Troops to Energy Jobs

WORK READY BOOTCAMP

INSTRUCTOR GUIDE

TROOPS to ENERGY JOBS

Connecting Veterans to Rewarding Energy Careers

Center For ENERGY Workforce Development

Troops to Energy Jobs Work Ready Bootcamp

The Troops to Energy Jobs Work Ready Bootcamp program is designed to help those who have recently left the military make a smooth transition to the civilian work world, with the goal of them gaining employment in the energy industry. This program, if offered in full, would be 10 eight-hour days, or two business weeks. Upon completion of the bootcamp, the Veterans would take the WorkKeys assessments and the EEI pre-employment test.

Advanced Preparation:

- This bootcamp builds on prior preparation of Veterans who have completed the Department of Labor Transition Assistance Program (TAP) offered at military installations to service members prior to separation.
  - TAP consists of a comprehensive three-day workshop at selected military installations nationwide. Professionally-trained workshop facilitators from the State Employment Services, military family support services, Department of Labor contractors, or Veterans' Employment & Training Service (VETS) staff present the workshops.
  - TAP workshop attendees learn about job searches, career decision-making, current occupational and labor market conditions, resume and cover letter preparation and interviewing techniques. Participants also are provided with an evaluation of their employability relative to the job market and receive information on the most current Veterans' benefits.
  - More information on the TAP and a copy of the participant manual are available at http://www.dol.gov/vets/programs/tap/main.htm.
- This boot camp includes the completion of WorkKeys assessments. Contact your local One Stop to learn when they offer WorkKeys assessments and what types are available and to schedule the assessments.

Full Bootcamp Schedule

Day 1:

- 8:00am - 10:00am Overview
- 10:00am - 12:00pm Utility Math
- 12:00pm - 1:00pm Lunch
- 1:00pm - 5:00pm Utility Math

Days 2-6:

- 8:00am - 12:00pm Utility Math
- 12:00pm - 1:00pm Lunch
- 1:00pm - 5:00pm Utility Math

Day 7:

- 8:00am - 10:00am Utility Math
- 10:00am - 10:45am WorkKeys Overview
- 10:45am - 11:45am Resume Writing
- 11:45am - 12:45pm Lunch
- 12:45pm - 1:45pm WorkKeys Applied Mathematics
- 1:45pm - 3:45pm Resume Writing, cont.
- 3:45pm - 4:00pm Wrap-up

Day 8:

- 9:00am - 10:00am WorkKeys Locating Information
- 10:00am - 12:00pm Interviewing and Networking
- 12:00pm - 1:00pm Lunch
- 1:00pm - 2:00pm WorkKeys Reading for Information
- 2:00pm - 4:00pm Online Applications

Day 9:

- 9:00am - 10:00am WorkKeys Talent
- 10:00am - 12:00pm Interviewing and Networking, cont.
- 12:00pm - 1:00pm Lunch
- 1:00pm - 3:00pm Interviewing and Networking, cont.
- 3:00pm - 4:00pm WorkKeys Business Writing

Day 10:

- 9:00am - 10:00am Completing Applications
- 10:00am - 11:00am Social Media
- 11:00am - 12:00pm WorkKeys Applied Technology
- 12:00pm - 1:00pm Lunch
- 1:00pm - 4:00pm Take WorkKeys assessments at local One Stop

Day 11:

- 9:00am -2:00pm Take WorkKeys assessments at local One Stop

Day 12:

- 9:00am - 11:00am Graduation

Alternative Options

Any of the topic areas can be covered as a stand-alone program. It is important that all lessons are covered within a focus area to provide a comprehensive experience for the Veterans.

Focus Area One: Utility Math (36 hours)

The Math Bootcamp is structured to be taught four hours a day, each afternoon of the bootcamp. The classes consist of timed Daily Quizzes, Instruction, Practice Problems and Exercises, and cover competencies included in the Energy Competency Model for Applied Math, Locating Information, Reading for Information and Using Information, and some Job Specific competencies. An analysis of the competencies taught in the bootcamp shows a direct relationship to the abilities required in the EEI employment test batteries used by the industry.

Passing the EEI employment test battery is critical to employment in most investor owned utilities, and "mental math" along with the ability to solve math problems with paper and pencil, are critical components of most of the test batteries. Because the math portions of some of the test batteries are given greater weight, failure in these components may have a greater influence on overall failure rates. (Companies use different cutoff scores for pass / fail and candidates may take one or more of the 5 possible test batteries with varying levels of mathematics and reading requirements.) The EEI employment test battery also requires that the test taker know the material well enough to do the math in a timed environment.

The Math Bootcamp requires students to use mental math to solve problems and to complete exercises in a timed environment. Mental calculation comprises arithmetical calculations using only the human brain, with no help from calculators, computers, or pen and paper. People use mental calculation when computing tools are not available, when it is faster than other means of calculation (for example, conventional methods as taught in educational institutions), or in a competition context. Mental calculation often involves the use of specific techniques devised for specific types of problems. Many utility jobs require mental math, since using a calculator could be a safety hazard.

Focus Area Two: Work Ready Credentials (7 hours, 45 minutes)

WorkKeys assessments are integrated into the Pathways model for Veterans. These assessments, administered by ACT, Inc., align to tiers one through three of the Energy Industry Competency Model, which cover areas such as academics, workplace, and personal competencies. It is recommended that those participating in the bootcamp earn the National Career Readiness Certificate (NCRC) as well as take additional assessments, including Business Writing, Applied Technology and Talent. The NCRC covers the applied math, locating information, and reading comprehension.

The ideal way to structure this topic area is to divide the session up by assessment. The first session would cover the overview of the WorkKeys assessments, then subsequent sessions to each cover one assessment. For each of the assessment sessions, there are practice questions that should be covered and discussed. Then, at the end of the bootcamp, the participants would take the assessments, which are approximately one hour each. The best place to have the Veterans take the assessments would be the local One Stop Center. Most offer the ACT assessments. To find out about your local One Stop, go to: http://www.servicelocator.org/

Focus Area Three: Job Search Skills (14 hours)

The last part of the bootcamp focuses on job search skills. It covers a variety of topics, including resume writing, interviewing skills, networking, filling out online applications and using social media in the job search. Each topic is covered in detail and includes hands-on activities using sample resumes and applications and other tools.

WorkKeys Assessments

OVERVIEWS AND LEARNING OBJECTIVES

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The best way to structure this topic area is to divide the session up by assessment. The first session would cover the overview of the WorkKeys assessments, then subsequent sessions to cover each assessment. For each of the assessment sessions, there are practice questions that should be covered and discussed. Then, the participants would take the assessments, which are approximately one hour each. The best place to have the Veterans take the assessments would be the local One Stop Center. Most offer the ACT assessments. To find out about your local One Stop, go to: http://www.servicelocator.org/

The learning objectives for this topic area include:

1. Identify knowledge and skill areas covered in the various WorkKeys assessments and answer sample questions.
2. If possible, take the WorkKeys assessment during the bootcamp.

Preparation

Copy the handouts and review the overview presentation. If you want to learn more about the assessments, you can go to http://www.act.org/workforce/.

Schedule

30 Minutes	**Session 1: Introduction to WorkKeys Assessments**
	Review the information included in the *WorkKeys* Overview presentation.
45 minutes	**Session 2: Applied Mathematics Assessment**
	For each of the WorkKeys assessment sessions, use the corresponding handout to discuss, in detail, the knowledge and skill sets being assessed . As you discuss each level, you may want to provide verbal examples of the types of questions one may encounter. Once each level is covered, have participants complete the sample questions, one at a time, discussing the rationale for the answers. Upon completion of all sessions, be sure to mention the availability of online coursework available through KeyTrain and WIN, which may be available through the local One Stop or community college, if there is a specific topic area where one might need some brushing up.

45 minutes **Session 3: Locating Information Assessment**

45 Minutes **Session 4: Reading Comprehension Assessment**

45 minutes **Session 5: Talent Assessment**

45 minutes **Session 6: Business Writing Assessment**

45 minutes **Session 7: Applied Technology Assessment**

Materials/Handouts

- *WorkKeys Overview* PowerPoint presentation
- *WorkKeys Applied Mathematics* handout
- *WorkKeys Locating Information* handout
- *WorkKeys Reading Comprehension* handout
- *WorkKeys Talent* handout
- *WorkKeys Business Writing* handout
- *WorkKeys Applied Technology* handout

The Résumé Writing Session

SESSION OVERVIEW AND LEARNING OBJECTIVES

The Résumé Writing Session builds on résumés participants have previously prepared. They received instruction on resumes in their TAP Workshop and should have a résumé at least started. Although the basics of résumé writing will be present in this session, the focus will be to update and revise those résumés to show the experience relevant to an energy industry job.

The learning objectives for the session include:

1. Identify content to include for work experience and skills
2. Locate sources of information for content of résumés
3. Understand the difference between the types of résumés
4. Select the best type for a given set of work experiences
5. Prepare and print a résumé

Preparation

Facilitator preparation requires gathering job descriptions from résumés of job applicants who have been hired in your company to use as examples. It's even better if you can have résumés from military Veterans hired along with the job descriptions posted for these jobs. Some preparation will be required to use fictitious names of individuals, companies, and contact information. These résumés can be copied and used as handouts or projected on a screen for discussion of format and specific information included that helped the applicant get an interview for the job described in the job announcement.

Participants will bring draft résumés or descriptions of military work history and skills to the start of their work in this session.

This demonstration and practice take place in the computer-equipped classroom.

Schedule

20 Minutes **Résumé Presentation**

Before moving into the Résumé Discussion part of the session, go through the PowerPoint presentation titled *Resume Writing Presentation*. This information is from the BaseOps website. The information is also included on a handout by the same title.

30 Minutes **Résumé Discussion**

Discussion will also use résumés participants have prepared and have updated during the résumé writing sessions. Those prepared on participant computers can be projected for all to see. Printed résumés can be scanned for projection and discussion. During the discussion, the facilitator will point out strengths and areas needing improvement and get participants to offer suggestions. Point out how the résumé can be revised to closely match the requirements of the job posting. Those who volunteer to have their résumés presented will benefit the most from the critique and suggestions. The point of the discussion is to show how to revise a résumé to fit the actual job to be filled.

Break for Lunch

85 Minutes **Résumé Writing**

Ask participants to start entering work experience in reverse chronological order and skills where appropriate.

Direct attention to the *How to Write a Military Resume* handout.

Have participants use the remaining time to work more on their résumés. Provide support for recalling experiences to completely and accurately describe their work experience and skills.

Gather copies of résumés to project on the screen during the following discussion.

30 Minutes **Résumé Discussion**

Project individual résumés on the screen and highlight how the information is written.

- Emphasize the use of action verbs and precise presentation of experience and skills and the avoidance of military lingo.
- Provide positive feedback on good examples and offer constructive comments that will improve the entries.
- Involve participants by asking for them to identify items they really like on the projected résumé or ideas they can incorporate into their résumés.
- Ask for suggestions for improvement.

Wrap up by summarizing some of the comments and improvements mentioned during the discussion. Refer to handouts in the Materials/Handouts list below for their further reference.

Materials/Handouts

- *Resume Writing* PowerPoint presentation
- *How to Write a Military Resume* handout

From: http://www.baseops.net/transition/resumetips.html

How to Write a Military Résumé

Out of Uniform: Résumé Tips for Transitioning Military Professionals

by Kim Isaacs
Monster.com Résumé Expert

So you're leaving the service and are faced with the daunting task of developing your résumé. No doubt your military career is studded with accomplishments, but even the most decorated Veteran needs to figure out how to make the transition to a civilian position. Follow these tips to draft a high-impact résumé that shows how your military experience is transferable to a civilian job.

Define Your Civilian Job Objective

You can't effectively market yourself for a civilian job if you don't have a clearly defined goal. Because so many service people have diverse backgrounds, they often make the mistake of creating résumés that are too general to be effective. Before writing your résumé, do some soul-searching, research occupations and pinpoint a specific career path. If you are having trouble with this step, tap into your local transition office or solicit the help of a career coach. If you find that you are torn between two or more potential goals, set up different résumés.

Create a Résumé that Speaks to Employers' Needs

Now that your objective is defined, you are ready to create a winning résumé. Consider a résumé's purpose: To answer the employer's question, "What can this person do for me?"

A great way to start thinking about employers' needs is to research your target job. What types of skills and experiences are employers seeking? What aspects of your background are most relevant?

Any information that does not relate to your goal should be eliminated or de-emphasized, and this includes any unrelated military awards, training and distinctions. For example, that medal you won for rifle marksmanship doesn't belong on a civilian résumé. This is often the hardest step for ex-military personnel, which is why it's so common to see military résumés span five pages or longer. As you make the decision about which information to include, ask yourself, "Will a potential employer care about this experience?" Only include information that will help you land an interview.

Assume the Hiring Manager Knows Nothing about the Military

Demilitarize your job titles, duties, accomplishments, training and awards to appeal to civilian hiring managers. Employers with no exposure to the military don't understand military terminology and acronyms, so translate these into "civilianese." Show your résumé to several non-military friends and ask them to point out terms they don't understand. Use job postings as a tool to substitute civilian keywords for military terms.

One big issue Veterans returning from combat duty are finding as they seek civilian jobs is that civilian employers don't understand that skills honed on the battlefield are in fact transferrable to the civilian jobs they have available.

In addition to translating your military record to a civilian résumé, a Veteran must be able to speak about their job, position title, and responsibilities in a coherent and easy to understand fashion... without the military jargon.

Showcase Your Track Record of Accomplishments

Your military career has offered you excellent opportunities for training, practical experience and advancement. Tout your accomplishments so the average civilian understands the importance of your achievements and the measurable outcomes. Here's an example of a demilitarized accomplishment statement:

- Increased employee retention rate by 16 percent by focusing on training, team building and recognition programs. Earned reputation as one of the most progressive and innovative IT organizations in the Army's communications and IT community.

Here's an example of incorporating a military award so employers understand its value:

- Received Army Achievement Medal for completing 400+ medical evaluations and developing patient database using MS Access. The database improved reporting functions and tracked patient demographics, records, medication, appointments and status.

Show off Your Military Background

You might have heard you need to develop a functional résumé format to mask or downplay your military experience, but the opposite is true. Your military experience is an asset and should be marketed as such. Many employers realize the value of bringing Veterans on board. Attributes honed in the military include dedication, leadership, teamwork, positive work ethic and cross-functional skills. If you fear a potential employer won't realize the significance of your military experience, make sure your résumé clearly communicates the value that you bring to the table.

If You Were in Active Combat, Leave out the Details

Defending your country and its interests is among the most admirable pursuits, but the sad truth is actual references to the horrors of combat leave many employers squeamish. While you might have worked in a short-range air defense engagement zone, this experience might not relate to your future goal. Tone down or remove references to the battlefield.

Test Drive Your Résumé

For some Veterans, developing a résumé that works in the civilian world is an ongoing process. After you have polished your résumé, start your distribution and keep track of your résumé's response rate. Solicit feedback and listen carefully to suggestions for improving your résumé, and continue modifying the document until it successfully generates job interviews.

Résumé Essentials

1. Proofread your résumé.

"I read it when I wrote it!" my sister yells when I ask her if she proofread her résumé.

"Hmmm," I say, looking over the piece of paper riddled with typos. "That's why it says you have 'good people kills.'"

Maybe not the strongest qualification for the bank manager position she was going for.

(I could give you more examples of loved ones who neglected to proofread their résumés and paid the price, but I'd like to go home for the holidays this year.)

The best practice is to put your résumé in front of a couple of different folks - your boss excluded - and listen seriously to their suggestions.

2. You are what you read.

It amazes me.

People will stampede to get the latest Suzanne Somers' diet book, but go catatonic when I suggest they buy a career-related book.

"Can I borrow your copy?" they ask.

Believe me; the right book will pay for itself.

In college, I bought a copy of Burton Jay Nadler's résumé guide Liberal Arts Power, and I still use the darn thing.

Still, if you're stashing your cash for a Thigh-Master, explore the career section at your local library.

3. Be a résumé voyeur.

It's not as kinky as it sounds, but it is informative.

Look at other people's résumés whenever you get the chance. You'll find good ideas - and bad ones. Consider using the best ideas for your own résumé, as long as they relate to your experience.

4. The truth about Ms. ASCII.

I often get frantic e-mail from people around the world. A typical one goes like this: "Please help! I've had several companies ask me to send my résumé to Ms. Ascii. Who is she?"

ASCII is not a person, but an abbreviation for "The American Standard Code for the Interchange of Information." Or, put simply, plain-text format.

Look at the keys on your computer keyboard. All the characters you see there -- excluding the function keys -- compose the ASCII family.

Online job boards and some recruiters prefer ASCII résumés, because they retain their formatting, regardless of the software used to view them.

If you plan to post your résumé online or to e-mail it to a recruiter, you'll want to have an ASCII version.

Get more tips on ASCII résumés here:
http://www.hotjobs.com/htdocs/help/myresume.html#formatting

5. More résumés mean more chances.

You finally updated your résumé, but you shouldn't stop there.

If you're going to apply to a variety of jobs, make sure you have a résumé tailored for each.

A writer, for example, might have as many as six résumés: One for a writer with additional versions for editor, copy editor, reporter, marketing manager and freelancer.

What are Behavior Based Interviews? More Information.
More Behavior-Based Interview Questions and Guidelines
Interview Tips for Clear Communications
Military-to-Civilian Transition Resume Service **-** Online Service

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Action Words That Make an Amazing Résumé

One of the most important things when writing a résumé is to use action words. Not only will these words increase the impact of your résumé in the eyes of the employers, but they might help your résumé get selected when recruiters use résumé scanning software.

Usually used to describe skills, experience and achievements, action words shouldn't however be "stuffed" in your résumé as you need to make sure your document sounds natural.

Here is a list of action words that will turn your résumé into a powerful marketing document:

ability accelerated	correspond	incorporated	represented
accomplished	graded granted	increased	researched
accurate achieved	guided halved	indexed	resolved
acted actively	handled cost	influenced	responded
adapted	control	initiated	restored
addressed	counseled	innovated	revamped
administered	counted created	inspected	reviewed
advised	critiqued cut	installed	revise saved
alerted allocated	dealt	instituted	scheduled
analyzed	decided defined	instructed	selected
answered	delegated	insured	served
appeared applied	delivered	interpreted	serviced set
appointed	demonstrated	interviewed	set-up shaped
appraised	described	introduced	shared showed
approved	designed	invented invested	simplified
arbitrated	determined	investigated	sold
arranged	developed	involved issued	solved sorted
assembled	devised	joined kept	sought
assessed	diagnosed	launched learned	sparked

assigned assisted
assumed assured
attained audited
authored
automated
awarded balanced
bought
briefed broadened
brought budgeted
built calculated
capacity careful
cataloged caused
chaired changed
clarified classified
closed coached
collected
combined
commented
commitment
communicated
compared
compiled
completed
comprehensive
computed
conceived
conceptualized
conducted
considered
consolidated
constructed
consulted
continued
contracted
controlled
converted
coordinated
corrected

diplomatic
directed discreet
discussed
dispatched
distributed
documented
doubled drafted
earned
edited educated
effected effective
efficient
eliminated
enabled
encouraged
endorsed
engineered
enlarged
enlisted entered
established
estimated
evaluated
examined
executed
expanded
expedited
experienced
experimented
explained
explored
expressed
extended
extracted
fabricated
facilitated filed
filled financed
focused forecast
forecasted
formulated found
founded
gathered
generated
headed helped
hired identified
implemented
improved

leased lectured
led licensed
listed logged
made maintained
managed
matched
measured
mediated met
modified
monitored
motivated moved
named navigated
negotiated
observed opened
operated ordered
organized
oversaw
participated
perceived
performed
persuaded
planned prepared
presented
processed
procured
programmed
prohibited
projected
promoted
proposed
provided
published
purchased
pursued qualified
questioned
raised ranked
rated realized
received
recommended
reconciled
recorded
recruited
redesigned
reduced
regulated
rehabilitated
related
reorganized
repaired replaced
replied reported

specified
spoke
started
streamlined
strengthened
stressed
stretched
structured
studied
submitted
substituted
succeeded
suggested
summarized
superseded
supervised
surveyed
systematized
tackled
targeted taught
terminated
tested
took toured
traced tracked
traded trained
transcribed
transferred
transformed
translated
transported
traveled
treated
trimmed tripled
turned tutored
umpired
uncovered
understood
understudied
unified
unraveled
updated
upgraded used
utilized
verbalized
verified visited
waged
weighed
widened
won worked
wrote

References: Résumé References Win Job Offers

Inquiring minds want to know, and no minds are more inquiring than those about to hire you. Rest assured, **you will be investigated**. As a rule of thumb, the better the job and the higher the pay, the tougher the screening process. If you are up for a good job at a visible company, your references and past employers will be checked in great detail. Your list of references is simply the beginning of the investigation a prospective employer will conduct.

When a prospective employer has completed the first round of interviews and you are among the top candidates, its next logical step is to check your references and interview those individuals to whom you reported. Are you certain these individuals will seal the deal for you, or will they blow it away? If you are like most people, you probably haven't given your references much thought. Instead, you have focused on your résumé, interviewing skills, networking, and what to wear to the interview. Now the focus shifts.

Your biggest concern should be the quality of your references and recommendations from past employers, because they can make or break your chances. About half of all references that get checked range from mediocre to poor, so it is very possible that the great job you lost out on at the last moment had nothing to do with your skill level. It could have had more to do with what a reference or past employer said about you. So, if you are concerned that someone, somewhere, might be giving you a bum rap, you are probably right. That's a frightening scenario when your livelihood is at stake.

Here is a sampling of the damaging comments HR people and line managers hear when they check references:

- "Our company policy prohibits us saying anything. We can only verify dates of employment and title." Then the reference goes on to say something like, "Check his references very, very carefully."
- "Are you certain he gave my name as a reference?"
- "After we settle our lawsuit..."
- "Let me see what the paperwork says I am able to give out regarding _______."
- "Is he still in this field?"

References and past employers won't call and warn you that they are not going to be complimentary. The reference situation is ever changing and therefore very volatile because of shifting company policies (not that many employees choose to follow them anyway), new employees in HR departments, new laws governing references, and company liability for giving references.

You are well advised to take more control of your career momentum by finding out what every potential reference will say about you. If the odds hold, as they will, those references will range from stellar to negative; yet when you know what someone is going to say about you, you can pass on your best references with greater confidence. You will also have the opportunity to stop references from saying things that are not true or inaccurate.

Increasing Your Chances of a Good Reference.

Here are some general rules of thumb to maximize the tone and accuracy of your references.

1. **Make sure your records are correct.**
   Occasionally an interviewee looks bad because his former HR department did not have the same job date and title information in his file as he did on his résumé. Data entry or communications errors are not unusual, so check with your HR department to ensure that their records correspond to yours. Conflicting data will be perceived as a big negative to a prospective employer.

2. **Maintain active and positive relationships with your references.**
   Stay in touch over the phone or over coffee. Keep the reference up-to-date about your progress, and make sure you have the most up-to-date information about them. If the reference's title (or name) has changed, or if they've left their position and you've provided old information to the prospective employer, it doesn't look good.

3. **Advise a reference about an important opportunity.**
   To avoid burning out your references, you don't need to call about every single job opportunity. However, if a particular position is very important to you, call the reference and give them details about what the company may be looking for.

4. **Know reporting relationships.**
   Even though you've given the senior vice president's name as a reference, the prospective employer may resort to calling the director you reported to because she can't reach the senior VP. Even though you have not given that person's name as a reference, it is on the application that you probably filled out. You may want to advise your former boss about the potential for a reference check and explain what the company is looking for.

5. **Know your company's policy.**
   Although federal law restricts reference information, some states now allow more extensive disclosure. Know which regulations and policies govern your company. In addition, be aware that some employees will break company policy. Make sure that works in your favor by checking with references to gain an understanding of what they might say.

6. **Don't rely on relatives or letters of recommendation.**
   You are well advised not to let Uncle John regale a prospective employer about your antics as a youth. Also, although letters of recommendation can be helpful, information such as titles and even names can change over time. Make sure that the information on your letter of recommendation is correct by contacting the reference periodically.

7. **Use a reference-checking service.**
   If you want help in providing good references or if you find that you are losing too many opportunities after several interviews with an organization, you might want to commission a professional reference-checking service. Check to ensure that the service has the professional and legal personnel that can develop a strategic use of your references. Typical service fees range from $59 to $99 per reference checked, depending on level of job position being sought.

WorkKeys Assessments:
Applied Mathematics

Number of Items	33
Test Length	45 minutes (paper/pencil) 55 minutes (Internet version)

The *Applied Mathematics* test is one of three WorkKeys assessments used with the National Career Readiness Certificate program. This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.

This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through.

What the WorkKeys Applied Mathematics Test Measures

There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. Examples are included with each level description.

Level	Characteristics of Items	Skills
3	• Translate easily from a word problem to a math equation • All needed information is presented in logical order • No extra information	• Solve problems that require a single type of mathematics operation (addition, subtraction, multiplication, and division) using whole numbers • Add or subtract negative numbers • Change numbers from one form to another using whole numbers, fractions, decimals, or percentages • Convert simple money and time units (e.g., hours to minutes

Level	Characteristics of Items	Skills
4	• Information may be presented out of order • May include extra, unnecessary information • May include a simple chart, diagram, or graph	• Solve problems that require one or two operations • Multiply negative numbers • Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals • Add commonly known fractions, decimals, or percentages (e.g., 1/2, .75, 25%) • Add up to three fractions that share a common denominator • Multiply a mixed number by a whole number or decimal • Put the information in the right order before performing calculations
Level	**Characteristics of Items**	**Skills**
5	• Problems require several steps of logic and calculation (e.g., problem may involve completing an order form by totaling the order and then computing tax)	• Decide what information, calculations, or unit conversions to use to solve the problem • Look up a formula and perform single-step conversions within or between systems of measurement • Calculate using mixed units (e.g., 3.5 hours and 4 hours 30 minutes) • Divide negative numbers • Find the best deal using one- and two-step calculations and then compare results • Calculate perimeters and areas of basic shapes (rectangles and circles) • Calculate percent discounts or markups
Level	**Characteristics of Items**	**Skills**
6	• May require considerable translation from verbal form to mathematical expression • Generally require considerable setup and involve multiple-step calculations	• Use fractions, negative numbers, ratios, percentages, or mixed numbers • Rearrange a formula before solving a problem • Use two formulas to change from one unit to another within the same system of measurement • Use two formulas to change from one unit in one system of measurement to a unit in another system of measurement • Find mistakes in questions that belong at Levels 3, 4, and 5 • Find the best deal and use the result for another calculation

		• Find areas of basic shapes when it may be necessary to rearrange the formula, convert units of measurement in the calculations, or use the result in further calculations • Find the volume of rectangular solids • Calculate multiple rates
Level	**Characteristics of Items**	**Skills**
7	• Content or format may be unusual • Information may be incomplete or implicit • Problems often involve multiple steps of logic and calculation	• Solve problems that include nonlinear functions and/or that involve more than one unknown • Find mistakes in Level 6 questions • Convert between systems of measurement that involve fractions, mixed numbers, decimals, and/or percentages • Calculate multiple areas and volumes of spheres, cylinders, or cones • Set up and manipulate complex ratios or proportions • Find the best deal when there are several choices • Apply basic statistical concepts

SAMPLE QUESTIONS (in order by level):

3. In your job as a cashier, a customer gives you a $20 bill to pay for a can of coffee that costs $3.84. How much change should you give back?
   1. $15.26
   2. $16.16
   3. $16.26
   4. $16.84
   5. $17.16

4. Over the last 5 days, you made the following numbers of sales calls: 8, 7, 9, 5, and 7. On the average, how many calls did you make each day?
   1. 5.8
   2. 7.0
   3. 7.2
   4. 9.0
   5. 36.0

5. Quik Call charges 18¢ per minute for long-distance calls. Econo Phone totals your phone usage each month and rounds the number of minutes up to the nearest 15 minutes. It then charges $7.90 per hour of phone usage, dividing this charge into 15-minute segments if you used less than a full hour. If your office makes 5 hours 3 minutes worth of calls this month using the company with the lower price, how much will these calls cost?
    1. $39.50
    2. $41.48
    3. $41.87
    4. $54.00
    5. $54.54

6. You are preparing to tile the floor of a rectangular room that is 15½ feet by 18½ feet in size. The tiles you plan to use are square, measuring 12 inches on each side, and are sold in boxes that contain enough tile to cover 25 square feet. How many boxes of tiles must you order to complete the job?
    1. 11
    2. 12
    3. 34
    4. 59
    5. 287

7. The farm where you just started working has a vertical cylindrical oil tank that is 2.5 feet across on the inside. The depth of the oil in the tank is 2 feet. If 1 cubic foot of space holds 7.48 gallons, about how many gallons of oil are left in the tank?
    1. 37
    2. 59
    3. 73
    4. 230
    5. 294

There is coursework to prepare for the WorkKeys assessments. There are two products: KeyTrain and WIN. Materials on each of the online training courses are in your learner materials. These courses must be taken through an organization that has purchased either of both systems. Most likely you can take these at a low cost or free of charge.

Check with your local workforce center. A directory can be found at http://www.servicelocator.org/.

Or check with your local community college.

WorkKeys:
Locating Information

*from http://www.act.org/workkeys/assess/locate/

Number of Items	38
Test Length	45 minutes (paper/pencil) 55 minutes (Internet version)

What the Locating Information Assessment Measures

There are four levels of difficulty. Level 3 is the least complex, and Level 6 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. At Level 3, examinees look for information in simple graphics and fill in information that is missing from simple graphics. At Level 6, examinees may use the information in one or more complex graphics to draw conclusions and make decisions. The complexity can also increase as the quantity and/or density of the information increases.

Level	Characteristics of Items	Skills
3	• Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans • One graphic used at a time	• Find one or two pieces of information in a graphic • Fill in one or two pieces of information that are missing from a graphic
Level	**Characteristics of Items**	**Skills**
4	• Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps • One or two graphics are used at a time	• Find several pieces of information in one or two graphics • Understand how graphics are related to each other • Summarize information from one or two straightforward graphics • Identify trends shown in one or two straightforward graphics • Compare information and trends shown in one or two straightforward graphics

Level	Characteristics of Items	Skills
5	• Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges • Graphics may have less common formats • One or more graphics are used at a time	• Sort through distracting information • Summarize information from one or more detailed graphics • Identify trends shown in one or more detailed or complicated graphics • Compare information and trends from one or more complicated graphics
Level	**Characteristics of Items**	**Skills**
6	• Very complicated and detailed graphs, charts, tables, forms, maps, and diagrams • Graphics contain large amounts of information and may have challenging formats • One or more graphics are used at a time • Connections between graphics may be subtle	• Draw conclusions based on one complicated graphic or several related graphics • Apply information from one or more complicated graphics to specific situations • Use the information to make decisions

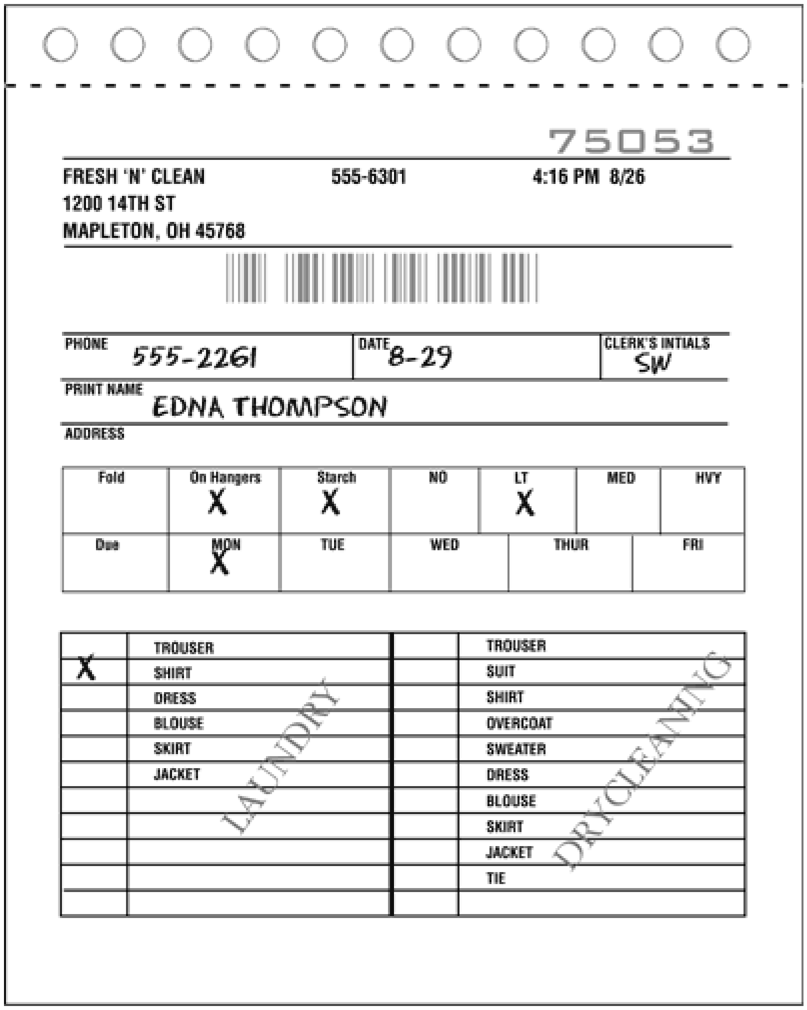
SAMPLE QUESTIONS:

Level 3 Locating Information Sample Item

You regularly check the pressure gauge on a large tank. According to the gauge shown, what is the current pressure (in PSI)?

1. 30
2. 35
3. 40
4. 45
5. 100

Level 4 Locating Information Sample Item



75053

FRESH 'N' CLEAN 555-6301 4:16 PM 8/26
1200 14TH ST
MAPLETON, OH 45768

PHONE 555-2261	DATE 8-29	CLERK'S INTIALS SW

PRINT NAME EDNA THOMPSON

ADDRESS

Fold	On Hangers	Starch	NO	LT	MED	HVY
	X	X		X		

Due	MON	TUE	WED	THUR	FRI
	X				

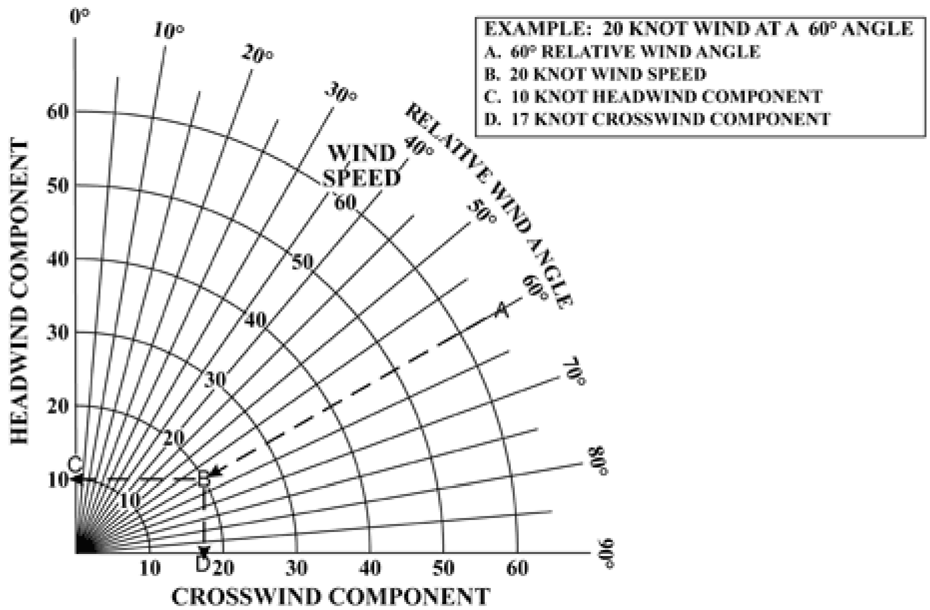
	LAUNDRY		DRYCLEANING
	TROUSER		TROUSER
X	SHIRT		SUIT
	DRESS		SHIRT
	BLOUSE		OVERCOAT
	SKIRT		SWEATER
	JACKET		DRESS
			BLOUSE
			SKIRT
			JACKET
			TIE

You must sort clothes in a dry cleaning establishment according to the customer's instructions.

According to the form shown, how should this customer's shirt be treated?

1. Dryclean it, add light starch, and fold it.
2. Dryclean it, add light starch, and place it on a hanger.
3. Launder it with no starch and place it on a hanger.
4. Launder it with light starch and place it on a hanger.
5. Launder it with medium starch and fold it.

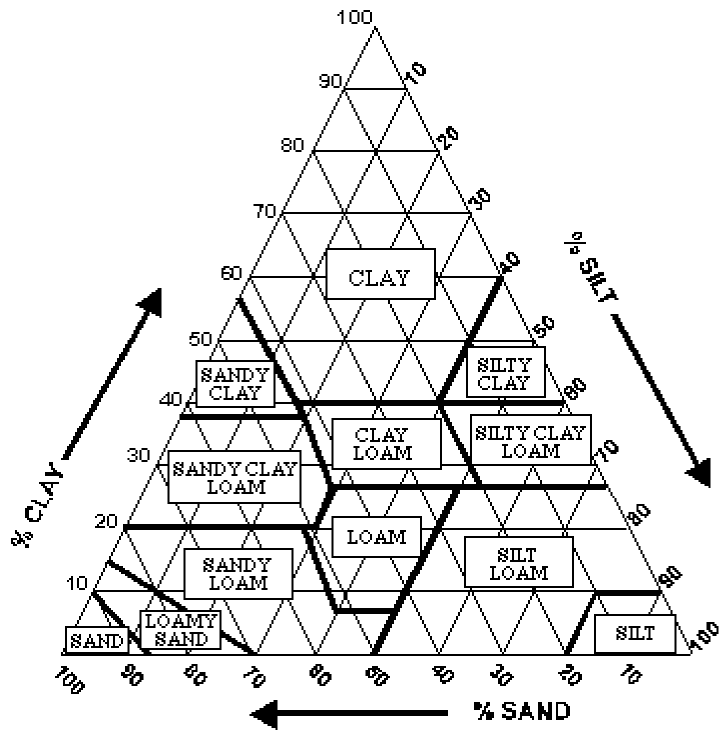
Level 5 Locating Information Sample Item



As an airplane pilot, you need to determine the crosswind component of the wind speed to ensure safe takeoffs and landings. According to the graph shown, if the reported wind speed is 45 knots at a 20° angle, what is the crosswind component, in knots?

1. 15
2. 25
3. 43
4. 45
5. 65

Level 6 Locating Information Sample Item



Soil name	Texture class	Depth (inches)	Shrink-swell potential
Sarpy	sandy loam	0–7 7–60	low low to moderate
Kennebec	silt loam	0–38 38–60	moderate low to moderate
Colo	silty clay loam	0–31 31–60	high high
Blend	silty clay	0–17 17–29 29–60	high moderate to high high
Nevin	clay loam	0–28 28–48 48–60	moderate to high moderate moderate
Kenmoor	loamy sand	0–24 24–60	low high

You are a road contractor and you have analyzed a soil that you want to use for road fill. Your analysis shows that the soil contains 15% sand, 65% silt, and 20% clay. You need to know what the shrink-swell potential is for the soil because it will affect the durability of the road. Based on the diagram and table shown, what is the shrink-swell potential at a 30-inch depth for this soil?

1. Low
2. Low to moderate
3. Moderate
4. Moderate to high
5. High

The Interviewing and Networking Session

SESSION OVERVIEW AND LEARNING OBJECTIVES

The Interviewing and Networking session uses the PowerPoint presentation to present information and exercises for the participants. Much of the class is hands-on activities, which will help to better develop their interviewing and networking skills.

By the end of the session, participants will know how to prepare for interviews and will have some great ideas for networking.

The learning objectives for the session include:

1. Identify how to prepare for an interview
2. Know how to present oneself during an interview
3. Recognize how to respond to questions
4. Know how to respond to tricky questions
5. Know how to ask questions during the interview
6. Participate in a mock interview
7. Understand the importance of networking
8. Know how to network with friends and colleagues
9. Understand the need to establish networks before help is needed

Preparation

Review the contents of the lesson and prepare examples appropriate for the participant in this class and prepare questions to generate and control discussion. Information and suggested questions are included in the Notes pages of the presentation. Two of the networking slides must be viewed in Slide Show mode to reveal problems as each is considered.

In addition, it would be ideal for mock interviews to be offered at the end of the day. This will take some coordination with company employees in advance. Prepare a list of interview questions for the employees to use during the mock interviews and ask them to provide feedback to the Veterans on how they did in the interview.

Schedule

15 Minutes **Introduction**

Review the information covered in the resume writing session. Have participants share any challenges they are having with their resumes and have the class as a whole suggest solutions.

State the learning objectives for the session.

75 Minutes **Interviewing**

Getting an interview is the end result of a lot of hard work. You have searched, sent out uncounted résumés, networked endlessly and finally landed an interview. It's very important to prepare carefully so all that effort is not wasted. This session will provide you lots of information about preparing for the interview. Review the presentation and facilitate the exercises included on slides. The focus will be on Performance Based Interviewing, which is typically used by utilities.

15 Minutes **Break**

75 Minutes **Networking**

Everybody needs a network. We can't do everything ourselves. We have to help each other to get and keep a good job. We all need help and we all can provide help. At its basic, networking is an exchange of information and help. Review the presentation and facilitate the exercises included on the slides.

120 Minutes **Mock Interviews**

Arrange for participants to participate in mock interviews with company employees. This may require going to another site. Make sure that participants bring their resumes.

Materials/Handouts

- *Interviewing and Networking* presentation
- *Performance Based Interviewing (PBI)* handout

From the Department of Veteran Affairs website: PBI section

Performance Based Interview (PBI) Introduction

What is Performance Based Interviewing? (PBI)

Performance Based Interviewing (PBI) is a selection process that uses interviewing techniques to ask job applicants questions about the knowledge, skills, abilities, and other characteristics (KSAOs) they have that are important in order for them to do a good job. Studies show that the way people behave in the past is probably the way they will behave in the future. PBI questions ask job applicants to tell about what they did (their behavior) in the past. When deciding who the best applicant is, the interviewer will look at the degree to which each applicant possesses the important knowledge, skills, abilities and other characteristics necessary for successful job performance.

How are PBI Interviews Different from Traditional Interviews?

Traditional interview questions usually ask applicants to describe what they would do in a specific situation. PBI questions ask applicants to describe what they have done in a specific situation. Traditional interview questions often only require a "yes" or "no" answer. PBI questions require applicants to describe or tell about their experiences. In traditional interviews, the interviewer does most of the talking. In PBI interviews, the applicant does most of the talking. In PBI interviews, the interviewer takes notes. When all of the interviews are finished, the interviewer refers to the notes to refresh his or her memory. The following shows the differences between traditional and PBI interview questions:

Traditional Interview Question:

How would you handle an upset customer?

PBI Question:

Please tell me about a time when you had to deal with an upset customer. What was the problem? What did you do? What was the outcome?

During the Performance Based Interview

Answering Questions

Important screening questions about your overall background may be asked. For example, you may be asked about your authorization to work in the United States, your educational history, your willingness to relocate or travel, or other basic information. However, the bulk of the interview will be spent asking questions about your background and experiences. Consider that not only are the interviewers interested in your answers, but they are also interested in your process for coming up with your answers. Keep in mind that some behavioral questions will take you a few moments to construct your answers. The interviewer will expect you to give adequate thought to your responses. However, if you have practiced your interviewing techniques well in advance, you will be more focused and in a better position to answer questions that you had not anticipated. Do not speak too quickly as the interviewer may have difficulty understanding you. Pausing briefly will give both you and the interviewer time to think and reflect. Do not be afraid of silence. Remember that you must project a positive impression and demonstrate that you are the best candidate for the job.

As with any interview, it is only natural to experience anxiety. With PBI, the interviewer will expect you to talk about yourself by describing specific examples of how you applied knowledge, skills, and abilities to work situations. The expectation for specific instances can bring on a sense of apprehension. You can prepare for a PBI by thinking about the job you are interviewing for and identifying what areas you think are important for success. Then, think about your accomplishments that match the job criteria and how you can describe what you did, how you did it, and the outcome. Speak in concise terms about relevant experience.

Do not be modest in describing your qualifications or you can eliminate yourself from further consideration. PBI is an opportunity to brag about yourself to prove to the interviewer you are the best person for the job. However, be honest about your accomplishments. The interviewer may want to check with others to confirm that you've done what you've said.

With PBI, you are afforded the opportunity to highlight your skills, abilities, personal qualities and enthusiasm for the position. For the prospective employer, the interview is an opportunity to gather information about a candidate's experiences that were especially challenging and required a great deal of perseverance. More importantly, PBI gives both you and the interviewer the advantage of judging whether there is a match between your qualifications and the employer's needs.

A benefit of PBI is that the interview sessions are consistent. Each candidate is asked the same series of questions. The questions are targeted to the work history and behaviors in various settings to elicit information about real-life situations and are specifically related to the job. By structuring the interviews in this method, the applicants are fairly and consistently evaluated and judged in their responses to the same questions.

Nonverbal Communication Skills

Messages are conveyed during the interview not only by what you say but by how you say it. Positive nonverbal communication will reinforce your verbal message.

- Greet the interviewer with a firm handshake and introduce yourself.
- Always be positive; avoid negative words and phrases as much as possible.
- Maintain good eye contact at all times.
- A good interviewer will make a serious attempt to build a positive rapport with you, usually through small talk about weather, current events, sports, etc. at the beginning of the interview. Be certain that you participate in the conversation; don't just smile and nod.
- Be enthusiastic about the position, the organization, your skills, and how you can contribute to the organization's success.
- Smile! A pleasant and relaxed smile will keep both you and the interviewer at ease.
- Try to minimize:
  - Irritating Habits – such as tapping your pen, twirling your hair, looking away from the interviewer, moving your legs, or drumming your fingers.
  - Filler Words – such as "ummm," "like," "y'know"
- Sit comfortably, maintain good body posture.

Other Tips for Successful Interviewing

- Always listen carefully to the question, ask for clarification if necessary and make sure you answer the question completely.
- Remember that it is impossible to control all aspects of an interview. If you encounter a question you are unprepared for, do your best and then move on.
- View the interview as a give-and-take, two-way conversation where you are gathering valuable information to help you make the best career choice possible.
- Don't try to dominate the interview. Let the interviewer guide the questions. View each interview as an opportunity to learn and refine your interview skills.
- Do not expect to receive a job offer during the interview. A decision will not be made until all candidates have been interviewed and a second interview with a higher level official may be necessary. Generally, you will be contacted by Human Resources.
- You will be given the opportunity to ask the interviewer a few questions, and you should use this as an opportunity to demonstrate your knowledge of and interest in the organization and position.

- You may have the opportunity to make closing remarks in your interview. Touch on qualifications that you did not have a chance to discuss, and inquire about the next stage in the process. Restate your enthusiasm for the organization and position, and thank the interviewer for his or her time.

How to Prepare Before the Performance Based Interview

Interviews are opportunities to learn and to share information. Performance Based Interviews are not difficult, but unless you are prepared, they can prove to be quite unsettling. In helping you get ready, here are a few tips to follow.

- Learn about the Department of Veterans Affairs and its mission, vision, and organizational structure. A good place to start is the VA website. As you read about VA's mission and strategic plan, think about how you could contribute. Also, learn about the administration or office within VA where you will be working. Make a note of any questions that you may want to ask during the interview. Don't neglect to learn about our client, the Veteran. The Veteran is the focus of everything that we do at VA.
- Analyze the job and the type of position for which you are applying. Learn as much as you can about the position. If possible, review the Qualification Standards Handbook and obtain a copy of the actual position description. Contact other professionals currently working in the field within the organization or another agency. Conduct Internet and newspaper searches to aid in your research. Read current periodicals and trade journals to learn about current trends in the field. Be able to articulate why you are interested in the field and your long-term goals.
- Review the duties listed in the vacancy announcement and review your work history and how it relates to the position for which you are applying. Analyze the match between your skills and the job. Specific qualifications for the position are outlined in the Rating Factors of the vacancy announcement. Determine which of your skills best suits the requirements of the position.
- Identify examples from past experiences that demonstrate those skills. Be able to "tell a story" of how you used those skills. Use examples from past work experiences, internships, classes, activities, team involvement and community services.
- Try to provide recent examples, as the interviewer may want to ask you about specific details. It's much easier to provide details for a recent experience.
- Be prepared to give an example of a time when you experienced a contrary outcome. Explain a situation that did not turn out as you planned. Highlight what you learned from the situation and things you might have done differently.
- Identify a few (2-3) of your best qualities and decide how you will convey these during the interview. Be sure to have examples (tell a story) that demonstrate these attributes.
- Prepare two or three thoughtful job-related questions for the interviewer.

General Interviewing Tips

- Practice your interviewing skills well before you are called for an interview. Try watching yourself in a mirror and/or use a tape recorder. An excellent way to develop your interviewing skills is to conduct a "mock interview" with a family member, friend, and/or co-worker.
- Look professional. Professional appearance is an important part of the interviewing process. Conservative attire creates a positive first impression.
- Think positive. Feeling positive projects confidence and enthusiasm.
- Be sure you have the correct time and clear directions to the interview. Obtain the interviewer's name and title and a phone number in case of emergency.
- Arrive early. Allow plenty of time for traveling, parking, and going through security. For most government buildings, you will have to show identification with a picture and your belongings will be scanned. Arrive no more than 10 minutes early to interviewer's office.
- Be certain to bring several copies of your résumé, a notepad, and something to write with to all interviews. You may also want to bring some supporting materials with you, such as copies of printed articles, a portfolio that demonstrates your work, or a list of references.
- If you must carry a cell phone, be sure that it is off prior to going into the interview.

Level	Type	PBI
I	Creative Thinking	Tell me about two suggestions you have made to your supervisor in the past year. How did you come up with the ideas? What happened? How do you feel about the way things went?
I	Creative Thinking	Tell me about a specific time when you made a suggestion to improve the quality of the work done in your unit. Tell me about a specific time when you made a suggestion to improve the efficiency of your unit.
II	Creative Thinking	Tell me about a time when a co-worker had a good idea and you agreed but no one else was willing to listen. How did you handle the situation and what was the outcome?
II	Creative Thinking	Give examples to illustrate how you have generated ideas that represent thinking "outside the box." How were your ideas received by others? What became of the ideas?
III	Creative Thinking	What projects have you started on your own? Why did you start the projects? What did you learn from doing the projects? What were the results?
III	Creative Thinking	Explain the approach you use for performance improvement. Explain specifically how you identify problems, what strategies you incorporate to measure the impact of the problems, how you deal with the problems, and how you measure success or failure. Track one problem you have dealt with from identification to closure.
III	Creative Thinking	Tell me about a specific benchmark study that you assisted with and how that study was applied within your organization.
IV	Creative Thinking	Describe a creative endeavor you can take ownership for that impacted on the efficiency or effectiveness of your organization.
I	Customer Service	Give a specific example of a time when you had to deal with an angry customer. What was the problem and what was the outcome? What was your role in diffusing the situation?
I	Customer Service	Tell about a situation at work where you realized a person needed help. How did you realize the person needed assistance and what did you do? What was the outcome of this situation?
I	Customer Service	Tell about a situation where you assisted a co-worker. What was the situation? What was your involvement and what was the outcome?
I	Customer Service	Tell me about a specific time when you resolved a difficult customer complaint. What did you do? What was the outcome?
II	Customer Service	In your current job, who are your internal and external customers? Specifically, how do you get satisfaction feedback from your internal customers? Specifically, how do you get satisfaction feedback from your external customers? Give specific examples of how you have used both negative and positive feedback.
II	Customer Service	Tell me specifically which co-workers in your organization are your customers. What have you done specifically to improve the service you give these internal customers?
III	Customer Service	If you were to step back and look at the part of your organization you control, what components of a customer service program would you see? Describe each component individually and tell specifically, what your role has been in implementation and ongoing delivery.

III	Customer Service	Give an example to illustrate how you have improved the experience of 1) your internal customers, and 2) your external customers. How did you determine improvement was needed and how have you determined the effectiveness of the improvement.
III	Customer Service	Tell me specifically how you have communicated to line staff that they have permission to go around the "chain of command" to expedite resolution of a patient problem. What has been the result of such communication? Success stories?
IV	Customer Service	In the past, how have you obtained and incorporated customer feedback into your organization's planning and service standards? Give specific examples.
I	Flexibility/ Adaptability	Describe a change in your work you have personally had to make in the last couple years. At the time, how did you feel about making the change? What did you do to make the change? How do you feel about the change now?
I	Flexibility/ Adaptability	Tell me about the last new procedure you had to learn in your job. Tell me what specifically was the hardest aspect of learning the new procedure. Tell me specifically what you liked best about learning the new procedure. How well is the new procedure working now?
II	Flexibility/ Adaptability	Describe a situation where you were responsible for getting others to make a change. What role did you play and what actions did you take? What was the outcome? If you had to do it again, would you do anything differently?
II	Flexibility/ Adaptability	Tell me about a time when you had to deal with two very different employees that could not be treated the same way. How did you deal with each? How did you decide what you were going to do? How well did your intervention with each employee work?
III	Flexibility/ Adaptability	Describe a major change you have made in the past two years. How did you accomplish the change? What difficulties did you encounter and how did you work through the difficulties? What personal factors assisted you in making the change? Would you do anything differently if you had to do it again?
III	Flexibility/ Adaptability	Tell me about a specific time when staff reductions required restructuring of the workload. How did you do the restructuring? Who specifically did you involve? How did you involve them? Why did you involve those whom you did?
III	Flexibility/ Adaptability	Describe an instance when you had to think on your feet to extricate yourself from a difficult situation. What caused the situation? How did your solution work?
IV	Flexibility/ Adaptability	Describe a time when you were faced with an obstacle to an important project? What did you do? Were you able to overcome the obstacle? What step(s) did you take?
IV	Flexibility/ Adaptability	According to Peter Senge, the one single thing a learning organization does well is to help people embrace change. Convince me/us that you are an effective change agent by describing an experience or experiences from your past.
I	Interpersonal Effectiveness	Describe a situation where you felt you had not communicated well. How did you correct the situation?
I	Interpersonal Effectiveness	Give a specific example of a time you had to deal with an upset co-worker, patient, or other customer. What was the person upset about and how did you handle? What was the outcome?
I	Interpersonal Effectiveness	A part of this job is documenting your work. Give a specific example of something you had to write for your supervisor in the past three months. What feedback did you get from your supervisor?

II	Interpersonal Effectiveness	Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior. What made your communication work?
II	Interpersonal Effectiveness	How do you go about explaining a complex technical problem to a person who does not understand the technical jargon? What approach do you take in communicating with people who do not know the technical jargon?
II	Interpersonal Effectiveness	Describe a time when you took personal accountability for a conflict and initiated contact with the individual(s) involved to explain your actions. What steps did you take? What was the result?
II	Interpersonal Effectiveness	Describe a time when you've had to work with strong-willed peers. What did you do? How did you handle them so you could influence their decisions?
II	Interpersonal Effectiveness	Give a specific example of a situation where the group of people you work with on a regular basis had a serious conflict. What was the conflict about? How were you involved in the conflict and what was the outcome?
II	Interpersonal Effectiveness	A part of this job is documenting your work. On a scale of 0 to 10 with 10 being excellent writing skills, how would you rate your writing ability? Give specific example of the types of documents you write routinely. What feedback do you get from your supervisor on your writing skills?
II	Interpersonal Effectiveness	Tell me about a specific time when those with whom you were working could not agree upon the course of action. How did you approach the situation and what was the outcome?
II	Interpersonal Effectiveness	It can be difficult to build good relationships at work but sometimes it doesn't always work. If you can, tell about a time when you were not able to build a successful relationship with a difficult person. How did you handle the situation? How did you accomplish the work?
II	Interpersonal Effectiveness	What is the toughest group that you've had to get cooperation from? Describe how you handled it. What was the outcome?
III	Interpersonal Effectiveness	What is your typical way of dealing with conflict? Give me an example. What have you learned from dealing with conflict?
III	Interpersonal Effectiveness	Have you ever had to "sell" an idea to your co-workers or group? How did you do it? Did they "buy" it?
III	Interpersonal Effectiveness	Describe the most challenging negotiation in which you were involved. What did you do? What were the results for you? What were the results for the other party?
III	Interpersonal Effectiveness	Explain a specific situation where you met resistance from your staff or work group about a directive that was mandated. Explain your role by describing dialogue related to the situation. Specifically what measures did you incorporate? What did you learn about group resistance? What was the ultimate outcome?
III	Interpersonal Effectiveness	Think about a specific time when you had to negotiate with several service chiefs to obtain their cooperation to implement a specific initiative. Tell me specifically how you negotiated with them to attain the desired cooperation and how the implementation of the initiative went.
IV	Interpersonal Effectiveness	Tell me about a meeting in which you had to tell others things they did not want to hear. How did you communicate those ideas to them? What was the result of that communication? If you could do it again, is there anything you would change in what you communicated, or the way in which you communicated it? Why would you make those changes?

IV	Interpersonal Effectiveness	Tell me about a time when you had to use your presentation skills to influence someone's opinion. How did you prepare for the presentation? What points did you emphasize? How was the information received?
I	Organizational Stewardship	Give two examples of things you've done in previous jobs that demonstrate your willingness to work hard.
I	Organizational Stewardship	There are times we work without close supervision or support to get the job done. Tell us about a time when you found yourself in such a situation and how things turned out.
I	Organizational Stewardship	Give an example of a time you defended your organization. How did you feel about doing it? How did you go about doing it? What was the response of the other party/parties?
I	Organizational Stewardship	Tell me about a specific time when people outside your organization were criticizing it unfairly. What did you do or say? How successful were you in changing minds or attitudes? What evidence suggests that level of success?
II	Organizational Stewardship	List two characteristics that you feel you possess that make you a sensitive, effective leader. Give a specific example for each to show how you applied them to your work setting.
II	Organizational Stewardship	Describe a time when you worked as a member of a team to accomplish a goal of your organization. What role did you play? Describe how the team worked together. What was the outcome?
II	Organizational Stewardship	Describe a time when you were working with a group and there was conflict in getting a job done. What was your role? Were the conflicts resolved? If yes, how were they resolved? If no, why were they not resolved?
II	Organizational Stewardship	Tell me about a specific time when a co-worker was experiencing significant personal problems that were affecting their work. What did you do to assist the co-worker and help them with their situation? Were your efforts successful? How did you know they were or were not successful?
III	Organizational Stewardship	Describe a time when one of your staff or your work team was working above work expectations. What was your response? How did the other party/parties respond?
III	Organizational Stewardship	Describe a time when one of your staff or your work team was working below work expectations. What was your response? How did the other party/parties respond? What was the ultimate outcome?
III	Organizational Stewardship	List three characteristics you feel you possess that make you a sensitive, effective leader. Give a specific example to illustrate the application of each to your work setting.
III	Organizational Stewardship	Tell me about a specific time when a subordinate had a personal need that conflicted with the needs of your organization. How did you address the conflicting needs? What was the result of the way you handled the situation?
IV	Organizational Stewardship	What experience have you had implementing reorganizations or change in an organization? How did you do this? What were the challenges and regrets?
IV	Organizational Stewardship	Tell me specifically what you have done to create an atmosphere of trust and empowerment within your sphere of influence. What tangible results have you seen from your efforts?
I	Personal Mastery	Tell us about a job or setting where great attention to detail was required to complete a task. What steps were involved? How did you handle that situation?
I	Personal Mastery	Name three things you have done in the past two years to grow in your job.

I	Personal Mastery	Describe a time when you received negative feedback and turned it into something positive.
I	Personal Mastery	What self development activities are you currently engaged in?
II	Personal Mastery	Describe a time when you anticipated potential problems and developed preventative measures.
II	Personal Mastery	Tell us how you keep your job knowledge current with ongoing changes.
II	Personal Mastery	Developing and using a detailed procedure is often very important in a job. Tell about a time when you needed to develop and use a detailed procedure to successfully complete a project.
II	Personal Mastery	Give me a specific example of a time when you used good judgment and logic in solving a problem.
II	Personal Mastery	Tell us about a time when you had to analyze information and make a recommendation. What kind of thought process did you go through? What was your reasoning behind your decision?
II	Personal Mastery	Describe a negative work experience you learned from. Describe the circumstances and give an example to show you applied the learning to a work situation.
II	Personal Mastery	Describe a situation where you can take credit for the growth and development of a staff member or co-worker. Be specific about your role in terms of interactions and the outcome.
II	Personal Mastery	Tell me specifically what self-development activities you have participated in during the last year.
III	Personal Mastery	Tell me about a time when you delegated a project effectively. What steps did you take to empower others to work on the project? How did you track progress of the project?
III	Personal Mastery	In a supervisory role, have you ever had to discipline or counsel an employee? What was the nature of the discipline? What steps did you take? How did that make you feel? How did you prepare yourself?
III	Personal Mastery	Everyone has made some poor decisions or has done something that just did not turn out right. Give an example of when this happened to you. What did you learn? What would you do differently?
III	Personal Mastery	Describe a time when you disagreed with an evaluation or feedback you received about your performance. How did you handle the situation? What impact did it have on you? What did you learn?
III	Personal Mastery	Specifically, what are you doing to keep up with changing concepts in healthcare management? What attributes do you possess that make you able to keep up with the times? Give an example to convince me that you can keep up with these changing, chaotic times.
III	Personal Mastery	Tell me specifically about the professional activities in which you are currently engaged to enhance your professional capabilities.
IV	Personal Mastery	Tell me about a specific time you sought specific feedback on your performance from subordinates. Specifically, how did you use the feedback? Cite specific changes resulting from the feedback?

I	Systems Thinking	How does the work you are currently doing affect your organization's ability to meet its mission and goals? Do you think your work is important? If yes, why? If no, why not?
I	Systems Thinking	Describe a time when you went over and above your job expectation. What motivated you to put forth the extra effort? How did you feel when the job was finished? Did others realize you had put forth the extra effort? What feedback did you get for your effort?
I	Systems Thinking	Tell me about a time when you had to take on extra duties or make some other sacrifice (such as changing your duty hours) in order for an overall improvement in the service of your unit to its customers to occur. How did you feel about making the change? What did you say to co-workers and supervisors about the change? How do you feel about the change now? Has it produced better service to your customers?
II	Systems Thinking	In your current job, what organizational change have you made or contributed to that you are proud of? How did you go about making the change? What has been the impact of the change?
II	Systems Thinking	Tell me about a specific time when others in your work group were having difficulty understanding how their work interfaced with the work of other units, and the impact changes they made had on those other work groups. What specific things did you do to assist your co-workers to better understand the relationship of your work to that of others in the organization? What specific things did you do to ensure that changes within your group were not detrimental to other work groups?
III	Systems Thinking	Describe a change you are responsible for that improved the performance of your work area or organization. How did: 1) you come up with the idea for the change, 2) you go about implementing the change, 3) staff respond to the change, and 4) you measure the outcome of the change? In looking back, what things would you do differently?
III	Systems Thinking	Tell me about a specific time when you had to assist your staff in understanding the relevance to the organization of an aspect of their work. What mechanisms did you use to communicate with them? How effective was the communication? How did you evaluate that effectiveness?
IV	Systems Thinking	Tell me about a specific decision that you made within your organization that had unexpected consequences outside your organization. How did you deal with those consequences?
II	Technical Skills	Give me an example of a time when you used good judgment and decision-making in solving a problem.
	Technical Skills	Rate yourself on a scale of 0 to 10 with 0 indicating no knowledge or skill and 10 indicating above average knowledge and skill on the following areas: (would have approximately 10 areas of knowledge or skill specific to job—would range from specific job skills such as typing/word processing to higher level skills such as negotiation and conflict resolution).
	Technical Skills	Give an example of how you have used a technical skill in your field in your current position.
	Technical Skills	Compare what you know about the job you are interviewing for and your own knowledge and skill. What areas of development do you feel you will need to meet the job expectations?

WorkKeys:
Reading for Information

Number of Items	33
Test Length	45 minutes (paper/pencil) 55 minutes (Internet version)

The *Reading for Information* test is one of three WorkKeys assessments used with the National Career Readiness Certificate. It measures the skills people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. *Reading for Information* materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

What the WorkKeys Reading for Information Test Measures

There are five levels of difficulty. Level 3 is the least complex, and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.

Level	Characteristics of Items	Skills
3	• Reading materials include basic company policies, procedures, and announcements • Reading materials are short and simple, with no extra information • Reading materials tell readers what they should do • All needed information is stated clearly and directly • Items focus on the main points of the passages • Wording of the questions and answers is similar or identical to the wording used in the reading materials	• Identify main ideas and clearly stated details • Choose the correct meaning of a word that is clearly defined in the reading • Choose the correct meaning of common, everyday workplace words • Choose when to perform each step in a short series of steps • Apply instructions to a situation that is the same as the one in the reading materials

Level	Characteristics of Items	Skills
4	• Reading materials include company policies, procedures, and notices • Reading materials are straightforward but have longer sentences and contain a number of details • Reading materials use common words but do have some harder words, too • Reading materials describe procedures that include several steps • When following the procedures, individuals must think about changing conditions that affect what they should do • Questions and answers are often paraphrased from the passage	• Identify important details that may not be clearly stated • Use the reading material to figure out the meaning of words that are not defined • Apply instructions with several steps to a situation that is the same as the situation in the reading materials • Choose what to do when changing conditions call for a different action (follow directions that include "if-then" statements)
Level	**Characteristics of Items**	**Skills**
5	• Policies, procedures, and announcements include all of the information needed to finish a task • Information is stated clearly and directly, but the materials have many details • Materials also include jargon, technical terms, acronyms, or words that have several meanings • Application of information given in the passage to a situation that is not specifically described in the passage • There are several considerations to be taken into account in order to choose the correct actions	• Figure out the correct meaning of a word based on how the word is used • Identify the correct meaning of an acronym that is defined in the document • Identify the paraphrased definition of a technical term or jargon that is defined in the document • Apply technical terms and jargon and relate them to stated situations • Apply straightforward instructions to a new situation that is similar to the one described in the material • Apply complex instructions that include conditionals to situations described in the materials
Level	**Characteristics of Items**	**Skills**
6	• Reading materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents • Complicated sentences with difficult words, jargon, and technical terms • Most of the information needed to answer the items is not clearly stated	• Identify implied details • Use technical terms and jargon in new situations • Figure out the less common meaning of a word based on the context • Apply complicated instructions to new situations • Figure out the principles behind policies, rules, and procedures • Apply general principles from the materials to similar and new situations • Explain the rationale behind a procedure, policy, or communication

Level	Characteristics of Items	Skills
7	• Very complex reading materials • Information includes a lot of details • Complicated concepts • Difficult vocabulary • Unusual jargon and technical terms are used but not defined • Writing often lacks clarity and direction • Readers must draw conclusions from some parts of the reading and apply them to other parts	• Figure out the definitions of difficult, uncommon words based on how they are used • Figure out the meaning of jargon or technical terms based on how they are used • Figure out the general principles behind policies and apply them to situations that are quite different from any described in the materials

SAMPLE QUESTIONS:

Level 3 Reading for Information Sample Item

ATTENTION CASHIERS:

All store employees will now get 20% off the price of clothes they buy here. Please follow the new directions listed below.

Selling clothes to employees

- Ask to see the employee's store identification card.
- Enter the employee's department code number into the cash register.
- Use the cash register to take 20% off the price. Then push the sales tax button.
- Write your initials on the sales receipt.
- Sell clothes to employees during store hours only.

Accepting clothing returns from employees

- Employees receive a store credit certificate for clothes they return to the store.
- Store credit certificates are next to the gift certificates.
- Employees may not get a cash refund for clothes they return to the store.

You are a cashier. According to the notice shown, what should you write on a store employee's receipt?

1. *The employee's identification number*
2. *The employee's department number*
3. *The amount of sales tax*
4. *The 20% discount price*
5. *Your initials*

Level 4 Reading for Information Sample Item

INSTRUCTIONS TO SORTING DEPARTMENT:
SPECIAL PROJECT TO FIX ORDER #888

Five long, blue plastic bins have been placed over by the overhead door. Piled on the other side of this room, near the time clock, are several thousand steel rods of varying lengths. All of those rods must be sorted by length and placed in the bins.

Bin "1" is for rods that are four to five meters long.

Bin "2" is for rods that have a length of over five meters, up to six meters.

Bin "3" is for rods that have a length of over six meters, up to eight meters.

Bin "4" is for rods that have a length of over eight meters, up to ten meters.

Bin "5" is for warped or unsmoothed rods. These will not be accepted.

If these rods are not all sorted correctly, the customer will reject the order. We cannot afford to let that happen again. Work as quickly as you can because Friday is the deadline for delivery of the order.

According to the instructions shown above , what is a condition for project success other than delivery on time?

1. *All rods must be sorted by both length and diameter.*
2. *Rods eleven meters long must be leaned against the overhead door.*
3. *The customer does not want rods that are warped.*
4. *The five-meter-long rods must go in Bin 2.*
5. *The ten-meter-long rods must arrive at the customer in Bin 4.*

Level 5 Reading for Information Sample Item

Goldberg's Auto Parts

Goldberg's Auto Parts is served by more than fifty different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.

According to the policy shown, what should you do if you lose an authorization sticker?

1. *Send a request for a return authorization along with the rejected part directly to the manufacturer's shipping address.*
2. *Send a request for return authorization along with the rejected part directly to the manufacturer's corporate address.*
3. *Repeat the standard procedure to obtain a new letter, authorization, sticker, and closing date.*
4. *Use a sticker from another company's folder.*
5. *Send the rejected part to your sales representative.*

Level 6 Reading for Information Sample Item

MEMORANDUM

From: J. Kimura, Senior Vice President of Molten Metals, Inc.

To: All e-mail users at Molten Metals, Inc.

To permit our employees to communicate directly with one another as well as with vendors and customers, Molten Metals, Inc. provides a network of e-mail accounts. Access to e-mail is at the sole discretion of Molten Metals, Inc., and we will determine who is to be so empowered. Under President Duarte's leadership, all messages sent and received (even those intended as personal) are treated as business messages. Molten Metals, Inc. has the capability to and reserves the right to access, review, copy, and delete any messages sent, received, or stored on the company e-mail server.

Molten Metals, Inc. will disclose these messages to any party (inside or outside the company) it deems appropriate. Employees should treat this server as a constantly reviewed, shared file stored in the system.

Due to the reduced human effort required to redistribute electronic information, a greater degree of caution must be exercised by employees transmitting MM, Inc. confidential information using company e-mail accounts. Confidential information belonging to MM, Inc. is important to our independence and should never be transmitted or forwarded to persons or companies not authorized to receive that information. Likewise, it should not be sent or forwarded to other employees inside the company who do not need to know that information.

MM, Inc. strongly discourages the storage of large numbers of e-mail messages for a number of reasons. First, because e-mail messages frequently contain company confidential information, it is good to limit the number of such messages to protect the company's information. Second, retention of messages fills up large amounts of storage space on the e-mail server and personal hard disks, and can slow down the performance of both the network and individual personal computers. Finally, in the event that the company needs to search the network server, backup tapes, or individual hard disks for genuinely important documents, the fewer documents it has to search through, the more economical the search will be. Therefore, employees are to delete as soon as possible any e-mail messages they send or receive.

Based on the memo shown, personal messages transmitted or received using Molten Metals, Inc., e-mail accounts will be:

1. *Automatically deleted upon detection.*
2. *Avoided by server staff to save company time.*
3. *Forwarded to private, personal accounts.*
4. *Grounds for personnel action.*
5. *Treated no differently from other messages.*

Level 7 Reading for Information Sample Item

Confidentiality

Client and Consultant agree to maintain the confidentiality of each other's trade secrets and any confidential business information disclosed during the term of this agreement, except as authorized by the party that disclosed the information. When the consulting services have been completed, the parties will return all confidential materials and equipment provided during the term of this agreement, unless keeping the materials is authorized by the party that provided them. Each party is responsible for identifying all trade secrets, confidential business information, and confidential materials.

Nothing in this or in any other agreement will prevent any party from using or disclosing confidential information to the extent necessary to carry out the responsibilities in this agreement; or will restrict any party's use or disclosure of information that is or becomes publicly known through lawful means, that was rightfully in that party's possession or part of that party's general knowledge prior to the term of this agreement, or that is disclosed to that party without confidential or proprietary restrictions by a person who rightfully possesses the information; or will prevent any party from responding to a lawful subpoena or court order.

Client agrees that Consultant will neither use nor disclose the trade secrets, confidential information, or confidential materials of third parties, and Client will neither ask nor require Consultant to do so.

Miscellaneous Provisions

All agreements and understandings between the parties concerning the subject matter of this agreement are embodied in this agreement and any proposal to which the parties agreed. It is understood and agreed by both parties that there are no oral or other agreements or understanding between the parties affecting this agreement.

This agreement shall supersede all prior and contemporaneous agreements and understandings between the parties, with respect to any subject covered by this agreement, except as otherwise provided in this agreement.

This agreement may not be amended except in writing by an instrument, signed by each of the parties. No failure or delay in exercising any right under this agreement shall operate as a waiver thereof.

Neither party shall assign or otherwise transfer any rights or obligations under this agreement without the written consent of the other party. Subject to the foregoing agreement, this agreement shall be binding upon and shall inure to the benefit of the parties' respective heirs, successors, attorneys, and permitted assignees.

If any provision of this agreement, or its application to any person, place, or circumstance, is held by an arbitrator or a court of competent jurisdiction to be invalid, unenforceable, or void, such provision shall be enforced to the greatest extent permitted by law, and the remainder of this agreement and such provision as applied to the other persons, places, and circumstances shall remain in full force and effect.

This agreement shall not become binding on either party until both parties execute it.

You have hired a consultant to work with your firm. Based on the agreement shown, what will happen if the consultant's business is taken over by a major competitor?

1. *The agreement will confidentially go into arbitration.*
2. *The agreement will not be enforceable and is void.*
3. *The consultant is bound by the agreement.*
4. *The obligations will pass to the new owner.*
5. *You must renegotiate the agreement with the new owner.*

There is coursework to prepare for the WorkKeys assessments. There are two products: KeyTrain and WIN. Materials on each of the online training courses are in your learner materials. These courses must be taken through an organization that has purchased either of both systems. Most likely you can take these at a low cost or free of charge.

Check with your local workforce center. A directory can be found at http://www.servicelocator.org/.

Or check with local community college.

Applications Process Session

SESSION OVERVIEW AND LEARNING OBJECTIVES

Participants will make any updates needed in their résumés and begin working on applications.

The learning objectives for the session include:

1. Complete a sample application
2. Explain the best way to complete online job applications

Preparation

Gather electronic and paper copies of the company application for participants to complete during the workshop. Bring several different job descriptions that the participants will use in completing applications for jobs of interest to them.

Complete a job application and cover letter to use in the demonstration.

This demonstration and practice take place in the computer-equipped classroom.

45 Minutes **Job Applications**

Using a job description relevant to participants, show how to complete an application projected on the screen.

Point out areas applicants may have difficulty and provide helpful guidance.

Show where the entries might differ based on the type of job one is seeking.

Show how to complete the application, explaining your entries as you complete the information.

Show entering “None” where necessary.

Emphasize the sample and show the information they should have with them when they visit an office to complete the application.

Stress that they must have permission before listing references and that they also need to contact references about the jobs where they have applied and used them as a reference.

Help individuals as needed and demonstrate common solutions to the group as needed.

Direct them to print the applications and gather information to complete them and be prepared for entering all necessary information when applying for a job.

15 Minutes **Tips for Online Applications**

Discuss Tips for Online Applications handout.

Tips for Online Job Applications

1. Keep your personal information close to the vest
No credible employer will ask for – and you shouldn't offer – personal information such as bank account or credit numbers, mother's maiden name, or identifying characteristics such as eye color.

2. Verify the legitimacy of a company or recruiter before completing an online application
Speak with industry groups or do an online search about the prospective firms of interest to learn about their reputation as an employer.

3. Update your resume
You may be applying for the same type of job but in different industries. Your resume should include up-to-date information that is tailored to that particular company and industry. However, it's a good idea to keep an online version of your resume available so that you don't have to start from scratch every time.

4. Clean up your online presence
You might have all the qualifications and skills an employer is looking for – but if your email address is vampyreluvver@email.com and pictures of your bat-wing tattoos are plastered on Facebook, hiring managers might be a little freaked out. You don't want to pretend to be someone you're not – but think about how you might come across to hiring managers. **Use a neutral email address**. Also, look for jobs that fit your personality; facial piercings and front-desk jobs might not go so well together.

5. You come across as being ~~carless~~ careless
Submitting a job application that says "Worked in restorant as a bartinder" tells the hiring manager that you're just not trying very hard. Print out a copy of your resume and ask friends and family to proofread.

6. Attach a cover letter with your resume
Attach a cover letter with your resume if the application allows it.

7. Reread your completed application -- before hitting "send"
Be sure to proofread your online application to ensure it is completed correctly before submitting. You may not be allowed to reapply or have a time constraint for reapplying. Typos are not any more acceptable online than they are on paper.

8. Prepare for technical glitches
Save a completed online application for your files or print out a copy before submitting in case you need to reenter data or resubmit.

9. Avoid attachments
When possible, cut and paste your cover letter and resume into the body of your e-mail. Many hiring managers avoid attachments for fear of viruses. Or they simply don't want to be bothered. When a boss is swamped with hundreds of applications, merely opening a Word file can seem like too much work.
If you must use attachments, name them clearly and professionally, such as jdoeresume or jdoecover. That way, the employer can easily tell what they are and whom they are from.

WorkKeys: Talent

Number of Items	165
Test Length	45 minutes (Internet version)

Employers need a reliable way of predicting job performance beyond basic skills. Also, employers need to provide coaching and development feedback. The WorkKeys Talent Assessment is a selection and employee-development tool that measures a candidate's work-related attitudes and behaviors.

Sample Items from the Talent Assessment

INSTRUCTIONS: Listed below are statements you might use to describe your behaviors, feelings, and other characteristics.

- Read each statement and indicate how well it describes you by filling in the appropriate oval preceding each statement. Use the scale below to select your answer.
- Read each statement carefully, but do not spend too much time deciding on any one answer.
- Although some statements may seem similar, answer each without considering your other answers.

SD – Strongly Disagree
MD – Moderately Disagree
SLD – Slightly Disagree
SLA – Slightly Agree
MA – Moderately Agree
SA – Strongly Agree

SD	MD	SLD	SLA	MA	SA	
☐	☐	☐	☐	☐	☐	I like coming up with imaginative solutions.
☐	☐	☐	☐	☐	☐	I am not very creative.
☐	☐	☐	☐	☐	☐	It's hard for me to read social cues.
☐	☐	☐	☐	☐	☐	I am punctual.
☐	☐	☐	☐	☐	☐	Too much work tends to really stress me out.
☐	☐	☐	☐	☐	☐	I usually stay calm, even in stressful situations.
☐	☐	☐	☐	☐	☐	It's okay to be disorganized.
☐	☐	☐	☐	☐	☐	I like to take the initiative.
☐	☐	☐	☐	☐	☐	I am skeptical of other people's motives.

WorkKeys:
Business Writing Assessment

Number of Items	1 prompt
Test Length	30 minutes (paper/pencil) 30 minutes (Internet version)

The main requirement of workplace writing is clarity. Employers want their employees' written communications to be direct, grammatically correct, and easy to read. Careless errors may lead the reader to believe there are also errors in the facts, and the writer loses credibility and trustworthiness. WorkKeys *Business Writing* requires standard business English, defined as writing that is direct, courteous, grammatically correct, and not overly casual.

The WorkKeys *Business Writing* assessment measures the skill individuals use when they write an original response to a work-related situation. Components of the *Business Writing* skill include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

Level 1 Business Writing Sample Item

Prompt:

At your office, employees are allowed to skip their morning and/or afternoon breaks to take longer lunch breaks. However, the personnel manager says that employees have been taking too much time on their lunch breaks as a result of this policy. She wants to require all employees to take their morning and afternoon breaks and the standard lunch break. Write a letter to the personnel manager explaining whether or not you are in favor of this proposal and why.

Level 1 Sample Response:

I dont think its right for you to take are choice to not use our morning and afternoon breaks to have a longer lunch break! If we have a choice. I think you should writ up people that come back late if ther 3 times or more that have to work late or come in earlie. I hope you take in to thouht! We want you to do whats best. You know whats best. Yes.

Why this is a Level 1 Response:

- Sentence construction errors, such as fragments, can hinder understanding *(I hope you take in to thouht! If we have a choice.)*.
- Errors in grammar and mechanics are frequent and interfere with communication. Errors include misspellings such as *writ*, *earlie*, and *thouht*; the incorrect use of *there* instead of *they're* and *are* instead of *our*; and missing apostrophes in *dont*, *its*, and *whats*.
- Tone, style, and/or language are inconsistent with standard business English *(I dont think its right for you to take are choice to not use our morning and afternoon breaks to have a longer lunch break!)*.
- The writing lacks organization. The response has no transitions or paragraph breaks and seems to skip around.
- Although there is an attempt to communicate ideas, there is only simple development. The response presents basic thoughts against the new policy, with little development.

Level 2 Business Writing Sample Item

Prompt:

At your office, employees are allowed to skip their morning and/or afternoon breaks to take longer lunch breaks. However, the personnel manager says that employees have been taking too much time on their lunch breaks as a result of this policy. She wants to require all employees to take their morning and afternoon breaks and the standard lunch break. Write a letter to the personnel manager explaining whether or not you are in favor of this proposal and why.

Level 2 Sample Response:

I agree with your thoughts on having all the employees take theur morning and afternoon breaks, and having the standard lunch break. If this idea happens. I'd think that there will be more work done and more people at the office to answer phones during the time that would have normally been spent out at a long lunch.

Althouh I'd understand. If a person need to work through theur break, but I'd think that they dont need an extra 15 minuets to lunch. When there isn't much to do then they can take a break and make up for the one they lost.

I'd think the idea of having all employees take there morning and afternoon break would be a good change. Pleas go ahead with your plan. Thanks for your time.

Why this is a Level 2 Response:

- The sentences are somewhat repetitive, and there are some construction errors, including sentence fragments (*If this idea happens.* and *Althouh I'd understand.*).
- Errors in grammar and mechanics interfere somewhat with communication. Errors include misspellings such as*theur, althouh, minuets, and Pleas*; the subject-verb disagreement *If a person need to work*; the incorrect use of *there* instead of *their* in the last paragraph; and a missing apostrophe in *dont*.
- The style, tone, and language are inconsistent with standard business English. The use of the phrase *I'd think* several times makes the tone overly casual.
- The writing has some organization, but the focus is unclear. Few transitions are used. Transitions used are limited to *If*, *but*, and *although*.
- The ideas are general and are not expanded. There is some development of the writer's thoughts in favor of the proposal, but it is limited in nature.

Level 3 Business Writing Sample Item

Prompt:

At your office, employees are allowed to skip their morning and/or afternoon breaks to take longer lunch breaks. However, the personnel manager says that employees have been taking too much time on their lunch breaks as a result of this policy. She wants to require all employees to take their morning and afternoon breaks and the standard lunch break. Write a letter to the personnel manager explaining whether or not you are in favor of this proposal and why.

Level 3 Sample Response:

I would have to agree with you on the break. The employees should take breaks and 1 lunch break at the normal time. They shouldn't be allowed to combine their breaks. They need to go by the rules like almost every other office buildings. There should be a law about this situation. It shouldn't be allowed. The employees need to learn how to flex their time during their lunch hour and breaks.

The management should start a good law about it. It shouldn't be allowed. The employees will just try to confuse the managers mind to let them have a longer lunch. They need to have 2 small breaks and 1 lunch hour. I think it is really, totally fair. They just need to learn how to manage their time so they can do all they need to.

Your proposal as the manager is what the building needs to make all office buildings fair and equal. All breaks should be taken and only a ½ hour lunch should be taken per work day. The manager is only trying to be fair to the workers. It is totally fair in my opinion. The workers need to follow the guidelines of experenced managers. Managers have more knowledge than employees. Managers are higher up and *should have more say so than the employees. But if the employees disobey more than a couple times they should be taken off the job and fired. Not trying to be hersh but that is just my opinion in this situation. Give them a warning or two and maybe they will learn.*

Please follow the new proposal its fair to the company. Its a good thing to do, because if they have longer lunches they may be doing something illegal or is just bad for other people. This is an excellent proposal from the manager to have more opinions. I say go with what the manager says.

Why this is a Level 3 response:

- Sentence structures are usually correct (despite a run-on sentence), and some variety and complexity are attempted, but many of the sentences are overly simple and vague. *(Please follow the new proposal its fair to the company… It shouldn't be allowed… It is totally fair in my opinion.)*
- There are some errors in grammar and mechanics, but they do not interfere with communication. Spelling is generally correct. Errors include misspellings of *experenced* and *hersh*, a missing word in *or is just bad*, and missing apostrophes in *managers mind* and *its a good thing*.
- Word choice is generally clear and correct but is repetitive: *There should be a law about this* (1st paragraph). *The management should start a good law about it* (2nd paragraph).
- The tone and style are casual but acceptable for standard business English *(I think it is really, totally fair.)*
- The writing is generally organized, and simple transitions are used (*but* and *not*).
- Ideas are adequately developed but are limited in depth and thoroughness. The idea that the policy is fair and that the manager's decision should be upheld is developed adequately, but there is little depth to the development. Supporting examples and details are relevant, but they are general and repetitive. The fairness issue is mentioned several times.

Level 4 Business Writing Sample Item

Prompt:

At your office, employees are allowed to skip their morning and/or afternoon breaks to take longer lunch breaks. However, the personnel manager says that employees have been taking too much time on their lunch breaks as a result of this policy. She wants to require all employees to take their morning and afternoon breaks and the standard lunch break. Write a letter to the personnel manager explaining whether or not you are in favor of this proposal and why.

Level 4 Sample Response:

The employees in the office greatly appreciate the efforts you've made to keep everyone on task. However, I know I represent a group of employees who disagree with your suggestion to change the *lunch and break system. Although we agree that employees shouldn't abuse their lunch privillages, we feel that micromanagement of our time will hurt the work we accomplish every day.*

When an employee is given the choice of having two short breaks or a longer lunch hour it allows individuals to complete their work during a time of day when they are most efficient. Some people benefit from having a short break in the morning or afternoon and don't feel they would enjoy a longer lunch. Personally, I have a very heavy workload on a daily basis. Some of the tasks I do for clientel are not easy to stop in the middle. Due to this situation, I prefer to skip the interruption of a short break to have a longer lunch hour.

Another situation employees are frequently faced with is unexpected short-term projects. Some employees receive notice in the morning they have to see a client that day. Often employees have had to forefit their morning break.

The employees I represent would like you to reconsider your proposal. Hopefully our reasoning will shed new light on the situation. We are willing to watch time on breaks and lunch hours more carefully. The loss of flexibility would be a detriment to our company. Thank you for your time.

Why this is a Level 4 Response:

- Sentences are generally varied in length and complexity *(Although we agree that employees shouldn't abuse their lunch privillages, we feel that micromanagement of our time will hurt the work we accomplish every day.).*
- Infrequent errors in grammar and/or mechanics do not interfere with communication. Spelling is generally correct. Errors include misspellings of *privillages*, *clientel*, and *forefit* and a missing comma in the first sentence of the 2nd paragraph.
- Word choice shows some precision and variety. Words such as *micromanagement*, *individuals*, *interruption*, *forefit*,*flexibility*, and *detriment* show precise and varied language, despite spelling errors.
- The tone is consistent with standard business English *(The employees in the office greatly appreciate the efforts you've made to keep everyone on task.).*
- The writing is organized and maintains consistent focus. Transitions are effective but not strongly varied (*however* and *although*).
- The ideas are mostly well developed, with relevant supporting examples and details. There are two well-developed ideas, but the second idea, short-term projects, is limited.

Level 5 Business Writing Sample Item

Prompt:

At your office, employees are allowed to skip their morning and/or afternoon breaks to take longer lunch breaks. However, the personnel manager says that employees have been taking too much time on their lunch breaks as a result of this policy. She wants to require all employees to take their morning and afternoon breaks and the standard lunch break. Write a letter to the personnel manager explaining whether or not you are in favor of this proposal and why.

Level 5 Sample Response:

Recently, I received the memo explaining your intent to eliminate policy that allows employees to omit morning or afternoon breaks so they can take longer lunch. In this fast-paced world of international business, I feel that a company must have every advantage in order to succeed. Because the benefits of the current policy allow our company to prosper, I must respectfully disagree with your intentions. First, the current policy fosters good employee morale; secondly, the same amount of work is completed either way; and finally, eliminating the policy would be severely detrimentel to employees' relationships with management.

First, one of the most important aspects of any successful business venture is high employee morale, something that the current policy fosters. The fact that an employee has the option of taking a long lunch with friends or a shorter lunch with time to mingle with coworkers in the morning promotes employee satisfaction. Employees can select whichever option is most suitable to their daily schedules. When a company has satisfied employees who look forward to going to work, the productivity of that company increases.

Second, whether employees take two fifteen-minute breaks or extend their lunch, the amount of work the employees are doing remains constant. Revoking the current policy will not increase productivity. True, some employees may try to abuse the system and stay out for lunch longer, but this would occur even if the scheduled break times were compulsory.

In addition, because our industry is so competitive, each company, in order to grow and progress, must maintain a good relationship between it's employees and management. Implementing this new policy actually challenges this valuable bond by undermining the employees' trust in management. This is because in revoking the policy, it appears the management is attempting to limit workers' privileges and personal choices. The employees will feel as though they are not trusted. At this point, a good relationship between workers and managers will cease to exist.

Implementing the new policy would harm employee morale, would be ineffective in increasing productivity, and would undermine the workers' relationship with management. I respectfully ask you to retain the current policy. By allowing employees the freedom to decide when they take their breaks, you help to foster the continued success of this company.

Why this is a Level 5 response:

- Sentences are varied in length and complexity *(By allowing employees the freedom to decide when they take their breaks, you help to foster the continued success of this company.).*
- Infrequent, minor errors in grammar and/or mechanics do not interfere with communication. Errors include a missing article in *take longer lunch*, misspelling of *detrimentel*, and a misplaced apostrophe in *it's*.
- Word usage shows considerable precision and variety *(omit, fast-paced world of international business, respectfully disagree with your intentions, satisfied, challenges this valuable bond,* and *help to foster the success)*.
- The style and tone are consistent with standard business English *(Because the benefits of the current policy allow our company to prosper, I must respectfully disagree with your intentions.).*
- The writing is well organized and maintains clear and consistent focus from beginning to end. Transitions such as*First*, *Second*, *True*, *In addition*, and *At this point* create a seamless flow of ideas.
- The ideas are well developed with relevant supporting examples and specific details. The writing shows insight, explaining that changing the policy would hurt employee morale, would be ineffective in increasing productivity, and would undermine the workers' relationship with management.

Social Media Session

SESSION OVERVIEW AND LEARNING OBJECTIVES

The Social Media Session builds on the résumés that the participants have previously prepared and information they have received in the session on networking. At this point they should have a completed résumé that they can use to build their social media profile. They should also have begun creating their network and begun accessing it to find leads.

The learning objectives for the session include:

1. Identify social media platforms and why they are important.
2. Decide which social media platform or combination of platforms is best for their job search.
3. Create a social media profile that matches their résumé.
4. Establish a plan for monitoring their online profile.

Preparation

Facilitator preparation requires the facilitator to have internet access to commonly used social media platforms such as Facebook, LinkedIn, and Google Plus. It is not necessary for the facilitators to have a social media profile completed, but they should be able to demonstrate how to create one in class.

Participants will bring completed résumés and/or work histories to this session.

This demonstration and practice take place in the computer-equipped classroom. Participants may use their own laptops or one should be provided for them with access to the internet.

Schedule

15 Minutes **Social Media Presentation**

Before moving into the Social Media Discussion part of the session, go through the PowerPoint presentation titled *Social Media*. Supplemental information is found in the Notes section of the presentation.

15 Minutes **Social Media Discussion**

Distribute handout, *Social Media and Your Job Search*, to participants and direct their attention to the section on "What is Social Media?" If most of the class already has a Facebook profile, ask them how they use it.

Go to the Facebook website and ask participants for their general impressions of it. Point out that Facebook is most often used to connect with friends and acquaintances.

Next, have them go to the LinkedIn website. Ask them what their impression of LinkedIn is compared to Facebook. Point out that LinkedIn is intended as a professional networking site as opposed to an informal or casual social media site.

Next, have participants go to Twitter. Have participants search for a person they know or a company where they would like to work to see if they have a Twitter feed.

Have participants share some of the relevant tweets in class to show how Twitter is used to connect followers with information about the person or company in question. Point out that many Twitter users connect their Facebook accounts so that their tweets appear in their Facebook feed as well.

60 Minutes **Social Media Activity**

Based on your earlier survey of the class, select a social media platform for this activity. If most of the class already has a Facebook profile, complete this activity using LinkedIn. If very few participants have a Facebook profile, complete this activity using Facebook.

Direct attention to the "Creating a Profile" section of the *Social Media and Your Job Search* handout. Have the participants go to the home page of the social media platform and create an account. Once they have an account set up, they may begin work on their profiles.

Personal Information: Using their résumé, have them enter their personal information as it appears so that their online profile is consistent with their résumé. They should also include any relevant education that they have completed, even if it did not result in a degree. This includes certificates, certifications, and other coursework they have completed.

Professional Information: Direct participants to transfer information from their work history to their social media profile.

If they are creating a LinkedIn profile, they should add **skills and experience** based on their activities as part of their work experience.

They should also add any **organizations** to which they belong that are relevant to their job search.

Once they have completed their online social media profile, the next step is to begin networking. They can often **import friends** from their email client. If so, have them complete this activity and send invitations to their friends.

Next, have participants create settings that allow them to **follow companies or individuals** that are relevant to their job search. They can do this by creating a Twitter account, linking an existing Twitter account to Facebook, Google Plus, or both. They can also link to groups or organizations in their field and have them show up in their social media profiles so they are visible to interested managers or recruiters.

If time permits, you may direct them to participate in group discussions, search for jobs, or conduct research on companies while connected to social media.

30 Minutes **Social Media Discussion**

Ask for a volunteer to provide access to their profile for the class to observe and discuss.

- Review the profile and discuss what kind of impression it provides. Emphasize that it should look professional, serious, and responsible. Check the privacy settings to see what is visible and what is not to hiring managers and recruiters. Adjust privacy settings if needed. Participants may view the profile on their computers while the instructor is projecting it. This will allow them to compare the view that the creator of the profile sees with the view the others will see.
- Review the list of contacts that they have created or added. If a participant has created categories, discuss the organizational system in use. Discuss how to manage privacy settings using groups
- Review connections to organizations, interests, or companies. Survey the class to see if they have any other suggestions.
- Demonstrate how participants can use connections to conduct research and expand their network. See if the participant has alerted their network to their job search and how. Point out that requests should be specific based on career objectives in the résumé.
- Ask for suggestions for improvement and offer any not identified by participants.

Wrap up by summarizing some of the comments and improvements mentioned during the discussion. Refer to handouts in the Materials/Handouts list below for their further reference.

Remind participants to monitor their social media profiles. This is an ongoing activity and one they should not neglect even after they are offered a job. Recommend that they consider using the mobile apps as a means of monitoring and maintaining their social media profiles.

Materials/Handouts

- *Social Media* PowerPoint presentation
- *Social Media and Your Job Search* handout

Social Media and Your Job Search

What is Social Media?

Social media is the term used to describe the broad range of ways that people connect with one another on the Internet. The most common social media platforms are:

- Facebook:www.facebook.com
- LinkedIn: www.linkedin.com
- Twitter: https://twitter.com/
- YouTube: http://www.youtube.com/

However, social media has expanded to include a broad range of interests and specialties. A lot of people regard eBay (http://www.ebay.com) and Amazon (www.amazon.com) as e-commerce sites, but with the prevalence of product reviews, recommendations, and sharing on other social media sites, they are beginning to function more as online communities rather than merely storefronts. Google is beginning to harness the power of social media and integrate multiple online functions into a single social media platform called Google Plus (https://plus.google.com).

What all of these have in common is that they offer an opportunity for you to **create a place where you can be found on the Internet**. Employers are using the Internet and social media more than ever to discover new talent. It is in your best interest to make sure that what employers and hiring managers find when they do a search on your name puts you in the best light possible.

What social media should I use?

The most common social media platform is Facebook. In September 2012, Facebook had over 1 billion active users with over half of them between the ages of 18 and 34. Facebook is one of the first places employers look to get to know potential candidates according to Jobvite's 2012 Social Recruiting Survey.

The next most common platform is LinkedIn. LinkedIn was created specifically for a professional market and is used most widely in locating professional level positions. Of the recruiters who use social media to locate candidates, 93% of them use LinkedIn.

One of the most interesting tools for creating a solid online presence that demonstrates your knowledge and skill as a potential employee is YouTube. YouTube has become a reference library for do-it-yourself types. There are videos on everything from teaching yourself to play a guitar to large appliance repair. Candidates who use YouTube to post *How To* videos demonstrate initiative, responsibility, resourcefulness, and expertise. They also demonstrate how well you communicate and work with others.

Creating a Profile

The first rule in creating a profile is to not post anything on any social media site that you do not want employers and hiring managers to see. The second rule is to not let your friends post pictures, videos, comments or other content that you don't want employers to see either. The following section will describe how to set up a profile and how to manage the privacy settings.

Creating a profile on Facebook

Facebook is the most widely used form of social media and most people already have a profile. However, there are some interesting things about Facebook that can make it useful to the job seeker.

Go to www.facebook.com and on the right hand side, under the words "Sign Up" there is a form for you to complete. Make sure you enter your name as you wish it to appear on your profile. You will need a valid e-mail address and a password. Make sure you read the *Terms and Data Use Policy* before signing up.

Facebook will send you an e-mail and you can click on the link in the e-mail to sign in. Once you are signed in, Facebook will prompt you to complete your profile. At this point, you may add your high school and/or college that you attended, jobs you held, and other personal details that may be of use to people. You may choose to add or withhold as much information as you feel comfortable with.

Facebook will also prompt you to add friends by asking to send out "requests" on your behalf. This is a key component to building your network using social media. Facebook can access a number of e-mail clients and will import the information and send it to your friends on your behalf. However, if you prefer to manage this yourself, you also have the option to search for people using the search bar at the top of the screen.

Facebook has a number of other features that are of interest to users and you may learn about them here: http://en.wikipedia.org/wiki/Facebook_features

Managing privacy on Facebook

Once you have created a profile, the next step is to manage it to your best advantage. You can achieve this through Privacy Settings. There are two ways to manage privacy on Facebook. In the upper right hand corner of your Facebook profile page right next to your name is the word "Home," an icon resembling a padlock, and an icon resembling a cog. The padlock icon takes you to some common privacy setting shortcuts such as:

- Who can see my stuff?
- Who can contact me?
- How do I stop someone from bothering me?

Each of these expands into more detailed questions and directs you to where you can go to resolve them. It is recommended that you limit your posts to only being visible to your friends and/or family in the "Who can see your future posts?" menu. You can also limit past posts and posts you are tagged in.

In the Privacy Settings and Tools menu, there is a section named "Who can look me up?" This is divided into "Who can look you up using the email address or phone number you provided?" and "Do you want other search engines to link to your timeline?" If you want your profile to be available to everyone, you can choose that option. However, if you want to limit the ability of employees and hiring managers, to see your Facebook profile, you can click the "Edit" button and restrict who can look up you. The second option is what allows search engines such as Google or Bing to find your Facebook profile when people type your name into the search bar. If you want people to find you, select "On," or if you do not want search engines to find you, select, "Off."

If you want to see what your Facebook profile looks like to others, click on your name at the top of the page. In Timeline view, there is a banner at the top, usually of a picture you choose, and a small profile picture inset next to your name. Use pictures for your banner and profile that display a level of professionalism that will reflect well on you to employers and hiring managers.

Under your name is a summary of your employment, education, residence, and marital status if you made those visible in your public profile. You then have sections for Friends, Photos, Map (of places you have been), and Likes. The Likes section is interesting in that it allows public posting of things that are of interest to you. If you have visited a vendor site and clicked the button that says, "Like us on Facebook," this is where that information shows up. Additionally, if you have ever added an app to your Facebook page that allows updating from the app, it will also post to the "Activity" section of your page. If you do not want all of these items displayed, click the "Activity Log" button and delete the ones you don't want.

The Activity Log is a powerful tool that allows you to manage the privacy settings of anything you do on Facebook either individually by item or globally, making sure that they never appear. Also, you can make things visible only to certain groups of people or everyone by clicking the gear icon and selecting how you want things to appear. If you want to delete items, click the pencil and select "Delete."

Creating a profile on LinkedIn

LinkedIn (www.linkedin.com) is a social media platform designed for professionals in a field or line of service to connect with one another. It is the best means of networking for other professional contacts. Because it is primarily business-focused and professional, it should not be treated like a Facebook account, but should be managed as the equivalent of an online version of your resume.

To create an account, go to the LinkedIn home page, type in your first name, last name, email address, and a password. The password must be longer than six characters. You should make it something memorable, preferably with a mix of upper and lower case letters and other characters. Once you have registered your account, you will want to create a profile.

LinkedIn is very easy to use and the profile instructions are easy to follow. You will add your name, location, current or most recent job title, company you were with and your education level. LinkedIn is able to import information from your most current resume and this is often the best option to consider making sure you have a consistent look between your profile and your resume. Include all your skills and expertise because others who have worked with you will be able to endorse you. This amounts to an instant reference check that is very attractive to employers.

LinkedIn also has the ability to include recommendations, both from people you have worked with or for and from clients you may have served. You will also be able to connect with others you know who also have LinkedIn profiles and this is an excellent way to build your network and identify people you are or have been associated with. You may also join groups on LinkedIn that are dedicated to your areas of interest or professional organizations you are a member of that have LinkedIn profiles. Finally, you may also follow online discussions in various groups which will demonstrate both your interest in and activity associated with areas of professional development.

Other social media

Google Plus (https://plus.google.com) is a fairly new social media platform and is similar in some respects to Facebook in that it allows you to connect to friends and acquaintances online. It also allows you to post things to the web like pictures, status updates, and links to sites of interest. It is also similar in part to LinkedIn with its “Communities” function that allow you to connect with groups that are of interest to you. Google also allows you to create “Circles” that let you organize your contacts into groups. One of the best things about Google Circles is that people can belong to more than one circle. Best of all, Google Plus can connect automatically to your other social media platforms so that if you are following a group in LinkedIn, it will also follow you in Google Plus.

However, where Google Plus goes beyond Facebook or any other form of social media is in its integration across Google platforms. For instance, if you have a YouTube channel that promotes your expertise, it will automatically post between YouTube and your Google Plus account. The same is true if you have a blog on Blogger or other blogs that communicate with your Google Plus account. In addition to these features, Google Plus allows you to create events and post them to your Google calendar. You can also set Google Plus to automatically upload photos from your cell phone if you have a smartphone and install the Google Plus app. Just a reminder, though, make sure you manage your privacy settings rigorously to avoid sharing anything with a potential employer that is embarrassing or unsuitable for work.

Other social media platforms to consider include:

- Twitter - Microblogging
- YouTube – Video sharing
- Internet forums – Discussion groups on specialized topics
- Blogs (Word Press, Blogger, etc.) – Online journals
- Wikis such as Wikipedia – Collaborative projects
- Photo sharing sites (Picasa, Flickr, Pinterest, Photobucket, Shutterfly, etc.) – Content communities

Managing Your Social Media Profile

Once you create a profile, you need to make sure you maintain it. On the Internet things happen pretty quickly and it's easy for information to get outdated fast. Additionally, you will want to use your social media network to help with your job search and for that, you need to make sure you stay active and maintain your online presence and connections.

Using social media to network

While there are a number of things that are particular to individual social media platforms (the "Like" button is unique to Facebook, for instance), there are a number of things you can do to network over social media. First of all, social media should be your first stop for building your network online. When building a network you want to connect with individuals with whom you share a common interest. These include:

- Family
- Friends
- Colleagues from every place you have been employed
- Schools
- Clubs
- Civic organizations
- Religious organizations
- Shared interests and hobbies
- Causes or movements

All of these have some form of social media presence. It is recommended that after you create your social media profile that you create categories to build your network. Family is an obvious category and you want to include as much of your extended family as possible. Colleagues can be grouped either by individual workplace or by industry segment. This is important because often times people move from one job to another and they may have moved into a company or industry that is of interest to you. And don't overlook the obvious – **notify everyone in your social media networks that you are looking for a job.** Even if they don't know of a job, people they are connected to may see your post and know of a position that suits you.

Tag or Like companies where you want to work. Even if you are not employed by them yet, social media shows that you are interested in the company and that you are making an effort to do research on who they are, where they operate, what they do, and what you can do to contribute. And don't worry about tagging or liking their competition. That shows that you are interested in the industry as a whole and not just one place.

Become a contributor. Many forms of social media are designed for users to share information. Blogs, Twitter feeds, and discussion forums are all designed so that you can share what you know. But even if you don't know a lot, by posting links from other blogs, twitter feeds, and articles of interest, you show that you are trying to keep up with the industry and that you are committed to sharing information. Also, if you show that you are a contributor and willing to help, it creates a better impression for hiring managers and interested companies. Sharing information also increases your web presence and makes it easier for companies to find you. The more activity around your online profile, the more likely it is that a hiring manager or organization will find you on the web.

A lot of times, social media sites like LinkedIn have areas where companies post jobs. Between recruiters scouring the web looking for candidates and companies posting openings in various social media platforms, it has become easier than ever before to locate jobs online. Not only that, but if you have an online profile, the chances are pretty good that the hiring manager you want to talk to also has an online profile. Use social media to research companies and locate managers who are hiring people in your field of work using the same keywords you used in your resume and building your profile.

Monitoring your social media profile

So how do you find out what other people see when they view your profile? Most social media applications have a setting that lets you view what anyone searching for your name might see. But this is only a good place to start. What you want to do is make sure that an Internet search reveals nothing incriminating or embarrassing that will make you appear undesirable to a company looking to hire you. The easiest way to do that is to do a Google search on your name. Make sure you use all variations of your name (for example Robert, Rob, Bob, Robby, and Bobby) along with variant spellings (Robbie, Bobbie).

If you do find pictures, stories, comments, or forum posts that you would rather not have employers see, contact the web administrator or owner of the post and ask them to remove it or set the privacy settings so that it is not discoverable on Google.

You may also search within the social media applications that you use to see if there are posts that you would prefer others not find. But social media search is not used solely to remove the embarrassing items. You can also use it to make sure that positive contributions you have made appear prominently. Send out links to articles, pictures, videos, or other helpful information that you have posted to all your friends and interested colleagues in your network. You may even want to forward the information along to people who work at companies or fields of interest to you as long as they are relevant. No one likes to be "spammed."

Mobile apps and social media

Most social media applications have mobile app counterparts. If you have or use a smartphone, you may want to download the app and install it on your phone. That way you can be notified immediately if anyone is viewing your profile, who it is, and what interest they may have in you as a professional. You can also set job search agents in some social media platforms to notify you of job openings as soon as they become available. Being able to respond to these notifications immediately could be the key to getting you closer to a new job.

WorkKeys: Applied Technology

Number of Items	32
Test Length	45 minutes (paper/pencil) 55 minutes (Internet version)

The *Applied Technology* test measures the skill people use when they solve problems with machines and equipment found in the workplace. This skill includes four areas of technology: electricity, mechanics, fluid dynamics, and thermodynamics. Individuals need to know the basic principles of each area.

The *Applied Technology* skill focuses on reasoning, not math. Therefore, individuals do not need to make calculations or use formulas to solve problems. When individuals use the *Applied Technology* skill, they can:

- Analyze a problem by identifying the problem and its parts.
- Decide which parts of a problem are important.
- Decide on the order to follow when dealing with the parts of the problem.
- Apply existing tools, materials, or methods to new situations.

Level 3 Applied Technology Sample Item

You are building a greenhouse like the one shown in Figure 1 for a local nursery. The owners specified that the greenhouse should have automatic vents, controlled by a thermostat, which will open when the temperature in the greenhouse gets too high for the plants. Figure 2 shows the floor plan of the greenhouse.

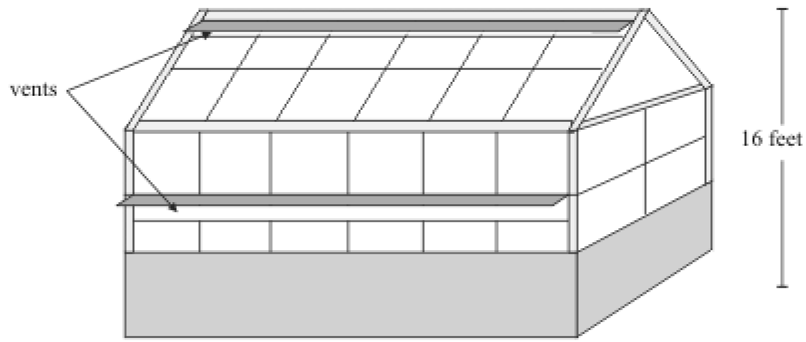


Figure 1

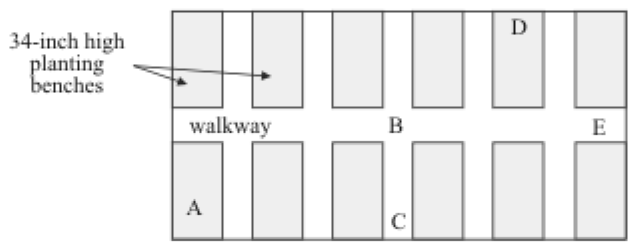


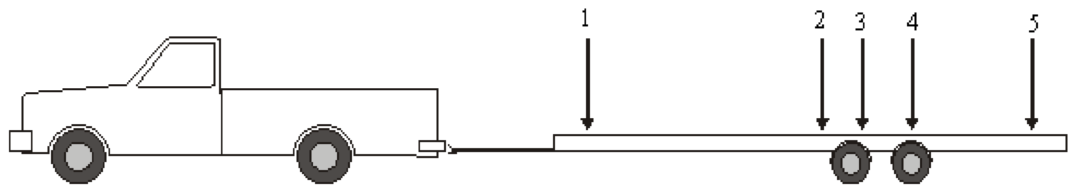
Figure 2

A thermostat will control the opening and closing of the automatic vents. It is a temperature-sensitive device that can be set to activate when the air around it reaches a certain temperature. The owners of the greenhouse want to have the vents open when the air around the majority of the plants reaches 90°F. At what height and location in Figure 2 should you install the thermostat so it gives the desired results?

1. About 4 feet from the floor at location A
2. About 4 feet from the floor at location B
3. About 8 feet from the floor at location C
4. About 8 feet from the floor at location D
5. Near the peak of the roof at location E

Level 4 Applied Technology Sample Item

Your industrial services company has been hired to deliver a small but heavy gearbox. The container is too small to justify renting a large truck and too heavy for the company's pickup truck. You decide to rent a heavy-duty utility trailer and pull it with the pickup truck.

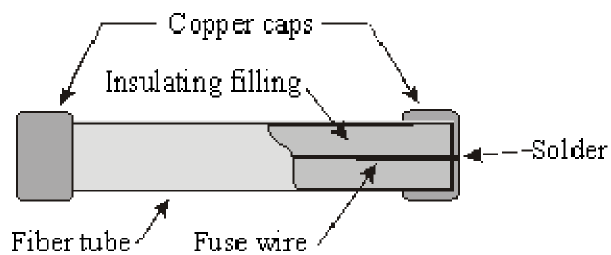


At which spot, labeled 1 – 5, on the trailer shown should you place the container to pull the load most easily and safely?

1. 1
2. 2
3. 3
4. 4
5. 5

Level 5 Applied Technology Sample Item

The band saw where you work will not start. This saw uses 240 volts, draws 25 amps, and has 30-amp cartridge fuse. These fuses (see diagram shown) are designed to protect an electrical circuit. Their main component is a fuse wire made of a low-resistance, low-melting-point alloy. When a higher than tolerable current goes through such a fuse, the fuse wire melts. Your supervisor has told you to check the fuses in the band saw. By looking at the fuses, you cannot tell if they are good or bad.



You have turned off the power to the saw and removed one of the fuses. You check this fuse with a *volt-ohmmeter* (a device that measures resistance to the flow of electrical current). If the fuse is good, the resistance (measured in ohms) for the fuse will be:

1. 0 ohms.
2. 10 ohms.
3. 50 ohms.
4. 100 ohms.
5. Infinite.

Level 6 Applied Technology Sample Item

The garage where you work is equipped with a hydraulic lift, like the one shown, that you use to raise cars off the floor so it is easier to service them.

An air compressor capable of generating pressures of 120 pounds per square inch (psi), powers the lift. The air regulator releases a steady amount of air pressure (usually 30 to 40 psi) and the control valve directs the flow of that air through the lines. Pushing the control valve forward (as shown in the figure) allows air into the lines, raising the lift. Moving the valve to the middle position seals the line so no air can escape, and pulling the valve back releases air from the line, lowering the lift. The air from the compressor exerts a force on a tank of hydraulic fluid which, in turn, transmits this force to the bottom of the lifting piston.

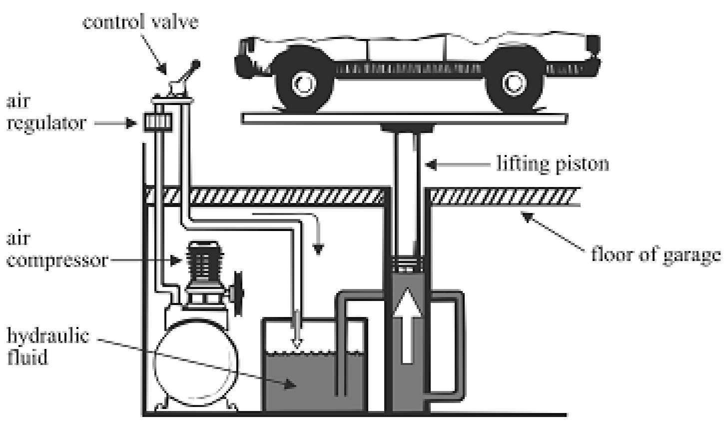


*Figure adapted from *Principles of Technology Teacher's Guide*, Year 1, Unit 7, *Force Transformers* (Waco, TX: Center for Occupational Research and Development, 1991), 94. Used with permission.

You have been working on a car up on the lift for about an hour. When you raised the car, the lift worked normally, but now the lifting piston has begun to creep down. You check the control valve, and it is fine. Also, there is no hydraulic fluid on the garage floor or in the lift pit below the garage floor. The next thing you should check to determine the problem is the:

1. Air compressor.
2. Air regulator.
3. Air line between the compressor and the control valve.
4. Air line between the control valve and the hydraulic fluid reservoir.
5. Line between the hydraulic fluid reservoir and the lifting piston.