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# WORKING TOWARD JOBS

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*The Michigan Opportunity and Skills Training  
(MOST) Program*



**OFFICE OF INSPECTOR GENERAL**  
**OFFICE OF EVALUATION AND INSPECTIONS**

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MAY 1990

# **WORKING TOWARD JOBS**

## *The Michigan Opportunity and Skills Training (MOST) Program*

**Richard P. Kusserow  
INSPECTOR GENERAL**

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## INTRODUCTION

This technical report is part of a series of profiles on the Aid to Families with Dependent Children (AFDC) work programs participating in the *Working Toward JOBS* project.

Each profile begins with a categorized description of the subject AFDC work program, which is based on mail guides submitted by the program. Appendix A includes an overview statement written by the program manager. It describes the program, its goals, philosophy and lessons learned. Appendix B is a sample of documents used to conduct the program. Each program administrator was asked to submit sample documents which they felt would be useful to States and counties developing JOBS programs.

Data collection for this study was done from April to September of 1989. The information in the overview and technical reports is based on pre-JOBS work programs for AFDC recipients. As these programs have converted to JOBS, they may have made some changes to meet JOBS legal and regulatory requirements. Where possible, we have noted the changes the program administrators anticipated at the time of our data collection.

## PROGRAM PROFILE

### THE STATE OF MICHIGAN

Population: 9,240,000  
Main Industries: manufacturing, tourism, and agriculture  
Unemployment rate for the first quarter of 1989: 7.2 percent  
Median income for a family of four: \$36,088  
Number of people living below the poverty line: 1,339,800 (14.5 percent)

### THE MICHIGAN AFDC PROGRAM

For Fiscal Year (FY) 1988:  
Total Cost: \$34,381,653  
Federal share: \$20,155,116; State share \$14,226,537  
AFDC cases: 212,686  
159,514 are in urban areas; 53,172 are in rural  
Client descriptors:  
    average age: 31.4  
    average length of spell on AFDC: 37.8 months  
Case closures: 94,020

### THE MICHIGAN AFDC WORK PROGRAM

#### General Background

*Name:* Michigan Opportunity and Skills Training (MOST) Program

*Operating Since:* April 1, 1984

*Philosophy:* The focus of the MOST program is reflected in their motto, "Seize the Opportunity." The purpose is to provide employable welfare recipients with the opportunities to become self-supporting and independent. The goal of the program is to enable participants to become self-supporting by assisting them to prepare for, seek, obtain and retain unsubsidized employment. The MOST program is designed to provide individuals with the services and assistance which would enable them to become competitive in the labor market.

*Program Administrator:*

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## **Administrative Issues**

*Structure:* Administered by the Michigan Department of Social Services (DSS). The MOST program operates in each of the State's 83 counties. At the beginning of each fiscal year, local offices submit to the State office their local office MOST plan. Within the parameters of the State policy, local offices are granted flexibility in the design and operation of their MOST programs. This flexibility enables each local office to design a program consistent with the needs of their local labor market. Each local office receives an annual allocation to purchase services. Local offices contract for the purchase of a variety of specific services tailored to meet their client's specific needs.

*Funding:* Program funds in FY 1988 totalled: \$35,180,823. Transportation funds funded by AFDC total \$8,004,088. Day care expenditure information is not available.

*Staff:* There are 378 full-time equivalent position services workers in local offices who provide direct services to clients. These positions are all filled with MOST case managers. There are 37.8 full-time equivalent position supervisors.

*Success Measurements:* Michigan measures MOST's success by tracking the number of clients having their AFDC reduced or cases closed due to employment, monthly AFDC savings, and number of AFDC served by the program.

*Recordkeeping:* MOST keeps records on the following issues: welfare savings by MOST component, welfare savings by MOST status, welfare savings, MOST caseload status, closures by MOST component, MOST cases closed during the month, MOST status of clients, post closure assistance and payment status over time, and demographics by age, race and grant amount.

*Provision of Services:* The MOST program permits local and district offices to select appropriate employment and training services for participants based on needs described and quantified in local office MOST plans, which are reviewed and approved by the central office. Local offices may provide some services directly, such as job search, contract for them, or obtain them without cost in the community. If a purchase-of-service contract is used, a competitive bidding procedure may be required. Contracting must be conducted in accordance to the

guidelines and standards established by the Michigan Department of Management and Budget, with additional criteria provided by DSS. An objective rating procedure is required when the competitive bidding process is utilized.

*Outside Resources:* Michigan is working toward an integrated employment and training system designed to serve public assistance and non-assistance clients alike.

Currently, State level staff provide technical assistance to local offices in developing and maintaining interagency linkages, while local level staff work out the system which best suits the needs of their office. Three agencies which are widely used in providing services to MOST participants are:

1. The Job Training Partnership Act (JTPA) provides programs of specialized training and remediation for participants through the 26 service delivery areas of Michigan's JTPA program. The JTPA focus is on training for available and future jobs and the pursuit of unsubsidized employment.
2. The local community schools throughout the State serve as a resource not only for general education but also vocational training and job clubs. The Michigan Department of Education provides financial aid to local school districts to target service to MOST participants who have not attained a high school education. These services are provided to MOST participants through a non-financial interagency agreement.
3. The Michigan Employment Security Commission (MESC), the State's employment services agency, serves as a major provider for Job Development/Placement services.

Contracts for provision of services are typically performance-based contracts written with private and public contractors to purchase services when those services are not locally available without cost to MOST participants. Formulas for payment and reimbursement are clearly stated as are the achievement of expected outcomes. If expected outcomes are not achieved, the full value of the contract is not paid.

*Evaluations:* The DSS conducted an evaluation, concluded in May 1989, which states "it appears that: 1) the MOST program may have a positive impact (albeit not statistically significant) on welfare dependency, and 2) the MOST program has a statistically significant impact on a participant's ability to find and retain employment."

## Participation Issues

*Participant Descriptors:* As of August 1989, there were 205,337 registrants. MOST requires participation of parents when the youngest child in the grant is at least 6 months of age. In FY 1988, 108,242 people participated beyond registration. 81,181 live in urban areas. 27,055 live in rural areas. Average age is 29.9, average age of youngest child in grant is 6 months, average length of spell on AFDC is 9 months.

*Target Groups:* MOST targets long-term welfare recipients who have received assistance for 2 years or more. They receive the following special services designed specifically for their needs: literacy tutoring, stress reduction, life skills training, early childhood development programs for parents, substance abuse treatment, motivational training, and services to handicapped.

*Mandatory Activities/Sanctions:* All non-exempt AFDC recipients must take part in registration, orientation and assessment. In FY 1988 4,471 sanctions were imposed on clients who did not comply with the mandatory activities.

*Volunteers:* All applicants for AFDC, at the time of application, are given a brochure on the MOST program which tells them about the program and what it can do for them.

The Department has provided the local offices with posters that may be placed in the waiting rooms to apprise clients of the program's existence. There are other brochures, including one called "Mothers at Work," available for use in recruitment.

*Employment Placements:* There were 15,448 full-time placements resulting in the closure of an AFDC case in calendar year 1988. Slightly less than 30 percent of participants whose AFDC case was closed due to employment in FY 1988 have returned to AFDC.

## Program Activities

*Models:* MOST considers job club and individual job search to be the most cost effective of its program activities. One such job club is described below.

We asked each of the programs profiled to select and describe model practices and procedures. MOST has provided information on three of the local office programs which help meet State program goals.



### *Kent County Job Club*

The Kent County DSS MOST program is built around their job club. Participants spend the first two weeks inventorying their past job skills and abilities, exploring job interests, learning job-seeking techniques, overcoming any barriers to program participation and beginning to develop employer lists. Strict attendance and punctuality standards are imposed during this intensive instructional phase. The next three weeks are used to further develop job leads, telephone potential employers to arrange interviews, go on interviews and, for some, accept jobs. The job club maintains a 35-50 percent obtained employment rate.

Those not employed after completing job club, as well as those excused from job club due to emotional problems are assigned to a week long education/vocational assessment component provided by the Grand Rapids Community Schools. Assessment includes testing of skills, academic abilities, aptitude and achievement and the identification of physical and emotional barriers.

Assessment results are turned over to an employment development plan counselor, a function funded by contract with Grand Rapids Area Employment and Training Council (GRAETC). The counselor first determines if a registrant's goals are consistent with his or her education and skills. An employability plan is then developed in cooperation with the registrant. Kent DSS receives a copy of the plan to assist in assignment and progress monitoring.

Registrants lacking job skills are referred to GRAETC for training using JTPA funds. Women with low self-esteem are referred to a special 3-week program called "Women in Relationship," designed to help them develop happier and healthier life-styles and relationships.

### *Hospital Based Training in Medical Fields*

In the Detroit Metropolitan area, MOST sponsors participants in training programs with area hospitals, pharmacies and nursing homes. One of the most successful of such programs is run by the William Beaumont Hospital, in conjunction with the Academy of Health Careers. Since there is a high demand for pharmacy technicians and phlebotomists (technicians who draw blood) specific training is provided in these fields.

The classroom portion of this training is provided at the Academy, a medical career vocational school. Tuition for this training is provided through the MOST program. The practical hands-on clinical portion of the training is conducted in the laboratories at Beaumont hospital. During their program training, clients receive no wages. Some of the program's graduates are hired as Beaumont Hospital employees. All program graduates have the training and experience necessary to find jobs in these medical professional fields.

### *Women in Transition*

In 1987 DSS entered into a contract with Mid-Michigan Community College to provide an educational and training program for AFDC single parents from Clare, Gladwin and Isabella Counties. "Women in Transition," is a three-semester training program that allows participants to gain work experience along with college credits. The first semester is designed to enable them to upgrade basic skills in math, English and reading, as well as gain knowledge in basic life skills. The second and third semesters allow each participant to design an individualized curriculum usually combining eight credits of on-campus academics related to the field of interest, and 12 hours per week of on-the-job training at a local business or industry. Successful completion of the program results in graduation, a certificate of achievement, and a direct link to employment.

*Sequencing:* Figure 1 shows the general sequence of activities followed by participants in the MOST program.

*Program Activities Listing:* What follows is a listing of the general program activities the State MOST program requires local MOST programs provide. Participation figures are for FY 1988.

## **Job Search**

*Activity:* To provide job-ready registrants with a structured program of job leads and job-seeking skills development to enable them to test their employability in the labor market.

*How Provided:* Job search may be conducted through individual, self-instructional programs of skills learning or structured group programs of classroom instruction (job clubs) utilizing a curriculum and regimen that aids registrants in seeking, obtaining, and retaining employment. Provided by contractors, public schools, MESC, profit and non-profit placement agencies.

*Participants:* 29,907; especially appropriate for young parents 16-24 years old and long-term recipients on assistance 31 of the last 60 months.

## **On-the-Job Training**

*Activity:* To provide an opportunity for MOST registrants to secure employment in an occupation requiring hands-on training. The training is done while the registrant is employed. The employer receives a subsidy, usually based upon the employee's rate of pay, to make up for the new employees training time, more than average supervision and material loss.

*How Provided:* Contractors, private/public vocational training agencies, private/public job placement agencies.

*Participants:* 1,671; appropriate for all.

## **Community Work Experience Program**

*Activity:* To provide clients with work experience opportunities to enable them to secure, maintain or upgrade job skills, to gain a better understanding of employer-employee relationships, to develop good work habits, attitudes, and to gain recent work experience while performing useful public service. The participant is not considered an employee of DSS or the participating agency.

*How Provided:* Public/private non-profit agencies under agreement with DSS. Work experiences are arranged by MOST case managers in one-on-one meetings with participants.

*Participants:* 10,695; recommended for young parents and long-term recipients.

## **Case Management**

*Activity:* The case manager's role is to serve as a manager/broker of services to participants and their families. The case managers functions include: assessing the problems and needs of the family; developing a plan identifying appropriate services to meet the participant's needs; arranging for services; monitoring the provision of services; evaluating the outcomes of the services provided; and assisting in the mobilizing of services in an integrated system in order to maximize the delivery of services to clients.

*How Provided:* Through meetings with clients.

*Participants:* All MOST participants are assigned a case manager.

**OVERVIEW STATEMENT**

**STATE OF MICHIGAN JOBS PROGRAM 07/01/89 to 09/30/90**

**Part I:**

The State of Michigan will implement a JOBS program on July 1, 1989 according to this plan and following approval by the Secretary of the Department of Health and Human Services. The plan will be reviewed by the Michigan Job Training Coordinating Council (MJTCC). A 60 day public comment period has been provided. Sec. 483(a)(1)(2).

The State is authorized to administer the JOBS program under the Family Support Act of 1988 (P.L. 100-485) , which expands and replaces authority currently contained in Title IV-A and the IV-C of the Social Security Act. Sec. 482(a)(D)(ii)(2).

The JOBS program will be administered at the State level by the Michigan Department of Social Services, hereafter referred to as the Department, by integrating the resources of the JTPA SDAs, Michigan Department of Labor (MDOL), and the Michigan Department of Education (MDOE). The authority to operate the program is delegated to the Department's local offices in the State's 83 counties. Each local office, within the parameters of State and federal policy, will modify/adapt its program to the demands of its labor market and the needs of the community as may be articulated by the individual county's Social Services Boards.

*A. Name of Program, Program Purpose*

Michigan's JOBS program is the Michigan Opportunity and Skills Training (MOST) Program. Operating as a JOBS program, the purpose of the MOST Program is to assure that needy families with children obtain the education, training, supportive services and employment that will assist and permit them to avoid long-term welfare dependence. Sec. 481(a).

## **B. Legislative Requirements**

1. Legislative and regulatory authority. 1) Family Support Act of 1988, Public Law 100-485, Title II. 2) Social Security Act, Public Law 74-71 as amended, Title IV-F. 3) FSA-IM-89-3, "Preliminary Information for States Interested in Implementing JOBS prior to Issuance of Federal Regulations," January 19, 1989.
  
2. State plan. Prior to implementation of Michigan's JOBS program, this plan of operation is to be approved by the Secretary of the Department of Health and Human Services (DHHS). Following approval of the initial plan, the State, in accordance with regulations of the Secretary, will update its plan for approval. Sec. 482(a).
  
3. Program Participation. Individuals determined to be nonexempt are required to participate in education, training or employment to the extent resources are available and appropriate child care is guaranteed. Sec. 201.

In addition to continuing services to other identifiable hard-to-serve populations, equal priority will be placed on:

- Families who have received ADC for any 36 months of the preceding 60 months, or applicants for ADC who have received such aid for any 36 of the 60 months immediately preceding the most recent month for which application was made.
  
- ADC families in which a custodial parent is under age 24 and has not completed high school, is not currently enrolled in high school or an equivalent course, or who had little or no work experience in the preceding year.
  
- ADC families in which the youngest child is within 2 years of being ineligible for ADC because of age.

4. **Mandatory program activities.** The State currently has in place the prescribed mandatory program activities of equal priority.
- general education including basic and remedial education, high school completion or equivalency;
  - Job skills or vocational education/ training;
  - Job readiness activities to help participants prepare for work;
  - Job development/placement. Sec. 482(d).

The State also provides job club, individual job search, OJT under contract, post secondary education, CWEP, and Grant diversion (work supplementation).

5. **Community linkages.** The State assures that JOBS activities are coordinated with programs under JTPA and other community employment, education and training programs. Sec. 483(a).(1). Local offices are encouraged to participate in core groups comprised of JTPA, MESCC, Department of Education and other program providers to preview local plans and target resources to appropriate sub-populations.

The primary agencies serving MOST Program participants are local school systems, institutions of higher learning, Michigan Employment Security Commission (MESCC), the JTPA Service Delivery Areas (SDAs), and Community Action Agencies (CAAs). The goal in the State of Michigan is to intensify efforts towards an integrated Employment Training (ET) Program. The intent of this integrated effort is to provide equal access for all referrals to the system and a greater awareness for participants of the range of available services.

6. **Performance standards.** Each MOST Program component/activity addresses specific outcomes and timetables for attainment. Systems are in place which now report the success of the various components by achieved outcomes as well as the relative cost of service delivery.

Additional system changes are being planned to report both participation rates as required by the JOBS legislation and the degree to which the State is targeting and delivering services to priority groups.

7. Local office plans. The administrative rules for the Michigan Opportunity and Skills Training (MOST) program require each County Board of Social Services to develop a proposed MOST plan which documents the manner in which the local offices shall implement job clubs, employment, education and training, and community work experience programs.

The MOST plan is a comprehensive document which describes how State MOST policy will be implemented through local procedures. The plan reflects the input and efforts of the County Director, the Social Services Board, local MOST staff and other local employment and training program operators.

The purpose of the MOST plan is to identify the way MOST services are provided in conjunction with other community efforts. Therefore, the plan must be coordinated and integrated with other programs and services in the community.

8. Non-Discrimination Statement. Every printed program publication, forms, and visual aids all carry the discrimination disclaimer which reads, "The Department of Social Services will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, handicap or political beliefs."



## Part II: PROGRAM OPERATIONS

### A. *Participation Determination*

During the public assistance application process, the department's Assistance Payments (AP) unit identifies those individuals who are required to participate or are exempt from MOST/JOB'S participation. AP will inform applicants for, and recipients of, Aid to Families with Dependent Children of the criteria for exemption from participation and provide other appropriate information with respect to such participation.

AP informs both exempt and non-exempt recipients of the opportunity to volunteer for participation and includes a description of how to enter the program. Sec. 482(c)(5).

The exempt criteria which follow apply to ADC clients. Sec. 201(c).

1. Ill or incapacitated.
2. Needed in the home because of illness or incapacity of another member of the household.
3. Parent or other relative personally providing care for a young child under age 1. In ADC-UP cases, this exemption applies to only one parent.
4. Employed 30 or more hours a week.
5. A child under age 16, or a child attending full-time, an elementary, secondary or vocational (technical) school.
6. A woman who is in at least the second trimester of pregnancy.
7. Age 60 years or older.

Following AP determination non-exempt applicants and recipients and volunteers are then identified as potential participants in the MOST Program.

Prior to referral to the MOST Services unit, the AP unit will provide all potential participants with information and other locally-produced handouts which explain the advantages and opportunities available through MOST participation.

## ***B. Referral of Exempt and Non-exempt JOBS Participants to MOST Unit***

Referral of all potential participants to MOST will be accomplished using department forms and computer-generated documents.

Information provided to the MOST unit includes names of case members, mandatory or volunteer status of case members, grant amount, income. Birth dates of mandatory participant(s), recent work experience, educational level, and other family-specific information. Sec. 48#(b).

**Limited Participation.** As resources will otherwise permit, the following participant activities may be limited to:

- no more than 20 hours a week of participation will be required of a parent who-personally provides care of a child under 6 years of age, when child care is guaranteed. Sec. 201(c)(ii)(II).
- a custodial parent under 20 years of age who has not completed high school will be required to participate in an education activity. Sec. 201(E) (ii) (III).
- a parent under 20 will be required to participate in training or work activities when participation in education or Job Search is deemed inappropriate.

## ***C. Orientation***

All non-exempt individuals and volunteers may receive individual or group orientation to the MOST Program. Potential participants will be informed of the program's education, employment, and training opportunities which are available. Supportive services including child care services, transportation, health care services and special clothing will be discussed. Notice of the participant's rights and responsibilities, his/her obligations to the program, right to an informal grievance process, and the penalties for nonparticipation will be explained. Sec.482(c)(2).

Information will be provided to potential participants on the availability and location of child care. Assistance is available to help select appropriate child care services and to help purchase such services.

#### *D. Initial Assessment*

Individuals who are required to participate and volunteers will be provided with an initial assessment. The initial assessment will identify the participant's educational, health, safety, child care, and other supportive services needs of the participant's family. The participant's skills, proficiencies, deficiencies, work history and level of employability will also be identified. Sec. 482(b).

On the basis of this initial assessment, an employability development plan (EDP) will be prepared in consultation with the participant. The EDP may include the requirement to participate in a scheduled formal, program-specific assessment.

#### *E. Employability development plan (EDP)*

The local office will assure that each participant has an EDP. The plan shall explain the services that will be provided including child care and other supportive services as well as necessary activities which the participant will accomplish. The plan shall reflect the preferences of the participant while setting forth an employment goal. The plan will be constructed to address both short and long term goals. The plan will provide for required plan changes, details of participant obligations and the penalties for noncompliance. Volunteers will again be informed that should they later fail to participate, their grants will not be affected. Sec. 482(b)(B).

Signatures of both the MOST worker and the participant will verify that the participant is aware of and understands the mutually developed plan for pursuing employability enhancement and subsequent employment. The plan will be a mutually derived, dynamic document that outlines agency and participant responsibilities leading to economic independence. Sec. 482(b)(B)(2).

Case Management. Each local office will retain the option of identifying a case manager for each participant's family. Sec. 482(b)(B)(3).

F. *Self-Initiated Training*

The Department will allow individuals to attend an institution of higher education or to enroll in a school or course of vocational or technical training if the following conditions are met:

1. The individual attends an educational institution at least half-time.
2. The individual makes satisfactory progress in such institution, school, or course.
3. The individual is enrolled in an activity that is consistent with her employment goals.

If the above conditions are met, the individual shall be allowed to pursue her education program.

**SAMPLE DOCUMENTS**

# THE JOB SEEKER

## MODULE VI, GETTING JOB LEADS

**YOU ARE YOUR BEST RESOURCE FOR JOB LEADS.**

**YOU ARE SURROUNDED BY THE PEOPLE WHO ARE YOUR OWN PERSONAL RESOURCES TO OBTAIN JOB LEADS.**



- **YOU NEED YOUR FRIENDS AND RELATIVES NOW. AND, THEY WANT TO HELP. THEY'RE JUST WAITING FOR YOU TO ASK.**
- **FORMER EMPLOYERS ARE A GOOD RESOURCE.**
- **FORMER CLASSMATES AND CO-WORKERS ARE A GOOD RESOURCE.**
- **COMPLETE THE FOLLOWING PAGES TO DEVELOP YOUR LISTS OF RESOURCES FOR JOB LEADS.**

ACQUAINTANCES AND FORMER CLASSMATES

To help you identify friends, acquaintances and former classmates, use the following worksheet. They need not be your "best friends," so long as you know them well enough for them to remember you. Under each activity, list as many friends and acquaintances as you can.

People I have invited to my house:

_____	_____	_____
_____	_____	_____
_____	_____	_____

People who have invited me to their house:

_____	_____	_____
_____	_____	_____
_____	_____	_____

People who belong to the same club as I do:

_____	_____	_____
_____	_____	_____
_____	_____	_____

People I play or watch sports with:

_____	_____	_____
_____	_____	_____
_____	_____	_____

People I know from my neighborhood:

_____	_____	_____
_____	_____	_____
_____	_____	_____

People I send Christmas cards to:

_____	_____	_____
_____	_____	_____
_____	_____	_____





TELLING PEOPLE WHY YOU ARE LOOKING FOR A JOB

Below are some ways of telling people you are looking for work.

"I'll soon graduate, so I'm looking for a job."

"I have a job, but I'm not too happy with it, so I'm looking for a different job."

"My company had a big cutback and I was laid off, so I'm looking for a job."

"My kids are all in school now, so I'm looking for a job."

"I quit my last job because it didn't pay enough and now I'm having difficulty finding another job."

"I'm working part-time now, but I need a full-time job."

"I just moved here and I'm looking for a job."

"I want to get off welfare so I'm looking for a job."

"My kids are grown now, so I'm looking for a job."

"I quit work when I got married, but now I'm looking for a job."

Now write a sentence which best describes your situation:

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Practice saying this statement to yourself or even aloud to see if it sounds natural. Change it if necessary, until it does.

## ASKING PEOPLE FOR HELP

Explain to people why you are asking them for help by pointing out what is special about them. This way you are letting each person know why he or she may be of some help to you.

Below are some examples of ways to approach that special person:

"You've lived here all of your life and know almost everything that's going on."

"You're always the first person to hear what's going on."

"You've been working on the same type of job I'm looking for, so you probably know about job openings."

"I know you'd help a relative. I need your help."

"You've helped me with so many other things."

"You meet lots of people and hear what is going on."

"You know better than anyone else what kinds of jobs are open in this field."

"I'd like to work where you're working. Do you know who does the hiring?"

"Have you heard about any job openings that might be OK for me?"

"You know what kind of a worker I am, so you know better than anyone what kind of jobs I'd be interested in."

"You know me pretty well and know how I get along with people."

"You always seem to have good ideas. Maybe you can give me some job hints."

"We've helped each other in the past. I'm hoping you can help me now."

Fill in the following spaces with the name of a person who you will be asking for help. Then write in the kind of statement that you will make to that person. As in the previous exercise, repeat the statement aloud and then change it, if necessary, until it sounds natural for you.

To a brother-in-law. Name: \_\_\_\_\_  
Statement: \_\_\_\_\_

To former co-workers. Name: \_\_\_\_\_  
Statement: \_\_\_\_\_

To neighbors. Name: \_\_\_\_\_  
Statement: \_\_\_\_\_

To persons in your same field of work. Name: \_\_\_\_\_  
Statement: \_\_\_\_\_

To friends who are working. Name: \_\_\_\_\_  
Statement: \_\_\_\_\_

To past or present teammates or club members. Name: \_\_\_\_\_  
Statement: \_\_\_\_\_

## **ASKING PEOPLE FOR HELP:**

**WHEN A FACE-TO-FACE REQUEST FOR HELP IS NOT POSSIBLE, THE REQUEST CAN BE MADE BY LETTER.**

### **A GOOD EXAMPLE FOLLOWS:**

Dear Mary,

How is everything with you and your family? Time has sure flown by since we worked together at ABC Company. It seems only yesterday. I still remember the fun we had.

As you know, when I left ABC I went to work for Acme. For the past three years, things have gone smoothly. Unfortunately, orders have fallen off and the plant is closing. I will need another job in two months.

I remember that you had coffee with Judy from Personnel who always knows when there are any job openings. I'll always remember the help you gave me when I first started.

I would like to get back into ABC in a job similar to what I had or one which could use some of the bookkeeping skills I learned at Acme.

I'd appreciate any help you could give me on any job openings you know about at ABC. Do you or any of our old friends at work know of any openings outside of ABC that could use my skills?

I'm enclosing a stamped, self-addressed envelope and several copies of my resume. Would you jot down any job leads that you know about. And, would you please give the personnel manager a copy of my resume?

Thanks for your help.

Enclosures

Sincerely,

YELLOW PAGES LIST

Employer \_\_\_\_\_ Phone No. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_ Phone No. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_ Phone No. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_ Phone No. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_ Phone No. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_ Phone No. \_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_

Employer \_\_\_\_\_ Phone No. \_\_\_\_\_

Notes: \_\_\_\_\_  
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## **THE MICHIGAN EMPLOYMENT SECURITY COMMISSION (MESC)**

The MESC is the public employment agency operated by the State of Michigan. The Job Service division is the unit responsible for helping employers find qualified employees. They maintain daily listings of available job vacancies. The job vacancy lists include jobs which have been called in by employers. Once these jobs are listed, they are available to anyone who has the necessary training and experience to qualify. Therefore, the competition for these jobs is keen.

Job Service is the main referral agent for many of the larger business and industrial firms in the state. Therefore for these jobs, you must apply directly with MESC. Job Service offices are often located in the same building where you apply for unemployment benefits.

To use the free services of MESC, you must complete their form listing all the jobs you have had and tell them the kind of jobs you want. It is a good idea to check back with them at least once a week to tell them that you're still looking for work. They may know of some new job openings when you call.

## **GOVERNMENT EMPLOYMENT**

Most units of government (local, state and federal) hire a wide variety of workers to fill both skilled and unskilled positions. Usually the jobs go to those qualified as determined by testing.

One disadvantage with government jobs is that many people apply, so the competition is keen. Another disadvantage is that it takes a great deal of time from application to job hire. If you are still interested, ask your worker for information on how to apply

## **LOCAL SOURCES**

Nearly every local Chamber of Commerce maintains a list of all local employers. Their lists do not indicate job openings. However, these lists can be a helpful tool in an employment search.

Some schools offer a placement service. This is most common in technical schools and colleges, but some high schools also offer this service through the counseling section. Many of the jobs listed on their bulletin boards are part-time or summer jobs only.

You can also contact community organizations such as community centers, recreation and social centers, etc. Ethnic programs or services, professional organizations, bulletin boards in supermarkets, and community centers are other possibilities. You can probably think of others.

As you can see, getting job leads takes a lot of work. Asking for the help of others is a good idea, but even with all your friends, neighbors and relatives "keeping their eyes and ears open," you will still need to do a lot of the work yourself.

# THE JOB SEEKER

## MODULE IX, THE JOB INTERVIEW



# JOB — JOB INTERVIEW

THE MOST IMPORTANT STEP IN GETTING A JOB. GETTING JOB INTERVIEWS MEANS YOUR EARLIER JOB SEEKING METHODS HAVE PAID OFF. YOU'VE GOT THIS FAR. HOW YOU PREPARE FOR, AND CONDUCT YOURSELF IN THE INTERVIEW, WILL MEAN THE DIFFERENCE BETWEEN GETTING THE JOB OR NOT.

THE PURPOSE OF THE JOB INTERVIEW IS TO GIVE THE EMPLOYER MORE INFORMATION. THE EMPLOYER NEEDS THIS INFORMATION TO DECIDE IF YOU ARE THE BEST PERSON FOR THE JOB AND IF YOU REALLY WANT THE JOB.

### *PREPARING FOR THE INTERVIEW*

MOST EMPLOYERS ASK THE SAME KINDS OF QUESTIONS. BY HAVING YOUR ANSWERS READY, YOU WILL BE AHEAD OF THE GAME.

Q. "Why did you leave your last job?"

A. "I was let go because the company had to cut back on help."

"It was mutually agreed that I leave to find a job I would enjoy more."

"I was hoping to get in at ABC, but they stopped taking applications."

"The job was supposed to be an electrician's helper, but it was downgraded to general maintenance and at a lower rate of pay."

Q. "What kind of work have you done before?"

A. "I haven't had any paying jobs recently, however, I have helped out at Park Elementary School. I helped set up their library. It was good experience. I learned how to order and catalog books. I was also in charge of the students while they were in the library."

"I was a clerk at Green's until I got married and since that time I have been a homemaker responsible for managing the household. I think your store could use the skills I gained at Greens and the ones I used in managing a household."

"My application says laborer, but I actually spent most of the time on heavy equipment -- bulldozer, front-end loaders, backhoes, and drag lines. I also can run a chain saw, skid, and drive a truck."

Q. "When would you be able to start work?"

A. "I'm anxious to start work; I could start tomorrow if you like. When would you want me to start?"

"I will need to give my current employer notice. I should give him some time to find my replacement. Probably two weeks from today."

Q. "Do you have a car?"

A. "No, but the bus stops right across the street."

"No, but I've already talked to Joe in your set-up department. He will be glad to give me a ride."

"Yes, it is an old car but it runs good."

MY ANSWERS TO INTERVIEW QUESTIONS

Q. "Why did you apply with our company?"

A.

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Q. "Tell me something about yourself."

A.

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Q. "I see you have children."

A.

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Q. "I see you haven't worked for a long time."

A.

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Q. "What have you been doing since your last job?"

A.

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**NOT ONLY DOES THE EMPLOYER ASK YOU QUESTIONS FOR MORE INFORMATION, BUT HE OR SHE WILL BE WATCHING YOU TO SEE HOW YOU CONDUCT YOURSELF. THE FOLLOWING SHOWS YOU WHAT THE EMPLOYER WILL BE LOOKING FOR THROUGHOUT THE INTERVIEW:**

- **YOU ARE INVITED INTO THE INTERVIEWER'S ROOM. GO IN WITH CONFIDENCE.**

**IF THE INTERVIEWER EXTENDS HIS OR HER HAND, RETURN A FIRM HANDSHAKE. REMAIN STANDING UNTIL YOU ARE ASKED TO SIT DOWN. THEN SIT UP STRAIGHT AND LOOK THE INTERVIEWER IN THE EYE.**

- **THERE IS A SHORT PERIOD OF SMALL TALK. THIS IS DONE TO PUT YOU AT EASE.**

- **THERE IS A SERIOUS EXCHANGE OF INFORMATION. THIS IS THE MAJOR PART OF THE INTERVIEW. QUESTIONS ARE ASKED BY THE INTERVIEWER TO OBTAIN ADDITIONAL INFORMATION. BEFORE THE CLOSE OF THE INTERVIEW, THE INTERVIEWER WILL ALLOW YOU TO ASK QUESTIONS AND ADD ANYTHING YOU FEEL MAY HAVE BEEN OVERLOOKED.**

- **THE CLOSE OF THE INTERVIEW.**

**AT THIS STEP THE INTERVIEWER IS SIGNALING YOU THAT THE INTERVIEW IS COMING TO AN END. AS SOON AS YOU ARE AWARE OF THESE CLUES, SAY SOMETHING LIKE, "THANK YOU FOR YOUR TIME. I HOPE YOU WILL CONSIDER ME FOR THE JOB AND I HOPE TO HEAR FROM YOU SOON."**

**WHEN YOU RISE TO LEAVE, SHAKE HANDS WITH THE INTERVIEWER AND LEAVE IMMEDIATELY.**

## **PRACTICE THE INTERVIEW**

**ROLE PLAY.** ACTING OUT THE INTERVIEW IS A GOOD WAY TO BECOME COMFORTABLE IN AN ACTUAL INTERVIEW. IT ALSO ALLOWS YOU TO POLISH YOUR PRESENTATION. THE BEST WAY TO DO THIS IS TO ROLE PLAY. HAVE A NEIGHBOR, FRIEND OR YOUR SPOUSE PLAY THE PART OF THE INTERVIEWER WHILE YOU TAKE THE ROLE OF THE JOB APPLICANT. MAKE THE PRACTICE AS REAL AS POSSIBLE.

**ON THE NEXT PAGE ARE INSTRUCTIONS FOR DOING A ROLE PLAY AND CHECK LIST THAT CAN BE USED BY THE "INTERVIEWER" TO RATE YOUR PRESENTATION.**

### RATING THE APPLICANT'S PERFORMANCE

Below rate the applicant's total performance. In addition to how the applicant performed in answering questions, did he/she maintain eye contact, show enthusiasm and interest, speak clearly, and maintain composure?

General Performance:      poor                      good                      very good

Strong Points \_\_\_\_\_

\_\_\_\_\_

Weak Points \_\_\_\_\_

\_\_\_\_\_

**HOPEFULLY, THE PREVIOUS EXERCISE WAS BOTH FUN AND EDUCATIONAL. PRACTICE DOING INTERVIEWS UNTIL YOU FEEL CONFIDENT ENOUGH TO DO THE REAL THING.**

**HERE ARE SOME ADDITIONAL POINTS TO REMEMBER IN PREPARING FOR, AND TAKING PART IN, AN ACTUAL INTERVIEW:**

#### ***RESEARCH THE COMPANY***

IN PREPARING FOR AN ACTUAL INTERVIEW, FIND OUT AS MUCH AS YOU CAN ABOUT THE KINDS OF JOBS THEY HAVE AND WHERE YOU CAN BEST FIT IN. LEARN THE STARTING PAY RANGES, BENEFITS, AND THE WORK SHIFTS. THE MORE YOU KNOW ABOUT THE COMPANY, THE BETTER PREPARED YOU WILL BE TO TAKE PART IN THE INTERVIEW AND DISCUSS SPECIFIC JOBS.

#### ***DRESS PROPERLY***

IN ALL JOB INTERVIEWS YOU MUST DRESS PROPERLY. YOUR CLOTHES SHOULD BE NEAT AND CLEAN. YOUR SHOES SHOULD BE POLISHED. HAIR SHOULD BE CLEAN AND NEATLY TRIMMED. MAKEUP, IF USED, SHOULD BE APPLIED LIGHTLY.

**YOUR PERSONAL APPEARANCE SHOULD MAKE A GOOD IMPRESSION ON THE EMPLOYER.**

## FOLLOW-UP TO THE INTERVIEW

WITHIN A DAY OR TWO AFTER THE INTERVIEW, YOU SHOULD SEND THE INTERVIEWER A THANK YOU NOTE. THIS SHOULD BE A HANDWRITTEN NOTE THAT THANKS THE INTERVIEWER FOR THE TIME, COURTESY, AND INTEREST SHOWN YOU DURING THE INTERVIEW.

SENDING A THANK YOU NOTE IS A MUST. THE NOTE TELLS THE EMPLOYER THAT YOU'RE STILL INTERESTED. YOUR NOTE KEEPS YOUR NAME IN FRONT OF THE EMPLOYER AND IT HELPS IMPROVE YOUR IMAGE. IF YOU DID NOT LEAVE A RESUME WITH THE INTERVIEWER, ENCLOSE ONE WITH YOUR NOTE.

AN EXAMPLE OF A GOOD FOLLOW-UP THANK YOU NOTE FOLLOWS:

*Dear Mr. Brown:*

*I would like to thank you for the time you spent in considering me for the position as cashier. In our interview last Friday, I was very impressed with your comments about teamwork and advancement potential at Toys R Us.*

*I want you to know that I am still interested in working for you, and that I appreciated the warm reception that you gave me.*

*Sincerely,*

*Alice Foster*

**FOLLOW-UP BY TELEPHONE.** IF YOU HAVEN'T RECEIVED A JOB OFFER FROM THE INTERVIEW AND YOU ARE STILL INTERESTED IN THE JOB, CALL THE INTERVIEWER TO REMIND HIM OR HER OF YOUR CONTINUED INTEREST. THIS CALL SHOULD BE MADE WITHIN ONE WEEK OF THE INTERVIEW. THIS CALL WILL ALSO DETERMINE IF A DECISION ON HIRING HAS BEEN MADE. IF NO DECISION HAS BEEN MADE, YOU HAVE ONE MORE CHANCE TO SELL YOURSELF.

EMPLOYERS ARE LOOKING FOR INTERESTED AND MOTIVATED PEOPLE. MANY PEOPLE HAVE BEEN TOLD THAT THE MAIN REASON THEY WERE HIRED WAS BECAUSE OF THEIR ENTHUSIASM, INTEREST, AND PERSISTENCE.

# THE JOB SEEKER

## MODULE XI, ON THE JOB

### **CONGRATULATIONS!**

**YOU LANDED THAT JOB. YOU NOW HAVE THE OPPORTUNITY TO PROVE YOUR WORTH ON THE JOB.**



The employer has taken a chance in hiring you. By doing your best, you show the employer that they made the right decision in hiring you. They're depending on you now.

Everyone who starts a new job will agree that the first day is the most difficult. At the end of the first day, many new employees are ready to quit. There is just so much to learn.

Remember, everyone goes through this ordeal. Don't be afraid to ask questions and seek advice. The veteran workers expect it. After all, they also experienced the pressures of the first day.

Time Management. Most full-time jobs will require nine hours of your time each work day excluding travel. Therefore, you will need to change your schedule to make efficient use of your time.

With some planning, you should still be able to work and get everything done at home if you follow these hints: • Keep a running list of all the things that need to be done. • Combine tasks whenever possible. • Use your lunch hour to handle any personal business you have. • Make greater use of the telephone by "Letting your fingers do the walking." • Ask the help of other family members (children learn by helping out). • Lastly, plan some time for relaxation. You need some time for yourself just to keep going.

Day Care. If you have children who aren't old enough to care for themselves and there is no family member who can watch them while you're working, a good babysitter is critical. You can't give your full attention to your new job if you are concerned about your children's care. The best way to provide this care is to have a friend, neighbor, or relative, someone you trust, watch your children. Your worker can help you find a good babysitter if you need help.

Keeping Your Job. More workers lose their jobs because they have failed to adjust and for personal reasons than to a lack of skills. Work adjustment means "fitting in." Workers who can't get along with others, can't take advice or suggestions, don't follow the rules, are often late or absent, spend too much

time on personal matters, won't take responsibility or assume new duties, and can't adjust to change are likely to lose their jobs.

Workers who are aware of the total demands of the job, the importance of their role in the organization, and who always do their best are valuable workers. Valued workers keep their jobs and get promoted. Good employees are always in demand.

Changing Jobs. Other companies are always on the lookout for the person who is working and doing an outstanding job.

People change jobs for higher pay, better working conditions, promotions, shorter travel time and for jobs in line with their goals.

When you're working, job contacts and opportunities are expanded. Because you already have a job, you can seek a better job without feeling the pressures you felt while unemployed. You can now pick and choose a job that best meets your needs and long-range goals.

Never quit your present job until you have a firm job offer from the new employer. How you leave your present job is important. Think about the kind of reference your present employer will make if you "tell the boss off" and quit. It may not make a difference on your job, if you already have it, but it will when you apply for your next job.

The best way to leave a job is to tell your present employer that you will be leaving and work out a date for your last day of work. Most employers expect at least a two-week notice. Always leave in such a way that your employer is sorry to see you go and would "hire you back in a minute." At some time in the future you may want to come back.

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### The Last Word

This material was prepared to help you find a job. The material in the modules was drawn from experts in the job-finding field.

Along with this material, a commitment on your part is essential in order to find a job. The material can't do it alone. Be sincere, follow the steps, and you will get that job.