

SECTION:

1.1 Deal With Stress

SUGGESTED TIME: 30 Minutes

TRANSPARENCIES:

T-1.1-1 Objectives

T-1.1-2 What Is Stress?

T-1.1-3 Stress as a Part of Living

T-1.1-4 Coping with Stress

PARTICIPANT OBJECTIVES:

- Recognize the importance of developing a stress reduction plan

1.1 DEAL WITH STRESS (Page 2)

1. Display T-1.1-1 and review objectives.
2. Ask the class: "What do you think of when you hear the word 'stress'?" and/or "What stressful changes are you anticipating from your transition?"
*Record participant responses on chart paper. Display T-1.1-2.
3. You might want to use the "Stress Checklist" during this time. This item is available on the TAP Facilitator website.
4. Display and discuss T-1.1-3.

KEY POINTS

- We are programmed to react to change with fear and stress. All transitions cause stress: graduating from high school; marriage; joining the military; etc.
 - Transition and job search cause a great deal of stress that can be reduced if recognized and dealt with effectively.
 - We know that stress is a normal part of life. We must pay careful attention to ourselves and seek professional help when needed.
5. Display T-1.1-4.
 6. For additional information on stress management and other topics, please refer to the facilitator website.

SECTIONS:

1.2 Create a Career Catalog

NOTES

1.3 Identify Strengths and Challenges Arising From Military Experience

1.4 Analyze Your Skills

SUGGESTED TIME: 1 HOUR

TRANSPARENCIES:

T-1.2-1 Objectives

T-1.2-2 Types of Records Chart

T-1.2-3 Master Application

T-1.3-1 Veterans' Employment Strengths

T-1.3-2 Veterans' Employment Strengths

T-1.3-3 Veterans' Employment Challenges

PARTICIPANT OBJECTIVES:

- Gather the information and records you need in order to create a resume, fill out a job application, and prepare for a job interview
- Deal effectively with the strengths and challenges arising from military experience
- Identify your transferable skills that can be used in a variety of jobs

1.2 CREATE A CAREER CATALOG (Page 5)

1. Display T-1.2.1 and discuss objectives.

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2. Ask: "What information and records are needed for a Job Search?" Record on chart paper.
2. Display and Compare T-1.2-2 with the list generated by the class and discuss reasons for including each item.
3. Discuss page 5, the importance of assembling information for resumes, applications and interviews.

KEY POINT

- Taking the time to assemble the necessary information and records will save time and frustration. They will need the items suggested for creating a resume, filling out a job application, developing answers for interview questions and to complete forms such as the I-9.
4. Discuss pages 7-13 using T-1.2-3. Emphasize how creating a master application will help keep you organized and make it easier to complete job applications. Explain how to complete each section and to include volunteer work or experience. Discuss using customer service in the area of Other Information. If possible allow time for participants to complete the master application.

ACTIVITY

1.3 IDENTIFY STRENGTHS AND CHALLENGES ARISING FROM MILITARY EXPERIENCE (Page 14)

1. Ask the class to list and discuss strengths and challenges of military experience. Record their answers.
2. Display T-1.3-1, 2 & 3. Discuss any items not included on class list.

KEY POINT

- It is important to look honestly at what your own personal strengths are and to recognize that challenges are what an employer may perceive and therefore must be addressed.

(See Discussion Notes on the following pages of this section.)

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DISCUSSION NOTES

VETERANS' EMPLOYMENT STRENGTHS (Page 14)

1. **Leadership training** — Regardless of your rank, you have probably had an opportunity to be a leader. Leadership training in the civilian world is costly and not as widely respected. Employers know that military leadership training is both intense and extensive, assuring them that you are experienced and qualified in this area.
2. **Ability to conform to rules and structure** — Military life demands conformity. Employers can be assured that you understand the importance of rules and that you are disciplined.
3. **Ability to learn with advanced training** — Military training is respected by many in the civilian work force because it is intensive. You are well trained and can advance with further training.
4. **Familiarity with records** — The military requires you to account for all of your equipment as well as your time and actions.
5. **Ability to work as a team member and a team leader** — In the military, you have developed the ability to work in close coordination with your co-workers. Employers may appreciate your ability to lead when asked, or to participate in team efforts concertedly.
6. **Ability to work in a diverse group** — In the military you worked productively with others, regardless of their race, religion, age, etc. Civilian life also demands this ability, and employers appreciate that they can count on you to participate with all team members.
7. **Ability to work under pressure and meet deadlines** — By the nature of its mission, the military requires that you learn to work under pressure. Employers are aware that you have handled potentially life-or-death scenarios. Military experience establishes that you are able to cope with frustration and fatigue, and employers want employees who persevere despite obstacles.
8. **Systematic planning** — Most military operations require careful planning at all levels. You have been trained to consider outcomes carefully. Employers want employees who are forward thinking and keep unwanted outcomes to a minimum.
9. **Emphasis on safety** — The military requires safety training and maintenance. You have safety training that is among the best available and ensures that an employer can count on you to work safely.
10. **Ability to give and follow directions** — You have proven your ability to follow directions well, simply by being in the military.
11. **Drug-free** — Many employers are interested in providing a drug-free workplace and therefore appreciate the fact that you are certified drug-free by the military.

12. **Maturity** — Think about the responsibilities and experiences you gained from the military. You have not taken your responsibilities lightly, and bring focus and flexibility to tasks.

13. **Security clearance** — Being in the military might make it easier for you to obtain a clearance for government contracting and for employment with the federal government. These clearances are highly prized in certain civilian fields.

14. **Initiative** — You have been trained to pitch in and help wherever opportunities exist. Employers know that you look for such opportunities.

15. **Problem-solving** — Military experience connotes that you are experienced with complex challenges. Civilian employers count on veterans to consider situations, explore alternatives, overcome obstacles and suggest/implement improvements.

16. **Minimized need for supervision** — You are skilled and conscientious. Veterans are used to having work to do on their own, and do not require excessive prompting. You understand the importance of accountability.

CHALLENGES

1. **Communication** — The military talks in acronyms. You must learn to describe your military experience in civilian terms. Interaction in the military is often very formal. In civilian life, you should get used to being called by your first name and also avoid addressing your superiors as Sir or Ma'am.

2. **Stereotypes** — It may be necessary for you to overcome stereotypes some employers hold about the military:

- That you always follow orders so you don't have to think for yourself;
- That you are lazy; and
- That you don't want to work hard.

3. **Unrealistic Expectations** — You may have to adjust your thinking on the type of job you can qualify for and the salary you can expect. Despite your military experience, you may be expected to work your way up and may have to take a lower level job than you are actually qualified for. It may be difficult for you to adjust to living on the wages or salary you are likely to be offered by an employer. You are used to a relatively small paycheck in the military, but you also have certain benefits and privileges you won't have in civilian life.

4. **Credentials** — While you may have extensive training in a particular field, making the transition into an equivalent civilian position may require state and/or local licensing or certification. When planning your transition, consider carefully the time and/or investment required to obtain necessary credentials.

1.4 ANALYZE YOUR SKILLS

(Page 17)

1. Discuss importance of analyzing skills in all areas.
2. Discuss concept of transferable skills. Explain that it is important to look at specific job skills, not just job titles.
3. Have participants complete the transferable skills inventory beginning on page 18.
4. Ask the group to choose a common military MOS. Ask the group to brainstorm specific skills that someone with this experience would have. Record on chart paper if available.

KEY POINT

- Point out each person may have skills that qualify him or her for different jobs but they have to learn to relate their skills to each job. In a job interview, if they can discuss exactly how their skills can be transferred to an available job, they will be a stronger candidate.

Some examples of transferable skills are:

Accounting	Computers
Construction	Education
Electronics	Engineering
Financial administration	
Foreign languages	
Law enforcement	

5. Ask the group the importance of identifying skills they enjoy and would like to use in their next position.
6. Discuss page 22 and point out how once they have completed this form it will be a valuable tool when creating a resume.

See the facilitator website for suggested resources that discuss transferable skills.

The participant website also offers links to various resources on skills analysis.

NOTES

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SECTIONS:

1.5 Determine Your Work Preferences

1.6 Analyze Work Related Values

SUGGESTED TIME: 1 HOUR

TRANSPARENCIES:

T-1.5-1 Objectives

PARTICIPANT OBJECTIVES:

- Identify your work-related values
- Determine your personal preferences
- Explain why your work-related values and preferences are important in making job decisions

ACTIVITIES

1.5 DETERMINE YOUR WORK PREFERENCES (Page 23)

1. Discuss importance of understanding your work preferences in order to find employment with maximum satisfaction.
2. Require the class to answer questions on pages 23-25.
3. Ask several people how they answered specific questions and why.

KEY POINT

It is not possible to find a job that satisfies you without first understanding your own personal preferences. Try to meet as many work preferences as you can and still meet your basic needs.

4. Summarize by asking that the participants keep these preferences in mind when exploring and evaluating careers.

Links to more information about choosing careers are available on the facilitator website.

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1.6 ANALYZE WORK RELATED VALUES (Page 26)

1. Discuss importance of knowing your work-related values in order to avoid work situations that cause conflict in your personal and professional life.
2. Ask class to brainstorm their work-related values. Record on chart paper and compare to the list on page 26.
3. Require class to rate values on page 26.
4. Ask several people how they rated specific values and how they arrived at each rating.
5. Emphasize the importance of finding a career that is in line with personal work values.

KEY POINT

- As life circumstances change, work related preferences and values also change. For example, the importance of job security may increase as their family responsibilities increase; or involvement in decision-making may take on more importance as they gain experience and competence.

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SECTIONS:

2.1 CAREER RESEARCH

2.2 ASSESS FINANCIAL NEEDS

SUGGESTED TIME: 1 HOUR

TRANSPARENCIES:

T-2.1-1 Objectives

PARTICIPANT OBJECTIVES:

- Identify and research career possibilities
- Determine your financial needs as a way of estimating your salary requirements

ACTIVITIES

2.1 CAREER RESEARCH

(Page 28)

1. Ask the group: " How would you find information on careers?" For example, if you are interested in exploring an occupation as a chef, where would you begin?

KEY POINT

- Make career decisions with as much information as possible. Choose intelligently. The more knowledge you have about an occupation, the better prepared you are to move in to that career knowing both the positive and negative aspects of working in that field.
2. Discuss resources available to conduct career exploration. Refer to page 28.

When searching for books or articles, look not just for information about how to get a job, but also information about what the job itself entails.

Example books available at many libraries and some transition offices:

The Complete Job-Search Handbook: Everything You Need to Know to Get the Job You Really Want, by Howard E. Figler, Owl Books; ISBN: 0805061916, Paperback - 370 pages 3rd edition (November 1999).

NOTES

What Color Is Your Parachute? A Practical Manual for Job-Hunters & Career-Changers, by Richard Nelson Bolles, Ten Speed Press, ISBN: 1580083412; 368 pages 32nd edition (December 2001).

Career Counselor's Handbook, by Richard Nelson Bolles and Howard E. Figler, Ten Speed Press; ISBN: 1580081576; Paperback - 320 pages (February 2000).

Job shadowing is an opportunity for an interested person to "shadow" an employee from just a few hours up to a few days. By doing this, the career seeker is exposed to the daily activities of a specific position and is able to make more informed decisions about whether such a position would fit their skills and aptitudes.

Links to additional resources are available on the facilitator website and also on the participant website.

NOTES

2.2 ASSESS FINANCIAL NEEDS

(Page 32)

1. Have the class list all forms of income. Record on chart paper.

KEY POINT

- When members of the military analyze their budget it is important to include base pay, hazardous duty pay, sea pay, etc. Also consider travel and meal reimbursements as well as all the free or reduced cost services they receive, such as, medical and dental care, base housing, commissary and exchange privileges.
2. Discuss the importance of budgets and financial planning for individuals as well as families.
 3. Refer to pages 34 and 35 in the Participant Manual. Discuss each item and how to figure monthly expenses.
 4. Require the class to complete the Transition Budget Worksheets for homework. Explain the forms might need research and/or input from spouse.

Additional financial planning information is available through the facilitator website. Some transition offices also offer such resources.

NOTES

SECTIONS:

3.1 SET GOALS

3.2 GET ORGANIZED

SUGGESTED TIME: 1 HOUR

TRANSPARENCIES:

T-3.1-1 Objectives

T-3.1-2 Types of Goals

T-3.1-3 SMART

PARTICIPANT OBJECTIVES:

- Set personal goals
- Get organized

3.1 SET GOALS (Page 38)

1. Display T-3.1-1, Objectives.
2. Ask for a show of hands as to who has set goals. Ask a few individuals for examples of their short, intermediate and long-term goals.

KEY POINT

- It is difficult to make decisions about which jobs to pursue if they do not know what their goals are, how they want their careers to grow, or how much they need to earn.
3. Display T-3.1-2. Discuss the importance of setting goals, the difference between long and short-range goals and the fact that goals must be somewhat flexible to adjust to changing life circumstances.
 4. Discuss the SMART Goal Setting Technique on page 40. Display T-3.1-3.
 5. Require the class to start setting goals using the SMART technique. Discuss this exercise, asking for examples of goals and emphasizing how the three types of goals relate.

NOTES

3.2 GET ORGANIZED (Page 42)

1. Discuss the need for scheduling time and keeping accurate job search records. See the sample calendar on page 42 and the information records on pages 48 & 49.

KEY POINT

- Organization is the key to successful job search and information gathering. This will pay off in many ways including contact names, follow-up dates and information, keeping appointments and displaying your knowledge and abilities in an interview.
2. Emphasize importance of researching companies prior to contacting them. Job seekers need to sound knowledgeable about the company.
 3. Refer participants to company information record. Discuss how to fill out and use the information on page 48 & 49.

NOTES

SECTIONS:

- 3.3 APPROACH THE JOB SEARCH PROCESS
- 3.4 RESEARCH COMPANIES
- 3.5 JOB SEARCH ASSISTANCE
- 3.6 INTERNET JOB SEARCH
- 3.7 ANALYZE WANT ADS

SUGGESTED TIME: 1 1/2 HOURS

TRANSPARENCIES:

- T-3.3-1 Objectives
- T-3.3-2 Looking for Work Triangles
- T-3.3-3 Networking
- T-3.5-1 Sources of Job Search Assistance
- T-3.5-2 Federal Sources
- T-3.5-3 Additional Sources

PARTICIPANT OBJECTIVES:

- Plan an effective job search
- Understand how to conduct company research
- Learn about job assistance resources
- Understand how to begin using the internet as part of the job search process
- Analyze job announcements and ads for critical information

3.3 APPROACH THE JOB SEARCH PROCESS (Page 43)

1. Display T-3.3-1, Objectives
2. Discuss Effectiveness of Job Search Methods. Ask for job search stories; give some of your own. Display T-3.3-2, page 44 in your manual.

KEY POINT

- Few job seekers use all of the resources available to them. They should locate and use resources in the community where they wish to work.
3. Discuss the importance of networking and how to effectively establish and use a network. Display T-3.3-3, page 44.
 4. Ask class for examples of how to effectively use the phone as a job search tool. Expand upon their responses. Include cold calls, page 29.

KEY POINTS

- Use of effective strategies can reduce the length of unemployment.
 - Remind the participants to use the transition website to locate valuable resources.
5. Ask the group to define cold calling. Refer to page 29 and emphasize it is to expand their network and get information. Do not ask for a job!

Additional resources on job searching are suggested on the facilitator website.

3.4 RESEARCH COMPANIES (Page 46)

NOTES

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1. Have the class list sources of company information. Record on chart paper. Discuss these sources.
2. Ask the class to brainstorm: Why would you want to know information about an employer? Record on chart paper.
3. Ask the class to suggest specific information you might want to know about an employer.

KEY POINTS

- There is a direct relationship between the research done on a company and chances of getting a job. The better research they do the more likely they are to get the job they want.
- Employers expect individuals to do their homework before they come to an interview. Not knowing vital information about a company makes the applicant appear careless and unmotivated.

3.5 JOB SEARCH ASSISTANCE

(Page 50)

1. Solicit group responses for sources of job search assistance and list on chart paper. Post on wall for further reference.
2. Display T-3.5-1 through T-3.5-3. Explain the different programs and eligibility criteria. Use pages 50-52 for details on these programs.

KEY POINTS

- Links to agencies that provide job search assistance are available at the transition website. Refer participants to the website address inside the front cover of their manual.

NOTES

3.6 INTERNET JOB SEARCH

(Page 53)

Discuss the use of Internet want ads in the job search process.

KEY POINTS

- The Internet is a fast growing tool for employers and job seekers.
- Techniques such as researching the company and targeting resumes must not be avoided.

Ask the class your choices of the following discussion questions:

What Internet job searching have they done?

What types of positions did they find?

What might be some advantages to Internet searching?

What might be some disadvantages?

What sites have participants found to be useful?

Remind the class that the transition website offers links to many job search webpages.

NOTES

3.7 ANALYZE WANT ADS

(Page 55)

Discuss the use of want ads in the job search process. The chart on page 44 of the participant manual depicts the use of want ads by employers in relation to other widely used methods of hiring.

KEY POINTS

- Want ads are often the last resort for employers, but should be used as just one component of a multi-faceted search for employment.

- In analyzing an ad, look for key information:
 - Is a contact person listed? It is ideal to address your cover letter to a specific person in charge of the hiring process.
 - How does the employer wish to be contacted? If they say "no calls," do not call.
 - Is there an application deadline/closing date for the position? If so, make sure your materials meet it. Late materials may not be considered.
 - Is salary discussed in the ad? If compensation is on a commission basis, the job may involve sales.
 - Is the work site location listed? Is it appropriate for you?
 - If the ad sounds too good to be true, it probably is. Think critically about what type of job you're qualified for and what your top priorities are in finding a job.

NOTES

SECTIONS:

3.8 COMPLETE APPLICATION FORMS

3.9 OPPORTUNITIES FOR FEDERAL CIVIL SERVICE
EMPLOYMENT

SUGGESTED TIME: 1/2 HOUR

TRANSPARENCIES:

T-3.8-1 Objectives

PARTICIPANT OBJECTIVES:

- Understand how to complete application forms
- Understand how to find opportunities for Federal Civil Service Employment
- Understand how to initiate the Federal application process

3.8 COMPLETE APPLICATION FORMS (Page 56)

1. Review suggestions for completing an application.
2. Discuss Your Right to Privacy and What Employers Can and Can Not Ask or Say on pages 124-125. Items that cannot be asked in an interview are also not legal application questions.
3. Refer class to Master Application Worksheet in Section 1 and in the appendix.

KEY POINTS

- Applications are an employer's tool to standardize information and make consistent decisions on who to interview.
- Fill in all requested information. Never respond with "see resume."
- Never lie on an application. This is grounds for dismissal, even after you have been hired.

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3.9 OPPORTUNITIES FOR FEDERAL CIVIL SERVICE EMPLOYMENT (Page 58)

1. Discuss veterans' preference in federal hiring.
2. Discuss who can apply.

KEY POINT

- Federal employment requires different information than civilian employers require. It should contain all information necessary to the job and can be many pages long. Be sure to check with the hiring authority or job posting to determine what is being requested.
3. Review "What A Resume for Federal Employment Must Contain" on page 58.
 4. Review application procedures. Cover the OF-612 and federal resume forms. Tell them they must obtain an original for each application.
 5. Read job announcements carefully and look for specific requirements for resume format, content, transcripts, licensing, certification, etc.

NOTES

SECTIONS:

3.10 CREATE AN EFFECTIVE RESUME

3.11 WRITE COVER LETTERS

SUGGESTED TIME: 3 1/2 HOURS

TRANSPARENCIES:

T-3.10-1 Objectives

T-3.10-2 Speak the Same Language

T-3.10-3 Leadership Roles

T-3.10-4 Leadership Roles (continued)

T-3.10-5 Inappropriate Resume Content

T-3.10-6 Sell Your Skills

OBJECTIVES:

This lesson prepares participants to understand how to:

- Write effective resumes
- Translate military experience into job skills
- Write effective cover letters

3.10 CREATE AN EFFECTIVE

RESUME (Page 65)

1. Briefly display T-3.10-1, Objectives.
2. Ask the class to quickly take the resume quiz in their manual appendix on page 164.

Note for Instructor: You will find the answers to the Resume Quiz immediately following this section. The participant manual has the Resume Quiz in the appendix section.

3. Discuss the types of resume formats and examine the chart on page 66. Emphasize what each format will do for specific cases.
4. Review information on Translating Military Experience into Civilian Terms on page 67 and discuss. Be sure to define civilian terminology. Ask the class why they cannot assume they will automatically qualify for the civilian equivalent. Display T-3.10-2 & T-3.10-3.
5. Point out resume guidelines on pages 68 and 69 and refer to quiz when appropriate. Display T-3.10-4.

KEY POINTS

- Emphasize resumes will constantly change based on their experience to date. Don't think this is a one-time exercise. Resumes are used first to screen applicants and then find the most promising candidate. Therefore, they should design their resume with a specific job in mind. They will probably need several resumes in their job search.

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- Even if they don't think they need a resume, they should work on developing one. It is an excellent way to prepare answers to interview questions.
 - Emphasize that they need to pay attention to the physical appearance of their resume. White space can be used to create an effective marketing document.
 - Always tell the truth.
6. Ask the group if they think a job objective is important. Review page 70.
 7. Use page 74 to assist the class with potential action verbs while writing their resumes. Display T-3.10-5.
 8. Discuss the points on page 75. Ask class for examples from their background and help develop into results oriented bullets that sell themselves.
 9. Discuss the Resume Worksheet beginning on page 70. These pages break down a resume by each section.
 10. Show class the sample resumes in their manual pages 76-78 and let them know Mark Andrews's resume is written in the three format styles containing qualifications of an assault man. Ask which seems easier to read, looks better, etc. Additional resumes are included in their manual pages 79-86.

NOTES

11. Assign small groups to work on composing their resumes. (More effective with smaller groups.) Emphasize use of action verbs and nouns. Tell them to keep in mind these questions:

- What work have I done?
- What results have I produced?
- How can I impact this company?

Direct their attention to page 94 for Resume Checklist.

12. Review information on pages 91-92, Salary History.
13. Discuss the use of references and reference sheets on pages 95-96.
14. Discuss the sample letter of recommendation on page 97.

KEY POINTS:

- Discuss scannable resumes and how the format would change for this purpose. Contact the HR department to find out if they do scan resumes and what to be aware of when writing for this format.
- Key words are critical to the screening process and therefore a job description is important to writing an effective resume.

NOTES

3.11 Writing Cover Letters (Page 101)

1. Discuss the purpose of a cover letter and why one is needed. Emphasize that this is a marketing letter: "Why should I read this resume?"
2. Discuss cover letter guidelines on page 101.

KEY POINTS

- The cover letter must grab the reader's attention immediately and entice him/her to read the resume. It is the initial marketing effort to make the reader want to know more about the writer.
 - The cover letter should:
 - a) Connect the person to the company
 - b) Show the knowledge of the company
 - c) Indicate the reason for interest in the company
 - Make every effort to use the name of the individual where they are sending their cover letter and resume. Try not to address materials "To Whom It May Concern."
 - Follow-up with a phone call a week after they send the letter and resume, unless instructed specifically not to call.
 - The cover letter should not repeat the contents of the resume.
3. Discuss the general outline for cover letters on page 102.

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4. Compare and discuss the sample cover letters on pages 103-106.

DISCUSSION NOTES: Resume Quiz

1. The number one rule for writing a good resume is: More is Better.

False: Your resume should be brief and to the point.

2. The best resume has a lot of “white space” to make it easier to read.

True: A page with nothing but type is difficult to read. Make it easy for the employer to find information quickly.

3. Regardless of your age, the work history component of your resume should list all jobs going back to high school.

False: You can consolidate information that is more than 10 years old, unless there is something that you want to highlight.

4. A career objective at the beginning of your resume is optional.

True: It is up to you, but if you choose to include an objective, make sure it is not too generic.

5. Your resume should not be longer than two pages.

True: Imagine yourself as an employer who has just received 80 resumes in response to a job. Resumes should be only one page unless you can truly justify two pages.

6. A good resume is flexible enough to cover various job options within your professional field of interest.

False: The best resume is one that is tailored to each job/company to which you apply. This is a targeted resume.

7. A good resume paints a clear picture of you, including your height, weight, race, age, sex, marital status and number of children.

False: A resume is a professional document and should not include personal information.

8. Employers like to see you are interested in things other than just your job, so include volunteer work, continued education, and association involvements.

True: You should include information that relates your ability to be a good employee.

9. All resumes should contain the complete names, addresses, and telephone numbers of your references.

False: You may include a statement that says, References available upon request; however, that is assumed by the employer, so you can save a line by omitting it. Never include information about your references.

10. To help your resume stand out from the hundreds an employer may receive, you should make it as unusual as possible by using a bright color paper or including a picture of yourself.

False: Remember, it is a business document and should look professional.

11. It is a good idea to ask your close friends to read your resume and help you improve it.

False: Unless your close friend is a person who has knowledge of the field and resume writing experience. It is a good idea to get help, but get it from someone who has some expertise in job searches.

12. If you send your resume to an employer in response to a newspaper ad, you don't need to send a cover letter with it.

False: Always send your resume with a cover letter to introduce it.

13. A cover letter is primarily intended to repeat the most important points of your resume.

False: A cover letter should give more detail about your experience exactly as it relates to the position.

14. It may take a lot of hard work, but it's possible to write a resume good enough to secure you the job you want.

False: A good resume can get you an interview, but it would be very unusual to be hired just on the basis of your resume.

15. It is always better to spend the money to have a professional resume writing service write your resume.

False: You should write it yourself and get help to perfect it. A resume writing service may make your resume sound like someone else.

SECTIONS:

4.1 UNDERSTAND THE INTERVIEW PROCESS

4.2 TAKE EMPLOYMENT TESTS

SUGGESTED TIME: 1 1/2 HOUR

TRANSPARENCIES:

T-4.1-1 Objectives

T-4.1-2 Interview Stages

PARTICIPANT OBJECTIVES:

- Prepare for interviews
- Take employment tests as part of the interview process

4.1 UNDERSTAND THE INTERVIEW PROCESS (Page 108)

1. Display T-4.1-1, objectives.
2. Ask for a show of hands to determine how many participants have ever been on a job interview.
3. Ask class for interview stories and offer some of your own.
4. Display T-4.1-2. Discuss the Four Stages of Interviews.
5. Discuss the types of interviews that are most common today and how to prepare for each one. Display T-4.1-3.
6. Tell the class that if they want the job, they should let the employer know.

KEY POINT:

- Understanding the type of interview that you will have and knowing the overall process will help the applicant to be more prepared and calm when the time comes.

NOTES

4.2 TAKE EMPLOYMENT TESTS

(Page 110)

Discuss employment tests and review the list on page 110.

KEY POINT

- As of early 2002, over 40% of Fortune 500 companies give personality tests to job applicants. It is important to be prepared to take tests and recognize the importance in the hiring process.

NOTES

SECTIONS:

4.3 PRESENT YOUR 30-SECOND COMMERCIAL

4.4 PREPARE FOR INTERVIEWS

SUGGESTED TIME: 1 HOUR

TRANSPARENCIES:

T-4.3-1 Objectives

T-4.4-1 Interview Tips

PARTICIPANT OBJECTIVES:

- Prepare a personal 30-second commercial
- Prepare for interviews

4.3 30-SECOND COMMERCIAL (Page 111)

Briefly display T-4.3-1, Objectives.

The 30-second commercial is an activity that allows workshop participants to practice introducing themselves and summarizing their interests and experience.

The 30-second commercial can be used in many situations. Examples:

- When meeting a recruiter at a job fair.
 - When an employer says: "Tell me a little bit about yourself"
1. Ask the class to fill in their own individual 30-second commercial on page 111.
 2. Ask the class to pair off and practice with each other.
 3. Ask for volunteers who are willing to share their commercials for a class critique.
 4. Discuss different approaches and quality of content.

KEY POINTS:

- Participants should always be prepared to introduce themselves by describing their skills, interests and experience.
- Participants should practice the 30-second commercial again before attending job fairs, interviews and networking events.

NOTES

4.4 PREPARE FOR INTERVIEWS

(Page 112)

1. Ask the class to list the DOs and DON'Ts of a job interview. Call on individuals at random. Record and discuss. Display T-4.4-1. Thoroughly discuss these guidelines using page 113 in the participant manual. Discuss any tips that were not included on the class list.
2. Refer participants to page 114. Explain how to use this form to record and maintain interview information.
3. Summarize understanding and preparing for interviews using the following key points.

KEY POINTS

- An interview is not a one-way conversation. It is the interviewer's chance to get to know them and determine the possibility of a match between the person and the job. It is also a chance for the applicant to assess the job and the company.
- The applicant's job in an interview is to explain how their qualifications and skills relate to the position being discussed and to the company's needs.
- All of the questions asked during the interview are designed to help the interviewer find out three things from an applicant:
 - a) if they can and will do the job;
 - b) if they will fit in with the other employees and the company work style
 - c) what would be the advantage of hiring them over someone else?
- In an interview, the applicant must concentrate on what is being said and how it is said, rather than on how

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they are doing.

- Stay aware of how the interviewer is reacting during the interview and, if need be, the applicant may need to adjust their style.
- Some interviewers, particularly those with little experience, may not have good interviewing skills and don't allow time for establishing rapport. The applicant can gain points in this situation by being calm and friendly, and putting the interviewer at ease.

Refer to the facilitator website for links to more information about interview preparation.

NOTES

SECTION:

4.5 DRESS FOR SUCCESS

SUGGESTED TIME: 1/2 HOUR

TRANSPARENCIES:

T-4.5-1 Objectives

T-4.5-2 Remember

PARTICIPANT OBJECTIVES:

- Dress appropriately for a job interview

ACTIVITIES

4.5 DRESS FOR SUCCESS (Page 115)

1. Display T-4.5-1, Objectives.
2. Discuss the importance of appropriate dress for a job interview. **Instructor should dress in interview attire as an example to participants.** Display T-4.5-2.

KEY POINT

- In competition for a job, they are judged not only on qualifications but also on presentation. How they look—style of dress, clothes and grooming—is a major part of their presentation. Companies want employees who look like they "belong" in the organization and can promote the company image.
3. Ask the class to list DOs and DON'Ts of interview appearance. Record their answers. Add to the information on pages 115 and 116. Cover or remove all body piercings prior to an interview.

KEY POINTS

- There are unspoken rules regarding what is and is not appropriate attire for an interview. Following all the rules does not guarantee that they will get the job, but breaking the rules will definitely be counted against them.
 - Some experts suggest that applicants should dress slightly more professionally than the person conducting the interview.
4. Ask for suggestions regarding the types of jobs that would or would not require wearing a suit to the interview. Discuss appropriate dress for a variety of positions. Also mention having tools available if the interview is at a job site. Make sure participants understand they should leave work clothes or tools in their

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car. Do not carry them into the interview.

KEY POINTS

- Emphasize trying on the clothes they have chosen as their "interview outfit" before the day of the interview to make sure they fit, are comfortable, do not need cleaning or mending and convey an attitude of professionalism.
 - Classic styles are best, stay away from trendy fashions that "make a statement"—it is generally not a statement that should be made in a job interview.
5. Discuss researching the company as it relates to interview attire, in order to look like you fit in.
 6. Briefly review "dress for success" before each interview.
 7. Ask for willing participants to volunteer for interview attire feedback.

NOTES

SECTIONS:

4.6 SHARPEN LISTENING SKILLS

4.7 INTERPRET BODY LANGUAGE

SUGGESTED TIME: 1/2 HOUR

TRANSPARENCIES:

T-4.6-1 Objectives

T-4.6-2 Sharpen Listening Skills

T-4.7-1 The Way We Communicate

PARTICIPANT OBJECTIVES:

- Participate in a successful interview

4.6 SHARPEN LISTENING SKILLS

(Page 117)

1. Display T-4.6-1, Objectives.
2. Discuss how to sharpen your listening skills. Refer to page 117.
3. Display T-4.6-2.

KEY POINTS

- If you are not able to effectively hear and process what the interview is saying or asking, you will not be able to communicate effectively and you may not get the job offer.
- Ask clarifying questions and listen actively. It shows your interest in and your desire to understand exactly what the speaker is saying.

"We only remember 25% of what we hear."

Stephen E Lucas (2001) The Art of Public Speaking, 7th edition. McGraw Hill; New York.

NOTES

4.7 INTERPRET BODY LANGUAGE (Page 118)

1. Discuss the importance of nonverbal signals in the way we communicate. Display T-4.7-1.
2. Communication is a two-way process of sharing information involving verbal and nonverbal messages. Communication occurs through generating, transmitting, understanding, and responding to information. Refer participants to pages 118 and 119 and discuss.

KEY POINTS

- Body language is important to watch, but do not over-interpret specific moves. Look at the total picture and keep in touch with how interviewers react to your tone of voice, facial expressions and gestures and gear your communication accordingly.
 - Nonverbal signals must enforce rather than contradict their verbal messages. If their verbal and nonverbal messages conflict, the nonverbal will be the more powerful message.
3. Following are verbal and nonverbal listening and responding techniques that can be used to make the interview more productive and more pleasant.
 - a) eye contact — starts conversations by getting attention, and also indicates respect, sincerity and a willingness to listen. Use eye contact to help emphasize points. If they avoid eye contact, interviewers may conclude they are hiding something;
 - b) facial expression—conveys approval, suspicion, contempt, concern, etc.;

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- c) posture: conveys how they feel about themselves and their attitude about the general situation;
 - d) gestures: help convey meaning and helps them relax;
 - e) voice inflection: carries messages of enthusiasm, anxiety, fear, pride, etc.;
 - f) attitude: positive, negative, indifferent, conveys enthusiasm and confidence or lack thereof.
4. If an applicant fails to respond to both verbal and nonverbal cues in a job interview, they have very little chance of being successful. For instance, if the interviewer becomes restless, that may be a sign of boredom and the applicant needs to pick up on it.
 5. If possible, show a video of a job interview. Discuss nonverbal cues.
 6. Summarize by tying together listening, responding and nonverbal signals.

SECTIONS:

4.8 ANSWER QUESTIONS

4.9 ASK QUESTIONS DURING THE INTERVIEW

SUGGESTED TIME: 1 1/2 HOURS

TRANSPARENCIES:

T-4.8-1 Objectives

T-4.8-2 Your Answers

PARTICIPANT OBJECTIVES:

- Participate in a successful interview

4.8 ANSWER QUESTIONS

(Page 120)

1. Briefly show T-4.8-1, Objectives.
2. Ask class to identify several questions they would expect to be asked in interviews. Record answers and discuss briefly. Discuss types of questions, open-end, closed-end, situational, behavioral, etc.
3. Display T-4.8-2 and discuss.
4. Have class examine questions on pages 121-123 and practice/prepare answers. Compare to the class.

KEY POINTS

- Using examples in answers is critical. Examples paint word pictures that help the interviewer remember specific applicants. Examples also give the interviewer proof of stated experience.
- Emphasize the importance of practicing answers to questions. Remember, the most critical thing in a job interview is matching skills and experience to the employer's needs. Make the connection between what the employer needs and what the applicant has to offer.
- Do not forget to pay special attention to body language, since so much of what we say is conveyed nonverbally. Use nonverbal cues, especially eye contact, gestures and facial expressions, as a way to emphasize and expand points.

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- Pay particular attention when dealing with salary and benefits questions. Emphasize that they should know their salary requirement before the interview.

5. Discuss the salary question guidelines on page 127. Ask class to elaborate.

KEY POINT

- Do not bring up salary or benefits unless the interviewer does.

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4.9 ASK QUESTIONS DURING THE INTERVIEW (Page 128)

1. Discuss asking questions and why it is so important. Refer to list of questions on pages 128-129.
2. Have participants write down the questions they feel must be answered in order to make an informed decision about whether this is the right company for them. Ask for volunteers to share questions. **Emphasize that the best asked questions come from doing research on the company.**
3. Have class prepare questions and answers to use in mock interviews.

KEY POINT

- It is best for the applicant to write and practice asking six to eight questions in case some of them are answered during the interview. Remember, interviewers often evaluate thinking ability based on the questions asked so choose subjects and words carefully.
- Participants can prepare for mock interviews by reviewing the information on page 113. Participants will critique each other in mock interviews.
- Emphasize that feedback regarding performance in a mock interview in class can be hard to take, but it is not as difficult as leaving a real job interview knowing they did not do well.

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4. If a mock interview is possible, explain how it will give participants valuable experience through role-playing and feedback on their performance. (This is a good time to utilize local employers to create a realistic environment.)
5. Explain the process for conducting a mock interview.

For Smaller Groups:

- Count off by four or five
- Each person has opportunity to role play both interviewer and interviewee
- Others act as observers
- Observers keep time
- Interview for 10 minutes, then have group critique the experience

For Larger Groups:

- Count off by four or five
- Have groups role play panel interviews
- Interview for 10 minutes, then have a group critique
 1. Divide participants into working groups
 2. Allow group to review sections 4.8 and 4.9 and to prepare. Circulate among groups to assist.
 3. Summarize by discussing how groups performed and what they learned.

Refer participants to the transition office for further assistance with interviewing, if available.

NOTES

SECTIONS:

4.10 FOLLOW UP AFTER INTERVIEWS

4.11 ANALYZE WHY YOU DID NOT GET A JOB

SUGGESTED TIME: 1 1/2 HOURS

TRANSPARENCIES:

T-4.10-1 Objectives

T-4.11-1 Why You Didn't Get a Job - Sometimes the Company

T-4.11-2 Why You Didn't Get a Job - Sometimes You

T-4.11-3 & 4 What Went Wrong? Personal Presentation

T-4.11-5 What Went Wrong? Personal Attributes and Values

T-4.11-6 What Went Wrong? Interview Skills Participant

OBJECTIVES:

- Evaluate interviews
- Write thank you letters as a follow-up to an interview
- Analyze a rejection subsequent to an interview

4.10 FOLLOW UP AFTER INTERVIEWS (Page 131)

1. Briefly display T-4.10-1, Objectives.
2. Ask the class what they think they should do after an interview. Use their responses to discuss post-interview activities:
 - Analyze behavior
 - Write a thank you letter
 - Follow up
3. Refer to Post-Interview Checklist on page 132. Discuss items and the importance of evaluating each interview immediately.

KEY POINTS

- Recognize that sometimes an applicant is not hired despite excellent qualifications and flawless interview performance. **NOTE:** Recognition of this point should improve self-esteem and confidence in interviewing.
 - The applicant should always send the interviewer a thank-you letter. Writing a thank you letter to follow up an interview often makes them stand out from other candidates because so few applicants bother to send them. Make it brief, use it to reinforce assets, add anything forgotten and to reiterate interest in the position.
4. Use sample thank-you letters pages 133-134. Discuss different approaches and content and the necessity for writing it immediately following the interview. Suggest a follow-up phone call in one week.
 5. The applicant should always follow up

NOTES

with the employer as you stated in your thank-you letter, especially if you have not heard from them after one week. Simply call and ask if a decision has been made on the position. If they say they have hired someone else, thank them for their time and ask what might have made you a stronger candidate or what they might suggest you work on for the next interview. They may not answer, but if they do this can be valuable information to help you improve your chances of being hired by another company.

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4.11 ANALYZE WHY YOU DID NOT GET A JOB (Page 135)

1. Ask the class to brainstorm reasons why people do not get hired. Record on chart paper.
2. Display T-4.11-1 & 2. Discuss any points they missed.
3. Display T-4.11-3 through 6. Discuss reasons and compare list on chart paper to the transparencies.
4. Refer to page 136 and discuss the importance of improving on each interview attempt.

KEY POINTS

- Learn from experience...Use the Post-Interview Checklist to analyze interviews. Work on strengthening the positive aspects of performance and eliminating or changing the negative.
- There are many reasons an applicant can be denied employment, some of which cannot be known by the applicant. Encourage participants to consider the aspects of the interview that they thought were positive or negative, make adjustments that they can control, and move on to the next interview with confidence.
- Emphasize to participants not to be discouraged if they feel they did not do well in an interview. Rather, take what they learned and practice for the next one. Practice in front of a mirror or in a mock interview with a friend (videotape the mock interview if possible).

NOTES

SECTIONS:

5.1 EVALUATE JOB OFFERS

5.2 NEGOTIATE JOB OFFERS

5.3 COMMUNICATE YOUR DECISION TO THE EMPLOYER

SUGGESTED TIME: 1/2 HOUR

TRANSPARENCIES:

T-5.1-1 Objectives

T-5.2-1 Negotiating Tips

T-5.3-1 Business Letter Format

PARTICIPANT OBJECTIVES:

- Evaluate job offers
- Negotiate terms of employment
- Effectively communicate decisions to employers

5.1 EVALUATE JOB OFFERS

(Page 138)

1. Briefly display T-5.1-1, Objectives.

KEY POINTS

- Never make a snap decision regarding a job offer. Take time to consider all the options and implications of a decision.
 - Family members are affected by job decisions and should be included in the decision making process.
2. In any decision making process, it is helpful to use some framework to weigh and compare the pros, cons, and implications of all possible options.
 3. Ask the class what they would do if they got a job offer. Discuss evaluating offers.
 4. Ask class to list factors to be evaluated. Refer to page 138-139. Record and be sure to include:
 - Location
 - Potential for growth
 - Earnings
 - Type of work
 - Job security
 - Benefits
 5. Discuss benefits companies may offer on page 140.
 6. Inform the participants of the Hourly Wage Chart on page 141.

NOTES

5.2 NEGOTIATE JOB OFFERS

(Page 142)

1. Give examples of the types of jobs in which negotiations are common and/or expected such as higher-level management positions, contract work, sales, etc. Refer to pages 142-143.
2. Discuss negotiating job offers. Point out that many jobs offer no room for negotiation. However, if everything about the job looks good except the salary, it may be worth trying to negotiate instead of turning down the offer.
3. Display T-5.2-1 (Negotiation Tips). Discuss briefly.

KEY POINTS

- Always be serious about negotiations. The employer may not be in a position to negotiate and may withdraw the offer.
- Issues such as benefits, perks, job progression and working hours can be negotiable...do not concentrate solely on salary.
- For some positions, it is advisable to request a written job offer that stipulates salary, starting date and any issues that were negotiated.
- Expect to compromise. Negotiation sessions are not a one-way street. Range and limitations should be defined before entering into negotiations and make sure the expectations are realistic for the industry, the company and the geographic location.

NOTES

5.3 COMMUNICATE YOUR DECISION TO THE EMPLOYER

(Page 146)

Display T-5.3-1 (a suggested business letter format). Discuss briefly. Refer to sample letters in manual on pages 147-150.

KEY POINTS

- The manner in which a decision regarding a job offer is communicated to the employer is important regardless of what decision has been made.

- There are four options in responding to a job offer:
 - a. accept
 - b. reject
 - c. request an extension
 - d. accept with modifications

NOTES

SECTIONS:

6.1 DEPARTMENT OF DEFENSE

6.2 DEPARTMENT OF LABOR

6.3 DEPARTMENT OF VETERANS AFFAIRS

6.4 DEPARTMENT OF TRANSPORTATION

6.5 SMALL BUSINESS ADMINISTRATION

SUGGESTED TIME: 3 HOURS

TRANSPARENCIES:

T-6.1-1 Objectives

PARTICIPANT OBJECTIVES:

- Understand available resources

The TAP Workshop is one component of the larger transition program. Encourage participants to use all of the resources available to them.

NOTE : Due to the specific nature of the material in this chapter, it is recommended you invite subject matter experts to come into your TAP session as guest speakers. Also, it may be helpful to create classroom posters or handouts with contact information for local resources (i.e., VA, SBA, DVOP/LVER, etc.)

6.1 DEPARTMENT OF DEFENSE

(Page 152)

Refer participants to page 152-153 and highlight the various resources provided by the DOD.

KEY POINTS

- Depending on location, resources may vary. Provide updated local resource list for participant use.
- Offer information on how service members access programs if they are relocating.

Note for Instructor: This is an excellent section to have local DOD staff assist in presentation.

NOTES

6.2 DEPARTMENT OF LABOR

(Page 154)

Refer participants to pages 154-155 and highlight the resources provided by the Department of Labor.

Participants should be made aware of the Disabled Veterans Outreach Program (DVOP) staff and Local Veterans Employment Representatives (LVER.) Primarily located in the offices of the State Workforce Agency employment offices, these staff members provide assistance exclusively to veterans. They directly provide or facilitate the provision of labor exchange services, including assessment, counseling, testing, job-search assistance, referral and placement.

NOTES

6.3 DEPARTMENT OF VETERANS AFFAIRS (Page 156)

1. Review VA benefits.
2. Provide information on local entrepreneurship resources.

Note for Instructor: The material provided is of a general nature. It would be helpful to have subject matter experts.

NOTES

6.4 DEPARTMENT OF
TRANSPORTATION (Page 158)

Review if applicable to participants in your class.

NOTES

6.5 SMALL BUSINESS ADMINISTRATION (Page 159)

Provide information on local entrepreneurship resources.

Refer participants to the participant website address located on the inside cover of their manual.

NOTES