

THE TRANSITION FROM PRISON TO EMPLOYMENT:
AN ASSESSMENT OF COMMUNITY-BASED
ASSISTANCE PROGRAMS

-SELECTED PROGRAM MATERIALS-

Supported Under Grant No. 76NI-99-0083

from the

National Institute of Law Enforcement
and Criminal Justice
Law Enforcement Assistance Administration
U.S. Department of Justice

October 1976

THE LAZAR INSTITUTE
WASHINGTON, D.C.

44361
COPY 2

THE TRANSITION FROM PRISON TO EMPLOYMENT:
AN ASSESSMENT OF COMMUNITY-BASED
ASSISTANCE PROGRAMS

-SELECTED PROGRAM MATERIALS-

NCJRS

DEC 22 1977

ACQUISITIONS

Supported Under Grant No. 76NI-99-0083
from the

National Institute of Law Enforcement
and Criminal Justice
Law Enforcement Assistance Administration
U.S. Department of Justice

Principal Investigator: Mary A. Toborg
Co-Investigator: Lawrence J. Center
Co-Investigator: Raymond H. Milkman
Research Associate: Dennis W. Davis

October 1976

The Lazar Institute
1800 M Street, N.W.
Washington, D.C. 20036
(202) 785-4320

TABLE OF CONTENTS

	<u>Page</u>
Introduction.	1
Assessment Materials.	6
Appendix A - H.I.R.E. - Client Career Assessment Forms	7
Job Readiness Materials	15
Appendix B - PREP - Job Readiness Test	16
Appendix C - CCSP - Job Readiness Checklist.	21
Job Seeking Skills Materials.	23
Appendix D - PREP - Job Seeking Skills Workbook Materials	24
Appendix E - H.I.R.E. - Cold Call Advice	32
Appendix F - H.I.R.E. - Job Seeking Skills General Materials.	37
Appendix G - Employ-Ex - Wallet Reference Guide: Knowledge Needed to Obtain Work.	45
Job Development and Placement Materials	47
Appendix H - Louisville Clearinghouse - Suggestions for Job Development & Placement.	48
Appendix I - Employ-Ex - Job Development Manual.	50
Appendix J - H.I.R.E. - Correctional Job Pool Form.	65
Appendix K - A.T.O. - Work Evaluation Form	68
Data Collection and Evaluation Materials.	70
Appendix L - Project MORE - Monthly Client Data Form	71
Appendix M - H.I.R.E. - Forms Utilized for Evaluating Staff & Program Efficiency.	78

INTRODUCTION

A. Background

As part of its National Evaluation Program, the Law Enforcement Assistance Administration's National Institute of Law Enforcement and Criminal Justice has commissioned a study of community-based programs providing employment services to prison releasees. The second stage of the study, description of program operations, concluded with a report presenting analyses of fifteen employment services programs.

These analyses were the result of site visits to the programs by one or two Lazar staff members, who usually spent two days interviewing the program director, staff, criminal justice and employment service system representatives, and personnel from local businesses.

In the course of conducting the fifteen site visits and collecting information about program operations, a wide range of program materials were gathered. These included materials programs utilize during the entire process of vocational service provision. Steps in that process usually include:

- client vocational assessment;
- job readiness training;
- job seeking skills training;
- job development and placement; and
- follow-up after job placement.

This volume presents selected materials collected during the employment service program analysis. These materials may be of value to other programs providing employment services to prison releasees and other ex-offenders.

B. Contents of This Report

The following appendices are presented in order of the employment development process, from client assessment to job placement to evaluation of program efforts. All materials are identified by the name and location of the program utilizing them and brief descriptions of their purpose.

Appendix A presents materials used by Project H.I.R.E. in Minneapolis, Minnesota, to assess client career interests and potential. To determine what clients want from a job, counselors ask clients to rate a number of factors that usually affect the amount of satisfaction people receive from jobs. Clients are also asked to rate the kinds of work relationships they would find most challenging and the factors companies consider in hiring employees. These ratings help counselors understand client perceptions about the world of work and assess the client's work potential.

The first appendix also includes a Career Education Assessment Checklist. This list presents a number of factors to be considered by a counselor in the process of employment planning with the client. Topics covered include:

- determining the nature of the problem;
- determining client needs;
- determining employment needs;
- clarifying priorities and problem areas;
- establishing an employment action plan; and
- establishing an alternative action plan.

A Client Career Planning Form is attached to this checklist.

Job readiness materials are presented in Appendices B and C. Appendix B is a job readiness test used by the Parole Rehabilitation Employment Program (PREP) in Columbus, Ohio. PREP consists of a two-week job preparation workshop followed by job development and placement activities. This job readiness test is administered to clients both at the beginning and conclusion of the classroom sessions as a means of measuring client progress. The test is composed of statements about completing an employment application, preparing for a job interview, actions during an interview, problems on the job, and issues involved in changing jobs. Clients note whether they believe each statement to be true or false by marking "Yes" or "No" in appropriate places.

A job readiness checklist is shown in Appendix C. This list, employed by staff at the Community Correctional Services Project of the Sixteenth Judicial Circuit in Geneva, Illinois, is reviewed by career developers and clients before clients are referred for each job interview. Thorough review of the checklist usually takes one hour, and it assures both counselor and client that the latter is aware of all important considerations at the time of referral to the interview. Topics reviewed include completing the application, material to bring to the job interview, and appearance and deportment during the interview.

Job seeking skills materials are presented in Appendices D-G. These are utilized after a client is considered job-ready and is beginning a job search.

Appendix D presents selected materials from the Job Seeking Skills Workbook distributed to clients of the Columbus, Ohio PREP program. The program, as previously mentioned, focuses on job preparation training. The staff review with clients such topics as personal attitudes toward work, how to look for a job, how to retain a job, and how to achieve upward job mobility. The appendix includes a checklist of attributes an employer seeks in an applicant and methods by which the applicant can indicate possession of those attributes, a list of required job seeking skill abilities, instructions on preparing an application letter, a sample application letter and resume and advice on making an appointment for an interview.

Appendix E is a hand-out distributed to clients by the job seeking skills class instructor at Project H.I.R.E. in Minneapolis. It presents suggestions concerning one of the most difficult aspects of the job search process, the "cold call." Sample dialogue is included to illustrate the points covered: establishing contact, developing interest, arousing interest and closing the conversation. Although the "cold call" to employers is difficult, it can be an effective way of securing a job interview. This brief hand-out is designed to help clients improve their technique.

Additional materials from the H.I.R.E. Job Seeking Skills Class are presented in Appendix F. These include hand-outs concerning the employment application form, the interview and the explanation of potential liabilities such as conviction records and drug or alcohol problems.

Appendix G is a brief wallet reference guide prepared by Science Research Associates, Inc., for use by anyone looking for a job. Because of its brevity and size, it is especially convenient to use. Program clients can take it to job interviews and review it immediately preceding the interview or while completing the application prior to the interview. Although brief, it includes important advice concerning selecting a job, finding job openings, completing an employment application, preparing for an employment test, preparing for the job interview, interviewing, and following up on employment applications.

Job development and placement materials are presented in Appendices H-J. These materials are directed at employment services programs' job development staff members rather than program clients.

Appendix H is a list of basic suggestions for job development and placement for ex-offender programs. It was developed by the Louisville, Kentucky Clearinghouse for Ex-Offenders and is distributed to all Clearinghouse staff members. Clearinghouse staff find that the list serves as a good summary of important job development and placement points.

Appendix I is a job development manual prepared for and used by job developers of Employ-Ex, Inc., in Denver, Colorado. The manual is written in language specific to Employ-Ex but the points made relate to job development activities conducted by staff at all employment services programs serving ex-offenders. In most instances, job development is a technique learned through experience. Most job developers interviewed at the fifteen sample programs found it difficult to explain "how" they perform their functions. Additionally, most admitted it is very difficult to train new employees in job development. Thus the Employ-Ex manual may be of interest to many other programs engaged in job development. Topics discussed in the manual include:

- Methods of Job Development
 - Job Development on Referral
 - Preliminary Job Development by Phone
- Job Criteria
- General Things to Do in Job Development
 - Explanation of Program Services
 - Contact Persons

- Selling Points to Cover
- Overcoming Objections
- Cementing Relationships

Attached to the procedures manual are samples of a follow-up letter from a job developer to an employer, an employment information form, and a job openings data form.

Appendix J presents a Correctional Job Pool (CJP) form used by the job development staff at Project H.I.R.E. This form is completed each time a job developer contacts a new employer or performs a follow-up with a previously contacted employer. The form provides a brief summary of a company's characteristics and needs. Information collected includes:

- description of company and products;
- types of jobs normally available and suitable for ex-offenders;
- experiences with ex-offender employees;
- prerequisites or requirements for employment; and
- other information related to job mobility, training opportunities and available supportive services.

Appendix K is a work evaluation form used by Assistance to Offenders, Inc. (A.T.O.), a supported work program for ex-offenders in Atlanta, Georgia. A.T.O. clients work in structured, closely-supervised situations in a variety of jobs. They can be promoted to assistant supervisors or supervisors after exhibiting good work habits and dependability. Supervisors are responsible for evaluating all clients working under them on a weekly basis and submitting these evaluations to the program's Operations Manager, who in turn refers them to the clients' counselors. Aspects of client performance evaluated include punctuality, following directions, understanding job duties, cooperation, relationships with fellow workers, and work attitude.

Appendices L and M relate to data collection and evaluation activities which can be conducted by employment service programs serving ex-offenders. Appendix L is a monthly client data form completed by all counselors at Project MORE, located in New Haven, Connecticut. Project MORE staff complete both daily log sheets and individualized client progress reports to document their activities. These are summarized on a client-by-client basis on the enclosed forms, which are utilized by the program director and assistant director to insure staff accountability and trace client participation in the program.

Appendix M presents materials concerning a Management by Objectives approach utilized by Project H.I.R.E. to assess program and staff efficiency. Very few programs contacted had established such a system, which relates individual staff objectives and efficiency ratings to overall program objectives and program operating efficiency.

Each H.I.R.E. staff member has a number of specific objectives related to skill development, peer relationships, and accountability. All objectives are weighted, and expected levels of achievement are agreed upon. Staff members are rated according to their personal objectives each month, and the scores are then used to develop the percent of operating efficiency of the program as a whole.

To illustrate H.I.R.E.'s procedures, Appendix M presents the overall program objectives, along with the staff rating system and the evaluation designs for job developers and job seeking skills class instructors.

ASSESSMENT
MATERIAL

APPENDIX A

Helping Industry Recruit Ex-Offenders (H.I.R.E.) Minneapolis, Minnesota

Client Career Assessment Forms

These materials are used to assess clients' attitudes toward the world of work and to assist program counselors in working with the clients to develop career plans.

The materials include:

- Job Satisfaction Factor Scale
- Work Relationships Satisfaction Scale
- Hiring Considerations Factor Scale
- Career Education Assessment Checklist
- Client Career Planning Form

PRE/POST ASSESSMENT

-8 CLIENT NAME: _____

Date: _____

Counselor: _____

WHAT DO YOU WANT?

People differ in their opinion of what is important to them in a job. Please, indicate, in order of importance, the factors you feel will affect the amount of satisfaction you get from your job. Place a number 1 in front of the factor which is most important, a number 2 in front of the factor of next importance and so on. Rank number 12, the factor which is the least important to you.

- | | |
|---|--|
| <input type="checkbox"/> Advancement possibilities | <input type="checkbox"/> Understanding treatment from supervisor |
| <input type="checkbox"/> Pay received | <input type="checkbox"/> Security and sense of future |
| <input type="checkbox"/> Company I can be proud of | <input type="checkbox"/> Opportunity to apply my training and know-how |
| <input type="checkbox"/> Clear understanding of what is expected of me | <input type="checkbox"/> Doing work I like |
| <input type="checkbox"/> Co-workers who are considerate, friendly and competent | <input type="checkbox"/> Benefits (e.g., sick benefits, vacation, free insurance) |
| <input type="checkbox"/> Hours of work | <input type="checkbox"/> Working conditions (comfortable, clean, free of noise, odors) |

In many companies, there are several varied functions. Each function requires workers with particular preferences. Indicate in order of importance the type of work relationships you feel would prove most satisfying and challenging. Place number 1 in front of the words that best describe your feeling and then go on to indicate your second, third, fourth choices, etc., through 9.

WORK WHICH INVOLVES:

- | | |
|--|--|
| <input type="checkbox"/> Influencing other people primarily | <input type="checkbox"/> Emphasis is on working along without supervision |
| <input type="checkbox"/> Working with hands and doing mechanical things | <input type="checkbox"/> Emphasis is on team work--group accomplishment |
| <input type="checkbox"/> Working with ideas where you can figure out the "why" of things | <input type="checkbox"/> Emphasis is on working carefully supervised |
| <input type="checkbox"/> Working with business detail (figures, files, records) | <input type="checkbox"/> Emphasis is on variety of new situations |
| | <input type="checkbox"/> Combination of two of the above (which ones?) _____ |

WILL THE COMPANY HIRE ME?

There are many factors which companies consider when hiring people. Indicate order of importance which factors you feel companies will consider in you when you go for an interview. Place a number 1 in front of the words that best describe your feeling, and then go on and indicate your second, third, etc.

- | | |
|--|--|
| <input type="checkbox"/> Previous working experience | <input type="checkbox"/> My conviction record |
| <input type="checkbox"/> Educational background | <input type="checkbox"/> Racial background |
| <input type="checkbox"/> Where I live | <input type="checkbox"/> What I want in a job |
| <input type="checkbox"/> My work skills | <input type="checkbox"/> Other (describe): _____ |

CAREER EDUCATION ASSESSMENT (3.0)

CLIENT NAME: _____

Date of Assessment: _____

Assessment Interviewer: _____

3.0 CONDUCT CAREER EDUCATION ASSESSMENT

3.1 Determine Nature of Problem

A. Provide Pre-Assessment

B. Consider educational/training factors

- | | |
|----------------------------|-------------------------------|
| _____ less than 12th grade | _____ functionally illiterate |
| _____ education | _____ other (describe) _____ |
| _____ never been trained | _____ |
| _____ for a job | _____ |

C. Previous employment history: (check completeness of employment application)

- | | |
|------------------------------|--------------------------------------|
| _____ sporadic employment | _____ absenteeism |
| _____ record | _____ frequently terminated |
| _____ never worked | _____ work attitudes |
| _____ work habits | _____ no visible occupational skill: |
| _____ other (describe) _____ | |

D. Personal factors:

- | | |
|------------------------------|--|
| _____ alcoholism | _____ drug useage/addiction |
| _____ marital situation | _____ financial situation |
| _____ personal values | _____ ability to get along with others |
| _____ conflicting with | _____ on the job |
| _____ American work ethic | _____ mentally handicapped |
| _____ physically handicapped | _____ personal motivation/desire to be |
| _____ age, sex, and/or race | _____ employed |
| _____ other (describe) _____ | |

E. Physical factors:

- | | |
|---------------------------|--|
| _____ personal appearance | _____ no place to live |
| _____ needs work clothing | _____ needs special tools or equipment |
| _____ completely without | _____ other (describe) _____ |
| _____ funds | |

F. Job seeking factors:

- | | |
|------------------------------|---|
| _____ personal appearance | _____ doesn't interview well |
| _____ doesn't handle an | _____ can't describe saleable work experience |
| _____ employment application | _____ hazy about work record/background |
| _____ well | _____ could use J.S.S. |
| _____ other (describe) _____ | |

G. Work Expectations:

1. Expected salary range:
2. Concern for job with promotional possibilities:
3. Concern for certain type of job or work field:
4. Concern about working conditions:
5. Concern for specific work hours or work schedule:
6. Concern for a specific geographical location for a job:
7. Special expectations from employer:
8. Any other crucial expectations:

3.2 Determine Client's Needs

"Why do you feel in need of a job at this particular time?"

- ___ for daily survival
- ___ for certain level of prestige/status
- ___ to beat a rap
- ___ to yield to external pressures

- ___ satisfy a need for a certain salary level
- ___ for a feeling of self-worth
- ___ to modify life/work styles or values
- ___ other (describe): _____

3.3 Determine Employment Needs

- a. Have client respond to "What do you want when looking for a job?" Consider responses when establishing job goals.
- b. List client job preferences in order of priority. If client has no preferences, or does not know what he/she wants, indicate UNKNOWN".

Job Title/Field	Priority	Why This Priority
	1	
	2	
	3	

Clarify Unknown Priorities/Problem Areas

- a. If client is unclear about what he/she is looking for, has problem impacting upon placement status, has no job preferences, or appears to be uncertain about seeking employment, the following should be considered prior to and during the establishment of a plan of action, and recorded on client worksheet.
 1. Job Seeking Skills
 2. Force Field Analysis---a problem solving process whereby the client may be able to arrive at a realistic goal.
 3. Work Alternatives---such as training or advanced education and skills upgrading.
 4. Career Education Counseling---re-assess information already gathered, check problem areas impacting on placement status. Explore with the client employment areas or alternatives to employment, to aid his/her awareness of skill areas and how and where these skills can be applied or improved, in preparation for eventual placement. This is an on-going process which should be used throughout the Development, Placement and Retention process. Other resources which may impact on placement status should also be considered.
- b. Once priorities/problems are clarified, either a plan of action for employment, should be established.

3.5 Establish an Employment Action Plan

- a. Conduct the Post-Assessment---to determine any changing client direct from pre-assessment and to determine compatibility with stated priorities/goals.

b. Establish Realistic Employment Goals:

Job Title/Field	Priority	Why this priority?
	1	
	2	
	3	

c. Consider labor market conditions by consulting one or more of the following potential resources:

1. Job Developer possibilities---
2. Job Bank possibilities---
3. Client contact possibilities---
4. Consult descriptive material, such as OCCUPATIONAL OUTLOOK: OUT, VOL. I; or other information available.

d. Consider time parameters. Establish length of time and hopes of accomplishment within a specified period of time.

e. Consider your role with your client, and where appropriate, other roles relating to referring source. Deal with personal concerns, issues or other problems.

f. Consider follow-up methods which may be of assistance to the client in achieving his/her goals. Explain job placement procedures, expectations. Describe other services available after placement.

g. Should the job goal go unmet within a specified period of time, what alternatives might the client consider, if any?

PRIORITY 1 JOB ALTERNATIVE: _____

PRIORITY 2 JOB ALTERNATIVE: _____

OTHER ALTERNATIVES: _____

h. Complete client worksheet

i. Refer file to program coordinator for status report

ASSESSMENT (3.0)

FORCE FIELD ANALYSIS
WORKSHEET

Client Name: _____

Counselor: _____

Date Prepared: _____

GOAL:

RANK

RANK

ASSESSMENT (continued)

3.6 Establish an Alternative Action Plan (where applicable)

b. Establish Realistic Alternative Goals:

Alternative Title	Priority	Why this priority?
	1	
	2	
	3	

- c. Consider availability of resources needed to achieve the goal, by consulting one or more of the following potential resources;
1. Job Bank Vocational possibilities---
 2. Consult Descriptive materials---
 3. Consult community resources (i.e., MDTA, CEP, VOC/TECH, Education facilities, DVR, TCOIC), providing services, for information on availability of chosen priority and means of attaining the priority
- d. Consider time parameters. Does the client have a means of sustaining him/herself during this time? Also, establish a length of time and hopes of accomplishment within a specified period of time.
- e. Consider your role with your client, and where appropriate, other roles relating to referring source. Deal with personal concerns, issues or other problems.
- f. Consider follow-up methods which may be of assistance to the client in achieving his/her goals. Explain placement procedures, expectations. Describe other services available after placement.
- g. Upon completion of the alternative goal, what employment goal might the client consider?
- PRIORITY 1 EMPLOYMENT GOAL:--
- PRIORITY 2 EMPLOYMENT GOAL:--
- OTHER EMPLOYMENT GOALS:--
- h. Complete client worksheet
- i. Refer file to program coordinator for status report

ASSESSMENT (3.0)

THE PLAN FOR SERVICES

Prepared by: _____

H.I.R.E. Counselor: _____

Date Established: _____

1. POSSIBLE RESOURCES WHICH MIGHT BE HELPFUL

Nature of Problem	Possible Resources/Resource People
Educational/Training Background	
Previous Employment History	
Personal Concerns	
Physical Concerns	
Job Seeking Factors	
Other	

2. JOB GOALS AND ALTERNATIVES

Job Title/Field of Work	Priority	Alternative
	1	
	2	
	3	

3. Other Concerns:

J O B R E A D I N E S S
M A T E R I A L S

APPENDIX B

Parole Rehabilitation and Employment Project (PREP) Columbus, Ohio

Job Readiness Test

This true or false test is utilized to assess the job readiness status of program clients. PREP staff use the job readiness test results to help distinguish clients who are ready to look for a job from those who need additional job readiness training.

JOB READINESS TEST

		YES	NO
		()	()
	1. High School Diploma.	()	()
	2. Good personality.	()	()
	3. Job experience.	()	()
	4. Lack of work history.	()	()
	5. A record of father's job experiences.	()	()
	<u>When asked to complete an employment application:</u>		
	6. You should pay much attention to dates for they are important.	()	()
AGE	7. Leave as many personal questions unanswered because it is really no concern of the employer.	()	()
	8. Don't mention your handicap on the application because you know that if the employer finds out, he will not hire you.	()	()
	9. Print carefully and answer all questions to the best of your ability.	()	()
	10. Try to leave no periods of time in your work history unaccounted for.	()	()
	<u>When preparing for a job interview you should:</u>		
	11. Go out and buy all new clothing.	()	()
ADDRESS	12. Be sure to wear old clothing so the employer will feel you really need a job.	()	()
	13. See that your present clothing is cleaned and pressed.	()	()
	14. Wear colorful and festive clothing.	()	()
	<u>Before leaving for the interview you should:</u>		
	15. Clean your tennis shoes.	()	()
	16. Take a bath.	()	()
	17. Apply lots of makeup or cologne so the employer will notice you.	()	()
	18. Be sure your hair is combed.	()	()
	<u>When preparing for the interview should:</u>		
	19. Before going out you should call the employer and ask about the salary.	()	()
NAME	20. Call and ask the employer about fringe benefits.	()	()

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| | () | () |
| 21. Call the employer and ask for an appointment. | () | () |
| 22. Call the employer and tell him you are the man for the job. | () | () |
| 23. Write the employer stating your qualifications and ask for an appointment. | () | () |

When preparing to go on an interview you should:

- | | | |
|--|-----|-----|
| 24. Get to know someone close to the boss because this person may have pull. | () | () |
| 25. Go to the library and find out about the company's products and services. | () | () |
| 26. Call someone in the Personnel Department and tell them you haven't worked for several years and you really need a job. | () | () |
| 27. Call and tell the employer you know a lot of people who will buy their products if you are hired. | () | () |
| 28. Inquire from people you know who already work there to find out as much as you can about the company. | () | () |

When going for the interview you should:

- | | | |
|--|-----|-----|
| 29. Bring either your mother, or wife to help you. | () | () |
| 30. Bring two friends with you for a job so they might get a job at the same place and be able to help you. | () | () |
| 31. Discuss the job with your counselor and try to decide the best approach. | () | () |
| 32. Prepare an outline of your education and qualifications. | () | () |
| 33. Plan on arriving for your appointment at least 10 minutes early. | () | () |
| 34. Plan on arriving at least an hour and half early just to be sure. | () | () |
| 35. Be sure to arrive at least a few minutes late so that the employer will realize you are a busy man also. | () | () |
| 36. Tell the receptionist you are late because you heard the employer never keeps his appointments anyway. | () | () |
| 37. Call the day before to confirm your appointment. | () | () |

If you find you cannot keep your appointment:

- | | | |
|---|-----|-----|
| 38. Don't call and bother him because he will understand that you did not keep the appointment because you are handicapped. | () | () |
| 39. Write the employer a letter and tell him you think the job might be too difficult for you. | () | () |

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| | () | () |
| 40. Call the employer and explain your circumstances and ask for another appointment. | () | () |
| 41. Call the employer and ask if he can arrange transportation for you because you are handicapped and don't like to ride the bus. | () | () |
| 42. Go to the employer and apologize for being late and ask for another appointment. | () | () |

Upon arrival at the place of interview you should:

- | | | |
|---|-----|-----|
| 43. Take a seat and remain there until someone asks you what you want. | () | () |
| 44. Approach whoever seems to be in charge and tell them all about your handicap and ask them what they know about a job for you. | () | () |
| 45. If you are told to wait insist that you have an appointment and must see him immediately or you will leave. | () | () |
| 46. Announce yourself to the receptionist and tell of your appointment and await her instructions. | () | () |

While being interviewed you should:

- | | | |
|--|-----|-----|
| 47. Tell the employer that your last employer was very unfair and took advantage of you. | () | () |
| 48. Be sure and look around the room while the employer talks to you so that he knows you are impressed with his office. | () | () |
| 49. Tell him what you have learned about his company and products and that you would like to work for him. | () | () |
| 50. Talk rapidly so that the employer will not have a chance to say no. | () | () |
| 51. Plan on telling him in detail all about your handicap and all your serious financial and domestic troubles you have had. | () | () |
| 52. Take a genuine interest in what he says and ask for the opportunity to work for him. | () | () |

At the close of the interview:

- | | | |
|--|-----|-----|
| 53. Tell him you have to have immediate decision as to whether you will get the job. | () | () |
| 54. Ask when do I get paid. | () | () |
| 55. Ask when can I have an advance. | () | () |
| 56. Be sure to ask him what time lunch is and how many breaks you are allowed. | () | () |
| 57. Thank him for the interview and tell him you will await his decision. | () | () |

	<u>YES</u>	<u>NO</u>
<u>When on the job and you do not understand directions fully you should:</u>		
58. Ask your supervisor.	()	()
59. Call a relative or friend for his or her advice.	()	()
60. Go directly to the top man for he really knows more than the supervisor.	()	()
61. Ask the first person you see.	()	()
62. Contact your rehabilitation counselor and ask him.	()	()
63. Quit your job.	()	()
<u>After you are on the job:</u>		
64. When you have worked several days show them you mean business and ask for a raise.	()	()
65. Don't work too hard because they are not paying you much anyway.	()	()
66. When you are told to do something you don't like remind them you are handicapped and shouldn't be asked to do this work.	()	()
67. Discuss any problems you have found at work with your foreman and ask him for suggestions.	()	()
68. Discuss all your family problems with your co-workers and ask for suggestions.	()	()
<u>If you plan to change jobs you should:</u>		
69. Analyze the new opportunity and make sure the new job is secured.	()	()
70. Tell no one of your new job and don't report for work at your old job.	()	()
71. Discuss your proposed job change with a qualified employment counselor.	()	()
72. Tell the new employer you feel obligated to give your present employer two weeks' notice.	()	()
73. Tell your present employer that if he would give you a raise you would not quit.	()	()
74. Try to convince other dissatisfied workers to make a change with you.	()	()
75. Thank your former employer for the opportunity to have worked for him and wish him well in his business.	()	()

TOTAL SCORE _____

COMMENTS:

APPENDIX C

Community Correctional Services for the
Sixteenth Judicial Circuit
Geneva, Illinois

Job Readiness Checklist

This checklist is utilized by counselors in preparing clients for job interviews. It serves to remind counselors to discuss specific areas of importance before referring clients to interviews. Topics include the application, what to bring to the interview, and interviewing. Additionally, space is included for the counselor to rate the clients' performance during role-playing interviews, simulating an employment interview situation.

JOB READINESS CHECKLISTApplication

1. Examine the Form
 - A. Reading Directions _____
 - B. No Blanks _____
2. Complete & Accurate Data
 - A. Dates are Important _____
 - B. Address' are too _____
3. Saying the most in a few words _____
4. References:
 - A. Who they are _____
 - B. Where they are _____
5. Practice Application(s) _____
6. Final Application _____

What to Bring

1. Social Security Card _____
2. Driver's Licence _____
3. Final Application _____
4. Certificates, Commendations, & Awards _____
5. Transcripts From Training _____
6. No Friends!! _____
7. Work Samples _____
8. Resume or Listing of Skills _____

Interviewing

1. Appearance - Discussion on physical aspects of interview _____
 - A. Dress _____
 - B. Grooming _____
 - C. Attending _____
 - D. Eye Contact _____
2. How You Sound - Discussion on spoken aspects of interview _____
 - A. Street talk _____
 - B. Sincerity _____
 - C. Aggressiveness _____
 - D. Performance indicators _____
 - E. Positive Attitude _____
3. Where You've Been - Discussion on offense _____
 - A. Talking straight _____
 - B. Turn it around _____
4. Role Playing Interview

Poor				Great
1	2	3	4	5

Critique

5. Role Playing Interview

Poor				Great
1	2	3	4	5

Critique

J O B S E E K I N G
S K I L L S M A T E R I A L S

APPENDIX D

Parole Rehabilitation and Employment Project (PREP) Columbus, Ohio

Job Seeking Skills Workbook Materials

The PREP program consists primarily of a two-week job preparation workshop designed to provide clients with skills needed for securing and retaining a job. To aid with their instruction, PREP staff use a Job Seeking Skills Workbook. The following materials are from that workbook:

- Employment Interview Checklist - What an Employer Looks for in His Employees and How the Client Can Let Him Know He Has What the Employer is Looking for
- Job Seeking Skills Checklist
- Application Letter Instructions
- Sample Job Application Letter with Resume
- Instructions in How to Make an Appointment for an Interview
- Waiting Room Etiquette Advice

WHAT DOES THE EMPLOYER LOOK

HOW DO YOU LET HIM KNOW

FOR IN HIS EMPLOYEES?

YOU HAVE WHAT HE'S LOOKING FOR?

Self-confidence in ability to do
the job

- a. Describe your work experience related to the job
- b. Describe training or education which prepares you for the job

An ability to get along with fellow
employees

- a. Be friendly, but not overbearing in the interview
- b. Tell the employer before he asks that one thing you have learned from working is how to get along with people

Knowledge of the job/company

- a. In the beginning of the interview briefly describe the job - - - "I would like to apply for the shipping receiving clerk position. I have held similar jobs in the past and I am interested in working here."
- b. Questions if good, can indicate your enthusiasm for working with the company.

"How many people would I be working with in the bookkeeping department?"

"I've used your tire pumps for a long time. Do you make any other pumps?"

"I know many airlines offer pass privileges as fringe benefits. What is your policy?"

"In my last job I used a Burroughs bookkeeping machine. What brand do you use here?"

Dependability

- a. Be on time for the interview
- b. Follow through on the "call back" closing.

WHAT DOES THE EMPLOYER LOOK

FOR IN HIS EMPLOYEES?

HOW DO YOU LET HIM KNOW

YOU HAVE WHAT HE'S LOOKING FOR?

- . Ability to fit company image on and off the job.

- a. Dress appropriately for the job.
- b. Don't degrade the company's products or comment on their polluting properties or what you consider "bad uses." The company probably doesn't want its employees picketing them for a cleaner environment.

Few personal or environmental problems.

- a. Don't describe problems you have which would not affect your performance on the job.
- b. Describe how you compensate for any problems you have which do affect your job performance.

HOW MANY OF THESE THINGS HAVE I LEARNED FROM JSS?

ABILITY TO EXPLAIN SKILLS

- _____ Must use several different statements to support job choice such as: past work experience, related work experience, training, aptitude or intelligence, hobbies.
- _____ Must describe work skills using names of machines or other technical terminology appropriate to the job goals.
- _____ Must be able to answer the question, "Why should we hire you?" by referring to his skills.
- _____ Must supply information about his skills within the first few minutes of the interview.
- _____ Must be able to respond to ambiguous questions as "Tell me a little about yourself," by citing work skills and abilities.

ABILITY TO ANSWER PROBLEM QUESTIONS

- _____ Must be able to explain his answers to all questions on the application blank particularly in the areas of physical, emotional hospitalization, prison record, poor job history, little education, age, no experience in job for which he is applying, etc.
- _____ Answers to questions in these areas must be short and end with a positive statement about his being able to do the job.
- _____ If the problem is visible to the interviewer (age, physical handicap, etc.) the individual must mention it within the first few minutes of the interview.

APPROPRIATE APPEARANCE AND MANNERISMS

- _____ Must be neat and clean, wearing clothes similar to those worn by people who do the kind of work for which he is applying.
- _____ Must maintain good eye contact with the interviewer, must refrain from exhibiting nervous mannerisms.

ENTHUSIASM FOR WORK

- _____ Must state sometime during the interview that he wants to work or indicate desire to work by asking, e.g., about overtime.
- _____ Must walk in and out of the interview situation briskly.
- _____ Must have a firm handshake.
- _____ Must ask specific questions about the job.
- _____ Must use a "call back" closing.

LETTER OF APPLICATION

A letter of application has several objectives. 1) It should interest the employer in your qualifications so he will interview you. 2) It should accompany either a resume or a completed application, blank. 3) It should indicate some interest in the company.

HOW TO PREPARE A LETTER OF APPLICATION

The letter of application should be prepared very carefully. It can make the difference between an employer's passing it on to the personnel office with a note: "This looks worth a followup" or his quietly depositing your letter and application in the wastebasket. Here are some "musts" to observe in writing your letter:

1. Whenever possible address your letter by name to the appropriate person in the firm.
2. Use standard 8½" x 11" white good quality bond paper.
3. Type the letter or have it typed.
4. Be very careful with spelling and punctuation. If you are not sure of the spelling or precise meaning of a word, consult the dictionary--or use a word you feel sure about.
5. Be brief - no more than a page. Businesslike letters will receive more attention.
6. Focus on why you want to work for this particular firm and the contribution you can make to it.
7. Refer to your resume but do not repeat it in full.
8. Tactfully suggest that you will phone for an interview, if the firm is nearby. If you do suggest this, be sure to make the phone call within a week after mailing your letter.
9. Keep a carbon copy of the letters you send.

Mr. Wilbur R. Wilson, Personnel
John Wood Manufacturing Company
500 Como Avenue
St. Paul, Minnesota 55116

Dear Mr. Wilson:

Recently I learned through Local 120 Teamsters Union of your company's operations and plans to extend the government contract for bomb casings that will open positions in the welding department. I would appreciate your consideration of me as an applicant for welder.

Prior to and during my incarceration, I've been practicing this trade. Most of my experience has been with manufacturing firms similar to yours.

For your review, I am enclosing an application of my qualifications. I would appreciate the opportunity of a personal interview with you should you wish to discuss my application further.

Sincerely yours,

William J. Adams

Enclosure.

Box 55
Stillwater, Minn.

William J. Adams

Date of resume
Date of Birth
Married - 2 children
6' - 185 pounds

Employment Objective - Welder; Sheetmetal - Punch Press

1950	10th Grade Central High School, St. Paul	Subjects: General
1968	GED Vocational Tech., St. Paul	Subjects: General
1967	Welding School, Vocational Tech., St. Paul	Subjects: Welding
1967	1st Class Boiler License	
1967	Blue Print Reading	Service - Marines 1950-1955 Rank: Corporal Transportation

Experience

1966 to present, working in Power Plant doing welding, assembling, shipping farm machinery. Supervising and ordering materials for institution shops, farm machinery, Foundry, Power Plant, Machine Shop. Setting up and operating Hugo Punch Press, the care and maintenance of shop tools and machines too.

1964-66 Waldorf Paper Company. General factory then moving into Maintenance Shop operating drill press and Electrician's helper.

1958-64. Coit Manufacturing Company assembling furnaces and pent houses, then moving into Welding of furnaces and spray painting.

Special Skills

Operate various types of visual equipment.
Advanced First Aid
Small Engine Repair
Typing

Blue Print
Good Reading
75 words per minute

Hobbies

References

HOW TO MAKE AN APPOINTMENT FOR AN INTERVIEW

You should have a prepared introductory statement and know what information you will need to report for an interview.

Sample introductory statement: "This is (name) and I'm calling about the opening you have for a (job title). Could I come in and talk with someone about the job?"

Sample introductory statement: "This is (name) and I'm an experienced (job title). Do you have any openings I could come in and discuss with someone?"

You should then be prepared to request the information you need, and to spell your name for the receptionist. It is also possible an employer may want you to briefly describe your skills over the phone before he meets with you. Be sure to sound enthusiastic and positive about your ability to perform the job you are applying for.

You need the following information to interview:

Date and time to report

Name of the interviewer or person to ask for

Where you should report

How to get to the company if you don't already know

Job title of the opening

WAITING ROOM ETIQUETTE

Some employers you go to see will ask you to wait. They may do this simply because they are busy or possibly to test your patience and composure. Use this waiting time constructively by preparing for the interview.

Keep calm and go over your answers to problem questions so you will be able to deliver them well in the interview. It is probably not a good idea to study the worksheet on which you developed these answers because if the employer sees it, he may think you are trying to hide something from him. Going over these statements in your mind is also good practice for the actual interview when you would certainly not have the worksheets out.

If there is literature about the company on display in the waiting room, it could be a good idea for you to read through some of it for two reasons. First of all, you will look interested and enthusiastic about working for the company. Secondly, such reading will help you sound interested and enthusiastic in the interview by giving you some background to intelligently discuss the company and the job.

APPENDIX E

Helping Industry Recruit Ex-Offenders (H.I.R.E.) Minneapolis, Minnesota

Cold Calls Advice

This material is distributed by the H.I.R.E. Job Skills Class instructor to all clients for their use in making unsolicited calls to companies in order to obtain an employment interview. Four main points are covered:

- establishing contact;
- developing interest;
- arousing interest; and
- closing the conversation.

An example of a cold call conversation is also included.

COLD CALLS

A telephone call to companies who might need someone with your skills or interests is a very good method of obtaining an interview. As with the interview itself, a cold call should be a selling of your job related skills to the employer. Remember even though a cold call to an employer is not easy, it can be very effective in terms of a possible job.

When you are making cold calls, four points should be covered:

- | | |
|----------------------|---------------------------|
| 1. Establish contact | 2. Arouse interest |
| 3. Develop interest | 4. Close the conversation |

1. Establish contact

You need to establish contact with the person who has the responsibility to hire people. Otherwise you may be trying to convince a receptionist or switchboard operator to interview you.

An example which can be used:

"Hello, I'd like to speak with the Personnel Manager -- could I have his name please?"

"Hello, I'm looking for a job and would like to speak with the person who does the hiring -- could I have his name please?"

2. Arouse interest

Once you have the person who does the hiring on the phone, don't pause. Immediately try to arouse the employer's interest by introducing yourself and telling the reason for your call. You should introduce yourself in terms of the skills or interests you have that the employer values.

Example:

"Hello, Mr. Mason, this is Tharold Krammer, and I have experience

as a shipping and receiving clerk."

"Hello Mr. Morris, this is Alton Hegson, and I have an interest in photography."

The first sentence should contain two things -- your name and a statement about your skills or interests.

3. Develop interest

If the employer is at all interested, develop that interest by stating a few work experiences, related work experiences, training experiences, educational courses taken, aptitudes or hobbies.

Example:

"I have worked with the multilith machine for 4 years."

"I have completed a course in the operation and repair of diesel trucks and I have driven a semi for 2 years."

"I have just completed a training course in business practices and I am excited to put it to use on a job."

"I would like to learn the restaurant work from the bottom up."

4. Close the conversation

You are trying to obtain an interview, not a job, so try to set up an appointment for an interview. Then close the conversation in a polite manner.

Remember to write down the time and place of the interview and the interviewer's name.

Example:

"I know you sometimes have openings in the machine shop and I thought you might want to interview me, say this afternoon or tomorrow."

"Yes, tomorrow at 2:30 would be fine. Thank you for your time.
Good bye."

REMEMBER

Even though the employer will not interview you or is not very polite, always close the conversation with "Thank you for your time." He might have an opening at a later date that you would like to apply for.

EXAMPLES OF A COLD CALL

"I would like to speak to the person who hires factory personnel."

"Mr. Mason, this is Tharold Morris, and I have had experience driving trucks. I have done most of my truck driving in Minneapolis, so I know the area well and I enjoy driving. I know you sometimes have openings like this so I thought you might have a use for someone with my skills. I would be available for an interview Monday, Tuesday or Wednesday of this week."

"Yes, tomorrow at 10:30 a.m. would be fine. Thank you for your time. Good bye."

Establish contact: "I'd like to speak to the person who hires for your
company -- what is his name please?"

Arouse interest: "Mr. Means, this is Lenny Crisco, and I have had experience
working on foreign cars."

Develop interest: "I have also completed a vocational school course in
mechanics and I am very familiar with the use of metric
tools."

Close conversation: "I know you sometimes have openings like this so I thought
you might have a use for someone with my skills. I would

be available for an interview any morning this week."

Close interview: "Yes, Monday at 3:30 would be fine. Thank you for your time. Good bye."

APPENDIX F

Helping Industry Recruit Ex-Offenders (H.I.R.E.) Minneapolis, Minnesota

Job Seeking Skills General Material

These materials are distributed by the H.I.R.E. Job Skills Class instructor to all job-ready clients who are looking for jobs. They include instructions on completing an application form and advice on how to act and to explain problem areas during an employment interview. Such problem areas may include prior convictions, drug history, alcoholism history, learning problems, past firings, or many past job changes.

THE APPLICATION FORM

In most cases, it is best to write in "will explain" or leave blank all problem areas on the application form. Your problem areas might be:

1. Conviction Record
2. Medical Problems or previous injuries
3. Military record
4. Losing a job
5. Leaving a job
6. Drug and alcohol addiction or treatment

If an area is left blank on the application form, *you should explain it in the interview.* Whatever the explanation is, remember to be honest.

If an employer asks for an explanation of the areas you left blank on an application form you could say something like the following:

"I felt I could explain it to you better in private."

-or-

"I didn't know who would see the application form and I want to keep it between you and I because I'm doing my best to start over again."

THE INTERVIEW

As soon as possible after the interview starts, tell the employer about your skills, training, experiences, personal habits or hobbies which would be useful on the job you are applying for. Try to be very complete.

If someone were applying for a job as a mechanic the interview could sound like this:

Employer: "What can I do for you, Mr. James?"

Mr. James: "I'm very interested in the mechanics job you have. *I'm good at rebuilding engines. I also have a lot of experience in transmission repair and tune-ups. On my last job I worked on both American and foriegn cars.*"

IF YOU DON'T TELL HIM ABOUT YOUR
SKILLS, NO ONE ELSE WILL!

EXPLAINING PROBLEM AREAS

When explaining your problem areas such as conviction record, being fired, injuries:

- a. Admit to the difficulty.
- b. Explain how it won't affect the job you are applying for.
- c. Tell him you want to go to work.

The following examples might be useful to you during an interview. These are only examples. If your explanations fit you better, use those. Again, remember to tell the truth. Employers usually find out anyway.

CONVICTION

Single Conviction

Employer: "Could you explain why you left your conviction record area blank?"

Applicant: "I was convicted last fall. It was something I did without thinking and prison has helped me to realize that that kind of life isn't for me. What I want to do is make a new start by getting a job in electronics like the one you have here."

Many Convictions

Applicant: "The rehabilitation program at the last prison was the best thing that could have happened to me. It made me see that the life of crime is not the way I want to live. It's behind me and I'm ready to work and make a new life for myself that I can be proud of."

Always mention good points like:

An early release.

Joined a counseling group on your own.

Coursework or training in the institution.

Early Release

Applicant: "Even though I've made mistakes in the past, my record was good enough to be released two months early. Now It's all behind me and I'm ready to work and make a new life for myself."

In Group

Applicant: "The group I'm in now really helped me to better understand myself. I've come to realize that a criminal life is not the way I want to live. I want to find a job in electronics and settle down."

According to Minnesota law, you need not and should not acknowledge juvenile records as criminal offenses. If any of your offenses occurred when you were under the age of 18, you do not have a conviction record -- unless you were certified, tried, and convicted as an adult.

NARCOTICS

Treatment Program

Applicant: "I got in with the wrong crowd and pretty soon I got hooked. It was ruining my life and so I asked for help at St. Mary's Drug Treatment Program. Because of their help and my own desire to start a new life, I've been off the stuff for almost six months and I'm ready for a job."

Not Been Treated

Applicant: "I got in with the wrong crowd and pretty soon I got hooked. It was ruining my life. Six months ago I decided to stop taking the stuff and start a new life. Now I'm ready to work again and I'm very interested in the electronics job your company has open."

ALCOHOL

Applicant: "Alcohol used to be a problem, but I began going to A.A. in January. I've been sober for eight months. I'm ready to work again and earn my own way."

LEARNING PROBLEMS

Applicant: "It takes me a little longer than other people to learn what to do on the job, but once I learn what to do I don't forget."

FIRE

Applicant: "That job was working with figures which I've never been good at so I didn't do the best work and they let me go. I have done well at sales before so I know I could do a good job selling in your store."

-or-

"There was nowhere to go in the company and after awhile it got to me and affected my performance. They let me go. This is the kind of company I'm interested in working for."

-or-

"My family was having trouble and I spent more time away from the job than I should have. The problem is solved and I'm ready to work."

LOT OF JOB CHANGES

Applicant: "I made some mistakes in my earlier job choices and had jobs that did not really suit me; but I've learned through experience that this is the kind of job I like best and do well in."

CLOSING THE INTERVIEW

ASKING QUESTIONS

When the employer asks if you have any questions try to ask at least one. Some questions you could ask are:

What would the salary be?

Could I work overtime?

Is this a union shop?

What hours would I work?

Are there any chances for advancement?

Is training necessary or provided with the job?

CALL BACK

When the employer tells you he'll be calling you at a later time say "I'm out looking for jobs so I may not be home if you call. Could I call you at day time?"

BE SURE YOU CALL BACK. HE MAY WANT TO
OFFER YOU THE JOB.

APPENDIX G

Employ-Ex, Inc.
Denver, Colorado

Wallet Reference Guide: Knowledge Needed to Obtain Work

This wallet reference guide, distributed by Science Research Associates, Inc., a subsidiary of I.B.M., provides people with suggestions concerning the job search. The different phases of job seeking covered are:

- selecting a job;
- finding employment openings;
- filling out an application,
- preparing to take an employment test;
- preparing for the interview;
- interviewing; and
- follow-up on job applications.

- 6D. Listen carefully to instructions. If you have questions, ask them before the test begins.
- 7D. Watch your time closely.
- 8D. Work quickly but avoid wild guessing.
- 9D. Don't spend too much time on any one question. Skip over difficult questions and return if time permits.
- 10D. Erase completely any answers you change.
- 11D. If you finish before the appointed time, do not go back and change answers unless you know they are incorrect.
- 12D. If you use glasses or a hearing aid, make sure you have them with you for the testing session.

UNIT E—PREPARING FOR THE INTERVIEW

- 1E. Arrange an interview with a particular person, but don't be upset if interviewed by another person.
- 2E. Check your facts. Record the exact time and place of the interview. Schedule your own interview.
- 3E. Check your transportation to the interview.
- 4E. Learn as much as you can about the company before the interview.
- 5E. Be prepared to tell the employer reasons why you feel that you can do the job.

- 6E. Be prepared to relate your qualifications and training to clues that the employer puts out concerning the job.
- 7E. Prepare a list of questions so that you can get an accurate description of the job.
- 8E. Give your appearance a final check.

UNIT F—INTERVIEWING

- 1F. Be early rather than late for an interview.
- 2F. Give your appearance a last-minute check before your interview begins.
- 3F. Check with the receptionist or other responsible person upon arriving.
- 4F. Be seated when you are invited to.
- 5F. Be alert when called for the interview. Shake hands only if invited to do so.
- 6F. Be poised and alert, ready to answer all questions clearly and accurately.
- 7F. Think through your answers before replying—don't be too quick.
- 8F. Be brief and businesslike. Stick to the subject at hand.
- 9F. Have your personal data sheet and papers ready.
- 10F. Ask questions that you have concerning the job.

- 11F. At the conclusion of the interview thank the interviewer for his time.
- 12F. If you are not offered the job at the interview, ask what step you should take next.

UNIT G—FOLLOW-UP ON JOB APPLICATIONS

- 1G. Determine the specific procedures to follow after you have filed an application with an employer.
- 2G. The most preferred way to check the status of your job application is with a personal visit.
- 3G. Indicate your continuing interest in the employer with a short letter that is a permanent record.
- 4G. Be persistent but not a pest in following up on job applications.

See your counselor
or training instructor
for additional information.



SCIENCE RESEARCH ASSOCIATES, INC.
Chicago Palo Alto Toronto Henley-on-Thames Sydney Paris
A Subsidiary of IBM



WALLET REFERENCE GUIDE



KNOWLEDGE NEEDED TO OBTAIN WORK

Thomas J. Jacobson, Ph.D.

Reorder No. 5-74
Printed in the United States of America.

UNIT A—SELECTING A JOB

- 1A. Pick a job that is compatible with your attitudes, skills, and knowledge.
- 2A. Don't waste time on poor prospects—realistically compare your qualifications to the stated job requirements.
- 3A. Use as much occupational information as you can find to determine the kind of job to look for that fits your interests and abilities.
- 4A. A variety of occupational information is provided in kits published by Science Research Associates. Ask your counselor which ones are available in your school.
- 5A. Pick a job that will meet many of your needs, both psychologically and economically.
- 6A. Select a job that is fairly close to your home, if possible.
- 7A. Choose a job with acceptable working conditions.
- 8A. Get all the information you can before selecting a job—not after—so you won't be disappointed.

UNIT B—FINDING EMPLOYMENT OPENINGS

- 1B. Check with your school, community college, or university placement office.
- 2B. For employment openings in your community or state, check with your local state employment service office. Check the telephone directory for the address and phone number of the local office.
- 3B. For federal government employment check with the federal job information center in your area. The telephone directory listing under "United States Government" will give you the address and phone number of the local office.
- 4B. For employment openings with your city, apply to the Civil Service Commission, if your city has one, or to the city or town administrative office. Check your telephone directory for the address and phone number of the local office.
- 5B. For employment openings with your county, apply to its personnel department. Use the telephone directory to get the address and phone number.
- 6B. Check newspaper classified ads listing openings.
- 7B. Locate employers in your community by using the Yellow Pages in your telephone directory.
- 8B. Check with local labor unions for openings in the particular craft or trade.
- 9B. Enlist the aid of your friends and relatives in informing you of job openings.
- 10B. Private employment agencies are available to help you locate a job. Some agencies charge you the fee; in other cases the prospective employer pays the fee.
- 11B. Apply at the personnel and employment offices of both large and small businesses.
- 12B. Use church, community service organizations, and Chamber of Commerce employment information to assist you in finding employment.

UNIT C—FILLING OUT AN APPLICATION

- 1C. Bring a pen, ink eraser, and your social security card with you.
- 2C. Read the entire application blank before you start to fill it out. Ask questions if you don't understand.
- 3C. Be complete—indicate a response in all boxes on the application blank.

- 4C. Have all necessary dates and information written down and available so that you can be accurate.
- 5C. Be neat.
- 6C. Clearly state your personal qualifications—don't exaggerate, but don't be too modest.
- 7C. Notify references and get their permission before listing their names on an application.
- 8C. Your application is the only thing that speaks for you after you have left.

UNIT D—PREPARING TO TAKE AN EMPLOYMENT TEST

- 1D. Ensure that you are in good health and rested before you take a test.
- 2D. Check the exact time and location of the test. Ask if you need to bring any materials with you.
- 3D. Arrive a little before the appointed time so that you will be relaxed and ready to work.
- 4D. Bring a pen, two sharp pencils, and an eraser with you.
- 5D. Observe the lighting, ventilation, and noise in the test area. If you have a choice of where to take the test, pick a spot that is likely to be comfortable.

JOB DEVELOPMENT
AND
PLACEMENT MATERIALS

JOB DEVELOPMENT
AND
PLACEMENT MATERIALS

APPENDIX H

Louisville, Kentucky Clearinghouse
for Ex-Offenders
Louisville, Kentucky

Suggestions for Job Development and
Placement for Ex-Offender Agencies

This brief checklist is distributed to all program staff who attempt to secure jobs for ex-offender clients. It covers such topics as approaching the company, explaining applicant qualifications and following up on employer visits.

BASIC SUGGESTIONS FOR JOB-DEVELOPMENT AND PLACEMENT FOR EX-OFFENDER AGENCIES

1. Contact the employer via letter or phone call to briefly explain your purpose and arrange an appointment to explain your program to him.
2. Be prompt and on-time for the appointment.
3. Be appropriately dressed. Be in a businesslike fashion, not in casual dress. Remember that this is a business call.
4. Bring materials to leave with the employer which pertain to your program and/or the clientele you represent. A call card is a must.
5. Explain your program precisely. Be honest and open. Emphasize the advantages of his hiring through your program. Have this well thought-out before you meet with the employer. Do not "shoot the bull". Do not use the "Give a guy a break" angle. Be business. Have statistical data at hand to discuss concerning your program, costs to us all of the ex-offender problem, etc.
6. Inquire about his/her company. What kinds of jobs are there? Make mental notes of "Basics" of employees there, such as a company profile sheet. It is advisable to make notes after appointment, not during discussion. If possible, know something about the company before visiting.
7. Invite the employer to visit your office and to meet your associates. Afford him/her the opportunity to see first-hand what your program is all about.
8. Follow-up on visit appropriately.
9. Keep in touch with the employer. Maintain a company profile sheet to refer to in future contacts.
10. Know what the employer needs and is looking for with each job-opening. What is the job description? What are the physical and mental entry requirements? What about transportation? What shift is job? Does company have restrictions on the criminal record? etc....
11. Before sending your client to the employer, be certain he is appropriate for the opening and that he understands what the facts of the job are. Remember, he is representative of you and your program to the employer.
12. Level with the employer concerning your prospective referral. Don't misrepresent or "hide" anything basic to the job opening.
13. Follow-up with employer after your client is placed. Show your interest in your client being a good employee for him. If problems develop, try to assist and offer this to the employer.

APPENDIX I

Employ-Ex, Inc.
Denver, Colorado

Job Development Manual

This manual is distributed by Employ-Ex to all program job developers. Although it is program-specific, it discusses general procedures for job development and placement activities by ex-offender program staff. Because job development is usually considered very difficult to describe, this material may be especially valuable to new employees seeking to develop jobs for ex-offender clients.

FORMS AND LITERATURE

All Job Developers will be given a supply of Job Development forms and other literature to be sent to prospective employers. All jobs developed should have a job development form completed on them to be submitted to the Employ-Ex office. All correspondence should be on the Employ-Ex letterhead.

BUSINESS CARDS

Business cards, in which you can fill in your name, will be given to all Job Developers for presentation to prospective employers or other interested persons.

CURRENT LISTINGS

All Job Developers will be given a current list of contacts we have made to avoid duplication of efforts and encourage coordination.

PERSONAL CONTACTS

For the most successful results it is important to make efforts for personal contacts with prospective employers. There are instances where telephone contact may be successful but it is no substitute for person-to-person contact.

COORDINATION

The Employ-Ex staff Job Developer is responsible for coordinating and doing follow-up of all business contacts after initial job development. He will be available to all Job Developers for questions, direction and information.

METHODS OF JOB DEVELOPMENT

Job Developers may find an easier approach to employers as a "Job Developer representing Employ-Ex" and not feel it necessary to go into their other individual involvements or affiliations. This sometimes eliminates "dead wood" in conversation and allows "getting to the point". For example, if a Job Developer is from an In-Kind agency, he should introduce himself as a Job Developer representing Employ-Ex and not go into any other details. However, some flexibility should be utilized in each situation. It may be beneficial to mention or discuss your affiliation. In such cases, it is imperative to mention that the Employ-Ex staff Job Developer will handle further contacts and all calls should be made to the Employ-Ex offices.

Job Development on Referral

Even though a developer knows an employer, he should not be in anyway presumptuous in handling information. Information collected and jobs developed must be disseminated to those who do not know the employer. All such information must be immediately forwarded to the Employ-Ex office.

Preliminary Job Development By Phone.

Before anyone attempts to develop jobs through phone conversations, he should be fully appraised of the program.

Employers have a tendency to ask many pointed questions and the Job Developer should be prepared to answer them.

Efforts should be made to find out names of personnel managers or others in Personnel Departments prior to making a pitch.

This can be done diplomatically by phone prior to setting up an appointment, but should not be done at the same time.

One good technique is to call and ask for Mr. _____,

explain briefly the program, tell him you will send him literature and would he be willing to schedule an appointment for a week or so after? (That is, after he is to receive the literature.)

The following is offered as a sample telephone "pitch".

You will develop your own technique with experience. If it works, use it!!

I am _____ with Employ-Ex, Inc., a federally funded program under the auspices of Law Enforcement Assistance Administration, sponsored by the Denver Commission on Community Relations. This is part of the Denver High Impact on Crime Program. One of our purposes is free job placement for ex-offenders. There is no charge to the Employ-Ex client or to the employer.

We will be sending you some literature on our program _____ (day) _____, and would like to arrange an appointment to discuss our program with you and other interested persons of your company..."

JOB CRITERIA

Employ-Ex is basically interested in accumulating as large a Job Bank as possible. It is necessary with the large number of clients that we handle that the types of jobs be varied so that we have something to offer everyone regardless of the degree of their skill or education or the field they are interested in or qualified for. The only criteria for jobs is outlined on the following page.

ALL straight commission jobs are excluded

No jobs will be developed or utilized with less than \$3.00 per hour starting salary.

The only exception: you may utilize a job for \$2.75/hour or more, if the client will be guaranteed \$3.00 within 30 days of his starting date.

Type of jobs should range from most menial laborer to semi-skilled and skilled.

Jobs that require special training or education should also be included, especially if On-The-Job training is available. It may also be possible for Employ-Ex to arrange for vocational training for one of their clients to qualify them for this type of job.

GENERAL THINGS TO DO IN JOB DEVELOPMENT

Below are listed several pieces of information concerning things you should do or say either in specific situations or in general conversation about the Employ-Ex Program. You should be familiar with all of them and check yourself occasionally to make sure you are carrying through these objectives.

Services

Briefly explain all services we provide our clients, not just the employment service. These include:

- Motivational counseling for ex-offenders
- Job direction and assistance for inmates prior to release
- Assist ex-offenders in job readiness prior to employment
- Seek employers willing to hire ex-offenders
- Employment counseling for ex-offenders
- Emergency assistance and referrals for ex-offenders
- Provide follow-up services for Employ-Ex clients
- Coordinate volunteer activities for ex-offender re-direction services
- Coordinate and cooperate with existing employment and community resource agencies
- Assist employers in working with ex-offender employees
- Inform the public about resource needs for ex-offender re-direction

Questions

Job Developers should ask as many questions about the company as possible. The more intelligent questions asked about jobs available, the benefits, the potential and progress of the Company, the better. This information will assist Employ-Ex counselors in appraising their clients about the

merits of a particular job situation. And, equally important, it give the employer the impression you are interested in him and his accomplishments.

Contact Person

Make sure you determine who is the contact person within the Company for forthcoming job referrals, as well as who the initial interviewed person (Manager, Employment Officer, etc.) is. (See Exhibit B)

Other General Information

Record as much information about the "mood" of the company as possible. For example, if there is any reserve expressed, make note of it on the records. (See Exhibit B)

If you are in doubt, don't hesitate to say "I don't know". Refer all questions and requests for more detailed information or policies to the Employ-Ex Executive Director.

Staff Job Developers call from time to time on businesses to follow up with the employer. This is necessary to keep solvent the relationship and keep them appraised of the program's progress.

It is critical that Job Developers approach all businesses in a business-like manner with business methodology. If not our dealings with business people will be hampered and the program will lose its impact.

Even though you may mention High Impact Crime Program DO NOT at anytime list or mention the actual crimes of burglary, assault, rape and robbery. This may tend to frighten or unsell what you have already achieved.

It should be explained that the Job Developer is only making contact to develop a job and he himself will not be the one coordinating an Employ-Ex program with the company. Once he makes the contact and completes the sale the staff Job Developer will be the one that will be giving referrals or fielding questions.

It should be stressed to the employer that we are merely providing possible employees for HIS APPROVAL and decision. It is important to convey the idea that it is the final decision of the employer to accept an Employ-Ex client.

SELLING POINTS TO COVER

Outlined below are some of the most important factors of the Employ-Ex program. Each and every one of them should be stressed to the prospective employer. As in all sales, when you have made a sale, no matter what stage, stop selling...Tell them what they've bought, if necessary, but stop selling.

1. THE EMPLOY-EX PURPOSE

Emphasize that we ARE NOT an employment agency. We are an ex-offender assistance agency, part of which involves employment.

2. FREE SERVICE

All Employ-Ex services are provided free of charge. There is NO CHARGE to the Employ-Ex client or to the employer.

3. CHAMBER OF COMMERCE MEMBERSHIP

Employ-Ex has a Chamber of Commerce membership. One of the Chamber's prime interests lies in Correctional Rehabilitation and the successful re-entry into society of ex-offenders.

4. TAX SAVINGS

Since most businessmen are basically interested in the production of their company and its monetary growth, it is a good point to explain to them that by hiring an ex-offender their contribution of a job has several benefits. First, they are eliminating the cost to the tax payer of keeping the man in the penitentiary (\$4,000 per year) and possibly eliminating his family from the welfare roles (up to \$5,000 per year). Additionally, by giving him a job they are causing him to pay taxes so that the burden of these costs might be shared. Another effective point that should be used with due caution is that a re-directed ex-offender is not a threat to society. He no longer looks at society as his victims, but as a fellow worker toward the good of the community.

5. FOLLOW-UP WITH THE CLIENT

Employ-Ex continues to work with the client after his employment with such interest as community involvement, continued positive work habits and general counseling.

6. FOLLOW-UP WITH THE EMPLOYER

We carry-through with the employer to absolve any questions or difficulties that may arise and continue these follow-up practices indefinitely.

7. BONDING

If the available job requires bonding and the employer's bonding program will not cover ex-offenders, it should be explained to him that our clients can be bonded without cost by a Federal Department of Labor program through the State Employment Division. General Bonding is \$10,000. We will arrange such bonding needs.

8. AGENCIES THAT ENDORSE & ASSIST

Denver Police Department, Department of Welfare, Health and Hospitals and Commission on Community Relations provide both endorsement and assistance to the Employ-Ex program.

OVERCOMING OBJECTIONS

We're Not Hiring

Often an employer will respond with something like: "We're not hiring". This can be met with your expression of a desire to relate only the purpose of the Employ-Ex program and how it can benefit the employer.

Negative Attitudes

When a negative attitude is projected, then, it is often wise to sell in relation to the needs of the employer. This might include something like "...From time to time, as you do have needs for employees, we can assist you in filling those positions..."

No Guarantees

It is to the advantage of Employ-Ex, in your presentation, to say something like: "We don't guarantee that the people we refer to you will always be the best..." - quickly clarifying that with something like "...but it's difficult to make that kind of projection for any employee. We will, however, screen our clients for aptitude, interest and potential prior to referring him/her to your company."

Business Security

One of the most important questions a Job Developer should attempt to answer is "How does hiring an ex-offender effect my security?" He must convey the ideas that the chance an employer is taking by hiring an ex-offender may even be less than when he hires a man off the street since so much more of background, work history and potentials or limitations may be known about an ex-offender than someone who walks in off the street. Also, the ex-offender realizes that when security is breached he will be first suspect. What this may amount to, then is that an ex-offender employee will work to prevent breaches of security by other employees so that the reflection won't fall on himself.

CEMENTING RELATIONSHIPS

It is very important that some attempt be made to work with or "sell" not only the Personnel Manager or Director but also the Line Foreman or the immediate supervisor that the ex-offender will be working with from day to day. You may see a possibility to suggest indirectly that such persons be present at an initial or later discussion. It is just as necessary that these people be aware of the program and its goals and just as important that they are receptive to an ex-offender being hired. It is usually the supervisor's influence that determines whether a person will be able to remain on a job - a goal far beyond mere job development. At least make some mention of this and express your willingness to talk to the line foreman or supervisors if the interviewed person chooses you to do so.

CLOSING THE DEAL

After you have reached an understanding with an employer, assure him that you will soon be in touch with him by phone and mail. Remind him that a staff Job Developer will also be in touch with him, who will coordinate future contacts and follow-up. Please see Exhibit A for the follow-up letter for you to use.

REMEMBER

At no time should you let the employer think that he is doing Employ-Ex a big favor in placing our clients. Rather, it should be stressed that we are frequently providing people who are otherwise capable and qualified whose biggest bar to employment is their records. Of course, you should not imply that we are giving the employer the cream of the market. However, to approach a businessman in an apologetic way will negate any good results.

EXHIBIT A

May 12, 1976

Employ-EX

Mr. Bob Mandel
ABZ Lumber Co.
1995 Lipan St.
Denver, Colorado

Dear Mr. Mandel,

We just wanted you to know that we truly enjoyed visiting with you this week. Talking with you gives us an opportunity to learn more about your firm and allows us to give you a good idea of how Employ-Ex operates. We feel we are serving a two-fold purpose by providing job development and other supportive services to our participants, and by providing employers such as yourself with people for interviews who are pre-screened and job-ready. Keep in mind that all this is done with no fee to either the participant or the employer.

We are placing you on our mailing list and each month you will receive a copy of our Available People List which is a small sampling of the job-ready Employ-Ex participants currently available. In the meantime, Mr. Mandel, if you have any positions open, please contact us.

Thank you again for your time and consideration.

Sincerely,

EMPLOY-EX, INC.

Granville Oldham
Granville Oldham
Job Developer

GO:pc

a non-profit, tax-exempt corporation
PROVIDING BETTER ALTERNATIVES TO CRIME
Sponsored By: Denver Manpower Administration

Funded By: Law Enforcement Assistance Administration's Denver High Impact on Crime Program,
County of Denver and concerned citizens

Endorsed and Assisted By: City & County of Denver, Denver Chamber of Commerce, Denver Fed-
Labor (AFL-CIO), and National Alliance of Businessmen

NAME _____ PHONE _____
 ADDRESS _____ ZIP _____
 STREET _____ CITY _____ STATE _____
 COUNTRY _____

3 OF JOBS

NATIONAL REQUIREMENTS _____ UNION REQ. ? _____

SPECIAL REQUIREMENTS	BENEFITS

TRANSPORTATION AVAILABLE _____ BUS # _____

Yes _____ No _____ PAY SCALE _____

EVENT INFORMATION

LATE

RESULTS

CONSULETOR

[illegible]

APPENDIX J

Helping Industry Recruit Ex-Offenders, Inc. (H.I.R.E.)
Minneapolis, Minnesota

Correctional Job Pool Form

This form is used by H.I.R.E. job developers to record information concerning employers they have contacted. It illustrates the kind of information which staff must possess before referring clients to job openings.

CORRECTIONAL JOB POOL (CJP)
Employer Characteristics Profile

EMPLOYER NAME: _____		
Firm Address: _____		
City: _____	Zip: _____	Phone: _____

1. DESCRIPTION OF COMPANY/PRODUCTS: _____

2. Type of Jobs Normally Available and Suitable for Exoffenders: _____

3. CONTACT INFORMATION:

a. Person to Contact: _____	Phone: _____
Developed/Contacted By: _____	Phone: _____
b. Person to Contact: _____	Phone: _____
Developed/Contacted By: _____	Phone: _____
c. Person to Contact: _____	Phone: _____
Developed/Contacted By: _____	Phone: _____
d. Person to Contact: _____	Phone: _____
Developed/Contacted By: _____	Phone: _____

4. DEVELOPMENT INFORMATION:

Characteristics	Circle	Explanation
a. Any problem employing exoffenders?	Y N	_____
b. Any personal interest in offenders?	Y N	_____
c. Public Transportation available?	Y N	_____
d. Private Transportation required?	Y N	_____
e. Bonding required of employee?	Y N	_____
f. Will consider OJT contracts?	Y N	_____
g. Any tools, equipment, uniforms required?	Y N	_____
h. Unionized labor force? (Indicate local no. and name; joining requirements)	Y N	_____
i. Any company training opportunities?	Y N	_____
j. Any apprenticeship opportunities?	Y N	_____
k. Any testing requirements?	Y N	_____
l. Job upgrading/promotional possibilities?	Y N	_____
m. Any formal policy on hiring ex-offenders?	Y N	_____
n. Physicals required?	Y N	_____
o. Does the company provide any social services to employees (i.e., day care, counseling)?	Y N	_____

CJP Profile

5. GENERAL INFORMATION:

a. Does the Employer have need for temporary or seasonal labor? (if so, explain)

b. Is the employer interested in subcontracting any of this work out (e.g., to a group of inmate workers at Shakopee):

c. Has the employer had any previous contact or knowledge of any of the other community or public organizations seeking jobs for special groups (if so, indicate)?

	NAME OF ORGANIZATION	MOST RECENT CONTACT	COMMENTS (if any)
1.	_____ _____ _____ _____	_____ _____	_____ _____ _____ _____
2.	_____ _____ _____ _____	_____ _____	_____ _____ _____ _____
3.	_____ _____ _____ _____	_____ _____	_____ _____ _____ _____
4.	_____ _____ _____ _____	_____ _____	_____ _____ _____ _____

6. IF EMPLOYER HAS MORE THAN ONE LOCATION FOR EMPLOYMENT PURPOSES, INDICATE:

Other Firm Locations:

Contact Person at Location: _____ Phone: _____

Other Firm Location:

Contact Person at Location: _____ Phone: _____

7. CJP PERSON WHO RECORDED INFORMATION ON THIS FORM:

Your Name: _____ Phone: _____

Location: _____ Date: _____

APPENDIX K

Assistance to Offenders, Inc. (A.T.O.)
Atlanta, Georgia

Work Evaluation Form

A.T.O. is a supported work program, providing ex-offender clients with structured, closely supervised working situations through which they can both learn good work habits and establish a work history. This evaluation form is completed by supervisors for each client participating in the program. It provides the clients' counselors with information on the clients' work habits and readiness for full-time, non-supported work.

ACHIEVEMENT TRAINING OPPORTUNITIES, INC.

(EVALUATION)

ATTITUDINAL QUESTIONNAIRE

NAME _____

DATE _____

. # _____

ASSIGNMENT _____

- | | | |
|--|-----------|----------|
| 1. Is he/she punctual? | Yes _____ | No _____ |
| 2. Does he/she follow directions? | Yes _____ | No _____ |
| 3. Is he/she willing to follow orders? | Yes _____ | No _____ |
| 4. Does he/she understand job duties? | Yes _____ | No _____ |
| 5. If not, do they seek guidance? | Yes _____ | No _____ |
| 6. Is he/she cooperative? | Yes _____ | No _____ |
| 7. Is he/she willing to assist others? | Yes _____ | No _____ |
| 8. Do they work well with others? | Yes _____ | No _____ |
| 9. Does he/she assume responsibility
for quality of work performed? | Yes _____ | No _____ |
| 10. Is his/her attitude: | | |
| Good _____ | | |
| Fair _____ | | |
| Poor _____ | | |

Is his/her attitude such that he/she may be placed in a regular full-time position? Yes _____ No _____

Signature of Supervisor _____

DATA COLLECTION
AND
EVALUATION MATERIALS

APPENDIX L

Project MORE
New Haven, Connecticut

Monthly Client Data Form

Project MORE, primarily provides counseling and referral services to its ex-offender clients. In order to monitor staff activities, the program's funding source requires these client data forms to be submitted each month. Such information can be used to insure staff accountability and to measure program efficiency.

-72-
MONTHLY CLIENT DATA FORM
Project P/PRIIP

Case Number _____
(Agency Number & Client Number = Case number)

Service Month _____

I BACKGROUND INFORMATION

- | | | |
|---|-----------------------|-------------------------|
| 1) Sex | a) Male | b) Female |
| 2) Age | a) Under 16 | c) 22-30 |
| | b) 16-21 | d) 31-45 |
| | | e) Over 46 |
| 3) Ethnic Origin | a) Black | c) Hispanic |
| | b) White | d) Other |
| 4) Current Legal Status
(Check S for State or
F for Federal status) | a) Accused F S | c) Parole F S |
| | b) Sentenced F S | d) Probation F S |
| | | e) Ex-Offender F S |
| 5) Marital Status | a) Single | c) Divorced |
| | b) Married | d) Separated |
| 6) Referral source | a) Prison | f) Work Release |
| | b) Jail | g) Project Fire |
| | c) Probation | h) Court |
| | d) Community Agency | i) Client initiated |
| | e) Parole | j) Out of State |
| 7) First Contact with client | a) Pre-trial | d) 1-14 days prior to |
| | b) Over 35 days prior | release |
| | to release | e) Post release |
| | c) 15-35 days prior | f) Post court |
| | to release | disposition |
| 8) Actual time served on most current
Sentence | a) None | d) 181 days to 365 days |
| | b) 1-30 days | e) 366 days to 3 yrs. |
| | c) 30 days to 6 mos. | f) Over 3 yrs. |

II MONTHLY DATA

- | | | |
|------------------------------------|------------------|-------------------|
| 9) Type of contacts | a) Personal | c) Accompaniment |
| | interview | d) Correspondence |
| | b) Telephone | |
| 10) Number of contacts with client | a) 1 | d) 4 |
| | b) 2 | e) Over 4 |
| | c) 3 | |
| 11) Length of contacts (combined) | a) Less than 15 | c) 1-4 hours |
| | minutes | d) 5-8 hrs. |
| | b) 15 minutes to | e) Over 8 hrs. |
| | 1 hour | |
| 12) Purpose of contact | a) Counseling | f) Legal |
| | b) Housing | g) Transportation |
| | c) Employment | h) Follow up |
| | d) Education | i) Welfare |
| | e) Treatment | j) Volunteer |
| | | k) Other |

COUNSELING

13) Service provided

a) Inhouse _____
b) Referral _____

c) Both _____
d) Follow up _____

INHOUSE:

14) Manner Service provided

a) Personal Interview _____
b) Telephone _____

c) Accompaniment _____
d) Correspondence _____

15) Number of Contacts

a) 1 _____
b) 2 _____
c) 3 _____

d) 4 _____
e) Over 4 _____

16) Length of Contacts
(Combined)

a) Less than 15 minutes _____
b) 15 minutes to 1 hour _____

c) 1-7 hours _____
d) More than 4 hrs. _____

17) Type of Counseling

a) Personal _____
b) Family _____
c) Drug _____

d) Alcohol _____
e) Other _____

18) Nature of Counseling

a) Individual _____
b) Group _____

c) Both _____

19) Still in Counseling

a) Yes _____
b) No _____

c) As needed _____

REFERRAL:

20) How referral made

a) Telephone call _____
b) Accompaniment _____

c) Written or oral information given _____

21) Type of referral agency

a) Public _____

b) Private _____

22) Type of Counseling

a) Personal _____
b) Family _____
c) Drug _____

d) Alcohol _____
e) Other _____

23) Client showed for first appointment

a) Yes _____
b) No _____

c) Pending _____

B. EMPLOYMENT

24) Service provided

- a) Inhouse _____ c) Follow up _____
b) Referral _____

25) Reason for Assistance

- a) Unemployed _____ b) Underemployed _____

26) Nature of Assistance

- a) Direct Employment _____ c) Training program _____
b) On-the-Job training _____ d) Welfare entitlements _____

INHOUSE:

27) Manner Service provided

- a) Personal Interview _____ c) Accompaniment _____
b) Telephone _____ d) Correspondence _____

28) Number of Contacts

- a) 1 _____ d) 4 _____
b) 2 _____ e) Over 4 _____
c) 3 _____

29) Length of Contacts

- a) Less than 15 minutes _____ c) 1-4 hours _____
d) More than 4 hrs. _____
b) 15 minutes to 1 hr. _____

30) Number of Interviews Arranged

- a) 1 _____ d) 4 _____
b) 2 _____ e) Over 4 _____
c) 3 _____

31) Number of Interviews kept

- a) 1 _____ d) 4 _____
b) 2 _____ e) Over 4 _____
c) 3 _____

32) Number of Interviews with Staff Accompaniment

- a) 1 _____ d) 4 _____
b) 2 _____ e) Over 4 _____
c) 3 _____

REFERRAL:

33) How referral made

- a) Telephone call _____ c) Written or oral information given _____
b) Accompaniment _____

34) Type of referral

- a) Public _____ b) Private _____

RESULTS:

35) Service secured

- a) Yes _____ b) No _____
Inhouse _____ c) Pending _____
Referral _____

36) Type of placement secured

- a) Full-time job _____ e) On-the-job training _____
b) Part-time job _____ f) Volunteer _____
c) Temporary job _____ g) Welfare _____
d) Training program _____

37) Nature of Placement

- a) Skilled _____ c) Unskilled _____
b) Semi-skilled _____

HOUSING

38) Service provided

a) Inhouse _____

b) Referral _____

39) Type of Housing Assistance
needed

a) Emergency _____
(individual)

c) Planned relocation _____
(individual)

b) Emergency _____
(family)

d) Planned relocation _____
(family)

INHOUSE:

40) Manner service provided

a) Personal
interview _____

d) Correspondence _____

b) Telephone _____

c) Accompaniment _____

41) Number of contacts with client

a) 1 _____

d) 4 _____

b) 2 _____

e) Over 4 _____

c) 3 _____

42) Length of contacts (combined)

a) Less than
15 minutes _____

c) 1-4 hrs. _____

b) 15 min.-1 hr. _____

d) More than 4 hrs. _____

REFERRAL:

43) How referral made

a) Telephone call _____
b) Accompaniment _____

c) Written or oral
information _____

44) Type of referral

a) Public _____

b) Private _____

45) Client showed up for
first appointment

a) Yes _____

b) No _____

c) Pending _____

RESULTS:

46) Housing secured

a) Yes _____
(temporary)

c) No _____

Inhouse _____
Referral _____

b) Yes _____
(permanent)

Inhouse _____
Referral _____

47) Type of Housing

a) Family _____

d) Apartment _____

b) Boarding house _____

e) Halfway house _____

c) Hotel _____

II. EDUCATION

48) Service provided

a) Inhouse _____

b) Referral _____

49) Nature of need

a) GED _____

d) College _____

b) Vocational School _____

e) High School _____

c) Technical School _____

f) Special course _____

INHOUSE:

50) Manner service provided

a) Personal interview _____

d) Correspondence _____

b) Telephone _____

c) Accompaniment _____

51) Number of contacts with client

a) 1 _____

d) 4 _____

b) 2 _____

e) Over 4 _____

c) 3 _____

52) Length of contacts (combined)

a) Less than 15 minutes _____

c) 1-4 hrs. _____

b) 15 min.-1 hr. _____

e) Over 4 _____

REFERRAL:

53) How referral made

a) Telephone call _____

c) Written or oral information given _____

b) Accompaniment _____

54) Type of referral

a) Public _____

b) Private _____

RESULTS:

55) Was placement secured

a) Yes _____
Inhouse _____
Referral _____

b) No _____

56) Level of client involvement

a) Part-time _____

b) Full time _____

57) Financial Assistance provided

a) Yes (public) _____

c) Yes (Inhouse) _____

b) Yes (Private) _____

d) No _____

58) Financial assistance generated by agency involvement

a) Yes _____

b) No _____

III. TREATMENT

59) Type of treatment required

a) Drug _____
b) Alcohol _____

c) Medical _____
d) Psychiatric _____

60) Nature of treatment

a) Emergency _____
b) Long term _____

c) Both _____

61) Successful referral

a) Yes _____
b) No _____

c) Pending _____

62) Type of referral

a) Hospital _____
b) Clinic _____

c) Mental Health _____
d) Private _____

63) How referral made

a) Telephone call _____
b) Accompaniment _____

c) Written or oral information given _____

64) Method of service payment

a) No charge _____
b) Client _____

c) Public funds _____
d) Private funds _____
e) Inhouse _____

LEGAL

65) Type of assistance

- a) Inhouse____ c) Both____
b) Referral____

INHOUSE:

66) Nature of Inhouse Service

- a) Advocating for client____ c) Counseling____
b) Generating financial assistance____ d) Accompaniment to court____

67) Manner service provided

- a) Personal interview____ c) Correspondence____
b) Telephone____ d) Accompaniment____

68) Number of contacts with client

- a) 1____ d) 4____
b) 2____ e) Over 4____
c) 3____

69) Length of contacts (Combined)

- a) Less than 15 minutes____ c) 1-4 hrs.____
b) 15 min. - 1 hr.____ d) Over 4 hrs.____

REFERRAL:

70) Type of referral

- a) Private attorney____ c) Legal assistance group____
b) Public defender____

VOLUNTEERS

71) Manner service provided

- a) Personal interview____ c) Accompaniment____
b) Telephone____ d) Correspondence____

72) Number of contacts between volunteers and client

- a) 1____ d) 4____
b) 2____ e) Over 4____
c) 3____

73) Length of contacts (combined)

- a) Less than 15 minutes____ c) 1-4 hrs.____
b) 15 min. - 1 hr.____ d) Over 4 hrs.____

74) Nature of volunteer involvement

- a) Counseling____ e) Transportation____
b) Employment Svce.____ f) Accompaniment to interviews, court etc.____
c) Education/Treatment referrals____
d) Housing referrals____

TRANSPORTATION

75) Number of times transportation provided

- a) 1____ d) 7-10____
b) 2-3____ e) Over 10____
c) 4-6____

76) Reason for transportation

- a) Job or job training interviews____ c) Court dates____
b) Treatment____ d) Other____

77) Type of assistance provided

- a) Payment for transportation____ b) Direct service____
c) Referral____

APPENDIX M

Helping Industry Recruit Ex-Offenders, Inc. (H.I.R.E.)
Minneapolis, Minnesota

Forms Utilized in Evaluating Staff and Program Efficiency

H.I.R.E. has established specific performance objectives for its employment services program. These objectives are presented in the first table of this appendix. They are used to measure program and staff efficiency.

Each H.I.R.E. staff member also has specific performance objectives. Each staff goal is weighted, and individual goal expectancies are set. Data on staff performance are provided to the program coordinator each month. Staff members are given a performance score, and these scores are used to calculate the percent of program operating efficiency. Staff scores in this evaluation system are also used by the executive director in making salary compensation decisions.

The following appendix presents:

- H.I.R.E. Performance Objectives, including measures, timing of measures, data sources, staff to whom measures are applied, expectancies and weights established;
- Areas in which Staff Performance is Rated;
- Accountability Factor Objectives for Job Developers;
- Job Development Evaluation Design;
- Accountability Factor Objectives for Job Seeking Skills Instructor; and
- Job Seeking Skills Evaluation Design

Table 8: Performance Objectives

PRIMARY OBJECTIVES	MEASURES	APPLIED TO	TIME OF MEASURE	DATA SOURCE	OBTAINED BY	EXPECTANCIES			WEIGHTS
						Minimum	Goal	Optimal	
1. Obtain stable employment ¹	% of terminees ⁷ who maintain employment for 90 days	All terminees	Following CETA termination and at H.I.R. E. termination	Employers, terminees, Parole Agent or Probation officer	Counselors	45%	55%	65%	40
2. Obtain job placement	% of terminees who only obtain a job	All terminees	At H.I.R.E. and CETA termination	Employers, terminees, Parole agent or Probation officer	Counselors	15%	10%	5%	5
3. Obtain other employment ²	% of terminees who only obtain part-time, seasonal or temporary employment	All terminees	At H.I.R.E. and CETA termination	Employers, terminees, Parole Agent or Probation officer	Counselors	8%	5%	2%	5
4. Obtain manpower ³ and other services.	% of terminees who are accepted for other manpower services and the Armed Forces	All terminees	At H.I.R.E. termination	From that program source	Counselors	2%	5%	10%	10
5. Obtain other appropriate ⁴ community services	% of all negative ⁸ terminees who are accepted for community services	All negative terminees	At H.I.R.E. termination	Terminees on community resource	Counselors	30%	50%	65%	5
6. Obtain reasonable earnings.	Hourly wage	All terminees obtaining Objective One	On the 90th day of employment	Employers or terminees	Counselors	\$2.95	\$3.35	\$3.60	15
7. Minimize positive ⁵ program length	Average # of program days ⁹ (from enrollment to termination or acceptance for training)	All positive terminees ⁵	At H.I.R.E. termination	Program record	Counselors	80	70	60	10
8. Minimize other ⁶ program length		All other termin.	At H.I.R.E. termination	Program record	Counselors	60	50	40	10

DEFINITION OF TERMS:

1. Stable Employment: Employed on the 90th day following job entry on a full-time (30 hours or more per week), non-seasonal or temporary, unsubsidized job paying at least the minimum wage.
2. Other Employment: Terminated in part-time (less than 30 hours per week) temporary or seasonal employment.
3. Manpower: Full-time participation in CETA or non-CETA training or employment programs or in the Armed Forces.
4. Appropriate: Based on special list of approved types of community service programs.
5. Positive program length: Any terminnee who obtains benefits 1, 2, 3, or 4.
6. Other program length: Terminees in any other terminated category other than benefits 1, 2, 3, or 4.
7. Terminees: An enrollee who has either achieved the highest level of benefits 1, 2, 3, or 4 or an enrollee who has been in the program over 90 days but has not entered a benefit category or who has been otherwise terminated from services provided by the program. Enrollees in individual slotting supervised by H.I.R.E. are not considered terminees.
8. Negative Terminees: Those clients who did not obtain a major program benefit at termination (benefits 1, 2, 3, or 4).
9. Program Days: Number of calendar days from enrollment to termination with the exception of benefit 1 which is measured at job placement rather than after 90 days of employment.

CLIENT CHARACTERISTICS:

1. Prior work history
2. Occupational Skill Level
3. Prior Educational History
4. Ethnic Background
5. Legal Jurisdiction
6. Type of Conviction
7. Length of Time Served
8. Number of Times Institutionalized
9. Types of Offenses
10. Number of Offenses
11. Length of Sentence
12. Existence of a Juvenile Record

SUPPLEMENTALS:

1. Cost/90 job completors (Benefit number one)
2. Cost/program benefit (Program benefit: terminees who obtain any benefit category one through four)
3. Graduate rate of enrollees supervised by H.I.R.E.
4. Training related employment
5. Wages for terminees in benefits 2 and 3.
6. Yearly recidivism rate
7. Loss rate between placement and termination in stable employment
8. % of program capacity used
9. Program length by various classes of benefits (one through four)
10. % of referrals accepted by H.I.R.E.
11. % of referrals rejected by other CETA programs
12. Number of enrollees entering individual slotting programs supervised by H.I.R.E.

AREAS IN WHICH PERFORMANCE WILL BE RATED

There are three primary areas in which all staff members will be rated. Supervisors will be rated in a fourth area which more appropriately reflects their responsibilities.

Each of these factors will be rated through supervisorial, peer and/or client responses. In most cases, however, the accountability factor will contain a pre-determined outcome which must be accomplished. These outcome expectancies, or goals, are set in contract negotiations between the agency and its funding sources.

Skill Development includes those activities which lead to the refinement, expansion, or acquisition of skills which are related to the position's job specifications. The measurement of this factor includes a tracking of anticipated skill goals, identification of activities which were undertaken during the review period, and a statement from the employee to the effect of the skill upon the job description.

Relationships include those variables which indicate the dimension of the employee's relationship with peers and clientele served by the agency. Each variable is intended to give an indication of what peers and the public think about the professional capabilities of H.I.R.E. staff.

Accountability includes the statement of expected outcomes, or goals. This factor consists of specified objectives which must be accomplished. Accountability comprises the single most important evaluation factor. It is also weighted with the highest number of points. Outcomes will vary for each peer or unit within the agency.

In addition, supervisorial staff will be rated on Supervisorial Responsibilities. This factor includes those variables which describe the supervisorial functions that are assigned to management positions within the agency.

ACCOUNTABILITY FACTOR

FOR: Job Developers (All Classifications)

Total Weight Assigned: 70 points

An accountability factor rating will be computed on a monthly basis indicating results achieved for each of the objectives identified below. These objectives are unique to job developers only and do not involve other positions in the agency.

Each objective is weighted in value. The weighting and outcome for the first objective is a collective one and is determined by scoring the results of all those served by the unit, regardless of who individually may have been assigned to the task.

The second objective is measured by individual performance only. Each job developer will have his own expectancy establishing a rate of development activity.

The third objective is also a collective performance rating and is designed to indicate the quality of placements which are achieved through H.I.R.E. staff.

STATEMENT OF OBJECTIVES:

The objectives of the Job Developers are as follows:

1. Obtain Job Placements

The percentage of persons referred to the Job Development Unit for job placement assistance who are employed.

2. Obtain Developed Employers

The rate at which each job developer "develops" a potential employer for exoffender employment and acceptance of job referrals from H.I.R.E. A "development" must include completion of arrangements of the following:

- a. Explanation of H.I.R.E. program, services and need for offender employment opportunities.
- b. Identification of types of job opportunities which are suitable for most H.I.R.E. clientele.
- c. Establishment of a reliable contact person(c) who will represent the company for purposes of job information, screening job referrals, and follow-up contacts for job referrals and persons placed in employment.
- d. Completion and proper filing of "CJP" form and index card for counseling staff and Career Clinic files.

3. Obtain Reasonable Wages

The hourly wage of those employed as they enter employment.

CONTINUED

1 OF 2

H.I.R.E.
JOB DEVELOPMENT EVALUATION DESIGN

1/1/76

PERFORM OBJECTIVES	MEASURES	APPLIED TO	TIME OF MEASURE	DATA SOURCE	EXPECTANCIES			WEIGHT (70 POINTS)
					MIN	GOAL	OPT	
1. OBTAIN JOB PLACEMENTS	the percentage of persons referred to J.D. who are placed in employment	all terminations on 4.2 list	calendar month	J. D. Director	20%	40%	60%	35
2. OBTAIN DEVELOPED EMPLOYERS	the number of em- ployers who are "developed" for ex- offender employment with H.I.R.E.		calendar month	J. D. Director	6	8	10	20
3. OBTAIN REASONABLE WAGES	the hourly wage of those employed	all persons employed as reported to J.D. unit	calendar month	J. D. Director	3.00	3.50	3.95	15

DEFINITIONS:

1. Redevelopment---Development of an employer previously developed by HIRE meeting two criteria:
(1) resulting from a change in personnel at the employer; or (2) resulting where there are no recorded contacts with the employer for a period of at least six months (these situations must be personally approved by the JD Director in order to qualify as a "developed" company).

Total Weight Assigned: 70 points

An accountability factor rating will be computed on a monthly basis indicating results achieved for each of the objectives identified below.

Each objective is weighted in value. The weighting reflects a prioritization of functions which correspond to the position specifications. Expected goal outcomes are also identified in addition to an acceptable range of minimum to optimal outcomes. Performance below or beyond the expectancy range will require special attention.

STATEMENT OF OBJECTIVES

The objectives of the Job Seeking Skills instructor are as follows:

1. Develop Trained Job Seekers
The percentage of persons who complete classroom or individual job seeking skills instruction who obtain full or part-time employment.
2. Train Job Seekers
The percentage of persons referred for job seeking skills who obtain and complete either classroom training or individual tutoring.
3. Develop Personal Interviewing Abilities
The percentage of persons completing job seeking skills training who are satisfied that they have sufficiently increased their interviewing abilities in order to obtain a job.
4. Develop Personal Communications Abilities
The percentage of persons completing job seeking skills training who are satisfied that they have sufficiently increased their ability to communicate employable assets to potential employers in order to obtain a job.
5. Develop Special Intervention Skills
The percentage of persons completing job seeking skills training who are satisfied that they have sufficiently increased their abilities to intervene special problem areas which are deemed by H.I.R.E. to be important barriers to employment.
6. Develop Ability to Disclose Conviction Records
The percentage of persons completing job seeking skills training who are satisfied that they have sufficiently increased their ability to disclose their criminal records in a voluntary manner so as to minimize the impact of the record on the job sought.

H.I.R.E.
JOBS SEEKING SKILLS EVALUATION DESIGN.

1/1/75

PRIMARY OBJECTIVES	MEASURES	APPLIED TO	TIME OF MEASURE	DATA SOURCE	EXPECTANCIES			WEIGHT (70 POINTS)
					MIN	GOAL	GPT	
1. DEVELOP TRAINED JOBS SEEKERS	the percentage of persons completing job seeking skills who obtain a job	all enrollees completing J.S.S.	30 days after course completion	J.S.S. Instructor	40%	50%	60%	35
2. TRAIN JOBS SEEKERS	the percentage of persons referred for instruction who complete training	all enrollees referred to J.S.S.	30 days after referral to J.S.S.	J.S.S. Instructor	40%	50%	60%	15
3. DEVELOP PERSONAL INTERVIEWING ABILITIES	the percentage of persons completing instruction who sufficiently increase interviewing abilities	all persons completing J.S.S.	at completion of instruction	J.S.S. Instructor	75%	85%	95%	5
4. DEVELOP PERSONAL COMMUNICATIONS ABILITIES	the percentage of persons completing instruction who sufficiently communicate employable assets	all persons completing J.S.S.	at completion of instruction	J.S.S. Instructor	75%	85%	95%	5
5. DEVELOP SPECIAL INTERVENTION SKILLS	the percentage of persons completing instruction who increase abilities to intervene special problem areas	all persons completing J.S.S.	at completion of instruction	J.S.S. Instructor	75%	85%	95%	5
6. DEVELOP ABILITY TO DISCLOSE CONVICTION RECORDS	the percentage of persons completing instructions who are able to effectively disclose their criminal records	all persons completing J.S.S.	at completion of instruction	J.S.S. Instructor	75%	85%	95%	5

END