FEATURES OF THE JOB SEARCH PROCESS FOR
INDIVIDUALS WITH DISABILITIES AT THE
CALIFORNIA DEPARTMENT OF REHABILITATION

A Project

Presented to the faculty of the Department of Special Education, School
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in
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(Vocational Rehabilitation)

by
Robert Jason Hernandez

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by

Robert Jason Hernandez

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Date

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Graduate & Professional Studies in Education
Abstract

of

FEATURES OF THE JOB SEARCH PROCESS FOR
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by

Robert Hernandez

Statement of Problem

To achieve successful employment in today’s workforce for Individuals with disabilities is very uncommon. The Department of Rehabilitation assists individuals with disabilities to find employment. However, consumers at the Department of Rehabilitation (DOR) are in need of employment skills and knowledge of the job search process to gain successful employment. This project is designed to provide information to individuals with disabilities about important features of the job search process to assist Employment Coordinator’s (EC) and Job Developers at DOR to help improve delivery services and employment rates for consumers.

Sources of Data

Research materials for this product were attained from books, peer reviewed journals, rehabilitation journals, the Department of Rehabilitation consumer manuals and directives, and previous CSUS projects. Participating in employment workshops at DOR was essential resources that helped the author gain valuable information on the job search process. Lastly, DOR employees, who include Senior Vocational Rehabilitation Counselor’s-Qualified Rehabilitation
Professionals (SVRC-QRP) and one EC, were interviewed for collecting information on the need for this product.

Conclusions Reached

A PowerPoint presentation on important features of the job search process is created to provide necessary information to consumers at DOR. Features such as interviews, resumes, mentoring, networking, and informational interviewing are included in the presentation. In addition, there are distinctive features in the presentation that include aspects of social networking to better assist individuals with disabilities in their employment goals.

_______________________, Committee Chair
Guy E. Deaner, Ph.D.

_______________________
Date
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Chapter 1
INTRODUCTION

Background of the Problem

In 1963 State legislation brought together the functions of the vocational rehabilitation centers and bureaus to form the California Department of Rehabilitation (DOR, 2013). DOR has been assisting individuals with disabilities for over 50 years assisting consumers with education, independent living, and employment (DOR, 2013). According to DOR’s Staff Development In-Service Training Manual (2007), DOR provides significant personnel that adhere to the main goal of facilitating the accomplishment of the employment goals and objectives of individuals with disabilities.

According to Boyce (2012), there are over 2.8 million unemployed individuals with disabilities in California. Most individuals that have a disability who are not employed do want to gain meaningful employment and contribute to society (Bolles, 2013). Although it can be difficult to measure the desire to work, independent surveys of people with disabilities indicate a high desire to be in the workforce. In 2003, 2005 and 2007, Harkin (2012), found that among those individuals with disabilities who are not participating in the workforce, 80 percent say they wish to work. However, as many individuals with disabilities want to join the workforce, according to Green (2013), there is much competition in today’s job market. To be successful, job seekers must have the skills, knowledge and abilities employers need, and be able to present them effectively with good job preparation (employexperience.com, 2013).
According to the 1992 Rehabilitation Act Amendments, individuals with disabilities have a right to broaden their participation in the selection of their vocational goal (Osa-Edoh, 2000). According to the Informed Choice Consumer Regulations Manual (DOR, 2013), with informed choice, DOR staff provides consumers with information and support to assist them in the decision making throughout the rehabilitation process. Consumers have the opportunity to be active participants in the pursuit of their vocational goal. This is done by acquiring information with the assistance of the rehabilitation counselor and their own resources. By being informed the consumer is able to participate and provide information on the selection of their employment outcome (DOR, 2007). Also, according to the DOR Staff In-Service Training manual (2007), to make good decisions on a consumers vocational goal, teaching and providing the consumer with the tools to collect information greatly benefits their employment outcome.

At DOR, a vocational rehabilitation team works closely with each consumer to establish the best combination of services and resources necessary to prepare for and retain employment (DOR, 2013). DOR’s team approach to attain this combination of services is established by the new Vocational Rehabilitation Service Delivery Model (VRMOD). According to the VRMOD Statewide Implementation Overview Manual DOR (2014), the VRMOD was established in January 2013. Its primary role is to enhance the quality and effectiveness of services to consumers with changes in consumer expectations and technology by implementing a team approach. The VRMOD team is comprised of one Staff Services Manager, five Senior Vocational Rehabilitation
Counselors (SVRC-QRPS), one Service Coordinator (SC), one Employment Coordinator (EC), and two Office Technicians (OT).

During the rehabilitation process at DOR, there are several steps to follow (with the job search process as the final step). First of all, after the consumer application is submitted, the consumer will attend an intake interview with an SVRC-QRP, where information on a consumer’s disability, personal information, and employment history and status will be discussed to determine eligibility for services. Next, eligibility will need to be established by the SVRC-QRP to decide the level of significance of a consumer’s disability. This is determined by examining evidence (medical records, limitations, and the capacity to work) that states that the individual is capable of benefiting from DOR services. After determining successful eligibility, the consumer and SVRC-QRP will meet to gather job information and experience to develop an Individualized Plan for Employment (IPE). During this process both parties will agree on an employment goal, services needed, length of service, funding, and a plan completion date (DOR, 2007). Finally, after these steps are completed, the job search assistance/job readiness training is implemented. During this process the consumer will need to learn employment skills and gain knowledge on how to conduct interview techniques, résumé development, networking, and informational interviews (DOR Intranet-Employees Internal Website, 2014).

The purpose of this project is to develop a Power Point Presentation for the California Department of Rehabilitation (DOR) in the Modesto and Stockton office districts. This presentation will help consumers gain an improved understanding and
knowledge of the job search process to assist in gaining employment. To obtain knowledge of the job search process, it is important to implement: aspects of social networking and the importance of establishing employment contacts; information on the job interview process for individuals with disabilities; informational interview preparation for building confidence; information on résumés, and template resumes for individuals with disabilities; and finally, the importance of establishing a mentor for individuals with disabilities. Most Importantly, this presentation helps consumer’s gain valuable knowledge and information for a career using a self-directed search that can be performed at DOR, home, or any location with online access. By delivering aspects of the job search process through this presentation, DOR can provide an additional tool for their consumers to gain an improved understanding of how to attain and prepare for employment. According to DOR’s newly appointed Director, Joe Xavier, (personal communication, February 18, 2014), regardless of the success DOR has already attained, Rehabilitation Counselor’s must always find new ways to improve delivery services to Californians with disabilities.

**Statement of the Problem**

Many DOR districts in California have implemented the VRMOD. However, due to current staffing allocations and budget cuts, some offices may delay the formation of proper staffing teams and form half-teams (DOR, 2014). Currently, the Modesto and Stockton DOR district offices, located in the San Joaquin and Stanislaus counties, are two branches that are affected. According to (Gotico, 2014), the Modesto DOR will be one of the last branches to implement the VRMOD. With the VRMOD not in effect, assisting
consumers with the job search process could be a more difficult task for rehabilitation counselors, as they do not have the opportunity to work in partnership with a fulltime EC. The main goal of the EC is to assist job-ready DOR consumers through mock interviews, resume development, interviewing skills, and other aspects of the job search process (DOR, 2013). However, In the meantime, while the Modesto office waits to implement the VRMOD and get a fulltime EC, job developers from private vendors are the only source being utilized to conduct the job search process with consumers. Utilizing a single source to assist with the job search process has not been successful for DOR consumers. According to a DOR Consumer Satisfaction Survey (2013), the majority of negative remarks from consumers in the active job search process focused on their need to receive more support and assistance in this area. Furthermore, according to the same survey, consumers expressed interest in gaining easier online access to employment services.

In a personal interview with Pete Mendable (personal communication, March 11, 2014), Employment Coordinator for Blind Field Services:

Employment Coordinators work as part of a team with the rehabilitation counselor to provide the consumer with important job information from predevelopment to job training. To assist with the delivery of job search information by utilizing any virtual accessible tool, such as a PowerPoint Workshop on any aspect of the job search process can be very useful for the consumer and counselors.
The topic of presenting aspects of the job search process was derived from this author’s personal experience as a consumer at DOR. During this time as a consumer there was a lack of resources and information that accompanies the VRMOD services. Also, since many job search resources have moved more and more online since 2008, (Bolles, 2013), the author is presented with an opportunity to share a combination of modern job search resources through online and social networking. Furthermore, as some DOR district offices, such as the offices in Modesto and Stockton has not fully implemented the VRMOD with the current staffing ratios to help consumers with their job search process, this author is also pleased to share with consumers essential job preparation information to enhance the quality of the job search process for a greater chance of successful employment.

**Definition of Terms**

- **Disability**- under FEHA an individual is considered to be disabled, and is protected by the statute, if his or her impairment limits a major life activity. Within the context of reasonable accommodation, an individual with a disability is defined as: An employee or job applicant with a mental or physical disease, disorder, and condition or health impairment that currently limits, or is reasonably projected to limit a major life activity by making the major life activity difficult to achieve. Under FEHA, major life activities are broadly construed and encompass physical, mental and social activities, including, but not limited to: caring for oneself,

- **Department of Rehabilitation**- The California Department of Rehabilitation works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living and equality for individuals with disabilities (DOR, 2013).

- **Senior Vocational Rehabilitation Counselor-Qualified Rehabilitation Professional (SVRC-QRP)**- Rehabilitation counselors assist individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career and independent living goals in the most integrated setting possible. They engage in a counseling process that includes communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social and behavioral interventions. Rehabilitation counselors utilize many different techniques and modalities, including assessment, diagnosis and treatment planning, counseling, case management, and advocacy to modify environmental and attitudinal barriers, placement-related services, and utilization of rehabilitation technology (Commission on Rehabilitation Counseling, 2013).

- **Employment Coordinator**- Under the supervision of the Rehabilitation Supervisor and in partnership with the Vocational Rehabilitation Service Delivery (VRSD) team, a Rehabilitation Employment Coordinator performs a variety of technical work related to the employment preparation services and employment provided to Department of Rehabilitation (DOR) consumers (DOR, 2013).
• **Informed Choice**-Informed Choice allows DOR staff to provide participants information and support services to assist them in decision making throughout the rehabilitation process. Informed choice is exercised when the consumer (working in partnership with the team) is provided enough information about strengths, limitations, skills, interests, knowledge, resources, priorities, abilities, capabilities, labor market demand, job requirements and functions to make an informed choices about IPE goal and service selections (DOR, 2013).

• **VR Team Model**-The centerpiece of the new VR Team Model is the shift to a more consumer-centric team approach to service delivery. VRMOD Teams, under the leadership of Team Managers (TM) will work collaboratively to implement VR service delivery processes. The VR Mod Team is comprised of one Staff Services Manager I (Team Manager), five Senior Vocational Rehabilitation Counselors, Qualified Rehabilitation Professionals (SVRC, QRPS), two Senior Vocational Rehabilitation Counselors (SVRCs) and/or Service Coordinators (SCs), 50 to one Staff Services Analyst (working title Employment Coordinator) (SSA-EC) and two Office Technician General (OT-Gs) (DOR, 2013).

• **Networking**-Is an informally interconnected group or association of persons. These associations can be personal relationships with friends, family, and others you meet in an informal gathering. They can also be business relationships you develop with vendors, customers, supervisors, subordinates, and even competitors you encounter during the course of your career.
You are networking when you...

- Attend professional meetings, conferences, or conventions
- Visit with other parents during your child's sporting or music events
- Volunteer for "cleanup" day at the park
- Visit with other members of your social clubs or religious groups
- Talk with your neighbors
- Strike up a conversation with someone else waiting at the veterinarian's office
- Search out friends (current as well as former) on Facebook
- Re-connect with former colleagues on LinkedIn

- **Job Interview**- A job interview is a meeting between an applicant for employment and a company representative or employee to determine if the candidate is qualified for a job, an internship or a volunteer opportunity. Even if a position is an unpaid internship or a volunteer position, the organization will still conduct interviews to select the best candidate(s) for the opportunity. Interviews can be held in-person, conducted over the phone, or conducted via video or Skype (Doyle, 2014).

- **Informational Interview**- An informational interview is a meeting between the interviewer and a professional. The purpose is to help define career options or research a company where the interviewer wants to attain employment. It is NOT
a job interview. It is imperative that the interviewer does not expect an employer to make a job offer (CareerOneStop, 2014).

- **Résumé**-A resume is a document that provides an employer with a detailed statement of a job candidate's prior work experience, education, and accomplishments. The resume often supplies an employment objective. A resume includes a summary of skills, knowledge, and potential contributions, and is generally accompanied by a generalized cover letter (Heathfield, 2014).

- **Mentor**-A Mentor is a coach, advisor, leader, and trainer with a commitment to provide the Mentee with an insight into the process of performing the duties of the Mentee. The mentor directs, monitors, and oversees day-to-day activities of the Mentee to ensure that there is a consistent application of the rehabilitation process (DOR Intranet-Employees Internal Website, 2014).

**Limitations of Problem**

**Time**: This product may or may not be effective for DOR Rehabilitation Counselors and Job Developers at the present time. Currently, there is a continuous need to expand knowledge on job preparation for DOR consumers. However, this product was implemented before the Vocational Rehabilitation Modernization (VR-MOD), which will transform DOR’s approach to service delivery to consumers to keep up with changes in the department within the next few months. So, changes in the near future on job preparation might be implemented at DOR.
**Geography:** The information contained in this PowerPoint is designed for the Department of Rehabilitation offices in the San Joaquin and Stanislaus Counties. However, it may be useful in other DOR offices.

**Population:** The populations that will use the product are male and female consumers at the Department of Rehabilitation. There is no age limit for consumers. The product will be useful to consumers with any type of disability that wants to expand their knowledge of the job search process.

**Author Bias:** The authors experience as a consumer in the Stockton DOR could be a bias in the construction of this project. The authors experience at DOR had taken place over the period of seven years to get a graduate degree. Most successful consumers at DOR want to pursue a short-term vocational goal and attain employment within 2-3 years (DOR, 2013). So, aspects of the job search process could differ for other consumers, and will be partially based on the author’s own experiences, perceptions, and ideas.

**Organization of the Problem**

Chapter 1 presented an introduction, background, purpose, statement of the problem, definition of terms, limitations of the project, and the organization of the project. Chapter 2 includes the literature review used to explain how the job search process and online resources can help individuals with disabilities with their employment goals at DOR. Gathering information on the job search process is completed through the review of textbooks, professional journals, peer-reviewed articles, national and government databases available on the World Wide Web, personal interviews, personal
experience, and through other resources that provided information on the job search process. Chapter 3 discusses the methodology of how the research, literature, and the author’s access and personal experience at DOR led to the development and implementation of the job search process workshop. Chapter 4 provides a full summary of the project with recommendations for future research to better assist consumers at DOR with the job search process. Appendix A provides the curriculum to be used for the project’s job search process workshop. Appendix B allows the consumer participating in the workshop to participate in a survey to improve the workshops content.
Chapter 2

REVIEW OF LITERATURE

Introduction

Chapter 2 covers current and past research on essential features of the job search process, including applicable information on how to maximize a consumers hiring potential for individuals with disabilities at the Department of Rehabilitation (DOR). The first section reviews literature and statistics relating to individuals with disabilities in the workforce. The second section focuses on DOR and the job search process for consumers. The third section reviews literature for job networking and social networking for job seekers to utilize in the job search process. The fourth through the seventh sections provide literature for job seeking skills and preparation that include aspects of job interviewing, résumés, informational interviews, and mentoring for individuals with disabilities seeking employment.

Individuals with Disabilities in the Workforce

The Americans with Disabilities Act (ADA) prohibits any type of discrimination towards an employee. This includes harassment on the basis of a disability; stereotypes or assumptions about a persons abilities, limitations, or traits; and denying employment opportunities to a person because of their disability. Any individual who believes their employment rights have been violated can file a discrimination charge with the Equal Employment Opportunity Commission (EEOC) (Ryan, 2011). Reduced employment levels for individuals with disabilities have drawn concern from policy makers, professionals, and individuals with disabilities themselves for many years, and despite
expectations that the ADA would expand employment opportunities, the percentage employed has dropped significantly since the act was implemented (Schneider, 2011). While all American workers suffered during the recession, working-age Americans with disabilities dropped out of the labor force at a rate five times higher that of workers without disabilities (Harkin, 2012). According to the Department of Labor, Bureau of Labor Statistics (2013) 17.8 percent of persons with a disability was employed in 2012. Therefore, 82.2% of individuals with disabilities are unemployed. Also, individuals with disabilities represent the single largest minority group seeking employment in today's marketplace (Disability Funders Network, 2012).

Furthermore, among employed individuals with disabilities, there is a disturbing difference between the wages of those who have a disability and those who do not have a disability (Ryan, 2011). According to data collected by the U.S. Census Bureau at www.disability.gov (2013), the annual median income for employed individuals with a disability is nearly $10,000 less than those who don’t have a disability. Also, according to Brault (2012), population reports by the U.S. Census Bureau state that adults aged 21 to 64 with disabilities typically earned less than those without disabilities. Furthermore individuals with severe disabilities had median monthly earnings of $1,577, while those with no severe disabilities had median monthly earnings of $2,402. In addition, those with disabilities in the physical domain had median earnings of $1,998 and those with disabilities in only the mental domain had median earnings of $1,619. Adults with disabilities in both domains had median monthly earnings of $1,051 (Brault, 2012).
Department of Rehabilitation and the Consumer Job Search Process

The California Department of Rehabilitation (DOR) works in partnership with its clients, other public and private rehabilitation service agencies and employers to provide rehabilitation services and advocacy to help persons with disabilities overcome barriers to employment, achieve independent living and obtain equality. DOR offers a variety of services that are designed to assist persons with disabilities achieve their employment goals (DOR, 2013).

DOR (2013) states that the services offered by DOR include but is not limited to: (1) counseling and guidance; (2) referrals and assistance to get services from agencies; (3) job search and placement assistance; (4) vocational and other training services; (5) on-the-job or personal assistance services; (6) interpreter services; (7) rehabilitation and orientation/mobility services for the deaf and blind; (8) occupation licenses, tools, equipment, initial stocks and supplies; (9) technical assistance for self-employment; (10) rehabilitation assistive technology; (11) supported employment services; (12) services to the family; and (13) transportation as required, such as travel and related expenses, that is necessary to enable the client to participate in a vocational rehabilitation service. DOR also provides specific programs designed to assist targeted populations. DOR services are available to any person who has a disability, wants to work and is having trouble getting or keeping a job because of a disability (DOR, 2013).

According to DOR (2013), the job search process (DOR service #3 above) are services for consumers who may require job seeking skills training and preparation prior to entering into specific job search. Activities include, but are not limited to:
• Resume and cover letter development
• Interviewing Techniques
• Job application preparation
• Knowledge of work practices and benefits
• Learn networking techniques
• Organizational and time management for success on the job

In a personal interview with Pete Mendibles (Personal communication, 2014), Employment Coordinator for Blind Field Services, in the Fresno district office:

Utilizing services such as job training and preparation for the job search process can be very useful for a consumer at DOR. There are many important aspects of the job search process that require learning before attempting to gain employment. Also, as many of our consumers have been absent from the world of work for a long duration, learning and utilizing the job search process gives consumers an opportunity to refine their job skills and training to attain successful employment.

Networking

If a person out of work knows an important word about the job search process, that word will be networking (Bolles, 2013). On occasion, individuals with disabilities will have to go beyond the more traditional methods to conduct the job search process. One of the best ways to do that is through networking (Ryan, 2011). Networking means developing a broad list of contacts; this includes people that have been met through several social and business functions, and using them to your advantage when you look for a job. People in a network may be able to give a job seeker job leads, offer advice
and information about a particular company or industry, and introduce a job seeker to others so that they can expand their network (Hansen, 2014). Networking incorporates developing professional relationships that could arise throughout a career. It is not a one-way relationship and it builds over time (Mathison & Finney, 2010).

How is a network built? Think of a network as a spider web, with the job seeker positioned in the middle. This is the strongest section of the web and will be the section that connects directly from the job seeker to the outer ring contacts (Ryan, 2011). Mathison & Finney (2010) reported that building a network is not just collecting business cards. It starts with contacts, and follows with the building of the relationship. It is initially a three-step process. First is the initial meeting, followed by an immediate thank you note and/or e-mail. This is not just a note to express appreciation for agreeing to meet, but also to ask permission to maintain contact and to keep them up to date on employment progress. The third and final step is to send them follow-up correspondence thanking them for their referrals, and commenting on how those contacts/meetings were conducted. Also, there are many other ways and ideas for building a network to help advance your job search. According to Marquez (2014) there are many ideas for building a network that include: setting goals for meeting new people each week by writing them down on a calendar, or entering into a computer; attend events where perspective employers are likely to be present; join organizations and volunteer for internships to put yourself in closer contact with employers; check in with members of your network on a regular basis; and let others know about your successes.
Social Networking

The evolution of social media in the past decade has promoted instant and expansive connections to an extensive network of people in a quick and convenient way. It has revolutionized the way we communicate as a society (O'shea, 2012). Based on a general social media usage survey, conducted July 18-September 30, 2013, by Smith & Duggan (2013), among adults online in the U.S., 42% now use multiple social networking sites. Usage has drastically increased since 2008 where job-hunting has moved more and more online. Since then, social media and other well-known websites such as LinkedIn, Facebook, and other various websites have gained increased popularity (Bolles, 2013).

Employers have figured out how to use social networking in the job search process (Bolles, 2013). With a majority of American’s turning to social networking to catch the attention of potential employers, and unemployment rates soaring, companies can now be more selective about the candidates they choose and hire by searching their profiles on social networking websites (Fielding, 2014). According to a recent survey, conducted by Weddle (2014) and Abram (2014), over a third of HR professionals have visited social networking sites to look for information about employment candidates. Employers use social networking sites to screen candidates to evaluate professionalism in terms of social conduct, to evaluate a candidates fit into the company’s culture, and to learn more about the candidate’s qualifications.

Although social networking for individuals with a disability can be an effective way to socialize and network for a career, it can also be very helpful for individuals with
disabilities in finding like-minded individuals. There are online groups and forums where a job seeker can talk about their health and seek advice and friendship from people who really do understand what it’s like to conduct the job search as an individual with a disability (Totka, 2013). Also, by utilizing social media, it gives an individual with a disability an opportunity to showcase what they CAN do, rather than what they can’t. It gives them an opportunity to have others get to know them as ‘a person,’ rather than a person with a disability (Strella, 2011).

Here are some extended comments from Bolles (2013), Dizik (2011), and Ryan (2011), about the two most popular social networking websites in the U.S., and how they support individuals with disabilities in the social networking aspect of the job search process:

**LinkedIn:** The most valuable social networking site, LinkedIn provides a job seeker with an opportunity to stay connected to thousands of online groups. For example, there are groups for people who work in the same profession, went to the same college, or live in the same geographical location.

- **URL:** www.linkedin.com
- **Background:** This is “the Swiss army knife” of job sites; it is a multi-tool. It is used by at least 200 million people worldwide. Employers around the world who are searching for perspective employees are among them.
- **General Description:** LinkedIn gives a job seeker a “profile” page on which they can write anything about themselves and their history that you want to, using the standardized format or template that LinkedIn provides.
• **Usefulness to Job-Hunters:** If a job seeker has contacted a particular employer, most of them now search to see what there is posted about them on LinkedIn (and on the internet in general, anywhere and everywhere) before deciding to hire them.

How does LinkedIn support individuals with Disabilities? LinkedIn has a nonprofit Department for Persons with Disabilities (DPD) that provides residential, vocational, spiritual, and social services to adults with intellectual and developmental disabilities and their families. Through competent and compassionate care, DPD empowers each person to become active, contributing, and valued members of their community, and to participate fully in life with dignity and respect. DPD strives to end discrimination toward people with disabilities and works for social change by being a voice for justice and advocacy, and convenes others to do the same (Department for Persons with Disabilities, 2013). Also, there are hundreds of groups relating to different disabilities, where a job seeker can participate in these individuals’ discussions, gather career information, and uncover job leads. However, for a consumer that likes to be private, keep in mind that the groups they belong to show up on their profile. Make sure that the job seeker is comfortable with disclosing these affiliations publicly (Bolles, 2013).

**Facebook:** Facebook is a good place to start if a person is job hunting or just seeking to network. While Facebook seems like a way to simply post a few photos or let friends know about important events, there are ways it can come in handy in a person’s
professional career. Facebook lets job seekers tap an informal network of friends or friends of friends who can be instrumental in creating employment success.

- **URL:** www.facebook.com
- **Background:** Hugely popular; more than 1.11 billion users worldwide.
- **General Description:** The world’s largest social media site.
- **Usefulness to Job-Hunters:** Facebook lets a job seeker sign up on pages devoted to job-hunting and careers. Also, Facebook has an app that enables a job seeker to hunt for people who work at a particular company or organization, or who share a particular interest of theirs. This enables job seekers to see where your friends work, helps them build a professional network, and discover job openings.

How does Facebook support Individuals with Disabilities? Facebook has an abundant amount of support and advisory groups that help individuals with disabilities maintain and seek employment. These groups also help individuals with disabilities in the loop on proposed company policies regarding disabilities, discrimination, benefits, new research, and funding (Bolles, 2013). As Facebook is being recognized as the world's largest social media website, individuals with disabilities are using Facebook to promote disability organizations, advance their careers, and make them visible in a way that wasn't available in the past (Gordon, 2013).

Bolles (2013), provides a few links and extended comments on a few particular advisory assemblies on Facebook:
• **Disability.gov** on Facebook is the U.S. federal government’s online source for comprehensive information about disability-related programs, services and benefits.

  URL: https://www.facebook.com/Disability.gov/info

• **HCCNC Disability Employment Advisory Group (DEAG)** on Facebook aims to enhance existing services and develop networks so that the needs of employers and the employment aspirations of people with disability can be met.

  URL: https://www.facebook.com/NDEAG

• **Campaign for Disability Employment** on Facebook (CDE), funded by the U.S. Department of Labor’s Office of Disability Employment Policy (ODEP), is a collaborative effort among several leading disability and business organizations. The CDE and its members promote positive employment outcomes for individuals with disabilities by encouraging employers and others to recognize the value and talent they bring to the workplace.

  URL: https://www.facebook.com/CampaignforDisabilityEmployment/

• **I live with a Disability**: on Facebook is a social networking website where people with disabilities and their loved ones will have the opportunity to network and ask questions of people who have been there and done that. The goal is have everyone who is dealing with disability as a challenge, have the feeling that they are not alone.
Social networking sites have many benefits to help a job seeker conduct the job search process; however, there can be some dangers as well. More than a few job offers since the introduction of social networks have been revoked after the discovery of a careless status update (Ryan, 2011). It’s important to know and monitor what is posted on social media networks and the Internet at all times. Internet social sites become more popular with job seekers of every age; young adults might want to keep in mind that their party photos and inappropriate comments that are posted online might become a problem with bosses and potential employers (Steinfeld, 2013). Before using social networking websites to find employment, Murphy (2010), Bolles (2013), and Steinfeld (2013) offer a few tips on how to professionally edit a job seekers social networking site:

- Make a list of adjectives an employer would think of when considering hiring a candidate, and place these words within your profile. For example, words such as professional, experienced, inventive, hard working, disciplined, honest, and trustworthy are just a few common words that can give the impression of a professional candidate.

- Remove any obscene photos from the job seeker’s profile that might be offensive to an employer. Look at all of your digital profiles and make certain that every one of them is complete and professional. This includes a professional looking headshot to your profile information. Recruiters repeatedly mention how turned off they were to “the silhouette” – a
reference to LinkedIn and Facebook profiles that don’t contain an appropriate headshot.

**Interviewing**

The main purpose of a job interview is for a person and an employer to learn about each other. Employers want to evaluate a candidate’s qualifications, and a candidate wants to evaluate the employers (CareerOneStop, 2014). When an individual gets to an interview, this usually means that they have been selected out a small group of people that have been selected for the position, which raises the stakes of potential successful employment. The decision about who will get the job will now be based on whom the interviewers believe will be the best fit for their organization/company. In turn, most employer’s base their decisions on who is the best candidate for the position, and usually the person who is best prepared for the interview gets the job (Ryan, 2011). Therefore, an Interview must always be prepared for before going in. The employer is curious about what a potential hire actually knows about the company and job (Bolles, 2013). According to Marquez (2014), interviewees will have to critically think and respond to questions about their skills, abilities, and how they will be able to perform the job by giving positive examples that demonstrate their perseverance and teamwork.

How do individuals with disabilities prepare for an interview with a potential employer? First, it’s best to do as much research as possible about a future potential employer and the job the candidate is attempting to fill (Bolles & Brown, 2001). It’s important to know what the duties, experience, credentials and core competencies are
required to fulfill the job requirements. Also, knowing the type of clients and industries the candidate will be working can be very helpful to a job candidate (Myers, 2006).

Next, interviewing for a job is a nerve-wracking situation for anyone, but when a person has a disability, it's easy to feel like there is two strikes against the person with a disability; so it’s best to enter the interview with confidence (Lovejoy, 2014). Most job hunters that have a disability lack confidence and want to find some way of avoiding meeting face to face with employers. However, following this plan can be disastrous to a potential job candidate with a disability because all employers never hire a stranger (Bolles & Brown, 2001).

Both Ryan (2011) and Lovejoy (2014) recommend a few tips that an individual with a disability should prepare for before entering a job interview to build confidence and eliminate anxieties:

1. Rehearse for the Interview: Allow plenty of time to rehearse your presentation before a job interview. Rehearsing builds confidence and helps your job interview go smoothly. Practice speaking the messages you plan to deliver during the interview — such as a listing of your five top skills, how you will answer questions, and how you will ask questions.

2. Research Yourself: Finding information about yourself online is as easy as conducting a Google search. Although there is very little that can be done to control accurate information on an interviewer’s social life, steps can be taken to limit inaccurate information. It’s best to make sure that interviewer’s online profiles are professional, current, and not controversial.
3. Prepare how to answer questions regarding a physical disability: Although ADA laws prohibit employers from asking about a disability in a job interview, if a disability is visible, it is best to address it early in the interview and point out that it will not impact the ability to perform the functions of the job. This is the best way to get the employers attention focused on their primary concern-on the candidate’s ability to do the job.

4. Prepare how to answer questions regarding a mental disability: If a disability is not visible to the interviewer, it is up to the interviewee to decide if they want to disclose it. In most cases, applicant’s wait until an offer is extended to disclose their disability.

Also when interviewing for a job, Bolles (2013), has conducted numerous studies and provides a few key tips about interviewing successfully for a job:

- An interview at best is just a conversation: This conversation is between two people who want to decide if they want to go steady. Depending on how many individuals join the panel, or sitting in on the interview, it should only be a two-way conversation to find out more about your skills, work ethic, knowledge, and experience.

- During the interview, use the 50-50 rules: Half the time during the interview let the employer talk, while the interviewee talks the other half. People who engage in too much conversation with potential employers come across as one who would ignore the needs of the organization. However, if a potential employee talks too little, they come across as
trying to hide something about their background, or have researched minimal information about the organization.

- Observe the twenty-second to two-minute rule when answering questions in an interview: Studies show that when it’s your turn to answer a question, speaking longer than two minutes makes the best impression on employers. However, when answering a question, speaking less then twenty-seconds give the employer the impression of a “grunter” that lacks communication skills.

- Dress for success and maintain self-confidence: Studies reveal that dressing appropriately for the job wearing professional clothes such as slacks, dress shoes, button up shirt and ties, revealed that candidates for a job interview are more likely to get the job and instill self-confidence. However, lacking self-confidence in general is a massive turnoff for many employers. So, it’s best to speak clearly, give answers in an orderly fashion, don’t interrupt interviewers, and feel confident about your abilities to perform essential functions of the job.

- Do not worry about your past, employers only ask about it to predict future behavior: Although legally, employers cannot ask about things such as your disability, race, age, sexual orientation, other questions about your past are fair game. However, when confronted about past troubled issues, it’s best to ignore the fear behind the question and get the point across about the positive aspects of your life.
All job seekers are tasked with proving their skills and talent to employers, but job seekers with disabilities have to work harder to win over the employer (Balderrama, 2011). Perhaps the major misconception employers have about hiring people with disabilities is that the job candidate will be incompetent and unable to perform specific functions of the particular job, and employers are unaware of the circumstances that involve the disability. This is a common concern employers have in hiring any employee, but seems more common in interviewing individuals with physical disabilities (Balderrama, 2011). The questions regarding the circumstances of the disability could be discriminating to the interviewee. These issues are the history of the disability, and are not directly related to job performance. For instance if an individual is a quadriplegic who has suffered a spinal cord injury from a gunshot wound or car accident, employers might make unfair assumptions about the interviewees lifestyle and morals. So, it would be best for an individual with a disability to be careful and not share too much information with the employer (DeLuca & DeLuca, 2010).

Although the Americans with Disabilities Act legally protect job seekers from being discriminated against for real or perceived disabilities, that doesn't mean it doesn't happen (Balderrama, 2011). Job seekers sometimes divulge too much personal information and hinder their own job searches without even realizing it. This includes disability-related information on a job application or résumé, talking about a disability or health complications in interviews, and inadequately explaining reasons for absenteeism (Balderrama, 2011). However, if an individual has a visible disability, it would be best to address it directly early on in the interview. Because human nature is what it is, a failure
to properly disclose the visible disability may impact the interviewee’s chances by not having the interviewer’s attention focused on the consumers’ ability to conduct the duties of the job. (Ryan, 2011). Keep in mind that individuals with a disability must prepare themselves to answer question about their disability by writing out and rehearsing responses, but be ready to use each question as an opportunity to sell themselves to the employer (Ryan, 2011).

Though individuals with disabilities feel they have to overcome many obstacles for a successful interview with a potential employer, according to a guideline for interviewing individuals with disabilities published by The American Association of Intellectual and Developmental Disabilities (2009), there are benefits of interviewing individuals with disabilities. There are many good reasons to include individuals in the hiring process because of their unique perspectives that might not be considered by others; this includes individuals with developmental disabilities as they can yield valuable insight. There are lots of experts to help individuals with disabilities succeed. But the best expert, and the most consistent one, is often found within. No one knows a job seeker better than himself or herself, making him or her a self-advocate for the interview (Diament, 2009). Interviewing self-advocates shows that the person’s opinions and perspectives are respected and valued. Nobody likes to feel that they are simply the recipient of the opinions and judgments of others, and individuals with disabilities definitely want to have a voice in matters that impact their lives (American Association of Intellectual and Developmental Disabilities, 2009).
Résumés

Filling employment positions is the most difficult task for employers as they determine where are they most likely to find suitable candidates for the position; this is where a résumé comes in handy (DeLuca & DeLuca, 2010). Although most individuals believe that the purpose of a résumé is to sell a candidate to an employer, the primary purpose of a résumé is to reach out to employers and get invited for an interview, period (Bolles, 2013). A job seeker’s résumé is a brief document that summarizes a job candidate’s education, employment history, and experience to showcase their qualifications to a particular employer of interest. Research shows that it takes an average of ten interviews to receive one job offer, so building a resume that is persuasive, perfect, and user-centered is highly recommended to be successful in a job interview opportunity (The Purdue Owl, 2014).

Résumés do successfully work on attaining an interview with an employer, but only 7% of the time (Bolles, 2013). Therefore, a well-written résumé and cover letter is detrimental to the numbers game that exists in the job market as many employers will receive several hundred for any given position; still if a candidate has the qualifications and the background the employer is looking for, a clear and concise résumé will help them at least get invited to a phone interview (Ryan, 2011).

According to the Disability Job Exchange (2014), they provide résumé and cover letter tips for individuals with disabilities. If a person chooses to be completely transparent and decide to disclose their disability, here are some things to consider when writing a resume and cover letter:
The Résumé:

- Do not include a candidates disability information right away. The résumé should be centered on their skills, strengths and experience, just like any other job candidate.

- If a candidate has not been employed consistently, it’s best to develop a functional résumé. Functional résumés highlight work experience and skills instead of a chronological listing of work history. This is where a candidate can place less focus on gaps in work history and more on their experience.

- References will benefit a job candidate greatly. These should be included at the end of a résumé. Past work-experience is a testament to a candidates future work product, and providing employers with access to past employers will help outline their ability to perform the job regardless of disability status.

- If a job candidate is a member of outside organizations associated with individuals with disabilities, make a determination to include these organization, or include a list of affiliations that showcase a broader range of experience.

The Cover Letter:

- Do not open up a cover letter with the status of a disability, rather focus on skills and work experience.

- Outline strengths and accomplishments - these should be the central theme of any cover letter, regardless of disability or other job status.
• If a job candidate is addressing any physical limitations, outline solutions for the employer. For instance, if there is an issue with a visual impairment and they can quickly address it, an accommodation can be made.

• If possible, provide examples of how a job candidate has performed with past employers.

• Discuss opportunities that employers provide by hiring employees with disabilities. And if the job candidate knows that the employer is focused on hiring disabled workers, highlight this fact.

Also, according to Ryan (2011), there are many components to a résumé, depending on the background and requirements of the position. He has laid out the most important aspects of a résumé, in terms on what employers are looking for:

*Vital statistics:*

• The most important information should be located at the tip of the résumé (name, address, e-mail, phone number).

• E-mail address should be a professional one. If the job seeker doesn’t have one, create one, as silly e-mail addresses will send your resume to the trash.

• Having a URL to a webpage can add significant value to a résumé; this way a perspective employer may be able to access a more detailed résumé, autobiography, and portfolio if necessary.

*Objective and Qualifications:*

• Always include a cover letter that elaborates fully on a career objective.

• Include a brief objective statement on actual résumé.
• Avoid objective pitfalls such as providing vague job titles or career goals in a résumé (Ryan, 2011).

Qualifications Summary:

• Use a short paragraph or bulleted list that summarizes and highlights accomplishments, skills and characteristics that are most important to the job.
  (E.g. number years of experience, industry worked in, areas of expertise, and what technical skills are possessed).

• Put education on a résumé right after the objective. If a person has graduated from a college institute, its best to leave out high school information.

• For individuals with disabilities that took longer to complete their education, its best to list the year you graduated. However, do not list the years attended. Some employers may make assumptions as to why a future employee has taken so long to get a degree. The accomplishment is what counts, not how long it has taken to achieve it (Ryan, 2011).

Experience:

• Think broadly in terms of the experience a job candidate has by not just including full or part-time paid employment; internships and volunteer experiences are worth including. If the internship or volunteer experience is related to the type of job, change the heading to “Related Experience.”

• Unless job applications state that the applicant must list job experience in chronologic order, do it. However, if not stated, include all experience relevant to
the position; this will give you the opportunity to point out these facts without using a lot of space on cover letter and résumé to describe it.

- Try and use high power action words to describe accomplishments; this can add a little punch to a resume by bringing accomplishments to life and making it stand out.

- If the job candidate possesses military experience that is not relevant to the employer, point out their service record (e.g. leadership, teamwork, discipline), as these skills are in high demand in the workforce, and are very difficult to acquire (Ryan, 2011).

There are many important aspects of a résumé; however, there are also many words and phrases that can simply ruin a résumé for a potential job seeker (Bolles, 2013). According to Marquez (2014), most résumés are a thicket of deadwood words and phrases that hiring manager’s see over and over again. He gives potential job seekers some tips on a few common words that can destroy a résumé:

- “Salary Negotiable”: Do not put this on a résumé. Most employers will have this on their job application. If put on a résumé, it seems that the job seeker is padding their résumé and running out of things to talk about.

- “Responsible for___”: Employers usually read this term and picture an uninspired employee mechanically fulfilling their job requirements-no more, no less. Being responsible for something is something that happened to the job candidate, not something they did. Use words such as “managed,” “led,” or other decisive string verbs.
• “Team Player”: There are few jobs that involve working with other individuals in the workforce. Instead, use on a résumé relevant success stories, talk about the kinds of teams they worked on, and how they succeeded.

**Informational Interviews**

Want to know which type of job fits your career aspirations? Speaking with individuals about their jobs and asking them for advice in coined as an Informational Interview (Lock, 2005). Informational Interviewing is a powerful instrument in the job search, but more importantly, it is a strategy to use when exploring career fields that interest the consumer and building a network in a particular career field that interests them. Used correctly, it can give an individual an abundant amount of new knowledge and widens their networking contacts (Lock, 2005).

Informational Interviewing means meeting with people to ask for information, not a job. However, it can be a very useful tool to prepare for an authentic job interview (UCSC Career Center, 2012). When a job seeker is seeking information on a career and what its really like to perform its daily duties and functions, the best source of information is someone who is actually in that job. These individuals can provide a plethora of information, and can add dimension to the information that has already been gathered on the position. The potential employer giving the information is in a position to tell a job seeker how the job has changed in recent years, what skills they use every day, how day-today tasks and functions are performed, and what opportunities exist for growth and advancement (Ryan, 2011).
Informational Interviewing is a great tool for individuals with disabilities because it helps the individual get accustomed to an actual job interview (Lock, 2005). The general job interview is an important step toward successful employment. However, it can be very stressful and intimidating. According to Bell & Weinstein (2011) job interviews often poses a significant challenge for individuals with disabilities, especially psychiatric disabilities; they can be frightening, anxiety provoking and cause an abundance of stress on the interviewee.

Therefore, participating in an informational interview, a job seeker with a disability could possibly lose the anxieties and terrors once felt about interviewing. Job seekers can then become better equipped to handle the worries and pressures of job interviews when they arise (Lock, 2005). Furthermore, another advantage of informational interviews is that they can clarify any misinformation and stereotypes that sometimes cloud the judgment of interviewers when faced with an interviewee with a disability (Ryan, 2011). When a job seeker meets with prospective employers during an informational interview, the interviewer is not just getting employment information; the employer is getting excellent candidate information about the individual as well. This is the time that the interviewer can discuss any aspect of the job seekers disability that the employer might have concern with; because most employers who agree to meet with an interviewer for an informational interview has no agenda to screen an interviewer out of the hiring process (Ryan, 2011). Also, gathering this information can alleviate some of the concerns regarding functional limitations and accommodations that the employer may have (Bolles & Brown, 2001).
When preparing for an informational interview, Kate Lorenz, editor for careerbuilder.com (2008) states, that how much a job seeker takes away from an informational interview depends largely on how thoroughly they prepare for the meeting. Make sure that the job seeker has read up on the interviewer and their organization. If they have not done so already, visit the company's Web site; paying particular attention to the "About" section, staff biographies, and the company's latest press releases. Also, reviewing company literature such as brochures, mission statement, and goals will provide a plethora of useful information for the job seeker. This will show the person that the candidate has done their homework by preparing questions that specifically relate to his or her career path by formulating a list of open-ended questions that they intend to ask. A few examples might include:

- How did you get started in the field?
- What do you like most/least about your job?
- What is your typical day like?
- What emerging trends do you see affecting your job or industry in the next five years?
- What skill sets and abilities will I need to be successful in this line of work?

According to Goldstein, Chun, & Winkler (2003), Informational Interviews give a job seeker the opportunity to meet with professionals in fields they find interesting. They can ask the questions and get the information they need to make sound career decisions, allowing them to:
• Experience the work environment
• Ask relevant questions
• Learn about the advantages/disadvantages of the field
• Obtain suggestions on getting that first career level job

A typical informational interview will last approximately 30-40 minutes. This type of meeting is for information gathering only; it is not to be used as an employment interview. However, in order for a job seeker to receive full benefit from their visit, they are urged to prepare for it as they would an interview by:

• Bringing a resume
• Maintaining professional etiquette
• Review all available materials related to the field
• Prepare a list of relevant questions
• Be prepared to discuss your interests and abilities as they relate to this field.
• The day before an informational interview, confirm your appointment
• Arrive and leave on time
• Follow the visit with a brief Thank You note

**Mentoring**

One of the great benefits of networking in the job search process is the possibility of finding a mentor (Bolles, 2013). Finding an individual, who has the same career aspirations and interests, as well as prosperity of practical experience, can greatly benefit a job seeker's career (Yeager, 2014). Mentoring is a one-to-one, non-judgmental
relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time (Touchstone, 2013).

Mentorships are widely promoted for individuals with disabilities for all the same reasons they are promoted for other individuals, such as learning from positive role models, but they also address additional needs of individuals with disabilities, such as guidance in navigating the lived experience of disability (Stumbo, et al., 2011).

According to Ryan (2011) in the Job Search Handbook for Individuals with Disabilities, several types of mentors can be of particular value for an individual with a disability:

• **Individuals without Disabilities in a similar Field:** This type of individual will be able to give a person an inside look at the day-to-day work in their particular field. This individual can give you a historical perspective on the field on where he or she sees the field going in the future.

• **Individuals with Similar Disabilities in a Similar Field:** Finding someone who has prospered in the same chosen career can be the greatest mentor. This type of mentor will be able to help an individual on many fronts. Most importantly, this individual will be able to share with you a wealth of information and knowledge about the ways in which his or her disability has affected them on the job. These individuals may be in a position to give a job seeker a feel for what accommodations might be necessary and appropriate in the workplace. This information can be tremendously invaluable to a consumer as they interview for positions in the field.
- Individuals with Similar Disabilities in a Different Field: Although this individual may not have the same disability, they may be able to share opinions on issues such as how and when to disclose a disability during the job process. This individual may also be aware of valuable resources for a person with a specific type of disability.

There have been many studies on the benefits of mentors for individuals with disabilities. For example, Burgstahler (2001) described a three-year project intended to increase the career readiness of students with disabilities in pre-college and college settings. Collaborating with employers, college staff, parents, mentors, educators, and community-organization leaders, DO-IT sought work placement opportunities for students with disabilities. In total, 60 high school and higher education students completed 104 work-placements over the three-year project period. An estimated 1,000 other students with disabilities benefited from online discussions, workshops, and the dissemination of materials such as videotapes, printed materials, and web resources on topics ranging from disability rights to types of assistive technology. Part of this effort involved adult and peer mentors, many of whom had disabilities themselves. Mentors provided strategies, advice, encouragement, and even work opportunities for program participants through in-person meetings, phone calls, and electronic discussion boards. Project researchers administered a post-participation survey to determine if changes in attitudes and skills occurred after completion of work-based learning experiences. The survey was distributed via e-mail to students who had completed 83 work experiences, and of these, 55 (66%) were returned. Using seven Likert Scale questions, participants
rated the level of change in motivation, workplace skills, job skills, knowledge of personal career interests, computer skills, knowledge of disability accommodations, and knowledge of legal rights. The data indicated participants experienced a positive change in their motivation to work toward a career and an increase in the skills needed in a workplace (Burgstahler, 2001).

**Summary**

Many individuals with disabilities in the workforce find it difficult to gain employment, and drop out of the labor force at a higher rate then individuals without disabilities. To help attain employment, acquiring knowledge on features of the job search process can greatly benefit a job seeker with a disability. The job search process consists of significant tasks of networking to establish contacts with informational interviews and online social networking. Interview preparation is essential as many individuals with disabilities build anxieties when meeting with employers, and preparing can assist a job seeker in developing proper interviewing skills. Résumé preparation is an essential feature of the job search process; however, attaining knowledge on tailoring a résumé can be very beneficial to an individual with a disability as it increases their chances of attaining an interview with an employer. Finally, establishing a mentor is a very important process for a job seeker, especially for a job seeker with a disability. It gives the person an opportunity to learn a wealth of knowledge on how a disability can be beneficial or affect employment. The literature in this chapter concluded, that obtaining a plethora of information on how to properly conduct the job search process can greatly enhance an individual’s chance of obtaining employment.
Chapter 3

METHODOLOGY

Method

The original idea to implement this project came to the author while working as a volunteer and intern at the California Department of Rehabilitation (DOR) during the fall 2013, and spring 2014 semesters. This had taken place in the Stockton and Modesto district offices, located in the San Joaquin and Stanislaus Counties. During this time the author gained practical experience assisting and advocating for individuals with disabilities, with the primary goal of gaining employment. At DOR the author had the privilege of working with and assisting the Staff Service’s Manager, Senior Vocational Rehabilitation Counselors-Qualified Rehabilitation Professionals (SVRC-QRP’s), an Employment Coordinator (EC), and Office Technicians (OT’s).

Initially, the author’s volunteer hours, conducted in the Stockton office during fall 2013, assisted in gathering information about how consumers conduct the job search process at DOR. While working in Stockton, the authors SVRC-QRP, John Quick, invited the idea of implementing informational interviews as a project. John felt there was not enough visual information available on this aspect of the job search process to help consumers with the networking aspect of employment. However, the idea to assist individuals with disabilities with additional information on the job search process came to mind after a discussion with other SVRC-QRP’s at DOR; particularly, Jeanette Cockrell, Shauna Benn’s, and Erika Angel during this authors last semester as a graduate student.
Interviewing employees, who consisted of several SVRC-QRP’s and one Employment Coordinator in the spring 2014 semester, at the Modesto District office, also helped the author to gain an improved understanding about the reasons for expanding the job search process in the new digital age of technology. The employees agreed that updating and providing any useful information on the job search process could greatly benefit DOR consumers in gaining employment. The information shared by the counselors when implementing the job search for consumers provided great ideas to expand the job search process to a PowerPoint tool that can be accessed online to consumers willing to gain this information. All the counselors were very informative and supportive when providing the information the author needed.

In addition to observing and gathering information from DOR employees, the author attended job development workshops as an intern. The author was able to collect fundamental information on the job search process. PRIDE Industries Job Developer, Diana Trayer, conducted the first workshop. The PRIDE Industries workshop was specifically for DOR consumers and was held in the conference room at the DOR Modesto office. Danny Marquez, from Crossroads Diversified, conducted the second workshop. The Crossroads Diversified workshops main audience was for SVRC-QRP’s from DOR, Disabled Student Programs and Services (DSPS) college counselors, and Social Workers. While observing both workshops, aspects of the job search process that was conveyed were résumé preparation, networking, interview skills, and proper professional etiquette. However, during the workshops, there was only a slight mention of the importance of job mentors, and no mention of the positive effects of social media
in the job search. Most importantly, during both workshops, there was little information on how the features of the job search process affect individuals with disabilities. For instance, interview skills and resume preparation that was covered in the workshops applied to all individuals and did not tailor to individuals with disabilities. Therefore, this author decided to gather general information on the job search process, and include how these aspects affect individuals with disabilities seeking employment.

**Review of Sources**

Current and past research on features of the job search process for this project contained information and sources that were obtained from a combination of rehabilitation journals, peer reviewed journals, library resources, PowerPoint presentations, DOR handbooks, and DOR counselor interviews. DOR consumer interviews, ERIC Data base searches, and a variety of Internet statistical resources were also used to gather client and consumer information for individuals with disabilities.

Since researchers have greater access to primary source materials online, Internet resources were also collected online through Internet Explorer, Firefox, and Safari search engines using Yahoo and Google Internet services. These resources provided an easy access to the most relevant information published on the Web and provided results for disability research databases. During the search of the job search process for individuals with disabilities online, the author was guided to many disability support blogs for employment, disability job information, and surveys on how the job search process benefits individuals with disabilities. Additionally, as social networking is part of modern day job search process, online networking sites such as Facebook, LinkedIn, and
other various sites were used to explore new information and communication tools for the job search process. By searching blogs, micro blogs, bookmarks, comments, images, news, videos, audio, and questions related to disabilities, the author was able to explore how these social networks assist individuals with disabilities in the job search process.

During the research process, the author found extremely useful books oriented toward the fundamentals of the job search process. This information came from informative books such as the updated 2014 version of, “What Color is Your Parachute?” “Job Search Handbook for People with Disabilities”, and “Job-Hunting for the So Called Handicapped.” These book sources helped the author to gather pertinent information on how the job search process affects individuals with disabilities by examining the steps, hardships and benefits of the tasks involved. The books were also used as a starting point to examine the job search process for an individual with a disability, and provided an overview of the most important job search topics.

**Design of the PowerPoint**

The Projects PowerPoint was developed based on information gathered by the author on the job search process and how using networking, social networking, interviewing tips, informational interviews, tailored résumés, and mentors can benefit employment options for individuals with disabilities. The recommendation to organize the PowerPoint was gathered from Danny Marquez, Crossroads Diversified presenter (Spring 2014). Mr. Marquez’s presentation on career planning and the job search process influenced the author’s organization of the PowerPoint. It will be organized by implementing information on how job seekers normally conduct the job search process.
To begin the PowerPoint, gathering networking contacts from employers and social networking contacts is the first step in the job search process. The subsequent information in the PowerPoint will consist of interviewing, résumés, and mentoring for individuals with disabilities. The concluding section of the PowerPoint will consist of a group activity (presented in attachments A, B, and C), and a survey (Appendix B) that will help improve the PowerPoint’s content for future workshops on the job search process for individuals with disabilities.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

The Americans with Disabilities Act (ADA) has expanded employment opportunities for individuals with disabilities since 1990. However, America has yet to open the doors to employment for citizens with disabilities. In the United States alone there are only 17.8 percent of working age people with disabilities in the labor force. Also, employed adults aged 21 to 64 with disabilities typically earn less then those without disabilities. To assist individuals with disabilities with finding and maintaining employment, the Department of Rehabilitation (DOR) offers services to help obtain and retrain for employment to increase the percentage of working age people with disabilities.

Assisting individuals with disabilities to increase their chances of joining the labor force is much similar to assisting individuals without a disability. The main difference is individuals with disabilities may need some extra support and assistance in the job search process. To expand and help attain employment, individuals with disabilities must apply features of the job search process to gain meaningful employment. To apply the job search process a job seeker with a disability must use it as a sales campaign. The person must know the products features, strengths, and weaknesses being sold to the employer. Therefore, entering the job search process blindly without fully knowing what to expect can lengthen the time it takes to find a job and lead to disappointment. Therefore, a more effective approach is to take some time to learn about
aspects of the job search process to maximize hiring potential and increase the odds of employment for individuals with disabilities.

The primary focus of this project is to create an online tool (in the form of a Power Point Presentation) for consumers at DOR on important features of the job search process. The tool also includes a special feature to help job seekers with disabilities branch out their networking contacts, by implementing aspects of social networking in the job search process. Social networking is an important part of the modern-day job search process, and has drastically increased since 2008. It provides an instant connection to a widespread network to catch the attention of potential employers. Since technology is constantly evolving, social networking is administered in the PowerPoint to help a consumer stay up to date on the changing evolution of technology and how it benefits the job search.

Furthermore, this project is designed to assist with information and tips on job interviewing, informational interviews, and résumé development tailored for individuals with disabilities. Next, information on the importance of establishing a mentor is introduced to assist an individual with a disability on guidance, questions about the job field, limitation requirements, and additional needs of employment. Although anyone looking for career advice can benefit from this information, this project contains additional information on how these steps in the job search process can affect the outcome of potential employment for DOR consumers.
Recommendations

The author recommends that the PowerPoint be implemented in job club workshops for Employment Coordinators (EC). However, in the event an EC is not available for consumers to learn about the job search process, the PowerPoint should be an online option for all consumers who have at least completed the orientation phase at DOR.

Additionally, it is essential that updates be continually made to the social networking aspect of the PowerPoint. Information on these features of social networking is constantly changing, and its ability to distribute career information to the public could very well change each rapidly. Although it may be Facebook and LinkedIn that are deemed the most popular social networks, they could become obsolete within a few years as new websites for job-hunters and career changers are constantly being introduced online.

Next, another recommendation this author suggests is to broaden the selection of videos on interviewing tips for individuals with disabilities. The videos provided in the PowerPoint are limited to the types of interviews a person will encounter. It would be useful if future updates on mock or live interviews were implemented for various disabilities. For instance, once mock interview could include interview information and tips for mental health, and the second mock interview could include the same information for individuals with physical disabilities.

Finally, the author suggests a follow up study on how effective the PowerPoint is for DOR consumers. The study would access the quality and the impact of the
information given to consumers. For instance, consumers would participate in a study where they would be asked to complete a questionnaire after viewing the PowerPoint. The questionnaire would determine whether or not the PowerPoint positively influenced their decisions on the job search process. To complete the study, it would be best to determine how many consumers were given the workshop, and then determine consumer’s vocational status one year later.
Appendix A

Feature of the Job Search Process for Individuals with Disabilities

Features of The Job Search Process for Individuals with Disabilities at The Department of Rehabilitation
By: Robert Hernandez
Workshop Overview

- The ADA and individuals with disabilities in the workforce
- DOR and the job search process
- Networking and Social Networking
- Interviewing tips and techniques
- Informational Interviewing
- Mentoring
- Résumés and Cover Letters
- Group Activity
- Group Discussion
- Survey

Workshop Mission

- This workshop was created to assist the Department of Rehabilitation consumers in the job search process.
- Assist Employment Coordinator and Job Developer with additional information on the job search process to implement in job clubs.
- Assist consumers with important information on how the job search process pertains to individuals with disabilities.
- Provide an online accessible tool for DOR consumers.
Why Hire Individuals with Disabilities?

- There are benefits of interviewing individuals with disabilities
  - Innovation: Employees with disabilities bring unique experiences and understanding that transform a workplace and enhance products and services.
  - Have nearly 85% job-retention rate after one year.
  - Work Opportunity Tax Credit (WOTC): The WOTC promotes the hiring of individuals with disabilities by providing a federal tax credit incentive of up to $9,600 for employers.

Americans with Disabilities Act and the Workplace

- The Americans with Disabilities Act (ADA) prohibits any type of discrimination towards an employee.
- Types of discrimination includes harassment on the basis of a disability; stereotypes or assumptions about a person's abilities, limitations, or traits; and denying employment opportunities to a person because of their disability.
- Any individual who believes their employment rights have been violated can file a discrimination charge with the Equal Employment Opportunity Commission (EEOC).
DOR

The California Department of Rehabilitation works in partnership with consumers and other stakeholders to provide services and advocacy resulting in independent living and equality for Individuals with Disabilities.

In addition to many other services, DOR offers consumers career assessment and counseling; job search and interview skills; and career education and training.

DOR Job Search Process

- Utilizing services such as job training and preparation for the job search process can be very useful for consumer’s at DOR.
- There are many important aspects of the job search process that require learning before attempting to gain employment.
- Many consumers have been absent from the world of work for a long duration, learning and utilizing the job search process gives consumers an opportunity to refine their job skills and training to attain successful employment.
Study of 314 Employers

- Had the same job performance ratings as employees without disabilities.
- Did not require more of supervisors time.
- Were no more likely to be absent, late or have off-work time than any other employee.
- Did not have more workplace accidents.
- Were less likely to leave the job.

DOR Job Search Process Contd.

- The job search process at DOR are services for consumers who may require job seeking skills training and preparation prior to entering into specific job search. Activities include, but are not limited to:
  - Resume and Cover Letter development
  - Interviewing Techniques
  - Job Application preparation
  - Knowledge of work practices and benefits
  - Learn Networking Techniques
  - Organizational and Time Management for success on the job
Networking

• How big is your network?
• It's **not** who you know...
• It's who knows **YOU**.
• Identify your network, and work it.

Ideas for Building A Network

- Set goals for meeting people each week
- Attend events where employers are likely to be present
- Join organizations and volunteer for committees to put you in closer contact with employers.
- Keep an open mind about whom you can be useful to and who can be useful to you
- Check in with members of your network on a regular basis
- Let others know about your successes
Social Networking

• The evolution of social media in the past decade has promoted instant and expansive connections to an extensive network of people in a quick and convenient way.

• Over a third of HR professionals have visited social networking sites to look for information about employment candidates.
Social Networking for Individuals with a Disability

• There are online groups and forums where a job seekers can talk about their health and seek advice and friendship from people who really do understand what it’s like to conduct a job search as an individual with a disability.

• By utilizing social media, it gives an individual with a disability an opportunity to showcase what they CAN do, rather than what they can’t. It gives them an opportunity to have others get to know them as ‘a person’ rather than a person with a disability.

Why Social Media Matters

*You can use social media to*

• Learn about careers
• Find out about the culture of a company
  • Will you *love* working there?
• Expand your network
  • Informational interviews & mentors
• Learn about career opportunities
• Help you make smarter choices during interviews
Facebook has an abundant amount of support and advisory groups that help individuals with disabilities maintain and seek employment. Here are a few links and extended comments on a few particular groups:

**Disability.gov**
- **URL:** https://www.facebook.com/Disability.gov/info (Disability.gov, 2013)
- Online source for comprehensive information about disability-related programs

**HCCNC Disability Employment Advisory Group (DEAG)**
- **URL:** https://www.facebook.com/NDEAG (DEAG, 2013).
- Aims to enhance services and develop networks so the needs of employers and the employment aspirations of people with disabilities can be met.

**I live with a Disability**
- **URL:** https://www.facebook.com/ilivewithadisability
- A social networking website where people with disabilities and their loved ones will have the opportunity to network and ask questions of people who have been there and done that.

Facebook is a good place to start if a person is job hunting or just seeking to network.

While Facebook seems like a way to simply post a few photos or let friends know about important events, there are ways it can come in handy in a person's professional career.

Facebook lets job seekers tap an informal network of friends or friends of friends who can be instrumental in creating employment success.
Building a profile

- Does not cost money
- You need to devote the time
- Build your network
- Develop well-defined goals
  - Follow through

Step 1

Create a Compelling Profile

- Define yourself

- What you have done?
- What you want to do?
- How you want to be contacted?
- What you want to be contacted about?
Step 2

**Build you’re Network**

- Your online address book
  - An address book can combine contact details and much more information people add to it.
- People you meet during the day
- People in the news
- People you interact with online
- When asking someone to become LinkedIn with you, make your email request personal

Step 3

**Get the Most From Your Connections**

- Groups
- Answers
- Jobs
- Network Updates
  - My personal favorite
- Recommendations
Step 4

**Manage your Social Network**
- Continue to grow your network
- Answer questions, ask questions
- Participate in groups, start a group
- Once a month go through your profile and make sure it is up-to-date
- Every week send a note to a few people in your network

Your Game Plan
- Always be mindful of enhancing your brand
- Create a presence on LinkedIn and Facebook
- Start to build your network
- Answer questions and ask questions
  - Send personal note to folks thanking them for answering
- Join groups or start your own
- Setup informational interviews and answer job posts
- Join the conversation – “You have to give to get!”
- Be pleasant!
Interviewing with a disability

Most job hunters with a disability want to avoid meeting face to face with employers.

However, employers never hire a stranger.

Handling the Interview

- Research the employer (company) to impress
- Make a good appearance through dress and grooming
- Anticipate questions and plan to answer
  - Standard, tough, illegal, critical thinking and behavioral questions
- Make a good impression by being at ease (calm, confident)
- Help bring out the questions that show your qualifications
Interviewing

• Interviewers will have to critically think and respond to questions about their skills, abilities, and how they will be able to perform the job by giving positive examples that demonstrate their perseverance and teamwork.

• When an individual gets to an interview, this usually means that they have been selected out a small group of people that have been selected for the position.

• The decision about who will get the job will now be based on who the interviewers believe will be the best fit for their organization/company.

• Usually the person who is best prepared for the interview gets the job.

Interview Tips

➢ Rehearse for the interview

• Rehearsing builds confidence and helps the job interview go smoothly.

• Practice speaking the message you plan to deliver interview — such as a listing of your five top skills, how you will answer questions, and how you will ask questions.

➢ Research yourself

• It is best to make sure the interviewee’s online profiles are professional, current and not controversial.
Interview Tips Cont.

- Prepare how to answer questions regarding a physical disability
  - Although ADA laws prohibit employers from asking about a disability in a job interview, if a disability is visible it is best to address it early in the interview and point out it will not impact the ability to perform the functions of the job.

- Prepare how to answer questions regarding a mental disability
  - If a disability is not visible to the interviewer, it is up to the interviewee to decide if they want to disclose it.

Dress for success and maintain self-confidence

- Dress appropriately for the job. Wear professional clothes such as slacks, dress shoes, a button up shirt and tie.

- Lacking self-confidence is a turnoff for employers. It’s best to speak clearly, give answers in an orderly fashion, don’t interrupt interviewers, and feel confident about your abilities to perform essential functions of the job.
Don’t Worry about you’re past

- Employers only ask about you’re past to predict future behavior.
- Although legally, employers cannot ask about things such as your disability, race, age, sexual orientation, other questions about your past are fair game.
- When confronted about past troubled issues, it’s best to ignore the fear behind the question and get the point across about the positive aspects of your life.

Should I or should I not disclose my disability?

- Although the Americans with Disabilities Act legally protect job seekers from being discriminated against for real or perceived disabilities, that doesn’t mean it doesn’t happen.
- Job seekers sometimes divulge too much personal information and hinder their own job searches without even realizing it.
- This includes disability-related information on a job application or résumé, talking about [a] disability or health complications in interviews, and inadequately explaining reasons for absenteeism.
Job Interview Do’s and Don’ts (Video)

What is an Informational Interview?

• An informational interview is not like a typical interview. It’s a method of getting your name out there while learning more about careers in your industry.

• An Informational interview is setting up a time to speak to someone in your chosen field. This is an opportunity to learn what it is really like to work in that field, learn about possible career opportunities, and to get your name out there.

• PLEASE NOTE: AN INFORMATIONAL INTERVIEW IS NOT A JOB INTERVIEW! The worst mistake you can make in an informational interview is to ask for a job! At this stage of your job search, you are only in the business of seeking information about a particular career path or field of interest.
Getting the Informational Interview

- There are many ways to “land” an informational interview. You might begin by speaking to someone in your social circle who already has a foot in the door.
- You could scan online for companies that appeal to you, and then ask if you can schedule an informational interview with someone in their office.
- You could even suggest scheduling one with a family member who works in a position or with a company that appeals to you.
Sample Letter

980 S. Cota Dr.
Modesto, CA 95350
August 30, 2014

Mr. Information
Hiring Manager
ABC Company
Modesto, CA 95356

Dear Mr. Manager,

In my desire to find a good job fit for my skills and experience, I have researched several career path options and industries where I think I could make a contribution. I will graduate this semester from California State University. I would like to speak with a professional working in the ___ field in order to learn firsthand what kinds of jobs are available.

Your name was given to me by_____. I am writing to you in the hope that you will be able to assist me by either spending half an hour with me or by referring me to someone in the area.

You may reach me at____ or via e-mail____. If you give me several convenient times when I can reach you, I’ll return your call as soon as possible. I will also take the liberty of calling you within the week to see if we might speak.

Thank you for your consideration.

Sincerely,

(your signature goes here)

Your name typed here
Telephone Script

Think about what you’d like to communicate to the person with whom you are seeking an informational interview. Then jot down a brief script that will help you remain focused and clear when you speak with your contact person. Here’s a sample script to get you started!

1. Hello, my name is_________________. Have I reached you at a convenient time?
2. I am a _______ college major at _______, or have previous experience in____ and am participating in a Service Learning project at your organization.
3. I understand that you are quite knowledgeable about _______________ (career field, profession or industry).
4. I’m calling to see if I might arrange an informational interview with you to discuss _______________ (career field, profession or industry).
5. Might you have half an hour sometime in the next week or so to meet with me?
6. If the contact agrees to see you, thank him/her and make sure you have the address, date and time of your meeting before you hang up the phone. You might also want to get their e-mail address so that you can confirm the appointment.

   • If the contact isn’t able to see you, don’t take it personally! Thank the person for considering your request, and ask if they might refer you to someone else.

Informational Interview Notes

Date/time of interview:___________________________________________________________
Name:_____________________________________Position/title:__________________
Organization/Company:_______________________________________________________
Phone:____________________________________E-mail:________________________
Thank-you letter sent:________________________________________________________
Notes:
1. Three things I learned from my interview:
   _________________________________________________________________
   _________________________________________________________________
2. My next steps in thinking about this career will be:
   _________________________________________________________________
3. Are there other people I might contact who may be helpful in my information gathering?
   _________________________________________________________________
   _________________________________________________________________
Thank You Letter

Dear ________________________.

Thank you very much for taking the time to meet with me on _____ to discuss some of the career opportunities in the field of _____________________. It was so helpful to learn about ______________ and I appreciated the interest you showed in my academic and future career plans.

As you suggested, I will contact ___________________ in the next week or so and arrange a meeting to discuss ____________________. I look forward to learning more about it. Thank you for offering this additional opportunity.

I will be in contact from time to time, to keep you posted on my career direction. Again, thank you for your assistance and time this week.

Sincerely,

(your signature)

Your name typed

Mentoring as a Concept

- M- Manages the Relationship
- E- Encourages
- N- Nurtures
- T- Teachers
- O- Offers mutual respect
- R- Responds to the Mentee’s Needs
Several types of Mentors can be of value for an individual with a disability

- Individual with a similar disability in similar field
- Greatest type of Mentor
  - Will be able to share a wealth of information and knowledge about the ways in which his or her disability has affected them on the job.
  - Will give a job seeker the a feel for what accommodations are necessary on the job.
### Other Mentors

<table>
<thead>
<tr>
<th>Individuals without Disabilities in a similar Field</th>
<th>Individuals with Similar Disabilities in a Different Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mentor will be able to give a person an inside look at the day-to-day work in their particular field.</td>
<td></td>
</tr>
<tr>
<td>• Mentor can give a historical perspective on the field on where he or she sees the field going in the future.</td>
<td></td>
</tr>
<tr>
<td>• Although this individual may not have the same disability, they may be able to share opinions on issues such as how and when to disclose a disability during the job process. This individual may also be aware of valuable resources for a person with a specific type of disability.</td>
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### Cover Letter Tips for Individuals with Disabilities

- Do not open up a cover letter with the status of a disability, rather focus on skills and work experience.
- Outline strengths and accomplishments - these should be the central theme of any cover letter, regardless of disability or other job status.
- If a job candidate is addressing any physical limitations, outline solutions for the employer. For instance, if there is an issue with a visual impairment and they can quickly address it, an accommodation can be made.
- Discuss opportunities that employers provide by hiring employees with disabilities. And if the job candidate knows that the employer is focused on hiring individuals with disabilities, highlight this fact.
Long Cover Letter

• Clean Professional layout that takes a large amount of text per page.
• If a job seeker has a lot of varied experience or a long career, you may need more space to tell your story. However, try and make the cover letter a maximum of 2 pages.

Short Cover Letter

• For some employers a shorter cover letter is the best method.
• Almost 70% of employers want a cover letter of less than a full page.
• Don’t repeat anything from your resume. A short cover letter is limited. Instead talk about unique things you have learned that make you a well-rounded professional.
Résumés

• The primary purpose of a resume is to reach out to employers and get invited for an interview, period.

• A résumé is a brief document that summarizes a candidate’s education, employment history, and experience to showcase their qualifications to a particular employer of interest.

• It takes an average of ten interviews to receive one job offer, so building a resume that is persuasive, perfect, and user-centered is highly recommended to be successful in a job interview opportunity.

Resume tips for Individuals with Disabilities

• Do not include a candidate’s disability information right away. The resume should be centered on their skills, strengths and experience, just like any other job candidate.

• If a job candidate is a member of outside organizations associated with individuals with disabilities, make a determination to include these organization, or include a list of affiliations that showcase a broader range of experience.
Vital Statistics

- A well-written resume and cover letter is detrimental to gaining employment. Here are a few tips:
  - The most important information should be located at the top of the résumé (name, address, e-mail, phone number).
  - Email address should be a professional one. If you don’t have one, create one, as silly email addresses will send your resume to the trash.

Résumé Objectives

- Always include a cover letter that elaborates fully on a career objective.
- Include a brief objective statement on actual résumé.
- Avoid objective pitfalls such as providing vague job titles or career goals in a résumé.
Resume Qualifications

- Use a short paragraph or bulleted list that summarizes and highlights accomplishments, skills and characteristics that are most important to the job. (E.g. number of years of experience, industry worked in, areas of expertise, and what technical skills are possessed).

- Put education on a resume right after the objective. If a person has graduated from a college institute, its best to leave out high school information.

- For individuals with disabilities that took longer to complete their education, its best to list the year you graduated. However, do not list the years attended. Some employers may make assumptions as to why a future employee has taken so long to get a degree. The accomplishment is what counts, not how long it has taken to achieve it.

Chronological Resume

The chronological form is useful when:
- Your work and volunteer history show stability.
- You have been working in one field for a period of time and are seeking another position in that area.
- You have had steady progression with increasing responsibility.
- You have worked for at least one year for all full-time employers that you have had.

If you have gaps in time between jobs or in your education, this may not be the most suitable format for you. However, if you do choose this format, be prepared to account for the gaps during the interview.
Group Activity

- Good interviewing skills are probably one of the best skills a person can have. Too often qualified, capable people are unable to get work or change to a better job because they don’t have good interview skills.

- This interview activity will assist consumers in understanding common behaviors and skills that will help you be successful at getting a job, communicating ideas and thoughts, and expressing opinions.

Group Activity Process

- Break consumers into interview teams. Each team picks a spokesperson who relays the team’s decision on who to hire.

- Before doing the mock interview, hand each consumer the Interview Activity Handout, Interviewers Script, and a handout on critiquing the interview. The presenter goes over the interview critiquing handout with the class, explaining the different tips for a successful interview.

- Using the Interview Activity Handout, team members will take notes while listening to the interviewee. From these notes the team decides which candidate gets hired.

- The spokesperson tells the entire class who they want to hire and why. They also tell the class why they won’t hire the other candidate.

- The interview team that does the best job explaining the reasons for hiring/not hiring wins.

- Please refer to handouts A, B, and C for group activity.
Discussion

- Comments
- Questions
- Concerns
- Ideas
- Complaints

Survey

- Please take time to reflect on this workshop to let us know what worked for you and what needs improvement. Your input is extremely valuable to the Department of Rehabilitation (DOR) as we plan future workshops on the job search process. Your responses to this survey will be kept confidential. Your shared input will improve our ability to evaluate the workshop’s content, and make adjustments as needed to meet the need of future consumers participating in DOR workshops.
## Interview Activity Handout

### Points to Consider

<table>
<thead>
<tr>
<th>POINTS TO CONSIDER</th>
<th>NOTES ON INTERVIEW</th>
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</thead>
<tbody>
<tr>
<td>Did they research the firm?</td>
<td></td>
</tr>
<tr>
<td>Were they prepared? How do you know?</td>
<td></td>
</tr>
<tr>
<td>What did their body language say?</td>
<td></td>
</tr>
<tr>
<td>Were they enthusiastic?</td>
<td></td>
</tr>
<tr>
<td>Did they ask questions?</td>
<td></td>
</tr>
<tr>
<td>Did they thank the interviewer?</td>
<td></td>
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</tbody>
</table>

### How did they do on the following Interview questions? Explain.

- Tell me a little about yourself?
- What are you’re strengths?
- What are you’re weaknesses?
- Why do you want to work here?
- Tell me about you’re recent job?
- Why did you leave you’re last job?
Attachment B

Handout: Interviewers Script

“Good morning, my name is ______________________ and I will be conducting your interview this morning.” (Shake hand) “Please have a seat.”

“We are interviewing you for the position of _______. We are looking for someone with good ______ and communication skills. We are looking for someone who is dependable and gets along with others.

Questions:

1. Did you bring a copy of your resume? Tell me a little about yourself.
2. What are your strengths?
3. What are your weaknesses?
4. Why do you want to work here?
5. Tell me about your most recent job?
6. Why did you leave your last job?
7. Do you have any questions for me?
### Good candidate points

- Dressed Professionally
- Good posture while sitting
- Came prepared with a resume and references
- Personal information was helpful for learning whether or not the candidate would be a good fit for the job
- Made a personal weakness less of a weakness by planning differently
- Left previous job to go to school or training
- Had a good question on training, highlighting the fact the company’s reputation for good customer service was top notch
- Thanked the interviewer and shook hands

### Bad candidate points

- Not dressed professionally
- Bad posture while sitting
- Did not come prepared with resume and references
- None of the personal information was helpful for learning whether or not the candidate would be a good fit for the job
- The weaknesses they admitted had nothing to do with work habits. Liking to sleep in could indicate a problem being on time for morning shifts.
- Didn’t give enough information about the previous job. It appears they quit or were fired because of their unsatisfactory performance
- The question the candidate asked showed no concern or interest in the needs of the employer
- Didn’t thank the interviewer or shake hands
Appendix B

Survey

Purpose: Please take time to reflect on this workshop to let us know what worked for you and what needs improvement. Your input is extremely valuable to the Department of Rehabilitation (DOR) as we plan future workshops on the job search process. Your responses to this survey will be kept confidential. Your shared input will improve our ability to evaluate the workshop’s content, and make adjustments as needed to meet the need of future consumers participating in DOR workshops.

1. What is your overall satisfaction of this workshop, with 1 being the lowest and 10 being the highest?

2. Were the workshops objectives clear to me?

3. Will I be able to use what I learned in this workshop.

4. What aspects of the workshop were the most valuable for you, and why?

5. What aspects were the least valuable, and why?

6. What do you consider to be the strongest characteristics of the workshop that assisted your learning experience?

7. What other improvements would you recommend in this workshop?

8. Would you recommend this workshop to other consumers?
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