



## CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services  
Revised and Expanded Edition

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## EMPLOYMENT SERVICES

*The average resident seeking employment services is age 16 or older, has a high school diploma or GED and has no employment history or a history of sporadic employment. Participation in proven workforce services improves access to jobs with advancement and better earning potential.*

# INTRODUCTION TO EMPLOYMENT SERVICES

The text and tools in this section are designed to help resident services coordinators engage, guide and support community residents in finding out about the world of work, learning about their vocational interests and abilities and preparing to access the services of a workforce development provider. Specifically, the tools in this section can be used to:

- Assess workforce development service providers.
- Identify residents' career interests and skills.
- Provide career guidance.
- Help residents identify and overcome employment barriers.
- Help residents improve their “soft” skills.
- Help residents strengthen their interview techniques.

## RESOURCES AVAILABLE IN THIS SECTION:

1. **Facts on Employment Services:** This fact sheet defines employment services, identifies the typical needs of job seekers who require employment support, lists key employment trends and common barriers to employment and summarizes useful online resources for learning about employment services.
2. **Do Your Residents Need Employment Services?:** This list of key indicators can help resident managers think through the need for an employment services referral strategy. It is a useful starting point before conducting a more thorough analysis of the employment services options available to residents.
3. **Effectively Partnering with One-Stop Career Centers:** Your residents can take advantage of the vocational and educational resources available through the local Department of Labor (DOL) One-Stop Career Center. The Career Centers' services are described in this document.
4. **Tools to Help Residents Choose a Career:** This describes two effective online resources for taking an inventory of someone's career interests. It can be used by resident services staff to guide residents in their selection of colleges and majors, help new workers in making their first career decision and assist adults facing a mid-life career change.
5. **The Client-Intake Process:** This summary of the typical intake process can be used by resident services managers to advise and prepare residents for entry into an employment or welfare-to-work program. It briefly describes the typical components of an intake, including: eligibility, program orientation, data collection, identification of barriers and assets and the development of a career strategy.

6. **Addressing a Client’s Barriers to Employment:** Resident managers can use this checklist to identify employment barriers that job seekers should address in order to successfully obtain and retain employment and make progress in their career paths. It includes eight steps to help resident service coordinators address attitudes or habits that are barriers to employment. Developed by California-based WorkNet Training Services (<http://www.worknetsolutions.com>), this document is used to train employment specialists.
7. **Addressing Negative Background Information During Your Job Search:** By sharing this list of strategies with job seekers, resident services managers can help their residents to present negative background information (such as past drug use or convictions) in the best light.
8. **Introduction to “Soft” Skills:** This is an overview of soft skills, such as communication strategies and interview techniques, why they are important and how to help job seekers to build them.
9. **Sample One-Week “Soft” Skills Curriculum:** By using this curriculum outline to plan training opportunities for job seekers, resident services staff can provide useful advice on such key topics as goal-setting, communication skills, interview techniques, proper attire and appropriate behavior on the job.
10. **Pre-Job Search Checklist:** This checklist, designed by WorkNet Training Services, can help job seekers get organized for an efficient and productive job search. It includes special tasks for recovering addicts, those diagnosed with a mental disorder, ex-convicts and those with young children.
11. **Helping a Job Seeker Prepare for an Interview:** Resident services staff can share this useful guide with job seekers to help them prepare for successful job interviews.
12. **Tips for Success on the Job:** By sharing these lessons, compiled by STRIVE, resident services staff can help job seekers steer clear of problems on the job and position themselves for career advancement.
13. **Seven Ways to Boost Job Retention:** This document provides ideas on how to increase retention rates among residents who prefer not to use the services of an employment services provider.
14. **Group Exercise on Maintaining Employment:** Through this group discussion-based exercise, developed by the National Association on Drug Abuse Problems ([www.nadap.org](http://www.nadap.org)), participants can learn positive ways to handle difficult situations and maintain their employment.
15. **Group Exercise on Common Work-Related Triggers:** This exercise, developed by the National Association on Drug Abuse Problems, encourages participants to select their most common “triggers” and develop new better solutions that can help them to prosper on the job.

# FACTS ON EMPLOYMENT SERVICES

It is important to understand what constitutes employment services, what types of services are generally offered, trends in today's labor market and other related factors when developing resident referral partnerships with an employment services program. This document will provide you with the background information that you need to understand employment services.

## THE FIELD OF EMPLOYMENT SERVICES

The field of employment services consists of a wide array of support services designed to meet the goals of both job seekers and employers. To that end, resources from both the private and public sector are used.

Employment service providers work to ensure that job seekers:

- Possess the skills and attitudes necessary for success in the workforce.
- Obtain and sustain employment.
- Develop and sustain personal financial assets.

Employment service providers work to ensure that employers:

- Can employ and develop a skilled and flexible workforce.
- Successfully compete in the marketplace.

### Job Seekers

The average resident seeking employment services:

- Is age 16 or older.
- Has a high school diploma or GED.
- Has no employment history or a history of sporadic employment.

## EMPLOYMENT TRENDS

According to the U. S. Department of Labor, Bureau of Labor Statistics' report, *Working in the 21<sup>st</sup> Century*:

- The labor force is growing more slowly.
- The labor force is getting older.
- More women are working today than in the past.
- Minorities are the fastest growing part of the labor force.
- Immigrants are found at the high and low ends of the education scale.
- The better educated you are, the more money you make.
- Some jobs with above average earnings do not require a bachelor's degree, but most require substantial training.
- Workers with computer skills are in demand.
- The trend in years spent with an employer is down for men and up for women.
- The temporary help industry has grown rapidly.
- Most mothers work.

- Married couples are working longer.
- The workplace is becoming safer.

For more information on employment trends and to read the full report, go to:  
<http://www.bls.gov>

### COMMON BARRIERS TO EMPLOYMENT

These are some common barriers to employment that you may need to help your residents to overcome:

- Limited education
- Poor work history
- Lack of safe and reliable child care
- Cultural differences
- Substance abuse
- Immigration status
- Language difficulties
- Transportation logistics
- Undiagnosed disability
- Domestic violence
- Ex-offender status
- Mental health issues
- Lack of decent and affordable housing

### ADDITIONAL RESOURCES

For more information on employment services, visit the online resources listed below.

Enterprise's Workforce Development Tutorial

<http://www.practitionerresources.org/showdoc.html?id=56271&topic=Workforce&doctype=Tutorial>

Enterprise's Workforce Development Tutorial, formerly the Workforce Support System (WSS) is an online tool for organizations that want to improve their existing workforce development program or are considering starting one up. It is a database full of model documents you can download and adapt, designed to help your workforce development program serve both job seekers and employers with equal success. It links you to tools, strategies, Internet resources and suggestions for improving program performance. It guides workforce service providers clearly, systematically and chronologically through six sections. Each section addresses key strategies and tools related to its theme. You can review the various sections in sequence or to click on a specific section to review and download relevant material.

## DO YOUR RESIDENTS NEED EMPLOYMENT SERVICES?

The following list of key indicators will help resident managers assess the need for a referral strategy. If any of the following conditions are present in the community served, the resident services manager should conduct a thorough analysis of the workforce development options available to residents so that effective referrals can be made.

- Fewer than 85 percent of adult residents are employed.
- More than 15 percent of adult residents request your help in getting a job.
- More than 15 percent of Temporary Assistance for Needy Families (TANF) recipient residents are in their last (fifth) year of receiving TANF benefits.
- More than 15 percent of residents have difficulty fully participating in the workforce due to substance abuse, HIV/AIDS, mental illness, disability or cultural issues.
- Fewer than 50 percent of employed residents either earn at least \$15,000 annually and have an employee benefits package or earn at least \$20,000 annually but do not have an employee benefits package.
- Fewer than 50 percent of resident youth (ages 16 and older) are employed in part-time or seasonal employment.
- More than 10 percent of resident youth request your help in getting part-time or seasonal employment.
- There are fewer than two workforce providers to which you refer residents.
- Fewer than 65 percent of residents referred to workforce development services have subsequently obtained employment.
- Fewer than 65 percent of residents referred to workforce development services have subsequently retained their jobs for at least one year.

Referring residents to existing workforce development programs is usually the best strategy for helping them to find new or improve upon existing employment. To be effective, this strategy requires sufficient knowledge of locally available workforce development services. See additional resources in this section to help you take that next step.

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# EFFECTIVELY PARTNERING WITH ONE-STOP CAREER CENTERS

Many residents in your housing have career goals: obtaining a job, advancing their careers or enhancing their educational skill sets. These residents can take advantage of the vocational and educational resources available through the local Department of Labor (DOL) One-Stop Career Center. There is generally a One-Stop Career Center located within reasonable commuting distance for residents to access. For a list of the One-Stop Career Center(s) nearest your location, go to: <http://www.servicelocator.org/>

The Department of Labor's One-Stop Career Center system was authorized by Congress under the Workforce Investment Act of 1998, with the act scheduled for a re-authorization vote in 2003. At the time of this publication, the re-authorization vote is not anticipated to occur until sometime in 2009. The system remains in operation through a Congressional continuing resolution.

The structure of the Workforce Investment Act (WIA) is broken down into five titles. The titles that relate to the most common interests of residents and their service coordinators are:

- Title I Workforce Investment Systems
- Title II Adult Education and Literacy
- Title V Rehabilitation Act

**Helping Residents Navigate the System:** Residents occasionally report that they had difficulty in fully understanding or navigating the One-Stop Career Center system and its array of services. To help, resident services coordinators can:

- Develop a thorough understanding of the services offered at their local One-Stop and how residents can readily gain access to the different levels of service.
- Develop and nurture professional referral relationships with One-Stop personnel and tell them about your organization and its mission, which will help to ensure that residents are taking full advantage of One-Stop resources.
- Develop measurements and track outcomes on residents referred to the One-Stop programs.
- Review the findings with One-Stop staff and discuss how to mutually maintain or improve program services for beneficial resident employment outcomes.

## TITLE I: THE WORKFORCE INVESTMENT SYSTEM

The goal of the workforce investment system is to “increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and as a result improve the quality of the workforce, re-



duce welfare dependency, and enhance the productivity and competitiveness of the Nation.” (National Association of Workforce Boards, 2006)

To achieve this goal, One-Stop Career Centers offer:

**Core Services:** This entry point into the system offers the most basic services to anyone who wants them, including:

- Outreach
- Intake and orientation
- Initial assessment
- Determination of eligibility for additional services
- Information about job vacancies
- Resume development
- Assistance with improving interviewing skills
- Job search and placement assistance
- Career counseling
- Information on the availability of supportive services such as child care, transportation and student financial aid, labor market information and follow-up services

**Intensive Services:** This level of service is available to people who are unable to obtain employment through Core Services and for those employed individuals who need services to obtain or retain employment allowing for self-sufficiency. If a One-Stop Career Center states that its funds are limited, then welfare recipients and low-income individuals are to receive priority. Services include:

- Comprehensive assessment of skill levels and service needs
- Development of individual employment plans
- Individual counseling and career planning
- Group counseling
- Case management
- Short-term pre-vocational services, such as development of learning, communication and personal maintenance skills

**Training Services:** This level of service is for individuals who are unable to obtain or retain employment through Core Services and Intensive Services. As in delivery of Intensive Services, if a One-Stop Career Center states that its funds are limited, then welfare recipients and low-income individuals are to receive priority. Services include:

- Occupational skills training
- On-the-job training
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Job readiness training
- Adult education and literacy activities
- Customized training

**State Regulations:** All One-Stop Career Centers adhere to these guidelines; however, resident access to services beyond the Core Services level is regulated differently by each state. For instance, one state might require several failures in obtaining or retaining a job through Core Services before offering to provide a resident with access to Intensive or Training Services. Another state might allow a resident to quickly gain access to Intensive or Training Services based on clear evidence that the resident would likely require more than the Core Service level of resources to be successful/self-sufficient in the employment arena.

## TITLE II: ADULT EDUCATION AND LITERACY

Title II of the Workforce Investment Act of 1998 is also referred to as the Adult Education and Family Literacy Act. At One-Stop Career Centers, several programs come under Title II, including: adult basic education, adult secondary education, GED, English as a second language and literacy.

The goal of the adult education and literacy programs are to assist:

- Parents to obtain the educational skills necessary for employment and self-sufficiency.
- Parents to obtain the educational skills necessary to become full partners in the educational development of their children.
- Adults in the completion of a secondary education.

A resident who has successfully completed the One-Stop Career Center's educational program can expect:

- Placement in unsubsidized employment
- Retention/advancement in employment
- Receipt of a secondary school diploma or its equivalent
- Demonstrated improvement in: skills level in reading, writing and speaking English, numeracy, problem solving, and other literacy skills
- Placement in, retention in, or completion of postsecondary education and training

## TITLE V: REHABILITATION ACT

Residents who have disabling conditions and would like to obtain employment may find it difficult, even after using the core, intensive and training services at the One-Stop Career Centers. The Department of Vocational Rehabilitation offers services through the One-Stop Centers that may help these residents. Resident services managers can find out about services available at their nearest centers.

Some residents may fear jeopardizing their benefit levels or eligibility if they get jobs. The Ticket to Work program is intended to allow Social Security recipients the opportunity to work full or part-time without penalty. The Social Security Administration website containing information on this program can be found at <http://www.socialsecurity.gov/work/newregs.html>

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# ASSESSING AN EMPLOYMENT SERVICES PROVIDER

This form is intended to help organizations gather and assess information about the scope and quality of services offered by local workforce development agencies. Your organization's resident services manager should complete this form during an on-site interview with the agency being assessed.

Agency Name: \_\_\_\_\_

## SERVICE LOGISTICS

1. Where is the office located? \_\_\_\_\_
2. Is the office easy to find?  Yes  No
3. Can the office be reasonably reached by public transportation?  Yes  No
4. What are the hours of operation? \_\_\_\_\_
5. Does the organization have a website?  Yes  No  
If yes, what is the URL? \_\_\_\_\_
6. Can clients apply and expect to begin in the program within 14 to 21 days?  
 Yes  No
7. Is there a waiting list for services?  Yes  No  
If yes, how long is the waiting list? \_\_\_\_\_
8. Do you charge for your services?  Yes  No  
If yes, what is the fee structure? \_\_\_\_\_  
Do the fees have to be paid up-front or when clients find a job? \_\_\_\_\_
9. Do clients have to pay to travel to training sessions, job fairs, interviews etc.?  
 Yes  No  
If yes, specify: \_\_\_\_\_
10. Do you offer travel vouchers?  Yes  No

## PROGRAM BACKGROUND

1. How long have you been providing workforce development services? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How much experience does your staff have in working with people who have difficulty in obtaining or retaining employment? \_\_\_\_\_

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3. Does your organization have a high staff turnover rate?  Yes  No

### PROGRAM SERVICES

In asking the questions, keep your residents' vocational goals and interests in mind. Compare the answers you receive to what your residents are looking for.

Do you offer the following services?

1. Career Interest Inventory Testing  Yes  No

If no, please describe how you help job seekers understand their vocational interests and vocational potential. \_\_\_\_\_

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2. Career Counseling  Yes  No

If no, please describe how you help job seekers develop a reasonable career path.

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3. Vocational Evaluation  Yes  No

If no, please describe how you help job seekers identify their vocational strengths and weaknesses. \_\_\_\_\_

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4. Job Readiness Training  Yes  No

If no, please describe how you help job seekers become work-ready. \_\_\_\_\_

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5. Job Shadowing  Yes  No

If no, please describe how you help job seekers obtain concrete or first-hand information on potential employment opportunities. \_\_\_\_\_

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6. Apprenticeship  Yes  No  
If yes, what labor unions are involved? \_\_\_\_\_  
What is the duration of the apprenticeship? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the apprentice wages? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the future job prospects for apprentices? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. School-to-Work Program  Yes  No  
If yes, what schools are involved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What employers are involved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How long is the program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the eligibility requirements? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What wages are offered? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the future job prospects for participants? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Employment Sector-Specific Training  Yes  No

If yes, who are the employers? \_\_\_\_\_

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What wages are offered? \_\_\_\_\_

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What are the future job prospects for participants? \_\_\_\_\_

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9. Job Development/Placement  Yes  No

If yes, what percentage of your clients find jobs in their desired field? \_\_\_\_\_

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How many employers does your placement service have business relationships with? \_\_\_\_\_

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10. Job Coaching  Yes  No

If yes, what is the nature and intensity of the job coaching? \_\_\_\_\_

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If no, how do you help clients transition to working without job coaching? \_\_\_\_\_

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11. On-the-Job Training  Yes  No

If yes, are on-the-job trainees paid? \_\_\_\_\_

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12. Employment Retention Support  Yes  No

If yes, how do you support newly employed clients? \_\_\_\_\_

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How long does the support last? \_\_\_\_\_

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Is support provided in-person or over the phone or email? \_\_\_\_\_

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What is the employer's involvement? \_\_\_\_\_

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13. Career Advancement Services  Yes  No

If yes, how? \_\_\_\_\_

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If no, please describe how you help clients advance in their new career. \_\_\_\_\_

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14. Earned Income Tax Credit (EITC) and Tax Filing Assistance  Yes  No

If yes, do you inform clients about the Advanced EITC? Do you help them to apply for this tax credit? \_\_\_\_\_

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15. Financial Literacy Education  Yes  No

16. Assistance with Individual Development Accounts (IDAs)  Yes  No

17. Assistance in using Web-based employment services  Yes  No

18. Does each customer have an individualized service plan?  Yes  No
19. How do you involve clients in identifying and accessing services that meet their vocational interests? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
20. Do you maintain an outcomes measurement system?  Yes  No  
 If yes, how do you protect your clients' confidentiality? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
21. Please specify your organization's:  
 Rate of placement success \_\_\_\_\_  
 Average amount of time from enrollment to placement \_\_\_\_\_  
 Retention rates \_\_\_\_\_  
 Advancement rates \_\_\_\_\_  
 Average wage outcomes \_\_\_\_\_  
 Average employee benefits package \_\_\_\_\_
22. Is there are grievance policy in place if a client is dissatisfied?  Yes  No
23. Do you provide clients with references of people you have served?  Yes  No

## PARTNERSHIPS

Note: Each workforce entity generally has its own methodology in delivering services that may or may not fit the personality of a job seeker. Also, most providers have established a niche within the employer market that may or may not land within a client's vocational interest area.

1. Do you help clients to access the following resources?
- a. Child care resources  Yes  No
  - b. ESL courses  Yes  No
  - c. GED courses  Yes  No
  - d. Substance abuse treatment  Yes  No
  - e. Mental health services  Yes  No
2. Do you have any memoranda of understanding between your agency and other workforce service entities?  Yes  No

Thank you for your time.

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## TOOLS TO HELP RESIDENTS CHOOSE A CAREER

Resident services staff can play a key role in helping residents to identify their career interests, guiding students in selecting college majors, new workers in making their first career decisions and middle-aged workers in choosing career changes.

In order to help your residents with these important career decisions, however, it is necessary for you to guide them through the process of identifying their interests and abilities and then marketing their skills to get jobs. Although there are many online resources available to help both you and your residents through this process, the following two are particularly helpful. Each offers job seekers useful information and self-evaluation tools.

### THE CAREER KEY™

The Career Key is a free online service at <http://www.careerkey.org/english/> that helps job seekers and students. Available topics include: job search strategies, career counseling, career majors, career exploration, career decisions, networking, graduate school and study abroad and informational interviewing. Users can take a 10-minute professional career test that measures their skills, abilities, values, interests and personality. This resource can help job seekers to identify promising jobs and obtain accurate information about them.

### INTERNET CAREER CONNECTION – CAREER FOCUS 2000 (CF2II)

The CF2II is an online, interactive career interest inventory that takes approximately 20 minutes to complete at <http://www.iccweb.com>. It is designed to help users assess their personal interests and identify matching occupations. The CF2II is suited for anyone wishing to identify career options related to their personal interests (from high school students to adults in the middle of their careers). Upon completing this exercise, users receive a personalized analysis report that identifies their score in each of 18 occupational fields and a list of occupations that match their strongest interests. There is also an option to print out a personalized report, as well as a step-by-step career guide that illustrates how to use the CF2II results to select a specific career goal and to develop a plan to reach that goal.

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# THE CLIENT-INTAKE PROCESS

The term “intake” refers to the initial process that typically occurs when someone enters a workforce development or welfare-to-work program for employment services. The intake process is vital to the smooth running of any program. It typically addresses the following areas:

1. **Eligibility:** Determine if the individual is eligible to receive services. This is usually based on the organization’s funding requirements. (For example, if the organization uses welfare-to-work funds, then normally the candidate must be a former welfare recipient in order to be eligible for services.) If the candidate would be better served by another provider (i.e. the candidate speaks little to no English), a referral should be made to an appropriate provider or service (such as an ESL program).
2. **Program orientation:** The client may be learning about the employment program during the intake process. Therefore, this is an important opportunity for the program staff to lay out their expectations for participants as well as highlight how the program will help participants to meet their goals. The staff needs to make program participants feel welcome and respected.
3. **Basic data collection:** It is at this point that clients provide biographical information, such as employment and educational history and family status, that serves as the basis for their case files. This information will also be used to help match a client with an employer or vocation and for the tracking necessary to comply with any applicable state and federal agencies.
4. **Identification of assets and any required vocational or employment supports:** Some intake processes are restricted to basic data collection and information exchange while others may, at this point, identify a client’s employment barriers and employment assets. (This is vital information, which, if not done during intake, should be done in a separate assessment phase.)
5. **Career strategy:** Organizations may also elect at this time to have a client sign a commitment to pursue an individual career strategy in cooperation with his or her case manager. Such an agreement is a means to promote the participant’s accountability and establish a clear set of objectives.

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# ADDRESSING A CLIENT'S BARRIERS TO EMPLOYMENT

It is important to identify and address all of an individual's barriers to employment. This list will help you identify the resident's barriers, so that together you can create a plan to address them. At the end of this list are eight steps you can take to help you share what you have identified in a respectful and effective manner.

- Addict, recovering
- Addict, non-recovering
- Address, lack of
- Age, older
- Age, young
- Appearance, body language
- Appearance, disfigurement
- Appearance, hair cut
- Appearance, hygiene
- Appearance, presentation
- Appearance, tattoos
- Appearance, wardrobe
- Application, incomplete/messy
- Application, no English
- Application, poor spelling
- Application, lacks selling points
- Attitude, anger
- Attitude, dishonesty
- Attitude, lacks initiative
- Attitude, negativity
- Attitude, rudeness
- Attitude, unprofessional
- Attitude, unwillingness to learn
- Business Culture, lacks knowledge of
- Business Culture, fears
- Business Culture, inappropriate
- Child Care, lacks reliable
- Chronic Illness
- Communication, limited vocabulary
- Communication, speech impediment
- Communication, strong accent
- Communication, uses slang or poor grammar
- Computer Literacy, lacks
- Criminal Record
- Dependable, not
- Dependability, many sick days
- Dependability, sense of time
- Disability, emotional
- Disability, learning
- Disability, mental
- Disability, physical
- Displaced Homemaker
- Domestic Violence, new identify
- Domestic Violence, self-esteem
- Education, computer literacy
- Education, English literacy
- Education, lacks GED
- Education, lacks college education
- Employer, gender
- Employer, race
- Fear, failure
- Fear, rejection
- Fear, responsibility
- Fear, success
- Fired from past jobs
- First job
- Gang Member, former
- Gang Member, looks like
- Gang Member, active
- Homeless, currently
- Homeless, formerly
- Identification, lacks current
- Illiteracy
- Immigrant, illegal
- Immigrant, legal
- Job Search, lacks resources
- Laid-off from past jobs
- Limited English
- Market Themselves, inability to
- Medical Benefits, needs
- Message Service, lacks
- Needs Job Now
- Negative Environment
- Network, lacks positive
- Network, lacks professional
- New Field, entering
- Non-English speaking
- Non-English speaking household
- Overly Qualified
- Overweight
- Phone Number, lacks
- Pregnant
- Professional References, poor or lacks
- Public Assistance, dependent upon
- Quit Past Jobs
- Recently Relocated
- Residential Instability, living with friends
- Residential Instability, living in a shelter
- Resume, ineffective
- Self-Esteem, lacks confidence
- Self-Esteem, non-supportive environment
- Short Periods of Employment
- Single Parent
- Transferable Skills, lacks
- Transportation, disabled
- Transportation, using public transportation
- Vocational Skills, lacks
- Wardrobe, lacks appropriate
- Work Experience, none in field
- Work Experience, no legal
- Work Experience, none in USA
- Work History, changing fields
- Work History, out-of-date skills
- Work History, survival jobs only
- Worker's Compensation Claim, has filed

## COMMUNICATING ABOUT EMPLOYMENT BARRIERS

No one likes to tell someone that they have bad breath or body odor or an attitude that will turn off an employer minutes into a job interview. But, as a resident services coordinator who helps connect people with jobs, you often need to deal with such personal issues.

Here are eight steps that you can take to make sure that you share difficult information with clients in a way that generates a positive outcome.

1. **Introduce the idea in general:** Raise the subject during an orientation or group setting and speak in general terms. This allows the person to hear about the topic without feeling targeted.
2. **Build trust:** Assure the client that you have his or her best interest at heart and offer real help and practical solutions, not just advice.
3. **Create a regular opportunity to say the hard things:** When you meet to discuss clients' plans and progress, don't avoid the hard topics. Offer your praise and support first, but then address the negatives.
4. **Ask permission to share the "hard things":** Never offer an unwanted opinion, make sure that the client is interested in improvement.
5. **Start and end with a positive attitude:** Don't dive directly into a difficult topic and make sure that you end on a positive note. This can help to take the edge off the negative.
6. **Remember, it is his/her life.** Listen as well as talk.

### For more information, contact:

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# ADDRESSING NEGATIVE BACKGROUND INFORMATION DURING YOUR JOB SEARCH

Here is some practical advice for job seekers on addressing negative background information on job applications and in job interviews:

## **Answer only the question asked.**

Do not volunteer information about drug usage or convictions, being fired from jobs or other issues. Instead, honestly answer the question being asked.

## **Use the “Yes, but....” response.**

When you have to admit negative information, focus on the positive steps that you have taken since the issue occurred. For example:

“Yes, I was convicted of a crime, but while I was in jail I earned my GED and completed a food-service training program.”

“Yes, I had a number of short-term jobs. At the time I was having some problems with drugs. After losing my last job, though, I realized that I had a drug problem and chose to get treatment. I have been sober for one year now. I have a letter from my treatment program that talks about the progress I have made.”

## **Demonstrate positive behavior.**

Arrive early and alert for appointments. Dress conservatively and always come prepared with your resume, a pen and paper. Answer application questions neatly and completely. Make sure that you know something about the field, company and position you are applying for.

## **Practice careful listening and responding as well as reading and writing skills in interview and application exercises.**

Work with your job coach to practice these skills through role-playing to become more comfortable and articulate in talking about negative background information. Use videotaping, if available, to help review and critique your progress.

## **Target jobs that do not require as much background information, such as temporary, part-time or entry-level positions.**

Working at these types of jobs can help you prove to other employers that you are trustworthy and a hard worker.

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## INTRODUCTION TO “SOFT” SKILLS

What are soft skills? The phrase covers a wide variety of basic knowledge, values and life skills that are necessary to obtain and keep a job. An effective soft skills training course will assist the job candidate in developing a positive attitude, setting goals, building confidence and resolving other barriers to employment. Specific soft skills range from effective interview techniques and communication (such as eye contact, posture and body language) to dressing for success, appropriate behavior in the workplace, smart money management, conflict resolution and understanding the importance of punctuality and a strong work ethic.

Even in an economy with entry-level workers in great demand, job candidates need to have the requisite soft skills to get hired. Employers look at soft skills as an indication of a person’s motivation for being a good employee. Someone who shows up for an interview in a dirty T-shirt and sandals is subconsciously telling the interviewer: “I don’t care whether you hire me or not.”

Luckily, there are resources available for job seekers who need to improve on their soft skills. Most One Stop Career Centers or Workforce Investment Boards offer a variety of job readiness training courses that cover soft skills. Nonprofit and for-profit training and job placement providers also offer soft skills training ranging in length from a few days to three weeks. Under the Workforce Investment Act of 1998 (WIA), there is federal funding available to cover the cost of soft skills training for welfare recipients or disadvantaged adults and youth eligible for Temporary Assistance for Needy Families (TANF).

Not every resident is going to choose the services of a workforce development provider. There are those individuals who will choose to seek a job on their own. Resident services staff can still assist these individuals, and the tools in this manual should be of some assistance in helping those who choose to go it alone.

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# SAMPLE ONE-WEEK “SOFT” SKILLS CURRICULUM

Soft skills, such as interviewing, actively listening and dressing appropriately for work, can mean the difference between someone finding a job and remaining unemployed. Enterprise created the following sample soft skills curriculum to give you an idea of how you can run a soft skills workshop for your residents that will help them improve their chances of finding a job.

## DAY ONE

- **Orientation:** The trainer introduces the group and provides a brief summary of what the class will cover. The trainer immediately creates a business environment by establishing the training session’s attendance rules. For example, punctuality is a top priority. Training starts promptly at 9:00 a.m., by which time everyone should be in the room. A participant who arrives late without an excuse more than three times will be dropped from the training. Absence from the training is not permitted except in cases of illness or a family emergency.
- **Goal-setting and improving communication skills:** Participants voice their personal goals and objectives, including what they want to get out of the training and what kind of job they are seeking. This encourages participants to take personal responsibility for achieving their goals. The exercise is also designed to improve participants’ communication skills and boost their self-confidence. Most employers consider communication skills to be the most important quality when making hiring decisions.
- **Interview techniques and active listening:** In this segment, participants learn the importance of eye contact, posture, body language and a firm handshake and practice these techniques with other class members. If possible, videotape these drills and play them back for the class so that they can self-critique as well. You may also enhance this portion of the lesson with two handouts available in this section: “Helping a Job Seeker Prepare for an Interview” and “Addressing Negative Background Information During Your Job Search.”
- **Active listening:** Knowing how to listen effectively in a work environment is key to understanding assigned tasks and completing them with minimum supervision. Students can practice active listening techniques through mock interviews or role plays in which they pretend to be a worker receiving a task from a manager and must repeat the critical information back to the manager.

## DAY TWO – DAY THREE

- **Employability:** This segment addresses various issues that are important to making a positive impression when beginning a new job. You may use the “Tips for Success on the Job” document as a handout for participants. This session would also be a good opportunity for the trainer to mention potential personal barriers to employment and how to address them (see “Addressing a Client’s Barriers to Employment” in this section for more information).
- **Time management:** Participants discuss the importance of being on time and learn to make a “be-on-time checklist” to ensure punctuality. This discussion should also include how to deal with such personal issues as a lack of child care or transportation.
- **First day on the job:** In this session, the trainer should review the information that a new worker should have before the first day of work, including where to go, what the job entails and who to report to. The trainer should also review first-day issues, such as filling out forms (practice doing this), social security, insurance benefits, etc.
- **Proper attire:** This segment will provide instruction and discussion on how to look and dress appropriately for a specific workplace. New workers need to be sure that they are aware of the employer’s dress code prior to starting work. In addition, the trainer should address where participants can purchase reasonably priced clothes to wear to an office. This lesson should be integrated into dress requirements for training participants; at least two to three times a week they should come to class dressed as they would be in an office setting.
- **Getting along with supervisors and co-workers:** The trainer should use a mixture of instruction, discussion and role-playing to help participants learn how to do such things as accept feedback and criticism, ask for help, accept and give compliments and work-related suggestions, and resolve conflicts in a professional and constructive manner with supervisors or coworkers. Two documents in this section, “Group Exercise on Common Work-Related Triggers” and “Group Exercise on Maintaining Employment,” provide a framework for group discussions of these and related issues.
- **Appropriate behavior on the job:** This session should focus on do’s and don’ts of behavior in the workplace. For example: do conduct yourself at all times in a professional manner; don’t talk loudly or be disruptive to other workers and customers.
- **Being flexible:** A change in job assignments, schedules or supervisors is a normal part of the workplace. Participants need to be able to adapt to these changes in order to be valued and promoted. Therefore, trainers should provide participants with strategies for accepting and dealing with changes in the workplace.



## DAY FOUR

- **Money management:** New workers must learn how to manage their incomes and not spend more than they earn. This segment should include how to create a budget and stick to it; understand gross income, net income, deductions and benefits; establish credit and rehabilitate a bad credit rating; and how to open a checking and savings account. The Financial Management Education and Asset Building section (in the first book of this manual) contains sample training outlines and hand-outs that would be useful for this session.
- **Good health and stress management:** Poor health for the new worker or family members can lead to missed work and, ultimately, the loss of the job. It's also important for participants to understand how to keep a balance between work and family pressures. Therefore, this segment should include tips on nutrition, dieting, avoiding unhealthy behaviors and using sick time benefits wisely.
- **Handling family responsibilities:** New workers can be sidelined by such family issues as a lack of child care, an abusive spouse or a family member's criminal behavior. This session should provide participants with a chance to discuss these issues and offer one another practical suggestions and advice. Equally important is identifying local contacts for help with specific family or domestic violence problems.

## DAY FIVE

- **Job search and career options:** One of the most important lessons new job seekers must understand is that their next job will not be their last one. In this segment, the trainer should teach participants how to network, how to call to set up an interview and how to use job websites to find a good job and career path. The trainer can introduce participants to specific online resources highlighted in this section under "Tools to Help Residents Choose a Career."
- **Effective resume writing:** One of the important tools for a job search is the resume. All job seekers, regardless of skills or work experience, must understand the importance of a properly prepared resume, how to produce one and how to write an effective cover letter when responding to a job opening. Therefore, the trainer should devote a good portion of the workshop's final day to helping participants learn to write an effective resume and cover letter.
- **More interview techniques:** This segment should include the do's and don'ts of what to say and what not to say in an interview. While some of this may be review for the participants, the trainer must ensure that participants are fully prepared for job interviews. In this segment, the trainer should also help participants fill out employment application forms.

- **Course review:** The trainer should take the last two hours of the week to review the important lessons learned and to reinforce and encourage the participants in their readiness and ability to seek and obtain employment.

**Note:** If a trainer perceives that a participant requires additional preparation before seeking work, an appointment should be scheduled to meet with that participant individually. During that one-on-one meeting, the trainer can identify potential barriers to employment and help the participant to develop a plan to remove or reduce those issues.

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# PRE-JOB SEARCH CHECKLIST

This checklist will help you track the steps you need to complete prior to searching for a job. You can start using the checklist right away, before beginning your job search. Work with your job developer or coach as you move through these steps.

1. Obtain current identification required to complete the federal Form I-9, the form that assures the government of the employee's legal residency. You will need a current photo ID (do not use your ID for Temporary Aid to Needy Families [TANF]) plus one of the following forms of identification:
  - Social Security card
  - Green card, if applicable
  - Birth certificate
  - If applicable, your DD214 (records of separation or discharge from military service)
2. If you have a criminal record:
  - Get a copy of your felony record if you're not sure of your felony status.
  - Check whether or not you have outstanding warrants.
3. If you are a recovering addict:
  - Find and attend a recovery meeting at least three times a week.
  - Find a sponsor.
4. If you have young children:
  - Research after-school programs.
  - Research and secure full-time child care as needed.
  - Develop a back-up plan in case your child is sick and cannot attend the after-school program or child care.
5. If you have been diagnosed with a mental disorder:
  - Investigate where to get treatment.
  - Secure permission from your doctor to seek employment.
6. If you will not be using the employment resource area, you need to figure out where you can:
  - Make daily phone calls about job leads.
  - Send and receive faxes.
  - Use a computer and laser printer.
  - Get a copy of the classified ads.
7. Gather names, addresses and phone numbers of all employers for the past 10 years, and give this information to your career developer or job coach for reference checking.

8. Call all references, both personal and professional. If you discover any issues with previous employers, try to resolve the issue to make sure that the employer will give you a good reference.
9. Have your hair cut and conservatively styled. Secure three appropriate interview outfits and show them to your career developer. The outfits should include:
  - Dress slacks, pants or a skirt
  - Dress shirt or blouse
  - Dress shoes
  - Socks or nylons
10. Research transportation options:
  - Develop a plan for getting to and from potential work locations.
  - Make sure that you have a back-up plan as well (in case, for example, the bus is late or your car dies).
  - Share your transportation plan with your career developer.
11. Get a copy of all your job-related licenses and certificates, and make sure they are current.
12. Make a list of special tools, clothing or union memberships that you need for jobs that you are interested in, find out how and where to get what you need, and show your list to your career developer.
13. Research education opportunities in the area to find out if there are any local training programs that will help you to advance in your career.
14. Conduct informational interviews, contact companies that you're interested in working for and find out about the company and the positions available.
15. Find a professional mentor. Ask someone in the same field or a related field to help guide you through your job search and your work experiences.

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# HELPING A JOB SEEKER PREPARE FOR AN INTERVIEW

This document provides tips that you can use to help your residents prepare for a successful job interview. While this document was prepared specifically for a situation in which a job placement staff person set up the interview, many of the tips also apply when the job seeker has scheduled the interview.

1. **Start with a good match.** You must first make a good decision in sending a person on a given interview. Consider whether or not the position meets the candidate's skills, interests and logistical needs (such as proximity to public transportation).
2. **Review with the job seeker in advance.** Meet with the job seeker before the interview to review the position, its duties and any thoughts you have about what this particular employer is looking for in an employee.
3. **Do a mock interview.** It's always a good idea to run a mock interview with the candidate to simulate the questions that will likely arise during the interview. This will help the job seeker to build confidence and to practice appropriate responses.
4. **Go on a test run to the interview site.** If a candidate is unsure of the exact location of the job interview or is nervous about the timing, encourage him or her to go on a practice run to the interview site at the same time of day that the interview is scheduled for (and during the work week if possible). This will enable the job seeker to best estimate the amount of time required to get to the interview site as well as to determine the best route.
5. **Check the candidate's wardrobe.** If a candidate does not have adequate clothes for the interview, help him or her acquire an appropriate outfit through a church, clothes pantry or other resource.
6. **Prepare references.** The candidate should have three employment references that the employer can call. Make sure that you and the job seeker have called these references in advance to confirm them and to clear up any misunderstandings or neutralize any negative experiences that may have occurred.
7. **Review the time schedule for the interview day.** Make sure that the job seeker plans to arrive at the interview 30 minutes before the scheduled time to allow for any unexpected delays.

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# TIPS FOR SUCCESS ON THE JOB

The following tips will help you to be successful at any job.

1. Review personnel policies and make sure you know and follow the employer's rules.
2. Arrive on time for work. If you're running late, call.
3. Look for ways a job can be done instead of reasons why it can't be done.
4. If a project seems too difficult or complicated, break it into several steps. Reward yourself each time you complete a step.
5. Ask yourself whether the work you are doing is getting you where you want to go in life. If not, consider looking for a different position within the same company or moving to a new company.
6. When you leave a company, leave on a positive note.
7. Ask your supervisor to rate your performance every month or two, rather than twice a year. This will give you a clear idea of how you are doing.
8. Never assume it's okay to swear, even if others do.
9. When your supervisor suggests a change, try it. If it doesn't work, you can always suggest going back to the old way.
10. Never say anything at work you wouldn't want your co-workers or supervisor to hear.
11. Don't borrow money from your co-workers.
12. If you believe you are a victim of sexual, racial, age or religious discrimination or abuse, tell your supervisor. If your supervisor won't or can't help you, tell the next person up the line of command.
13. Break down your yearly goals into monthly, weekly and daily goals. Review your goals every day and check that you are making progress toward accomplishing them.
14. Try not to be sick on Fridays or Mondays. No one will believe you.
15. Don't let things build up. If you have a problem with a co-worker, talk about it and find a solution that works for both of you.
16. Don't date someone you work with. You can get distracted from your work and, if the relationship ends, it will be especially difficult to deal with.
17. Take notes when your supervisor gives you instructions. Ask your supervisor to slow down and repeat anything that you missed or did not understand.

18. If you don't have anything to do, find something.
19. Look for ways to save your manager and your company time and money.
20. When you tell your supervisor about a problem, have a few solutions to suggest.

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# SEVEN WAYS TO BOOST JOB RETENTION

Here are seven ways that you can help to ensure that your residents find and keep a job:

1. **Enforce attendance standards in your pre-employment program.** Tardiness and absenteeism are leading causes for people being fired. By maintaining strict attendance standards during the pre-placement phase of your jobs program you can ensure that participants who tend to be late improve their behavior before seeking a job.
2. **Make quality job placements.** The quality of a job placement is affected by the job itself (pay, nature of the work, career opportunities, etc.) and the appropriateness of the job match. By making quality job placements, you can help to ensure that your clients remain employed.
3. **Conduct a “personal barrier check” prior to the job start.** Before a candidate begins work, a staff person should work with the candidate to identify and overcome any barriers that might cause problems for the person during the early weeks on the job. Potential barriers include transportation and health issues, availability of child care and financial problems. For a complete list of possible barriers, see the “Employment Barrier Checklist” in this section.
4. **Prepare a “job starter kit” prior to placement.** Job placement staff should put together a job starter kit for clients that includes handy tips on surviving the first weeks on the job, an envelope to hold pay stubs and other official information (such as health benefit and tax documents) and any other items that you think might be useful.
5. **Complete the Advanced Earned Income Tax Credit form.** Upon starting work, all clients should receive help completing the Advanced Earned Income Tax Credit form, available at [www.irs.gov](http://www.irs.gov), which usually adds at least \$.25 per hour to a worker’s wage.
6. **Visit the candidate on the first day of work.** It’s always a good idea to visit a candidate on the first day of work to provide any needed support, information, etc.
7. **Provide intensive follow-up services.** A retention staff person should be in contact with the candidate and the direct supervisor on a regular basis to address potential performance issues and personal matters that might cause trouble at work. Many successful employment placement entities implement the following schedule to ensure that clients retain their jobs:
  - Week one: Daily
  - Weeks two to 12: Once a week
  - Weeks 13 to 26: Once every other week
  - Weeks 27 on: Monthly

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# GROUP EXERCISE ON MAINTAINING EMPLOYMENT

The following group exercise involves job seekers reading and analyzing typical scenarios that represent common issues for new workers.

## INSTRUCTIONS

To use this exercise in a workshop, place the participants into groups of three or four. Give each group a copy of the scenarios from part one. Ask the groups to brainstorm ideas for handling each situation as well as the consequences of the suggested responses. Then, using the possible answers provided in part two of this document as a guide, lead the entire class in a discussion of each group's ideas.

## PART 1: SCENARIOS

### A. Maintain confidentiality

Tom's work schedule has been changed, and he will have to report to work at 8:00 a.m. (instead of 8:30). Tom needs to pick up his methadone once a week and the earliest he can do this is at 7:30 a.m. It will be impossible for him to get his methadone and get to work on time. Tom's supervisor does not know he is on methadone, and Tom does not want to tell him.

### B. Asking for help

Jean was hired as a receptionist for a large photocopy supply company and her main responsibility is handling the switchboard. In her employment interview, Jean said that she had more switchboard experience than she really has. She is now having trouble operating the switchboard, but she's afraid to admit it to her boss.

### C. Staying sober and being social

Peter enjoys his job. He gets along well with his co-workers and they have begun to invite Peter to parties and activities after work. Peter would like to accept these invitations and remain friendly with his co-workers, but he is a recovering alcoholic. Peter is worried about handling the alcohol that may be available at these gatherings. In addition, he attends meetings after work to help him stay sober. If Peter hangs out with his co-workers after work, he will miss these meetings.

### D. Flexibility and perspective

Ron was hired as an inventory/stock clerk in a stationery store. Since he began his job, some people have been laid off because the store is not making enough money. Ron has been told that, as a result, the company expects him to help in the shipping department after he completes his assigned tasks. Although Ron admits that he does not have a full day's work at the moment, he resents his new assignment and thinks the boss is taking advantage of him.

**E. Setting boundaries and saying no**

During the past two years that Margaret has worked for this company, her supervisor and co-workers have occasionally asked her to help them with projects. At first, she didn't mind the additional work and she felt good to be needed. Now, however, the situation has gotten out of hand, and Margaret is finding that they call on her so often she has trouble completing her assigned work.

**PART II: POSSIBLE RESPONSES****A. Maintaining confidentiality**

1. Tom can request that his methadone program put him on a take-home schedule.
2. Tom can try to locate a methadone program closer to his job where he can make a morning pick-up and still arrive at work on time. Or, he can locate a program that he can go to after work. Tom can also try to locate a methadone program that opens earlier than his current program.
3. Tom can ask his supervisor if he can arrive at 8:30 a.m. one day a week and in return work an extra half hour at the end of the day.

**B. Asking for help**

1. Jean can tell the supervisor that this switchboard is different from the one she had used previously and that she would appreciate it if someone (preferably the supervisor) would give her instructions so she does not make any mistakes.
2. Jean can make sure that she asks questions, pays careful attention and takes notes. Once she begins work at the switchboard, she should ask questions about what she doesn't understand.

**C. Staying sober and being social**

1. Peter can join his co-workers for activities that do not include alcohol or suggest alternate activities.
2. Peter can suggest activities that do not take place at the same time as his meetings.

**D. Flexibility and perspective**

1. Ron can talk to his boss and clarify how these new responsibilities will affect his current job. He can then ask the boss how to schedule each assignment so that he is able to complete all of the work during his scheduled hours.
2. Ron can discuss the way he feels with his job coach to get other perspectives and avoid building up resentment.

**E. Setting boundaries and saying no**

1. Margaret can limit taking on additional responsibilities and explain that she will help out when her own work is completed.
2. Margaret can set limits by stating when she is available to do extra work and when she is not.

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# GROUP EXERCISE ON COMMON WORK-RELATED TRIGGERS

## INSTRUCTIONS

You can use this document to help your residents analyze situations that commonly trigger them to use drugs or alcohol and to plan ways to prevent these situations from being a problem. Clients can work alone or in groups.

*Directions: Choose the three situations that, in the past, would have been most likely to cause you to drink or use drugs. Write how you used to respond and brainstorm ideas for healthier responses.*

### 1. Active drinking or drug use by other employees during work hours

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 2. Required business meetings, lunches and dinners where alcohol is served

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3. Receiving your paycheck

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Receiving cash tips as part of your job

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Having easy access to cash or merchandise

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Having too much free time on the job

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Not getting along with your supervisor

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Working in an area where drug use is common

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Not having much supervision on the job

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Having too much pressure on the job

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Working too much overtime

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Working a rotating shift, graveyard shift or seasonal work

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. Working two jobs (or going to school and having a job)

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Having a long commute to work

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Having drugs or alcohol available on the job

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Being bored or unhappy with your job

Old response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New solution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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