick the occupational cluster that best describes the work they want to be doing.
2. Tell them to find the poster of that occupational cluster on the wall and go stand next to it.
3. Tell participants to pick one or two job titles on the poster that sound interesting and use the space provided on page 9 of the *Participant’s Workbook* to write down those job titles, the nature of the work they expect is involved with each, and why they are interested in those jobs.
4. When everyone has finished, give participants a copy of the career outlook materials (if available), and have them find the career they selected. Ask them to use the career outlook materials to find answers to the questions below. Then have them write the answers on page 9 of the workbook. (You may want to assign this step of the activity as homework.)
 - Is this career growing, stagnant, or declining?
 - What is the average pay for this career?

Evaluation

Ask participants to name other sources, in addition to the career outlook materials, that can give them information about different careers. List the responses on the board. Help the participants understand that often the best sources of information about a profession are people who work in that profession.

Ask the participants the following questions:

- Did this activity help you clarify your career objectives?
- Did you find out which skills you need?
- Based on the information you have gathered so far, is this career the best choice for you?

Remind participants that Heavenly Father helps us make these kinds of decisions in our lives. He wants us to be in a position to use our talents to help others, to make a good living in order to provide for ourselves and our families, and to be happy.

5. CREATE “ME IN 30 SECONDS” STATEMENTS

(30 minutes)

Objective

To help participants develop statements that will allow them to present a broad overview of themselves and their skills

4. SET CAREER GOALS
Now that you know a little bit about the career you have chosen, you can set the priorities for your career. Think about the things you want to do in your career. Write down your short-term career goal, or a goal for a year or two. Write down your long-term career goal, or a goal for five or ten years. Write down your most important goal, or a goal that will help you achieve your long-term goal. As you set your goals, remember that you want them to be realistic if you can have them.

1. What work do you want to be doing three to five years from now? (long-term goal)

2. What is your immediate career goal? (short-term goal)

5. CREATE “ME IN 30 SECONDS” STATEMENTS
Now that you have set your career goals, you need to be able to explain them to others. You will need to work on your “Me in 30 Seconds” statement. Think about the things you want to do in your career. Write down your short-term career goal, or a goal for a year or two. Write down your long-term career goal, or a goal for five or ten years. Write down your most important goal, or a goal that will help you achieve your long-term goal. As you set your goals, remember that you want them to be realistic if you can have them.

1. Write down your “Me in 30 Seconds” statement of your own.

2. Focus on your work-related accomplishments.

6. MAKE A PLAN THAT WILL HELP YOU REACH YOUR GOALS
Now that you have set your “Me in 30 Seconds” statement, you need to think about how you will reach your goals. Write down your plan for reaching your goals. Think about the things you want to do in your career. Write down your short-term career goal, or a goal for a year or two. Write down your long-term career goal, or a goal for five or ten years. Write down your most important goal, or a goal that will help you achieve your long-term goal. As you set your goals, remember that you want them to be realistic if you can have them.

1. Write down your “Me in 30 Seconds” statement of your own.

2. Focus on your work-related accomplishments.

6. MAKE A PLAN THAT WILL HELP YOU REACH YOUR GOALS

(5–10 minutes)

Objective

To give participants the opportunity to make specific plans to achieve their goals

ACTIVITY

Explain to participants that in this activity they will use some of the information they put on their coat of arms to prepare “Me in 30 Seconds” statements—two- to four-sentence statements they can use to quickly present prospective employers with important information about themselves. Be prepared to share one of your “Me in 30 Seconds” statements or use one of the examples on pages 11 and 12 of the *Participant’s Workbook*. Explain how you used the information on your coat of arms to create your “Me in 30 Seconds” statement. Emphasize that good “Me in 30 Seconds” statements focus on the attributes and accomplishments most pertinent to the prospective employer. Consequently, the statements the participants develop will depend on the goals they have made and the needs of the organization they are pursuing.

Steps

1. Give participants 10–15 minutes to develop two of their own “Me in 30 Seconds” statements and write them on page 12 of the workbook. (Walk among the participants to make sure everyone knows how to develop a “Me in 30 Seconds” statement.)
2. After 15 minutes, have participants face away from the group and practice their statements out loud for two minutes.
3. Have participants share their statements with at least four other people in the session. (Allow 10–15 minutes for this portion of the activity.) Make sure participants introduce themselves first, shake hands, and make eye contact (or use an appropriate business greeting).

Discussion and evaluation

Remind participants that the key to having a good “Me in 30 Seconds” statement is to keep it short and to highlight only those things that are most pertinent for the person or organization they are approaching.

Ask the participants the following questions:

- What valuable information did you learn about someone else in the workshop? (Tell participants that knowing these things about each other will be useful as they begin networking in the next unit.)
- What have you learned from this activity about how to present yourself to prospective employers?

ACTIVITY

Tell participants that in this next activity they will bring together what they have learned in the preceding activities to create a plan of action for reaching their goals.

Steps

1. Have participants turn to page 13 of the *Participant’s Workbook*.
2. Ask them to fill in the first column with the skills, education, and experience they need to meet their career goals. (If they have filled

Write your education or experience, and set a date when you will have completed each action.

As you will learn in the next unit, we cannot achieve our goals without the help of others.

You make your action plan, with the names of mentors, coaches, people in the profession you're interested in, and other resources who can provide information or referrals to help you achieve your goals.

Skill or education you need (page 9)	When to help you develop this skill	Person or other resource who can help you	Date when you will complete this action

DETERMINE WHAT YOU CAN DO TO HELP OTHERS

The Lord has blessed you with talents, so that you may serve Him and His children. You have many talents and resources that can help others, even those people who, like you, are trying to find new employment. By serving others, you will not only help them as they work toward their goals, you will also enjoy blessings in return. In the space below, list what you can do to help others.

out the chart on page 10, they can list the requirements on that chart that do not have checkmarks.)

- Ask the participants to make specific plans of action for developing those skills or gaining the required education or experience. Then have them write those plans in the second column.
- Remind participants that we all need the help of others to achieve our goals. Have the participants list in the third column the names of mentors, coaches, people in the profession they're interested in, or other resources who can help them gain each skill they listed in the first column.
- Ask the participants to set a date when they will acquire each skill.

Evaluation

Ask participants how they think this activity will help them achieve their goals. Take this opportunity to express again that people are often our best resources and that we all know several people who can help us achieve our goals.

Determine what you can do to help others

(5 minutes)

Objective

To encourage participants to share their talents and resources with others

ACTIVITY

Help the participants understand that their action plans will not be complete unless they make a specific plan for helping others. They will feel better about asking others to help them if they are willing to share their own talents and resources. Emphasize that service is an eternal principle and that the more we serve, the more fully Heavenly Father can bless us.

Ask the participants to write on page 13 of the *Participant's Workbook* specific things they can do to help others. If they have difficulty thinking of ways they can help others, have a group discussion to come up with ideas.

7. HOW THE REST OF THE WORKSHOP WILL HELP YOU

(5 minutes)

Objective

To encourage participants to attend the other three units of the Career Workshop

ACTIVITY

Explain that many people think they have the abilities they need to find a career, obtain financial aid, or start a business. But most people focus on looking for job postings or other advertisements, usually an ineffective method. Help the participants understand that networking, interviewing, and negotiating skills will be the most useful to them.

Refer participants to the chart on page 14 of the *Participant's Workbook*, which lists abilities that are essential for finding a job, enrolling in school, obtaining financial aid, or starting a business. Briefly explain how the information in the next three units of the Career Workshop will help them develop each of these abilities. Tell participants when the next three sessions of the workshop will be held, and have them write the dates and times on the chart. Encourage them to make it a priority to participate in the entire workshop.

7. HOW THE REST OF THE WORKSHOP WILL HELP YOU

The five skills listed in the first column of the following chart are vital abilities in the profession.

Ability to:	Day of the week, time, and location when you will attend the workshop	Date and time the next unit will be held
Develop a network of professional contacts (including mentors, coaches, and others in the profession)		
Interview effectively		
Write and follow up on letters		
Develop and accept offers		
Develop your resume		

Alma 34:24–27

(5 minutes)

Review and close

(5 minutes)

DISCUSSION (SECURING DIVINE HELP)

Have someone read Alma 34:24–27. Discuss this scripture with the participants, reminding them that God is our best partner and that He is anxious for us to succeed. We can all pray to Him continually for His guidance and support. We are of infinite worth, and we each have the power within us to be successful, both spiritually and temporally.

DISCUSSION

(If you plan to teach the next unit, “My Resources,” on the same day as this unit, wait to hold this discussion with participants after the next unit.)

Remind the participants what they have accomplished in this workshop:

- Created a coat of arms, which provides them with information they will use to make powerful impressions.
- Created a skills list they can use as they meet potential employers and customers or interview at schools.
- Explored career options.
- Determined the skills they need to be successful.
- Set career goals.
- Created “Me in 30 Seconds” statements.
- Made some action plans.
- Determined how to help others.

Emphasize the power and value of the plan they have developed and the need to follow through with it. Encourage the participants to do the following before the next session of the workshop:

- Review their goals and plans.
- Pray to Heavenly Father for direction.
- Contact the people or organizations they listed on page 10.
- Practice and further develop their “Me in 30 Seconds” statements.
- Follow through on their action plans.
- Follow through on their plans to help others.

Note: If the “My Interaction with Resources” unit will be part of the next session, ask participants to bring samples of résumés and applications they have used lately when applying for employment. In addition, remind them to dress for the next session as though they were going to an interview.

Close with your testimony and a prayer.

My RESOURCES

“I, the Lord, stretched out the heavens, and built the earth, my very handiwork; and all things therein are mine.

“And it is my purpose to provide for my saints, for all things are mine. . . .

“For the earth is full, and there is enough and to spare; yea, I prepared all things, and have given unto the children of men to be agents unto themselves.”

Doctrine and Covenants 104: 14–15, 17

MY RESOURCES

OBJECTIVE

Participants will learn how to find employment leads, schools, self-employment development programs, and other opportunities using a variety of tools and resources.

TIME

1 hour and 30 minutes

PREPARATION FOR THIS UNIT

- Bring copies of *The Career Workshop: Participant's Workbook* (one for each participant who did not receive one during the previous unit; available from the local employment resource center or from Distribution Services [item number 35163]).
- Bring pencils (one for each participant).
- Bring telephone directories (one for each participant if possible).
- Bring Employment Resource Services (ERS) Resource Guides (one for each participant if possible; available from the local employment resource center or the local Church unit).
- If your facility has Internet access, prepare the computers so that participants will be able to log on quickly.
- Bring the following poster and hang it in the room before the class starts: "My Resources" (2.1). (Available from Distribution Services [item number 36887].)

WHAT PARTICIPANTS WILL TAKE AWAY FROM THIS UNIT

- A personal network list, including names of people they know and possible contacts from telephone directories
- Information about financial aid
- Information about resources the Church provides
- Forms to help them track and assess their contacts and interviews

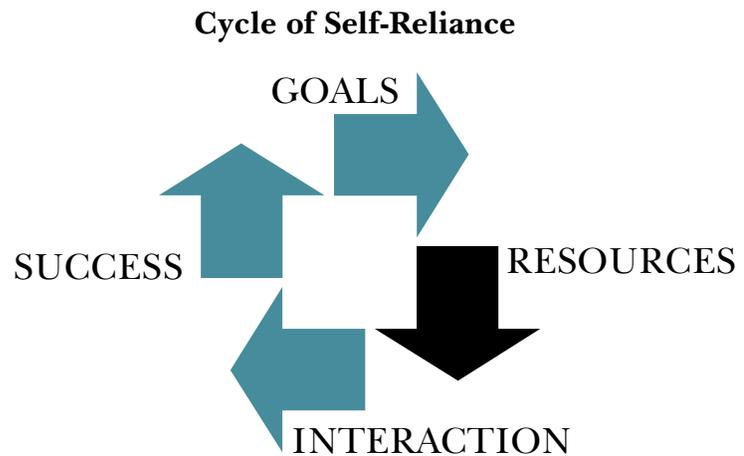
MY RESOURCES

UNIT OUTLINE

1. Introduction	19
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Where people find employment	
2. Build a Network	20
<i>Network</i> defined	
Network list	
Telephone directories	
Optional: Six major types of educational financial aid	
Church and community resources	
3. Contact Resources Daily	24
Phone Contact forms	
Seven rules of successful networking	
Review and close	

MY RESOURCES

UNIT OVERVIEW



Once an individual successfully identifies his or her goals, the second step in the Cycle of Self-Reliance is to identify resources that can lead to potential employers, schools, or self-employment.

In this unit you will help participants learn:

- Where jobs are usually found.
- What a network is.
- How to develop their network.
- How to keep track of their resources.

For additional information that might help you present the material in this section, consult the following books:

Debra L. Angel and Elisabeth E. Harney, *No One Is Unemployable: Creative Solutions for Overcoming Barriers to Employment* (1997)

Richard Nelson Bolles, *What Color Is Your Parachute?*

1. INTRODUCTION

Welcome, prayer, and review

“My Resources” poster and unit overview

(5 minutes)



(Note: If you are teaching this unit on the same day as the previous unit, “My Goals,” begin with “ ‘My Resources’ poster and unit overview.”) Welcome participants to the workshop, and begin the class with prayer. If there are participants who were not in the previous session, ask the other participants to introduce themselves by sharing their “Me in 30 Seconds” statements. Then have the new participants introduce themselves by stating their names, why they are here, what they hope to accomplish by attending the workshop, and something about their work background (limit them to 30 seconds).

Briefly review the main points of the previous unit, such as the Cycle of Self-Reliance, the coat of arms, “Me in 30 Seconds” statements, and the participants’ goals and plans.

DISCUSSION

Ask someone to read Doctrine and Covenants 104:17 from the “My Resources” poster (2.1). Discuss the following questions:

- How does the Lord provide for His children?
- How does the phrase “the earth is full, and there is enough and to spare” apply to looking for employment (or applying for school or starting a business)?
- How are we “agents unto [ourselves]”?
- What keeps us from achieving what Heavenly Father wants us to achieve? (Emphasize that often we don’t know where to look for help.)

Tell participants that the purpose of this unit is to show them where to look for help. In this unit they will learn:

- What resources are available to them and which of those are the most helpful.
- The value and importance of networking.
- That they already have a network.
- How to expand their existing network.

Where people find employment

(5 minutes)

Objective

To show participants which resources lead to the highest percentage of jobs

DISCUSS

Ask the participants, “Where have you searched for employment?” List the responses on the board. Then draw the following table on the board.

Resource	Resulting employment
Want ads	14%
Employment agencies	13%
Networking	36%
Potential employers	30%
Other	8%

Source: J. Michael Farr, Mike Farr’s Online Get a Job Workshop, www.jstworks.com/jstips.htm (2001)

Emphasize that on average, a relatively small percentage of new jobs come from want ads; the most fruitful source of new jobs is networking.

Ask participants, “Given these statistics, how can you make the best use of your time and give yourself the best chance of finding employment?” Help the participants understand that they should concentrate their efforts in the most productive areas but not ignore the others. Finding employment depends on using all available resources. The more places people apply, the more calls they make, and the more time they spend on their search, the more likely they are to have success. Remind participants, however, to keep their search focused on their specific career goals.

Tell participants that because so many jobs are found through networking, they will spend most of this unit learning how to build and use a network.

2. BUILD A NETWORK

Network defined

(10 minutes)

Objective

To introduce participants to the concept of networking and show them that they already have a network they can begin to develop

DISCUSSION

Write the word *network* on the board, and ask participants what the word means. Explain that a network consists of the people you know who can either help you directly or lead you to someone else who has more information. When they contact these people and ask them for ideas and names of people they know, they have begun “networking.”

Ask participants:

- Why do you think networking is such an effective resource? (Explain that among other things, networking helps people discover the hidden job market—the jobs that are not advertised or posted or not yet available. See pages vii–viii of this manual for a brief review of reasons why more jobs are obtained through networking.)

- Why would employers prefer to hire people who are referred to them?
- Who can be most helpful in building a network?

Emphasize that when building their networks, participants should try to think of:

- People who know something about the participants' chosen careers.
- People who know others who have that information.
- People who know a lot of people.

Explain that networking also helps people seeking educational and self-employment opportunities by helping them to find financial aid or small-business mentors.

Tell participants that they already have the beginnings of a strong network, and it has the potential to become broader than they might think, because everyone they know may know someone else with useful information. For example, members of The Church of Jesus Christ of Latter-day Saints have an established network of home or visiting teachers, quorum or Relief Society members, and members of the bishopric.

ACTIVITY

Tell participants that the first step in building a network is to make a list of people they know.

Steps

1. Have participants turn to the network list on page 17 of the *Participant's Workbook*.
2. Give them 5 minutes to write as many names as they can in the "Name of Resource" column. Tell them that they can start with the names they put in their action plan on page 13. If they have difficulty thinking of more names, refer them to the list of categories on page 16 of the workbook.
3. After 5 minutes, give participants time to write telephone numbers, street addresses, or e-mail addresses of the people on their network lists.
4. Have them prioritize their lists by writing in the "Priority" column either an *A* (for people who are *likely* able to help them directly), a *B* (for people who *might* be able to help them directly), or a *C* (for people who can help them *indirectly*).
5. Count how many names each person came up with, and write the total on the board.

Ask if anyone listed another workshop participant on their network list. Point out to participants that they can be a resource to each other.

Network list

(15–20 minutes)

Network List		
Name of Resource	Contact Information (phone number, address, e-mail)	Priority
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
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47.		
48.		
49.		
50.		

Use the network list in appendix B (page 17) to make more copies.

Telephone directories

(20 minutes)

Objective

To help the participants use telephone directories to identify employers in the profession they are seeking

Materials

Telephone directories (enough for each participant, if possible). If participants are all looking for work in the same field, you could use a business directory related to that field.

Optional: Six types of educational financial aid

(5 minutes)

ACTIVITY

Ask the participants, “How many of you have ever considered using telephone directories as networking tools?” Explain that local directories are a valuable tool for finding information about the local business environment. If participants develop a strong contacting technique, a directory could provide them with most of the contacts they need.

Before you begin this activity, you may want to point out to participants that in many countries, small businesses are better sources of employment opportunities than large companies. For example, in the United States 55% of jobs come from companies of 99 employees or fewer, according to the U.S. Bureau of Labor Statistics (Covered Employment and Wages bulletin [2001]). Explain that although large companies tend to offer larger benefits packages, working for a small business can have definite advantages, such as increased possibility for career advancement. Remind participants as they look for companies in telephone or business directories not to limit themselves by looking only for large, well-known companies.

Steps

1. Give each participant a directory. (If you do not have enough for everyone, divide the class into groups and give one directory to each group; if possible, group together participants with similar interests.)
2. If the directory has an index, tell participants to use it to find categories of companies or schools that could use their skill sets or that fit their career choices.
3. Give them 5 minutes to write as many categories of companies or schools as they can in the space provided on page 18 of the workbook.
4. Give them 5 minutes to find up to three companies or schools in the directory for each of these categories. Have them write the names and contact information on their network lists. (If their network lists on page 17 of the workbook are full, have them use separate sheets of paper.)
5. Add the number of resources participants found in this activity to the previous total on the board.

Evaluation

Ask the participants the following questions:

- Did this activity help you identify resources you were not aware of?
- Can you think of any other resources that can help you develop a network?

Share this information if the participants in the workshop are interested in education and training. Otherwise, go to “Church and Community Resources” on page 24.

DISCUSSION

Explain to participants the following types of financial aid available to people attending school.

1. Working while in school. Look especially for employment related to the skills or positions you are pursuing.
2. College work-study programs. Some schools hire students to work in exchange for lower tuition, books, or housing.
3. Grants. Many schools, governments, and other organizations award grants based on need or qualifications. Some grants are cash awards, but most are reductions on educational costs, such as tuition, books, or housing.
4. Scholarships. Generally, scholarships are awarded to students based on excellence or merit in academics, athletics, leadership, or other areas. They may be given by the school itself, service organizations and clubs, or other groups. Studies conducted in many countries verify that of all the scholarships available, thousands go unawarded every year because nobody applied for them. Many people are not aware of all the scholarships that are available. For more information about scholarships, participants can talk to Employment Resource Services staff and specialists.
5. Educational reimbursements. Many companies and organizations offer tuition for formal educational programs, seminars, workshops, and certification on specialized technical needs to help current or potential employees develop job-related skills. Some companies also offer this service to people who are not current employees but who are willing to commit to work for the company for a certain period after receiving the training. For example, in some countries the military offers to pay for training if an individual commits to serving in the armed forces. And some communities will pay a medical student's tuition in exchange for the student's commitment to practice in the community after his or her training is completed.
6. Educational loans. Students or parents may apply for educational loans, which are offered by schools, banks, and governments. These loans are given at a lower interest rate, and interest payments are deferred until the training is completed. The Church has instituted the Perpetual Education Fund (PEF) as a loan program for active Church members ages 18 to 30 in developing countries. PEF loans may be used after all other sources of financial aid have been utilized. Participants can contact their local Church Educational System institute of religion director for more information about PEF loans.

Church and community resources

(15 minutes)

Objective

To introduce participants to resources in the Church (such as resource guides) and in the community

Materials

ERS Resource Guides (available from the local employment resource center or the local Church unit) or access to www.providentliving.org (if available)

3. CONTACT RESOURCES DAILY

Phone Contact forms

(5 minutes)

DISCUSSION

Explain to participants that there are many resources in the Church and in the community that can become part of their networks.

Discuss some of the resources available in your area through the Church, such as:

- Stake and ward employment specialists, who can give you valuable information about finding jobs in your area (ask your bishop for their names if you don't already know who they are).
- Employment Resource Services (ERS) staff, who can provide you with resource books and other training materials.
- The Provident Living Web site at www.providentliving.org.

Discuss some of the resources available through your community, such as:

- Placement programs offered by universities, trade schools, trade unions, technical institutes, and high schools.
- Job fairs or community job postings.
- Recruitment programs and internships that often become stepping-stones to full-time positions.

ACTIVITY (OPTIONAL)

Steps

1. Hand out ERS Resource Guides to each participant (divide the class into groups if necessary), or have the participants log on to www.providentliving.org.
2. Ask participants to identify resources that could help them reach their goals.
3. Give them 5 minutes to write any resources they find on their network lists. (If their network lists are full, have them use separate sheets of paper.)
4. Add the number of resources participants found in this activity to the previous total on the board.

Remind participants to make contact with these resources soon.

Help the participants understand that having a large network will not bring them success on its own. In order to achieve their career goals, they need to contact people from their networks daily and effectively.

ACTIVITY

Steps

1. Have participants turn to the Phone Contact forms on page 20 of the *Participant's Workbook*.

**Seven rules
of successful
networking**
(10 minutes)

2. Tell them to choose the names of the two highest priority contacts from their network lists and write those names in the two Phone Contact forms on page 20. (Make sure they know that the forms on page 21 are for photocopying purposes only.)

Explain that eventually they will fill out a Phone Contact form for each person on their network lists.

DISCUSSION

Remind participants that looking for work is a full-time job, especially for those who are currently unemployed. Encourage them to maximize their efforts by setting daily goals, including the following:

- Contact at least 10 people per day (3 if you are looking for education opportunities).
- Get 2 new referrals from each person you contact (record them on your network list, if desired, and on new Phone Contact forms).
- Set up at least 2 face-to-face interviews each day.

During each phone conversation, participants should write down as much information as possible, including the items discussed, what they can do as follow-up, and new referrals the contact gives them.

Explain to participants that the two face-to-face interviews do not have to be formal job interviews; they can be informal introductions in which participants gather additional information.

DISCUSSION

Discuss these guidelines with participants, and emphasize that they should keep them in mind when they contact their resources:

1. Know why you are contacting a person and how he or she can help you. Don't limit yourself by asking only for employment; ask for information and ideas as well.
2. Make a powerful first impression (you'll learn more about this in the next unit).
3. Learn something from every contact.
4. Get two referrals from every contact.
5. Contact every new referral you receive.
6. Write thank-you notes to every person you contact.
7. Keep an accurate list of follow-up activities. Return calls, and send correspondence, résumés, or other information as promised.

Have participants turn to the Interview and Meeting Evaluation forms on pages 22–23 of the *Participant's Workbook*. Explain that they should make several copies of these forms and fill one out after each of their interviews or face-to-face meetings.

Review and close

(5 minutes)

DISCUSSION

(If you taught this unit on the same day as “My Goals,” include the discussion on page 14. If you will teach the next unit, “My Interaction with Resources,” on the same day as this unit, hold this discussion with participants after the next unit.)

Refer again to the number on the board showing how many resources the participants identified during this session. Reemphasize that the participants can consider each other part of their networks.

Ask participants to tell you what they learned in this unit. Their answers should include:

- Where employment is usually found.
- What networking is and why it is important.
- Different methods of developing a network.
- Seven rules of successful networking.
- How to keep track of resources.

Now is a good time to encourage participants to become a member of a network group. Explain that a network group is a group of two or more people who meet to support one another in finding employment, self-employment, or education. If network groups are held in your area, encourage participants to begin attending these meetings as soon as they complete the workshop.

Encourage participants to do the following before the next session:

- Pray to Heavenly Father for direction.
- Continue identifying people they can add to their network lists.
- Contact 10 people per day.
- Use the forms in the *Participant’s Workbook* to track phone contacts and evaluate interviews and meetings.

Remind participants to come to the next session dressed as though they were coming to an interview. Also, ask them to bring samples of résumés and applications they have used lately when applying for employment.

Generate interest for the next unit, “My Interaction with Resources,” by telling participants that in it they will learn how to contact their resources effectively and present themselves well in interviews and meetings.

Close with your testimony and a prayer.

My
INTERACTION
with Resources

“If ye are prepared ye shall not fear.”

Doctrine and Covenants 38:30

MY INTERACTION WITH RESOURCES

OBJECTIVE

Participants will learn how to get appointments for interviews and to interview effectively. They also will learn how to present themselves well in writing and follow up after their interviews.

TIME

4–5 hours

PREPARATION FOR THIS UNIT

- Bring copies of *The Career Workshop: Participant's Workbook* (one for each participant who has not yet received one; available from the local employment resource center or from Distribution Services [item number 35163]).
- Bring pencils (one for each participant).
- Bring the following poster and hang it in the room before the class starts: “My Interaction with Resources” (3.1). (Available from Distribution Services [item number 36887].)
- Prepare your own power statement (see pages 32–33).
- If possible: Bring one or more telephones that participants can use to call people on their network lists.
- If possible: Bring a video camera, television, and VCR; or bring a tape recorder.
- Make copies (enough for each participant) of the sample applications or résumés (depending on what the participants will be using most) on pages 45–57.
- Bring blank sheets of paper and paper clips.

WHAT PARTICIPANTS WILL TAKE AWAY FROM THIS UNIT

- Power statements
- Questions to ask in an informational interview
- Scripts for calling people on their network lists
- Samples of questions that are commonly asked in interviews
- Sample applications, résumés, and cover letters
- Schedule of network groups

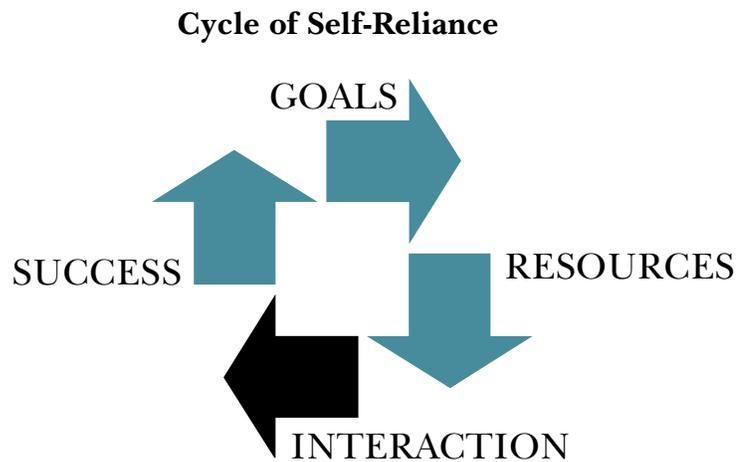
MY INTERACTION WITH RESOURCES

UNIT OUTLINE

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MY INTERACTION WITH RESOURCES

UNIT OVERVIEW



Now that candidates have developed goals and plans and have identified people and organizations that they are going to contact, they need to further develop their contacting and interviewing skills. This unit will teach them skills that they can apply in the following areas:

- Making powerful impressions
- Interviewing for information and for hire or admission
- Getting appointments for interviews
- Preparing impressive written materials

The key for success in this unit is to give participants enough time to practice the activities you have selected. Plan to spend at least four hours in this unit. If you can give participants more time, it would be better.

For additional information on contacting people or interviewing, refer to the following books:

Debra L. Angel and Elisabeth E. Harney, *No One Is Unemployable: Creative Solutions for Overcoming Barriers to Employment* (1997)

Susan Bixler and Nancy Nix-Rice, *The New Professional Image: From Business Casual to the Ultimate Power Look* (1997)

Richard Nelson Bolles, *What Color Is Your Parachute?*

1. INTRODUCTION

Welcome, prayer, and review

“My Interaction with Resources” poster and unit overview

(3 minutes)



Mock interviews 1

(15–45 minutes depending on number of participants)

Objective

To help participants evaluate their interviewing skills at this point

Materials (if available)

A video camera, television, and VCR (or a tape recorder); set up the recording equipment before class starts

(Note: If you are teaching this unit on the same day as the previous unit, “My Resources,” begin with “ ‘My Interaction with Resources’ poster and unit overview.”)

Welcome participants to the workshop, and begin the class with prayer. If there are participants who were not in the previous session, ask the other participants to introduce themselves by sharing their “Me in 30 Seconds” statements. Then have the new participants introduce themselves by stating their names, why they are here, what they hope to accomplish by attending the workshop, and something about their work background (limit them to 30 seconds).

Briefly review the main points of the previous unit, such as networking, how most jobs are found, network lists, Phone Contact forms, and so on.

DISCUSSION

Have someone read the “My Interaction with Resources” poster (3.1). Ask the participants, “Why do you think we get nervous when we interact with potential employers? How can being prepared help us overcome our fears?”

Explain to participants that in this unit they will practice skills that will help them contact the people on their network lists in a positive, confident way. This includes:

- Making powerful impressions.
- Identifying and contacting the decision makers in your field.
- Interviewing for more information.
- Getting appointments for interviews.
- Answering questions that an interviewer might ask.
- Presenting yourself well in writing.
- Following up after an interview.

Ask, “How will these skills help you achieve your career goals?”

DISCUSSION

Explain to the participants that because one-on-one interviews are so crucial to helping them achieve their goals, in this activity they will participate in mock interviews to help them evaluate their interviewing skills.

ACTIVITY

Make sure to allow plenty of time for this activity. For most participants, these practice interviews will do more to help them obtain employment than any other activity in the workshop.

Show participants how you created your power statement using the following steps:

1. Identify a value, skill, strength, or accomplishment you want to highlight that relates to your objective. (Participants can refer to the list of skills they made on page 8 of the *Participant's Workbook* or to the statements they wrote on page 9.)
2. Give a specific example of that skill.
3. Show the result of your skill (if possible, use percentages, dollar amounts, or numbers to reinforce your claim).
4. Make sure the statement matches the needs or goals of the organization.

In all of your communication with potential employers, make sure that your information is always accurate.

For other examples of power statements, refer participants to page 26 of the workbook.

ACTIVITY

Steps

1. Have participants turn to page 27 in the *Participant's Workbook*.
2. Have them list at least two skills in the first column of the chart, using their skills list (page 8) and their "I am, I have, I can" statements (page 9).
3. Give them 10 minutes to fill out the rest of the chart.
4. Have the participants face away from the group and practice each of their statements out loud at least three times.
5. Give them 5 minutes to share their power statements with at least five other people in the workshop.

Walk around the room, and give help and support as needed.

Evaluation

Ask the participants the following questions:

- What did you learn from this activity?
- Did you modify your statement as you practiced sharing it?

Help the participants understand the following points:

- They should practice their statements often and improve them continually. This will make the statements sound more natural and not so memorized.
- Their power statements can set them apart from the thousands of others looking for work.

6. INTERVIEW FOR ADMISSION OR HIRE

(3 minutes)

Present yourself appropriately

(10 minutes)

Objective

To show participants how to make a good first impression in interviews

Open your interview effectively

(10 minutes)

DISCUSSION

Tell participants that a face-to-face interview for admission or hire is one of their most important opportunities to make a powerful impression.

In this section they will learn how to:

- Present themselves appropriately.
- Open the interview effectively.
- Use good “Me in 30 Seconds” statements or power statements.
- Turn their weaknesses into strengths.
- Close the interview effectively.

ACTIVITY

Have candidates turn to page 32 in the *Participant’s Workbook*, and direct their attention to the two pictures of people arriving at an interview.

Then ask them to take three minutes to evaluate the pictures in the space provided.

DISCUSSION

Ask the participants the following questions:

- What is wrong in the first picture?
- Would you hire this person? Why or why not?
- What is happening in the second picture?
- Would you hire this person? Why or why not?

Explain that a survey of 150 employers found that poor personal appearance is the most significant factor in a job applicant being rejected (see Susan Bixler and Nancy Nix-Rice, *The New Professional Image: From Business Casual to the Ultimate Power Look* [1997], 5). Advise participants to find out what the dress standards are for the organization they are visiting and to choose attire that is one step more formal than the standard.

DISCUSSION

Remind participants that the first impression they make on an interviewer is crucial. The way the interview opens can set the tone for the rest of the interview, and interviewers often make judgments about interviewees in the first few seconds. Share the guidelines below to help participants open their interviews effectively:

- Enter the room and approach the interviewer with confidence. Smile warmly, make direct eye contact, and shake hands firmly (or use a business greeting appropriate in your culture).
- Use the interviewer’s name, and make sure you say it correctly.
- Introduce yourself.

Turn negatives into positives

(20 minutes)

Objective

To help participants develop positive responses to potentially negative situations

<p>HOW YOUR INTERVIEWER THINKS</p> <p>Remember that the first impression you make in an interview is critical. Interviewers may not always decide to hire you in the first few seconds, but if you make a poor first impression, they may decide in the first few seconds not to hire you. Use the guidelines below to open your interview effectively:</p> <ul style="list-style-type: none"> • Know the name and address of the interview with confidence. Have a notebook open with your name, address, and phone number. • Be on time. Arrive 10 minutes before the interview. • In the interview room, smile and shake hands with your interviewer. • Maintain contact. • Refer to a common acquaintance or interest, if possible. • Talk the first opportunity you have to use a "Me in 30 Seconds" statement or a power statement. <p>USE A GOOD "ME IN 30 SECONDS" STATEMENT</p> <p>Use the first thing on the interview list to "fill in the blank" question: "What is a great strength you have as the 'Me in 30 Seconds' statement you would use in the 'Me in 30 Seconds' statement?"</p> <p>Use the chart below to identify your potential weaknesses and describe them in the same way as all the interview or comparison questions. This will help you prepare to answer, and if there is anything you would change, describe the "Me in 30 Seconds" statement.</p>	<p>HOW YOUR INTERVIEWER THINKS</p> <p>Remember that the first impression you make in an interview is critical. Interviewers may not always decide to hire you in the first few seconds, but if you make a poor first impression, they may decide in the first few seconds not to hire you. Use the guidelines below to open your interview effectively:</p> <ul style="list-style-type: none"> • Know the name and address of the interview with confidence. Have a notebook open with your name, address, and phone number. • Be on time. Arrive 10 minutes before the interview. • In the interview room, smile and shake hands with your interviewer. • Maintain contact. • Refer to a common acquaintance or interest, if possible. • Talk the first opportunity you have to use a "Me in 30 Seconds" statement or a power statement. <p>USE A GOOD "ME IN 30 SECONDS" STATEMENT</p> <p>Use the first thing on the interview list to "fill in the blank" question: "What is a great strength you have as the 'Me in 30 Seconds' statement you would use in the 'Me in 30 Seconds' statement?"</p> <p>Use the chart below to identify your potential weaknesses and describe them in the same way as all the interview or comparison questions. This will help you prepare to answer, and if there is anything you would change, describe the "Me in 30 Seconds" statement.</p>
<p>POTENTIAL WEAKNESSES</p> <p>lack of computer skills</p>	<p>HOW I OVERCOME IT</p> <p>I took several computer classes at the community college.</p>
<p>POTENTIAL WEAKNESSES</p>	<p>HOW I OVERCOME THEM (or how I will overcome them)</p>
<p>POTENTIAL WEAKNESSES</p>	<p>HOW I OVERCOME THEM (or how I will overcome them)</p>
<p>POTENTIAL WEAKNESSES</p>	<p>HOW I OVERCOME THEM (or how I will overcome them)</p>

Sample questions

(45 minutes)

Objective

To help participants become familiar with possible interview questions

- Refer to a common acquaintance or interest, if possible.
- Take the first opportunity you have to use a "Me in 30 Seconds" statement or a power statement.

Have two people come up to the front of the room and model a weak opening and then a powerful one. Discuss what made the second opening more effective than the first.

DISCUSSION

Explain that no one has a perfect academic or employment history. Some people have to leave work or school to care for a family member or to raise a family. Other people get fired or laid off. Tell participants that whatever their situation, they should be prepared to answer questions about their perceived or potential weaknesses. Share the following guidelines for discussing such issues in an interview in a positive way:

- Give straightforward, honest answers; then indicate how you addressed or are addressing the problem.
- Use the most favorable terms to describe the situation.
- Explain how something that might look like a weakness really is a strength, and then address any concerns the interviewer may have about it.

Ask participants for examples of potential weaknesses, and list them on the board. Select one of the examples, and (with help from the group) show how they could discuss it with an interviewer in a positive way.

ACTIVITY

Steps

1. Have candidates turn to the chart on page 33 of the *Participant's Workbook*.
2. Give them 3 minutes to write down some of the weaknesses in their qualifications or in their academic or employment histories.
3. Give them 10 minutes to write down responses to these issues.

Evaluation

Ask the participants, "What did you learn from this activity?" Have someone share an example of how they turned a negative into a positive.

DISCUSSION

Ask the participants the following questions:

- What concerns or fears do you have when interviewing with a potential employer or other resource?
- What concerns might an employer or other interviewer have about finding a new person for his or her organization?

In this discussion, help the participants understand that employers, schools, and other organizations have expectations about the people they are going to hire or work with. As a result, they have concerns about hiring the wrong person. When evaluating potential employees, managers of most companies and organizations ask themselves questions such as the following:

- Will this person help my organization make money or otherwise succeed?
- Will this person fit in with others in the organization?
- Will this person cause trouble?
- How quickly can this person learn?

This is essentially what the interviewer is trying to find out in the interview. Explain to participants that their task as interviewees is to put the interviewer at ease regarding these concerns.

Tell participants that in the next activity they will have the opportunity to practice answering some common interview questions.

ACTIVITY

Steps

1. Have participants turn to the sample questions on pages 34–35 of the *Participant's Workbook*. Explain that these questions often come up in interviews. They are grouped under headings that can prompt participants how to answer them effectively.
2. Give the participants 10 minutes to review the questions and list their possible responses in the space provided.
3. Have the participants place their chairs in two rows facing each other.
4. Assign the participants on one side to be the interviewers and on the other side to be the interviewees.
5. Have the interviewers ask two or three of the sample questions to the interviewees sitting across from them.
6. After 5 minutes, have interviewees move one chair to the left; then repeat step 5.
7. After three interviews, have the interviewers and interviewees trade roles, and repeat steps 5 and 6 until everyone has been interviewed three times.

Listen to the interviews to make sure the interviewees are using power statements and “Me in 30 Seconds” statements, turning negatives into positives, and answering questions with questions where appropriate. If this is not happening, stop the group and remind them to do these things. In addition, make sure that responses are direct and concise. Interviewees often speak more than is necessary.

Close your interview effectively

(10 minutes)

Mock interviews 2

(15–45 minutes)

Objective

To help participants feel more comfortable in interviews

Materials (if available)

A video camera, television, and VCR (or a tape recorder)

MOCK INTERVIEW ACTIVITY

Indicate your own interest by saying something like, "I hope we can do business together," or "I'd really like to work with you."

Indicate how and when you would like to follow up on the meeting. This could be with a follow-up phone call, an e-mail, or another time to meet.

Present your own as an interview, and ask your coach to attend to give the role of interviewer.

In doing this exercise, the questions on pages 34 and 35, the list below to help you evaluate your role and the role of the interviewer on page 36 and 37 to make a list of your own. You should fill in the list every time you have an interview or meeting.

Interviewer and Meeting Evaluation	Date
Interviewer or meeting role	
1. I was prepared	Yes No Comments
2. I followed the directions	Yes No Comments
3. I presented myself well	Yes No Comments
How did you do?	
1. _____	
2. _____	
3. _____	
What were your strengths?	
1. _____	
2. _____	
3. _____	
Follow up activities	
1. _____	Complete by (date) _____
2. _____	Complete by (date) _____
3. _____	Complete by (date) _____

DISCUSSION

Tell participants that what they say and do at the close of their interview can greatly impact how favorably the interviewer remembers the conversation. Share these guidelines:

- When you stand up to leave, make direct eye contact as you say good-bye, smile, and shake hands again (if this is appropriate in your culture).
- Call the interviewer by name.
- Thank the interviewer for his or her time and interest.
- Indicate your own interest by saying, "I hope we can do business together," or "I'd really like to work for this organization."
- Indicate how and when you would like to follow up on the meeting.

Have two people come up to the front of the room and model a weak closing and then a powerful one. Discuss what made the second closing more effective than the first.

ACTIVITY

Make sure to allow plenty of time for this activity. For most participants, these practice interviews will do more to help them obtain a job than any other activity in the workshop.

Steps

1. Invite two participants to sit across from each other in view of the video camera (or near the tape recorder).
2. Assign one of them to be the interviewer, and ask him or her to turn to the sample interview questions on pages 34–35 of the *Participant's Workbook*. With the camera or tape recorder running, have the interviewer ask the other participant two or three of the sample questions. If necessary, help the interviewer choose questions that are applicable to the interviewee's situation.
3. After the mock interview, have the participants trade roles and begin another mock interview.
4. Repeat steps 1–3 until each participant has been interviewed. Make sure interviewers do not use the same questions in every interview.
5. Watch or listen to the tape as a class. Stop the tape after each interview, and ask each participant to take 30 seconds to evaluate the interview. Explain that they should assess the interviewee's body language, confidence, brevity, clarity, opening, closing, use of power statements, and so on.

Evaluation

Ask each participant, "How do you feel you did? In what areas did you improve compared to your first mock interview?" Have them fill out the Interview and Meeting Evaluation form on page 36 of the workbook,

7. PREPARE IMPRESSIVE WRITTEN MATERIALS

(5 minutes)

Objective

To help participants understand the importance of written communication

Cover letters

(5 minutes)

Applications and résumés

(15 minutes)

Objective

To show participants how their applications and résumés will be evaluated

Materials

Copies of the sample applications or sample résumés (depending on what the participants will be using most) on pages 45–55

making sure they list specific things they want to improve. Explain that filling out this form after each of their interviews will help them continue to develop their interviewing skills.

DISCUSSION

Explain to participants that part of their interaction with resources will be in writing—in cover letters, applications, and résumés. Although they should not spend more time writing and rewriting than they spend networking, they will need to make as good an impression in writing as they do in person.

Remind them that their written communication should be clear, concise, and error free. They have already practiced being concise in their power statements and “Me in 30 Seconds” statements, and they can use some of the same wording in their résumés, applications, and cover letters. Above all, help them understand that they will make more powerful impressions if they keep their documents brief and to the point.

DISCUSSION

Ask, “What is the purpose of a cover letter?” Explain that a cover letter usually accompanies a résumé and should be tailored specifically to a business or organization. Cover letters explain why you are interested in working for the company and why you think the company would be wise to hire you—in other words, it’s another opportunity to present a power statement to the organization.

Have participants read the sample cover letters in the *Participant’s Workbook* (appendix C, pages 54–56; also on page 56 of this manual). Ask, “What makes these cover letters effective?” Write their answers on the board, and share the following guidelines for preparing cover letters:

- Make your writing style simple and straightforward.
- Refer to any prior communication you have had with the addressee.
- Include information about how to contact you.

ACTIVITY

Steps

1. Give every participant one copy of each of the sample applications or sample résumés.
2. Tell them, “It is 4:45 p.m., and you are each my secretary. I need you to help me decide whom to call for an interview tomorrow based on these three applications (or résumés).”
3. Give them three minutes to determine which applicant to interview.
4. Have them turn to page 37 of the *Participant’s Workbook* and answer the questions under “Applications and Résumés.”

Evaluate your written materials

(10 minutes)

Objective

To let participants get valuable feedback from others in the workshop

Materials

Blank sheets of paper and paper clips

DISCUSSION

Ask the participants the following questions:

- How did you rank the applications or résumés?
- Why did you rank them in that order?

Discuss the rankings, and emphasize that this scenario is quite realistic. This is often how organizations evaluate applications and résumés. The most effective applications and résumés:

- Are simple, neat, and accurate.
- Set you apart from other applicants.
- Present information as succinctly as possible.
- Demonstrate that you have put effort into the process.

Explain that an important part of writing a good résumé is getting a list of good references. Share with participants the following guidelines when choosing references:

- Identify at least three people who can give others positive information about you.
- Choose people you've associated with recently.
- Ask your references for permission to use their names before you list them.
- Explain to your references the position you are seeking, and tell them which of your skills you would like them to emphasize.

ACTIVITY

Steps

1. Have the participants write their names on a blank sheet of paper and attach it to their application or résumé.
2. Have them give their application or résumé to another participant.
3. Give the participants 60 seconds to review the applications or résumés they have been given and 30 seconds to write their comments on the sheet of paper.
4. After 90 seconds, have them pass the documents to someone else; repeat the exercise until each document has had feedback from at least four people.

Evaluation

Ask the participants the following questions:

- What did you learn from reviewing others' applications or résumés?
- What did you learn about your application or résumé?

Have participants turn to pages 37–38 of the workbook and write specific things they can do to improve their written materials.

8. FOLLOW UP

Thank-you letters

(10 minutes)

Objective

To help participants write effective thank-you letters

Network groups

(3 minutes)

Review and close

(5 minutes)

DISCUSSION

Explain to the participants that the interview is not over when the face-to-face meeting ends. Following up, especially with an appropriate thank-you for the interview, is a must. Expressing gratitude is a professional behavior that creates positive feelings and often results in long-term benefits. A thank-you letter reminds potential business contacts of the writer's qualifications, interest, and understanding of professional etiquette.

Thank-you letters should:

- Refer to the date of the interview and the job you applied for.
- Restate your interest in becoming part of the organization.
- Reemphasize how your skills can help the organization (using a power statement).
- Resolve any perceived shortcomings.
- Set up another meeting or contact.
- Include your contact information.
- Be sent within 24 hours.
- Be neat and to the point.

ACTIVITY

Steps

1. Have the participants read the three sample thank-you letters in appendix C (pages 68–70) of the *Participant's Workbook*. (Also on page 57 of this manual.)
2. Give them five minutes to read the letters and answer the three questions under “Thank-You Letters” on page 38 of the workbook.
3. Have them share their answers with the group.

Explain to the participants that working with others can help them achieve their career goals. Encourage them to become a member of a network group. A network group may consist of one person meeting with a church leader or friend, or it may consist of a large group of people who meet to support one another in finding employment, self-employment, or education. If you have set up a meeting schedule for network groups, give this information to the participants and encourage them to begin attending these meetings as soon as they complete the workshop.

(If you taught this unit on the same day as “My Resources,” include the discussion on page 26. If you will teach the next unit, “My Continued

Success,” on the same day as this unit, hold this discussion with participants after the next unit.)

Ask the participants, “What did you learn in this unit?” Their list should include:

- How to create good power statements.
- How to identify decision makers.
- How to interview effectively for information or referrals.
- How to get appointments for interviews.
- How to interview effectively for hire or admission.
- How to turn negatives into positives.
- How to prepare impressive written materials.

Assign participants to do the following before the next session of the workshop:

- Create three more contacting scripts.
- Contact three acquaintances and ask them questions in order to identify six new resources.
- Develop more answers for the sample interview questions on pages 34–35 of the *Participant’s Workbook*.
- Practice interviewing with a friend.

Encourage participants to attend the next workshop session, and tell them that they will learn how to negotiate with employers and achieve job security and promotions.

Close with your testimony and a prayer.

APPLICATION FOR EMPLOYMENT
 PRE EMPLOYMENT QUESTIONNAIRE
 EQUAL OPPORTUNITY EMPLOYER

DATE 11/15/2004

PERSONAL INFORMATION

NAME Lopez Teresa Maria SOCIAL SECURITY NO. 507-529-3972
(Last) (First) (Middle)

PRESENT ADDRESS 130 E. 9th S. #13 Ridgeview WA 98111
(Street) (City) (State) (Zip)

PERMANENT ADDRESS 130 E. 9th S. #13 Ridgeview WA 98111
(Street) (City) (State) (Zip)

PHONE NUMBER 444-1212 REFERRED BY Jorge

EMPLOYMENT DESIRED

POSITION Anything DATE YOU CAN START now SALARY DESIRED \$600.00

ARE YOU PRESENTLY EMPLOYED? YES NO IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? YES NO

HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE? YES NO WHERE? _____ WHEN? _____

ARE YOU 18 YEARS OLD OR OLDER? YES NO DO YOU HAVE A VALID DRIVER'S LICENSE? YES NO

ARE YOU A NATURAL CITIZEN OR LEGALLY AUTHORIZED TO WORK IN THIS COUNTRY? YES NO

HAVE YOU BEEN CONVICTED OF A FELONY? YES NO

WHAT LANGUAGES DO YOU SPEAK FLUENTLY? _____

READ? _____ WRITE? _____

EDUCATION

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED	DEGREE EARNED	SUBJECTS STUDIED
SCHOOL	<i>Ridgeview High School</i>	<i>3</i>	<i>Diploma</i>	<i>basics</i>
COLLEGE	<i>Ridgeview CC</i>	<i>1 1/2</i>	<i>none</i>	<i>generals</i>
GRADUATE PROGRAM				
TRADE/BUSINESS SCH.				

GENERAL

Subjects of Special Study/Research Work, Language or Special Training/Skills	
MILITARY SERVICE	<i>no</i>
RANK	

EMPLOYMENT HISTORY (List below your last four employers, starting with your last one first.)

DATE (Month and Year)	COMPANY AND LOCATION	SALARY	POSITION & DUTIES	REASON FOR LEAVING
FROM 6/2000 TO 11/2004	Coleman Uniforms	7.50 hr	sewing	Quit
FROM 4/1999 TO 4/2000	Bob & Ann's	3.35 hr + tips	busing tables dish washing	sick
FROM 12/1998 TO 3/1999	Wagon Wheel Café	5.75 hr	busing tables	Fired
FROM 9/1998 TO 12/1998	Sunnyside day care	5.85 hr	Teacher's assistant	business closed

REFERENCES

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

NAME	ADDRESS	OCCUPATION	PHONE	YEARS KNOWN
Sarah White	1907 Elm St.	waitress	444-5156	3 1/2
Bill Minson	161 Main St.	retired	444-1972	15
Barbara Minson	161 Main St.	housewife	444-1972	15

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? YES NO

IF YES, PLEASE DESCRIBE _____

WHAT CAN BE DONE TO ACCOMMODATE YOUR LIMITATIONS? _____

I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

11/15/2004
DATE

Teresa Maria Lopez
SIGNATURE

APPLICATION FOR EMPLOYMENT
 PRE EMPLOYMENT QUESTIONNAIRE
 EQUAL OPPORTUNITY EMPLOYER



DATE _____

PERSONAL INFORMATION

NAME Amanda M. Johnson SOCIAL SECURITY NO. _____
(Last) (First) (Middle)

PRESENT ADDRESS 795 E. Crab Street Riverview WA ~~_____~~
(Street) (City) (State) (Zip)

PERMANENT ADDRESS Exactly the same
(Street) (City) (State) (Zip)

PHONE NUMBER _____ REFERRED BY Sharon Johns or James

EMPLOYMENT DESIRED

POSITION don't know DATE YOU CAN START whenever SALARY DESIRED \$1000/month

ARE YOU PRESENTLY EMPLOYED? YES NO IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? YES NO

HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE? YES NO WHERE? _____ WHEN? _____

ARE YOU 18 YEARS OLD OR OLDER? YES NO DO YOU HAVE A VALID DRIVER'S LICENSE? YES NO

ARE YOU A NATURAL CITIZEN OR LEGALLY AUTHORIZED TO WORK IN THIS COUNTRY? YES NO

HAVE YOU BEEN CONVICTED OF A FELONY? YES NO

WHAT LANGUAGES DO YOU SPEAK FLUENTLY? _____

READ? _____ WRITE? _____

EDUCATION

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED	DEGREE EARNED	SUBJECTS STUDIED
SCHOOL	R. H.S.			
COLLEGE				
GRADUATE PROGRAM				
TRADE/BUSINESS SCH.				

GENERAL

Subjects of Special Study/Research Work, Language or Special Training/Skills	
MILITARY SERVICE	RANK

EMPLOYMENT HISTORY (List below your last four employers, starting with your last one first.)

DATE (Month and Year)	COMPANY AND LOCATION	SALARY	POSITION & DUTIES	REASON FOR LEAVING
FROM	Royal Burgers	4.25	cashier	fired
TO				
FROM	Motel 74	6.45	housekeeping	quit because of
TO				
FROM	Chuck's Restaurant	8.00	asst. closing mngr	didn't like boss
TO				
FROM				
TO				

REFERENCES

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



NAME	ADDRESS	OCCUPATION	PHONE	YEARS KNOWN
Terry Clark	16 W. Merrill Way	car wash attendant	555-1234	since birth

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? YES NO

IF YES, PLEASE DESCRIBE _____

WHAT CAN BE DONE TO ACCOMMODATE YOUR LIMITATIONS? _____

I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

11 14 04 _____
DATE



Amanda M. Johnson _____
SIGNATURE



APPLICATION FOR EMPLOYMENT
 PRE EMPLOYMENT QUESTIONNAIRE
 EQUAL OPPORTUNITY EMPLOYER

DATE 11/14/04

PERSONAL INFORMATION

NAME HUGHES DAN A. SOCIAL SECURITY NO. 507-466-0000
(Last) (First) (Middle)

PRESENT ADDRESS 550 N 750 W BUCKLEY WA 98326
(Street) (City) (State) (Zip)

PERMANENT ADDRESS SAME AS ABOVE
(Street) (City) (State) (Zip)

PHONE NUMBER (206) 444-0000 REFERRED BY WANT AD

EMPLOYMENT DESIRED

POSITION LABORER DATE YOU CAN START IMMEDIATELY SALARY DESIRED OPEN

ARE YOU PRESENTLY EMPLOYED? YES NO IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? YES NO

HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE? YES NO WHERE? _____ WHEN? _____

ARE YOU 18 YEARS OLD OR OLDER? YES NO DO YOU HAVE A VALID DRIVER'S LICENSE? YES NO

ARE YOU A NATURAL CITIZEN OR LEGALLY AUTHORIZED TO WORK IN THIS COUNTRY? YES NO

HAVE YOU BEEN CONVICTED OF A FELONY? YES NO

WHAT LANGUAGES DO YOU SPEAK FLUENTLY? ENGLISH

READ? ENGLISH WRITE? ENGLISH

EDUCATION

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED	DEGREE EARNED	SUBJECTS STUDIED
SCHOOL	WHITE RIVER HIGH SCHOOL BUCKLEY, WA	2	GED	SHOP, MECHANIC, BUSINESS
COLLEGE	—			
GRADUATE PROGRAM	—			
TRADE/BUSINESS SCH.	AUBURN TRADE SCHOOL AUBURN, WA	1	—	BOOKKEEPING, MATH

GENERAL

Subjects of Special Study/Research Work, Language or Special Training/Skills	
EQUIPMENT REPAIR (OFFICE, SHOP, AUTOS), SOME CONSTRUCTION (DRYWALL, ROOFING)	
MILITARY SERVICE	— (REGISTERED) RANK —

EMPLOYMENT HISTORY (List below your last four employers, starting with your last one first.)

DATE (Month and Year)		COMPANY AND LOCATION	SALARY	POSITION & DUTIES	REASON FOR LEAVING
FROM	7/2000	SELF-EMPLOYED BUCKLEY, WA	—	GARDNER, LAWN CARE, CAR REPAIR	DESIRE OUTSIDE CAREER
TO	PRESENT				
FROM	2/1996	LU'S CAFÉ AUBURN, WA	3.00/HR. + TIPS	WAITER; ASST. MANAGER	RELOCATED
TO	6/2000				
FROM	3/1993	CENTRAL INDUSTRY KENT, WA	6.00/HR.	LABORER	JOB ENDED
TO	12/1995				
FROM	1/1991	GAS N' SHOP ENUMCLAW, WA	4.00/HR.	CASHIER	BUSINESS CLOSED
TO	11/1992				

REFERENCES

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

NAME	ADDRESS	OCCUPATION	PHONE	YEARS KNOWN
REV. JOHN JOHNSON	ST. JOHN'S CHURCH 4TH & ELM, BUCKLEY, WA 98326	MINISTER	(206) 444-0001	5
ELAINE RUSSELL	109 CENTRAL AUBURN, WA 98321	SECRETARY	(206) 444-0002	3
BEN BROWN	1614 A. STREET BUCKLEY, WA 98326	CASHIER	(206) 444-0000	3

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? YES NO

IF YES, PLEASE DESCRIBE _____

WHAT CAN BE DONE TO ACCOMMODATE YOUR LIMITATIONS? _____

I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

11/14/04

DATE

Dan Hughes

SIGNATURE

APPLICATION FOR EMPLOYMENT

PRE EMPLOYMENT QUESTIONNAIRE
EQUAL OPPORTUNITY EMPLOYER

DATE _____

PERSONAL INFORMATION

NAME _____ SOCIAL SECURITY NO. _____
(Last) (First) (Middle)

PRESENT ADDRESS _____
(Street) (City) (State) (Zip)

PERMANENT ADDRESS _____
(Street) (City) (State) (Zip)

PHONE NUMBER _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU PRESENTLY EMPLOYED? YES NO IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? YES NO

HAVE YOU EVER APPLIED TO THIS COMPANY BEFORE? YES NO WHERE? _____ WHEN? _____

ARE YOU 18 YEARS OLD OR OLDER? YES NO DO YOU HAVE A VALID DRIVER'S LICENSE? YES NO

ARE YOU A NATURAL CITIZEN OR LEGALLY AUTHORIZED TO WORK IN THIS COUNTRY? YES NO

HAVE YOU BEEN CONVICTED OF A FELONY? YES NO

WHAT LANGUAGES DO YOU SPEAK FLUENTLY? _____

READ? _____ WRITE? _____

EDUCATION

NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DEGREE EARNED	SUBJECTS STUDIED
SCHOOL			
COLLEGE			
GRADUATE PROGRAM			
TRADE/BUSINESS SCH.			

GENERAL

Subjects of Special Study/Research Work, Language or Special Training/Skills	
MILITARY SERVICE	RANK

EMPLOYMENT HISTORY (List below your last four employers, starting with your last one first.)

DATE (Month and Year)	COMPANY AND LOCATION	SALARY	POSITION & DUTIES	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES

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

NAME	ADDRESS	OCCUPATION	PHONE	YEARS KNOWN

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? YES NO

IF YES, PLEASE DESCRIBE _____

WHAT CAN BE DONE TO ACCOMMODATE YOUR LIMITATIONS? _____

I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

DATE

SIGNATURE

Olivia Hernandez

27487 Patrick Avenue • Hayward, California, 95147 • (415) 783-8480

JOB OBJECTIVE

Human Resource Specialist

SUMMARY OF QUALIFICATIONS

- 3 years experience in office management and personnel
- Processed all documents for new hires
- Detail oriented with a desire to achieve objectives

PROFESSIONAL EXPERIENCE

1997–pres. QualInfo, Santa Cruz, CA

Office Manager

- Managed all office policies and procedures for this start-up company
- Created all processes and procedures for office management
- Saved the company over \$85,000 per year in outsourced office-management costs
- Led a hiring team that hired 60 new employees during expansion phase

1992–1997 Help-U-Tech, Watsonville, CA

Accounts Receivable and Payable Supervisor

- Restructured accounts receivables department and reduced collection time by 15%
- Trained all new employees on company policies
- Reduced turnover by 25%

1990–1992 Hayward Community College, Hayward, CA

Office of Records and Transcripts, Records Specialist

- Employee of the quarter for two quarters
- Supervised new employees

EDUCATION

AAS, Office Management, 1992

Hayward Community College, Hayward, CA

NANCY L. SCOTT

3730 Madison Street
 Chicago, IL 60613
 733-444-1948
 nancy@email.net

SUMMARY OF QUALIFICATIONS

Thoroughly experienced accounting professional with a diversified background including receivables, payables, cost of sales spreadsheets, and inventory records. Extensive education and training in the accounting field with proficiency in detail and accuracy. Utilized Excel and other in-house accounting software. Reliable and responsible, work well independently and on a team.

PROFESSIONAL EXPERIENCE*Accounts Payable/Payroll*

- Completed trial balances to general ledger, manually reconciled 60–100 accounts daily
- Posted payments to assigned payable accounts and payable transactions to set payable ledgers
- Efficiently and accurately coded, calculated, and verified field employee wage information

Revenue Accounting

- Verified voucher checks and overcharge claims, matched checks to assigned receivable accounts
- Balanced prepaid accounts and prepared bank deposits
- Posted payments and credit card charges to assigned receivable accounts
- Reviewed invoices to verify freight car movement
- Handled register transactions, including cash and credit card purchases

Inventory Accounting

- Accurately updated master lists, posted inventory transactions, managed administrative tasks
- Generated senior management reports and prepared cost of sales reports per units sold
- Designed and implemented use of master reporting forms and prepared data entry forms

EMPLOYMENT HISTORY

Grand Silo Industries, Oakview, IL	Senior Accountant	1999–present
Hillcrest Accounting, Springdale, IL	Accountant	1993–1999
Estrada Bookkeeping, Chicago, IL	Sr. Accounting Specialist	1989–1993
Prior to 1989 employed by World Accounting and Bureau Tax Services		

EDUCATION

Bachelor of Science, Management: Elmridge College, Elmhurst, IL

AA, Accounting, Burlington City College, Riverdale, IL

Computer Operation and Data Entry Applications, Ricks College, Rexburg, ID

Robert Browning
5200 East Essex Avenue
Los Angeles, CA 90106
213.444.0000
rbmyemail@electronicmail.net

SENIOR NETWORK ENGINEER/ENGINEERING PROGRAM MANAGER

Cross Functional Experience & Cross Industry Experience

Highly qualified technical professional with a well-developed business acumen reflecting a career of strong leadership skills coupled with hands-on IT and networking expertise. Recognized ability to apply advanced technical solutions to a diverse range of functional business requirements. Outstanding record of delivering simultaneous large-scale, mission critical projects on time and under budget.

Team based interaction style and superior interpersonal skills. Strengths in:

- Network Planning
 - Systems Optimization
 - Program Management
 - VitalSuite Engineering
 - Remote Access Services
 - LAN/WAN Design
 - Performance Management
 - VoIP Implementation
 - Security Technologies
 - Web/Internet Design
-

PROFESSIONAL EXPERIENCE

SENIOR NETWORK ENGINEER, Systems Inc., Denver, CO 2000 to present

- Directed a \$200 million, 5-year, 25-member team's strategic and tactical activities to create a large-scale retail wireless start-up as a Gyro Licensed Business.
- Led the design of a real-time POS interfacing network spanning three companies designed to process \$23 million worth of prepaid transactions adhering to strict SLA process and guidelines.
- Engineered ongoing architecture, configuration, and optimization of a \$1.5 million multiprotocol VoIP network designed to carry over 120 million domestic and international minutes per month.

SENIOR SYSTEMS ENGINEER, Teton Technologies, Denver, CO 1997 to 2000

- Assigned to program customized OID and MIB2 traffic collectors capturing nonstandard device SNMP data from ATM, IP, VoIP, MPLS, and Frame Relay routers and switches.
 - Outstanding performance and expertise lead to promotion as lead field test engineer for south-west region after only 6 months.
-

EDUCATION

MBA Telecommunications and Finance—In progress
Denver National University, Denver, CO

PMO Certification—Completed two years of training
University of Texas, Austin, TX

BA Communications and Political Science—Graduated 1996
Texas A&M University, College Station, TX

SAMPLE COVER LETTER 1

Eric Crossman
1025 Canterbury Lane
Bristol, Washington 90001
455-999-0007
ericc@electronicmail.com

March 14, 2004

Sharon Evergreen
Sr. Human Resource Representative
Alpine Industries
444 Eubank Street
Anderson, OR 89009

Dear Ms Evergreen:

In my last company I reduced freight costs for my company by negotiating favorable agreements with carriers and encouraging prudent use of internal transportation resources. I received two awards for outstanding performance for my efforts. Your recent advertisement in the *Seattle County Courier* on March 12 for a Transportation Manager captured my interest, and I believe the qualities you seek are well matched to my qualifications. During the past 12 years I have:

- Managed a Transportation Department, supervising a staff of 45 employees.
- Written procedures covering daily operations and trained personnel on proper receiving procedures.
- Been Traffic Administrator for a large trucking firm for 8 years and an international airfreight forwarder for 4 years.
- Designed and implemented a new computer application program, which improved data acquisition and analytical capabilities.

In addition to these qualifications, I have hands-on experience with airlines, household movers, ocean carriers, and local cartage operations. I also have extensive experience with import and export procedures and documentation. I would appreciate the opportunity to discuss my credentials in a personal interview. I look forward to meeting with you.

Sincerely,

Eric Crossman
Eric Crossman

SAMPLE COVER LETTER 2

Lorraine Boone
Boonedoggle Enterprises
500 West 1st Street #5D • Naperville, ID 32905
(208) 891-4321 • lboone@email.com

June 9, 2004

Dr. Felicia Jackson
Dean, School of Business
Fulton State University
123 University Parkway
Freeport, NC 57122

Dear Dr. Jackson,

I've been a business owner since I was 6. I know it is hard to believe, but since the first grade I have been selling services or products in my local community. Anyone in Naperville can tell you about any of the 5 successful businesses I own:

- Lawn Care
- Babysitting
- Advertising
- Office cleaning
- Catering

What is unique about this is that it is not me doing the day to day work; rather, I have managers over each enterprise who in turn manage employees, payroll and sales, and marketing. At present I have 38 employees and have annual sales in excess of \$215,000!

I know that in order to take my skills to the next level and reach the goals I have set for myself, I need to learn what your faculty can teach me. I am open to new ideas and know that I would contribute to the university.

I would like to meet with you in person so that we can discuss the different programs your university offers and to see how we can benefit each other. I will call you next week to set an appointment.

Thank you for your time.

Lorraine Boone
Lorraine Boone

SAMPLE COVER LETTER 3

Michael V. Browning
23 South Hampshire Road
Sterling, New Hampshire 00891
777-775-1235
mvb@electronicmail.com

January 15, 2004

Mr. Timothy Smith
Carver Industries
161 East Research Lane
Portsmouth, NH 00899

Dear Mr. Smith,

Thank you for your courteous response to my call this morning. As you requested, I have enclosed my résumé for your review.

In view of my experience and accomplishments, it would be mutually beneficial for us to explore how my services could be of value to you and Carver Industries.

Sincerely,

Michael V. Browning
Michael V. Browning

SAMPLE THANK-YOU LETTER 1

September 24, 2004

Emily Lilly
Lake Candy Company
5050 Center Avenue
Billings, NM 68688

Dear Ms. Lilly,

I want to thank you for taking the time earlier today to discuss your opening for an assistant manager.

Your shop is extremely attractive, and the more we discussed the position, the more enthusiastic I became. You certainly can be proud of your business. It would be rewarding to work with you. My ability to work well with others and my dependability and determination to do a good job could be an asset to you. May I plan to contact you next week to follow up on our discussion?

Sincerely,

Mary Shell

Mary Shell
7729 Rosewood Lane
Monroe, NM 68888
766-642-2473

SAMPLE THANK-YOU LETTER 2

February 22, 2004

Mr. Larry Doria
Executive Program Manager
Union Credit
1234 Allegro-Nug Blvd
Deelan, UT 12345

Dear Mr. Doria,

I sure enjoyed our time together. Knowing what you are hoping to accomplish over the five years was exciting to hear. Your aggressive schedule impressed me, and I am excited at the prospect of being a member of your expansion team.

As I reviewed our conversation, I remembered that I didn't mention one important item that may be of interest to you: in my current position as Credit Manager, I was part of the team that developed a special training program for all new manager trainees in the eastern United States.

I appreciate your giving me your phone number. As you suggested, I will call you this coming Friday afternoon so we can talk further about how we can work together. Until then, feel free to contact me at your convenience. Again, thanks!

Sincerely,

Fred Gonzales
Fred Gonzales

SAMPLE THANK-YOU LETTER 3

Michelle E. Wood
951 Elmwood Avenue
Layton, CO 87105
995-443-0009
mw@myelectronicmail.com

May 9, 2004

Susan Francis, Director
San Felipe Enterprises
444 Mount Pleasant Circle
Riverton, CO 87111

Dear Ms. Francis,

I want to thank you for reviewing my application and résumé for your opening for an administrative assistant.

San Felipe Enterprises is well known in our community. When you explained to me about the position, I could see why your company is deserving of that praise. The experience and enthusiasm I will bring to the job will only continue on with that tradition of respect. Thank you again for your consideration. I will call you on Friday per your request.

Sincerely,

Michelle Wood

Michelle Wood

My Continued SUCCESS

“The Lord would want you to be successful. He would. You are His sons and His daughters. He has the same kind of love and ambition for you that your earthly parents have. They want you to do well and you can do it.”

Gordon B. Hinckley

Teachings of Gordon B. Hinckley (1997), 614

MY CONTINUED SUCCESS

OBJECTIVE

Participants will learn how to further develop their careers. They will learn how to negotiate mutually beneficial offers, and they will set goals for their future success.

TIME

1–2 hours

PREPARATION FOR THIS UNIT

- Bring copies of *The Career Workshop: Participant's Workbook* (one for each participant who has not yet received one; available from the local employment resource center or from Distribution Services [item number 35163]).
- Bring pencils (one for each participant).
- Bring the following posters and hang them in the room before the class starts: “My Continued Success” (4.1) and “Cycle of Self-Reliance” (1.1). (Available from Distribution Services [item number 36887].)
- Make copies (enough for each participant) of the commencement certificate on page 69.

WHAT PARTICIPANTS WILL TAKE AWAY FROM THIS UNIT

- Guidelines for negotiating
- Goals for continued success in their careers
- Commencement certificates

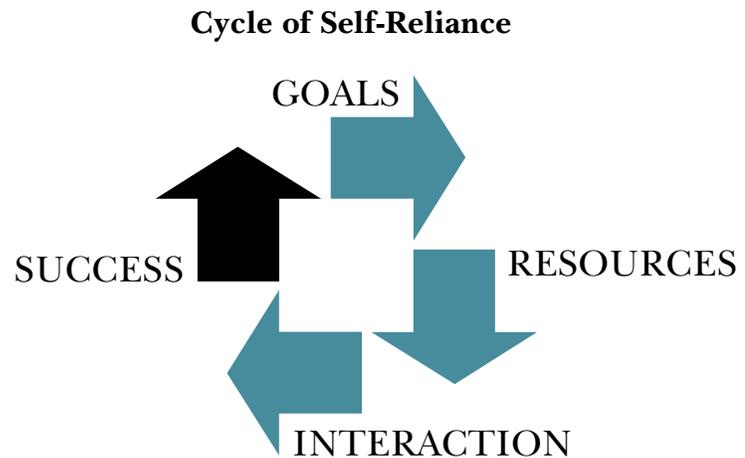
MY CONTINUED SUCCESS

UNIT OUTLINE

1. Introduction	63
Welcome, prayer, and review	
“My Continued Success” poster and unit overview	
2. Learn How to Negotiate	63
Negotiation quiz	
3. Get Off to a Good Start	65
4. Prevent Problems	65
5. Grow in Your Career	66
Review and close	

MY CONTINUED SUCCESS

UNIT OVERVIEW



Although the goals that most of your participants have set have to do with gaining employment, the purpose of the Career Workshop—particularly in this unit—is to help them have a successful career, long after a job offer is extended. In this unit you will help participants learn how to:

- Skillfully negotiate.
- Get off to a good start.
- Prevent problems.
- Set goals for the future of their careers.

The following books have good information about negotiation skills and career development:

Jack Chapman, *Negotiating Your Salary: How to Make \$1000 a Minute* (2001)

John Lucht, *Rites of Passage at \$100,000 to \$1 Million+: Your Insider's Lifetime Guide to Executive Job-Changing and Faster Career Progress in the 21st Century* (2000)

Daniel Porot, *101 Salary Secrets: How to Negotiate like a Pro* (2001)

1. INTRODUCTION

Welcome, prayer, and review

“My Continued Success” poster and unit overview

(3 minutes)



2. LEARN HOW TO NEGOTIATE

(15–20 minutes)

(Note: If you are teaching this unit on the same day as the previous unit, “My Interaction with Resources,” begin with “ ‘My Continued Success’ poster and unit overview.”)

Welcome participants to the workshop, and begin the class with prayer. If there are participants who were not in the previous session, ask the other participants to introduce themselves by sharing their “Me in 30 Seconds” statements. Then have the new participants introduce themselves by stating their names, why they are here, what they hope to accomplish by attending the workshop, and something about their work background (limit them to 30 seconds).

Briefly review the main points of the previous unit, such as power statements, getting past gatekeepers, making good impressions, and so on.

DISCUSSION

Have someone read the “My Continued Success” poster (4.1). Bear testimony that God is interested in the spiritual and temporal success of His children. Then ask, “How would you define ‘successful’ in the context of your current search for employment?” Explain to participants that finding employment should not be their final objective. They will be truly self-reliant when they build successful careers. Tell them that this unit will teach them how to have continued success *after* they receive job offers. This includes:

- Learning how to negotiate.
- Getting off to a good start in your new job.
- Preventing potential problems.
- Setting goals to grow in your career.

DISCUSSION

Explain to the participants that after they receive an offer from an employer or customer, they will usually have the opportunity to negotiate a contract that specifies pay, benefits, and so on. Ask, “What can happen if we are not able to negotiate well?” List responses on the board.

Explain that negotiating is a skill anyone can learn; good negotiators prepare and practice using some basic rules.

ACTIVITY

Steps

1. Have participants turn to pages 40–41 of the *Participant’s Workbook*. Tell them that the questions on these pages will help them prepare for negotiation situations.

3. GET OFF TO A GOOD START

(5–10 minutes)

4. PREVENT PROBLEMS

(20 minutes)

Objective

To help participants prepare for challenges in their careers

DISCUSSION

Explain to participants that in the first few weeks of new employment, they should reaffirm to their employer that he or she made the correct choice in hiring them. Share the tips for getting off to a good start in the list below. Read the accompanying questions, and ask participants to share their experiences in previous employment, or share examples from your experience.

- Learn the work environment. What are the local business practices and etiquette for your profession?
- Get to know the people. Who are the people you will be working with? What are their job titles? Why is it important to know these things?
- Learn how to be an outstanding employee. What are the job expectations for your position? What is the evaluation process? How can you exceed expectations?
- Find a mentor. Who in the organization can help you learn more about the company and what you need to do to be a better employee? Who can help you achieve your future career goals?

Ask, “What kind of people would be the best mentors? What types of questions would you ask a mentor?”

DISCUSSION

Explain to the participants that new opportunities usually bring new challenges. They can keep challenges from becoming problems by:

- Planning ahead.
- Knowing and obeying the rules.
- Being flexible (but also identifying some nonnegotiables).
- Being optimistic.

Ask, “What are some situations you have been involved in that could have been avoided if you had followed these rules?” Give some examples from your own experience, if applicable.

ACTIVITY

Explain to participants that this activity will give them opportunities to prepare for problems that might come up in their new careers. Some of their answers will depend on the policies within their new organizations. If participants don't know these policies yet, tell them that it's still a good idea to answer the questions, but they can keep their responses general.

1. Have participants turn to pages 42 and 43 of the *Participant's Workbook*.
2. Give them 10 minutes to read the list of situations and write down how they would react to each situation.

5. GROW IN YOUR CAREER

(20 minutes)

Objective

To show participants how the skills they have learned in the workshop will help them

Materials

“Cycle of Self-Reliance” poster (1.1)



3. Divide participants into groups of two or three, and ask them to share their answers with each other. If possible, you may want to group participants with extensive work experience together with less-experienced participants.

Evaluation

Ask participants to share what they discussed in their groups. Emphasize that taking a proactive stance on situations that arise in everyday work can have a profound effect on career growth.

DISCUSSION

Ask participants to recall some of the skills they have learned so far in the workshop. List their responses on the board. Ask, “How can these skills help you progress in your new career?” Emphasize the following:

- Set new goals for your future career growth; find out what skills or training you need to achieve those goals; make specific plans.
- Maintain your existing network, and use networking skills to identify and contact people who can help you achieve your goals.
- Use power statements to make your employer aware of your achievements.
- Use your negotiation skills whenever you need to help conflicting parties find a mutually beneficial solution to a problem.

Share these other skills that will facilitate career growth:

- Making good decisions
- Effectively managing time
- Delegating
- Following sound financial management principles

Encourage participants to discuss these skills with mentors, employers, and business associates and to find mentors, classes, or training courses that will provide the help needed for continued progression.

ACTIVITY

Have participants turn to pages 44–45 of the *Participant’s Workbook*. Give them 15 minutes to write answers to the questions on these pages.

DISCUSS

Show the “Cycle of Self-Reliance” poster (1.1). Explain that the key to lifetime success will be the continual process of setting and achieving goals. Each time we complete a goal, we should start thinking of the next step we want to take.

Review and close

(3 minutes)

(If you taught this unit on the same day as “My Interaction with Resources,” include the discussion on pages 43–44.)

Briefly review the important points from this unit by asking the participants to identify what they learned:

- How to negotiate a contract
- How to get off to a good start in a new job
- How to resolve problems that may come up
- How to use concepts from the workshop to achieve long-term success

If network groups are held in your area, tell participants when they are held, and encourage them to attend.

Emphasize the principle that everyone can be successful. Encourage participants to do the following:

- Pray to Heavenly Father for direction.
- Review the questions on pages 40 and 41 of the workbook whenever they will be negotiating job offers.
- Study and use negotiation techniques.
- Find someone within the company who can be a mentor.
- Continue to set career goals.

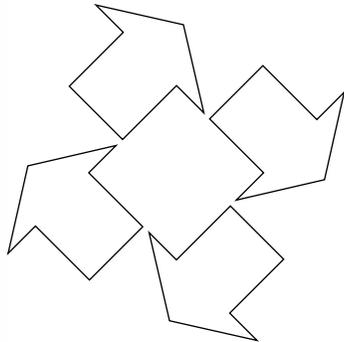
Present each participant with a certificate (make photocopies of the certificate on page 69).

Close with your testimony and prayer.

CERTIFICATE OF COMPLETION

This certifies that

has successfully completed the Career Workshop.



DATE

SIGNATURE OF INSTRUCTOR

SIGNATURE OF INSTRUCTOR

LDS EMPLOYMENT RESOURCE SERVICES

“THE LORD WOULD WANT YOU TO BE SUCCESSFUL.

“He would. You are His sons and His daughters. He has the same kind of love and ambition for you that your earthly parents have. They want you to do well and you can do it.”

Gordon B. Hinckley

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

ENGLISH

