A POWER POINT PRESENTATION:
PROVIDING PRE EMPLOYMENT JOB SEARCH INSTRUCTIONS
TO VETERANS WITH DISABILITIES
AT THE SACRAMENTO VETERANS RESOURCE CENTER

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A POWER POINT PRESENTATION:
PROVIDING PRE EMPLOYMENT JOB SEARCH INSTRUCTIONS
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AT THE SACRAMENTO VETERANS RESOURCE CENTER

A Project

by

LeMarcus A. Malone

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Bruce Ostertag, Ed. D.                                                                 Date

Department of Special Education, Rehabilitation
School Psychology, and Deaf Studies
Abstract

of

A POWER POINT PRESENTATION:
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Statement of Purpose

The purpose of this project was to develop a power point presentation designed to provide 21st century pre employment job search instructions to veterans with disabilities at the Sacramento Veterans Resource Center (SVRC). Pre employment job search training is provided to veterans with disabilities at SVRC in the Winning the Employment Game Workshop (WEG). The Winning the Employment Game (WEG) Manual has been the primary resource for the pre employment job skills training material used at SVRC. The WEG Manual was written in 1992 and was last edited in 2006. The pre employment job search instructions included in this project is designed to supplement the WEG Manual by providing internet friendly vocational rehabilitation instruction specifically relevant to veterans with disabilities in the Sacramento, California Metropolitan area.
Source of Data

Data for this Project was obtained through professional journals, library resources, EBSCOhost, ERIC Databases and a variety of other internet resources. The data includes: peer reviewed journal articles, textbooks, information from relevant websites, manuals, workbooks, and power point presentations that provided information on agencies that provide vocational rehabilitation services to veterans with disabilities and instruction on pre employment job search skills activities.

Conclusion Reached

A power point presentation providing pre employment job search instructions to veterans with disabilities was developed. The power point presentation includes lessons on perspectives of Happenstance Career Counseling, life skills important to career development, introduction on the use of the internet in career development, vocational assessment, vocational exploration, traditional and 21st century job search methods, labor market information, transferable skills analysis and interview techniques. In addition, the presentation includes instruction on writing effective resumes, cover letters, applications and thank you notes. The presentation also includes an assorted array of information specifically relevant to job seekers who are veterans with disabilities.

____________________________________________________, Committee Chair
Guy Deaner, Ph.D.

________________________
Date

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DEDICATION

This Project is dedicated to the memory of my Daddy, my Mama, Ricky, Carlos, David and all of my love ones who have departed this life.

This Project is also dedicated to Courtney, Teddy, Endia, Marion, Faye, Jackie, Drenna, Autie, Jack, Uncle Harvey, Lulu and all of my family and friends whom I love dearly.

Thank you all for your love and support.
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Chapter 1
INTRODUCTION

The idea for this project came to the author when he worked at the Sacramento Veterans Resource Center [SVRC] as a Job Development Instructor during the Spring semester of 2010. Two separate events laid the foundation upon which the idea for this project was built on. First, SVRC was selected to receive a new Federal Veterans Employment Assistance Program Grant in July 2010. The consumers who were expected to seek services from the agency under the new grant would be better served with a comprehensive internet friendly job search presentation. All of SVRC consumers are U.S. military veterans and more than seventy percent of them present with mental and/or physical disabilities (Vietnam Veterans of California [VVC], 2011a).

Secondly, as a Job Development Instructor, this author was also responsible for sending out program outreach flyers to all relevant human services providers in the local Sacramento metropolitan area. As a result of the outreach campaign, the author met with the Vocational Rehabilitation Officer for the Sacramento Regional Service Center, U.S. Department of Veterans Affairs, Vocational Rehabilitation & Employment [VR&E]. The Vocational Rehabilitation Officer was interested in developing a partnership with SVRC to provide pre employment job search training services to VR&E consumers. VR&E consumers are veterans with service connected disabilities (U.S. Department of Veterans Affairs [USDVA], 2011a). The potential SVRC and VR&E partnership would require a job search presentation relevant to veterans with disabilities. Thereafter, the
idea for developing an internet friendly pre employment job search power point presentation to help meet the vocational needs of veterans with disabilities was born.

The presentation will include traditional pre employment job search training such as instructions on self care, assessment, networking, resume writing, cover letter writing, master application, interview techniques, and follow up strategies. The Winning the Employment Game [WEG] Manual has been a primary resource for the pre employment job search training material used at SVRC and is an important resource for this project. The WEG Manual was written in 1992 and according to the author, the WEG manual amplifies Richard Bolles’ What Color is Your Parachute (Holdenfield, 2006). Holdenfield (2006) set out a common sense career development approach that is designed to prepare and carry a job seeker through a personalized career exploration and job finding program. Pre employment job search exercises and handouts are also included in the WEG Manual. The WEG Manual is distributed to consumers at the beginning of the WEG Workshop program. The exercises and handouts that are included in the manual are used strategically throughout the workshop.

In addition to general pre employment job search training such as that included in the WEG Manual, the proposed vocational rehabilitation power point presentation will include instruction on: (1) integrating the internet in to career development; (2) veterans specific information such as veterans preferences and converting military skills into civilian skills; (3) the physical and psychosocial impact of disabilities and other barriers on achieving vocational independence; (4) vocational evaluation for disabled veterans; (5) rights of persons with disabilities; (6) affirmative action opportunities for persons with
disabilities; (7) The Job Accommodation Network; (8) when, where and how to market
disabilities; (9) limitations on disclosure; (10) assistive technology and finally (11) job
development services for veterans with disabilities.

Statement of the Problem

A search for a comprehensive pre employment job search workbook, manual or
power point presentation created specifically for veterans with disabilities was
unsuccessful. There were no resources found that included internet friendly pre
employment job search training instructions and employment related information
specifically relevant to veterans with disabilities. Resources were found that included
instructions on job search skills for job seekers in general. Resources were founds that
included instructions on job search skills for job seekers who were veterans.
Moreover, there were resources found that included instructions on job search skills for
job seekers who were disabled. There were resources found that provided information on
employment programs and services for job seekers who are veterans with disabilities.
While all of these resources are valuable, a one stop power point presentation that
provides internet friendly pre employment job search instructions to veterans with
disabilities is needed at the Sacramento Veterans Research Center.

Definition of Terms

**Barriers to Employment**

Characteristics that may hinder an individual’s hiring promotion or participation in
the labor force. Identification of these barriers will vary by location and labor market.
Some examples of individuals who may face barriers to employment include: single
parents, women, displaced homemakers, youth, public assistance recipients, older workers, substance abusers, teenage parents, certain veterans, ethnic minorities, and those with limited English speaking ability or a criminal record or with a lack of education, work experience, credential, child care arrangements, transportation or alternative working patterns (U.S. Department of Labor [USDOL], 2011d).

Campaign Badge veteran

A veteran who served on active duty during a war action. For example a veteran who served in Korea, Vietnam, Desert Storm, Operation Enduring Freedom or in a campaign or expedition for which a campaign badge or an expeditionary medal has been authorized. For example Haiti, Somalia, Bosnia and Grenada. A complete listing is available on the following web site maintained by the Office of Personnel Management [OPM]: [http://www.opm.gov/veterans/html/vgmedal2.asp](http://www.opm.gov/veterans/html/vgmedal2.asp) (USDOL, 2011d).

Case Management

A client-centered approach in the delivery of intensive services, designed to prepare and coordinate comprehensive employment plans for participants, to assure access to the necessary training and supportive services, and to provide support during program participation and after job placement (USDOL, 2011d).

Case Manager

One who coordinates, facilitates or provides direct services to a client or trainee from application through placement, post placement follow-up, or other case closing, exclusively, through periodic contact and the provision of appropriate assistance (USDOL, 2011d).
Chapter 31

The Vocational Rehabilitation and Employment [VR&E] Program is authorized by Congress under Title 38, Code of Federal Regulations, Chapter 31. It is sometimes referred to as the Chapter 31 program (U.S. Department of Veterans Affairs [USDVA], 2011e).

Community Based Organization

Means a private non-profit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment. Faith-Based organizations are considered a subset (USDOL, 2011d).

Compensated Work Therapy [CWT]

CWT is a U.S. Department of Veterans Affairs [USDVA] sponsored program for veteran inpatients and outpatients provided for under 38 U.S.C. 1718(a). CWT incorporates a work regiment with monetary incentives. USDVA reimbursements to participants who are in the program are related to their productive capabilities. Every effort is to be made to create a realistic work environment - earnings should be commensurate with wages paid in the community for essentially the same quality and quantity of work and that payments to the patient be prompt and at regular intervals. Although industrial business practices are utilized to simulate usual working conditions, therapy is still the primary objective. The U.S. Department of Labor, Veterans’ Employment and Training Service encourages and supports the use and integration of CWT to benefit the Homeless Veterans’ Reintegration Program [HVRP] and Veterans’
Workforce Investment Program [VWIP] enrolled participants by improving their job readiness. For HVRP and VWIP purposes, CWT is considered a supportive service and is not to be considered a placement into unsubsidized employment (USDOL, 2011d).

_Disabled Veteran_

(1) A veteran who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary, or (2) A person who was discharged or released from active duty because of a service-connected disability (USDOL, 2011d).

_Disabled Veterans’ Outreach Program [DVOP]_

A program of Federal assistance through grants to states to staff full-time and half-time Disabled Veterans’ Outreach Program Specialists as the state determines appropriate and efficient to carry out intensive services in accordance with 38 U.S.C. 4103A (USDOL, 2011d).

_Eligible_

Meeting the minimum requisite qualifications to be considered for the provision of services or entry into a position under a funded program or as required by law (USDOL, 2011d).

_Employment Development Plan [EDP]_

An individualized written plan or intervention strategy for serving an individual which, as a result of an assessment of the veteran’s economic needs, vocational interests, aptitudes, work history, etc., defines a reasonable vocational or employment goal and the developmental services or steps required to reach the goal and which documents the
accomplishments made by the individual (USDOL, 2011d). Clients and Case Managers at the Sacramento Veterans Resource Center develop EDPs to chart strategies for achieving vocational goals.

*Employment Handicap [EH]*

An impairment of a veteran's ability to prepare for, obtain or retain employment consistent with his or her abilities, aptitudes and interests. The impairment must result in substantial part from a service-connected disability. For veterans within the 12 year basic period of eligibility and rated at 20 percent or more, a finding of employment handicap results in entitlement to VR&E services (USDVA, 2011e).

*Employment Service*

The state level organization or public labor exchange system affiliated with the Department of Labor’s United States Employment Service (USDOL, 2011d).

*Employment service delivery system*

A service delivery system at which or through which labor exchange services, including employment, training, and placement services are offered in accordance with the Wagner-Peyser Act (USDOL, 2011d).

*Follow-up*

The tracking of clients for a period of time up to 180 days after initial placement into employment, last referral date for services, or completion of training programs to determine current status, outcome or whether to offer additional services such as additional referral, job retention advisement, etc (USDOL, 2011d).

*Homeless or homeless individual*
Includes persons who lack a fixed, regular, and adequate nighttime residence. It also includes persons whose primary nighttime residence is either a supervised public or private shelter designed to provide temporary living accommodations; an institution that provides a temporary residence for individuals intended to be institutionalized; or a private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings [Reference 42 U.S.C., Section 11302 (a)] (USDOL, 2011d).

*Job Club Workshop/Activities*

A form of job search assistance provided in a group setting. Usually job clubs provide instruction and assistance in completing job applications and developing resumes and focus on maximizing employment opportunities in the labor market and developing job leads. Many job clubs use telephone banks and provide group support to participants before and after they interview for job openings (USDOL, 2011d).

*Job Development*

The process of marketing a program participant to employers, informing employers about what the participant can do and soliciting a job interview for that individual with the employer targeted job development. The process also includes the development of one or more job openings or training opportunities with one or more employers using a variety of techniques and means of contact (USDOL, 2011d).

*Job Placement Services*

Job placement services are geared towards placing participants in jobs and may involve activities such as job search assistance, training, or job development. These
services are initiated to enhance and expedite participants’ transition from training to employment (USDOL, 2011d).

*Job Search Assistance*

An activity, which focuses on building practical skills and knowledge to identify and initiate employer contact and conduct successful interview with employers. Various approaches may be used to include participation in a job club, receive instruction in identifying personal strengths and goals, resume application preparation, learn interview techniques, and receive labor market information. Job search assistance is often self-service activity in which individuals obtain information about specific job openings or general jobs or occupational information (USDOL, 2011d).

*Labor Market Area*

An economically-integrated geographic area in which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence (USDOL, 2011d).

*Life Skills*

Activities and guidance provided to enrolled participants regarding the building of life skills including personal financial management, work ethics, development of supportive social networks, meal planning and preparation, personal hygiene and grooming, etc (USDOL, 2011d).

*Local Veterans Employment Representative Program [LVER]*

A program of Federal assistance through grants to states to staff and support an allocated position level, appointed full-time or assigned half-time in accordance with 38
U.S.C. 4104 to perform a number of duties, to include: outreach to employers; conducting seminars; conducting job search workshops and job search groups; and facilitating employment, training, and placement services (USDOL, 2011d).

**National Veterans’ Training Institute [NVTI]**

An agency contracted with USDOL/VETS to further develop and enhance the professional skills of veterans' employment and training service providers throughout the United States (USDOL, 2011d).

**One-Stop/One Stop Service Delivery Point [SDP]**

A location that connects employment, education, and training services into a coherent network of resources at the local, state, and national level (USDOL, 2011d). The Sacramento Employment and Training Agency operates One Stop Centers in the Sacramento metropolitan area.

**Outreach**

An active effort by program staff to encourage individuals in the designated service delivery area to avail themselves of program services (USDOL, 2011d).

**Placement into Employment**

The act of securing unsubsidized employment for or by a participant. Placement into employment is also referred to as entered employment. Grantees are allowed to report and take credit for one placement or entered employment per enrolled eligible participant (USDOL, 2011d).

**Serious Employment Handicap [SHE]**
A significant impairment of a veteran's ability to prepare for, obtain or retain employment consistent with his or her abilities, aptitudes and interests. The SEH must result in substantial part from a service-connected disability. For veterans rated at 10 percent and veterans beyond their 12 year basic period of eligibility, the finding of an SEH is necessary to establish entitlement to VR&E services (USDVA, 2011e).

**Service Connected Disabled**

A veteran with a service-connected disability rated by the U.S. Department of Veterans Affairs at any level (0% to 100%) (USDVA, 2011e).

**Supportive Services**

Means services which are necessary to enable an individual eligible for training, but who cannot afford to pay for such services, to participate in a training program funded under the grant. Such supportive services may include transportation, health care, financial assistance, drug and alcohol abuse counseling and referral, individual and family counseling, special services and materials for individuals with disabilities, job coaches, child care and dependent care, temporary shelter, financial counseling, and other reasonable expenses required for participation in the training program and may be provided in-kind or through cash assistance (USDOL, 2011d).

**Transferable Skills**

Reasonably developed skills, knowledge, and abilities attained through training and experience (civilian and military) that relate to current employment opportunities in the labor market (USDVA, 2011e).

**Vocational Exploration**
Through assessments such as interest inventories and/or counseling, a process of identifying occupations or occupational areas in which a person may find satisfaction and potential, and for which his or her aptitudes and other qualifications may be appropriate (USDOL, 2011d).

**Vocational Rehabilitation Counselor [VRC]**

A Vocational Rehabilitation and Employment Service rehabilitation professional employee or contractor who provides or coordinates a wide range of rehabilitation services which might include counseling, training, rehabilitation and employment services (USDVA, 2101e).

**Workforce Investment Act [WIA]**

The purpose of this Act is to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals, including veterans, who face serious barriers to employment and who are in need of such training to obtain prospective employment. The Act requires the Assistant Secretary for Veterans’ Employment and Training to consult with the Secretary of the U.S. Department of Veterans Affairs to ensure that programs funded under VWIP of this Act meet the employment and training needs of service-connected disabled, campaign, and recently separated veterans and are coordinated, to the maximum extent feasible, with related programs and activities (USDOL, 2011d).
Limitations of the Project

This project has been designed to supplement the Winning the Employment Game [WEG] Manual for use in the WEG Workshop presented at the Sacramento Veterans Resource Center [SVRC]. The project is limited because the career development process is always changing to meet current career market requirements. The WEG Manual was initially completed in 1992 and most recently edited in 2006. The bulk of the research for this project was conducted between August 2010 and March 2011. Pre employment job search information and technology change so fast that today’s resources are outdated tomorrow. In response to the ever changing demands concerning career development, strategies designed to meet those demands must continue to evolve. This project is also limited in use because the instructions included in the project were selected to meet the needs of consumers who receive services at SVRC.

In addition, this project is limited in use because it is designed to meet the needs of job seekers in the Sacramento, California metropolitan area. The labor market information used in the project reflects labor market information for the Sacramento California metropolitan area only. Furthermore, this project is limited in use by this author’s views on job search skills training, counseling theoretical perspectives, personal experiences and biases. Selection, review and analysis of literature and other resources used in the development of this project is limited to this author’s interpretations.

Organization of the Project

An introduction, statement of the problem, definition of terms, limitation of the project and organization of the project comprise Chapter 1. A review of literature related
to the history of vocational rehabilitation legislation, vocational rehabilitation service
providers and vocational rehabilitation services for veterans with disabilities is included
in Chapter 2. Also included in Chapter 2 is a review of textbooks, manuals, workbooks,
power point presentations, videos, and workshop curriculums that provided instruction on
pre employment jobs search skills training. Information regarding services and service
providers available to veterans with disabilities is included in Chapter 2. Finally, a
review of peer reviewed journal articles related to counseling approaches used in
vocational relation, factors that impact vocational rehabilitation placement outcomes, and
vocational rehabilitation job search activity completes chapter 2.

The methodology used to research the literature for substantive and structural
information to develop the job search skills power point presentation is included in
Chapter 3. A summary of the project undertaken and recommendations are presented in
Chapter 4. The content of the presentation is presented in Appendix A. The Pre
Employment Job Search Skills Training Power Point Presentation is included in
Appendix B. Selected resources included in the presentation are presented in Appendix
C. A computer laboratory assignment designed for use in the WEG Workshop is
presented in Appendix D. Finally, all of the references used in this project are presented
in the concluding reference section.
Chapter 2

LITERATURE REVIEW

Introduction

Providing effective vocational rehabilitation services to veterans with disabilities present unique and rewarding challenges for rehabilitation professionals (Frain, Bishop, & Bethel, 2010). According to an Economic News Release from the Bureau of Labor Statistic (USDOL, 2010b) regarding the employment situation of U.S. military veterans, in 2009 there were approximately twenty two million U.S. military veterans. Almost three million or thirteen percent of the total number of veterans reported having a service-connected disability (USDOL, 2010b).

Frain et al. (2010) noted that because America is presently engaged in several military conflicts around the world the number of veterans with disabilities has increased and is expected to continue to increase. USDOL (2010b) reported that twenty one percent of Gulf War-era veterans reported having a service-connected disability in 2009, compared with thirteen percent of all veterans who reported having a service connected disability. Many of our veterans who are returning home after serving in the clutches of these wars are returning home with disabilities (Frain et al., 2010). A review of literature related to vocational rehabilitation services to veterans with disabilities is presented in this chapter.

Historical Perspective

Vocational rehabilitation refers to any program that is designed to restore individuals with disabled to their highest physical, mental, social, vocational, and
economic level of functioning (Encyclopedia of Business, 2010). The primary goal of vocational rehabilitation programs across the country is to assist disabled individuals obtain gainful employment, achieve self sufficiency and achieve independence (National Council on Disability, 1997). According to Rubin & Roessler (2008), pre-employment vocational skills’ training is a very important component of a comprehensive vocational rehabilitation service delivery package. The roots of vocational rehabilitation in America can be traced back to the early 19th century when specialized workshops were developed to address issues relating to disabilities (Kundu & Schiro-Geist, 2006). The Perkins Institute was the first disability specific workshop. The workshop was incorporated in Boston in 1829 and was designed to train blind individuals for manufacturing jobs (Rubin & Roessler, 2008).

According to Kundu & Schiro-Geist (2006), the first vocational rehabilitation program that specifically targeted veterans with disabilities came in to existence after World War I. In 1918, Congress passed P.L. 65-178, the Soldiers Rehabilitation Act which provided retraining and placement of veterans with disabilities who had served in the United States Military prior to and during World War I. Rubin & Roessler (2008) stated that the Soldiers Rehabilitation Act is considered to have provided the greatest stimulus to the vocational rehabilitation service delivery process during that time. The Soldiers Rehabilitation Act also serves as the foundation for a long line of vocational rehabilitation legislation that followed (Rubin & Roessler, 2008).

Rubin & Roessler (2008) stated further that the rehabilitation program created through P.L. 65-178 was administered by the Federal Board for Vocational Education.
On August 24, 1921, control of veterans’ rehabilitation was transferred to the newly created Veterans’ Bureau. In 1930, Congress created the Veterans Administration by combining three bureaus, the Veterans’ Bureau, the Bureau of Pensions, and the National Homes for Disabled Volunteer Veterans. In 1943, Congress passed P.L. 78-16, which provided that any eligible veteran may receive up to four years of training specifically directed to restoring employability. Under this program, vocational rehabilitation services were provided to more than 600,000 post World War II Veterans (Rubin & Roessler, 2008).

Over the years, the scope of the vocational rehabilitation program has been modified and expanded through legislation to better fulfill its mission. The program has undergone many name changes and has often been aligned with a variety of federal state and local agencies including the U. S. Department of Labor [USDOL] (Rubin & Roessler, 2008). Today, the U.S. Department of Veterans Affairs [USDVA] and USDOL along with other federal state and local agencies work together to take on the challenge of providing effective vocational rehabilitation services to veterans with disabilities (Committee on Veteran’s Affairs, 2009)

U.S. Department of Veterans Affairs

The U.S. Department of Veterans Affairs [USDVA] has been given the bulk of responsibility for providing vocational rehabilitation services to veterans with service connected disabilities (U.S. Department of Veterans Affairs [USDVA], 2011a). The USDVA facilitates the vocational rehabilitation of veterans with disabilities through the Vocational Rehabilitation & Employment Agency [VR&E] and the VetSuccess program
The primary function of VR&E is to help veterans with service-connected disabilities become suitably employed, maintain employment, or achieve independence in daily living. The program offers a number of services to help each eligible veteran reach his or her rehabilitation goal. These services include vocational and personal counseling, education and training, financial aid, job assistance, and, if needed, medical and dental treatment. A veteran who is eligible for an evaluation under Chapter 31 must first apply for services and receive an appointment with a Vocational Rehabilitation Counselor [VRC] (USDVA, 2011d).

Thereafter, the VRC will work with the veteran to determine if an employment handicap exists as a result of his or her service connected disability. If an employment handicap is established and the veteran is found entitled to services, depending on their circumstances, the veterans will work with their VRC to select one of the following five tracks of services: (1) Reemployment services - This service option is designed for those individuals separating from active duty or in the National Guard or reserves and who are now returning to work for their previous employer; (2) Rapid access to employment services - This service option is targeted to those individuals who have expressed a desire to seek employment soon after separation or who already have the necessary skills to be competitive in the job market in an appropriate occupation; (3) Self-Employment services - This service option is available to individuals who have limited access to traditional
employment, need flexible work schedules or who need a more accommodating work environment due to their disabling conditions or other life circumstances; (4) Employment through long term services - This service option is targeted to individuals who need specialized training or education to obtain and maintain suitable entry level employment; and (5) Independent living services - Independent living services are available to individuals who may not be able to work at the point in time VR & E services are requested and need rehabilitation services to live more independently (USDVA, 2011d).

U.S. Department of Labor

According to the U.S. Department of Labor’s Technical Assistance Guide [USDOL] (2008), in October 2005, The U.S. Department of Labor [USDOL] and the U.S. Department of Veterans Affairs [USDVA] signed a national memorandum of agreement to coordinate efforts in advancing the employment opportunities for veterans with disabilities. Although, these agencies have historically had an agreement, this most recent one was aimed at further improving collaboration and coordination (USDOL, 2008). While the national offices of USDOL and USDVA have overall responsibility for implementing the agreement, many of the activities set out in the agreement take place on the regional, state, and local levels. Moreover, although both agencies missions are similar, the organizational structure of each is somewhat different: First, USDVA administers its programs through 57 regional offices staffed by federal employees (USDOL, 2011a). USDOL administers its programs through the Disabled Veterans’ Outreach Program [DVOP] (USDOL, 2011b), the Local Veterans’ Employment
Representative [LVER] (USDOL, 2011b), state agencies, and private profit and nonprofit agencies (USDOL, 2011a).

Both service connected veterans and non service connected veterans with disabilities are eligible for USDOL (2011a) programs. DVOP and LVER programs are funded through Veterans Employment and Training Services [VETS] (USDOL, 2011c) grant from USDOL to state workforce agencies. USDOL’s VETS program falls under the President’s National Hire Veterans Committee. According to USDOL (2011c), VETS mission is to provide veterans and transitioning service members with the resources and services needed to succeed in the workforce by maximizing their employment opportunities, protecting their employment rights, and meeting labor market demands with qualified veterans. VETS administers the HireVetsFirst Program to furnish employers with information about the training and skills of veterans with disabilities and the advantages afforded employers by hiring veterans with such training (USDOL, 2011c).

California Employment Development Department

The California Employment Development Department [CEDD] in coordination with the California Workforce Investment Board is responsible for administering the U.S. Department of Labor [USDOL] Veterans Employment and Training Service [VETS] grant (California Employment Development Department [CEDD], 2011b). According to CEDD (2011b), veterans are provided services through a one-stop service system. Veteran may elect self-service, facilitated self-help, or staff-assisted one-on-one service.
Most veterans are able to use the self-service systems and will self-identify as veterans to establish their eligibility for veterans' priority.

According to USDOL (2011b), Disabled Veterans’ Outreach Program [DVOP] and Local Veterans’ Employment Representative [LVER] staff members are available at one-stop career centers to provide facilitated self-help or staff-assisted service to veterans who require additional assistance. USDOL (2011b) states that LVER and DVOP staff screen veterans for potential barriers to employment and identify the need for additional services. USDOL (2011b) states further that LVER and DVOP staff will raise veterans' issues, including efforts to expand information provided to veterans regarding available services at each one-stop center. In addition, at the request of one-stop partners, LVER and DVOP staff may also be assigned to other locations that serve large veteran populations (USDOL, 2011b).

CEDD (2011b) provides that case management services for veterans are customer-focused and customer-driven. These include referrals from the U.S. Department of Veterans Affairs Vocational Rehabilitation and Counseling system. Veterans are provided choices based upon need and the resources available to meet those needs. When necessary and when appropriate, customers will be assisted in accessing resources outside of the one-stops. The one-stops, administered through local workforce investment boards, are a statewide network of centers that provide employment, education, and training services all in one location. The one-stops work with public and private non-profit partners to provide their services. The one-stops include programs
such as job services, unemployment insurance, vocational education, and vocational rehabilitation including services particularly targeted to veterans (CEDD, 2011b).

California Department of Rehabilitation

The California Department of Rehabilitation [CDOR] 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 (California Department of Rehabilitation [CDOR], 2011). Veterans with service connected and non service disabilities are eligible for services from CDOR. CDOR is a state agency that has divisions located throughout the state. CDOR offers a variety of services that are designed to assist persons with disabilities achieve their employment goals (CDOR, 2011).

CDOR (2011) states that the services offered by CDOR 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. CDOR also provides specific programs designed to assist targeted
populations. CDOR services are available to any person who has a disability, wants to work and is having trouble getting or keeping a job because of the disability (CDOR, 2011).

Sacramento Veterans Resource Center

The Sacramento Veterans Resource Center [SVRC] is a division of Vietnam Veterans of California [VVC] (Vietnam Veterans of California [VVC], 2011a). VVC is a private nonprofit organization that was established in 1980. VVC offers community based activities for veterans and their families. VVC has four service centers located throughout Northern California. The agency is focused on the complex realities of veterans' issues and works diligently to create innovative programs, which are designed to respond to the diverse needs of veterans and the community (VVC, 2011a). SVRC is a model VVC division. The center is a multi-function campus with the most comprehensive mix of services for veterans in Northern California (VVC, 2011b).

The services offered at SVRC include: (1) The Veterans Business Outreach Center [VBOC] - VBOC is one of only four Small Business Administration funded business centers in the Nation for veterans who own, or are interested in starting a small business. In addition to comprehensive consulting provided by industry experts, VBOC also conducts statewide Town Hall Workshops in California, Nevada, and Colorado. These workshops bring both private and public agencies together to provide resources for veterans with small business needs; (2) Supportive Housing - SVRC offers fifty-two (52) on site, and eight (8) offsite beds for homeless veterans - including female veterans with children. The supportive housing programs offers up two twenty-four months of stable
living, combined with comprehensive supportive services to effectively end the cycle of homelessness and assist veterans in the acquisition of permanent housing and sustainable-wage jobs; (3) The Jon Oberg Center - The Oberg Center is a State Licensed, twenty-two bed transitional housing program for veterans, and non-veterans, in need of social model drug/alcohol recovery services; and (4) Employment Counseling & Training - SVRC originated in 1989. The first, and now longest, service offered to veterans is employment assistance. SVRC is proud of its long tradition of helping veterans obtain career training and self-sustaining employment opportunities. The author of this project is the job placement activity instructor for SVRC. This project may be used to enhance the effectiveness of pre-employment job search skills training provided through employment counseling and training services at SVRC (VVC, 2011b).

Job Search Training Textbooks, Manuals, & Workbooks

Rubin & Roessler (2008) provided recommendations as to what components should be included in a comprehensive job seeking skills curriculum for consumers with disabilities. According to Rubin & Roessler (2008), the following topics should be included: (1) why people work and what you want from a job; (2) what you like and do not like about work; (3) what kind of worker you are, skills, interests and goals; (4) your vocational projections for the next ten years, selecting a job goal, resume writing, and scheduling informational interviews; (5) your employment rights; (6) how to build your social and job contact network; (7) how to find a job, seeking a job lead from a friend, telephoning a potential employers regarding a job lead, and writing a letter in response to a help-wanted advertisement; (8) how to get a job writing an application letter,
completing the job application, performing in the job interview, writing a letter to follow up on a job interview, and soliciting letters of recommendation; and (9) how to keep and advance on a job, acceptable and unacceptable job maintenance behaviors, requesting reasonable accommodations and advancing on the job.

Four pre employment job search training manuals, and workbooks were found. First, A Workskills Workbook: Teaching Job-Seeking Skills for Students with Disabilities at American River College Sorgani (2004) was reviewed. The Sorgani (2004) workbook content included four major sections. Section one was titled Getting to Know Yourself and included instruction on personal inventory, disability considerations and transferable skills. Section two was titled Getting Prepared and included instruction on resume development and cover letter information. Section Three was titled Job Search and Employer Contact. Section Three included instruction on job search methods, networking and labor market information. Section Four was titled Applying and Interviewing with Prospective Employers. Section Four included instruction on completing employment applications and job interview tips.

Secondly, the California State University Sacramento, Career Center Handbook [CSUS], (2011) included: (1) Section One - Job Search Tools, which included topics such as job search strategies, education and career planning research links, getting the most out of a career fair, and informational interviews; (2) Section Two - Tools For Looking great On Paper, which included topics such as resume basics, how to identify and showcase your skills, cover letter format, and thank you notes; (3) Section Three - Tools For Shining In Person, which included topics such as interview basics, disability disclosure
and the interview process and social networking sites; and (4) Section Four - List of Recruiters (CSUS, 2011).

Thirdly, the Winning the Employment Game Manual Holdenfield (2006) introduced the Rules of the Employment Game. Instruction on informational interviewing as a job search technique was also set out in detail by Holdenfield (2006). Holdenfield (2006) included a variety of useful job search exercises and handout that are used in the WEG Workshop. The materials included: Script for 30 second information interview instruction, Why Should We Hire You? Worksheet, Master Application, Activities Log for One Week, Time Management materials, Employer Contact Sheets, Preview of Week’s Job Finding Activities, Review of Week’s Job Finding Activities, Goals for the Year, Monthly Budget & Expenses and Job Search Expense Workshop (Holdenfield, 2006).

Finally, the U.S. Department of Defense has partnered with U.S. Department of Labor [USDOL], U.S. Department of Veterans Affairs [USDVA] and the Department of Transportation to create a Transition Assistance Program (TAP) for separating military personnel (Iraq and Afghanistan Veterans of America, Status of Veterans Unemployment [IAVA] 2010). According to IAVA (2010), TAP workshops provide vocational counseling to veterans who are separating from the U.S. Military. The vocational information used during the workshop is provided to the veterans in a Transitional Assistance Manual [TAP] (2011). TAP (2011) contains instructions related to identifying strengths and challenges arising from military experiences. There is instruction related to veterans’ preferences, veterans’ employment rights and accessing resources that address
veterans’ needs. The TAP Manual also includes instructions on job search training. There are sections with instruction on net working, resume and application building and interviewing. The TAP Manual is found online as well as in hard copies (TAP, 2011). There is also a TAP presentation for veterans with disabilities that provide information relevant to veterans with disabilities included in USDVA (2011b) such as information concerning the USDVA’s VR&E programs.

Job Search Training Power Points, Workshops & Videos

The University of Colorado's National Learning Center, is the home of the National Veterans Training Institute (University of Colorado’s National Learning Center [UCNLC], 2011a). The National Veterans Training Institute was established in 1986 to further develop and enhance the professional skills of veterans' employment and training service providers throughout the United States. The program is funded through the U.S. Department of Labor, Veterans' Employment and Training Service (UCNLC, 2011a). Training is conducted in Denver, Colorado and at selected regional sites in the U.S. and abroad (UCNLC, 2011a). The program offers the Ultimate Job Search [UJS] Video Series and an Electronic Interactive Workbook. The series is applicable to job seekers who are unemployed, those who may be looking for a better job, about to be laid off, making a career transition, or job seekers who are new to the job market (UCNLC, 2011b).

The Ultimate Job Search [UJS] is a complete series designed for Employment Service, Military Transition Sites and individual job seekers. The 5-part job UJS series lays out the job search in detail and takes the job seeker from the very start of the job
search - all the way through to how to successfully hold onto, and excel in the job. The UJS series consists of five separate video programs: (1) Program 1, Starting the Job Search; (2) Program 2, Job Search Techniques; (3) Program 3, Writing Effective Resumes; (4) Program 4, Interviewing with Confidence; (5) Program 5, Success on the Job. The series also includes an interactive, on-line workbook that provides the job seekers with sample applications, resume tips, interviewing skills practice and everything needed for an effective job search (UCNLC, 2011b).

Hadley’s (2010) pre employment job search power point presentation is used by Veterans Employment Representatives for the State of California’s Employment Development Department, to facilitate Veterans Employment Training Workshops at the Saunders EDD One Stop Service Center in Sacramento, California. The power point included instructions on job search skills, navigation through CalJOBS, master employment application, interviewing techniques and job retention. Bradford’s (2010) pre employment job search power point presentation is used by Transition Assistance Program Instructors to facilitate a Veterans Transitional Assistance Program Workshop at the Fleet and Family Support Center Naval Air Station Lemoore, California. This power point presentation included job search training instructions taken from the National Veterans Training Institute Ultimate Job Search series. The power point presentation included instruction on resume and cover letter writing, completing applications and interviewing. Information and resources relevant to issues faced by job seekers who are veterans are also presented during the workshop.
The U.S. Department of Veterans Affairs provides information to veterans with disabilities at its website (USDVA, 2011a). The U.S. Department of Labor provides information to veterans with disabilities at its website (USDOL, 2011a). Also, the California Department of Rehabilitation provides information to veterans with disabilities at its website (CDOR, 2011). The internet presentations from theses agencies provided orientation information to consumers about the specific services and programs offered by each respective agency to veterans with disabilities. These agencies also offer internet and DVD access to pre employment job search services to veterans with disabilities. For example, VetSuccess (USDVA, 2011b) is the USDVA’s internet based career planning job readiness and job search resource. VetSuccess (USDVA, 2011b) included instructions on Interview tips, job application tips, and tips on how to prepare resumes and cover letters.

My Skills My Future (2011) is one of two new U.S. Department of Labor websites that provide pre employment job search assistance to veterans with disabilities. My Skills My Future (2011) helps job seekers identify new career options based on the experience and skills gained in past career fields. Veterans can identify occupations that require skills and knowledge similar to their current or previous job, learn more about these suggested matches, locate local training programs, and/or apply for job (My Skills My Future, 2011). The second new U.S. Department of Labor website My Next Move (2011) is an interactive tool for job seekers and students to learn more about career options. This site included tasks, skills and salary information, Veterans may find careers through keyword search; by browsing industries that employ different types of workers;
or through the O*NET Interest Profiler, a tool that offers personalized career suggestions based on the veterans interests and level of work experience (My Next Move, 2011).

The U.S. Department of Veterans Affairs through the VR&E program offers an orientation workshop for veterans with service connected disabilities (USDVA, 2011a). USDVA (2005) is the DVD presentation used for this workshop. USDVA (2005) included instruction on VR&E’s 5 Track Employment Program, Chapter 31 Service Areas and Facilities, VR&E Staff, The Chapter 31 Veteran, Basic Benefit Information, Eligibility and Entitlement, Chapter 31 Process, and VetSuccess Services (USDVA, 2010).

The California Department of Rehabilitation [CDOR] provides an orientation power point presentation (California Department of Rehabilitation [CDOR], 2011). CDOR’s orientation power point included among other information; an overview of the rehabilitation process, social security administration, vocational rehabilitation cost reimbursement program, Medda & Hellam (2010) is a power point presentation that provides an overview of the New Ticket to Work Program. A CDOR power point presentation Disability 101 (2010) is also available. The Disability 101 (2010) power point is a complete discussion of issues relevant to job seekers with disabilities in the State of California (Disability 101, 2010).

The Sacramento Employment Training Agency [SETA] operates One Stop Career Centers in the Sacramento metropolitan area. SETA is a local private agency that provides pre employment job search training to job seekers who are veterans, job seekers who are disabled and job seekers who are veterans with disabilities (Sacramento
Employment Training Agency [SETA], 2010a). A job seeker who is a veteran with a disability may access information relevant to being a veteran, information relevant to being disabled and information relevant to being a disabled veteran. Although the information is available in different programs and workshops, they are never the less made available within the one stop centers’ service deliver package (SETA, 2010a).

Specially-trained staff is available at the One Stop Centers to ensure that veterans receive maximum employment and training opportunities. The Disability Program Navigator [DPN] and Ticket to Work programs were created to help customer with disabilities navigate through the complexities of government rules and regulations, overcome barriers, and create strategies for successfully gaining and retaining employment. The pre employment job search training offered at SETA also includes Job Search and Employment Skills Workshops and programs that are designed to assist customers with the skills they need to obtain employment. The workshops and programs focus on a range of topics including: job search, job interview tips, tips for conducting an internet job search, resume tips and suggestions, employment testing, job fairs and other topics (SETA, 2010b).

Special Needs of Today’s Veterans with Disabilities

According to Frain, Bishop, & Bethel (2010), the need for effective vocational rehabilitation services for veterans with disabilities returning from military service around the world has perhaps never been greater. Today we are faced with new challenges related to providing vocational rehabilitation services to our brave military veterans (Frain et al., 2010). More than 1 million U.S. military personnel have been

Tanielian & Jaycox (2008) go on to say, contemporary weapons and combat strategies are resulting in a new generation of veterans with disabilities who are returning home with complex physical, psychological and emotional trauma. State of the art medical innovations and advanced body armor technology have enabled over ninety percent of military personnel injured in the OEF/OIF conflicts to survive injuries that would likely have been fatal in previous wars (Frain et al., 2010). Moreover, the number of soldiers discharged with mental health diagnoses is estimated to be at a rate of over twenty percent (Frain et al., 2010) citing (Hoge, Auchterlonie, & Milliken, 2006; Seal, Bertenthal, Miner, Sen, & Manner, 2007).

According to Tanielian & Jaycox (2008) the medical science for treating combat-related traumatic brain injury being experienced by OIE/OEF veterans is in its infancy. The authors state further that research is urgently needed to develop effective screening tools that are valid, sensitive and capable of identifying what rehabilitation strategies will be most effective (Tanielian & Jaycox, 2008). In one study by Seal et al. (2007), the researchers found that of 103,788 OEF/OIF veterans seen at VA health care facilities, 25,658 (twenty five percent), received mental health diagnoses. The researchers also found that of the twenty five percent who received mental health diagnosis fifty six percent had two or more distinct mental diagnoses. Overall, 32,010 [thirty one percent] received mental health and/or psychosocial diagnoses (Seal et. al., 2007).
In a second study by Kang, Natelson, Mahan, Lee, & Murphy (2003), the research goal was to estimate and compare the prevalence of two symptom-based medical conditions, post-traumatic stress disorder [PTSD] and chronic fatigue syndrome [CFS]. Kang et al. (2002) conducted a health survey in which these two symptom-based medical diagnoses in a population-based sample of 15,000 Gulf War veterans were compared with those of 15,000 non-Gulf veterans. Gulf War veterans, compared with non-Gulf veteran reported significantly higher rates of PTSD. The prevalence of PTSD increased across six levels of deployment-related stress intensity test for trend: while the prevalence of CFS rose only at the low end of the stress spectrum. According to the researchers, while deployment-related stress could account for the higher risks of both PTSD and CFS, additional factor(s) unique to the Gulf environment may have contributed to the risk of CFS among Gulf War veterans (Kang et al., 2002).

Contemporary VR Counseling Approaches

Frain, Bishop & Bethel (2010) provided an overview of the physical and mental issues faced by OIF and OEF veterans with disabilities. These authors presented a five pronged approach to meeting the emerging rehabilitation needs of these veterans. The five pronged approach includes: (1) infusing veterans’ issues into rehabilitation training; (2) focusing on distinct employment needs for veterans; (3) using self-management techniques to prevent and manage secondary disabilities; (4) using a Family Resiliency Model to address the holistic needs of veterans and their families; and (5) the call for rehabilitation to develop researchers that focus on veterans' issues (Frain et al., 2010). Rehabilitation counseling is a comprehensive sequence of services, mutually planned by
the client and rehabilitation counselor, to maximize employability, independence, integration, and participation of people with disabilities in the workplace and in the community (Patterson, Szymanski, & Parker, 2005),

Ryder (2003) says that counseling is the foundation on which rehabilitation rests. Ryder (2003) also says that counseling is necessary for clients to be able to make truly informed choices. Counseling facilitates the psychological, social, and attitudinal growth that can help consumers achieve successful vocational outcomes (Parker, Hansmann, Thomas, & Thoreson, 2005). The Commission on Rehabilitation Counselor Certification (2007) states that rehabilitation counseling is a specialization within the larger field of rehabilitation, and that counseling forms the heart of the profession.

According to Krumboltz (2009), the goal of career counseling is to help a client learn how to take actions that will result in a more satisfying career and personal life. Krumboltz (2009) set out four propositions that represent the Happenstance Theory of career counseling which are: (1) The goal of career counseling is to help clients learn to take actions to achieve more satisfying career and personal life - not to make a single career decision; (2) Assessments are used to stimulate learning, not to match personal characteristics with occupational characteristics; (3) Clients learn to engage in exploratory actions as a way of generating beneficial unplanned events; (4) The success of counseling is assessed by what the client accomplishes in the real world outside the counseling session.

Kosciulek (2004) stated that VR counseling approaches should be based on conceptual frameworks useful for facilitating understanding and empowerment. The key
constructs for the model set out by Koseciulek (2004), included the VR Counselor-consumer working alliance, informed choice, self determination and empowerment. In a later study Koseciulek (2007) tested the impact of informed consumer choice on employment outcomes and found that higher levels of informed consumer choice were related to higher levels of employment outcomes. Hasnain, Sotnik, & Ghiloni (2003) stated that Person-Centered Planning is founded on consumer pro action. Person centered planning includes the option of customized employment. Customized employment focuses on individualization and negotiation to address the needs of both the job seekers and the employers (Hasnain et al., 2003).

Vocational Rehabilitation Placement

Kluesner, Taylor & Bordieri (2005) conducted a study that focused on determining the job tasks of individuals who provide job placement services. The study gathered data related to specific job functions that providers of job placement activities considered important in their job functions. The study also attempted to determine if significant differences existed among respondents' job functions between three employment settings (public, private not for-profit, private for-profit). Kluesner et al. (2005) found that the provision of job placement services to VR consumers was by far the largest contributing factor to achieving competitive employment. Some personal variables that contribute to job congruence are basic skills, achievement, behavioral skills, orientation to work, job seeking skills, work feasibility, health status and limitation, work readiness, vocational behaviors, and remedial needs. Kluesner et al. (2005) also found that Respondents employed in the private not for-profit sector differ significantly on the basic placement
activities factor compared to those in both the state and private for-profit employment settings, the private not for-profit setting rated basic placement activities as more important than the state and the private for-profit individuals.

Bolton, Bellini, and Brookings (2000), assessed the predictability of two client employment outcomes from personal background information, counselor-rated functional limitations of the client, and rehabilitation services provided. The research sample consisted of more than 4,000 vocational rehabilitation (VR) clients. The results supported four conclusions: (a) Competitive employment at closure is more predictable and thus more amenable to improvement through the provision of VR services than salary, (b) rehabilitation counselors should use an estimate of case difficulty based on client personal history data in their service planning, (c) rehabilitation education programs should put more emphasis on training in job placement activities, and (d) rehabilitation counselors should evaluate clients' functional limitations during the diagnostic phase of the service delivery process.

Cartwright & Kim (2006) considered possible linkages among selected counselor related factors and quality measures of employment outcomes in the state rehabilitation system. The selected factors included; education level/specialty, number of years of experience in the state vocational rehabilitation system, level of cultural competency, and attitudes toward people with disabilities. Quality measures of employment outcomes included weekly earnings, number of hours worked per week, medical insurance coverage status at closure, and whether insurance benefits were provided by the employer at closure (Cartwright et al., 2006).
Cartwright et al. (2006) set out four hypotheses; (1) Counselors with master's degrees in rehabilitation were expected to have better quality employment outcomes than those with other degrees; (2) Counselors with more than 10 years of experience would have better quality employment outcomes than those with less experience; (3) Higher counselor self-reported cultural competence (awareness, knowledge, and skills) would be positively related to quality employment outcomes; and (4) Counselors who perceived themselves as having more positive attitudes toward people with disabilities were expected to have better quality employment outcomes. The results provided partial support for the first hypothesis. Support was observed for the dependent variables of medical insurance coverage at closure and insurance benefits provided by employers.

As to years of experience, there were no significant differences found between years of experience in the state vocational rehabilitation system and two of the employment outcome variables. Therefore the authors concluded that the second research hypothesis was not supported. As to cultural competency, there were significant differences observed between counselors' perceived level of cultural competency and several employment outcome variables. The third hypothesis was observed with partial support. A positive relationship was found between perceived level of multicultural knowledge and weekly earnings. Clients who counselors reported having higher levels of multicultural knowledge tended to have higher weekly earnings. A negative relationship was found between perceived level of multicultural skills and weekly earnings. Clients who counselors reported having higher levels of multicultural skills tended to have lower weekly earnings (Cartwright et al., 2006).
A negative relationship was found between perceived level of multicultural skills and the number of hours worked per week. Clients who counselors reported having higher levels of multicultural skills tended to work fewer hours per week. A negative relationship was found between perceived level of multicultural awareness and number of rehabilitants who had medical coverage at closure. Clients who counselors reported having higher levels of multicultural awareness tended to have no medical coverage at closure. A positive relationship was found between perceived level of multicultural skills and number of rehabilitants who had medical coverage at closure. Clients who counselors reported having higher levels of multicultural skills tended to have medical coverage at closure. Finally, as to attitudes toward people with disabilities, there was no significant difference found between counselors' perceived attitudes toward people with disabilities and the quality of employment outcomes of consumers rehabilitated. Hence, Cartwright et al. (2006) concluded that the fourth hypothesis was not supported.

Fabian & Waugh (2001) described an approach to assessing job development professionals' efficacy beliefs in an effort to identify how such factors contributed to successful client outcomes. The purpose of the study was to describe the development and validation of a self-efficacy instrument for job development professionals. The participants for this study were job development professionals who worked in a variety of settings and who attended one of the training sessions offered by the Regional Rehabilitation Continuing Education Program for Community Rehabilitation Personnel at the University of Maryland in College Park. The participants in the training programs were primarily professionals and paraprofessionals working in community-based settings,
as well as state vocational rehabilitation agency staff, and individuals in private rehabilitation practice.

According to Fabian & Waugh (2001), the results indicated psychometric properties of a job development efficacy scale for rehabilitation professionals. The self efficacy instrument was validated. The individual items on the scale correlated moderately to strongly with the overall score and the factor analysis revealed that the items could be grouped into three clusters of behavioral domains that may be associated with the following tasks of successful job development: (1) managing employer concerns; (2) managing barriers to placement; and (3) developing employer relationships. Finally, the authors concluded that the efficacy Scale presented a potential tool for improving professional job development and placement practices (Fabian & Waugh, 2001).

Gilbride, Stensrud, Vandergoot, & Golden (2003) conducted a study that was designed to determine the characteristics of employers who are open to hiring and supporting people with disabilities so that rehabilitation professionals can better target their placement and educational activities. The results suggested thirteen specific characteristics that were organized into three major categories that are found among employers who were open to hiring and accommodating persons with disabilities. The three major categories were: work cultural issues; job match; and employer experience and support. The results suggested that placement should always be done in a thoughtful manner that matches the employees’ abilities with the essential functions of the jobs (Gilbride et al., 2003).
Interventions for Improving Placement Outcomes

Resnick, & Rosenheck (2008) examined the placement outcomes of veterans with PTSD during participation in and at discharge from a Compensated Work Therapy [CWT] program. In a CWT program, employers contract with the CWT facilitators to fill job openings or to perform identified tasks. The veteran-workers are hired by CWT and although vocational staff may provide job coaching or other types of support, the veterans are often also supervised directly by the employer. The veteran’s wages are paid by CWT, and participating companies pay a small surcharge to support the program operations. The factors that were examined by Resnick & Roseneck (2008) included military service era, military service in a wartime theater of operations, socio demographic characteristics, and disability income. These researchers also explored group differences when they measured the CWT participation between those with and without PTSD diagnoses. Resnick & Roseneck (2008) found that veterans with PTSD were 19 percent less likely to be competitively employed at discharge from CWT, and of those who worked in their last 90 days of CWT participation, veterans with PTSD worked fewer days compared with individuals without PTSD.

According to Resnick & Roseneck (2008), Supported Employment [SE] is a new vocational service component offered within CWT and has been designed to follow the evidence-based Independent Placement and Support model of SE. The CWT/SE model was developed to assist individuals with severe mental illnesses obtain employment in permanent jobs in the competitive economy. For those interested in working in competitive jobs, CWT/SE vocational specialists assist in identifying and obtaining
positions based on individualized preferences and skills and then provide ongoing support and vocational assistance. In conclusion, Resnick & Roseneck (2008) recommended that the VA expand SE services for veterans with PTSD in order to optimize the employment potential of veterans and to foster a positive return to mainstream community employment.

Dutta, Gervey, Chan, Chou, & Ditchmann (2008) conducted a study that examined the effect of VR services on employment outcomes for people with sensory/communicative, physical and mental impairments in the United States. Sixty-two percent of the clients in the study were gainfully employed after receiving vocational rehabilitation services. Individuals with sensory/communicative impairments had the highest success rate. The results of the study provided some empirical support that documents a favorable association between VR services and employment outcomes for people with disabilities (Dutta et al., 2008). Job placement, on-the-job support, and maintenance were identified as significant predictors of employment success across all impairment groups (Dutta et al., 2008).

Drebing, Van Ormer, Mueller, Hebert, Penk, Petry, Rosenheck, & Rounsaville, (2007) evaluated the efficacy of using a Contingency Management [CM] intervention to enhance job acquisition and tenure among participants of a vocational rehabilitation [VR] program. The CM intervention offered participants cash incentives up to $1,170 for completing tasks related to sobriety, job search and maintenance. Program participants were veterans who presented with substance abuse issues. Drebing, et. al. (2007)
concluded that program participants were more likely to engage in job search activity when they received cash incentives.

Kerrigan, Kaough, Wilson, Wilson, Boeringa, & Monga (2000) examined whether there is a relationship between attainment of gainful employment by veterans with substance use disorders and their completion of an addiction partial hospitalization program, receipt of supportive housing, and participation in the Veterans Industries Work-for pay Program. The authors’ hypothesis was that completion of a drug and alcohol treatment program, receipt of supportive housing in a drug free environment and participation in work therapy were important factors needed to return veterans with chronic and severe substance use disorders back to work. The study showed a positive relationship between selected variables and gainful employment.

Job Search Training

According to Strauser & Berven (2006), strengthening one's self-efficacy in job-seeking skills has been identified as important for a person with disabilities to successfully engage in job readiness and job maintenance activities. Hergenrather, Rhodes, Turner and Barlow (2008) conducted a study to determine the perceived influence of self-efficacy on the job-seeking skills of persons with disabilities. The Self-efficacy of Job-seeking Skills [SJS] scale was applied to better understand the multidimensionality of self-efficacy of job-seeking skills among persons with disabilities who sought employment.

Hergenrather et al. (2008) concluded that among persons with disabilities, the person’s level of self-efficacy correlated with their ability to perform job-seeking skills
leading to successful job-seeking behavior. These authors identified job-seeking skills as the skills needed to competitively pursue employment which include: writing, reading, basic mathematics, how to look for a job, where to look for a job, completing an employment application, preparing a resume, interview skills, social skills competence, interests, abilities, and job market familiarity.

Mueller (2007) conducted a study which was used to assess whether two interventions differed in the effect on job search skills, job search self-efficacy, employment commitment, and job search behaviors in the context of goal setting theory. In this study, participants from a vocational rehabilitation program who were interested in employment were randomly assigned a job search workbook only without professional assistance or they were assigned a job search workbook with 8 hours of individual professional assistance. There was a positive relationship between placement outcomes and the inclusion of professional individual or group job search training with a job search workbook.

Crosby (2009) offered some guidelines for creating resumes and cover letters. Crosby (2009) also offers some techniques for winning the interview game. The guidelines include a description of what information should be included in a resume, types of resumes and how to highlight job skills to target specific jobs. The four parts of a cover letter--salutation, opening, body, and closing is discussed. Suggestions for learning more about resumes and cover letters are also included (Crosby, 2009).

Schullery, Ickes & Schullery (2009) reported the results of a survey of employers’ preferences for resume style, resume delivery methods and cover letters. According to
the authors, employers prefer the standard chronological resume. The vast majority of employers prefer electronic delivery, either by email or at the company's web site. Cover letters are preferred by a majority of employers. Smaller companies prefer resume delivery by email, and human resources workers prefer delivery using the company's web site.

Dalgin & Bellini (2008) investigated the impact of disclosure of invisible disabilities [physical and psychiatric] within the employment interview process. Both the type of disability and the extent of disclosure were manipulated in an analogue experimental design. Employers were exposed to a short interview vignette of a potential candidate and were then asked to make a hiring decision and rate the candidate's employability. The results indicate a significant effect for disability type, with employers rating the candidate with a physical disability significantly higher than the candidate with a psychiatric disability. The findings indicate no significant effects for extent of disclosure; for the interaction of disability and extent of disclosure on employability; and for type of disability, extent of disclosure, and the interaction of disability and extent of disclosure on hiring decision.

Summary

The review of literature began with a discussion about the present day need for effective vocational rehabilitation services to U.S. military veterans with disabilities. A brief historical review of the evolution of vocational rehabilitation services provided to U.S. military veterans followed the introduction. Thereafter, an overview of federal, state and private organizations that provide vocational rehabilitation services to veterans with
disabilities was presented. The following organizations were highlighted; the U.S. Department of Veterans Affairs, The U.S. Department of Labor, California Employment Development Department, California Department of Rehabilitation and the Sacramento Veterans Resource Center.

Literature related to pre employment job search skills training instructions was then reviewed. The pre employment job search training literature included textbooks, manual, workbooks, power point presentations, DVDs and a variety of internet resources that provided guidance related to content and organization standards for job skills training materials. The review of literature concluded with a presentation of peer reviewed journal articles that focused on the special vocational rehabilitation needs of present day U.S. military veterans with disabilities. The presentation included peer reviewed journal articles that concerned contemporary vocational rehabilitation counseling approaches for use with veterans with disabilities, vocational rehabilitation placement, interventions for improving placement outcomes, and job search training.
Chapter 3

METHODOLOGY

The process for completing this project began by attending a Culminating Experience Workshop hosted by Dr. Guy Deaner, and Patricia Ortman. Ms. Ortman is the author of Vocational Rehabilitation Counseling Masters Project Handbook. The handbook is specifically designed to be used for completing the Culminating Project for the Vocational Rehabilitation Counseling Masters Program. The information included in the handbook was the focus of the discussion presented at the forum. The Vocational Rehabilitation Counseling Masters Project Handbook was used throughout the entire construction of this project.

The idea for this project came to the author when he worked at the Sacramento Veterans’ Resource Center [SVRC] as a Job Development Instructor during the Spring Semester of 2010. SVRC was selected to receive a federal employment assistance grant for veterans in July 2010. The consumers who were expected to seek services at the agency under the new federal grant would require a more comprehensive internet friendly job search presentation. More than seventy percent of consumers who seek services at SVRC present with mental and/or physical disabilities (VVC, 2011a). In addition, the author met with the Vocational Rehabilitation Officer for the Sacramento Regional Service Center, U.S. Department of Veterans Affairs, Vocational Rehabilitation & Employment [VR&E]. The Vocational Rehabilitation Officer was interested in developing a partnership with SVRC to provide pre employment job training services to VR&E consumers. Consumers who receive services at VR&E are all veterans with
service connected disabilities (VR&E, 2011a). Thereafter, the idea for developing an internet friendly pre employment job search power point presentation that included information relevant to the issues faced by veterans with disabilities was born.

Winning the Employment Game [WEG] Workshop is the pre employment job skills workshop offered at SVRC. The WEG Workshop is based on the Winning the Employment Game Manual (Holdenfield, 2006). The WEG manual played a major role in the development of this Project. The author of this culminating project is a current WEG Instructor at SVRC. In addition to information gathered by this author for use in the WEG Workshop prior to beginning this project, this author gathered a vast array of information relevant to providing vocational rehabilitation services to veterans with disabilities from a vast array of sources after the project was began. Research for this project began in August of 2010 and concluded in March of 2011. The relevant data was systematically reviewed and included in the pre employment job skills training power point presentation.

Information for this project was obtained from professional journals, library resources, EBSCOhost, ERIC Data bases and a variety of other internet resources. The information sources includes: peer reviewed journal articles, textbooks, information from relevant websites, manuals, workbooks, and power point presentations that provided information on agencies that provide vocational rehabilitation services to veterans with disabilities and instruction on pre employment job search skills activities. The Vocational Rehabilitation Counseling Masters Project Handbook, (Ortman, 2009) and A Workskills Workbook: Teaching Job Seeking Skills for Student with Disabilities at
American River College (Sorgani, 2004) provided the structural framework for the project.

The project was divided into four major sections; the introduction, life skills, the vocational development process, and resources and relevant information. The information included in each section of the project was selected from all of the information gathered through research after a thorough examination was conducted. The WEG Workshop is a five day program. At the end of each workshop a Workshop Evaluation was completed by each participant. Statistical data taken from the Workshop Evaluations prior to inclusion of new information and statistical data taken from the Workshop Evaluations after new information was included was used to gauge how the participants responded to the new information. Open forum feedback discussions were also held at the end of each workshop. In addition, on three occasions, the project was reviewed by co employees at SVRC. Feedback was given after each review session.

The project was modified based on the feedback received from each of the sources cited. For example, instruction on how to navigate the California Career Zone website was added. Instruction on Time management as a life skill relevant to job development was added. Information about Sacramento County Veterans Service and information about converting military training into civilian training was also added. There were fifty four slides included in the WEG power point presentation when the author started working on this project. There are now more than two hundred thirty slides.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a power point presentation designed to provide 21st century internet friendly pre employment job search instructions to veterans with disabilities at the Sacramento Veterans Resource Center [SVRC]. Pre employment job search training is provided to veterans with disabilities at SVRC in the Winning the Employment Game [WEG] Workshop. The WEG Manual has been the primary resource for the pre employment job skills training material used at SVRC. The WEG Manual was written in 1992 and was last edited in 2006. We are now in the beginning months of the year 2011.

A search for a comprehensive pre employment job search workbook, manual or power point presentation created specifically for veterans with disabilities was unsuccessful. There were no resources found that included internet friendly pre employment job search training instructions and employment related information specifically relevant to veterans with disabilities. The review of literature began with a discussion about the present day need for effective vocational rehabilitation services to U.S. military veterans with disabilities. A brief historical review of the evolution of vocational rehabilitation services provided to U.S. military veterans followed the introduction. Thereafter, an overview of federal, state and private organizations that provide vocational rehabilitation services to veterans with disabilities was presented.
Literature related to pre employment job skills training instructions was then reviewed. The pre employment job skills training literature included textbooks, manual, workbooks, power point presentations, DVDs and a variety of internet resources that provided guidance related to content and organization standards for job skills training materials. The review of literature concluded with a presentation of peer reviewed journal articles that focused on the special vocational rehabilitation needs of present day U.S. military veterans with disabilities. The presentation included peer reviewed journal articles that concerned contemporary vocational rehabilitation counseling approaches for use with veterans with disabilities, vocational rehabilitation placement, interventions for improving placement outcomes, and job search training.

A power point presentation providing pre employment job search instructions to veterans with disabilities was developed. The power point presentation includes lessons on perspectives of career counseling, life skills important to career development, introduction on the use of the internet in career development, vocational assessment, vocational exploration, traditional and 21st century job search methods, labor market information, transferable skills analysis and interview techniques. In addition, the presentation includes instruction on writing effective resumes, cover letters, applications and thank you notes. The presentation also includes an assorted array of information specifically relevant to job seekers who are veterans with disabilities.

Recommendations

This author recommends that the information included in the power point presentation be updated on an ongoing basis. The vocational rehabilitation service
delivery system is subject to constant change. The issues relevant to veterans with disabilities continue to change as their life circumstances change. The strategies needed to address these issues must also continue to develop. Vocational rehabilitation professionals must engage in further quantitative and qualitative research in order to test strategies for achieving maximum levels of service delivery efficiency for veterans with disabilities.

For further research, this author recommends that instruction on techniques for utilizing modern technology and strategies in the job search process be included in future training presentation. This author further recommends that this pre employment job search training power point presentation be used to provide training to veterans with disabilities at all Vietnam Veterans of California’s Northern California sites.
APPENDIX A

Presentation Outline
PRESENTATION OUTLINE

Introduction
  Mission
  Classroom Rules
  Workshop overview

Vocational Counseling Perspective
  Framework
  Happenstance Theory of Career Counseling

Life Skills
  Building a positive Attitude
  Making good decisions
  Managing your time
  Total self care

The Career Development Process

Vocational Assessment
  Making a career choice
  Assessment tools
  California Career Zone

Vocational Exploration
  Knowing about my options
  The exploration process
  Exploration resources
  O’net One Stop
  California Career Zone

The Job Search
  Integrating the Internet
  Traditional Job search task
  Ten Career Search engines
  Cal Jobs
  California State Personnel Board
  USA Jobs
  Craigslist
  Career Builders
  Hob Nobbing/Networking
Marketing yourself
  Highlighting your skills
  Resume
  Cover letters
Marketing yourself cont.
  Applications
  Mastering the Federal Application Process
  Transferable skills

Interviewing
  Types of interviews
  Interview Tips
  Four Stages of the Interview

The Kitchen Sink
  Starting a new job
  Answering the difficult question
  How to Market your disability
  Top reasons for being fired
  Transitioning

Employment Services for Veterans
  Veterans hiring authorities
  Veterans’ preference
  Veterans’ resources

Employment Services for Job seekers with disabilities
  ADA
  FEHA
  Hiring authorities for job seekers with disabilities
  Resources

Important websites and resources
APPENDIX B

A Power Point Presentation
A POWER POINT PRESENTATION:

PROVIDING PRE EMPLOYMENT JOB SEARCH INSTRUCTIONS

TO VETERANS WITH DISABILITIES

AT THE SACRAMENTO VETERANS’RESOURCE CENTER
SLIDE PRESENTATION
WINNING THE EMPLOYMENT GAME

Rules
Resume that
Sell Skills
Lay Off

Depression
Finding the
Hidden Jobs

Rejection
Targeting
Direction & Skills

HIRED!
Mission

Winning the Employment Game Workshop at SVRC is a common sense career development presentation designed to provide 21st century instruction on career development topics including: life skills, individual assessment, career exploration, job search strategies, building effective resumes, cover letters, master applications, interviewing and information relevant to veterans with disabilities.
Classroom Rules

- Participation is encouraged
- Be courteous – Do not talk over others.
- Be a Team Player
- Use the rest room during the breaks
- Return from breaks on time
- Please sign in each day
- Clean up after yourself at the end of the day.
- Agree to Disagree
- Bring your best!!
Workshop Overview

- **Session 1**
  - Purpose: To build a foundation for Winning the Employment Game & Life Skills Discussion

- **Session 2**
  - Purpose: To begin defining career interests & Hob networking strategies

- **Session 3**
  - Purpose: Resume, Cover letters, Applications, Thank you notes

- **Session 4**
  - Purpose: To prepare for effective interviews. The kitchen sink

- **Session 5**
  - Purpose: Mock interviews & Wrap up
The Employment GAME

A competitive activity involving
Empowerment
Informed Choice
Self Determination
Perspective

Krumboltz’s

HAPPENSTANCE
THEORY OF CAREER
COUNSELING

PROACTION
EXPLORATION
PREPARATION
Happenstance Stuff

- Unexpected events influence your career
- Don’t focus only on one career choice
- Be open-minded, not prematurely decided
- You can only control the actions you take and how you react to other people and events that influence you
- The goal is to create a more satisfying life, not just career
Life Skills

1. Building a Positive attitude
2. Making good decisions
3. Managing your time
4. Total Self Care
“ATTITUDE IS EVERYTHING!”
Your attitude determines the state of the world you live in. It is the foundation for every success and every failure you have had and will have.

Your actions are a result of your attitude, which, in turn, creates a reaction from others. So, basically, what you think...you get

Attitude Drives Behavior
Let us rise up and be thankful, for if we didn't learn a lot today, at least we learned a little, and if we didn't learn a little, at least we didn't get sick, and if we got sick, at least we didn't die; so, let us all be thankful. ~Buddha
RULES TO LIVE BY

- Rule I: Believe in Optimism.
- Rule II: Have a Burning Desire to Work Hard
- Rule III: Keep Learning
- Rule IV: Never Quit
- Rule V: Focus on your Strengths and not on your Weaknesses:
RULES Cont.

- Rule VI: Associate yourself with Positive Thinkers
- Rule VII: Set Realistic Targets for you
- Rule VIII: Accept Changes
- Rule IX: Stop the Blame Game:
Use your time wisely

- Time is the one commodity we all have in common. No matter how hard we try, we really can’t “save” time or “buy” time. Yet, we can learn to “spend” our time wisely to avoid “losing” time.
For time and the world do not stand still. Change is the law of life. And those who look only to the past or the present are certain to miss the future.

- John F. Kennedy
Helpful Time management Tips

- 1) Realize that time management is a myth.
- 2) Find out where you’re wasting time.
- 3) Create time management goals.
- 4) Implement a time management plan.
- 5) Use time management tools.
Time management tips cont.

- 6) Prioritize ruthlessly.
- 7) Establish routines and stick to them as much as possible.
- 8) Get in the habit of setting time limits for tasks.
- 9) Be sure your systems are organized.
- 10) Don't waste time waiting.
Decision making skills and techniques

- Decision making skills are used to solve problems.
- The process involves selecting one course of action from several possible alternatives.
- Decision making skills are also a key component of time management skills.
- Determine the best alternative.
DECIDES MODEL

- 1. Define the task
- 2. Establish an action plan
- 3. Clarify values
- 4. Identify alternatives
- 5. Discover probable outcomes
- 6. Eliminate alternatives systematically
- 7. Start action
Overwhelmed
Frustration
Depression
Burn-Out

Daily scheduled stress reduction.
5 Basic Areas of Self-Care

- Physical
- Mental
- Emotional
- Social
- Spiritual
Physical Care

- Listen to some music
- Tend a garden
- Exercise
- Soak in a hot bath
- Go skateboarding
- Take a nap
- Go fishing
- Take a trip
Mental Care

- Read a book
- Play cards or a board game
- Do a crossword puzzle
- Watch TV
- Check out a video
- Attend a lecture
- Visit a Museum
- Design craft or art
Emotion Care

- Play with a pet
- Talk to a love one
- Listen to a friend
- Ask a friend to listen to you
- Take time to grieve
- Vent your frustration
- Laugh
- Let go
Social Care

- Spend time with family
- Spend time with friends
- Go to your favorite hangout
- Go to a game
- Have a party
- Volunteer some time
- Go to the mall
- Go to Disney Land
Spiritual Care

- Pray
- Meditate
- Chant
- Reflect
- Perform a random act of kindness
- Read a spiritual text
- Attend a spiritual gathering
21st Century Reality

The Internet must be integrated into every aspect of your career development if you are to achieve maximum efficiency.
Internet 101
http://www.internet101.org
Internet 101 was created for those who want to learn the basics. This guide will provide you with enough knowledge to have fun on the Internet, yet will not bore you with too many details.
THE CAREER DEVELOPMENT PROCESS

- Vocational Assessments
- Vocational Exploration
- The Job search
- Marketing
- Closing the deal
- Follow up
- The kitchen Sink
LET THE GAMES BEGIN

STAGE 1

Vocational Assessment
Making a career choice

Knowing About Myself

My values

My interests

My skills
Vocational Assessment

- Vocational Assessments help us with career direction,
- They give us an idea of who we are with regards to our attitudes, aptitudes and interests as they relate to discovering more about yourself -- and possible career choices.
Assessment Tools

Holland Codes:
RIASEC: Acronym for the career-related personality types

- Realistic - practical, physical, hands-on, tool-oriented
- Investigative - analytical, intellectual, scientific, explorative
- Artistic - creative, original, independent, chaotic
- Social - cooperative, supporting, helping, healing/nurturing
- Enterprising - competitive environments, leadership, persuading
- Conventional - detail-oriented, organizing, clerical
Assessment Tools

- Myers-Briggs
- Campbell Interest and Skill Survey
- Carolyn Kalil's Personality Assessment (True Colors)
- Hollands Self-Directed Search
- http://www.eureka.org/index.html
Welcome to California CareerZone!
California CareerZone is a new way to explore exciting jobs and occupations that the Golden State has to offer and to learn about what career path interests you.

Please select a version:

- **TEXT**: This site has all of the same information as the Flash and Graphics sites, without the graphics. This site will work well at any resolution.
- **GRAPHIC**: Designed to accommodate anyone who can not take advantage of our Flash sites, but would like the same look and feel. The optimal screen resolution for this site is 800x600.
- **FLASH**: Designed for newer computers, this site is recommended for people using a Macintosh G3 or Pentium II and higher. The optimal screen resolution for this site is 1024x768.
Self-Assessments can help you know yourself better. And knowing yourself better can help you choose a satisfying job or occupational field to explore.

Choose one of the following three assessments to learn more about yourself:

**Quick Assessment** - Explore jobs that best match your personality. Are you realistic, investigative, artistic, social, enterprising, or conventional? Find out with this quick assessment. *(Approximate completion time: 5 minutes)*

**Interest Profiler** - Discover what your interests are, and how they relate to the world of work. The Interest Profiler helps you decide what kinds of occupations and jobs you might want to explore based on your interests. *(Approximate completion time: 30 minutes)*

**Work Importance Profiler** - What's important to you in a job? Discover how much you value achievement, independence, recognition, relationships, support, and working conditions in a job. Get a list of jobs that reflect your values. *(Approximate completion time: 30 minutes)*
Self-Assessments can help you know yourself better, and knowing yourself better can help you choose a satisfying job or occupational field to explore.

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- **Work Importance Profiler** - What’s important to you in a job? Discover how much you value achievement, independence, recognition, relationships, support, and working conditions in your work. Get a list of jobs that reflect your values. (Approximate completion time: 30 minutes)
Welcome to the Interest Profiler

The Interest Profiler has a series of questions about work activities that some people do or would like to do in their jobs. Your job is to read each question carefully and decide whether or not you would like to do the work activity. By answering the questions, you can identify your interests.

As you make your choices on the Interest Profiler try not to think about whether you have the necessary education or training to perform the activity or how much money you would make performing the activity. Simply think about whether you would like or dislike doing the work activity if you had a chance to do it.

THIS IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS. YOU CAN TAKE AS MUCH TIME AS YOU NEED.

The only goal is for you to learn about your interests so you can explore work that might be more satisfying and rewarding to you.

There are 180 questions. Select an option below to begin:

- Start a new Interest Profiler: 
- Resume Interest Profiler: 
- View Results: 

Have you taken the Interest Profiler in the past? If you know your score for each of the 6 interest categories you can enter them directly to see what occupations they match.

Enter your score

To take this assessment in an alternative language, click here. You will be able to download a PDF of the instrument in Spanish, Vietnamese and Chinese.
Alternatively, you can answer the highlighted question by typing the corresponding key.

L - Like  U - Unsure  D - Dislike

Questions 1 - 12 of 180.

1. Build kitchen cabinets
2. Guard money in an armored car
3. Study space travel
4. Make a map of the bottom of an ocean
5. Conduct a symphony orchestra
6. Write stories or articles for magazines
7. Teach an individual an exercise routine
8. Perform nursing duties in a hospital
9. Buy and sell stocks and bonds
10. Manage a retail store
11. Develop a spreadsheet using computer software
12. Proofread records or forms
Knowing About My Options

- Understanding specific occupations, programs of study, and jobs
- Understanding how occupations and programs of study can be organized
- Understanding how job settings can be organized
- Knowing How I Make Decisions
- Thinking About My Decision Making
Career Exploration Process

1. Developing a list of possible occupations

2. Researching occupations

3. Goal setting and developing an action plan
Vocational Exploration

- O*NET Online, http://online.onetcenter.org/
Welcome to California CareerZone!
California CareerZone is a new way to explore exciting jobs and occupations that the Golden State has to offer and to learn about what career path interests you.

Please select a version:

- **TEXT**
  - This site has all of the same information as the Flash and Graphics sites, without the graphics.

- **GRAPHIC**
  - Designed to accommodate anyone who can not take advantage of our Flash site, but would like the same look and feel.

- **FLASH**
  - Designed for newer computers, this site is recommended for people using a Macintosh G3 or Pentium II and higher.
Slide 50

[Image of a website interface with options: Assess Yourself, Industry Sectors, Reality Check, Resources, Search Occupations, About, Contact/Help, Home. A banner reads: "Check out our new portfolio feature! Create an account, Login, and add your information." Below are icons for Assess Yourself, Explore Industry Sectors, and Get a Reality Check. A link below the image states: "Click here to switch to the flash or text only version of this site."
<table>
<thead>
<tr>
<th>Video</th>
<th>Occupation Title</th>
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<tbody>
<tr>
<td></td>
<td>Boilermakers</td>
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<tr>
<td></td>
<td>Brickmasons and Blockmasons</td>
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<td></td>
<td>Carpet Installers</td>
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<td></td>
<td>Cement Masons and Concrete Finishers</td>
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<td>Construction and Building Inspectors</td>
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<td>Construction Carpenters</td>
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<td>Construction Laborers</td>
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<td>Continuous Mining Machine Operators</td>
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<td>Derrick Operators, Oil and Gas</td>
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<td></td>
<td>Drywall and Ceiling Tile Installers</td>
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<td>Earth Drillers, Except Oil and Gas</td>
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<td>Electricians</td>
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<td>Elevator Installers and Repairers</td>
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<td>Explosives Workers, Ordnance Handling</td>
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<td>Experts, and Blasters</td>
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Carpenters

Job Definition

Construct, erect, install, and repair structures and fixtures of wood, plywood, and wallboard using carpenter's hand tools and power tools.

Job Zone

Job Zone Three: Medium Preparation Needed

Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. Some may require a bachelor's degree.

Interests

Realistic - Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Enterprising - Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

Conventional - Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.
Knowledge

**Building and Construction** - Knowledge of materials, methods, and the tools involved in construction or repair of houses, buildings, or other structures such as highways and roads.

**Mathematics** - Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

**Design** - Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.

**Production and Processing** - Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

**Engineering and Technology** - Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.

**Mechanical** - Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

**Public Safety and Security** - Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

**Law and Government** - Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

Skills

**Mathematics** - Using mathematics to solve problems.

**Time Management** - Managing one's own time and the time of others.
Skills

**Mathematics** - Using mathematics to solve problems.

**Time Management** - Managing one's own time and the time of others.

**Critical Thinking** - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

**Active Listening** - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting inappropriate times.

**Judgment and Decision Making** - Considering the relative costs and benefits of potential actions to choose the most appropriate one.

**Quality Control Analysis** - Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

**Management of Material Resources** - Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

**Active Learning** - Understanding the implications of new information for both current and future problem-solving and decision-making.

**Installation** - Installing equipment, machines, wiring, or programs to meet specifications.

**Management of Financial Resources** - Determining how money will be spent to get the work done, and accounting for these expenditures.

Tasks

Prepare cost estimates for clients or employers.
Tasks

Prepare cost estimates for clients or employers.

Arrange for subcontractors to deal with special areas such as heating and electrical wiring work.

Inspect ceiling or floor tile, wall coverings, siding, glass, or woodwork to detect broken or damaged structures.

Work with or remove hazardous material.

Construct forms and chutes for pouring concrete.

Cover subfloors with building paper to keep out moisture and lay hardwood, parquet, and wood-strip-block floors by nailing floors to subfloor or cementing them to mastic or asphalt base.

Fill cracks and other defects in plaster or plasterboard and sand patch, using patching plaster, trowel, and sanding tool.

Perform minor plumbing, welding or concrete mixing work.

Apply shock-absorbing, sound-deadening, and decorative paneling to ceilings and walls.

Select and order lumber and other required materials.

Maintain records, document actions and present written progress reports.

Finish surfaces of woodwork or wallboard in houses and buildings, using paint, hand tools, paneling.

Measure and mark cutting lines on materials, using ruler, pencil, chalk, and marking gauge.

Follow established safety rules and regulations and maintain a safe and clean environment.

Verify trueness of structure, using plumb bob and level.
Wages

Data not available

Outlook

During 2006, there were approximately 210,000 people employed in this field in California, projected that there will be 235,700 employed in 2016. This occupation will have about 2,5 openings due to growth and about 2,840 replacement openings for approximately 5,410 total annual openings.

Colleges and Training

Below are college programs that are generally associated with this occupation. To view college programs, click on the titles below.

Carpentry/Carpenter - A program that prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, fine carpentry techniques, and applicable codes and standards.
Similar Occupations

Brickmasons and Blockmasons - Lay and bind building materials, such as brick, structural tile, concrete block, cinder block, glass block, and terra-cotta block, with mortar and other substances to construct or repair walls, partitions, arches, sewers, and other structures.

Stonemasons - Build stone structures, such as piers, walls, and abutments. Lay walk, curbstones, or special types of masonry for vats, tanks, and floors.

Rough Carpenters - Build rough wooden structures, such as concrete forms, scaffolds, tunnel, bridge, or sewer supports, billboard signs, and temporary frame shelters, according sketches, blueprints, or oral instructions.

Tile and Marble Setters - Apply hard tile, marble, and wood tile to walls, floors, ceilings, and roof decks.

Drywall and Ceiling Tile Installers - Apply plasterboard or other wallboard to ceilings or interior walls of buildings. Apply or mount acoustical tiles or blocks, strips, or sheets of sheet absorbing materials to ceilings and walls of buildings to reduce or reflect sound. Materials may be of decorative quality. Includesathers who fasten wooden, metal, or rockboard lath to walls, ceilings or partitions of buildings to provide a support base for plaster, fireproofing, or acoustical material.

Plumbers - Assemble, install, and repair pipes, fittings, and fixtures of heating, water, and drainage systems, according to specifications and plumbing codes.

Reinforcing Iron and Rebar Workers - Position and secure steel bars or mesh in concrete forms in order to reinforce concrete. Use a variety of fasteners, rod-bending machines, blowtorches, and hand tools.

Helpers - Carpenters - Help carpenters by performing duties of lesser skill. Duties include using, supplying or holding materials or tools, and cleaning work area and equipment.

Helpers - Pipefitters, Plumbers, Pipefitters, and Steamfitters - Help plumbers, pipefitters, steamfitters, or pipe layers by performing duties of lesser skill. Duties include using, supplying or holding materials or tools, and cleaning work area and equipment.
STAGE 3

Changing Labor Market
California Labor Market Information,
http://www.labormarketinfo.edd.ca.gov/

The Employment Development Department provides labor market information at this site, including occupational information, supply and demand information, local profiles of labor market information by California City, and wage data.
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<td>827,200</td>
<td>820,300</td>
<td>(900)</td>
<td>849,700</td>
<td>826,300</td>
<td>(23,400)</td>
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<tr>
<td>Total Farm</td>
<td>8,200</td>
<td>8,300</td>
<td>100</td>
<td>9,700</td>
<td>8,300</td>
<td>(1,400)</td>
</tr>
<tr>
<td>Total Nonfarm</td>
<td>818,000</td>
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<td>Other Services</td>
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<td>29,200</td>
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<td>(1,800)</td>
<td>241,000</td>
<td>244,900</td>
<td>3,900</td>
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</table>

Notes: Data not adjusted for seasonality. Data may not add due to rounding.
Labor force data are revised month to month.
Additional data are available online at www.labormarketinfo.edd.ca.gov
STAGE 4

The Job Search
A Complete Job Search includes 4 Main Activities all of which needs to be executed online as well as off:

1. Networking
2. Researching Employers
3. Reviewing Job Leads
4. Resume/Application Distribution
How Does the Internet Work in a Job Search

• Reach deeper into your local area to find smaller employers.
• Take your search far beyond your regular boundaries.
• Using the Internet demonstrates current skills.
• Meet new people in your profession or region.
• Access current information day or night.
• Explore career options you might not have considered.
Before You Go Online

1. Create your resume.

2. Think about What, Who, and Where.

3. What Do You Want to Do? What Can You Do? (Skills and Occupations)

4. Who Do You Want to Work For? (and Employer Preferences)

5. Where Do You Want to Live and Work?
Tradition Job Search Tasks

- Advertising
- Job Fairs
- Temp Agencies
- Labor Ready
- Employment agencies
- Employment Assistance Providers
Top 10 Career Sites

- Monster.com
- CareerBuilder.com
- HotJobs.com
- Indeed.com
- Jobing.com
Top 10 Career Sites

- Job.com
- Vault.com
- Jobster.com
- Dice.com
- SimplyHired.com
Welcome to California

Job Seeker Services Menu

"In order to keep your résumé active for search by employers, you must access the system at least once every 60 days."

To use CalJOBSSM, click on one of the buttons below:

- Job Scout
- Change/View Your Résumé
- Browse Jobs by Category
- Change Your Personal Information
- Find Jobs by Job Objective
- Change Your Log On Information
- Lookup Job Listing By Number
Please fill out the following form. You cannot save data typed into this form.
Please print your completed form if you would like a copy for your records.

CALIFORNIA STATE PERSONNEL BOARD
APPLICATION FOR VETERANS PREFERENCE FOR CALIFORNIA STATE CIVIL SERVICE EXAMINATIONS
SPB-108 (07/06)

BIRTH DATE: (Month  Day  Year)  SOCIAL SECURITY NUMBER:

Please Print or Type:

1. FULL NAME OF VETERAN OR SURVIVING SPOUSE

Last  First  Middle

2. ADDRESS

Street

City  State  Zip

3. PHONE NUMBER:  HOME:  BUSINESS:

4. PERIOD OF QUALIFYING SERVICE:

SPB USE ONLY

ACTION TAKEN:

APPROVED DATE:

WIDOW OR WIDOWER:

READ THE INSTRUCTIONS ON THE REVERSE SIDE BEFORE MAILING.
Welcome to the State Personnel Board

Exam Bulletins

Welcome to eBulletins
Open State Examinations
- Exams Posted This Week
- Exams by Occupational Group
- Exams by Title
- Exams by Department
- CEA/Exempt

Exam Information
State departments post their open Exam Bulletins on the State Personnel Board’s Web site. Departments are required to post on PB’s Web site, Merit Selection Manual, Section 3300. Some departments post employment information on their web site, also. PB encourages candidates to visit the links below:
- Other Departments with Employment Information
- Contact other Department Headquarter Testing Offices

Please continue to monitor the Exam Bulletin section of the SPB Web site on an ongoing basis for newly released Exam Bulletins.
### Exam Bulletins

<table>
<thead>
<tr>
<th>Occupational Category</th>
<th>Number of Bulletins</th>
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<tbody>
<tr>
<td>Agriculture and Conservation</td>
<td>37</td>
</tr>
<tr>
<td>Correctional Institutions (Prisons)</td>
<td>17</td>
</tr>
<tr>
<td>Custodian and Domestic Services</td>
<td>24</td>
</tr>
<tr>
<td>Education and Library</td>
<td>64</td>
</tr>
<tr>
<td>Engineering and Allied</td>
<td>55</td>
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<td>Fiscal, Management and Staff Services</td>
<td>132</td>
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<tr>
<td>Fish and Game, Parks, Forest Protection</td>
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<tr>
<td>Information Technology - Computers</td>
<td>11</td>
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<td>FAP</td>
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<tr>
<td>Legal</td>
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<td>Mechanical and Construction Trades</td>
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<tr>
<td>Medicine and Allied Services</td>
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<td>Office and Allied</td>
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<tr>
<td>Regulatory and Public Safety</td>
<td>34</td>
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<tr>
<td>Social Security and Rehabilitation</td>
<td>82</td>
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### Exam Bulletins

<table>
<thead>
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<td>OFFICE ASSISTANT (TYPING) (LEAP)</td>
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<td>OFFICE TECHNICIAN (TYPING) (LEAP)</td>
<td></td>
</tr>
<tr>
<td>STAFF SERVICES ANALYST (GENERAL) (LEAP)</td>
<td></td>
</tr>
</tbody>
</table>
STAFF SERVICES ANALYST (GENERAL) (LEAP)

STATE PERSONNEL BOARD

Final File Date: Continuous
Monthly Salary:
Range: $2017.00 - $3426.00

Note: Current salary levels and placement movement in the appropriate salary range(s) (there may be more than one listed salary range for a given class) should be confirmed with the hiring department upon receiving a job offer. The salaries used in this bulletin are the latest available from the State Controller's Office, but may not reflect the most recent salary adjustment.

Open Only

This is an open examination. Applications will not be accepted on a promotional basis. Career credits do not apply.

Who Should Apply:
Persons who meet the minimum qualifications as stated in the Job Description (Specification). Note: Accepted applicants are required to bring either a photo identification card or two forms of signed identification when required to appear for the examination.

When to Apply:
To learn more about the job and testing arrangements, contact the testing office shown below. The testing
CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

Schematic Code: JY20
Class Code: S157
Established: 9/22/77
Revised: 07/10/07
Title Changed: --

STAFF SERVICES ANALYST (GENERAL)

DEFINITION

This specification describes a recruiting and developmental class for persons qualified to perform analytical work in one or more areas of a broad range of governmental and managerial problems. Incumbents are assigned duties and responsibilities commensurate with their background and training. Under supervision, incumbents perform work of average difficulty in a wide variety of consultative and analytical staff services assignments such as program evaluation and planning; systems development; budgeting; planning; training; management; and personnel analysis; and do other related work. Work at this level is distinguished from lower-level assignments by the analytical and evaluative nature of the work, rather than the performance of process-oriented assignments.

This class is the entry through first journey level. Positions are permanently allocated to this class when the major portion of tasks performed do not include the more responsible, varied, and difficult assignments found in the full journey-person level.
be done depends upon the analysis of the subject, phase, or issues involved in each assignment, with the resulting chosen course of action potentially selected from many alternatives. Assignments are less complex in scope and duration than at the full journey level, although incumbents do have authority to plan, design, and carry out work within a clear framework established by the supervisor. Incumbents use judgment in interpreting and adapting guidelines such as policies, laws and rules, manuals, and work directions for application to specific cases or problems. Responsibilities involve increasing independence and judgment, accompanied by decreasing supervision, in the performance of a variety of analytical tasks such as program evaluation and planning; systems development; budgeting, planning, training, management, and personnel analysis; and other related work. Incumbents perform a wide range of established consultative and analytical activities of organizational concern impacting staff or customers at many locations.

TYPICAL TASKS

Studies the principles and techniques of the area of work to which assigned and, under supervision, applies them; participates in analytical studies of organization, procedures, budgetary requirements, and personnel management; gathers, tabulates, and analyzes data; draws organization, workload, and other charts; interviews and consults with departmental officials, employees, and others to give direction and secure information; prepares reports and makes recommendations on procedures, policies, and program alternatives; reviews and analyzes proposed legislation and advises management on the potential impact; makes decisions on financial, personnel, and other transactions of average complexity; works as a field representative in intergovernmental negotiations; and prepares correspondence.

MINIMUM QUALIFICATIONS
USAJOBS® USAJOBS is the official job site of the United States Federal Government. It's your one-stop source for Federal jobs and employment information.

Search Jobs  My USAJOBS  Info Center  Veterans  Forms  Employer Services

YOU CAN CHANGE AMERICA

Provide for yourself and help change our country with a career in the U.S. Government! Get Started

GET STARTED ▸

SEARCH JOBS
There are 34,982 U.S. Government job opportunities worldwide
clerical  northern california

SEARCH JOBS ▸

What did you do at your job today?
Discover an exciting job that makes an impact!

FEATURED JOB
NTH/NEI Health Scientist Administrator
The Nellie E. Institute is seeking a talented individual experienced in administering a comprehensive research program.

FEATURED EMPLOYER
Small Business Admin, Office of Inspector General
Do you want to be part of a team that makes dreams come true? Why search any longer, we have the job you need!
Program Support Assistant (OA)

**SALARY RANGE:** $18,799.00 - $50,441.00 USD per year  **OPEN PERIOD:** Thursday, June 19, 2008 to Thursday, June 19, 2009

**SERIES & GRADE:** GS-0303-06/06  **POSITION INFORMATION:** Full-Time, M-F, 8 am - 4:30 pm Permanent

**DUTY LOCATIONS:** 1 vacancy - Martinez, CA

**WHO MAY BE CONSIDERED:** Applications will be accepted from current and former competitive service Federal employees, and people eligible under special hiring authorities.

**JOB SUMMARY:** The incumbent is the Program Support Assistant to the Martinez Mental Health Clinical Manager and Psychology Training Director. Assists the Clinical Manager with all clinical, and office administrative procedures.

The Department of Veterans Affairs Northern California Health Care System (VA NCHCS) is an
There are all sorts of interesting jobs on Craigslist. Just find your city, look under Jobs, then look under your job category. Non-profit, systems, government, writing, etc. jobs are all represented here.
Class A Driver Wanted (Sacramento/Stockton)

Date: 2010-10-15, 11:41AM PDT
Reply to: jamitransportation@comcast.net

JAM Transportation is a locally-based transportation business. We are looking for a dynamic, dependable driver with a Class A CDL with experience driving vans/containers. This position is responsible for delivering and receiving freight in the Sacramento Stockton to Reno Sparks area using a company vehicle. The driver’s role is to operate a tractor-trailer while adhering to all DOT commercial driving regulations. They must deliver product to customers safely and on time offering quality, pleasant customer service. This position requires a highly motivated, articulate driver who must be able to read and write documents in English. Compensation will be based on a percentage, calculated at a rate-per-load basis. It is essential that applicants be flexible, able to occasionally work Saturdays, Sundays, and evenings. Additionally, it may be necessary for drivers to be away overnight.

QUALIFICATIONS:

• CDL License (Class A)
• Minimum of 2 years driving experience
• Be highly motivated, self-reliant, able to work with little or no supervision
• Pre-employment DOT drug screening required
• Previous employees and background check required
• Good English communication skills to interact with dispatchers and customers
• A safe and clean driving record
• Must perform a DOT driving test
Subject: Class A Driver Wanted (Sacramento/Stockton)

http://sacramento.craigslist.org/trp/2007911586.html
CareerBuilder

- CareerBuilder offers job searchers the ability to find a job, post a resume, create job alerts, get job advice and job resources, look up job fairs, and much more. This is a truly massive job search engine that offers a lot of good resources to the job searcher; I especially appreciate the list of job search communities.
Find a Job

Keywords: Registered Nurse or Sales
Location: , Chicago, IL or 60607

Careers by Category
- Select a Job Category:

Find Jobs

Find a Degree that's Right for You:

ASSOCIATE'S
BACHELOR'S
MASTER'S
DOCTORAL

Start Today

Job Search Tools
Hob-Nobbing/Networking

- Hob-Networking: meaning
- To associate on very friendly terms to gather employment information
  Networking: To associate to gather employment information and personal marketing.

“What color is your parachute”
Why Hob – Networking is so important

1. The majority – 90% of the jobs are not advertised.
2. The majority – 66% of available jobs opening are with small businesses.
3. The majority - 75-80% of job seekers discovered job openings through their own private network of contacts, leads and connections.
STAGE 5
Marketing yourself
Highlighting your KSAs

1. Analyze the job description.

2. Use verbs at the beginning of each sentence or bullet.

3. Integrate your knowledge, skills and abilities so that the reader can best discern your qualifications for the position.

4. Include a response to every “minimum” and “must” work content requirement.

5. Focus on your strengths.

6. Enhance your KSAs’ with position related accomplishments, recognitions and achievements.
Make sure you include

- The Minimum Requirements
- The Must have Requirement
- Accomplishments
- Achievements
- Recommendation
Creating a Resume
Resume Format

- Length
- Margins
- White space
- **Font/Ink**
- Layout/appearance
- Paper/envelope
- Justification
Resume General Tips

- Use a computer/type your resume
- Do not put reference names on the resume
- Leave off salary information
- Do not mass mail
- Write your own!
Inappropriate Resume Content

- Height/Weight
- Health
- Salary
- Pictures
- Marital status
- Children
- Religion
- Politics
- Race
- Age
Types of Resumes

- Chronological
- Functional
- Combination
- Target
Chronological

**Advantages**

- Widely used
- Logical flow / easy to read
- Shows skill and responsibility / growth
- Shows promotion / titles
- Demonstrates company loyalty
Chronological

**Disadvantages**

- Points out employment gaps
- Highlights frequent job changes
- Emphasizes lack of related experience
- Shows demotions / career set backs
Functional

Advantages

» Emphasizes skills over employment
» Organizes a variety of experience
» Disguises gaps in work record or series of short term jobs
Functional

**Disadvantages**

» Viewed with suspicion by employers
» De-emphasizes growth / job titles
Combination

**Advantages**

» Combines skills
» Highlights most relevant skills
» De-emphasizes less relevant jobs
» Minimizes gaps and unrelated experience
Combination

Disadvantages

➤ Confusing if not well organized
➤ Requires more effort and creativity to prepare
Target

Advantages

› Personalized to company
› Shows research
› More impressive to employer
› Written specifically to employer’s needs
Target

Disadvantages
- Time consuming to prepare
- Confusing if not well organized
- Should be revised for each employer
An objective statement (in a targeted resume) is a sentence that details the job you are applying for and company name.
Resume
Objective Statement

For example:

Seeking a position in the kitchen of a restaurant.

Seeking a position as an Assistant Chef with Riverfront Restaurant.

A job as a cook.
Resume
Objective Statement

For example:

Seeking a position in the kitchen of a restaurant.

Seeking a position as an Assistant Chef with Riverfront Restaurant.

A job as a cook.
Resume
Summary of Qualifications

A summary of qualifications, also called a profile or highlights section, emphasizes the main points of a person's expertise.
It is a condensed glance of skills and accomplishments that directly relate to the position.
Summary of Qualifications

For example (Retail Management):
18 years’ successful experience in shoe sales
Extremely reliable, hard working, and honest
Work well in a team with people of all ages
Well organized and thorough in completing projects
Establish excellent relations with customers, building loyal repeat business
Resume Experience Section

This section focuses on accomplishments and skills related to the position and company. They should begin with action verbs and can be bullet statements for readability.
S A R METHOD

• Situation
• Action
• Result
Resume
Experience Section

For example:
Created a team of 10 people to review insurance transactions which improved the accuracy of claims by 55 percent.
Resume
Educational
Background

- Include relevant training and classes
- List degrees/certificates
- Use simple descriptions and bullets
Resume
Educational Background

For example:
- B.S. Engineering, University of Utah
- Electro Magnetics, United States Navy
6 Tricks for a Recession-Proof Résumé

1. Don't just update your old résumé
2. Consider your form
3. Focus on the bottom line
4. Customize your content
5. Use your cover letter
6. Check for mistakes
5 Critical Parts to a Cover Letter

Holding the attention of the reviewer
1. The Salutation
   (The Hello)

2. The Opening
   (The Grab)

3. The Second Paragraph (The Hook)

4. The Third Paragraph
   (Paragraph of Knowledge)

5. The Fourth Paragraph
   (The Close)
WHAT SHOULD YOUR COVER LETTER DO FOR YOU?

1. *It should answer the question Why should I hire you?*

2. *It should grab the employers attention and point out why you should be contacted for a personal interview*
Tips

Target
Proofread
Identify an addressee
To whom it may concern is a no
FIRST PARAGRAPHER:

This is the "why I'm writing to you"

- Why you are writing and which position you are applying for.
- How you heard about the position.
- Why you are interested in this position or organization.
SECOND PARAGRAPH:

This is the "why I'm qualified“ paragraph.

Highlight some of your most relevant experiences and qualities as they relate to the position for which you are applying.

Choose 2 - 3 points you want to make about **Specific** experiences/accomplishments or about general qualities you have exhibited, and provide **Specific** examples to support those points.

This paragraph will change according to the job/employer for which you are applying. This is usually the longest paragraph of the letter. You may break this paragraph into two if it looks too lengthy or if your points work best in separate paragraphs.
This is a short 2-4 sentences paragraph. You should refer to the enclosed resume and request an interview.

It is *vital* that you thank the reader for his/her time and consideration.
MASTER APPLICATION REVIEW
Everything you need to know about applications: 

Neat

Complete

ACCURATE
Job Seekers Use Applications to:

- Indicate interest and sincerity in employment.
- Specify/highlight skills.
- Help you for the interview.
- Get the interview.
- Create a positive impression.
Employers Use Applications To:

- Obtain pertinent information.
- Screen applicants.
- Create a pool of qualified candidates.
- Provided a basis for the interview.
- Keep applications for future use.
Employment Application Guide

Employment Desired Information

- Date
- Position Desired
- Salary Desired
- Referred By
Personal Information

- Name
- Permanent/Present Address
- Telephone Number
- Illness or Disabilities
- Social Security Number
- Are You Bondable?
- Activities/Community Involvement/Volunteer Experience
Personal Information

- Have You Ever Been Discharged From Employment or Resigned to Avoid Discharge?
- Are You a Veteran?
- Do you have a criminal conviction?
- Identification Requirements
Employer Complaints About Job Applications

- Sloppy or messy completion.
- Name or address is missing or illegible.
- Unable to contact at the telephone or the message telephone numbers given.
- For the type of work sought the applicant wrote, “anything”.
- Work history reversed, with the most recent job on the bottom of the list.
- Application was not signed and dated.
Rules for Completing Employment Applications

- Tell the Truth.
- Be prepared to complete the application on the spot.
- Read the application first.
- Print neatly or type your application.
- Spell correctly.
- Keep verb tense consistent.
- Using “Not Applicable” or “None”.
- Use a good address and phone number.
Rules for Completing Employment Applications

- Take proper documentation with you.
- Be specific in identifying the position or type of work desired.
- Note when you can start work.
- Salary expectations.
- Answering the level of education question.
- Submit complete information regarding schools and past employers.
Rules for Completing Employment Applications

- Foreign language knowledge.
- Listing of pertinent skills/abilities.
- Use of employer job descriptions.
- Work history descriptions.
- Questions on health, physical limitations or availability.
- Reporting negative experiences.
- Read/Review your application.
Mastering the Federal Application Process

KSA Writing and Federal Resumes

Location
Date
Agenda

★ Part 1: Application Overview
  • Application requirements
  • Forms
  • Vocabulary you should know
  • Federal Resumes

★ Part 2: Application questionnaires and essays
  • Assessment Questionnaires
  • Essays and KSAs
  • Submitting a complete application
  • Summary
Application requirements

1. Create your federal resume
2. Complete the steps posed online
3. Submit the complete application package by the stated deadline
4. Follow up with the appropriate agency contact to inquire about progress in hiring for the position
What do they want me to do to apply?

- Read the job announcement carefully
- Note all the steps needed to send in a complete application
- Tailor your resume and application using key words
USAjobs.gov Search

NEW TO USAJOBS! Your career in the U.S. Government starts here!
Explore the 76,677 federal jobs in the USAJOBS database.

SEARCH JOBS
What: (Job title, keywords) Where: (City, State OR Zip Code)

CREATE RESUME
Create and store a resume for applying to Federal jobs. It's fast, and makes it easier for an employer to find you!

What did you do at your job today?
Discover an exciting job that makes an impact!

FEATURED JOB
Deputy Director, RHR
Focusing on recruiting and retaining the best and brightest at the Rockville Human Resources Center.

FEATURED EMPLOYER
US Forest Service - Working for the Great Outdoors
The Forest Service mission is captured by the phrase Caring for the Land and Serving People.
Search by various fields

SEARCH BY:
- Keyword
- Location
- Job Category
- Salary Range
- Pay Grade
Anatomy of a vacancy announcement

**ECONOMIST**

**OVERVIEW**
- **SALARY RANGE:** 30,386.00 - 48,933.00 USD per year
- **SERIES & GRADE:** GS-0110-05/07
- **OPEN PERIOD:** Monday, June 04, 2007 to Sunday, September 30, 2007
- **POSITION INFORMATION:** Full Time Career/Career Conditional
- **PROMOTION POTENTIAL:** 12
- **DUTY LOCATIONS:** multiple duty locations - click here for more info
- **WHO MAY BE CONSIDERED:** U.S. Citizens
- **JOB SUMMARY:** The Bureau of Labor Statistics (BLS) is the principal fact-finding agency for the Federal government in the collection and publication of data relating to the nation’s labor condition. BLS provides the data essential for sound public and private economic decisions. BLS conducts current and special surveys of employment and earnings, the occupational labor market, employment conditions in various industries, and other aspects of the labor market. These surveys are conducted at the national, state, and local levels. In addition to the ongoing surveys, special surveys are conducted periodically to gather information on new issues, new products, and emerging trends. BLS employs a large staff of experts in economics, statistics, survey design, and computer science, and it uses advanced computer technology to collect, analyze, and distribute the data.
- **HOW TO APPLY:** Click here for instructions on how to apply.
DUTIES
Lists major duties and responsibilities of the position, adding more detail to the brief overview.
Qualifications:

⭐ Academic Major
⭐ GPA general and in major
⭐ School accreditation
⭐ Credit hours of coursework
⭐ Experience
⭐ Professional Certifications (ex CPA)
How to apply

Environmental Protection Specialist

HOW TO APPLY:
To apply for this position, you must provide a complete Application Package, which includes the following parts:

1. Your responses to the Assessment Questionnaire, and
2. Your résumé and any other documents specified in the Required Documents section of this announcement.

Use Application Manager for convenience and quickest processing. Track your progress. Complete Application Package using the My Application Package checklist and status of Application Manager. Your Application Package status must be Complete by Friday, May 08, 2009.

Option A: Application Manager
To begin, choose one of these options:

If your résumé is going to come from the USAJOBS Resume Builder, you begin the process by clicking the Apply Online button near the bottom of the page. Your résumé will be attached to the Application Package you complete and submit immediately after you click the Apply button for the job announcement. No Application Packages may be accepted after the deadline.

If your résumé is going to be one you prepared outside of USAJOBS Resume Builder, click begin the process. Online Questionnaire.

To return to Application Manager at any time, use whichever one of the links you use as described above, or simply go to https://ApplicationManager.org.

Option B: Paper Qualifications Questionnaire
If it is not possible for you to use Application Manager, you can write your answers on p

Required Documents:
For this job announcement, the following documents are required (if applicable)

- Current Resume
- Transcripts
- Veterans Preference documentation

To submit the documents requested below: Your resume, curriculum vitae, or other written format to describe your job-related qualifications. Your document(s) can be submitted electronically or fax. Please ensure that your resume contains the basic information outlined under it is a Federal Job link: http://www.opm.gov/forms/pdfimag/ei851b.pdf

Agency Contact Info:
Washington Services Branch
Phone: (202) 646-2785
Email: washington@opm.gov

Or write:
Washington Services Branch
Please do not send mail to this address
Please call with questions for applying Washington, DC 20415

What to Expect Next:
Once the online questionnaire is received you will receive an acknowledgement email with further instructions. After a review of your completed application is made you will be contacted, either by phone or email. If further evaluation or interview is required, you will be contacted.

Send Mail to:
Washington Services Branch
Questions!

For questions about this job: WASHINGTON SERVICES BRANCH
Completing and Finding Forms

Most applications will want you to fill out a form or two; you can find them on usajobs.gov/forms or opm.gov/forms.

Once you fill it out, save it and reuse it for other positions
Standard Form- 85

SF-85 is the general form you can start filling out now. You can download it off the “forms” section of USAjobs.gov or perform an Internet search for it.
Useful terms

- **Superior Qualifications Appointment** - Placement of a person in a hard-to-recruit-for position at a pay rate above the minimum based on the applicant's unique or unusually high qualifications.

- **Specialized Experience** - Experience that equipped the applicant with the particular abilities to perform successfully the duties of the position.

- **Vacancy Announcement** - Job opening(s), this could represent one or multiple hires.
For more federal terms visit the Information Center at usajobs.gov.
The Federal Resume

★ Your federal resume can be different from your private sector resume in a few ways:

• Typically 2-3 pages

• Qualifications used to confirm eligibility by HR rather than just get an interview

• Requires additional information
Building a federal resume online

Become a My USAJOBS member
Take control of your job search and career today!

Create your account now!

With your USAJOBS membership, you can:

- Post your resume online
- Apply to Federal government jobs
- Receive automated job alerts

Existing Users Log In Here:

Username:
Password:

Log Me In!
Did you forget your Username and/or Password?

State of employment awareness.
Building a federal resume online

Sections:
- Candidate information
- Work experience
- Education
- References
- Affiliations
- Desired locations
Applicant eligibility

Applicant Eligibility
Are you a:
- Permanent Federal employee in a competitive position, excepted service position covered by an Interchange Agreement or eligible for reinstatement?
- Veteran eligible for veterans' preference or separated from the armed forces under honorable conditions after 3 years or more of continuous military service?
- Person with non-competitive appointment eligibility?

☐ No  ☐ Yes

When submitting an application, agencies request eligibility information including:

- Past or current federal employment
- Disability status
- Non-competitive appointment

Peace Corps and AmeriCorps*VISTA volunteers have 1 year of non-competitive eligibility
http://www.peacecorps.gov/index.cfm?shell=learn.whyvol.profben#adv
http://www.americorps.gov/for_individuals/alumni/opportunities.asp
Agenda

★ Part 1: Application Overview
  - Application requirements
  - Forms
  - Vocabulary you should know
  - Federal Resumes

★ Part 2: Application questionnaires and essays
  - Assessment Questionnaires
  - Essays and KSAs
  - Submitting a complete application
  - Summary
Application questionnaires and essays

Applicants will be assessed for federal opportunities using one of the following methods:

- Application Questionnaire
- Essays (sometimes called KSAs)
Application essays or KSAs

Agencies commonly require essays as part of the application to address characteristics they seek.

- Used to determine the best qualified candidates
- Vary depending on the job, but examples include: skill in written and oral communications; demonstrated technical ability; knowledge of specific subject matter areas
- Write in complete sentences in first person (using ‘I’) using concrete examples
- Vary in length. Usually 2-3 example paragraphs. Use online application box word limits if possible.
What is KSA?

KSA is an acronym for “Knowledge, Skills and Abilities”

HOW YOU WILL BE EVALUATED:
What Knowledge, Skills and Abilities are Required for this Position?

The following Knowledge, Skills and Abilities (KSA's) are required for this position:

GS-07:
- Ability to communicate orally.
- Ability to communicate in writing.
- Ability to work with data on a computer.
- Ability to organize the work flow of clerical and administrative support functions.

To preview questions please [click here](#).

Specifically address each KSA in your application, providing examples of how your past experience prepares you for this role.
KSA essay response approach: CCAR

★ **Context**
Describe the specific problem you had to address. What did you have to solve, resolve, respond to, handle, etc.?

★ **Challenges**
Describe the factors that contributed to a particular challenge such as budget cuts, new legislation, institutional reform, new goals from upper management, etc.

★ **Action**
Describe the steps you took to solve the problem. Stay away from the ordinary — be extraordinary in your response!

★ **Result**
Describe the outcomes of your actions — use %, #s, grades. What was the difference you made — highlight THE BEST.
Sample KSA or essay response

Ability to communicate in writing.
Tips for KSA essays

- Address key words/phrases mentioned in the position description
- Tie your experiences to each KSA with an illustrative example
- Focus on outcomes to which you directly contributed
- Use plain language, without acronyms
- Review your answers (with outside help) to ensure they are succinct, easy to read, and grammatically correct
- Save your essays to reuse on other applications
Downloadable guide to KSA writing

A Guide to KSA Writing

1. Identify the opportunity.
2. Write the KSA.
3. Write the summary.
4. Review and submit.

- KSA = Knowledge, Skills, and Abilities

Step 1: Identify the opportunity.

- Write a short, clear summary of the opportunity.
- Include the name and location of the opportunity.
- Mention the key requirements or qualifications.

Step 2: Write the KSA.

- Identify the specific knowledge, skills, and abilities required for the position.
- Organize the KSA into three categories: Knowledge, Skills, and Abilities.

Step 3: Review and submit.

- Review the KSA for clarity, accuracy, and relevance.
- Submit the KSA as part of your application materials.

Download at makingthedifference.org/federaljobs/ksawriting.shtml
KSA activity

Ability to communicate orally.
Summary: tips for applying

★ **Plan ahead**  
Allow plenty of time to thoroughly complete your application

★ **Select carefully**  
Always consider using a tailored application for each vacancy you apply

★ **Prepare for a wait**  
Don’t assume you have been rejected if you do not hear back within weeks of submitting your application

★ **Follow-up with an agency**  
Contact the identified representative to learn the status of an application or find out more about a job
Summary

★ Federal agencies hire the best and brightest, and getting a federal job is competitive

★ Increase your chances of being hired by following a few clear steps:
  1. Research potential opportunities
  2. Consider various employment avenues
  3. Search on job Web sites and specific agencies
  4. Follow the application directions carefully

★ Sell yourself!
TRANSFERABLE SKILLS CHECKLIST

1. Communication skills
2. Interpersonal Skills
3. Artistic skills
4. Organizational skills
5. Detail skills
6. Physical and Miscellaneous skills
Communication Skills

- Selling
- Explaining
- Writing
- Entertaining
- Obtaining Information
- Politicking
- Speaking
- Negotiating
- Translating
- Promoting
- Teaching
- Persuading
- Listening
- Preparing
Interpersonal Skills

- Toleration
- Rehabilitating
- Confronting
- Treating
- Distributing
- Initiating
- Motivating
- Advising
- Interviewing
- Coaching
- Serving
- Delegating
- Counseling
- Customer
Artistic Skills

- Abstracting
- Conceptualizing
- Creating
- Displaying
- Printing
- Imagining
- Sketching
- Designing
- Making Layouts
- Mapping
- Reviewing
- Acting
Organizational Skills

- Appraising
- Fund Raising
- Troubleshooting
- Organizing
- Analyzing
- Investigating
- Finding
- Researching
- Deciding
- Arranging
- Coordinating
- Managing
- Administering
- Planning
Detail Skills

- Inspecting
- Measuring
- Processing
- Updating
- Auditing
- Designing
- Observing
- Recording
- Remembering
- Precision
- Monitoring
- Budgeting
- Collecting
- Estimating
- Calculating
- Compiling
Miscellaneous Skills

- Dealing with pressure
- Dealing with unknown
- Enduring
- Predicting
- Moving with dexterity

- Operating
- Constructing
- Preparing
- Troubleshooting
- Repairing
Stage Six

Closing the deal
EXPERIENCE

IS NOT WHAT HAPPENS TO YOU

EXPERIENCE

IS WHAT YOU DO WITH WHAT HAPPENS TO YOU.

Albert Einstein
Interviewing with Confidence
Types of Interviews

One on One
Panel
Telephone
Teleconference
Videoconference
Interview Tips

- Be enthusiastic
- Note time of interview
- Know how to get there
- Bring essential items
- Wear appropriate interview attire
Women's Interview Attire

1. Solid color, conservative suit
2. Coordinated blouse
3. Moderate shoes
4. Limited jewelry
5. Neat, professional hairstyle
6. Tan or light hosiery
7. Sparse make-up & perfume
8. Manicured nails
9. Portfolio or briefcase
Men's Interview Attire

1. Solid color, conservative suit
2. White long sleeve shirt
3. Conservative tie
4. Dark socks, professional shoes
5. Very limited jewelry
6. Neat, professional hairstyle
7. Go easy on the aftershave
8. Neatly trimmed nails
9. Portfolio or briefcase
Four Stages of Interviewing

Initial
Employer’s Questions
Applicant’s Question
Closing
Initial

- Arrive early
- Turn off cell phone
- Be pleasant and friendly
- Be relaxed yet confident
- Shake hands
Getting Started

- Know the company
- Talk about qualifications
- Relate skills to the job
- Speak positively of the past
- Use SAR Method
Employer’s Questions

Tell me about yourself?

Explain how you would be an asset to this company?

How do others describe you?
Employer’s Questions

Where do you see yourself in three years?

Why did you leave your previous job?

Why should I hire you?
Employee’s Questions

- Ask Good Questions
- Need to research company
- Don’t repeat information already discussed
Questions to Ask in a Job Interview
Applicants Questions

Were there any questions I didn’t provide an adequate answer?
Applicants Questions

What are the key challenges or problems of this position?
Applicants Questions

What do you see as my greatest strengths, weaknesses pertaining to this position?
Four Stages of Interviewing

- Sense the closing
- Thank the employer
- Ask when to contact
- Ask for the job!
Thank You Notes

Make you look professional

Bring your interview back into their mind

Should be handwritten

Not frequently done by job seekers
Seven Elements of Interview
Game Plan

- Research
- Studying “Behavioral Interviewing”
- Creating a Good First Impression
- Preparing Five Answers for “Why Should I Hire You?”
- Preparing for Difficult Questions
- Preparing for “Do You Have Any Questions to Ask?”
- Prepare an Effective Closing
- Follow-up Operations
Do Your Research!

Research the company you are going to interview with prior to making direct contact.

- Website, Online, Library, Call and ask questions, Networking.
- How long have they been in business.
- What do they do?
- Who do they serve?
- How many employees and locations do they have?
- What is their culture and mission?
- Who is the president?
- Research, Research, Research prior to an interview.
The Kitchen Sink
Answering Difficult Questions

- Alcohol and Drugs
- Felony Charges
- Parole and Probation
- Disabilities
- Poor Work History
- Laid Off
- Fired or Quit
Top Reasons for Being Fired

Starting a New Job

Transitioning
Slide 199

TRANSLATE MILITARY SKILLS TO CIVILIAN CAREERS

Turn Your Military Service into a Civilian Career

- Find equivalent civilian occupations
- Explore education opportunities to extend your skills
- Learn from veterans with your specialty
- Apply for jobs that match your skills
- Identify civilian terminology for your resume
- Identify the hot career options for your specialty

Find the military path to your future career.

Find civilian jobs that are similar to your military occupation; their salaries, the civilian training required and their future outlook.

Data for the Military Skills Translator includes information from the O*NET™ 12.8 database. O*NET™ is a trademark of the U.S. Department of Labor, Employment and Training Administration.
Employment Services for Veterans
Hiring using Veterans Authorities

- Veterans Recruitment Appointment (VRA)
- 30% or more Disabled Veterans (Term/Temp)
- Non-competitive
- Job Vacancy Announcement posting is not required
- Certificate is not required
- No need to clear ICTAP/CTAP
Hiring using Veterans Authorities

- Veterans must meet qualifications
  - Standards are not lowered
- Certification of disability required from Department of Veterans Affairs.
- Expectations of work performance is the same
- Talented individuals are not lost waiting for a hiring decision
Veterans' Preference

- **Veterans' Preference** gives eligible veterans preference in appointment over many other applicants. Veterans' preference applies to virtually all new appointments in both the competitive and excepted service. Veterans' preference does not guarantee veterans a job and it does not apply to internal agency actions such as promotions, transfers, reassignments and reinstatements.

- Veterans' preference can be confusing. The law we follow in Federal civilian employment can be found in title 5, United States Code, Section 2108 (5 USC 2108). Not all veterans are considered veterans for the purpose of Federal civilian employment, and not all active duty service is qualifying for veterans' preference.
Only veterans discharged or released from active duty in the armed forces under honorable conditions are eligible for veterans preference. This means you must have been discharged under an honorable or general discharge.

If you are a "retired member of the armed forces" you are not included in the definition of preference eligible unless you are a disabled veteran OR you retired below the rank of major or its equivalent.

There are basically two types of preference eligibles, disabled (10 point preference eligible) and non-disabled (5 point preference eligible).
You are a **5 point preference eligible** if your active duty service meets any of the following:

- 180 or more consecutive days, any part of which occurred during the period beginning September 11, 2001 and ending on a future date prescribed by Presidential proclamation or law as the last date of Operation Iraqi Freedom,

**OR**

- Between August 2, 1990 and January 2, 1992,
5 Point Cont.

OR
180 or more consecutive days, any part of which occurred after January 31, 1955 and before October 15, 1976. In a war, campaign or expedition for which a campaign badge has been authorized or between April 28, 1952 and July 1, 1955
You are a **10 point preference eligible** if you served at any time, and you:

• have a service connected disability, **OR**

• received a Purple Heart.
U.S. VETERANS RESOURCE

2009 Federal VA Benefits Pamphlet
U.S. Veterans Resource is dedicated to assisting veterans and their families in finding resources, assistance, and support.

VA News Releases:
South Dakota Veterans Benefit

Federal Links:
Veterans Health Administration
Department of Veterans Affairs
Department of Defense
Office of the Secretary

State Links:
Arkansas
California
Colorado
Connecticut
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Click on State for Federal Department of Veterans Affairs Information.
Other Veteran Links

Veterans Organizations: Vets Justice NASDRA NCYSO Legion VFW RAY VVA Vets of Vietnam PVA Amvets MOPH Blind Vets NSVA Combat Vets Chein AYER wamic Vets WOMEN ESCOH FANCIUS VHA MCO MCA SAME THEA AWOD JNY NAPFETS Merchant Marines NASA MOPH Gulf War Vets JCS EWHS MOAG NGWPC

Federal Government Links: Firstgov States Labor Unicheck Senate Email House Email Senate VA House VA SSA SSA Wounded Warriors SSA Forms DOE SSA HHS HUD HUD Income Limits Fed Stats Arlington LOC Archives OPM

Disabled, Senior and Elderly Vets: AARP NCOA Benefits Checkup SSUSDDO Medicare


Seabees Can Do!

197314
Visits since 12/08/2000.
Webmaster

(Updated, August 17, 2000)
The Americans with Disabilities Act (ADA) gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services, and telecommunications.
1. Employers with 15 or more employees may not discriminate against qualified individuals with disabilities.

2. Employers must reasonably accommodate the disabilities of qualified applicants or employees, unless an undue hardship would result.

3. Employers may reject applicants or fire employees who pose a direct threat to the health or safety of other individuals in the workplace.
4. Applicants and employees are not protected from personnel actions based on their current illegal use of drugs. Drug testing is not affected.

5. Employers may not discriminate against a qualified applicant or employee because of the known disability of an individual with whom the applicant or employee is known to have a relationship or association.
6. Religious organizations may give preference in employment to their own members and may require applicants and employees to conform to their religious tenets.

7. Complaints may be filed with the Equal Employment Opportunity Commission. Available remedies include back pay and court orders to stop discrimination.
The California law that addresses the rights of individuals with disabilities and the obligations of employers is the **Fair Employment and Housing Act (FEHA)**.
FEHA Cont.

1. California disability rights law, in regards to employment, provides protections independent from those in the ADA, and California's definition of disability is broader than the Federal standard.

2. The law pertains to private businesses, non-profits, as well as the government. Information on compliance can be found by following the links for each specific law.
Disability Consideration

When considering a career field, it is important for job seekers with disabilities to review the requirements of the job disability-related limitation. A functional limitation assessment should be used.
Hiring using Schedule A

Schedule A is a hiring authority used to appoint individuals with disabilities, non-competitively.

Job Vacancy Announcement is not required.

Certificates are not required.

No need to clear ICTAP/CTAP.
Hiring using Schedule A

• Individuals must meet qualifications
  – Standards are not lowered
• Schedule A Certification is required
  – Letter/Certificate from State Rehab, VA, Doctor
  – Letter of Job Readiness
• Expectation of work performance is the same
• Two year mandatory probationary period
The Limited Examination and Appointment Program (LEAP) is an alternate selection process designed to facilitate the recruitment and hiring of persons with disabilities, and to provide them with an alternative way to demonstrate their qualifications for employment than the traditional state civil service examining process.
Slide 221

Welcome to the Disabled Resources Center (DRC) of Los Angeles County

Our Mission

To empower people with disabilities to live independently in the community, to make their own decisions about their lives and to advocate on their own behalf.

DRC provides services to all people with disabilities, regardless of their age, gender, ethnicity, sexual preference or disability type.

DRC News DRC's Photos

Upcoming Events

Asians and Pacific Islanders with Disabilities of California
DISABLED RESOURCES CENTER

LINKS

This page contains a large number of links to additional resources. The navigation table below is designed to help you negotiate your way to the link(s) that you most. Simply choose the letter of the alphabet in the navigation table that corresponds to the group of links to resources that begin with that letter. There are some letters within the page navigation table that are not linked because there no links that correspond to that letter.) All resource links page open in a new window.

Alphabetical Page Navigation


*** A ***

A.D.A. Information Line - Provides information, publications, questions and referrals of Americans with Disabilities Act.
(800) 514 0304 (voice)
Slide 224

**Veterans’ Employment & Training Service**

- **About VETS**
  - VETS Leadership Bios and Org Chart
  - Staff Directory
- **Jobs for Veterans State Grants (VSIG)**
- **Transition Services**
  - Uniformed Services Employment and Reemployment Rights Act (USERRA)
  - Veterans Preference
  - Vets-100/100-A
- **Employment Services**
- **Competitive Grants**
  - Performance Reporting
  - HVRR National Tech Asset Center
- **Newsroom**
  - Press Releases
  - FOIA Reading Room

**Updates**

- **New**: Watch the video of VETS Nov 4th DOL Salute to Veterans and their Families.
- **New**: VETS & EESR Memorandum of Understanding (MOU) (PDF)
- **New**: 2009 USERRA Annual Report to Congress (PDF)
- **New**: Information for the VETS — Job Corps demonstration project

**VETS Upcoming Events:**

RAVEETS Conference, Jan 24-28 - Check back soon for details.

VETS has developed a system that allows online filing for Veterans’ Preference and USERRA claims.
Slide 225

Image of a webpage from the Sacramento Employment and Training Agency. The page features various services and resources for job seekers, including One-Stop Career Centers, Education Resources, Training Resources, and Critical Occupational Clusters. There is a quote from someone named Sacramento Works, who says, "Sacramento Works... it worked for me, it can work for you too! The Sacramento Works Career Center helped me put together my resume, search for jobs, provided workshops on job preparation and access to different training programs."
Welcome to the Vocational Rehabilitation & Employment Program's Home Page

What is the Vocational Rehabilitation and Employment VetSuccess Program?

The Vocational Rehabilitation and Employment (VR&E) VetSuccess Program is authorized by Congress under Title 38, Code of Federal Regulations, Chapter 31. It is sometimes referred to as the Chapter 31 program. The VetSuccess program assists Veterans with service-connected disabilities to prepare for, find, and keep suitable jobs. For Veterans with service-connected disabilities so severe that they cannot immediately consider work, VetSuccess offers services to improve their ability to live as independently as possible.

Services that may be provided by the VR&E VetSuccess Program include:
About the Department of Rehabilitation

The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country.

We have a three-pronged mission to provide services and advocacy that assist people with disabilities to live independently, become employed and have equality in the communities in which they live and work.

DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist the consumers served.

DEPARTMENT MISSION STATEMENT

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.

OUR CORE VALUES

The values under which we operate all of our programs and services.

- **Quality**
  - Strive to meet stakeholders’ needs through continuous improvement, competence, creativity, and teamwork.

- **Respect**
  - Be sensitive to the diverse needs of others, both internal and external stakeholders, by being courteous, compassionate, responsive, and professional.

- **Integrity**
  - Act with honesty and in a ethical, honest, and professional manner.
Veterans Services

Background
Established in 1954 by the Sacramento County Board of Supervisors, Veterans Services is responsible for providing benefit entitlement determinations, claim development, claim filing, advocacy, and case management services to the veterans population of Sacramento County.

This vital segment of our population includes an ever increasing aging veterans population composed of WWII & Korean veterans and their survivors, Vietnam veterans, Enduring Freedom & Iraq veterans, peacetime veterans, and another visible segment of the veteran population, homeless veterans. Available benefits are primarily from the U.S. Department of Veterans Affairs (VA), but we also assist in obtaining earned veteran benefits from the State of California and local government entities.

Veterans Services is also responsible for administering the College Fee Waiver Program for Veterans’ Dependents. This program is afforded to spouses, unmarried surviving spouses, and children of service personnel disabled or killed in service-related disability.
ASK JAN
If you have a question about workplace accommodations or the Americans with Disabilities Act (ADA) and related legislation, we can help.

Connect with JAN
(800)528-7234 (Voice) (877)781-9403 (TTY)

FOR EMPLOYERS
- Private Employers
- Federal Employers
- State & Local Government

FOR INDIVIDUALS
- Employees
- Job Seekers
- Entrepreneurs

FOR OTHERS
- Rehabilitation & Medical Professionals
- Union Representatives
- Attorneys & Legal Representatives

MEET TENIKA
Disabled Veterans Outreach Program (DVOP)

Disabled Veterans Outreach Program (DVOP) specialists develop job and training opportunities for veterans, with special emphasis on veterans with service-connected disabilities. DVOP specialists provide direct services to veterans to help them to compete in the labor market. They provide outreach and offer assistance to disabled and other veterans by promoting community and employer support for employment and training opportunities, including apprenticeship and on-the-job training.

DVOP specialists work with employers, veterans’ organizations, the U.S. Department of Veterans Affairs, and the U.S. Department of Defense, and community-based organizations to link veterans with appropriate jobs and training opportunities. DVOP specialists serve as case managers for veterans enrolled in federally-funded job training programs such as the Department of Veterans Affairs Vocational Rehabilitation program, and other veterans with serious disadvantages in the labor market. DVOPs are available to those veterans and their employers to help ensure that necessary follow-up services are provided to promote job retention.

The U.S. Department of Labor provides funding for DVOP specialist positions. These specialists are located in One-Stop Career Centers across the state.

DVOP specialists may also be stationed at regional offices and medical or veterans’ outreach centers of the Department of Veterans Affairs, state or county veterans’ service offices, community-based organizations, and military installations.
Local Veterans' Employment Representative Program

Number: 17.804
Agency: Department of Labor
Office: Veterans Employment and Training Service

Program Information

Authorization (040):
Jobs for Veterans Act, Title 38, Part III, Chapter 41, Section 4104; Public Laws 107-286 and 106-469; Title 38, Part III, Section 412, Public Law 107-286; 38 U.S.C. 4104.

Objectives (060):
Conduct outreach to employers including conducting seminars for employers, conducting job search workshops and establishing job search groups; to facilitate employment, training, and placement services furnished to veterans in a State under the applicable State employment service or One-Stop Career Center delivery systems whose sole purpose is to assist veterans in gaining and retaining employment.

Types of Assistance (060):
FORMULA GRANTS

Uses and Use Restrictions (070):

CONTACT INFORMATION

Website: [http://www.dol.gov/vets]
Regional or Local Office:
See Regional Agency Offices Contacting Regional Administrators and State Directors for Veterans' Employment and Training Services listed in Appendix IV of this Catalog
Headquarters Office:
Patrick Hedke, 200 Constitution Avenue, NW, Room S-1312, Washington, District of Columbia 20210 Email: hedke.patrick@va.gov Phone: (202) 696-1400

GENERAL INFORMATION
Assistance Types:
A. FORMULA GRANTS
Applicant Eligibility:
1. Rural: 15
2. Employment/Labor Management Training: 75%
Disabled Veterans

The Department of Veterans Affairs is responsible for ensuring that you, as a disabled veteran, receive the care, support, and recognition that you have earned.

NEED-TO-KNOW INFORMATION

Review each topic listed below to learn about your options and to help you make the right decisions.

Disabled Veterans' Benefits
- Disabled Transition Assistance Program (DTAP)
- VA Vocational Rehabilitation Program
- VA Disability Benefits
- Department of Veterans' Affairs Compensation and Pension Programs
- Social Security Administration Benefits for Wounded Warriors
- Life Insurance Coverage for Service-Connected Disabled Veterans
- CHAMPVA: Medical Care for Family Members and Survivors
- Visit Your Local Veteran Center
- Disability.Gov – The Online Disability Resource

Did you know?

Your Education Benefits
46% of college benefits like the GI Bill go unused. You’ve earned this money to help advance yourself and your career. Learn about the easiest ways to use this educational money.
Disabled Transition Assistance Program (DTAP)

DTAP is a 2-hour briefing sponsored by the Department of Veterans Affairs, in conjunction with the Department of Defense. It may be offered following a VA Benefits Briefing, a Department of Labor Employment Workshop, or separately. You should receive information on DTAP during your demobilization/deactivation if you have, or think you have a service-connected disability or an injury or illness that was aggravated by service. Also, notify the VA Representative that conducts the VA Briefing during your demobilization/deactivation. If a DTAP briefing or information on DTAP is not provided to you, notify your unit supervisor or unit commander and ask them contact the supporting installation and local VA to get someone to assist you before you are released from active duty.

DTAP provides you with specialized information about the Department of Veterans Affairs' (VA) Vocational Rehabilitation and Employment (VR&E) Program, eligibility, and how to apply for benefits. DTAP is also available online at http://www.vetstatus.gov/.

If you are pending medical separation you may be eligible to receive VR&E services prior to your release from active duty. Check with the VA Representative at your demobilization/deactivation site. If one is not available, as soon as you get home, contact the Regional VA Office nearest you to see if you are eligible while still on terminal leave.

Members of the Guard and Reserves being separated with a service-connected disability, or being referred to a Physical Evaluation Board, or placed in a "medical hold" status by their Service should attend DTAP.

Data Last Reviewed: June 29, 2009

Did you know?

Your Separation Physical

Your separation physical and Military Eligibility Board (MEB) are critical for you to get your benefits if you are disabled. If you haven't had your physical or started the process, get started right away.
VA Disability Benefits

Recent laws passed by Congress have made several changes in veterans’ eligibility for VA medical care. Basically, these laws ensure that VA care will be continued for disabled veterans with service-connected disabilities.

Veterans with non-service-connected disabilities will also continue to receive VA medical care, but on a space-available basis and a co-payment may be charged. Laws are subject to change, and there are many applicable details. Contact the VA for the latest information on disability benefits.

Classifying Disabled Veterans

The VA makes an important distinction among veterans based on the nature of their disabilities. This distinction determines the cost and availability of VA medical services.

- Service-connected disability: Any veteran who was disabled by injury or disease incurred or aggravated during active military service in the line of duty will receive VA medical care on a mandatory basis. In general, this means that service will be provided as needed, at no cost to the veteran.
- Non-service-connected disability: Any veteran whose disability originated outside of active service will receive VA medical care on a discretionary basis. Examples of such disabilities might include disabling arthritis, loss of use of eyes after a fall during a ski vacation, contracting malaria, etc. The VA generally provides medical care to those in the discretionary category on a space-available basis, so long as the veteran agrees to make a co-payment. VA pension benefits may be payable to a veteran if the following requirements are met.

1. Veteran had to serve a minimum of 90 days of active military service and at least one day of that service had to occur during a period of war. Veterans who entered active duty on or after September 8, 1980, or officers who entered active duty on or after

Did you know?

Your Separation Physical
Your separation physical and military eligibility board (MEB) are critical for you to get all your benefits. If you are disabled, you haven’t had your physical or stated this process, get started right away.
CONTINUING EDUCATION & CAREER OPPORTUNITIES for Today's Military Veterans

Veterans Education GUIDE 2010

Features:
- VA Education Benefits
- Yellow Ribbon Participants
- SOC Colleges
- Using the Post 9/11 GI Bill
APPENDIX C

Veterans With Disabilities Resource List
VETERANS WITH DISABILITIES RESOURCES


California Employment Development Department. (2011c). *California labor market


Mastering the Federal Application Process. (2011). KSA writing and federal resumes,


Retrieved March 17, 2011 from


APPENDIX D

Computer Lab Assignment
COMPUTER LAB ASSIGNMENT

You have conducted your vocational assessment and you now “kinda” know what you want to be when you grow up. You’ve explored the labor market and narrowed your job search to several specific occupations. Start your daily internet job search. You may access any job search engines you choose. Alternatively, you may access the web page of a company you want to work for. Select a vacant position you are qualified for and are interested in applying for.

Analyze the job description. Complete a resume or application which highlights your relevant experience for the position. Be sure to use verbs at the beginning of each sentence or bullet. Integrate your knowledge, skills and abilities so that the reader can best discern your qualifications for the position. Include a response to every “minimum” and “must” work content requirement. Focus on your strengths. Enhance your KSAs’ with position related accomplishments, recognitions and achievements. Complete the application process for the vacant position you have chosen.

Your completed resume and/or application must be turned in by the end of WEG Workshop on Thursday. Mock interviews will be conducted on Friday. You will be notified if you will be granted a mock interview after your resume or application has been reviewed on Thursday.
REFERENCES


Hadley, R. (2010). *Job search skills training instructions*, Unpublished pre employment job search skills training power point. California Employment Development
Department, Veterans Employment Training Workshop. Saunders One Stop Service Center. Sacramento, California.


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Tanielian, T., & Jaycox, L. (2008). Psychological and cognitive injuries, their consequences, and services to assist recovery. RAND Corporation, Santa Monica,


