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CAREER WORKSHOP CURRICULUM FOR THE CHURCH OF
JESUS CHRIST OF LATTER DAY SAINTS
EMPLOYMENT RESOURCE SERVICES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Randy Earl Patterson

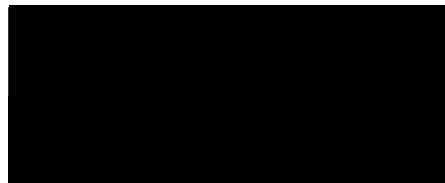
June 2004

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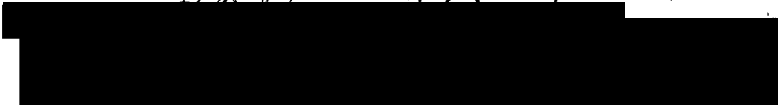
by
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June 2004

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5/17/04
Date



Ronald K. Pendleton, Ph.D., Second Reader

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ABSTRACT

Unemployment and underemployment in the Inland Empire area exists at a higher rate than in the nation as a whole. Members of the Church of Jesus Christ of Latter Day Saints in the Inland Empire area face the same concerns in employment as their counterparts outside of the church. A lack of systematic training in job search techniques further hinders unemployed members of the church.

With these issues in mind a curriculum was developed to instruct job seekers in a systematic approach to job search techniques. The curriculum was divided into four units with application among church members and with adaptation to be used in outside settings. Conclusions from the project were identified including the resemblance of the LDS population to the overall population of the area, the need for a systematic process to teach job search skills, and application of the findings of the Secretary's Commission on Achieving Necessary Skills (SCANS). Recommendations made for future research include the continued development of the curriculum and the use of this curriculum by other agencies.

ACKNOWLEDGMENTS

I am grateful to the faculty and staff of California State University, San Bernardino for their excellent example and patience with this project. A special thanks goes to Dr. Joe Scarcella, and Timothy Thelander for their vigilant direction.

I would also like to thank my fellow scholars whose insight and encouragement have been invaluable in the editing process.

DEDICATION

This work is dedicated to my lovely wife Dixie and our six wonderful children - a forever family whose constant encouragement has served as an anchor in the tumult.

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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One present an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Purpose of the Project

The purpose of the project was to develop a career workshop curriculum for the Church of Jesus Christ of Latter Day Saints - Welfare Services in the Inland Empire Area. The major steps involved in job search will be covered including: goal setting, networking, resumes and cover letters, interviewing, salary negotiations, and follow-up.

Context of the Problem

Members of The Church of Jesus Christ of Latter Day Saints (LDS Church) in the Inland Empire area are a microcosm of the total population in that two county area. With like demographics, they experience the same employment concerns facing the general populace. The lack

of current material on job development necessitates a curriculum that will help these job seekers develop the skills required for successful transition from school to the work world (Ali, 1993). They and other sub groups would benefit from an organized curriculum to help their members conduct a successful job search.

Finding a job in the Inland Empire is a tenuous task. The Inland Empire (San Bernardino and Riverside counties) currently has a population of 103,190 unemployed workers or 7.55 percent (US Census, 2000). The national unemployment rate for the year 2000 averaged 5.5 percent (US Department of Labor, Bureau of Labor Statistics, 2003). The reason for this discrepancy may be traced to multiple factors, one of which is; a general lack of job search skills, leading to frustration and eventual abandonment or postponement of job search. They feel overwhelmed, or helpless or hopeless. A more serious reaction is they engage in comparative labeling and feel they're not worth much (Vaas, 2002).

General lack of training in job search techniques results in frequent rejection. Job seekers are not told why they were rejected, only that they weren't hired. Repeated rejections cause the job seeker to question

his/her self worth, eventually causing them to withdraw from the job market.

Significance of the Project

The significance of the project was to teach the unemployed and underemployed that they are employable utilizing a systematic approach. This project will serve as a resource for professionals and volunteers in training job seekers who might be entering the job market for the first time or highly skilled and experienced executives. Armed with these skills job seekers will be able to better handle the challenges of a job search in a depressed market. The skills enumerated in Secretary's Commission on Achieving Necessary Skills (SCANS) will be integrated into this product.

Assumptions

The following assumptions were made regarding the project:

1. Many job seekers have not set goals, but have a victim mentality, believing, due to poor self esteem that they must accept any job.
2. That by networking job seekers may cut their job search time in half, thus saving valuable resources.

3. This project will enhance the ability of job seekers to communicate their strengths verbally and in written formats.
4. This project better prepares job seekers to compete in the job search process.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. This curriculum was developed specifically for members of the Mormon Church residing in the Inland Empire area.
2. This curriculum is not designed to be an all inclusive treatise of the skills which might be addressed in a job search, but simply an orderly process for finding a job.

Delimitations

The following delimitations apply to the project:

1. With modifications, this curriculum can be used with other audiences outside of the Mormon Church.
2. Terms and job classifications used in this curriculum are for the most part industry standard and are thus transferable to other target audiences.

Definition of Terms

The following terms are defined as they apply to the project.

Basic Skills - Reading writing speaking listening etc.
(Whetzel, 1992).

Cover Letter - An introductory document accompanying a resume where-in the reader is directed to those aspects of the resume which will have the most influence on the reader (Messmer, 1995).

Goal Setting - A job search activity done daily where-in determination is made for numbers of contacts to be accomplished (Messmer, 1995).

Job Interviews - Opportunity for a job seeker to show a company that they have the skills and experience requisite for the job (Bolles, 2001).

Networking - Talking to people, friends work associates, competitors etc., with the intent to make connections and identify employment opportunities (Camden & Palmer, 1993).

Resume - A brief (one to two page) synopsis of a job seekers skills, talents, abilities, and employment history (Farr, 1994).

Salary Negotiations - A system of give and take between an employer and a perspective employee considering salary, bonuses, benefits, relocation expenses, and severance provisions (Petras & Petras, 1995).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development

of the project. The Appendix consists of the project and follows Chapter Four. Finally, the references used in the thesis are listed with separate references for the project.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, it addresses the need to identify and label job skills among the unemployed population. This perceived lack of job search skills leads to the need to develop positive self-image and marketability. Next, it proposes a systematic order in the use of goal setting and networking in a successful job search. Then it examines the use of cover letters and resumes as sight un-seen documents designed to produce interview opportunities. Finally, it covers the basics of interviewing skills, salary negotiations, and follow-up techniques to culminate the successful job search process. Information for this was taken from books, journals, and Internet web pages.

Image and Marketability

Loss of a job, a difficult labor market, and financial difficulties that accompany these issues, all can combine to have a devastating effect upon the self esteem of a job seeker. As days turn in to weeks and weeks turn into months persons looking for work begin to

question their abilities and even their character (Bolles, 1996). They wonder if they have the skills necessary to ever be an asset to any business in the future. If married they may encounter problems with spouse and family.

This negative introspection must be replaced by a positive self-image. The job seeker must develop ways to identify their knowledge, skills and abilities. All job seekers seem to have talents, some which come naturally, others that they must cultivate.

Transferable skills, once learned, can be taken to other jobs within a classification. Adaptable skills are skills that can be adapted to various jobs and situations (Bolles, 1996). Once these skills or traits have been identified, the job seeker must package them and be prepared to "sell" them to a prospective employer.

A mistake often made by job seekers is to list too many adaptive skills, rather than quantifiable transferable skills (Angel & Harney, 1997). A typing speed of 45 words per minute is verifiable, where-as being a "good team player" is more nebulous. Certification in computer applications is verifiable, whereas a "can do attitude" is not.

With some effort, a job seeker may identify as many as 30 to 40 job related skills (Gaither, 1988). Ability to

enunciate these skills quickly and effectively is one of the first hurdles to overcome in a job search.

Another issue to consider under the heading of image and marketability is "employable public image." On occasion with the stigma that accompanies unemployment, job seekers tend to ignore dress and grooming (Angel & Harney, 1997).

When they were employed, their employers often required a standard be maintained in dress and grooming. If the previous position required them to represent their employer to the public, the standard was elevated. As time passes many job seekers forget the need to dress appropriately.

When seeking a job it is important to arise early, attend to grooming needs, and dress in the manner of others who hold the types of positions being sought. As most jobs are filled through networking, it is important to look like the type of worker associates would be willing to recommend.

The Professional Image (Bixler, 1984) and other such helpful books are readily available and can identify industry standards in various classifications for dress and grooming. Even when unemployed the job seeker should

project an image that would be acceptable to a prospective employer.

According to SCANS, job seekers need to master certain workplace skills (Whetzel, 1992). Among these skills are; speaking, reasoning, self esteem, sociability, and self-management. All of these listed skills are paramount in maintaining image and marketability in a job search.

The Need to Network

Widely accepted in the job placement industry is the concept that 60 to 80 percent of all jobs are found through networking. This belief is stated often in literature, in conversation, and in client training. On occasion statistics are offered to support the statement, however, with or without back up, the reference is used so often that it is accepted as factual.

With unemployment on the rise after being at a thirty year low solid data about networking would be valuable in helping job seekers determine the best use of their time spent in job search (US Department of Labor, 2000). The above-mentioned statement sighting a thirty year low in unemployment was prior to September 11, 2001 and the job market has taken a severe drop. With the economy and

unemployment in such a state of flux, many more people are seeking employment.

Many people are trying to assist the jobless in their efforts to become employed. Throughout the job placement industry, whenever job search skills are taught, there seems to be a phrase that is thrown out at random. In general job search trainers will make a statement that 60 to 80 percent of all jobs are found through networking. In written text authors are more inclined to quote the source of their information. Messmer (1995), chairman and CEO of Robert Half International Inc. states that an estimated 70 to 80 percent of all jobs that get filled today are filled by people who first heard about the job through word of mouth. According to Petras and Petras (1995) most job openings - estimates range up to 90percent - are filled by word of mouth, before job advertisements and recruiters get into the picture. In addition to the written examples above, while making training presentations, job search trainers seldom site sources in their presentations.

In like presentations, sources are sited and in some cases data is produced. Camden and Palmer (1993) in their manual on job search state that Granovetter, a Harvard sociologist, reported to Forbes Magazine that informal contacts account for almost 75 percent of all successful

job searches. In his publication The Quick Job Search, (a pamphlet on job search techniques published by JIST Works Inc.), Farr (1989) provides a pie graph showing the percentages of jobs found by various methods with the following percentages: Informal Job-seeking methods (including networking) - 63.4 percent, Want Ads - 13.9 percent, Agencies - 12.2 percent, and Other - 10.5 percent.

Scholarly studies tend to produce data, which supports the above listed sightings. Marmaros and Sacerdote (2002) produced a study of graduating seniors from Dartmouth College, which stated that 81 percent of jobs were found with help from professors, parents, relatives, Dartmouth alumnus, or friends in a sorority or fraternity.

When viewed in terms of economic prudence, success gained by networking in relation to success of the other job search methods listed. A prolonged job search can be costly and very frustrating. Job seekers should spend an ordinate amount of time networking.

Use of Cover Letters and Resumes

The purpose of cover letter is to stimulate the reader to want to read the accompanying resume. The letter

should not be so broad in range that it replaces the resume, however it should be focused enough to stimulate interest. There needs to be some salient point that creates interest for the reader. Since the cover letter is in fact a business correspondence, it should follow a business format (Messmer, 1995).

Some professionals prefer to use an executive briefing when a cover letter, and resume might seem too vague. According to Yate (1997) a general resume does have drawbacks. First it might be too general to adequately match the qualifications of a job seeker to the job being advertised. Second more than one person often interviews an applicant. Multiple interviewers might not know the job description for the position, and thus might not be able to determine a match from a resume. An Executive Briefing put simply, matches the job seeker's skills to the employer's requirements, in a written format.

A resume is a short one to two-page synopsis listing a candidate's skills, talents, abilities, and work history (Farr, 1994). Resumes don't get people jobs. They are designed to obtain a job seeker an interview.

The purpose of resume is to obtain the applicant an interview, sight un-seen. There are as many styles of resumes as there are people writing them. Most resumes can

be grouped into three types; Chronological, Functional, and Combination (Yate, 1997). Which ever style is chosen, a resume must answer the main questions of an employer.

It's thought among job search trainers that if an applicant is in competition with other applicants that the average time for perusal of a resume is thirty seconds. In that time an employer must see that the applicant has the skills needed to do the job. An employer would prefer to view resumes in a group, and pre-screen applicants saving time involved in interviewing all applicants (Yate, 1997).

According to SCANS, job seekers writing resumes and cover letters need to master the skills of; identifying, organizing, and using computers to process information (Whetzel, 1992). Use of these listed skills is critical in communicating to perspective employers the applicant's knowledge, skills, and attitude related to the job being sought.

Interviewing, Negotiations and Follow-up

A job interview is an opportunity for a job seeker to show a company that they have the skills and experience requisite for the job (Bolles, 2001). There are many different types of interviews that a job seeker may face. Types of interviews vary from company to company and job

to job. One extreme is an exchange consisting of a few quick questions and a gruff report to Mike over there. At the other extreme is a process which can include a series of extended meetings with dozens of persons and groups, taking place over several months (Wegmann, Chapman, & Johnson, 1989).

Employment interviews often take place in an atmosphere of great ambiguity. The unemployed person wants the job offer, but is frequently uncertain about many important specifics of the job. Similar uncertainties are faced by employers and (in large firms) by personnel officials (Wegmann, Chapman, & Johnson, 1989). Positive first impressions therefore become extremely important. Both parties in an interview should be able to determine early-on in the interview if there is a match.

An excellent way to be prepared for interviews is to determine in advance some of the questions which might be asked in the interview and prepare answers for those questions. Ten to twelve questions seem to be most frequently asked (Farr, 1991). Job seekers should be prepared to answer simple questions about themselves, their last employment, and their last boss. The job seeker should know as part of those frequently asked questions, what kind of salary they require.

A job interview should answer questions for both the employer and the job seeker. Discussion of salary, benefits, and work expectations should be included in an interview in addition to skills, talents, and ability concerns the employer might have. Job seekers should not approach the subject of salary or wages and benefits until the subject is approached by the interviewer. Other considerations such as benefits, bonuses travel allowances, and educational reimbursements etc, are all fair game in an interview for both the employer and the job seeker (Office Team, 1997).

If an in-ordinate amount of time has passed since the interview without hearing from the employer, a follow-up call or letter is in order. The best managers maintain a file of great professionals whom they can't use today, but want to keep available (Yate, 1997). During this call the applicant should seek opportunities to answer any questions the employer might have, list any skills not listed in the interview, and reiterate an interest in working for the employer.

SCANS, suggests that job seekers should be able to utilize the skills of writing, listening, knowing arithmetic and mathematical skills, thinking creatively and solving problems (Whetzel, 1992). The process of

interviewing, salary negotiations and follow-up require the skills listed above among others.

Summary

The literature important to the project was presented in Chapter Two. It addresses issues of unemployment in the Inland Empire Area. Next was a systematic look at current methodology pertinent to a job search. Finally, a representative sample was listed of skills required to obtain employment as suggested by SCANS.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, it describes the target population, some demographic facts which might lead to additional concerns, and factors relating to timing issues in the curriculum. The design of the curriculum and course outline is introduced, and in conclusion a summary of the overall project is presented.

Population Served

The Colton LDS Employment Resources office serves a total of twenty six stakes (geographic areas), including 179 congregations. Each congregation has 300 - 500 members. The actual total membership for the Inland Empire area is 84,204.

Whereas this population is a direct microcosm of the over-all populace of the inland empire, they face the same needs and concerns as the general population. Unemployment and under employment percentages for the region affect both groups equally. Therefore, six percent unemployment rate for the inland empire factors out to be 5,052 persons unemployed in the church population in the 26 stake area.

Special considerations apply to the church populace such as the existence of ethnic congregations with language and right-to-work issues, and a population of young adults returning from missionary service and school needing to enter the job market. Add to this the fact that the Inland Empire comprises the two counties with the largest land mass in the state, and LDS wards (congregations) are spread throughout the area. With the above mentioned concerns the program developed must be systematic, cover areas which are most crucial to the job seeker, and take into consideration travel time.

This project was developed as a resource for employment center staff and missionaries. The versatility of the project however allows for all or portions of the curriculum to be used in individual wards and stakes.

Curriculum Development

Content Validation

The curriculum was developed to organize and prioritize the various job search techniques being taught at Colton LDS Employment Resource Services. Validating the curriculum was Vunder regional manager for the Inland Empire area and the San Fernando Valley. Also giving input to the validation was Joyce, regional employment

specialist. Vunder and Joyce have a combined experience of over 25 years in welfare services.

A panel was convened consisting of Vunder, Joyce, Poulsen agent Stake President, Fenn agent bishop, and Searle agent stake relief society president. The purpose of this panel was to ensure that the curriculum developed met the needs of unemployed and under employed members in the local congregations.

After examining the curriculum for content, the panel made suggestions for needed changes and additions. The outline for the curriculum was then presented at the agent stake bishop's council, made up of bishops of local congregations.

The input and guidance if all of the above mentioned leaders were sought, to insure that the curriculum met the needs of the priesthood leaders who have responsibility for the employment portion of the welfare program of the church in the Inland Empire area.

Curriculum Resources

A wide variety of excellent resources on job search techniques exist currently. The purpose of this curriculum was to determine which of these resources to use, and organize them into a systematic approach for teaching taking into consideration the unique needs of the target

audience. Ideas, exercises, and examples from many sources were considered for inclusion. Many of the concepts were gleaned from texts such as Job Hunting for Dummies by Messmer, What Color is Your Parachute by Bolles, and a number of texts and publications from Jist Works Inc.

Curriculum Design

The curriculum was developed for a two day training course with four units being taught, (two units each day). As planned each unit will take approximately three hours. Allowing for breaks and lunch, job seekers would be in training seven hours per day.

As this is a systematic curriculum topics are best taught in the order presented in the syllabus. However individual units may be presented separately. Each unit contains stand alone concepts and exercises, the completion of which will strengthen the job seeker and give him/her useful tools to use in their job search.

The first unit dealing with image and self worth helps the job seeker identify natural talents and gifts which they possess. Every individual has talents and skills. Marketing these skills will improve their interview impact (Gaither, 1988).

The next unit dealing with networking instills in the job seeker the crucial need to include all of his friends,

church leaders and even strangers as resources in a job search. Since 75 percent of all jobs are found by networking, and 80 percent of all jobs are in the hidden job market (Camden & Palmer, 1993). Job seekers will develop tools to assist them in accessing the hidden job market. This completes the first day training.

At the beginning of day two, job seekers will have the opportunity to present skills learned, and tools developed on day one as a review. The teaching/learning portion of day two begins with the development and use of cover letters and resumes.

Job seekers are taught the importance of being competitive sight unseen. They will produce an effective business-type cover letter, and select and produce the type of resume which best markets their knowledge, skills, and abilities.

In the final portion of the second day, job seekers are taught to overcome the fear of interviewing through preparation. Having an idea of what ten to twelve questions will generally be asked, a job seeker can better prepare for the interview (Farr, 1991). The optimum method to obtain the best salaries and benefits package are also taught in this unit. Closing the interview, thank-you and follow-up techniques round out unit four.

Following unit four is a general review of assignments, expectations, and encouragement. A tour of the Resource Center and explanation of resources available is given including availability of individual assistance.

The Curriculum

The following is the curriculum outline in covering essential issues. This curriculum was designed using industry standard techniques in a systematic order. Used in it's entirety, this curriculum will greatly enhance the job seekers self esteem, help him/her market useful knowledge, skills and abilities, and make the most of interview opportunities.

This curriculum will serve as a resource for those assigned to assist the over 5,000 unemployed and under employed members of the Church of Jesus Christ of Latter Day Saints living in the Inland Empire area.

Unit 1 - Image and Marketability

1. On Target
 - a. Red and Green Flags
 - b. Values
 - c. Adaptive Skills
 - d. Transferable Skills

2. Goals and Career Choices
 - a. Immediate
 - b. 3-5 Years
 - c. Educational
3. First Impressions
 - a. Verbal and non-verbal
 - b. Home Run Statements

Unit 2 - Networking

1. Thirty Second Summaries
 - a. Objectives
 - b. Skills
 - c. Practice
2. Building Networks
 - a. Overcoming Obstacles
 - b. Compiling Lists
 - c. On-going Support
3. References and coaching
 - a. Selecting the Right References
 - b. Coaching Your References
 - c. Picking a Job Coach

6
Unit 3 - Written materials

1. Resumes
 - a. Types
 - b. Purpose
 - c. Cautions
2. Cover Letters
 - a. Business Format
 - b. Draw Attention to Resume
 - c. Cautions
3. Electronic Communications

Unit 4 - Interviewing, Salary Negotiations, and
Follow-up

1. Interviewing Skills
 - a. Promptness
 - b. Dress
 - c. Dirty Dozen
2. Negotiating the Best Deal
 - a. Interview Questions
 - b. Interview Tips
3. Follow-up
 - a. Thank you notes
 - b. Follow-up Calls

Four Unit Review and Resource Tour

1. Highlights and assignments
 - a. 30 Second Summary
 - b. Resume
 - c. Cover Letter
 - d. Dirty Dozen Questions
2. Resources
 - a. Tour of Facility
 - b. Services offered
 - c. Set Appointments

Summary

The population to be served was introduced. Then the curriculum resources and content validation were discussed. Next, the course development was introduced and finally, an outline of the curriculum was presented. Upon completion of this curriculum it was presented to Vunder, regional manager for L.D.S. Employment Resources to be reviewed and to be adopted as the new training program for job-seekers.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleaned as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from the project follows.

1. Members of the Church of Jesus Christ of Latter Day Saints in the Inland Empire area are a microcosm of the over-all populace of that area, and as such face like employment concerns.
2. A systematic process for teaching job search skills should include: Image and Marketability, Networking, Written Materials, Interviewing - Salary Negotiations - Follow-up, and an appropriate Review.
3. The job search skills identified in SCANS, have a broad application in the employment process.

Recommendations

The recommendations resulting from the project are as follows.

1. Continue to develop the curriculum through research and observation to benefit job seekers in the L.D.S. Employment Resource Services system.
2. Offer this program and its findings to like agencies as a resource for their job seekers.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

APPENDIX
CAREER WORKSHOP CURRICULUM

**A Career Workshop Curriculum for
The Church of Jesus Christ of Latter
Day Saints Employment Resource
Services**

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Introduction

Unemployment and under employment can have devastating effects on individuals trying to earn a living and support others. “A man out of work is of special moment to the Church because, he is on trial as Job was on trial – for his integrity . . . He is threatened with spiritual ruin. . . The Church cannot hope to save a man on Sunday if during the week it is a complacent witness to the crucifixion of his soul.” (Hinckley, 1941) Individuals placed in this predicament are led to question themselves and their self worth.

The existing resources for teaching job search techniques, are useful and for the most part well developed. They teach industry standard skills and processes for finding a job. Missing however are a few principles, and some organization which should be considered and included in the teaching process. The concept of self worth, being self reliant, and the ability to use and market God-given gifts are crucial elements in a job search curriculum.

“When a person comes to believe in and care about a principle to the point that it changes or directs his or her behavior, that principle becomes a *value*.” (Teaching the Gospel, 1994) Identifying values helps us understand and promote who we are and our potential in the job market. A job seeker must believe in his or her self before others such as employers can see a potential use to their company. The human potential is limitless. “For thou hast made him a little a little lower than the angels, and hast crowned him with glory and honor” (Psalms 8:5).

A job seeker who goes through a job search with without a goal or target occupation is like a ship trying to traverse a gale without a rudder. They are tossed and turned and carried about. In short they become a victim, of their circumstances. A self reliant job seeker should have both an immediate goal and a long term, (3-5 year) goal.

We come into this world alone, and we exit alone, but between those two events we must depend on ourselves and on others for our growth and progress. A

natural tendency is not to tell anyone we lost our job. However this act alone can extend the time involved in a job search needlessly. Building a network of people who can assist in a job search is invaluable. Assisting those individuals in their needs strengthens this network.

As values, skills, and attitudes are identified, a job seeker must have the ability to express those assets in written format. Resumes, cover letters and thank-you documents need communicate this information quickly and accurately. These materials are often provide a first and lasting impression of the job seeker. Effort must be taken to insure that these documents best represent the job seeker.

“If ye are prepared, ye shall not fear” (Doctrine and Covenants 38:30). Being prepared is a *value*. Knowing in advance how you will respond to a question, or react to an interview situation can reduce fear. Fear on the part of a job seeker reduces the effectiveness of the interview, and the ability of the job seeker to impress the employer and negotiate the best salary and benefits.

The skills, abilities, and attitudes identified in the Secretaries Commission on Achieving Necessary Skills (SCANS) if identified, practiced, and utilized will become values that are sought after by employers. Helping job seekers realize their potential, is the purpose of this curriculum. “For the power is in them, wherein they are agents unto them selves. And inasmuch as men do good they shall in nowise loose their reward” (Doctrine and Covenants 58:28).

Unit I – Image and Marketability

***What is man that thou art
mindful of him? And the son of
man, that thou visitest him?***

***For thou hast made him a
little lower than the angels, and
hast crowned him with glory and
honor.***

Psalms 8:4–5

SCANS SKILLS – Self Esteem, Self Management,
Creative Thinking, Writing, Decision Making,
and Social.

Lesson Plan 1

Unit: Image and Marketability

Topic: On Target

Goals:

1. Express self worth.
2. Identify and list skills, talents, and abilities.
3. Communicate skills, talents, and abilities in an introduction.
4. Become familiar with the concept of transferable and adaptive skills.

Objectives:

Upon completion of this lesson, each student will:

1. Be able express his/her value to an employer.
2. List skills, talents, and abilities which they possess.
3. Express multiple I am, I have, I can statements.

Opening Exercises:

Welcome and introductions

1. Ground rules – red and green flags.
2. Psalms 8:4-5, discussion.
(During discussion, pass out “On Target” sheets).

Lecture/Discussion:

Ask students to begin exercise by identifying three accomplishments, either in employment or life experiences and list them at the top of the page, and pass the paper to the student to their right (champion). As each student tells about his accomplishments, his champion will write skills, talents, and abilities gleaned from the narrative in the outer circle of the target. Students will then select multiple traits they want to utilize in the job search and write those traits in the bull’s eye.

Discuss how these skills, talents, and abilities can transfer to a job situation.

Observation:

Students will list skills, talents, and abilities in – I am, I can, or I have statements.

Homework:

Select other accomplishments and add to your list, other skills, talents, and abilities.

Materials:

Handouts – “On target” worksheet (ROP, 2000).
Computer with projector for Power Point presentation
Text: Scriptures

Additional Resources

1. “You’re already a star” – San Bernardino County Regional Occupational Program I.B 2 p. 13
2. *The Book of Virtues* By William J. Bennett (Bennett, 1993)
3. *How to be #1 With Your Boss* By Don Aslett (Aslett, 1993)
Chapter 4 – The Little Things....That Mean a Lot

Lesson Plan 2

Unit: Image and Marketability

Topic: Goals and Career Choices

Goals:

1. Identify long-term (3-5 year) career goal.
2. Identify short-term (interim) job target.
3. Identify skills, education, and experience required for long-term career objectives.

Objectives:

Upon completion of this lesson, each student will:

1. Select an occupation he/she would like to pursue as a career goal.
2. Select a short-term job target, which will allow him/her to pursue the career goal selected.
3. List skills, education and experience required for the long term goals selected.

Opening Exercises:

Remind students of skills, talents, and abilities identified in last exercise, and ask them to keep them in mind as we identify career goals.

Lecture/Discussion:

Activity: Show students the 10 Occupational Cluster Posters arranged around the room, and ask them to stand and peruse the posters and select an occupation they would most like to do on a long-term basis (3-5 years). Have students select a job they could do immediately to support them-selves while pursue while obtaining their long-term goal. Use career choices work sheet and power point presentation.

Observation:

The students will identify long term and immediate goals and identify these goals on the work sheet.

Homework:

Students will complete worksheet listing skills, education and experiences.

Materials:

Handouts, Occupational Cluster Posters (made locally)

Computer with projector for Power Point presentation
Text: The Career Work Shop (LDS,2003)

Additional Resources

1. *New Work Habits For a Radically Changing World*, By Price Pritchett (Pritchett, 1999),
2. “Goal Setting Sequence” – San Bernardino County Regional Occupational Program I.A 2 p. 5
3. Farr, J. M. (1989). The very quick job search. Indianapolis, IN: Jist Works, Inc.
4. *The College Guide For Latter-Day Saints*, By Damon Murphy and Joseph Tombs, (Murphy and Tombs, 1996)

Lesson Plan 3

Unit: Image and Marketability

Topic: First Impressions

Goals:

1. Value the importance of first impressions.
2. Understand the importance of meeting the employer's expectations.
3. Become familiar with acceptable attire for the job search process.
4. Be able to identify components of a resume.

Objectives:

Upon completion of this lesson, each student will:

1. Be able to identify the factors that promote a positive first impression.
2. List clothing that is appropriate for the job he/she is seeking.
3. Demonstrate the verbal and non-verbal attributes of a job seeker.

Opening Exercises:

Quiz on appearance and general attire information.

1. Name the Three Cs of being well dressed.
2. What percent of employers admit to rejecting applicants who are unsuitably dressed.
3. Should you dress for the position you want or the position you have?

Lecture/Discussion:

Review the quiz and introduce the First impressions, (use Appearance handout). Begin power point presentation - General Attire Information. Introduce the three Cs of being well dressed (ROP, 2000). Show film #6 – *Interviewing, Positive First Impressions*. Open discussion about the primary points of the film. Help the students identify what clothing is appropriate for the type of job they are selecting.

Student Exercises:

The students will complete the post test survey listing appropriate dress, grooming and actions to build confidence in the job search process.

Homework:

Students will complete a mock shopping trip to Deseret Industries Thrift Store and identify appropriate clothing and price.

Materials:

Handouts – 3 Cs of being well dressed (ROP, 2000).
Projector and VHS, for Power Point presentation #6 –*Interviewing, Positive First Impressions* (Eclecon, 1987)

Additional Resources

1. Farr, J. M. (1989). The very quick job search. Indianapolis, IN: Jist Works, Inc.
2. *No One is Unemployable*, By Elisabeth E. Harney, (Angel & Harney, 1997)
3. “The Importance of Appearance” – San Bernardino County Regional Occupational Program V.K1 p. 192
4. The Best of Career Track - Volume 1, Image and self projection. [Video]
Career Track Publications, Boulder , CO (303) 440-7440

Unit II – Networking

Thou wilt surely wear away, both thou and this people that is with thee: for this thing is too heavy for thee; thou art not able to perform it thyself alone.

Exodus 18:18

SCANS SKILLS – Speaking, Social, Creative Thinking, Listening, and Writing.

Lesson Plan 1

Unit: Networking

Topic: Thirty Second Summaries

Goals:

1. Realize the importance of networking in a job search.
2. Develop a Thirty Second Summary for use in networking.
3. Become familiar with various tools for listing networking contacts.

Objectives:

Upon completion of this lesson, each student will:

1. Identify the most successful method of job search.
2. Recite his/her own thirty second summary.
3. Receive at least one referral as a result of their thirty second summary.

Opening Exercises:

Reports

1. What did you find at Deseret Industries?
2. Were the prices within your budget?
3. Would you be able to impress a prospective employer with items found there?

Lecture/Discussion:

Ask students what methods they have used to search for a job. Show Methods poster and discuss percentages. Discuss relationship of networking to hidden job market. Pass-out 30 Second Summary work sheet. Demonstrate your own 30 Second Summary. Fill out worksheet in pencil.

Student Exercises:

Give students scenarios and allow them to present their summaries. Recognize students for successfully obtaining a contact.

Homework:

Stand in front of a mirror tonight at home and repeat your summary eight times so that it becomes conversational.

Materials:

Handouts, Methods poster, overhead –

Overhead Projector

Source: My Goals

Your 30 Second Summary (LDS, 2003)

Additional Resources

1. *Games that drive change*, By Carolyn Nilson (Nilson, 1995) - # 49 XYZp.161
2. JIST Cards - (Farr, 1989)
3. The Skills Search - [Video]
4. *Net Work Your Way to Job and Career Success* By Ronald Krannich, Ph.D and Caryl Krannich, Ph.D (Krannich and Krannich, 1989)

Lesson Plan 2

Unit: Networking

Topic: Building Networks

Goals:

1. Identify types of networks.
2. Establish a personal network.
3. Become familiar with various opportunities to use networking.

Objectives:

Upon completion of this lesson, each student will:

1. Begin list for personal network.
2. Identify 12 different sources of networking contacts.
3. Establish a to-do list for contacts.

Opening Exercises:

Each student will introduce themselves using their 30 Second Summary.

1. Tell what type of a job you're seeking.
2. List four job accomplishments.
3. List two adaptive skills, and ask for a contact.

Lecture/Discussion:

Comment on summaries and introduce the topic of Network Building. Discuss the various components of networking. With the aid of a Power Point presentation instruct the students about various components of networking.

Student Exercises:

Facilitate the students in completing networking work sheet.

Homework:

Complete networking lists and set appointments.

Materials:

Handouts, Yellow Pages, Chamber of Commerce Guides etc.
Resource: My resources (LDS, 2003)
Power Point projector

Lesson Plan 3

Unit: Networking

Topic: References and Coaching

Goals:

1. Understand the need for a job coach or mentor.
2. Understand the importance of selecting proper references.
3. Develop trust in and working relationship with friends and associates who can assist in the job search process.

Objectives:

Upon completion of this lesson, each student will:

1. Identify three individuals who would be a proper reference.
2. Select a job coach or mentor.
3. Prepare a “jist card” for references.

Opening Exercises:

Quiz on references and job coaches.

1. What are some of the qualifications of a job reference?
2. Identify at least 2 purposes of a job coach.
3. What information would you want a reference to know about yourself?

Lecture/Discussion:

Review quiz and introduce the topic of references and job coaches. Show the VHS – presentation *The Very Quick Job Search*, and with the use of overheads discuss some of the key issues. Help the students understand that job coaches can be very useful in a job search.

Student Exercises:

Facilitate the students in using the worksheet to select three proper references, and a job coach..

Homework:

Prepare a 3X5 inch jist card for all references.

Materials:

Handouts

Texts: The Very Quick Job Search (Farr, 1989)

VHS - *The Very Quick Job Search* (Jist, 1996)

Over head projector and slides

Additional Resources

1. My resources (LDS, 2003)
2. *Net Work Your Way to Job and Career Success* By Ronald Krannich, Ph.D and Caryl Krannich, Ph.D (Krannich and Krannich, 1989)
3. *What Color is your Parachute* By Bolles (Bolles, 2001)

Unit III – Written Materials

“But let your communication be, Yea, yea; Nay, nay: for whatsoever is more than these cometh of evil.”

Matthew 5:37

SCANS SKILLS – Reading, Writing, Creative Thinking, Self Esteem, Social, Reasoning, and Integrity/Honesty.

Lesson Plan 1

Unit: Written Materials

Topic: Resumes

Goals:

1. Understand the purpose of a resume.
2. Identify various types of resumes.
3. Become familiar with various styles of resumes and when each, may be used.
4. Develop a resume which would be useful in a job search.

Objectives:

Upon completion of this lesson, each student will:

1. List three purposes of a resume.
2. Select a resume format which is best suited for their job search.
3. Write a rough draft of a suitable resume.

Opening Exercises:

Quiz on interviews styles/formats

1. What is the purpose of a resume?
2. What personal information belongs on a resume?
3. What are the major sections of a resume?

Lecture/Discussion:

Review quiz and introduce the topic of resumes. With the aid of a Power Point Presentation, introduce students to a variety of resumes. Resumes Rules.

Student Exercises:

Utilizing the resume work sheet, pencil in the information for a key-word type resume.

Homework:

Gather information that you believe would be useful on a resume.

Materials:

Handouts

Texts: Job Strategies for Professionals (Farr, 1994)

Additional Resources

1. "Types of resumes" – San Bernardino County Regional Occupational Program IV.F 1 p. 154
2. Farr, J. M. (1989). The very quick job search. Indianapolis, IN: Jist Works, Inc.
3. Job Hunting for Dummies (Messmer, 1995)
4. *What Color is your Parachute* By Bolles (Bolles, 2001)

Lesson Plan 2

Unit: Written Materials

Topic: Cover Letters

Goals:

1. Identify purpose for a cover letter.
2. Identify various parts of cover letters.
3. Be able to write an effective cover letter.

Objectives:

Upon completion of this lesson, each student will:

1. State the purpose of a cover letter.
2. List parts of a cover letter.
3. Write a sample cover letter in a standard business format.

Opening Exercises:

Quiz on cover letters.

1. Whom should a cover letter be addressed to?
2. Give at least one reason why employers require cover letters.
3. List some items that you believe are helpful in a cover letter.

Lecture/Discussion:

Review quiz and introduce the topic of cover letters. With the aid of handouts, introduce students to various components of cover letters. Identify the various components of a cover letter and discuss the importance and need for each.

Student Exercises:

Facilitate group work with the students developing an effective cover letter.

Homework:

Gather information about a company where you would like to work that would be useful on a cover letter.

Materials:

Handouts

Texts:

Job Hunting for Dummies (Messmer, 1995)

Additional Resources

1. *What Color is your Parachute* By Bolles (Bolles, 2001)
2. Farr, J. M. (1989). The very quick job search. Indianapolis, IN: Jist Works, Inc.
3. *Knock 'em Dead 1997* By Martin Yate (Yate, 1997)
4. *The Only Job Hunting Guide You Will Ever Need* By Kathryn and Ross Petras (Petras & Petras, 1995)

Lesson Plan 3

Unit: Written Materials

Topic: Electronic communications

Goals:

1. Comprehend the need to analyze the employers needs.
2. Distinguish what are considered industry standard skills for the job or classification being sought.
3. Develop a resume which is electronically scan able..

Objectives:

Upon completion of this lesson, each student will:

1. Identify key words that are sought after by employers in their classifications.
2. List sources for use in obtaining industry position descriptions.
3. Print a resume which is electronically scan able.

Opening Exercises:

Quiz on scan able resumes.

1. List three job skills which would be sought after by an employer for the job you are seeking.
2. What fonts are best for use in a scan able resume?
3. Will the fact that you are a great person be a paramount consideration if your resume is electronically scanned?

Lecture/Discussion:

Review quiz and introduce the topic of Electronic resumes. With the aid of a Power Point presentation discuss some of the key issues. Identify the proper fonts to use in a scan able resume. Help the students understand that an employer may utilize electronic software designed to identify key terms pertinent to the job classification.

Student Exercises:

Facilitate the students in properly identifying industry key words for use in their resume and selecting a font which is most effective.

Homework:

Prepare a scan able resume.

Materials:

Power Point projector and presentation

Handouts

Texts: Job Hunting for Dummies (Messmer, 1995)

Additional Resources

1. *Electronic Job Search Revolution* By Joyce Lain Kennedy, and Thomas J. Morrow (Kennedy and Morrow, 1994)
2. “Scannable Resumes” – San Bernardino County Regional Occupational Program Iv.K p. 172
3. *Knock ‘em Dead 1997* By Martin Yate (Yate, 1997)
4. *What Color is your Parachute* By Bolles (Bolles, 2001)

**Unit IV – Interviewing, Salary Negotiations,
and Follow-up**

“Be not rash with thy mouth, and let not thine heart be hasty to utter anything... therefore let thy words be few.”

“for a dream cometh through the multitude of business; and a fool’s voice is known by multitude of words.”

Ecclesiastes 5:2–3

SCANS SKILLS – Listening, Speaking, Social, Self Management, Self Esteem, Integrity/Honesty.

Lesson Plan 1

Unit: Interviewing, Salary Negotiations, and Follow-up

Topic: Interviewing skills

Goals:

1. Explain the need for Proper Prior Preparation.
2. Develop answers for frequently asked questions.
3. Identify non-verbal skills useful in an interview situation.
4. Be able to answer even tougher interview questions.

Objectives:

Upon completion of this lesson, each student will:

1. Quote: Doctrine and Covenants 38:30.
2. Write answers to all “Dirty Dozen Questions.”
3. List three non-verbal skills useful in an interview.
4. Identify any “problem areas,” or tough questions to prepare for in your credentials.

Opening Exercises:

Quiz on business attire for an interview/application

1. How many opportunities do you have to make a positive first impression?
2. Describe the value of eye contact and posture in an interview.
3. What personal information should you give in a job interview?

Lecture/Discussion:

Review the quiz and introduce the topic of interviewing skills. Hand out “Dirty Dozen work sheet. Help the students understand the need to know in advance how they will respond to certain questions and situations. Giving students various scenarios, allow them to answer mock interview questions.

Student Exercises:

Students will answer, in pencil, as many of the dirty dozen questions as time will permit.

Homework:

With a job coach, at home, students will practice answering Dirty Dozen questions until responses are immediate and conversational in nature.

Materials:

Handouts

Text: The 2001 What Color is Your Parachute (Bolles, 2001)

Additional Resources

1. "Interviewing" – San Bernardino County Regional Occupational Program
V.K4 p. 195
2. The Best of Career Track - Volume 1, Image and self projection. [Video]
Career Track Publications, Boulder , CO (303) 440-7440
3. *The Only Job Hunting Guide You Will Ever Need* By Kathryn and Ross Petras
(Petras & Petras, 1995)
4. My interaction with resources (LDS, 2003)

Lesson Plan 2

Unit: Interviewing, Salary Negotiations, and Follow-up

Topic: Negotiating the best deal

Goals:

1. Identify - What do I Want?
2. Understand the value of benefits in a job negotiation.
3. Be prepared for job problems before they arise.

Objectives:

Upon completion of this lesson, each student will:

1. List what they want to come out of a job interview with.
2. Describe the monetary value of benefits to a job seeker.
3. Identify problems which might arise in the work place, and how to prepare for them.

Opening Exercises:

Quiz on employment negotiations.

1. Are you willing to work Sundays and holidays? Explain.
2. List what items should be included in a benefits package.
3. Have you ever been given a signing bonus? Would you like one?

Lecture/Discussion:

Review quiz and introduce the topic of negotiations. With the aid of a power point video presentation, introduce students to items that constitute proper negotiations. Facilitate a discussion on problems which might arise in the new work place.

Student Exercises:

Students will complete worksheet to identify various negotiation techniques.

Homework:

Have the students prepare a list of concerns they would need to negotiate during a job interview.

Materials:

Power point projector and presentation

Handouts

Text: My Success (LDS, 2003)

Additional Resources

1. *How to be #1 With Your Boss* By Don Aslett (Aslett, 1993)
Chapter 5 – Your Goals: Raises, Perks and Promotions
2. “Researching the Employer” – San Bernardino County Regional Occupational Program V.K5 p. 196
3. Messmer, M. (1995). Job hunting for dummies. Foster City, CA: IDG Books Worldwide, Inc.

Lesson Plan 3

Unit: Interviewing, Salary Negotiations, and Follow-up

Topic: Follow-up

Goals:

1. Comprehend the advantages of following up after an interview.
2. Recognize proper methods of follow-up.
3. Develop follow-up tools to use after an interview.

Objectives:

Upon completion of this lesson, each student will:

1. List three reasons to follow-up.
2. Select two methods to follow-up after an interview.
3. Write sample thank-you notes.

Opening Exercises:

Film segment on following up.

Lecture/Discussion:

Review film, and introduce the topic of interview follow-up. With the aid of a Power Point presentation discuss some of the key issues. Help the students understand that even though an employer may not solicit these contacts, they are useful in obtaining further considerations.

Student Exercises:

Students will write a sample thank-you note to a past interviewer.

Homework:

Students will purchase an in-expensive package of thank-you notes.

Materials:

Power point projector and presentation

Handouts

Texts: Knock Em Dead 1997 (Yate, 1997)

Additional Resources

1. "Interview Follow-up" – San Bernardino County Regional Occupational Program V K 6h p. 210
2. Messmer, M. (1995). Job hunting for dummies. Foster City, CA: IDG Books Worldwide, Inc.
3. My interaction with resources (LDS, 2003)
4. *What Color is your Parachute* By Bolles (Bolles, 2001)

Four Unit Review and Resource Tour

“When we deal in generalities, we shall never succeed.

When we deal in specifics, we shall rarely have a failure.

When performance is measured, performance improves.

When performance is measured and reported, the rate of performance accelerates.”

Thomas S. Monson

SCANS SKILLS – Self Management, Decision Making, Social,

Lesson Plan 1

Unit: Four Unit Review and Resource Tour of Resources

Topic: Highlights and Assignments

Goals:

1. Remind students of the need to have a positive self-image, and set attainable career goals.
2. Re-emphasize the need to utilize a “30 Second Summary” in the networking process.
3. Reiterate the need to be prepared before an interview, thus reducing the stress of an interview.
4. Stress the importance of using clear and accurate written materials in a job search.

Objectives:

Upon completion of this lesson, each student will:

1. Identify the specific job they would like to pursue and a 3-5 year career goal.
2. Give your “30 Second Summary.”
3. Answer three random questions from the “Dirty Dozen List.”
4. Present an accurate, effective resume for use in a job search.

Opening Exercises:

Take your show on the road.

1. Each student may present examples of job search tools developed during the last two days.

Lecture/Discussion:

Utilizing simple musical instruments, show the advantage of being proficient in all areas of job search.

Student Exercises:

Students will fill out a checklist of job search tools they have completed and feel proficient with, and areas needing work.

Homework:

Students will complete any unfinished assignments.

Materials:

Handouts, musical instruments, CD player, CD – *Disneyland main Street Electrical Parade*.

Text: See References

Additional Resources

1. World Wide Web – Various search engines.
2. San Bernardino County Regional Occupational Program – Career Research and Preparation – Resource Materials
3. Farr, J. M. (1989). The very quick job search. Indianapolis, IN: Jist Works, Inc.
4. Messmer, M. (1995). Job hunting for dummies. Foster City, CA: IDG Books Worldwide, Inc.

Lesson Plan 2

Unit: Four Unit Review and Tour of Facilities

Topic: Resources

Goals:

1. Identify resources available to job seekers utilizing the Colton LDS Employment Resource Center.
2. Arrange for appointments to utilize resources.
3. Encourage use of stake and ward employment specialists in job search.

Objectives:

Upon completion of this lesson, each student will:

1. Be able to list resources available for job seekers.
2. Set appointments for resume, interview, and technical assistance.
3. Contact stake and ward employment specialists and include them in networking and job search.

Opening Exercises:

Tour of facility.

Lecture/Discussion:

Pass out wish list of resources and needs.

Student Exercises:

Students will complete wants and needs list and set appointments for further assistance.

Homework:

Complete all unfinished assignments and be prompt for all appointments set.

Materials:

Handouts

Text:

Additional Resources

1. Price Pritchett series (15 pamphlets), Dallas Tx. 1-800-992-5922
2. Bolles, R. N. (2001). The 2001 what color is your parachute. Berkeley, CA. Ten Speed Press.
3. Messmer, M. (1995). Job hunting for dummies. Foster City, CA: IDG Books Worldwide, Inc.
4. *Job Search Series*, (Six films and work books) By ECLECON, Salt Lake City, UT – (801) 645-7447

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