

Getting Hired

A Trainer's Manual for Conducting a Workshop for Job-Seekers with Disabilities



International
Labour
Organization



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**A Trainer's Manual for Conducting a Workshop
for Job-Seekers with Disabilities**

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Preface

Teaching people the skills they need to find their own jobs can be empowering for both trainers and trainees. The ILO's *AbilityAsia* programme has published *Getting Hired: A Trainer's Manual for Conducting Workshops for Job-Seekers with Disabilities* to help trainers help people with disabilities get hired by teaching job-seeking skills.

This manual is designed for job placement or employment officers, social workers, staff who work at organizations of and for people with disabilities and others who want to provide job-seeking skills training. The manual has a special emphasis on people with disabilities since they face specific barriers to entering the labour force, however the job-seeking skills that are the basis of the curriculum are the same for any job-seeker and therefore the job-seeking training workshops that are offered can be for both disabled and non-disabled persons.

The companion *Getting Hired: A Guide for Job-Seekers with Disabilities* (referred to simply as "the guide" or "guide for job-seekers") should be used along with the this trainer's manual when workshops are offered. Both the trainer's manual and the job-seekers' guide can be downloaded from www.ilo.org/abilityasia or www.ilo.org/employment/disability.

The guide can be used independently if training workshops are not feasible; however most job-seekers with disabilities will benefit from some training in job-seeking skills.

The guide and trainer's manual were originally developed for use in ILO projects in Tanzania and Kenya during the 1990s, but have been updated and adapted for use in Asia and the Pacific. They were field-tested in Africa but have also been used in some Asian countries in the former formats. This updated version of the trainer's manual was reviewed by employers and job placement experts from a number of different countries in Asia.

Getting Hired: A Trainer's Manual for Conducting Workshops for Job-Seekers with Disabilities also has relevance to other regions of the world besides Asia and the Pacific. And, since job-seeking practices can vary within the region, guidance on how to tailor the curriculum to national or local practices is provided in Appendix I.

This training manual takes on increased importance as the attitudes about disabled persons are changing. People with disabilities are no longer viewed as requiring protection and care; they are seen as individuals who have rights, including the right to access training and employment. With preparation and training, it has been proven time and again by employers who hire people with disabilities that the overall performance, productivity and safety records of disabled persons is on par with those of their non-disabled peers.

Further, the right to meaningful, decent work is guaranteed in a number of international instruments. Most recently, the United Nations General Assembly adopted the Convention on the Rights of Persons with Disabilities, which entered into force on 3 May 2008. It is now being signed and ratified by many countries around the world and those who have ratified it are starting the process of implementation. The ILO Convention concerning Vocational

Rehabilitation and Employment (Disabled Persons), 1983 (No. 159) promotes equal treatment and equal opportunity for people with disabilities in work and training situations. The ILO Code of Practice on Managing Disabilities in the Workplace provides guidance for employers on how to implement these principles in the workplace. At the national level, many countries also have laws to protect the right of people with disabilities to engage in work and to access the services to help them find decent work. To learn more about these instruments and local laws, consult the websites listed in the Section “Useful Websites” in Appendix VII and national ministries of labour, trade unions and disabled persons’ organizations.

The ILO wishes you success in conducting a job-seeking workshop in your country. Hopefully, this trainer’s manual will assist you and that, as a result, many of the workshop participants will be getting hired!



Contents

Preface	iii
1. Purpose and How to Use this Manual	1
1.1 Purpose of the Manual	1
1.2 Organization of the Manual	1
1.3 Organizing a <i>Getting Hired</i> Workshop	2
2. Module One: Introduction to the Workshop	9
2.1 Purpose	9
2.2 Learning Objectives	9
2.3 Trainer Introductions (Presentation)	9
2.4 Purpose (Lecture)	9
2.5 Rules and Expectations (Group Brainstorming and Discussion)	10
2.6 Review the Workshop Objectives and Agenda (Lecture)	10
2.7 Interests, Abilities and Skills - Participant Introductions (Group Activity)	11
2.8 Learning from a Job-Seeker's Experience (Dialogue with a Guest Speaker)	11
3. Module Two: Self-Assessment	12
3.1 Purpose	12
3.2 Learning Objectives	12
3.3 Module Introduction	12
3.4 Relation of Interests, Abilities and Skills to Job Goals (Lecture, Worksheet and Group Discussion)	14
3.5 Relation of Interests, Abilities and Skills to the Job Interview (Short Lecture)	15
3.6 Assessing the Potential Impact of Your Disability (Short Lecture and Group Activity)	15
4. Module Three: Learning about Jobs and Employment Practices	19
4.1 Purpose	19
4.2 Learning Objectives	19
4.3 Module Introduction	20
4.4 The Rights-Based Context – Ways of Promoting Employment for People with Disabilities (Lecture)	20
4.5 The Basic Employment Agreement (Lecture and Activities)	22
4.6 Job Availability, Security and Advancement Opportunities (Lecture and Discussion)	25
4.7 Implications of Employment Practices and Job Market Factors on the Job Search (Optional Small Group Activity)	26
5. Module Four: Preparing Application Documents	27
5.1 Purpose	27
5.2 Learning Objectives	27
5.3 Module Introduction	27
5.4 Using a Personal Data Sheet (Lecture)	28
5.5 Completing Job Applications (Lecture and Group Activity)	28
5.6 What Application Forms Say about Applicants (Large Group Activity)	30
5.7 Preparing a Curriculum Vitae (CV) or Résumé (Lecture and Discussion)	31

6. Module Five: Finding and Responding to Job Openings	33
6.1 Purpose	33
6.2 Learning Objectives	33
6.3 Module Introduction	33
6.4 Locating Job Openings (Large Group Activity)	34
6.5 Ways of Responding - The Basics (Group Activity)	35
6.6 Ways of Responding – Practice (Group Activities)	39
6.7 Homework Exercise: Writing an Introductory Statement for a Job Interview	41
7. Module Six: Job Interviewing	43
7.1 Purpose	43
7.2 Learning Objectives	43
7.3 Module Introduction	43
7.4 Preparing for a Job Interview (Visioning and Group Discussion)	44
7.5 The Job Interview Process (Lecture)	45
7.6 The Job Interview in Action (Demonstration)	46
7.7 What to Do in a Job Interview (Group Activity)	46
7.8 The Interview Introduction (Role Play)	47
7.9 Responding to Questions from the Interviewer (Lecture and Group Activity)	47
7.10 Asking Questions of the Interviewer (Group Activity)	50
7.11 Getting Practice (Optional Role Play)	50
7.12 Following up on the Job Interview (Lecture)	52
8. Module Seven: The Employer’s Perspective	53
8.1 Purpose	53
8.2 Learning Objectives	53
8.3 Module Introduction	53
8.4 The Employer’s Perspective (Dialogue with a Guest Speaker)	53
9. Module Eight: Starting the Job Search	55
9.1 Purpose	55
9.2 Learning Objectives	55
9.3 Module Introduction	55
9.4 Organizing the Search (Group Discussion)	55
9.5 Action Planning (Lecture and Individual Activity)	56
9.6 Workshop Summary and Follow-Up (Lecture)	57
9.7 Evaluation of the Workshop	57
9.8 Closing	57
Appendices	58
Appendix I: Tips for Adapting this Manual to Your Country	59
Appendix II: Sample Workshop Agenda	61
Appendix III: Trainer Preparation Checklist	62
Appendix IV: Sample Résumé	65
Appendix V: Sample Letters of Application	66
Appendix VI: Training Adults – Techniques and Tips	68
Appendix VII: Useful Websites	74
Appendix VIII: Certificate of Participation	76
Appendix IX: Worksheets	77
A Word of Thanks	94

Purpose and How to Use this Manual

1.1 Purpose of the Manual

The purpose of this manual is to assist disabled persons' organization (DPO) staff, employment placement officers, Community Based Rehabilitation (CBR) workers, social workers and others in conducting a job-seekers' training workshop for people with disabilities. It provides the necessary information about how to prepare for the workshop, what to cover, suggested training activities and sample worksheets and examples.

The purpose of the job-seekers' workshop is to assist people with disabilities in finding and keeping employment in the formal sector, including government agencies, private companies and the non-profit sector. It is designed to introduce participants to the basic steps and skills involved in looking for a job. The steps and skills, with the exception of asking for reasonable accommodations, are similar for disabled and non-disabled job-seekers alike. Therefore, classes that are inclusive of all types of job-seekers can be organized. However, people with disabilities often face unique barriers. This manual and the accompanying *Getting Hired: A Guide for Job-Seekers with Disabilities*, which supports the training workshop, addresses the unique barriers and challenges disabled persons face in seeking decent work.

The job-seekers' guide includes similar content to this manual and the information to be covered in the workshop. The guide also includes some additional activities and worksheets. Copies of this trainer's manual and the job-seekers' guide can be downloaded at the publications section of the ILO's regional and global disability websites, www.ilo.org/abilityasia and www.ilo.org/employment/disability.

1.2 Organization of the Manual

Getting Hired: A Trainer's Manual is organised into nine chapters with nine appendices. The first chapter contains the basic purpose, workshop outline and preparations necessary to organize the training event.

Chapters 2 to 9 contain the content and suggested training activities for each training module. Each module in turn includes a statement of purpose, the estimated training time and the learning objectives. A module is divided into sections organized around various topics and associated learning activities. Learning activities include lectures, discussions, individual activities, group activities, role plays and others.

The appendices contain samples of job-seeking documents and guidance for the trainer. Some of the samples will need to be adapted to reflect the local employment market and the needs of the individuals who are targeted for training. The appendices also include sample worksheets that can be copied for use in the workshop, although you may wish to modify some of them to make them more relevant to the local situation first.

Trainers are advised to read through the entire manual before determining what adaptations are required. There is some guidance about how to adapt this manual in Appendix I.

1.3 Organizing a *Getting Hired* Workshop

***Getting Hired* Workshop Objectives**

The objectives of the workshop curricula are to:

- ✎ assist participants in assessing their interests, abilities and skills as they relate to a job goal;
- ✎ teach job-seeking skills such as how to locate and respond to job openings and how to present oneself and conduct a job interview;
- ✎ provide support to job-seekers and to give them an opportunity to discuss some of their problems and concerns.

Workshop Overview

The workshop covers basic information about self-assessment, learning about jobs and employment practices, job seeking and interviewing for a job. The content is designed around the following eight modules.

- Module 1: Introduction to the Workshop
- Module 2: Self-Assessment
- Module 3: Learning about Jobs and Employment Practices
- Module 4: Preparing Application Documents
- Module 5: Finding and Responding to Job Openings
- Module 6: Job Interviewing
- Module 7: The Employer's Perspective
- Module 8: Starting the Job Search

Time

Ideally, the workshop should be presented over two days. However, to accommodate practical considerations (e.g. limited resources, travel constraints, etc.), it may be delivered in one and a half days. A sample two-day agenda is shown in Appendix II. The trainer will need to pay close attention to time to cover all the material. Some trainers may prefer to adapt the timeframes and to extend the training time over several shorter sessions; other trainers may decide to delete some activities to ensure a more relaxed pace within the timeframe they have available. Several activities have been marked as optional and their use will depend on participant needs.

Morning and afternoon breaks of at least fifteen minutes each should be part of the schedule. A midday lunch break of one hour is also essential. Trainers should plan ahead of time when breaks will be scheduled and include them on the agenda. Adjust the timetable to best suit local customs and the needs of the participants.

Audience

The workshop is intended for job-seekers who are looking for jobs independently as well as for those who are working with a placement officer. Although anyone can benefit from developing job-seeking skills, this workshop is particularly designed for people with disabilities who are disadvantaged in seeking employment. Including non-disabled people or other disadvantaged participants to provide for a more inclusive workshop setting is encouraged, although this manual addresses disability-specific issues.

A disadvantaged person is anyone who faces a barrier to employment that results in exclusion from the labour market. Barriers may be related to gender, age, youth, lack of work experience, disability or poverty that puts an individual at a disadvantage in competing for jobs. With guidance and improved job-seeking skills, such individuals can develop an advantage. They will learn how to present themselves positively and to stress their abilities.

The materials are tailored specifically to be relevant to the Asian and Pacific labour market. There is guidance for trainers about how to tailor the course further to a specific country in Appendix I.

Number of Participants

The workshop is intended for approximately fifteen to twenty participants. Trainers can experiment with larger or smaller groups. The larger the group however, the more difficult it will be to discuss activities and attend to individual questions and concerns.

Pre-Screening Workshop Participants

If possible, it is useful to determine the job-seeking needs of workshop participants before delivering the training to be sure that all participants are ready for employment. The workshop is not a vocational exploration course; therefore participants should already have a realistic job goal in mind. They should be prepared to find and accept a job after completing the workshop.

Further, it is useful to determine the literacy level of participants and to have some idea about the types of jobs they are seeking before the workshop. For example, those seeking professional jobs will need to know about résumés or curricula vitae (CVs), whereas those who are entering the labour market for non-professional positions may not require such paperwork.

Trainers will need to consider the specific needs of participants with disabilities in their planning and how to make necessary accommodations. Depending on the participant's impairments, trainers may need to consider presenting information both visually as well as orally, hire a sign language interpreter, make materials available in Braille or electronically. Physical access to the workshop facilities should also be considered as well as how to teach slow learners or make adaptations for those with psycho-social disabilities.

The easiest way to pre-screen participants is to hold a short meeting with them, or talk with them or their referral sources over the phone. Ask about their expectations, their previous job search experiences, their goals and job readiness. This will also give the trainer an opportunity to ask about any specific needs the prospective participants may have due to their impairments.

Workshop Adaptations

Time

The material in this workshop can be easily adapted to meet different timeframes such as a series of two-hour classes. It is also possible to expand many of the activities to cover more information, do more activities, include more outside speakers, etc. A number of suggestions on how to change the timing of the workshop are included in the materials as "Trainer Notes".

Content

Certain content items may not be necessary for certain groups of participants. For example, résumés will only be required for individuals looking for certain types of work. If most participants plan to look for factory, non-professional work or jobs in the trades, this section may not need to be covered, depending on local practices. If, by contrast, the participants are college graduates or professionals, discussion of résumés will be essential.

Cultural or Local Differences

As noted, this manual was prepared to meet the needs of job placement personnel and non-governmental organizations primarily in Asia and the Pacific. Since culture influences behaviour and job-seeking practices may vary according to locality, the trainer will need to adapt the curriculum to local cultural and job-seeking practices. For example, in some cultures, direct eye-to-eye contact demonstrates self-confidence; in others, it is a sign of disrespect towards elders or superiors. Similarly, job-hunting practices may vary. As noted, there is more guidance in Appendix I about how to further adapt the materials to suit a specific country.

Accommodating People with Different Impairments

Trainers will need to be alert to their audience both when planning the workshop and conducting some of the learning activities. Adaptations will need to be made accordingly. For example, activities that involve reading or writing will need to be adjusted for those who are visually impaired or unable to read or write. (Requiring two participants to talk to each other about the writing task, or asking a sighted member of the group to write for visually impaired members would be appropriate alternatives.) Activities involving role plays and communication may require that those who are Deaf or hearing impaired to work together and that a sign language interpreter be present.

Trainer Qualifications

It is recommended that two trainers conduct the workshop. Ideally, trainers should be job placement specialists or other individuals who are knowledgeable about the job market and the job-seeking process in their communities. Training skills and knowledge of adult learning principles are also desirable trainer attributes.

If trainers lack job-seeking skills or labour market knowledge, they might assemble an advisory group of volunteers from an employers' association, a professional personnel association, an NGO resource centre or business club such as the Rotary or Lions. In addition, human resource professionals or personnel specialists from companies and representatives from trade unions or government offices related to labour or employment could also be of assistance on such an advisory group. Chambers of Commerce, including local chambers or international ones, such as the American Chamber of Commerce (AmCham) or the European Chamber of Commerce (EuroCham), are often willing to provide people to assist with this kind of activity.

The purpose of the advisory group would be to provide trainers with accurate labour market information and to describe appropriate job-seeking practices in their communities. Such an advisory group would also serve as a pool of prospective guest speakers for the workshop.

Sometimes trainers may lack experience. It will be important to follow the training outline more carefully until the trainers build confidence and gain experience in conducting workshops for adults.

For more information on adult learning principles and training tips see Appendix VI.

Advertising the Course

If participants will be invited personally to the workshop, letters should be mailed out to announce and describe the course and to invite job-seekers to attend. Participants should be advised to bring job-seeking information with them (e.g. certificates, résumés or applications that they have already prepared, etc.) as well as advertisements for jobs they are interested in. Advise participants if they need to bring lunch, pens and paper, etc.

If the workshop is offered to the general public or requires advertisement, consider posters, flyers, public service announcements on television or radio, newspaper announcements, etc. If you issue an open invitation you may need to also advertise contact information and accept only the first twenty applicants to avoid overcrowding. If you are faced with overwhelming demand, keep contact details of people who miss out and schedule a second workshop, if possible. Remember to advertise using a variety of media formats to reach people with all types of disabilities.

The Training Setting

The best place to conduct the workshop will be at a venue near public transport and one with adequate parking for all participants. Ideally, the training room should be equipped with tables so that participants can take notes. Chairs and tables should be moveable to allow participants to form small groups, and to allow chairs to be removed to accommodate wheelchairs. The workshop should be held in a facility that is accessible to those with mobility impairments and to accommodate those with other disabilities. Remember to check the accessibility of toilets, parking and break areas as well as the main training room.

The training room should be large enough to fit all participants comfortably with space to move around. If any of the participants use wheelchairs, you will need a larger space so they can move around easily. Check the air circulation and heating or cooling systems if the latter are needed. In some locations, opening windows may result in external noises that can be distracting.

Materials

A blackboard or whiteboard with the appropriate writing implements or flipchart paper and a stand is a basic minimum requirement to deliver the workshop. During the activities, it will be necessary to list responses to questions posed to the group. Ensure there are enough coloured markers and that they are of three different colours for variety.

For any visual tools such as overhead projector sheets, flipcharts or posters, writing must be clear and readable from the furthest point in the room. To accommodate minor vision impairments, writing may need to be bigger than usual.

Worksheets suitable for reproduction are included in Appendix IX. However, if resources are not available, participants can use a blank piece of paper to record responses or to complete activities. If pre-printed forms are not used, the trainer will need to provide clear directions on how to complete activities or worksheets.

If multimedia materials such as videos, DVDs or PowerPoint presentations on job-seeking topics are available, they can easily be used to supplement the information delivered in the workshop. Remember that this will add additional time to the training.

Companion Guide for Job-Seekers

Try to secure the companion job-seekers' guide, *Getting Hired: A Guide for Job-Seekers with Disabilities*, which has already been described, and distribute copies to all the participants. Points of reference to the guide are noted throughout the Training Outline and it is assumed that workshop participants will have a copy.

Trainer Preparation

The following is a basic overview of preparations needed to conduct the workshop. See also the Trainer Preparation Checklist in Appendix III. In each module, the suggestions for trainer preparation are highlighted in text boxes. Trainer Notes are also highlighted in text boxes for easy reference.

1. Review this trainer's manual thoroughly.

Trainers should ensure they understand all the information and material in the manual. Seek advice from the advisory group, if you have organized one, or from other professionals or experts in business, government or trade unions if certain items require clarification. In some cases, the trainer will need to locate information appropriate to his or her country such as information on labour laws and minimum wages. See Appendix I for more guidance on how to adapt the training course to a particular country.

Review the job-seekers' guide and note how it can be integrated into the workshop.

2. Select the target audience.

Advertise the course or otherwise invite and select participants. Analyze their needs and the adaptations to the curriculum that may be required.

3. Make any required adaptations to the curriculum.

See "Workshop Adaptations" in this Introduction and Appendix I for more information.

4. Personalize the curriculum.

Trainers should add their own personal stamp to the curriculum. Flavour it with stories, anecdotes, proverbs or examples that will add interest to and make the workshop more memorable. Use examples that are meaningful to the participants such as stories about local employers or people with disabilities. Prepare flipcharts or other visual presentations if materials are available. Skits and role plays can also be used. Be creative and make the workshop enjoyable for both the trainers and the participants.

5. Identify two guest speakers for Modules 1 and 7.

The curriculum calls for two guest speakers. The first speaker (Module 1) should be a person with a disability who has been successful in gaining and maintaining meaningful employment in a mainstream business, not in an enterprise specifically for people with disabilities. The speaker should be positive and motivational. Ask the guest speaker to stress the positive aspects of job seeking and finding a job to motivate the participants. He or she can share the struggles faced but also how they were overcome. The overall theme should be motivational, not discouraging.

The second speaker (Module 7) should be a personnel manager or human resource specialist from a company, factory, hotel, government office or other workplace who is willing to discuss hiring tips from the employer's perspective. Again, the guest speaker should be encouraging and also reinforce the course content.

Brief the guest speakers before the workshop to ensure they understand the purpose of their presentations. Give them some information about the workshop and the participants to help them prepare.

Module 6 on the second day of the workshop includes some interview role playing. This activity can be made more realistic for participants by inviting some human resource officers to attend and conduct the practice interviews. Local Chambers of Commerce or business associations may be able to provide people who would be willing to attend and assist with interviews.

6. Create an agenda for the workshop.

The agenda should include, at a minimum, specific topics and the time allocated to each. The names of presenters or trainers may be added. Breaks and lunch should be included on the agenda. Appendix II is a sample two-day agenda.

7. Make arrangements for specific needs.

Such arrangements may include child care, transportation or necessary adaptations for individuals with disabilities.

8. Prepare course materials, handouts, room set-up and refreshments.

See sections in this manual on room set-up and materials. If audio-visual equipment will be used, make certain that it is in proper working order and plan for what to do in the event the equipment malfunctions. Make arrangements for lunch or refreshments, if they are to be provided.

9. Assign sections of the workshop to trainers.

Make training assignments so that each trainer is clear about his or her responsibility and is prepared accordingly. Trainers should be thoroughly familiar with the entire curriculum, not just their sections.

Workshop Follow-Up

Although this workshop is presented as a stand-alone activity, follow-up or the support of a job placement officer is recommended. It would be most useful to provide opportunities for participants to meet again to review workshop content, to develop skills further and to share job-seeking experiences. Regular follow-up sessions are often referred to as a "job club". Job clubs bring groups of job-seekers together to review their job search efforts and to exchange suggestions, advice and job leads. Job-seekers can practice their skills and provide each other with support and assistance. A job club also provides a chance for job placement officers to share information about job openings and to learn more about the individuals who attend.

Module One: Introduction to the Workshop

Estimated Time

One hour.

2.1 Purpose

The purpose of this module is to introduce participants to the trainers, to the workshop and to each other. Participants will start to get an understanding of their interests, abilities and skills.

This module is also designed to begin to motivate and prepare job-seekers for their tasks by introducing them to a successfully employed disabled person with whom they can identify.

2.2 Learning Objectives

After this module, participants should be able to:

- ✎ explain the objectives of the course;
- ✎ describe the experiences of one job-seeker who has found employment.

TRAINER PREPARATION

- Prepare agenda. (See Appendix II.)
- Prepare a visual representation (on board, flipchart, transparency or PowerPoint) of the workshop objectives.
- Review Section 2 “Assessing Yourself” in the job-seekers’ guide.
- Photocopy the Interests, Abilities and Skills Worksheet (Worksheet One).
- Arrange for a guest speaker.
- Brief the guest speaker on his or her role as a motivational speaker. See Section 1.3 for more information.

2.3 Trainer Introductions (Presentation)

Trainers introduce themselves to the participants and present their background and how it relates to job seeking.

2.4 Purpose (Lecture)

Give a brief overview of the purpose of the training, noting sponsors or any other relevant information.

2.5 Rules and Expectations (Group Brainstorming and Discussion)

Rules (Optional)

TRAINER NOTE

Rules or norms will be more necessary if you are planning to meet for more than one session or over an extended period of time than if you have a short workshop.

Since the group will be working together for some time, it is helpful to agree on some rules for how to work together. Provide one or two examples to get them started, such as:

- Be on time.
- Only one person may speak at a time.
- Switch off mobile phones.
- No smoking in the room.

Ask participants to suggest other rules or norms of behaviour for the time you will all spend together. When the list is complete, ask participants to agree to abide by the rules for the duration of the training. Write the rules on the board or flipchart paper so they are visible throughout the workshop. Revisit the rules as needed or add new ones that come up.

Expectations (Small Group Activity)

TRAINER NOTE

It is important to discuss expectations as some participants may think they will be given a job or a job referral as a result of participating in the workshop. Discuss expectations before reviewing the course objectives and agenda.

Ask participants what they expect to get out of the workshop and what they expect to learn. Ask individuals to work in small groups to write up their expectations on a flipchart paper.

Review participants' expectations as a lead into the course objectives. Explain which expectations will be met by the course and which will not.

2.6 Review the Workshop Objectives and Agenda (Lecture)

Review the course objectives and the overall agenda and show how the agenda will meet the expectations and objectives.

2.7 Interests, Abilities and Skills - Participant Introductions (Group Activity)

TRAINER NOTE

Participants sometimes experience difficulty in understanding the difference between an ability (also called an aptitude or talent) and a skill. Stress that abilities or aptitudes make it easier to learn skills. This is what makes it important to understand natural abilities, aptitudes or talents. It is important to select jobs or training programmes based on abilities.

Explain to participants the difference between an interest, ability and skill by using the following.

- An **interest** is something you like or prefer to do. For example, playing football, reading, knitting or making things. Ask people to name some of their interests. Most people want jobs doing things that interest them.
- An **ability** is something you are naturally good at or learn easily. Abilities or talents can be developed through training, but they exist without formal training. For example, some people have good singing voices that can be developed with voice lessons. Other people may be good with their hands, which makes it easier for them to develop skills in carpentry, sewing, assembly or computer repair. Ask the group for other examples of abilities.
- A **skill** is something you have learned to do. For example, reading and writing are skills learned in school; metal working and sewing are skills and so are things like job seeking or preparing legal briefs. Ask the group for other examples.

Getting to Know Each Other and Ourselves: Interests, Abilities and Skills Worksheet (Group Activity)

Ask participants to find a partner, someone they don't already know well. Ask participants to interview their partners, using the Interests, Abilities and Skills Worksheet (Worksheet One). They should fill in the worksheet for their partners, including at least three items in each section. Give them at least ten minutes to complete the interviews. Provide direction and clarification as needed.

When participants have finished, ask them to introduce their partners to the group, by highlighting one of the partner's interests, abilities and skills.

2.8 Learning from a Job-Seeker's Experience (Dialogue with a Guest Speaker)

Introduce a successful person with a disability who is currently employed. The speaker will describe his or her experience and provide personal advice. Allow time for questions, answers and discussion.

Module Two: Self-Assessment

Estimated Time

One hour.

3.1 Purpose

The purpose of this module is to give participants more opportunity to consider their interests, abilities and skills and link these to their job goals.

3.2 Learning Objectives

After this module, participants should be able to:

- ✎ relate their interests, abilities and skills to their job goal;
- ✎ identify some potential impacts their disability may have on their job goal.

TRAINER PREPARATION

- Review Section 2 “Assessing Yourself” in the job-seekers’ guide which corresponds to this module.
- Review Section 4 “Setting Your Job Goal” in the guide for more information about job goals.
- Prepare copies of the Skills Checklist (Worksheet Two) for the exercise in Section 3.4.

3.3 Module Introduction

Introduce the module by reviewing its purpose and learning objectives.

3.4 Relation of Interests, Abilities and Skills to Job Goals (Lecture, Worksheet and Group Discussion)

TRAINER NOTE

In many countries it is not common for people to get a job based on their interests and abilities, but on whatever option is open to them. Traditionally, many rural people have been involved in agriculture. Or people may work in family businesses or learn a particular craft because that is what the village has always specialized in. The concept of being able to choose a job based on interests and abilities may be unfamiliar to some participants and may require explanation.

Refer participants back to their Interests, Abilities and Skills Worksheet (Worksheet One). Explain that it is important to consider interests, abilities and skills when job seeking as one basis for deciding what job to do. It is also helpful to assess interests, abilities and skills in relation to job goals since employers often ask questions about them on job interviews.

Explain that disadvantaged job-seekers face a lot of myths and stereotypes about their skills and abilities. As a job-seeker it is important to ignore these stereotypes and be realistic about skills and abilities.

Explain that people are more likely to be content with their job, achieve success on the job, and stay with a job if it matches their interests, abilities and skills. While there are many other factors to consider in job seeking (such as the availability of jobs, job security, pay, etc.), it is important to consider interests, abilities and skills.

Ask participants to take out their Interests, Abilities and Skills Worksheet. Hand out the Skills Checklist (Worksheet Two) and ask participants to re-visit their interests, abilities and skills and add any others they can think of.

Setting a Job Goal

Explain to the participants that a specific and realistic job goal will help them in their job search. A **specific** goal will help them to decide which employers or job leads to pursue, and to prepare for interviews accordingly. A job goal should also be **realistic**. A realistic job goal should be based on their interests, abilities, skills and the availability of jobs in their communities.

Explain the Sections D and E of the Interests, Abilities and Skills Worksheet and ask them to write and evaluate their job goal in terms of the skills they have or need to achieve the goal. Prepare some examples of goals and ask participants to write their own goal and complete sections D and E of the worksheet.

The trainer should circulate around the room to determine if participants need assistance. Check for participants' understanding of the concepts, and check for individuals who may not be able to read or write well. Provide assistance without bringing it to the attention of the group.

When all participants have identified a vocational goal, ask the group the following question and then discuss their responses.

“Do you have the abilities and skills to do the job you desire?”

- Ask those who respond “yes” to explain. Use their examples to show how interests, abilities and skills relate to job seeking. If they are not good illustrations, tactfully use their examples to explain how it is important to choose jobs based on interests and abilities, or how you can develop needed skills.
- Ask those who respond “no” to explain. Use their examples to illustrate that sometimes it may be necessary to change a job goal (especially if someone lacks the ability to do the job). Other times it may be necessary to develop necessary skills through training. If possible, use the example of someone from the group and briefly describe ways that participants can develop the skills they need, whether through job experience, self-teaching or formal and informal training programmes. Use local examples.
- Ask those who respond “don't know” how they can get more information about their interests, abilities and skills or how they can learn more about the requirements of their job goals.

3.5 Relation of Interests, Abilities and Skills to the Job Interview (Short Lecture)

Explain that self-assessment is important to answering questions at job interviews. It can be used to make positive statements in response to interview questions. (Refer to Exercise 2.3 “What Do I Have to Offer” in the job-seekers' guide.)

Interests, abilities and skills are only some of what job-seekers have to offer employers in terms of the job or jobs they desire. They must also be good workers and have good work habits. Note that these types of general work skills and behaviours will be discussed later in the workshop.

Once someone has in mind a job that meets his or her interests, abilities and skills, he or she can begin seeking that job.

3.6 Assessing the Potential Impact of Your Disability (Short Lecture and Group Activity)

Explain that many people, including some employers, think that someone with a disability will have many difficulties at work, and need a lot of expensive accommodations. This is a myth. Research from a number of different countries proves that the majority of people with disabilities do not need any accommodation to do a job effectively, and the majority of accommodations, when needed, are inexpensive and easy to implement.

Explain to participants that it is important that they understand the potential impact their disabilities may have, so that they are prepared for the job-seeking process. For example, if mobility is a problem, the disabled participant may decide to look for work close to his or her home.

Employers are likely to be worried about the possible impact of disability, so it is important that participants understand the real impact so they can reassure the prospective employer, and address any misunderstandings.

Assessing the Impact of Your Disability (Small Group Activity)

TRAINER NOTE

This activity uses six common types of disabilities. Depending on the participants, you may need to adapt the exercise to include other disability types and sample accommodations to suit the participants. For example, you may want to add psycho-social disabilities, back injuries or seizure disorders to reflect the composition of the group. Take care however to avoid breaching the confidentiality of any group member who may not want a hidden disability known to the group. Some of the websites listed in Appendix VII and their links will provide information for adapting this activity.

Divide participants into groups of five people by asking one participant to say the number "1", the participant next to them to say the number "2" and so on until they reach the number "5". The next person then starts again at number "1". Once every participant has a number, ask all of the number 1s to sit in a group, the number 2s in another group and so on.

Explain to the participants that the groups are going to be assigned different types of impairments (e.g. wheelchair user, visual impairment). Their first task is to identify the possible impacts of the impairments in the workplace.

Write an example on the board or flipchart paper:

Impairment	Possible Impacts
Visual impairment	<ul style="list-style-type: none"> Difficulties moving around the workplace.

Use the six impairments listed below: wheelchair user, mobility impairment, visual impairment, hearing impairment, speech impairment, and learning disability. Give each group two types of impairments. (Each type of impairment can be used by more than one group.)

Give each group a piece of flipchart paper. Instruct the groups that they have five minutes to identify as many possible impacts they can think of for the two impairments they have been given. Ask them to write their answers on the flipchart paper.

After five minutes, explain to the groups that they are now going to identify accommodations to overcome the possible impacts they have written down.

Write an example on the board or flipchart paper:

Impairment	Possible impacts	Accommodations to reduce impact
Visual impairment	<ul style="list-style-type: none"> Difficulties moving around the workplace. 	<ul style="list-style-type: none"> Keep workplace clear and neat and avoid rearranging things unnecessarily and without notifying the visually impaired person.

Give the groups another five minutes to identify accommodations.

When the groups are finished ask them to stick their responses up on the wall. Invite all the participants to circulate around and read the other groups' responses. Facilitate a short discussion, clarifying any issues that are not clear, answering participants' questions, and adding any impacts or accommodations that haven't been covered using the list below.

In the discussion also explain that accommodations should be worked out between the employee and the employer and should be reasonable. For example, if it is possible to move a work task to an accessible work space on the first floor, this might be more reasonable than asking a small employer to install an elevator. The employee should also have a voice in the process, for example, he or she may know the best and most cost-effective software for the computer.

It should also be noted that the impact of disabilities, often referred to as difficulties in the following chart, are often the result of the physical or social environment in the workplace or the society. For example, difficulty getting to work on time usually results from inaccessible transportation.

Note also that there are many other types of disabilities that were not addressed, such as psycho-social impairments, seizure disorders, brain damage and neurological impairments, back injuries, limitations resulting from arthritis and others that also might require accommodations.

Impairment	Possible impacts	Accommodations to reduce impact
Wheelchair user	<ul style="list-style-type: none"> • Difficulties moving around the workplace and using facilities. • Difficulties getting to work on time. • Difficulties joining in social activities held for workers. • Expensive modifications required. • Not able to respond quickly to an emergency situation. 	<ul style="list-style-type: none"> • Provide ramps and wide aisles and doorways. • Keep workplace clear and neat so wheelchair can move around easily. • Reduce the height of tables/workspaces, if needed. (Some wheelchairs use transfer to a regular chair.) • Provide railings and wide doors in bathrooms. • Allow flexible starting times, if needed or help to arrange transport with other employees. • Hold social activities in accessible locations and try to identify inclusive activities. • Work with safety personnel to find easy exits in case of emergencies and identify a “buddy” to help. • Conduct disability awareness training for co-workers.
Mobility impairment requiring an assistive device (stick, crutches)	<ul style="list-style-type: none"> • Difficulties moving around the workplace. • Difficulties getting to work on time. • Difficulties joining in social activities held for workers. • Expensive modifications required. • Not able to get out of workplace in an emergency situation. 	<ul style="list-style-type: none"> • Provide railings on staircases and in bathrooms. • Adapt workplaces as needed by the individual. • Others as appropriate from above list, such as disability awareness training, inclusive social activities, etc.
Visual impairment	<ul style="list-style-type: none"> • Difficulties moving around the workplace. • Difficulties getting to work on time. • Difficulties joining in social activities held for workers. • Expensive modifications required. • May not be aware of or quick to respond to an emergency situation. • Difficulties receiving written information. 	<ul style="list-style-type: none"> • Keep workplace clear and neat. • Have good and clear signage. • Notify if changes are made to the lay-out of the workplace. • Install audible emergency alarms as well as visual. • Use meetings or verbal communication instead of written. • Provide screen reading software or other tools according to needs. • Adapt or reassign unessential work tasks as needed. • Others as appropriate from above lists.

Impairment	Possible impacts	Accommodations to reduce impact
Hearing impairment	<ul style="list-style-type: none"> • Difficulties communicating with managers and co-workers. • Difficulties getting instruction from managers or participating in training situations and meetings. • Difficulties joining in social activities held for workers. • May not be aware of an emergency situation. 	<ul style="list-style-type: none"> • Use written communication, email and even text messaging on cell phones for those who are completely Deaf. Speak directly to the person for those who can read lips. • Provide training in sign language. • Install visible emergency alarms as well as audible. • Others as appropriate from above lists.
Speech impairment	<ul style="list-style-type: none"> • Difficulties communicating with managers and co-workers. • Difficulties joining in social activities held for workers. • Difficulty participating in meetings or training. 	<ul style="list-style-type: none"> • Use written communication, email, or cell phone text messaging, as needed. • Demonstrate patience and respect in trying to understand the person. • Others as appropriate from above lists.
Learning Impairment	<ul style="list-style-type: none"> • Slowness in learning how to do the job. • Slow at work, less productive. • Difficulties in attending meetings, training. • Difficulties fitting in with co-workers. • Extra time required by supervisors in training and supervision. 	<ul style="list-style-type: none"> • Provide instruction in written as well as verbal form. Demonstrate tasks or work whenever possible. • Provide additional time for training. • Assign a willing person as a job coach. • Allocate a "buddy" to help with social adjustment and in an emergency, if needed. • Design creative ways to help with memory and work tasks such as using pictures, checklists or colour coding. • Others as appropriate from above lists.

Module Three: Learning about Jobs and Employment Practices

Estimated Time

One hour.

4.1 Purpose

The purpose of this module is to provide a general orientation to job and employment practices and international instruments promoting employment for people with disabilities. In particular, it deals with employment terms and job market conditions that participants must understand to conduct a meaningful job search.

4.2 Learning Objectives

After completing this module participants should be able to:

- ✎ recognize the basic international instruments that protect the rights of people with disabilities to work;
- ✎ describe the basic employment agreement between an employer and an employee;
- ✎ distinguish between various terms of employment such as casual, part-time, permanent employment and other types;
- ✎ describe methods of compensation, including monetary and benefits;
- ✎ explain job availability, job security and advancement opportunities.

TRAINER PREPARATION

- Review Section 3 “Learning about Jobs and Employment Practices” in the guide.
- If trainers are not aware of local labour practices and laws related to hours, benefits and other employment practices, research them by contacting a job placement service, local employer association, trade union or the appropriate office in the Ministry of Labour.
- If trainers are not already aware about the status, nature and impact of labour legislation and regulations affecting disabled workers, research and include these issues in the training.
- Prepare benefits and their explanations on small pieces of paper for the “Job Benefits” exercise in Section 4.5.
- Review the optional activity in Section 4.7 “Implications of Employment Practices and Job Market Factors on the Job Search” and prepare some job/employer pairs that are relevant to the local job market.
- Add local examples to make the material more relevant and engaging.
- Contact the local United Nations and/or ILO office to see if they have translations of key UN documents in local languages to give to participants.
- Adapt word usage and delivery style to accommodate the listening comprehension level of the group, if it is known.

4.3 Module Introduction

Introduce the module by reviewing its purpose and learning objectives.

4.4 The Rights-Based Context – Ways of Promoting Employment for People with Disabilities (Lecture)

Disability is now increasingly viewed as a matter of human rights rather than as a social welfare or medical issue. The human rights approach promotes integration and inclusion of people with disabilities into mainstream society.

In 2006, the United Nations adopted the Convention on the Rights of Persons with Disabilities (CRPD), which entered into force on 3 May 2008. The CRPD aims to “promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.” Article 27 of the CRPD specifically outlines the rights of people with disabilities to work and to earn a living. It encourages countries to prohibit discrimination and promote employment and self-employment opportunities in all sectors.

For the full text of the CRPD in English see: <http://www.un.org/disabilities>.

The ILO, a specialised agency of the United Nations, is committed to ensuring fair and decent conditions of labour for all people, including people with disabilities. ILO standards aim to promote decent work for all men and women, most basically through the ILO Declaration on Fundamental Principles and Rights at Work (1998). For people with disabilities specifically, there is one Convention concerning Vocational Rehabilitation and Employment of Disabled Persons (No. 159), two Recommendations and, primarily for employers, the ILO Code of Practice on Managing Disability in the Workplace (2002). They call for equal treatment and equal opportunity for people with disabilities in work and training, in inclusive settings whenever possible, and for the provision of vocational rehabilitation services and employment promotion in the regular workplace.

See the Publications section of www.ilo.org/abilityasia for a list of current ILO publications related to disability, including the full text and a summary of the Code of Practice. Other parts of the website provide the text of Convention 159 and the Recommendations.

Many countries have specific legislation designed to protect people with disabilities and promote favourable environments, including work environments. There are various ways that countries can promote employment for people with disabilities. The two key ways are through non-discrimination legislation and employment quotas.

TRAINER NOTE

Modify the following materials depending on the legislation and policies of the country. It is important for job-seekers to know their rights and responsibilities, and to understand what kind of assistance they are entitled to. Encourage job-seekers to contact their local authorities or trade union representatives and request assistance.

Non-Discrimination Legislation (Lecture)

Non-discrimination legislation makes it illegal for employers to reject a job candidate, or fire an employee, or deny benefits, training or promotions simply based on disability. This legislation recognizes that people often discriminate based on personal characteristics such as race, disability or gender and makes it illegal to do so.

Quotas (Lecture)

Quota schemes are a common means of promoting employment of people with disabilities in many Asian and Pacific countries. This policy requires employers with a certain number of employees to hire a specified percentage of disabled workers. For example, in Vietnam three per cent of all workers should be people with disabilities; two per cent is the requirement for heavy and dangerous industries.

Some quota schemes require that employers pay a levy if they do not meet the quota. The resulting resources are often used to adapt the workplaces of employers who comply with the quota requirement or for general activities to promote employment and vocational training for people with disabilities.

Other Support Measures (Lecture)

Some countries provide other forms of support for workers with disabilities or job-seekers with disabilities. For example, many countries provide free or subsidized training and/or financial assistance to employers to make job accommodations for workers with disabilities. Some countries provide free job placement assistance for job-seekers with disabilities.

4.5 The Basic Employment Agreement (Lecture and Activities)

Explain to participants that the basic employment contract calls for employees to perform specific job tasks (usually referred to as job duties or terms of reference) in exchange for a salary or wage. Sometimes benefits are also included.

Job requirements refer to the skills and abilities applicants must demonstrate to carry out job duties. Examples are physical strength or good communication skills. Sometimes jobs may require workers to have resources such as tools or a car. Job qualifications refer to specific training, experience or certificates that applicants must demonstrate to be considered for the job. For example, to qualify for some jobs, it is necessary to have a college degree or to complete a skills test.

Ask one of the participants to share his or her job goal and his or her understanding of the duties, requirements and qualifications associated with that goal. Add to the information as needed. Request another job goal if further explanation is needed.

Terms or Types of Employment (Large Group Activity)

Explain that the terms of employment describe the type of agreement or relationship an employer and employee establish.

What Type of Employment Am I? (Quick Quiz Game)

Organize participants into two teams.

Write up on the board or flipchart paper the five different kinds of employment contracts (temporary, casual, permanent part-time, permanent full-time, contractual).

Explain that you are going to read out a description of a type of employment, and the teams must call out which type it is.

The first team to call out the correct answer will get one point. If they can also provide an example of that kind of job, they will get an extra point. The team with the most points at the end wins.

Read out the following descriptions of the different kinds of work.

1. Temporary employment

I am employment that lasts for a specified period of time, usually a short period such as several months. I can be full-time or part-time and usually I do not come with any benefits. When the agreed upon work period ends, the worker may be extended, laid off or hired on a permanent basis. I am common in the service industries.

2. Casual employment

I am employment for an agreed amount of time such as a few hours, a day, a week or a month. Typically, the employee receives no benefits, only a wage for the period of time worked. I may become a permanent job, but there is no guarantee. I am common in construction, agriculture and other types of manual work.

3. Part-time permanent employment

I am employment of less than a full work week. (The length of the typical work week is determined by local practices or labour laws; for example, in many countries it involves a five-day or forty-hour work week, but trainers should use the local standards.) I may include benefits, depending on local labour laws. I am usually for an unlimited period of time. I am common in the service industries, office work and other areas of work.

4. Full-time permanent employment

I am employment for the full work week and usually involve a formal contract or agreement between the employer and the employee. My type of employment is indefinite, and usually includes benefits in addition to a salary. I am common across many different kinds of industries.

5. Contractual employment

I am employment for a specific task and a specific period of time, according to a contract which lays out the job duties, tasks and pay. I am most common in the consulting field or in service businesses such as home repair.

Ask participants what they think is the most desirable type of employment and why.

Salary and Wages (Lecture)

Explain that when a person is hired for a job, there are various ways of receiving income from that job. People may be paid a daily rate (as with casual or day labourers), an hourly rate according to the number of hours worked or a piece rate. Piece rate means that wages are paid in accordance with the type and number of items made or completed. For example, in tailoring, pay may be based on units of work produced, e.g. the number of trouser legs completed.

Some people receive salaries, which means they are paid a certain amount of money per week, which is often unrelated to productivity. For example, a worker in a shop may receive a salary per month, regardless of the amount he or she sells each month.

Explain that people usually receive their salaries on a weekly, bi-weekly or monthly basis. Note that certain deductions may be taken from the salary. Give examples of common deductions in your country and explain them (e.g. taxes, social insurance, costs of housing at the worksite, costs for uniforms, etc.).

Employers may prefer to transfer salaries into a bank account rather than make cash payments. It may be necessary to discuss with the group how to set up a bank account and how to safely use it. You may need to cover issues such as identity protection, use of cash cards and ATMs.

Job Benefits (Small Group Activity)

Explain that in addition to salary and wages, some jobs include benefits as part of the compensation package. Give an example of a benefit from the list below and describe it.

In preparation for the activity, list each benefit name (below) on a small piece of paper and each explanation on another small piece of paper. Adapt or amend the list to suit the local situation. You will need enough sets of the benefits and explanations to provide a complete set to each group (e.g. if you have five groups you will need five sets).

Organize the participants into groups of approximately five people. Distribute one set of benefits and explanations papers to each group.

Explain to the participants that the activity is to match the benefit name with its explanation. Give the groups ten minutes to work on the activity. Check that each group has matched correctly, explaining any that have caused confusion.

- **Medical leave**
Being paid for absences due to illness or injury.
- **Annual leave**
Being paid for absences for vacation or other purposes, usually must be requested in advance and is not available until the employee has been working with the company for a specified period of time.
- **Paid holidays**
Days off with pay on special days determined locally or by labour laws.
- **Housing or housing allowance**
Being paid for or provided with accommodations.
- **Social security or pensions**
Usually government sponsored, this plan will pay workers a certain amount of money when they retire. Often the worker contributes a certain amount of money to the programme while the employer is also required to make a specified contribution.
- **Transportation allowances**
Money paid to cover the costs of getting to and from work.
- **Meals, uniforms or other allowances**
The provision of food, clothing or tools or the resources for employees to purchase them.
- **Worker's compensation**
Financial and/or medical assistance when an employee becomes sick or is injured on the job.
- **Medical insurance or access to a medical clinic**
A plan to cover costs of sickness or injury. Some larger employers, particularly in manufacturing, provide medical clinics at their workplaces.
- **Maternity leave / paternity leave**
Being paid for a period of leave for parents after giving birth.

- **Other types of insurance or savings plans**
Different types of insurance or savings schemes to help employees manage their lives and their future for retirement, education of children, etc.
- **Bonuses**
Extra money (beyond salary or wages) paid for extraordinary performance, or for special days (Christmas bonus, Chinese New Year bonus).
- **Profit sharing**
A scheme whereby employees can share in the profits of the company.

After reviewing the game, ask participants if they know of any other examples. Record each example on the board or flipchart paper. Then review the additions. Discuss questions and types of jobs in the local area which provide such benefits.

4.6 Job Availability, Security and Advancement Opportunities (Lecture and Discussion)

Explain that job availability is related to being able to get a job or the number of job openings that may be available in a labour market. Job security refers to having stable employment that is not expected to end for a long time. Opportunities to advance or learn new skills are important in your job or career.

Job Availability (Lecture)

The availability of jobs is dependent on the local economy. In a growing economy, jobs are more plentiful. A second factor in job availability is the types of businesses that are in the local area and how those types of businesses or industries are doing. In seaport towns, there are jobs related to shipping, but such jobs will not be found inland. As computers become more common, so are jobs for people skilled in programming or operating them. Are private businesses and government growing? In many countries, governments are cutting back on civil service jobs.

Explain the link between job availability and getting hired: The greater the number of jobs that are available, the better the chances of getting hired. The fewer the jobs, the greater the competition among job-seekers, increasing the importance of skills training.

In most of Asia, the economy is changing, and thus the availability of jobs is also changing. The economies of Asian countries are becoming less dependent on agriculture, and more jobs are available in manufacturing and service industries such as tourism, retail and hospitality.

Job Security (Discussion)

Ask participants what is meant by a secure job. Ask them to think of people they know who have stable jobs, and give some examples.

Make the point that a secure job is one that is stable and where layoffs are unlikely. Positions with stable or growing companies or in fields where growth is expected may have good

security. Some jobs, like temporary or casual labour positions, have little security. Other jobs may lack security because machines are replacing people.

Job Advancement (Discussion)

Ask participants what is meant by job advancement.

Make the point that opportunities to learn new skills and advance on the job may be important to future employment. Some employers train workers on the job or have formal apprentice programmes that offer the opportunity to learn a trade such as carpentry or mechanics. Other jobs may provide opportunities to advance to more responsible positions such as a supervisor or a manager.

4.7 Implications of Employment Practices and Job Market Factors on the Job Search (Optional Small Group Activity)

Develop a list of job/employer pairs that are representative of many different aspects of the local job market and employment practices (e.g. office clerk/government or sewing machine operator/garment factory, etc.).

Divide participants into groups of approximately five people. Give each group several examples of jobs. Ask groups to apply the concepts learned to the different jobs by asking:

- What are the duties, requirements and qualifications of this job?
- What would be the likely terms of employment?
- What is the expected salary or benefits?
- How available is this job in the urban area where the training is taking place? In other cities or towns?
- How secure is the job?
- What are the opportunities for advancement or learning new skills?

Ask the groups to write down their answers and then ask each group to report back.

In processing this discussion and answers, make the following points.

- Note that desirable job factors such as salary, benefits and security make it more difficult to get desirable jobs.
- Jobs that are most desirable in terms of permanence, salary, benefits, security and opportunities for advancement are more likely to require greater abilities, skills and qualifications.
- Note the value in taking jobs that offer opportunities for training, advancement or developing a work history and experience.
- Stress the value of taking a job to meet basic needs for income or benefits.

Module Four: Preparing Application Documents

Estimated Time

One hour.

5.1 Purpose

The purpose of this module is to learn how to prepare job applications and résumés to use for applying for jobs.

5.2 Learning Objectives

After this module, participants should be able to:

- ✎ use a Personal Data Sheet to complete a job application;
- ✎ know how to prepare a neat and complete résumé / curriculum vitae (CV).

TRAINER PREPARATION

- Adapt the Personal Data Sheet (Worksheet Three) if necessary and make photocopies for participants.
- Collect sample blank job applications from local employers to conduct the activities in Section 5.5. The alternate method of presentation of Sections 5.5 and 5.6 will require a prepared job application.
- Discuss with employers and with other professionals how to handle difficult job application questions so participants receive the best guidance in the activity in Section 5.5.
- Prepare a sample résumé to use as part of the activity in Section 5.6 that includes the information dictated by local job-seeking practices. Appendix IV provides an example.
- Make copies of Preparing an Introductory Statement (Worksheet Five) for the homework exercise in Section 5.7.

5.3 Module Introduction

Introduce the module by reviewing its purpose and learning objectives.

5.4 Using a Personal Data Sheet (Lecture)

Explain that most people cannot remember all of the information required on job applications. The Personal Data Sheet is a tool to help applicants complete job applications correctly, quickly and completely.

Distribute blank Personal Data Sheets (Worksheet Three).

Review the Personal Data Sheet, which should contain all the information typically requested on a job application. It should be taken on job interviews or used any time an employer is contacted. Information can be copied from the Personal Data Sheet onto the job application. (This is particularly useful for individuals who have limited literacy skills since it will only require that they copy information.)

Instruct participants to complete the Personal Data Sheet after the workshop (or make this an assignment). Encourage the participants to ask someone with knowledge of jobs and employment practices to review their completed Personal Data Sheet to check for spelling, grammar, completeness, accuracy and appropriateness of the information.

Tell participants they should also have photocopies of certificates or letters of reference prepared and filed with their Personal Data Sheet. If participants are completing the Personal Data Sheet as an assignment, they should bring copies of the certificates and references with them the next day.

5.5 Completing Job Applications (Lecture and Group Activity)

TRAINER NOTE

An alternative way to deliver the content in Sections 5.5 and 5.6 is to prepare a sample application that can be critiqued by the group. In critiquing and discussing the prepared application, all content points should be noted.

Purpose and Information (Lecture and Discussion)

Explain that the job application is a form for recording the applicant's education, work history and skills, health record, references or other pieces of information. Employers often ask applicants to complete an application as part of the hiring process.

Distribute copies of a sample application that is commonly used in the local area and ask participants to review the items of information requested. Review each section of the application form with participants and provide guidance about what should be included. Ensure that participants understand each section and provide clarification where necessary.

Also explain that increasingly, many employers, especially large and multinational employers may ask for or accept applications on their online websites. Share local examples you know of.

Dealing with Disability (Discussion)

Participants are likely to be concerned about whether they should mention their disability on an application. Some people choose not to mention it to avoid any discrimination during the early stages of the interview process. Employers may be unhappy if they find out later that an applicant did not bring up the issue of disability. One way to respond to questions about disability status is to write "Will discuss at interview". Sometimes a simple, straightforward answer that does not create concern may be the best approach. It depends on the employer and the job.

Facilitate a brief discussion about this so that participants can clarify how they will handle it in their individual situation.

Examples of how to handle difficult questions on application forms:

Question:

"Do you have any health problems or disabilities?"

Possible answers:

"I have a slight mobility impairment, but this will have no impact on my ability to do the job."

"I am blind but fully capable of getting around independently and handling the tasks of this job."

These responses explain the nature of the disability in non-medical terms and stresses the ability to do the job.

If the applicant has a mild disability, or doesn't want to disclose his or her disability at this early stage he or she could answer:

"I have no disabilities or health problems that affect my ability to do the job."

"I will discuss further during the interview."

Question:

"Have you ever been injured on the job or made a worker's compensation claim?"

Possible Answer:

"I had a minor injury; now I am completely recovered."

Applicants should not withhold information that puts themselves, their prospective employer or their co-workers in jeopardy or in danger of legal proceedings.

Referees or References (Lecture and Discussion)

TRAINER NOTE

The use of written references is completely dependent on local custom and the type of job or industry. Find out whether written references are commonly used in the local labour market, and which types of jobs require them, prior to the training so you can advise participants. They may or may not be asked for on the job application.

Explain to participants that some employers and many application forms will ask for referees or references and what they are. Explain that a referee is someone who can speak about the job-seekers' skills and experience.

Ask several participants who they would use as referees and why. Make sure they understand that referees should have known them for at least a year. A referee should be someone who will attest to the good character, qualifications and work habits of the job-seeker. Former teachers, employers, instructors and religious leaders make good referees. It is not appropriate to use family members as referees. Ideally, referees should be employed or knowledgeable about jobs and employment practices.

5.6 What Application Forms Say about Applicants (Large Group Activity)

Explain that in addition to giving employers information about the job applicant, they also tell employers about the applicant's work habits. They are, in fact, a work sample.

Ask participants what an application can tell an employer about the applicant, other than the skills, qualifications and experience that are recorded. Make note of answers on the board or flipchart paper. Among other things, participants should recognize that the job application tells the employer about the applicant's:

- neatness;
- ability to follow directions;
- ability to complete tasks;
- ability to read and write;
- grammar and spelling level;
- honesty and accuracy.

Additional Tips (Large Group Activity)

Ask participants for tips or guidelines that are important for completing written or electronic application forms. Write them up on the board or flipchart paper as participants call them out.

Make sure that the following are covered and tailor for online and written applications.

- Use a blue or black pen, if written.
- Use your prepared Personal Data Sheet for accuracy.
- Read and follow directions carefully.
- Print clearly, except if a signature is requested.
- Cross out mistakes neatly or ask for another application if written.
- Be honest.
- Avoid leaving questions blank, since it may appear that you failed to respond. (Write “not applicable” or “NA” if the question is not relevant or other appropriate response.)
- Use positive, businesslike language.
- Use a clean sheet of paper and attach it to the form if you need additional space on written applications.
- Re-read and check information before handing in the form, or pressing “submit” for an electronic form.
- Make sure any attachments to electronic applications are a small file size and relevant to the application.
- Do not attach photos or certificates unless requested.

5.7 Preparing a Curriculum Vitae (CV) or Résumé (Lecture and Discussion)

TRAINER NOTE

Traditionally, curricula vitae were used in the government sector and by academics and résumés were used to get jobs in the private sector. However today most people use these terms interchangeably. For the purposes of this training, treat them as the same thing.

Résumés are usually required for professional and academic positions and for certain types of management and office work. Discuss résumés only if they are relevant to the group or some of its members. At best, time will allow for only a brief introduction. Refer participants to Section 5 “Preparing the Job-Seeking Documents” in the job-seekers’ guide for more information or schedule a separate session to assist in preparing résumés.

Purpose and Content of Résumés (Lecture)

Discuss the purpose of résumés and when they are used. The main purpose of a résumé is to impress an employer so that he or she will want to interview the job applicant. Résumés are attached to letters of inquiry or letters in response to job openings or are delivered to employers in person.

Ask participants what should be included in a résumé. Write answers on the board or flip chart. The list should include, at minimum:

- Name, address and telephone contact
- Education and certifications
- Work history (or voluntary work history)
- Special skills such as foreign languages, computer literacy or ability to work with certain types of equipment, software, etc.

The following items may also be relevant depending on local practices.

- Date of birth
- Marital status and dependents
- Career objective
- Special or sporting achievements
- Hobbies
- References or referee contact details.

Sample Résumé (Modelling and Discussion)

Distribute a sample résumé for participants to review. (See the example in Appendix IV.) Make the following points.

- Do not use the word “I” in a résumé. For example, when describing job duties, write “Prepared payroll” instead of “I prepared payroll”.
- Use action verbs to describe job duties and accomplishments.
- List the most recent job or educational experience first (unless local practice differs).
- Use standard business-size paper.
- Type the résumé and ensure it is free of errors.
- Keep the résumé short; maximum of three pages.
- Stress the importance of careful review before giving a résumé to employers.

TRAINER NOTE

If time allows, ask participants to prepare a résumé using the same format as the sample as an exercise in the training, or set this as an assignment. Ensure that you allow time to review the résumés highlighting good points and making suggestions for improvement. If time does not allow, offer to review participants' résumés at a later date.

Module Five: Finding and Responding to Job Openings

Estimated Time

Two hour.

6.1 Purpose

The purpose of this module is to review sources of job leads and to discuss how to respond to job openings.

6.2 Learning Objectives

After this module, participants should be able to:

- ✎ identify ways to locate job openings;
- ✎ describe how to respond appropriately to job openings.

TRAINER PREPARATION

- Make copies of Responding to Job Leads (Worksheet Four) for the exercise in Section 6.5.
- Prepare sample letters similar to those in Appendix V to use in the activity in Section 6.6. Use the locally acceptable business letter format and make the letters relevant to the groups. Make photocopies for the participants.
- Prepare a role play to present to demonstrate an effective telephone response to a job lead in Section 6.6. Refer to Section 6 in the guide for an example, but develop a different role play presentation.
- Discuss with employers and with other professionals how to handle disability issues when responding to job leads.

6.3 Module Introduction

Introduce the module by reviewing its purpose and learning objectives.

6.4 Locating Job Openings (Large Group Activity)

Ask participants to identify ways to find out about job openings or possibilities. Make a list on the board or flipchart paper. The list should include:

- Stories in newspapers and business publications
- “Help Wanted” signs
- Advertisements in newspapers
- School counselling or job placement offices (at secondary or trade schools, colleges or training centres)
- Government employment and personnel offices
- Special job placement programmes for disabled persons
- Organizations of and for disabled persons
- Personnel or human resource offices of large companies
- Managers or owners of small companies or stores
- Bulletin boards that post job openings (both online and others)
- Trade unions
- Telephone books or business directories (e.g. Chamber of Commerce membership directory)
- Internet job sites (some examples are listed in Appendix VII)
- Employer, professional or trade groups
- Private or public employment agencies (private agencies may charge a fee)
- Non-governmental or community organizations
- Friends, relatives, neighbours and other personal contacts.

Make the following points.

- Be aware that some private employment agencies may charge a fee to the job-seeker for their services; other agencies charge the employer. You must be cautious in using private agencies. You may end up paying a lot of money and still not have a job.
- Do not rely on one source of job leads. Use as many as possible.
- Stress that one of the best sources of job leads is personal contacts. Encourage participants to talk to everyone they know about their interest in finding employment. (Refer to Exercise 6.1 “Building Your Personal Job-Finding Network” in the job-seekers’ guide.)

6.5 Ways of Responding - The Basics (Group Activity)

TRAINER NOTE

Participants are likely to have particular concerns about how to deal with their disabilities or other personal characteristics or aspects of their job histories that could adversely affect their chances of getting a job. Try to anticipate the concerns the members of your group are most likely to have. These concerns, such as having a disability, health problem or having been fired, need to be discussed in the workshop. Options, and the specific pros and cons of each option, should be discussed. For example, some applicants may not want to disclose their disabilities on a job application. Make sure they are aware of the implications of this decision.

Trainers should seek the advice of local human resource professionals and disabled persons as well as disability employment experts about how to handle the specific concerns of people with disabilities in local job markets. Ask for their professional opinions about the possible responses that are discussed in this section and which approaches they would recommend. Their advice should be shared with the participants to enable them to make educated decisions.

Ways of Responding to Job Opportunities (Group Activity)

Explain to participants that there are generally three ways to follow-up on the different kinds of job openings: by letter or email, by telephone and in person. Explain that the participants will now examine each of these three methods in small groups.

Put participants into groups of five to six people. Ask each group to choose one member to report back to the group (preferably someone who has not yet spoken) and one member to take notes.

Each group will discuss one of the ways of responding to job advertisements (in writing, by telephone, in person). Note that if you have more than three groups, two groups can work on the same issue. Hand out the appropriate worksheets (Worksheet Four, Parts A, B and C) to the groups. Give them fifteen minutes to complete the worksheet. Circulate around the groups clarifying and assisting when necessary.

After fifteen minutes, ask each group to report back their findings. (If you have more than one group working on the same issue, ask the second group to add any new points they have rather than repeating points.)

Facilitate a discussion and add any additional points the groups have not come up with. Ensure that the groups have covered all the information below in their discussions.

Method 1: Responding by Letter or Email

Content of a Letter or Email

The letter or email should:

1. introduce the applicant to the employer;
2. state the type of work being sought;
3. state how the applicant learned about the job;
4. describe his or her qualifications;
5. express interest in interviewing for the job;
6. provide contact information;
7. include copies of diplomas or certificates if needed.

Tips for Responding by Letter

The list should include ideas related to both content and appearance. The letter should:

- be neat and clean;
- be typewritten;
- read easily;
- use correct grammar and spelling (If using a computer, use the spell check and grammar function.);
- be logically written;
- use the correct business format;
- include all necessary information;
- be one page or less.

Note the importance of having someone else review the letter. It is difficult to find your own mistakes.

Dealing with Disability When Responding by Letter

Participants will probably have questions about whether to mention their disability in the letter. They should remember the following points.

- It is a personal choice whether to mention the disability or not. If the impairment is mild and does not require any job accommodations, then many people choose not to mention this in order to avoid jeopardising their chances of getting a job. See Section 6 “When and How to Tell an Employer about Your Disability” in the accompanying job-seekers’ guide for more tips.
- If the job-seeker chooses to mention disability in a letter, make it positive e.g. “I have vision difficulties; however I have learned to use text to speech software on the computer, which I find faster than normal reading and typing”.
- Suggest to participants to seek out other people with disabilities and disabled persons’ organizations to get advice about when and how to mention disability issues.

Note that this discussion of letter writing pertains to responding to a job lead. Letters of inquiry are also written to employers asking about job openings and they are structured similarly.

Method 2: Responding by Telephone

Content of the Telephone Call

Example answer for Worksheet 4B.

1. Greet the person who answers the telephone: *"Hello, this is Cho-Hee Kim speaking, can I please speak to Mr Kim."*

The job-seeker should ask for the personnel manager, supervisor or individual who is hiring for a given position or for a particular person if the applicant has a contact.

2. Introduce yourself: *"Good morning Mr Kim, my name is Cho-Hee Kim."*
3. State the purpose of your call: *"My friend Eun-Jung Yu works at your factory and she mentioned to me that you may need to hire additional staff. I have recently completed an industrial sewing course, and I am wondering if it would be possible for me to come in to complete an application form, or have an interview to work at Happy Shoes."*
4. Wait for a response.

If Mr Kim responds that all the jobs are filled: *"Thank you very much for your time today. Can I ask when would be a convenient time for me to call again about other opportunities?"*

Tips for Responding by Telephone

Tips should include the following.

- Research the company and the job before you call.
- Prepare what you need to say ahead of time; you may want to write a script.
- Have any papers or information you need in front of you.
- Make sure you are in a quiet place where you will not be disturbed.
- Have a paper and pencil ready or some other way to record information.
- Talk directly into the mouthpiece.
- Speak clearly and cheerfully.
- Listen carefully.
- Avoid making any negative comments about yourself and say nothing negative about others.
- Say thank you at the end of the call.

Dealing with Disability When Responding by Telephone

Having a disability should not prevent participants from contacting employers by telephone. After hearing the suggestions from the group about whether they would mention their disability, facilitate a discussion. The following points should be covered.

- If any participants have a hearing or speech impairment and cannot use the telephone, they can ask a friend or interpreter to make the call and organise a time to meet with the employer in person.
- It is a personal choice whether or not to mention the disability. If the impairment is mild and does not require any job accommodations, many people choose not to mention it in order to not jeopardise their chances of getting a job. See Section 6 “When and How to Tell an Employer about Your Disability” in the job-seekers’ guide for more tips.
- Suggest to participants to seek other people with disabilities and disabled persons’ organizations to get their advice about when and how to mention disability issues.

Method 3: Applying in Person

How to Prepare

Ensure the group(s) working on “applying in person” have included all the following points in their list.

- Research the company and the job possibilities before visiting the workplace.
- Try to find whom to contact and get a name. If the job-seeker was referred by someone, they should use that person’s name. If no name is available, the job-seeker should ask to speak with the personnel manager, human resources manager, supervisor, owner or individual in charge of hiring; whoever is the most appropriate person.
- Prepare appropriate dress and attend to grooming and hygiene.
- Take necessary documents such as a résumé, copies of certificates, etc.

What to Say

Example answer for Worksheet 4C.

- 1) Introduce yourself and state the purpose of your visit: *“Good morning, my name is Cho-Hee Kim. I would like to speak to Mr Kim about current job vacancies.”*

The job-seeker should ask for the personnel manager, supervisor or individual who is hiring for a given position or for a particular person if the applicant has a contact name.

- 2) State the purpose of your visit: *“My friend Eun-Jung Yu works at your factory and she mentioned to me that you may need to hire additional staff. I have recently completed an industrial sewing course, and I am wondering if it would be possible for me to complete an application form, or have an interview to work at Happy Shoes.”*

Job-seekers should greet the person, identify themselves and state the position they are interested in. They should note how they learned about the job, give a brief reference to skills and ask for an application form or an interview.

- 3) Wait for a response.

If Mr Kim responds that all the jobs are filled: *“Thank you very much for your time today. Where can I find advertisements for future jobs with the company? Can I ask when would be a convenient time for me to come again or call about opportunities?”*

Dealing with Disability When Responding in Person

Having a disability should not prevent participants from making visits in person. After hearing the suggestions from the group about whether they would mention their disability, facilitate a discussion. The following points should be covered.

- If the job-seeker has a visible disability then it will be obvious to the employer. In this case, the job-seeker should prepare how he or she will talk about the impairment and be ready to explain the impact it has.
- Job-seekers should explain to the employer if they require any job accommodations.
- Job-seekers should be very positive when talking about their disabilities, and focus on their skills and abilities rather than limitations or impairments.

Refer participants back to the activity in Module 2 on identifying impact and accommodations. Refer participants to Section 6 “When and How to Tell an Employer about Your Disability” in the guide for more tips.

6.6 Ways of Responding - Practice (Group Activities)

Explain to participants that they are now going to do some activities to put into practice what they have just learned about responding to job opportunities.

TRAINER NOTE

The activities below provide an opportunity for participants to practice the three main methods of contacting employers: in writing, by telephone and in person. Doing all these exercises is very valuable for participants, but will take time. If time is limited, choose one or two exercises based on the needs of the participants and local employment practices. For example, if contacting employers by letter is not very common in the local area, but telephone contact is common, then it would be valuable to do the telephone role play.

Evaluate Sample Letters (Small Group Activity)

Put participants in small groups of approximately five people and ask each group to choose one member as a group reporter.

Provide each group with two sample letters; the first should be an effective, well written letter and the other should illustrate a negative approach with several mistakes. (See Appendix V for examples.)

After distributing the letters, instruct one member of each group to read the letters aloud to the other members. The groups should then discuss the good and bad points of each letter.

Allow fifteen minutes for the activity and then call on the group reporters to share the group findings. Lead a discussion about the letters.

When processing the activity, reinforce what was discussed and make it clear that letters should not play on employer sympathies, divulge personal problems, make negative comments about former employers or include anything that creates a bad impression.

A Sample Telephone Response (Modelling)

Trainers should develop a brief role play to demonstrate the flow of a telephone call in response to a particular job lead. The two trainers should play the roles of employer and job-seeker to demonstrate the call.

Ideally, you should use a relevant job that could be appropriate for the participants to apply for. Try to model an effective telephone call. If you make mistakes, note the errors. Discuss with the group the good and bad points of the demonstrated telephone call.

Telephone Role Play (Small Group Activity)

Divide participants into groups of three and then give the groups the following directions.

- Select one person to be the employer, one the job-seeker and the third the observer.
- Ask each job-seeker to choose a job they are going to call an employer about. Assume the job was advertised in the newspaper classified advertisements.
- Explain that the employer should try to act like a real employer as much as possible. The employer should question the job-seeker about their skills and experience for the job.
- Explain that the observer should watch and listen carefully so that he or she can provide feedback to the job-seeker about the good and not so good aspects of the job-seeker's performance.
- Instruct groups to conduct the role plays making a telephone call to an employer about a job opportunity.

- After the role play, give the observer time to share feedback and for the group to discuss the role play.
- Instruct the groups to change roles and repeat until all three people in the group have had a chance to practice all three roles.

The trainers should circulate around the groups and provide feedback to improve the telephone skills of the job-seekers. Highlight positive points of the role plays, and provide suggestions to improve any weaknesses.

At the end of the activity, provide an opportunity for all participants to ask questions or share their experiences of the role play.

6.7 Homework Exercise: Writing an Introductory Statement for a Job Interview.

TRAINER NOTE

This exercise relates to Module 6, which will be delivered on the second day of the two-day training. The activity should be set as a homework exercise for participants. The introductory statement participants prepare in this activity is used in Section 7.7. If the workshop has been amended in such a way that the timing does not allow this to be homework, give participants time to complete this activity during the workshop.

Explain to participants that the next session will focus on job interviewing. Explain that you are going to give them a short homework assignment that they need to complete and bring with them to the next session.

Explain to participants that they have a limited opportunity to make a good impression on the employer. They will be nervous at the beginning of the interview, but if they have a well prepared statement about themselves, this will help them make a good first impression and to overcome nervousness.

Sometimes in a job interview, one of the first job-related things an employer may say is “*Tell me about yourself*” or “*Why have you applied for this job?*”. Responding presents the job-seeker with an opportunity to sell themselves. The job-seeker’s answer to these questions should focus on his or her skills and abilities, and explain why he or she is the best person for the job. Such questions also provide the job-seeker with a chance to present his or her disability in a positive way.

Hand out Preparing an Introductory Statement (Worksheet Five).

Explain to participants that they should first choose a job advertisement or job opportunity that they are interested in. They should then imagine they have been offered an interview for this position. The homework task is to prepare an introductory statement for that interview.

The sample answers below refer an introductory statement for a job as an auto-parts clerk. Read these answers aloud to the participants.

Employer: *"Why have you applied for this job?"*

Effective answer:

"After I finished secondary school, I worked with my uncle in his coffee shop where I was really good with the customers and the inventory. However, I have always worked on old cars. I enjoy working with engines and I have learned a lot by helping the taxi drivers who come to the coffee shop to fix their cars. That's why I decided to apply for this position as an auto-parts clerk. As you can see, I have a problem with my legs and I use crutches to walk; However, this will not be a problem, I can travel by motorbike to get to work, and easily get around the office."

Ineffective answer:

"I was born in the town to the north of the city. My parents were farmers so we were very poor. When I was five I got polio and it affected my legs so that I have had to walk with crutches since then. I had a lot of difficulties at school because the other kids teased me. I have been helping out my uncle in his coffee shop, but it requires a lot of walking and I get tired easily. I want to work in your company as an auto-parts clerk because I think it will be easier."

Ask participants why the second answer is ineffective. Write the responses on the board or flipchart paper. As you put the negative aspect on the board, ask the participants to note what happened in the first reply to make it effective. Make sure participants cover the following points.

- **Ineffective:** Tries to make the employer feel sorry for the job-seeker.
Effective: Stresses his or her positive characteristics, interests and experience.
- **Ineffective:** Gives irrelevant life history and fails to mention work experience.
Effective: Focuses on skills, abilities and life experience as it relates to the job.
- **Ineffective:** Talks about the disability before talking about abilities, skills and experience.
Effective: Discusses interests, abilities, skills and qualifications first.
- **Ineffective:** Is negative about the disability.
Effective: Anticipates and explains concerns employers may have and describes the disability in a non-medical and factual way.
- **Ineffective:** Is negative about a previous job and his or her ability to do it.
Effective: Talks about a previous job in a positive way and stresses what was learned.
- **Ineffective:** Is negative about the position applied for by describing it as "easier".
Effective: Expresses interest in the job and the job tasks and ability to do the work.

Module Six: Job Interviewing

Estimated Time

Three hours (if role plays are included)

7.1 Purpose

The purpose of this module is to prepare participants for the job interview and to provide them with an opportunity to practice job interviewing techniques.

7.2 Learning Objectives

After this module, participants should be able to:

- ✎ describe how to prepare and dress for a job interview;
- ✎ describe the job interview process;
- ✎ identify specific behaviours that will increase their chances of getting hired;
- ✎ explain how to respond effectively to questions;
- ✎ use role playing as a way to practice interview skills.

TRAINER PREPARATION

- Prepare a job interview role play and four signs as described in the activity in Section 7.5.
- Prepare questions and responses for the “What to Say” game in Section 7.9.
- If possible, ask some human resource professionals to attend and help with interview role plays in Section 7.11 or if there is time, the optional role plays. The next module requires an employer speaker, so it may be possible to ask the employer guest speaker to participate in both Modules 5 and 6.

7.3 Module Introduction

Introduce the module by reviewing its purpose and learning objectives.

7.4 Preparing for a Job Interview (Visioning and Group Discussion)

Personal Attributes Employers Are Looking for (Individual Activity)

Lead participants through the following visioning activity by delivering the following script (or a version that you develop) in a slow, soft voice.

“Relax. Sit comfortably in your chair. Let your body go limp. Close your eyes. This is a fantasy activity.

Imagine for a minute that you are in business for yourself, doing something you have always dreamed about. You have worked very hard to develop and build a business.

You have invested time and money. You are succeeding, and now you need help with your business. What type of person do you want to hire? What personal characteristics do you want that person to have?”

Ask participants to imagine what would be important to them. Ask them to open their eyes and to share what the characteristics might be. Record responses on the board or flipchart paper and add more if necessary. Responses might include words such as honesty, conscientiousness, working hard, friendliness, being positive, politeness, etc.

Explain to participants that when they are preparing for an interview it's a good idea to put themselves in the employer's shoes. Think about what kind of person the employer wants to hire. In an interview, they need to convince the employer that they are that kind of person.

Explain that the purpose of the job interview is for the employer and the job applicant to decide if there is a job match. The outcome of the job interview may be a decision to hire on the spot, or the employer may wish to interview others before making a decision. For some jobs, the interview may be long and formal; for others, brief and informal. Regardless of the nature of the interview, the applicant will conduct a better interview if he or she is prepared.

Explain that first impressions are important and that often a hiring decision is made in the first few minutes of a job interview. Preparation and getting off to a good start on the interview are important.

Ask participants what they can do to prepare for a job interview. Record the responses on the board or flipchart paper. Add the following to the list if not included.

- Conduct detailed research about the job and the employer including the requirements of the job, specific qualifications, typical wages, what the employer tends to look for in a job applicant, the type of work the company is engaged in, etc.
- Know exactly where the interview is to be held and how to get there. Plan to arrive early.
- Gather together all necessary job-seeking documents such as a Personal Data Sheet, job references, copies of certificates, résumé, etc. and have clean copies available to leave with the employer.

- Think about what types of questions the employer might ask and how best to respond.
- Consider questions to ask the employer.
- Prepare what to wear and attend to personal hygiene.
- Practice interviewing with a friend. In particular, rehearse introductory comments.

Appearance (Group Problem-Solving)

Draw a line down the board or flipchart paper. Make columns for dos and don'ts. Ask participants to suggest dos and don'ts for how to look on a job interview. Provide an example to get participants started. Include the following on the list.

DO

- dress appropriately;
- wear clothes that are clean and in good condition;
- make sure you are well groomed.

DON'T

- use too much perfume;
- dress too formally;
- wear too much make-up or jewellery (women);
- wear trendy clothes or T-shirts with questionable messages or words.

Make the following points in the discussion and include guidance related to the local area or customs.

- As a general rule, you should dress a little better for the interview than is expected on the job.
- While it's advisable to wear nice clothes, don't dress too formally for the job. For example, if an applicant for a metal worker position wears a suit and tie, the interviewer may think he or she doesn't want to get his or her hands dirty. A suit and tie would be appropriate for many office jobs.
- Clothes do not have to be new, but they should be clean and in good repair.
- Good hygiene and grooming is critical.

Additional discussion questions (optional) might include the following depending on the needs of the group.

- Ask participants what they should do to be well groomed. Responses should include proper bathing, tending to hair, etc.
- Ask participants for examples of jobs they will be applying for and what they should wear on the interview.

7.5 The Job Interview Process (Lecture)

Describe the job interview process using the following four stages of the interview process.

1. Introductions

Applicant: Greets interviewer, introduces him or herself, explains what job he or she is interviewing for and notes if someone referred him or her.

Employer: Responds and takes the lead.

2. Employer Explains Job / Questions Applicant

Employer: Explains the job and usually asks the applicant about his or her abilities and qualifications.

Applicant: Responds to the employer's questions, asks questions related to what the employer says or asks the employer to clarify. Explains how his or her interests, abilities and skills meet job requirements and explains his or her qualifications if the employer does not specifically ask about them.

3. Applicant Questions Employer

Applicant: Asks questions about the job, salary, etc. (The applicant needs to judge when it is appropriate to begin asking these questions. Often, when the employer is finished asking questions he or she may ask the applicant if the applicant has questions.)

Employer: Responds to applicant's questions about the job.

4. Closing

Employer: Indicates when the interview is over. (For example, "Do you have any other questions? We should be making a decision soon.")

Applicant: Asks when a hiring decision is to be made and what he or she should do to follow-up. Thanks the employer for the chance to appear for an interview.

7.6 The Job Interview in Action (Demonstration)

Using the four phases of the process noted (introductions, employer questions applicant, applicant questions employer, closing), the two trainers prepare and demonstrate a role play of a job interview.

Prepare four signs with the names of the phases on them and hold up the appropriate sign as each phase switches to illustrate the shift.

Demonstrate effective job interview behaviours as part of the role play and for use as the basis of subsequent discussions.

7.7 What to Do in a Job Interview (Group Activity)

Ask participants what behaviours are important in order to make a good impression on a job interview. Record the responses on the board or flipchart paper.

Responses should include the following.

- Being on time
- Making a good physical presentation (appearance, dress, hygiene, posture and confident stride)
- Shaking hands and introducing oneself (adhere to local customs for handshaking)
- Appropriate eye contact (adhere to local customs)
- Waiting to be invited to sit down
- Speaking clearly and with confidence
- Answering questions directly and thoughtfully
- Being polite
- Showing interest in the job by showing you have researched the job and company
- Asking appropriate questions.

Note that applicants should not smoke or chew gum during the job interview.

7.8 The Interview Introduction (Role Play)

Ask participants to get out their homework, that is, the introductory statement. (See Section 6.7.)

Set up two chairs at the front for an interview. Ask a volunteer to come to the front to be interviewed by one of the trainers. The trainer should ask "*Tell me about yourself*". The participant will then use his or her prepared statement to respond.

Repeat with another volunteer until all participants have had a turn. If some participants are too shy, do not force them to perform, however, explain that this is a good opportunity for them to practice.

Provide feedback on the statements, focussing on the positive elements and explaining how weaknesses can be improved. Involve other participants in providing feedback after the first one or two when they have a better understanding of the weaknesses and will provide positive feedback.

7.9 Responding to Questions from the Interviewer (Lecture and Group Activity)

Content of Questions (Large Group Activity)

Ask participants to identify specific questions that they think employers might ask. Record the feedback on the board or flipchart paper.

The list should include questions about the applicant's:

- qualifications;
- previous work experience;
- items on an application or résumé;
- knowledge about the company;
- personal strengths and weaknesses;
- skills;
- training;
- disability;
- transportation;
- salary expectations or other requirements;
- etc.

General Principles for Answering Questions (Lecture)

Explain to participants that answering the employer's questions effectively is a chance to "sell" themselves. Selling themselves means letting the employer know what they have to offer to the employer and the job.

Even if the requirements of the job are minimal or the applicant lacks formal skills, he or she still has interests, abilities and skills to offer the employer.

Remind participants of the Interests, Abilities and Skills Worksheet. Refer them to Exercise 2.3 "What Do I Have to Offer?" in the job-seekers' guide. Advise participants that a job interview is not a time to be modest. While applicants do not want to appear boastful, they need to present what they have to offer honestly and directly.

Applicants should be as specific as possible when answering questions, and use real examples to illustrate what they say. Anyone can say "*I am a good team player*"; but it is far better to tell the employer about a situation when the applicant successfully worked on a team.

Describe the following dos and don'ts of answering questions.

DO

- listen carefully;
- ask for clarification if you don't understand the question clearly;
- give yourself time to think before answering;
- speak in a clear voice that can be heard;
- turn off your mobile phone;
- use specific, real examples from your life to illustrate your answer.

DON'T

- ask about salary and conditions too early in the interview;
- try to make the interviewers feel sorry for you because you have a disability.

Refer participants to Section 7 “Interviewing for a Job” in the job-seekers’ guide for more information.

What to Say (Game)

In this game, participants have a chance to ask the trainers a job interview question. Each of the trainers offers a response (one should give a clearly preferable response). Participants say which “applicant” they would hire based on the response and why.

TRAINER NOTE

Two trainers should be involved in this activity. Ideally the questions should come from the participants as that will give the trainers a better understanding about what issues are of particular concern to the participants, and also involve the participants more directly in the training. However, the first few times you conduct the workshop the trainers may prefer to have better control by preparing the questions and an effective and ineffective response for each.

Explain to participants that the game “What to Say” is a way to explore some of the principles related to job hunting.

Follow the process described below to conduct the activity.

- Ask participants to write one job interview question on a piece of paper. Collect the questions.
- Read one of the questions aloud or display it visually.
- Respond to the questions. Each trainer gives a response; one is a good response, the other should be an ineffective response. The questions and responses should be selected to illustrate key points. Examples follow.

Question: *“Why do you want this job?”*

Effective Answer:

“I have heard good things about working at this company. I have completed training in carpentry and I believe I have the necessary skills for this job.”

Ineffective Answer:

“I really need the money and this is the only place with job openings.”

Explain that applicants should take every opportunity to discuss their interests and skills.

Question: *"You don't have any experience. Why should I hire you for this job?"*

Effective Answer:

"I know I don't have any formal work experience, but I have finished my training at the rehabilitation centre with top grades in clerical skills. I helped out in the office at the centre where I answered phones, filed and typed. I have a good recommendation with me from the office manager."

Ineffective Answer:

"Everybody wants experience but no one will give you a chance. Since I am disabled, it's even harder for me. Won't you give me a chance?"

Explain that selling yourself means telling employers what you have to offer, not making them feel sorry for you.

Difficult Interview Questions (Lecture and Modelling)

Continue using the game format to illustrate how to answer some particularly difficult questions.

Question: *"Why haven't you worked in the past three years?"*

Effective answer:

"I was helping my family with the farm and the household since my father fell ill. I took care of planting and harvesting the crops. For the first time, we had enough to sell extra produce in the market."

Ineffective answer:

"I stayed in my home community until my cousins invited me to come to the city."

Explain the importance of showing that you were active, responsible and successful even if you were not formally employed.

Question: *"As a wheelchair user how will you get to work?"*

Effective answer:

"I have a three-wheel motorbike that I use to get around the city. I came here today by motorbike. During my training course I arrived on time every morning. If I'm hired, I am confident that I can get to your office on time."

Ineffective answer:

"I have a lot of difficulties with transport, and I need you to sympathise with me. When it rains I won't be able to come to work."

Explain that persons with disabilities are entitled to equal opportunities and equal treatment, not exceptional treatment beyond a reasonable accommodation. Workers with disabilities still have to meet the employer requirements and regulations.

Refer to Section 7 "Interviewing for a Job" in the job-seekers' guide for additional examples.

Dealing with Disability (Lecture and Discussion)

Explain that if the applicant has a disability, he or she should respond honestly to the employer's questions about his or her impairment. Applicants should stress the ability to do the job and offer to demonstrate, if needed.

If applicants have a visible disability, the applicant may want to bring it up. Employers may feel uncomfortable bringing up the topic but they may be concerned about the applicant's ability to do the job.

When applicants bring up the topic of being disabled, they should do so positively. The following are some examples that could be used.

"You may be wondering how a blind person will be able to get around the factory. I have had mobility training and, within a couple of days, I will be completely acquainted with the factory and will be able to get anywhere I need to be without a problem."

"You may wonder how someone with one arm can operate the metal working equipment. When I was in training, I learned how to operate all of the machines using my one hand and my other arm. If you are concerned, please let me show you."

A person who is Deaf: *"If you show me what to do, I will be able to follow your movements easily. If you want to write something down, I can read and write."*

Refer to the job-seekers' guide for additional examples.

Ask participants to share their personal examples or concerns and discuss the best way to respond.

7.10 Asking Questions of the Interviewer (Group Activity)

Ask participants what questions they might have about a job and list them on the board or flipchart paper. The list may include the following.

- What training and development opportunities are available in this company?
- What is the salary?
- What kind of orientation is available for new employees?
- What performance review processes does the company have?
- What benefits (e.g. social insurance, transportation allowance) are applicable to this job?
- When do you expect to advise applicants of the outcome of the recruitment process?

7.11 Getting Practice (Optional Role Play)

If there is time, ask participants to role play an entire job interview. This is a very valuable activity but is time consuming. For twenty participants, you will need at least forty to sixty minutes for this activity.

If you have human resource experts or employers present, ask them to be the interviewers. This will make it more real for the participants.

Divide participants into groups of three and then give the groups the following directions.

- Select one person to be the employer, one the job-seeker and the third the observer.
- Ask each job-seeker to choose a job they are interested in to role play an interview.
- Explain that the employer should try to act like a real employer as much as possible. The employer should read Section 7 of the job-seekers' guide to select several questions to ask the job-seeker.
- Explain that the observer should watch and listen carefully so that he or she can provide feedback to the job-seeker about the good and not so good aspects of the job-seeker's performance.
- Instruct groups to conduct the interview role plays, remembering all the tips and instructions already covered in the training.
- After the role play, give the observer time to share feedback and for the group to discuss the role play.
- Instruct the groups to change roles and repeat until all three people in the group have had a chance to practice all three roles.

The trainers should circulate around the groups and provide feedback to improve the interviewing skills of the job-seekers. Highlight positive points of the role plays and provide suggestions to improve any weaknesses.

After all groups have finished ask participants to share some of their experiences of doing the role plays. Invite participants to talk about some good practices they saw in the role plays. Invite the participants to talk about any interview questions they found particularly difficult to answer and ask the group to come up with some possible answers. Facilitate a discussion about how to improve interviewing skills. The trainer should discuss how to address any common weaknesses that arose, without embarrassing particular participants.

TRAINER NOTE

If possible, use a video camera to video the role plays. Play back to participants and provide constructive criticism. It is easier for participants to see what they are doing well and what they need to improve through video. However, you must be careful to provide a lot of positive feedback to ensure that the experience is a positive one and does not weaken the job-seeker's confidence. Note that this activity will take approximately three times as long by the time you have replayed the video and provided feedback.

7.12 Following up on the Job Interview (Lecture)

At the end of most job interviews, the employer will provide guidance to the applicant about what will happen next. In particular, the employer will normally advise when the applicant will be told of the outcome of the interview. Explain to participants the importance of following up according to the instructions the employer gave at the end of the interview.

In order to follow up on a job interview applicants can consider the following points.

- Applicants can make a favourable impression by writing a brief thank you note to the employer immediately after the job interview.
- If the applicant fails to hear from the employer within the appointed time, he or she should contact the employer and express continued interest in the job.
- If the applicant does not get the job, he or she should ask about other opportunities or future openings.

Module Seven: The Employer's Perspective

Estimated Time
Forty-five minutes

8.1 Purpose

The purpose of this module is to provide participants with an opportunity to hear from a personnel or human resource professional about what he or she looks for in hiring and what is expected from employees on the job. The module also provides a chance for participants to ask questions of a personnel specialist in a comfortable environment.

8.2 Learning Objectives

After completing this module, participants should be able to:

- describe some of the things that at least one employer looks for in a job applicant and expects from an employee.

TRAINER PREPARATION

- Invite a personnel director or human resource professional to speak at the workshop.
- Brief the human resource professional about the intent of the workshop and what information to cover. It is important that the selected person is positive about hiring people with disabilities; preferably, he or she should have experience hiring or working with disabled people. He or she should present a realistic, but positive view of employers and employment opportunities for people with disabilities.

8.3 Module Introduction

Introduce the module by reviewing its purpose and learning objectives.

8.4 The Employer's Perspective (Dialogue with a Guest Speaker)

Introduce the employer, giving his or her name, title, company and why the guest speaker has come to speak to the group.

The employer should then speak for approximately twenty minutes. Ideally the employer will cover a number of the issues that have been raised in the previous modules. He or she should describe:

- the company, its benefits, the types of contracts or employment agreements used, recruitment process, etc;
- how the company prefers to be contacted (letter, email, phone or in person) and tips for how to make a good impression;
- common interview questions asked and what the interviewer looks for in answers;
- his or her perspective on how an applicant should handle talking about a disability;
- what he or she expects in terms of dress, manner, etc. at a job interview;
- common mistakes people make in job applications/letters and job interviews;
- experience with hiring people with disabilities;
- other points you wish to stress or reinforce.

Questions and Answers (Discussion)

Invite participants to ask questions about the hiring and employment process. If participants do not address questions or issues that came up during the workshop, raise them with the employer.

Module Eight: Starting the Job Search

Estimated Time

One hour

9.1 Purpose

The purpose of this module is to encourage participants to begin their job search. It provides a method for organizing a job search as well as an action plan for immediate activity.

9.2 Learning Objectives

After completing activities, participants will be able to:

- ✎ describe one method of organizing a job search;
- ✎ identify at least one action they will take in each of the next four weeks to begin a job search.

TRAINER PREPARATION

- Prepare copies of the Employer Contact Sheet (Worksheet Six).
- Prepare copies of the Action Planning Worksheet (Worksheet Seven).
- Prepare copies of the Evaluation (Worksheet Eight).
- Photocopy and fill in the Certificate of Completion (Appendix VIII) if it is used.

9.3 Module Introduction

Introduce the module by reviewing its purpose and learning objectives.

9.4 Organizing the Search (Group Discussion)

Fears and Rejection (Large Group Discussion)

TRAINER NOTE

There are no right answers in this activity. The purpose is to engage participants in a discussion of some of the fears that might prevent them from initiating their job search and to discuss the rejection factor, which can stop people from maintaining their job search.

Explain to participants that job seeking can arouse many fears in people and that most people get nervous when they interview for jobs. They may perspire, get shaky or have negative thoughts that they will fail. Share a personal experience or anecdote to illustrate, especially one that might be considered humorous.

Then ask participants to call out some of the fears or things that might make job-seekers nervous and list them on the board. These might include fear of failure, rejection, success, of looking foolish, of discussing their disability, of others learning that they cannot read or write, etc.

Explain that most job-seekers must contact many employers and apply for many jobs before they get hired. It can be very discouraging. To sell themselves successfully, job-seekers must maintain a positive outlook and must confront their fears.

Ask participants to consider ways they can remain positive and overcome their fears during the job-seeking process. Make a list of participant responses on the board or flipchart paper. Some might include the following.

- Working with a job-seeking partner or group that can help you stay positive. (See Section 1 in the job-seekers' guide for more information on this topic.)
- Spending time with people who make you feel good.
- Talking about your feelings with someone you trust.
- Doing something that you are good at or that helps you feel good.
- Working with a group of job-seekers and supporting each other in the process.

Refer participants to Section 8 in the job-seekers guide which discusses techniques for maintaining a positive attitude.

9.5 Action Planning (Lecture and Individual Activity)

Getting Started and Staying Organized (Lecture)

Stress the importance of getting started on the job search. Present the following simple approach as a way to get started.

- Have a clear and specific job goal of what you want to do. (Refer participants to Section 4 “Setting Your Job Goal” in the job-seekers’ guide).
- Select a location where you want to work.
- Begin to identify job leads by contacting the sources suggested in Module 4.
- Start writing, calling or visiting employers. Set a goal to make a certain number of contacts per week.
- Use the Employer Contact Sheet (Worksheet Six) to keep a record of the employers you contact and the next things to do.
- Keep a diary or calendar of what you need to do each day.

Action Planning (Individual Activity)

TRAINER NOTE

The Action Planning Worksheet is a way for participants to identify what was most significant for them about the workshop and make a commitment to action. Encourage participants to improve their job-seeking skills and to initiate a job search. Refer participants to the exercises in the job-seekers guide as a way to improve their skills. Use the discussion following the activity to summarize the workshop and to encourage action.

Distribute the Action Planning Worksheet (Worksheet Seven). Give participants twenty minutes to complete it.

As a way of discussing the activity, ask some participants to share one thing they learned in the workshop and one action they will take after the workshop.

Advise the participants to keep their Action Planning Worksheets as a reminder of what they have learned and what they commit to doing.

9.6 Workshop Summary and Follow-Up (Lecture)

Summarize the workshop by using the participant responses and describing any important points that participants did not include.

Make the following points.

- This workshop was a start in helping to develop skills. Role playing and actually applying for jobs are the best ways to build skills and to get hired.
- Planning and setting goals are important ways to motivate yourself and to evaluate if progress is being made.
- The most important thing to do is to take action and begin the job search.

Inform participants of any follow-up workshops, job clubs or any other related activities.

9.7 Evaluation of the Workshop

Distribute the Job-Seekers' Skills Workshop Evaluation (Worksheet Eight) and ask participants to complete it and hand it in before leaving.

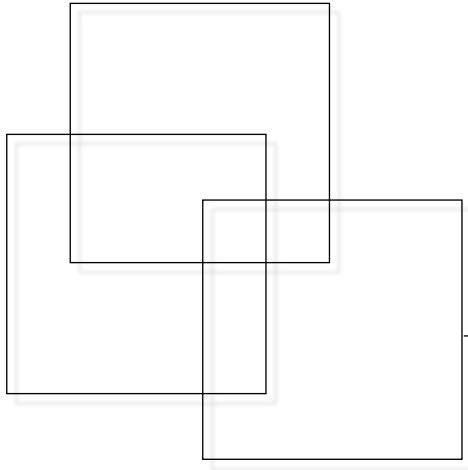
9.8 Closing

Distribute Certificates of Completion (Appendix VIII) to participants.

Make closing comments and invite participants to make any closing comments they wish.

Optional Closing Activity

Go around the room and ask participants to offer one word or phrase of encouragement or advice to inspire fellow participants in their job search.



Appendices



Tips for Adapting this Manual to Your Country

Getting Hired: A Trainer's Manual for Conducting a Workshop for Job-Seekers with Disabilities and the supporting *Getting Hired: A Guide for Job-Seekers with Disabilities* were developed with job-seekers in the Asia Pacific job market in mind. However, the materials can be further modified to be more relevant and appropriate for a specific country or locale. The more the training is tailored to the local situation, the more relevant it will be.

Throughout the manual areas where trainers can include local examples and situations have been highlighted.

In order to tailor this manual to a specific country, trainers will need to do some research and preparation at least a few weeks before the planned training workshop. The key sources of information for you will be the Ministry of Labour (or equivalent), employers' associations, trade unions, chambers of commerce, local employers and disabled persons' organizations.

Tips on how to localise the workshop materials to a particular country:

- Module 1 “Introduction to the Workshop” and Module 2 “Self-Assessment” do not require significant localisation.
- To localise Module 3 “Learning about Jobs and Employment Practices”:
 - Find out about the labour market in your country or locale. Ask employers' organizations or the Ministry of Labour about the main growth industries, how the economy is developing, skills shortages and which industries are growing or in decline.
 - Find out about local labour laws, typical contracting procedures and working conditions. Tailor the information to reflect local labour law and standard benefits for your country.
 - Find out about laws and policies affecting workers with disabilities. What policies aim to promote employment for people with disabilities in your country, what kind of assistance is available to disabled job-seekers and to employers wishing to hire people with disabilities? Are there specific regulations in the labour law affecting workers with disabilities? Your Ministry of Labour, or Ministry responsible for people with disabilities should have this information, as should disability organizations dealing with training and employment.

- To localise Module 4 “Preparing Application Documents”, Module 5 “Finding and Responding to Job Openings” and Module 6 “Job Interviewing”:
 - Get copies of local job-seeking materials; job applications, standard résumés and real or acceptable cover letters. Focussing on the growth industries, talk to employers and employer organizations about their recruiting practices and materials. Try to get copies of job applications, résumés and letters to show participants as examples, and to help you prepare letters and résumés for the activities.
 - Find out about the main recruiting practices in the key growth industries. Talk to chambers of commerce and other employer organizations about how they recruit.
 - Find out about job placement agencies, recruitment companies, recruitment websites and job clubs in the city or town where the training is being held. Make a list to give to participants.
 - Speak to human resource professionals and employers about how to handle issues of disability in job applications and interviews.
 - Get an understanding of the key concerns of local employers when hiring people with disabilities and work with participants in the training to develop ways to reassure employers.
 - Talk to local employers about the types of questions they typically ask of job-seekers. Ask local employers what the main mistakes people tend to make in job interviews, and how to avoid them.
 - Make sure you understand local cultural norms in terms of body language, eye contact and polite behaviour to a superior/employer.
- Module 7 “The Employer’s Perspective” and Module 8 “Starting the Job Search” do not require significant localisation.



Sample Workshop Agenda

Job-Seekers' Workshop

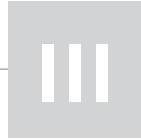
Agenda

Day One

08.00 - 08.15	Registration of participants
08.15 - 09.30	Introduction and Guest Speaker
09.30 - 10.30	Self-Assessment
10.30 - 11.00	Break
11.00 - 12.00	Learning about Jobs and Employment Practices
12.00 - 13.00	Lunch
13.00 - 15.00	Preparing Application Documents
15.00 - 15.30	Break
15.30 - 17.00	Finding and Responding to Job Openings

Day Two

08.00 - 08.15	Welcome and Introduction to Day Two
08.15 - 10.30	Job Interviewing
10.30 - 11.00	Break
11.00 - 12.00	Job Interviewing, Continued
12.00 - 13.00	Lunch
13.00 - 13.45	The Employer's Perspective
13.45 - 14.00	Break
14.00 - 15.00	Starting the Job Search
15.00 - 15.30	Summary and Presentation of Certificates



Trainer Preparation Checklist

Instructions: This checklist can be used by trainers to prepare everything for a job-seekers' workshop. Fill in the target date and person responsible for that task at the beginning of the preparations, the list can then be used to monitor progress.

Pre-Training Preparation

Step 1:	Review the trainer's manual thoroughly.	Date	Who
	- Read through all materials.		
	- List possible changes needed.		
Step 2:	Select the target audience.		
	- Prepare invitation letter. Include in the letter what the trainees should bring with them (e.g. CVs, certificates, job advertisements).		
	- Prepare registration form (if necessary).		
	- Prepare advertisements for workshop (if necessary).		
	- Follow up by telephone to invitees to ensure invitation received.		
	- Retrieve registration forms (if used) or contact invitees to confirm their attendance.		
	- Consolidate list of participants.		
Step 3:	Make any required adaptations to the curriculum.		
	- Speak to employers, NGOs, job placement experts to get more information about the local labour and job market.		
	- Check for local resources (video, brochures, posters etc.) that could be relevant to the workshop.		
	- Two weeks prior to the workshop, finalize adaptations to materials. Speak to employers, NGOs, job placement experts to get more information about the local labour and job market.		
	- Print and compile master copy of training materials.		
	- Send materials for copying (one week prior to workshop): <ul style="list-style-type: none"> • Copies of job-seekers guide • Copies of presentations and visual materials (if necessary). 		

Step 4:	Personalize the curriculum.	Date	Who
	<ul style="list-style-type: none"> - Include any local resources found and information from local resource people/advisory committee. 		
	<ul style="list-style-type: none"> - Prepare and include stories, anecdotes, etc. to make the curriculum more fun. 		
Step 5:	Identify two guest speakers for Modules 1 and 7.		
	<ul style="list-style-type: none"> - Contact local NGOs, disabled persons' organizations, community organizations and employers' organizations to find an appropriate speaker for Module 1. 		
	<ul style="list-style-type: none"> - Contact employers' organizations to find an appropriate speaker for Module 7. 		
	<ul style="list-style-type: none"> - Send invitations to both guest speakers inviting them to participate (two weeks prior to workshop). 		
	<ul style="list-style-type: none"> - Meet with both guest speakers to discuss their role, the overall goals of the workshop and the characteristics of the participants (one week prior to workshop). 		
	<ul style="list-style-type: none"> - Confirm attendance with both guest speakers (two days prior to workshop). 		
Step 6:	Create an agenda for the workshop.		
Step 7:	Make arrangements for specific needs.		
	<ul style="list-style-type: none"> - Visit workshop facilities and check accessibility for people with disabilities. Make any modifications required. 		
	<ul style="list-style-type: none"> - Make arrangements for transport for participants. 		
	<ul style="list-style-type: none"> - Make arrangements for child care (if necessary). 		
Step 8:	Prepare course materials, handouts, room set-up and refreshments.		
	<ul style="list-style-type: none"> - Photocopy worksheets and any other necessary materials for participants. 		
	<ul style="list-style-type: none"> - Prepare copies of companion job-seekers' guide. 		
	<ul style="list-style-type: none"> - Prepare budget for workshop. 		
	<ul style="list-style-type: none"> - Prepare/book for tea breaks (two per day). 		
	<ul style="list-style-type: none"> - Prepare training room and set-up. 		
	<ul style="list-style-type: none"> - Prepare for lunch for participants, or advise participants to bring their own lunch. 		
	<ul style="list-style-type: none"> - Prepare for tea/water in the training room. 		
	<ul style="list-style-type: none"> - Prepare for reception outside class room (first morning): <ul style="list-style-type: none"> • Name tags • Registration sheet • Participants' materials. 		
	<ul style="list-style-type: none"> - Prepare for interpretation (if required). 		

	Prepare equipment.		
	<ul style="list-style-type: none"> - Book/prepare required equipment including: <ul style="list-style-type: none"> • Overhead projector (OHP) • LCD projector (if necessary) • Laptop (if necessary) • Flipcharts • Tape recorder (if necessary). 		
	Prepare stationary.		
	<ul style="list-style-type: none"> - Prepare list of stationary needed: <ul style="list-style-type: none"> • A4 paper • A0 paper (flipchart paper) • Pens • Markers • Name tags • Tape • Scissors • Post-it stickers • Others. 		
	<ul style="list-style-type: none"> - Create a stationary box to keep stationary between training workshops. 		
	<ul style="list-style-type: none"> - Buy necessary stationary (three days prior to training workshop). 		
Step 9:	Assign sections of workshop to trainers.		
	<ul style="list-style-type: none"> - Agree between the two trainers which parts of the training each will do. 		
	<ul style="list-style-type: none"> - Discuss how to organise the activities between both trainers. 		

Sample Résumé

Ms Nguyen Thi Hong Minh
1 Dang Dung Street
Hanoi
Telephone: (04) 123 456
Email: Hongminh@gmail.com

EDUCATION/CERTIFICATIONS

2001-2004 Vietnam National University
Bachelor of Economics (Accounting)
1995-2001 Dong Da Secondary School

WORK EXPERIENCE

2005-2007 A/S Design and Printers, Limited
P.O. Box 4337
Hanoi
Tel. 435 671
Title: Accounts Clerk
Duties: Prepared payroll records and administered payment of cheques for entire office.

2004-2005 Tuong Lai Auditors
130 Kim Ma St
Hanoi
Tel. 430987
Title: Accountant Assistant
Duties: Managed credit control and balanced account books; operated personal computer using dBASE 3 and Excel.

LANGUAGES:

Vietnamese – mother tongue
English – intermediate level reading, writing, speaking



Sample Letters of Application

Sample Letter 1 (Example of an Effective Letter)

Thawatchai Chongdee
Room 108, Srithana Condominium
Soi Srithana, T Suthep, A Muang
Chiang Mai, 50300
Tel. 123 456
Email: chongdeet81@gmail.com

14 January 2007

Khun Siripan Kuna
Managing Director
Thai Silp Manufacturing Company
528 Ratchatewi Rd
Bangkok 10340
Thailand

REF: APPLICATION FOR THE POST OF ACCOUNTANT

Dear Khun Siripan,

This letter is in reference to the accounting job, which was advertised in the *Bangkok Post* of Friday, 11 January 2007. I think I am well qualified for the job having completed CPA I and II in 2005, and having worked in the accounting field since that time. I have always enjoyed working in accounting, and am hard-working and responsible. In my previous jobs I have learned the latest accounting software and I am proficient with Quickbooks and Mind Your Own Business (MYOB).

In February 2005, I secured a job with Thaksin Silk Co., Ltd., where I worked as an Accounts Clerk until September 2007. In October 2007, I joined the One Tambon One Product (OTOP) Information Centre in Chiang Mai, where I work as an Assistant Accountant, often taking on the tasks of the Chief Accountant when necessary. Unfortunately, OTOP is moving offices and reducing its staff. I feel that I am now ready to take on new challenges and additional responsibilities.

Copies of my certificates are attached. I am happy to provide referees, if you wish to talk to any of my previous employers or others who know me.

I look forward to hearing from you. I am ready to come for an interview at any time.

Yours faithfully,

Thawathchai Chongdee

Sample Letter 2 (Example of an Ineffective Letter)

Thawatchai Chongdee
Srithana Condominium
Chiang Mai, 50300
Thailand
Email: pumpingiron@gmail.com

Managing Director
Thai Silp Manufacturing Company
528 Ratchatewi Rd
Bangkok 10340
Thailand

REF: OPPORTUNITY – ACCOUNT CLERK

I am walking by crutch. Dear Mr Sir, I need job to get money and support my old mother and my brother and sisters too.

Please sir, when I saw you advertisement I felt very happy. I ask you please consider me. I am a form four leaver and I have done ACNC I and II and CPA II.

I have a lot of experience in Accounts office. I worked with Thaksin Silk Co Ltd. for two years, then I left and worked with OTOP in Chiang Mai for some months before I had a car accident and because the boss did not like disabled people, he sacked me.

I beg you sir to feel sympathy for I as a disabled person. We disabled are looked down upon but some of us can be very good workers.

Please write back to me soon and tell me when to come for an interview. I wish you could help me.

Yours faithfully,

“Chai”

Training Adults – Techniques and Tips

There are various techniques you can use to train adults. The following methods are described.

1. Explaining or lecturing
2. Showing or demonstrating
3. Learning by doing: Guiding, discovering and practicing
4. Role playing
5. Using questions and assignments
6. Exposure visits.

The more different techniques you can use in your training workshop the better. This makes the training more interesting and fun and people are more likely to learn effectively. Certain techniques are particularly relevant for learning some content, as outlined below.

1. Explaining

Explaining means telling someone how to do something or giving information. Explaining can be done by talking, using sign language or in writing. When explaining is done in a large group it is often called lecturing.

Best Uses

- If your trainee is able to read, it is good to explain both verbally and in writing. If the trainee can write, he or she can take notes.
- Explaining is good for short training periods and useful for trainees that have no prior knowledge of a topic.
- Lecturing is more commonly used in large groups or formal settings.
- Used alone, explaining is not very effective for teaching practical skills. However, explaining while using other methods can be very effective.

Disability Issues

Trainees who have hearing difficulties (completely or partly deaf):

- Use writing, if your trainees can read.
- Use sign language, if you and the trainee know sign language.
- Pictures, drawings and diagrams help trainees to understand more quickly.

Trainees who have seeing difficulties (completely or partly blind):

- Written explanation requires Braille for disabled people who can use Braille.
- If the trainees don't read Braille, read out any printed materials, or record on a tape.
- Large print is useful for people who are visually impaired.

Trainees who have learning difficulties:

- Use simple words and pictures or other visual representations especially for trainees who are illiterate or have difficulties learning.

Tips

- Use simple language.
- Give examples for what you mean.
- Present information and ideas in a logical way.
- Explain in different ways if you can, such as verbally, by writing on a board or by writing and showing at the same time.
- Encourage the trainee to write or draw pictures to represent what is being explained, if he or she is able to do so.
- Interact with the trainee by encouraging or asking questions or starting a discussion.

2. Showing or Demonstrating

Showing or demonstrating is physically doing the activity you want your trainee to learn. Sometimes trainees just observe while the trainer demonstrates. Showing or demonstrating is a good way for almost all groups of people to learn except for those who are blind or visually impaired. Showing is especially important for people who are deaf.

Best Uses

Showing or demonstrating is an especially important training method for teaching complicated tasks or those that have many steps. Tasks with many steps should be broken down into small steps and demonstrated one at a time. You may even want to let the trainee practice or learn by doing in between parts of the demonstrations.

Disability Issues

Trainees who have seeing difficulties:

- For completely or partially blind people you can describe what you are doing as you work.
- You can also use touch or physical guiding (see the method learning by doing below).

Tips

- Plan demonstrations and think about what you want the trainee to learn.
- Make sure you have all the materials and tools at hand.
- Conduct the demonstration more slowly and, if possible, explain as you do it. You can also ask your trainees questions at the same time to make sure they understand.
- Combine demonstration with other methods such as learning by doing.
- Ask trainees to repeat the tasks you demonstrate.
- Praise what they do right and correct what is wrong by showing the right way to do it.
- Repeat the demonstration or show the steps several times if needed.

3. Learning by Doing: Guiding, Discovering and Practicing

Giving the trainee the chance to do a practical task, or learning by doing, is an important way to train. It is also a way to evaluate or test to see if the trainee is learning. A number of learning by doing activities are included in this training manual, such as getting the trainees to develop their career statement during the training, or practice writing a résumé.

There are different approaches to this method.

a. Guiding

There are two ways to guide: verbally or physically. In **verbal guiding** the trainer tells the trainee what to do. The trainer coaches the person through each step of the process. In **physical guiding**, the trainer may physically take the person's hands (or other body part) and take them through the steps. You should always ask the trainee first if you can use physical guiding.

b. Discovering

The trainer creates a situation where the trainee has to figure out or discover what to do. This method is less useful for learning job-seeking skills, but is a very good way of teaching practical skills. An example would be asking participants to critique a poor résumé in order to learn how to create a good résumé, and how to avoid common mistakes.

c. Practicing

Once someone understands how to do a task, the trainer could ask the trainee to practice the task over and over to develop skills or improve speed. Practice sessions are an important part of learning. In these materials we encourage the trainees to practice skills such as interviewing – complex and new skills like this need a lot of practice.

Best Uses

- Learning by doing is an important way to teach and develop practical skills. It is also a way to evaluate how well the trainee has learned.
- Learning by doing can be used on its own or with other training approaches.
- Practice sessions will help improve quality and fluency. It is also a way of measuring progress.
- If the tasks are carefully planned, learning by doing can help build trainees' confidence.

Disability Issues

Trainees who have hearing and/or speaking difficulties:

- Learning by doing is especially suitable for persons with hearing and/or speaking difficulties. It relies on seeing and doing rather than hearing.

Trainees who have seeing difficulties (completely or partly blind):

- Physical guiding is a good way to teach blind people. Let them feel the product or outcome that is expected before they start. You can guide and explain as they try to learn by doing.

Trainees who have learning difficulties:

- Learning by doing is especially important for those trainees who have limited education or difficulties in learning.
- Combine showing and guiding for these trainees. First, break the task down into small steps. Show the step and then guide the trainee through repeating the step, either verbally or by touch. Repeat each step as needed until he or she is able to do it correctly. Then go to the next step, until the process is complete.
- Many repetitions may be needed. It is important to remain encouraging. You will also need to gradually put each step together so the trainee learns the sequence of the steps.

Tips

- Be creative. There are many ways to use learning by doing. Use it as a way to improve learning, to assess progress and to develop speed and quality.
- Give feedback during practice sessions and ask questions. Positive feedback will encourage motivation and confidence. Correcting mistakes prevents the trainee from learning incorrect methods.

4. Role Playing

Role playing is like a game or a skit. It involves setting up a scene, assigning roles and acting out a scene so the trainee can learn something. Role plays are particularly useful for practicing job interviews. The trainer can assume the role of the employer (or get someone else to play this role) and the trainee would act as the job-seeker.

The trainer must carefully design the activity. He or she must also make the roles very clear to the trainees or people playing the roles. The people playing the roles must be encouraged to take it seriously so that the role play is as real as possible.

It is very important to discuss the role play afterwards. Ask trainees what they learned from the experience. Also ask them how they would do it differently next time. You can repeat the role play many times or change it so the trainee can develop his or her skills related to the role play's purpose.

Best Uses

- Role plays are a good way for people to learn new skills, especially those that involve interaction with others. If people are afraid of interacting with others or are shy, it is a good way to learn how to be comfortable and confident.
- Role playing is also suited for teaching a complex series of skills, such as interviewing.
- Role plays are very effective and fun to use in group situations.
- Role plays can be used to test the trainees' understanding. For example, role playing a job interview can provide the trainer with an opportunity to see if trainees have really understood the need to "sell" themselves, and assess their communication skills.
- Role plays can be used to build confidence, break stereotypes and change perceptions.

Disability Issues

- You need to consider how well the trainee is able to communicate with others, because role plays often involve speaking and other communication.
- Role plays may be particularly useful to build social and interactive skills among disabled people who have been socially isolated.

Tips

The following steps are involved in developing a role play.

- 1) Decide what you want to teach through the role play. Create a simple role.
- 2) Define the roles or characters in the play. Consider how many you need and what each should do. The trainee should play him or herself so he or she can have the experience of what to do. Ask other people to play characters or roles in the play.
- 3) Make sure that each person in the role play knows his or her role and the key words to say. You may want to keep certain parts of the specific situation secret from some roles. For example, if you want the trainee to learn how to address their disability, you may want to keep the specific disability of the job-seeker a secret from the employer.
- 4) By the end of the role play, you should ask the trainees what they thought it was about, what they learned and what they would do differently.
- 5) After the discussion, you should conclude by reinforcing the main lesson of the role play.
- 6) You can repeat the role play to develop skills.

5. Using Questions and Assignments

Questions and assignments are often used with other training methods. Using them is a good way to encourage active participation of your trainees and to check what they already know or if they have understood your teaching.

Trainees have to respond independently either by answering a question or completing an assignment given by the trainer. They need to use what they know to find a solution to a problem or practice a task.

a. Using Questions

Questions are an easy form of problem solving and testing the trainee's knowledge. Asking questions is a simple way of finding out if the trainee knows something. It can be useful to incorporate questions into lectures as a way of keeping trainees involved and testing if they understand the material. For example, after presenting a lecture on benefits, you could ask the trainee to explain the range of different benefits that might be included in a government job.

b. Using Assignments

The trainee is given a task to do by him or herself. If you are delivering this training over several sessions, assignments can be used to reinforce the learning and develop the job-seekers' job-seeking materials between sessions. You can set assignments for the trainees such as doing their skills audit and developing a career goal, or writing their résumé. A lot of the exercises in the job-seekers' guide can be used as assignments.

Best Uses

Questions and assignments are best used to help the trainees learn by thinking or doing on their own. This method can also be used to find out if the trainee really understands what to do. They encourage trainees' creativity and initiative.

Disability Issues

- A simple question can be used with most people.
- More difficult assignments or questions with complex stories may only be useful with people who have more educational background.

Trainees who have hearing and/or speaking difficulties:

- You need to consider the trainees' abilities to communicate with others when presenting questions and assignments.

Tips

- Use questions with other training techniques.
- Use simple assignments to test a trainee's understanding.
- Use more complex assignments and questions to build new knowledge.
- Gain experience before you use more complex stories or assignments.

- Consider the trainee's experience level also. Difficult questions and assignments can lead to frustration and failure. Those carefully designed can challenge and build their confidence.

6. Exposure Visits

Exposure visits are similar to the showing or demonstrating method, but they have a broader purpose. An exposure visit or field trip can be a very effective way for trainees to learn about the world of work, and different industries. Exposure visits are usually arranged for a small group of people, but can also be done for individual trainees.

Best Uses

- Exposure visits are a good way for trainees to see the reality of work in different industries and work environments.
- Exposure visits can be a good way to encourage and motivate the trainees.
- Exposure visits work best when they are combined with other training methods such as using questions and assignments.
- Exposure visits are most useful when the trainees have some previous experience so they can understand what is being observed and are able to ask questions. For example, ask the trainees to do some research about the particular industry before visiting the employer, so they can ask appropriate questions.

Disability Issues

You need to consider issues of barriers, transportation, cost and suitability of the place visited for disabled people. The workplace visited should be comfortable with disabled people and deliver positive messages about their ability to do the work.

Trainees with moving difficulties:

- The place visited must be accessible to people with moving difficulties.

Trainees with hearing, seeing, speaking and/or learning difficulties:

- You may need to provide some assistance in explaining what is going on to those who are blind, deaf or slow learners.

Tips

- Consider using a facilitator to provide guidance and ensure learning when an exposure visit is organized for a group.
- Be focused and well-prepared, have a clear purpose and expected outcome.
- Prepare the trainees for the visit. Tell them the goals and what they can expect to see and learn. Coach them on asking questions beforehand.
- Summarize the visit at the end to emphasize what was learned.

This appendix is adapted from ILO, 2008, *Training for Success: A Guide for Peer Trainers*, pp11-23.

Useful Websites

General Information about Employment and People with Disabilities

The ILO's disability programme in Asia and the Pacific, *AbilityAsia*, provides information, resources and a list of publications related to various disability issues in the region.

www.ilo.org/abilityasia

The National Centre for Promotion of Employment for People with Disabilities, India includes information about many issues related to employment for people with disabilities in India, including laws and policies.

www.ncpedp.org

The Job Accommodation Network, United States includes a lot of useful information about how to make reasonable accommodations for different kinds of disabilities.

www.jan.wvu.edu

Disabled Peoples International – Asia Pacific Region (DPI-AP) includes news, information, reports and publications relevant to people with disabilities in the Asia-Pacific region.

www.dpiap.org

Information about Labour Laws and Policies

The *AbilityAsia* website links to relevant laws and policies for many Asian and Pacific countries.

www.ilo.org/abilityasia

Search for the Ministry of Labour in your country for more detailed information about labour laws and policies.

Selected Recruitment Websites

Jobs Database has listings of jobs in Australia, China, India. It has sites in a number of Asian countries. Hong Kong, Indonesia, Korea, Malaysia, Philippines, Singapore, Taiwan and Thailand. It also includes information for job-seekers. English only.

www.jobsdb.com/default.htm

Job Street is one of the largest online job sites in Asia and the Pacific with sites for Malaysia, Singapore, Philippines, India, Indonesia, Bangladesh, Japan, Vietnam. It also has a site specifically for people with disabilities.

www.my.jobstreet.com

jobs4disabled.jobstreet.com (Malaysia only currently.)

Thailand Jobs Database. Thai and English.
th.jobsdb.com/TH/EN/V6HTML/Home/default

Vietnam Works is the largest recruitment site in Vietnam. Vietnamese and English.
www.vietnamworks.com

Jobs Ahead is a recruitment site for India. English only.
www.jobsahead.com

Australian Job Search is the government sponsored recruitment site in Australia.
www.jobsahead.com

China HR is the largest online recruitment site in China. English and Chinese.
www.chinahhr.com

Monster.com is one of the largest online recruiting companies in the world. It has sites in a number of Asian countries.

Hong Kong : www.monster.com.hk

Singapore: www.monster.com.sg

India: www.monsterindia.com

Job Information and Recruitment Websites Specifically for People with Disabilities

The Business Advisory Council Cambodia has a jobs database for people with disabilities and a range of information.
www.bac.org.kh

The Employers Forum of Ceylon is a very active employers' organization promoting recruitment of people with disabilities. The site also includes a database of job-seekers.
www.empfed.lk/employment.htm

Jobs for Disabled in India includes a range of information for job-seekers with disabilities, as well as a database of jobs.
www.jobs4disabled.com

Job Street Malaysia has a specific site for jobs for people with disabilities.
jobs4disabled.jobstreet.com

SHL Solutions offers pre-employment testing for employers. Their site also has free practice tests. English, French, German, Italian, Spanish, Danish, Dutch, Norwegian, Finnish, Swedish, and Japanese.
www.shl.com/shl/en-int

Certificate of Participation



JOB-SEEKING SKILLS WORKSHOP

DATE

THIS CERTIFICATE IS AWARDED TO

**FOR PARTICIPATION IN AND COMPLETION OF
GETTING HIRED, A JOB-SEEKING SKILLS WORKSHOP**

Administrative Sponsor

Job-Seeking Skills Trainer

Job-Seeking Skills Trainer

Worksheets

- Worksheet One: Interests, Abilities and Skills
- Worksheet Two: Self-Assessment Checklist
- Worksheet Three: Personal Data Sheet
- Worksheet Four: Responding to Job Leads
- Worksheet Five: Preparing an Introductory Statement
- Worksheet Six: Employer Contact Sheet
- Worksheet Seven: Action Planning
- Worksheet Eight: Job-Seeker's Skills Workshop Evaluation

Worksheet One: Interests, Abilities and Skills

Instructions: Complete each column with as many items as possible. Ask a job-seeking partner or friend to read your lists and suggest any others they can think of.

A. INTERESTS – The things I like or prefer to do include:	B. ABILITIES – The things I am naturally good at or learn easily include:	C. SKILLS – The things I have learned or have been trained to do include:

D. MY JOB GOAL - I Would like to work as a _____

E. Do your interests, abilities and skills match your job goal? (Circle one) Yes / No

If you do not have the necessary skills, what actions can you take to learn or improve them? _____

Worksheet Two: Self-Assessment Checklist

Instructions: Read the following list of personal and work characteristics and score yourself on each item using the following scale.

1 – Weak 2 – Some skill 3 – Average 4 – Good 5 – Very Good

Skill	Score	Skill	Score
Interpersonal		Teaching & Counselling	
Getting along with people		Explaining concepts	
Listening		Give advice	
Being sympathetic		Inspiring others	
Having sensitivity to others		Demonstrating	
Understanding other people's feelings, situations		Training	
Helping others		Instructing	
Accepting others		Encouraging, coaching	
Cooperating with others		Leading groups	
Providing good customer service		Leadership	
Entertaining		Motivating others	
Motivational		Self-starting	
Motivating individuals & groups		Working without supervision	
Raising funds		Trying new things	
Persuading		Acting quickly in emergencies	
Building teams		Running effective meetings	
Selling (things and ideas)		Identifying and solving problems	
Settling disputes		Adapting to new situations	
Encouraging others		Accepting responsibility	
Promoting others		Making decisions	
Verbal/Written Communication		Coordinating activities	
Expressing ideas		Delegating responsibility	
Communicating clearly		Managing conflict	
Reporting information		Physical	
Speaking clearly		Demonstrating athletic ability	
Writing clearly		Demonstrating strength	
Articulating ideas clearly		Enduring physical activity	
Defining		Displaying good coordination	
Editing		Moving quickly and with agility	
Translating		Driving a vehicle	
Speaking a foreign language			

Skill	Score
Creative & Visionary	
Having insight	
Developing new ideas	
Judging	
Thinking originally	
Showing foresight	
Displaying creativity	
Imagining	
Learning	
Noticing and observing accurately	
Synthesizing	
Remembering things	
Reading and writing	
Questioning and evaluating	
Detail & Completion	
Meeting deadlines	
Editing	
Memorizing information	
Persisting on tasks	
Organizing work	
Proof-reading	
Entering data	
Following complex instructions	
Typing	
Working under pressure	
Keeping records	
Numbers	
Counting and computing	
Using statistics	
Managing money	
Performing accounting and bookkeeping tasks	
Creating and using budgets	
Estimating and appraising	
Hands-On	
Carpentry	
Using tools	
Constructing	
Preparing	
Cooking	
Gardening	
Repairing	

Skill	Score
Administrative	
Filing	
Typing	
Setting & meeting goals	
Being punctual	
Planning	
Setting priorities	
Follow-through	
Managing time	
Meeting goals	
Organizing (self and others)	
Accepting responsibility	
Analysis and Research	
Gathering information	
Synthesizing	
Analyzing	
Categorizing	
Evaluating	
Making decisions	
Drawing conclusions	
Researching	
Imagining alternatives	
Solving problems	
Extracting important information	
Presenting	
Speaking in public	
Performing (singing, dancing, acting, playing instruments, etc.)	
Making presentations	
Helping others enjoy themselves	
Being enthusiastic	
Artistic	
Creating	
Designing	
Making music	
Photographing	
Visualizing ideas	
Performing, acting	
Designing web pages	
Drawing, painting	

Instructions Continued: Now go through the list again. Find the items that you particularly LIKE or ENJOY. Circle these.

When you have finished, look at the items that you have both scored as 4 or 5 and circled. These personal and work characteristics will help you identify your overall strengths and help you to identify a job goal. Write them below.

Instructions Continued: When you have identified the things you are both good at and enjoy, think about experiences you have had where you have used these skills, abilities and characteristics. These experiences may be from work, volunteer activities, family, community activities, training, etc. These experiences provide good examples you can use in application letters and job interviews. Record these experiences below.

Adapted from:

Quintessential Careers.com - http://www.quintcareers.com/transferable_skills_set.html

Dr Daniel J Ryan, (2000), *Job Search Handbook for People with Disabilities*, JIT Works, Indianapolis, p5-6.

Worksheet Three: Personal Data Sheet

The type of information requested on application forms will differ among countries. The most important thing to remember in completing any form is to read it carefully and to answer all items completely and accurately. This Personal Data Sheet will help you to have all relevant, accurate information with you.

Instructions: Complete this form and use it to complete job applications, online applications, letters to employers and résumés.

I. GENERAL INFORMATION	
Name:	Telephone:
Address:	Mobile phone:
	Email address:
Date of birth:	Place of birth:
Identification number:	Marital status:
Number and names of dependents:	
II. EDUCATION	
A. Primary	
Name of school:	
Location:	
Highest level completed:	
B. Post-Primary/Secondary	
Name of school:	
Location:	
Courses taken:	
Dates:	
Qualifications:	
C. Post-Secondary/Trade School	
Name of school:	
Location:	
Courses taken:	
Dates:	
Qualifications:	
D. College/University	
Name of college/university	
Courses taken:	
Dates:	
Qualifications:	

E. Other courses or certificates etc.	
Name of training provider:	
Courses taken:	
Dates	
Qualifications:	
III. EMPLOYMENT HISTORY	
A. Employer	
Name:	
Address:	Employed from: to:
Supervisor:	Telephone:
Job title:	Email:
Description of duties:	Salary:
Special equipment operated/achievements:	
Reason for leaving:	
B. Employer	
Name:	
Address:	Employed from: to:
Supervisor:	Telephone:
Job title:	Email:
Description of duties:	Salary:
Special equipment operated/achievements:	
Reason for leaving:	
<i>NOTE: Attach additional job information on a separate sheet of paper.</i>	

Worksheet Four: Responding to Job Leads

Worksheet 4A – Responding by Letter or Email

Content of a Letter or Email

The purpose of the letter or email is to interest the employer in your skills and qualifications. The desired outcome is for the employer to respond to the letter by contacting you for an interview or to get more information.

Given this, what information should be included in your letter to an employer?

Tips for Letters or Emails

It is important that your letter or email makes a good, positive impression on the employer. What tips for content and appearance can you think of to ensure the employer gets a positive view of you?

How to Handle Your Disability

Would you tell an employer about your disability in an enquiry letter or email?
(Circle one) Yes / No

Explain your answer.

Worksheet 4B – Responding by Telephone

Content of the Telephone Call

The purpose of the telephone call in responding to a job lead is to secure an interview or information about how to apply for the job. Telephone calls also may be used to inquire about job openings or to request information.

Telephone calls follow a simple format. Write a script for the telephone call you would make in the following situation.

Your friend works at Happy Shoes Footwear factory and she has told you that they are hiring because they just received a large order from the United States. She told you that the Human Resource Manager, Mr Kim, will be responsible for hiring new staff.

1. Greet the person who answers the telephone: _____
2. Introduce yourself: _____
3. State the purpose of your call: _____

4. Wait for a response.

If Mr Kim tells you that all the jobs have already been filled, how should you respond?

Tips for Effective Telephone Calls

What can you do to make a good impression on the employer when you are speaking over the telephone?

How to Handle Your Disability

Would you tell an employer about your disability in an enquiry telephone call?
(Circle one) Yes / No

Explain your answer.

Worksheet 4C: Responding in Person

Responding in person is often the most direct way to find out about a job possibility. If you inquire about a job or apply in person, you must be thoroughly prepared; you could be interviewed for a job.

How to Prepare Before Responding in Person

What should you do to prepare before visiting a company?

What to Say during the Visit

Your friend works at Happy Shoes Footwear factory and she has told you that they are hiring at the moment because they just received a large order from the United States. She told you that the Human Resource Manager, Mr Kim, will be responsible for hiring new staff.

You have just finished an industrial sewing course and really want a job. You decide that the best way will be to go and visit the company and try to speak to Mr Kim.

Write the script for your visit to the company.

You are met by the security guard at the gate.

1. Introduce yourself and ask to speak to the relevant person:

The guard shows you to Mr Kim's office.

2. State the purpose of your visit: _____

3. Wait for a response.

If Mr Kim tells you that all the jobs have already been filled, how should you respond?

How to Handle Your Disability

Would you tell an employer about your disability in an enquiry visit? (Circle one) Yes / No

Explain your answer. _____

Worksheet Five: Preparing an Introductory Statement

In a job interview, you have a wonderful opportunity to make a good impression on the employer; however, you will have limited time. At the beginning of the interview you will be nervous, but if you have a well prepared introductory statement, it will help you to make a good first impression and to overcome nervousness.

Usually in a job interview, one of the first questions the employer will ask is *"Tell me about yourself"*. This is your opportunity to "sell" yourself. Your answer to this question should focus on your skills and abilities, and explain why you are the best person for the job. This is also your chance to present your disability in a positive light.

Assignment:

Find a job advertisement, or opportunity that you are interested in. You have been offered an interview for this job.

Prepare an introductory statement that you can use to answer the request *"Tell me about yourself"*. Your statement must be no more than two minutes. Write the statement and practice it to make sure it's only two minutes long.

Here are some examples to help you.

Effective Answer:

"After I finished secondary school, I worked with my uncle in his coffee shop where I was really good with the customers and the inventory. However, I have always worked on old cars. I enjoy working with engines and I have learned a lot by helping the taxi drivers who come to the coffee shop to fix their cars. That's why I decided to apply for this position as an auto-parts clerk. As you can see, I have a problem with my legs and I use crutches to walk. However, this will not be a problem, I can travel by motorbike to get to work, and easily get around in the office."

Ineffective Answer:

"I was born in the town to the north of the city, my parents were farmers so we were very poor. When I was five I got polio and it affected my legs so that I have had to walk with crutches since then. I had a lot of difficulties at school because the other kids teased me. I have been helping out my uncle in his coffee shop, but it requires a lot of walking and I get tired easily, so I want to work in your company as an auto-parts clerk because I think it will be easier."

Worksheet Six: Employer Contact Sheet

Name: _____ Date from: _____ to: _____

Instructions: Use this form to keep a record of all employer or job-seeking contacts.

Date of Contact	Employer's Name, Address and Telephone Number	Position Applied for	Person Contacted	Contact Method (Letter, Telephone, In Person, Email)	Results	Further Action Required

Worksheet Seven: Action Planning

Instructions: Please start this worksheet before you leave the workshop. Keep it as a reminder of what you learned and what you plan to do.

1. What I Learned

The following are some of the most important things that I learned in this workshop.

1. _____
2. _____
3. _____
4. _____

2. What Skills I Need to Improve

The job-seeking skills that I need to improve most are (check those that apply):

- | | |
|--|-----------------------------------|
| _____ Assessing myself | _____ Letter writing |
| _____ Developing a job goal | _____ Using the telephone |
| _____ Researching jobs
and employment practices | _____ Meeting employers in person |
| _____ Completing applications | _____ Job interviewing |
| _____ Developing a résumé | _____ Finding job leads |

3. My Plan to Improve My Skills

In order to improve these skills, I will take the following action.

Within the next week, I will:

1. _____
2. _____
3. _____

Within the next three months, I will:

1. _____
2. _____
3. _____
4. _____

4. What I Will Do to Start My Job Search

I realize that the best way to get a job is to start the job-seeking process. The following is my plan of action to get hired.

Within the next week, I will:

1. _____
2. _____
3. _____
4. _____

Within the next month, I will:

1. _____
2. _____
3. _____
4. _____

Within the next three months, I will:

1. _____
2. _____
3. _____
4. _____

Worksheet Eight: Job-Seeker's Skills Workshop Evaluation

Instructions: Please complete this evaluation sheet as honestly as you can and hand it in to the trainer. You do not need to put your name on it. The information will help to improve future workshops.

Rate each item by circling the appropriate number.

1 - strongly disagree

3 - neutral

5 - strongly agree

1. The workshop will be helpful to me in my job search.	1	2	3	4	5
2. The information was clearly presented.	1	2	3	4	5
3. The activities were useful.	1	2	3	4	5
4. The trainers were effective.	1	2	3	4	5
5. The guest speakers were motivating and informative.	1	2	3	4	5
6. The visuals were effective.	1	2	3	4	5

Please answer the following questions.

1. What did you like best about the workshop?

2. What did you like least?

Additional comments:

Thank you



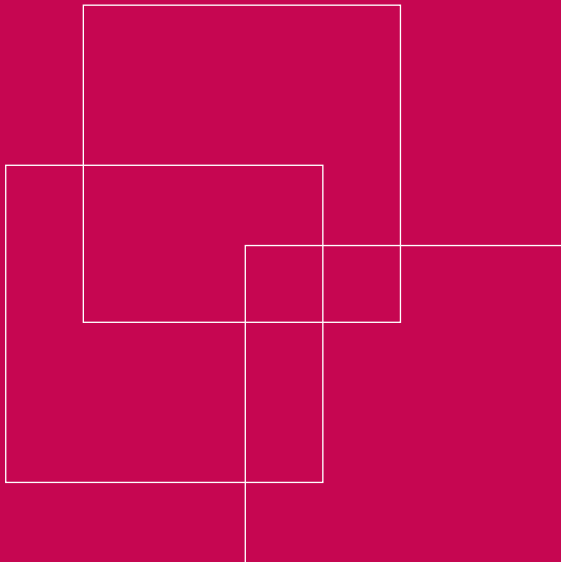
A Word of Thanks

Getting Hired: A Trainer's Manual for Conducting a Workshop for Job-Seekers with Disabilities and the accompanying *Getting Hired: A Guide for Job-Seekers with Disabilities* were initially developed and field-tested by Debra A. Perry in Kenya and Tanzania in 1995. Since their original publication in 1995, the documents have been translated into the local languages for several countries in the Asia and Pacific region, including Cambodia, Sri Lanka and China. This version of *Getting Hired: A Trainer's Manual* was updated by ILO consultant Caitlin Wyndham and tailored to be more relevant for job-seekers with disabilities in Asia and the Pacific. The ILO acknowledges both of them for their hard work in preparing the guide and the manual.

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