

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A CAREER DEVELOPMENT PROGRAM FOR WOMEN WHO WERE VICTIM OF
DOMESTIC VIOLENCE

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Science in Counseling,

Career Counseling

By

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DEDICATION

This thesis project is dedicated to my wonderful husband, Vahag Arutyunyan, whose love, support, motivation, and patience made this educational journey and project come alive. I love and appreciate you very much.

I also want to dedicate this project to my phenomenal mother, Angela Tamazyan, thank you for all your encouragement, understanding, and support through the entire process. Mom, you are a remarkable woman who has molded me into the woman I have become.

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ABSTRACT

A CAREER DEVELOPMENT PROGRAM FOR WOMEN WHO WERE VICTIM OF DOMESTIC VIOLENCE

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The Career program is created to assist professional career counselors to help women who were victim of domestic violence transition to the workplace by providing them with resources and skills needed to make their career transition. Battered woman have many challenges ahead of them as they walk away from their abusive relationship out into a new world, where some are not fully familiar with what that involves. The goal of this project is to identify specific needs and problems related to battered women. This program presents a series of counseling sessions that will assist the participants through their career exploration process. The purpose of this project is to highlight some of the their characteristics and problems the target population encountered and provide guidelines and training for those who want to further gain their independence and pursue their career goals.

CHAPTER ONE: THE PROBLEM

Introduction

Battered women have many challenges as they walk away from their abusive relationship out into a new world, where some are not fully familiar with what that involves. The intention of this graduate project is to develop a career program for career counselors that can assist women who were victims of domestic violence transition to the workplace. These women have little support in a successful career development. The goal of this project is to help this population of women develop the knowledge and skills that are necessary for identifying and developing a stable and successful career path. With the assistance of career services these women will begin to become more clear and confident about themselves and what they like, and they will receive more exposure to the options that await them.

The purpose of this project is to highlight some of the characteristics and problems encountered by the target population and to provide guidelines and training for those who want to gain independence and pursue their career goals. This can also be used as a guideline for career counselors regarding issues that they may encounter with their clients and to offer ways in which they can assist the targeted population in their career transition.

This chapter will highlight the background of battered women, along with specific characteristics of the population. It will provide a statement of the problem, why the problem is important to this population and who is the program targeting. It is important to identify the limitations of this project and how it will affect the population. The author

will define technical terms that will help the readers understand the program. The goal of this program is to provide the necessary material and understanding of the population.

Background of the Population

According to Flitcraft, Hadley, Hendricks-Matthews, McLeer, and Warshaw (1992), domestic violence is defined as “a pattern of coercive control consisting of physical, verbal, or sexual acts against former or current intimate partners.” The U.S. Department of Justice (2001) reported that 64% to 85% of domestic violence victims were women, and that more than three women are murdered daily in the United States by male partners. Domestic assaults may include the physical (punching), sexual (physically forcing sex), psychological (humiliating in private or public), and or economic abuse (sabotaging attempts to work or to go to school) (2001). Domestic violence is an issue which needs to be addressed, as evidenced by statistics from the Centers for Disease Control and Prevention (2003), which indicate that intimate partner violence results in approximately two million injuries and 1,300 deaths across the nation each year.

Domestic violence is a significant national public health problem that disproportionately effects women (U.S. Department of Justice, 2001). Although many social service agencies attempt to address the career impact of domestic violence by providing women with valuable information about employment opportunities, job training, and less frequently, vocational programs, Walsh and Osipow (1994) assert that this focus on immediate employment alone does not address longer-term career and economic opportunities for women. Longer-term career and economic opportunities would better be able to promote women’s economic independence, while enhancing their ability to live their lives free from violence.

Tjaden and Thoennes (2000) note that in a given year, approximately 1.5 million women experience physical violence at the hands of an intimate partner. Besides some of the physical and emotional effects of domestic violence that women must overcome, they also suffer effects in their work lives. In a national survey, Retzlaff (1999) found that 40% of battered women reported that domestic abuse caused them to be late for work more than three times in the previous month, while 34% reported missing whole days from work, 23% reported difficulties advancing in their careers, and 20% reported difficulties keeping their jobs. These statistics show that battered women's career development can be severely restricted because of difficulties keeping jobs, performing occupational tasks, and earning promotions.

According to the United States Department of Justice (2001), domestic violence affects at least one out of every four American families. Every year, there are more than three million incidents of domestic violence in the United States. Of these incidents, over 4,000 of the victims are killed. Every nine seconds, a woman is beaten by her husband or intimate partner. Domestic violence causes more injuries to women in the United States between the ages of 15 and 44 than car accidents, muggings, and rapes combined. Homeless families headed by women account for 25 to 50 percent of women who left home to escape domestic violence. Domestic violence is not exclusively a crime against women. Nevertheless, they are the majority of victims (2001). Men are the perpetrators of domestic violence in the majority of cases. In a study performed by The National Center of Injury Prevention and Control, Tjaden and Thoennes (2000) found that in the United States 25% of women were physically abused, compared to only 8% of men. Therefore,

this study will primarily focus on violence against women and its consequential effects on women's career and life planning.

Statement of Problem

Chronister, Linville and Kagg (2008) indicate that domestic violence interferes with women's exploration of career interests, pursuit of career goals, and attainment of economic independence. Women falling into this pattern have often been verbally and physically abused and controlled by their spouses, and therefore often feel like they don't have strength and skill to obtain a career because their self esteem is crushed (2008).

Domestic abuse impacts women in their home lives and work lives. According to a report from the U.S. Department of Labor (2001), many women in abusive relationships have a difficult time keeping a job or receiving promotions because their work tends to be affected by being late, missing work, being harassed at work, having difficulty concentrating at work, or because their partner will not allow them to work outside the home. In addition, McWhirter, Torres and Rasheed (1998) argued that women face multiple external and internal barriers that impact their vocational development. These researchers have identified powerful external barriers that include gender discrimination, racism, homophobia, sexual harassment, a lack of mentors, and a lack of support (especially insight of the multiple roles that many women perform, 1998). According to Moe and Bell (2004), women may lose their jobs because of excess absenteeism, which can be attributed to their husband's jealousy of their coworkers and not wanting her to work, and also because women intentionally avoid their workplace because of the bruises sustained from their husband's physical abuse. The consequence of their missed work is

often job loss, which forces them to remain tightly bound to their abuser for support, making it even more difficult to leave (2004). Thus, consequences of domestic abuse can have detrimental effects on the victim's employment, career pursuits, and attainment of economic independence.

Importance of the Problem

The project is to increase the awareness of the general public and professionals regarding domestic violence and its adverse effects on women's career decision making. The purpose of having the program set up is to recognize the issues and the impact of women's domestic violence and career development experiences. Also, having career counselors meeting the needs of such individuals suffering domestic violence to overcome their fear to go out in the world and explore different career opportunities, and help recognize their strengths and skills to help them achieve their career goal.

The purpose of this project is to help women identify and pursue longer-term career opportunities and economic stability to women domestic violence survivors. The goal is to increase women's critical consciousness of the effects of domestic violence on their lives, knowledge of career opportunities, development of career skills, utilization of community support, and short-and long-term career goal planning.

Identifying the Target Population

In order for the women in this population to be eligible to enroll in this program they must be between the ages of 35 to 40 years old, separated from her abusive husband for over one year, and had psychotherapy for six months.

Summary of Characteristics of the Population

Women who have been victim of domestic violence show a wide range of externalizing and internalizing problems. These include self-criticism (low self-esteem and self-devaluation expressed as tendency to criticize or devalue one-self), self-blame (extent to which one blames self for negative and unwanted events in one's life including those outside of one's control), helplessness (perceived inability to control important aspects of one's life), hopelessness (extent to which one believes that the future is bleak and one is destined to fail), and preoccupation with danger (view of the world as a dangerous place). This researcher also asserted that there were other negative effects for such women that included fear of beatings, fear of being killed, fear of retaliation, fear for children's safety, fear of failure, fear of the unknown, fear of loss, and fear of embarrassment.

In a study they conducted with survivors of domestic abuse, Moe and Bell (2004) indicated that one participant noted feeling of shame as a negative effect emanating from the abusive relationship that adversely affected her work life. For example, she would go to her job everyday happy, pretending like everything was fine until her abusive husband would go to her work and make a fool in front of all the staff. Brown, Reedy, Fountain, Johnson, and Dichiser (2000) found that self-esteem was the most significant contribution to battered women's self-efficacy for career decision-making tasks.

Limitations of the Project

This career development workshop has been designed for battered women transitioning to work. The workshop will be an intense nine weeks of counseling, self-

directed search, decision-making activities, and career exploration. One anticipated problem is not having enough time to address all of the issues these women might have within this time frame. These women may come into the workshop with varied problems such as transportation, need immediate job to be able to be financially stable to take care of her kids, so that may affect their ability to be committed to all of the sessions. To get the maximum benefit from the workshop, it is important that these women focus on lifestyle changes that will ultimately result in career development and eventually transition to work.

Technical Terms

Career- is defined as “the individual’s work and leisure that take place over her or his life span” (Sears, 1982). Sharf notes that career also involves “how individuals see themselves in relationship to what they do” (Sharf, 2002, p. 3).

Career Assessment-Career Assessment refers to the process that involves the coordinated planning of information collection and evaluation to address a client’s counseling concern or problem. The assessment function requires a higher level of professional training for proper service (Blackwell, Martin, & Scalia, 1994, p. 296).

Career Exploration- The level of readiness of an individual to explore and look for information through different resources.

Career transition- The process to achieve career change, it may include change in one's attitudes, values or beliefs about the world of work or themselves.

Empowerment- McWhirter (1994) defines empowerment as the process by which people, organizations, or groups who are powerless or marginalized become aware of the power dynamics at work in their life context, develop the skills and capacity for gaining some reasonable control over their live, which they exercise, without infringing on the rights of others, and which coincides with actively supporting the empowerment of others in their community (p.12).

Holland Theory- This career theory focuses on the six interest of the individual (those include: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) (Sharf, 2002, p.95).

Summary

This chapter focused on adult women between the ages of 35 to 40 years old who have been victim of domestic violence transitioning to the workplace after they have separated from their abusive partner. This chapter covered several issues that affect their career exploration, which may affect their choice of work. It addressed the importance for women in this population to develop more knowledge and skills that are necessary for attaining a stable and successful career path. According to the author there are specific limitations, and the chapter defines necessary terms that are needed to understand the population further.

Chapter Two will review previous studies and research regarding the impact Domestic Violence has on women, which will be covered in the following chapter to better understand the challenges and issues. It will give insight about the characteristics of the population, related theories, and strategies for career exploration.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This Chapter discusses related issues and concerns from the professional literature that have an impact on the career transition of battered women. The ultimate purpose of this chapter is to identify the characteristics and issues that affect the population and to provide a foundation to understand and help female victims of domestic violence transition into the workforce. This chapter will provide the literature review to assist in the process of understanding the population. Some issues that interfere with the career development process include lack of knowledge about career resources, lack of role models, and lack of career skills. It will further provide other services available related to the population to have an understanding of their career development.

This chapter is organized as follows: general career development theory, issues that interfere with career development process, career development needs, relevant programs providing services to the population, career issues, theoretical approaches and career intervention that will meet the needs of the population. This chapter will also cover a greater understanding of the career issues that the program is designed to affect.

This chapter will address the typical career development as described by Super (1953). This theory address specific interventions designed to assist battered women transitioning to work. The Holland Theory of Types, used in the project will provide an appropriate foundation to help battered women transition to the workplace. It is important to focus on their interests to assist them through the career exploration process.

General Career Development- Super's Theory

The Life-Span Theory of career development, developed by D.E. Super in 1953, is a highly useful tool for understanding career choice and development across the lifespan. The basic assumption that underlies Super's theory is that individuals change as they mature. Furthermore, Super's theory is built on an understanding of self concept, which "develops through physical and mental growth, observations of work, identification with working adults, general environment, and general experiences" (Zunker, 1998). Super's theory is used to illustrate the process through which career development occurs and will serve as a model for identifying problems in the career transitions that in some ways describes battered women. Super's Theory is appropriate for battered women entering the workplace because they will deal with growth and major change in their lives. The task of crystallizing becomes important because this is when the individuals learn about their interests, skills, values, and abilities as it relates to jobs.

Super suggests that individuals pass through five stages of vocational development through his or her life time. Each stage involves some developmental tasks which calls "minicycle". These five stages are growth, exploration, establishment, maintenance, and disengagement. According to super theory not everyone follows all of these stages in this order. As many people reassess their career plans at various stages during their lifetime, they enter the minicycle, reassessing their values, interest, and capacities (1990). How and when interests and capacities emerge in career decision making is an aspect of career maturity that is a central part of Super's theory.

Growth stage:

During the growth stage (birth to age 14), individual's identity is formed by their experiences and observations. Direct and indirect messages ultimately forming their opinions values and beliefs. In the growth stage, an individual begins to develop his or her self-concept (Super, 1953). The growth stage involves an individual's first introduction to the world of occupations (Super, 1990). Research suggests that children hold broad stereotypes about jobs that allow them to differentiate between occupations. Gender differences reflecting societal norms and expectations also manifest themselves as occupational stereotypes in this early stage of career development. Super considered self-concept and vocational maturity to be important determinants in occupational choices.

Exploration stage:

Individuals in the exploration stage (ages 15 to 25) gather more specific information about themselves and the world of work. The stereotypes learned in this growth stage are refined as adolescents and young adults learn more about the world of work and more accurate information is obtained about specific occupations. Individuals then act on this information by matching their interests and capabilities to occupations in an attempt to implement their self-concept at work and in other life role (Super, 1957).

Establishment stage:

During the establishment stage (ages 25 to 45) individuals are concerned with career advancement in their chosen occupation. They are trying to establish a stable work environment with the potential for growth and the opportunity for promotions. At this

point, an individual may be apprehensive about necessary required skills to stay at work. As they become more comfortable, they start to consolidate their position. Once they do so, then they can consider advancement to higher positions. Occurring anytime in the establishment stage, but usually after stabilizing and consolidating have taken place.

Maintenance stage:

During the maintenance stage (ages 45 to 65) individuals are concerned with maintaining their self-concept and their present job status. In the maintenance stage, individuals are faced with career choices, such as whether to remain in their chosen occupation and whether to continue working for their present company. At this stage they are not aiming to advance in their career but just seeking to maintain their status in their career. An individual may be in the maintenance stage of one role, yet be active in pursuing to advance and move forward in their career or other roles.

Disengagement state:

During the disengagement stage (ages 60 and over) individuals are focused on developing a self-image and self-concept that are independent of and separate from work. Advances in health care, the aging of the workforce, and the desire to remain active in the workplace throughout one's 60s and 70s suggest that people may spend a longer time in the maintenance stage and delay disengaging from work than was true of their parents and grandparents.

The target population were in their establishment stage prior to being in the abusive relationship, however upon the abuse and control by their husbands they lost their establishment status and "recycled" to the exploration stage. Recycling is a stage

where individuals reassess their career plans at different stages of their lifetime. The exploration stage is revisited by evaluating one's interest, skills, and values to generate a clear self concept enabling them to pursue a career based on self identity. This concept of recycling is applicable to battered women who may return to time they have in choosing an occupation in transitioning to work.

Although super's life span theory is one of the most comprehensive career development theories, it fails to address certain issues such as unexpected life events that may interact with and supersede the effects of career-related choices. Some studies show that the life stages Super outlined are not exactly applicable to women, especially as their roles have changed in the last few decades (Sharf 1997).

The Author believes that due to specific characteristics of the target population a number of variables are likely to interfere with their career transition: Lack of knowledge about career resources, lack of role models, and lack of career skills.

Issues that Interfere with the Career Development Process

Women face many challenges as they walk away from their abuser, and it is important to address relevant issues that will interfere with the career process of women who were victim of domestic violence. The issues that interfere with this population are lack of knowledge about resources, lack of role models, lack of career skills. By identifying the different issues concerning the population, professionals will have a better understanding of the process of assisting them.

Lack of knowledge about career resources

Chronister, Linville and Kagg, (2008) suggest that domestic violence interferes with women's educational and career achievements and economic attainment, and researchers encouraged vocational research for the liberation of battered women, which includes assisting women with the resources needed to take action to live their life free of violence. There is limited awareness of community resources, and job search strategies. In order for women to attain economic stability they need to be familiar with job search resources and research tools to explore different industries and occupations. It is important to understand that the lack of knowledge about career resources is an issue that interferes with their career development process because the participant will have difficulty obtaining work. The participant can experience economic difficulty, and will have difficulties taking care of her and her children. Therefore, it is important to engage the participant in a career exploration of options by providing them with list of different resources and career exploration activities.

Lack of role models

Battered women are often isolated and experience pervasive feelings of helplessness (Browne, 1993), impeding their development of self-efficacy through personal success experiences. This isolation may also limit exposure to role models and, therefore, chances to observe others' successes. Compounding this are the negative messages that battered women receive from their abusers regarding their self-worth. These negative messages are likely to influence beliefs about what

might happen if they attempt activities not endorsed by their abusers. It was challenging for women to maintain their jobs and make professional friends because of their husbands' humiliation. Women quit their jobs and stayed home. Therefore, they do not have any exposure to role models. It is important for women to have role models, and meet professionals in different fields, so they can have a better understanding of their career options. A role model can promote personal growth and motivate them to pursue careers that they have shown interest in the past. Role models can influence their decision making to something that is beneficial to the participant. Role models can also show the participant additional skills that can prepare them for a career or encourage a passion. Finally, the role models can promote guidance and support to the wellbeing of the individual and pursue of their career exploration.

Lack of Career Skills

Another issue that interferes with their career process is that they lack career skills. It can affect the participants because many have experienced psychological abuse or isolation, they may not identify the career skills they already possess. This may be associated with low (and inaccurate) levels of career related self-efficacy. Chronister and McWhirter (2004) suggest different ways in helping battered women to examine her skills and reframe them in terms of career skills. For example, skills that the woman has used in taking care of household tasks, anticipating an abusive partner's moods, and staying safe in dangerous situations, career counselors can help the participants identify valuable vocational skills such as monitoring of others'

behaviors, coordination of multiple activities, negotiation, and social perceptiveness. Identifying these skills can build the woman's self-efficacy in her ability to be successful at job tasks involving such skills. It is important for the participants to know how her current skills translate into career skills, the career counselor could have the participant talk about how she accomplishes tasks relevant to her situation. The goal is for the individual to feel comfortable and understand her career skills to feel confident to use in the workplace.

Career Development Needs

There are different career development needs that battered women may face. This section will focus on the important career related needs for this population.

- Building self-efficacy and self-esteem
- Helping them identify their interests
- Helping them develop their interview skills

Building Self-Efficacy and Self-Esteem

Chronister and McWhirter (2004) noted that self-efficacy, a person's belief in his or her ability to accomplish a specific task or reach a specific goal, is central to SCCT. For battered women, exposure to situations that increase job-related self-efficacy might be limited. Therefore, gaining employment may involve a need for increased feelings of competence. Self-efficacy in battered women is positively related to career outcome expectations and perceived barriers and supports. This suggests that career counselors can work with battered women to develop strategies for increasing self-efficacy directly or through influencing other related perceptions.

A career need for the participant is the importance of building their self-efficacy, self-esteem and motivating them with the career process. When it comes to work, participants will learn to set their own career goals and objectives to complete small task to learn about their careers. By motivating battered women it helps them develop their independence and self-esteem. The career program is intended to encourage them to pursue a career that they are passionate about and by teaching them the skills needed to be in the workforce, they are being motivated. It is important to address this need throughout this sessions because the facilitator is helping the participant understand their beliefs and emotions towards making a career decision. When someone has self-confidence they are more confident through the search of a career.

Helping them identify their interests

It is important for facilitators to help women of domestic violence develop their interest through explore the different occupations to help them furthering their career goals. Developing their interest is a key component of helping them develop their career. Women should be aware of what activities they enjoy doing and what activities they dislike doing and know how to reflect it in the workplace. Women having this understanding will help them foster their career growth. The career counselor can help them be aware of their interest when they participate in self-assessment activities. By looking at their interest, women will have a greater understanding of what activities they are passionate in doing.

Helping them develop their interview skills

Another career need for the population is developing their interview skills to improve their opportunities in getting a job. It is important to share some basic interview skills and common questions to use in a job interview. When the participants have an understanding and develop interviewing skills they are building their confidence and preparing themselves when they participate in a job interview for success. By providing them with all the information and possible questions they will know in advance what is expected and will be prepared for a job interview. Therefore, it is important for the participants to have knowledge of what is expected from them during an interview, and have the video mock experience, so they can review their performance and make any necessary changes needed to become confident during an interview.

Relevant Programs Providing Services to the Population

There are several programs providing services to this population, in searching the internet for organizations providing services for women of domestic violence the author found relevant programs that address the career development needs of the population. The programs are 1736 Family Crisis Center and YWCA of Glendale.

1736 Family Crisis Center

1736 Family Crisis Center was founded in 1972. It is a non-profit organization dedicated to improving the safety and future prospects of battered women and their children, runaway and homeless youth, homeless families, unemployed adults and youth,

and other low-income community members in need of assistance. The program is for domestic violence victims with or without their children. According to the 1736 Family Crisis Center website., each year, the Center benefits approximately 20,000 people of all backgrounds and cultures through far-reaching shelter and community service center-based programs. All services are provided under the supervision of licensed mental health professionals. The main goal of the program is to help women and children overcome their personal traumas related to domestic violence. The program offers comprehensive services that include case management, counseling, job development and placement, legal help, life skills training, financial literacy, referrals for free medical and access to other services that a participant might need. The program goal is helping them set up safe new lives with the skills they need for long-term success. The steps to reaching their goals is making notes of their strengths, areas that need attention, and their long-term dreams, with concrete steps that will help them achieve the individuals goals.

YWCA of Glendale

The YWCA is the oldest and largest women's membership movement in the world. According to the website there are over 300 associations in the United States with sister YWCAs in more than 80 countries around the World YWCA office is headquartered in Geneva, Switzerland. Today the YWCA of Glendale operates programs at two main sites, 735 E. Lexington houses our Encore plus program, the Domestic Violence service center which provides outreach, counseling, education and training services. The YWCA of Glendale was founded in 1926 and the program provides services to battered women career development center. The program goal is helping women achieve their maximum potential and to correct societal conditions affecting all

women. The program offers services that include counseling, job development and placement, legal help, life skills training, financial literacy. They help them with their resume writing. Also, they help the individuals build their interview skills, and provide them with clothing to wear for the day of the interview.

Career Issues

The career program for women who were victim of domestic violence is designed to address the following career issues: lack of knowledge about resources, lack of role models, and lack of career skills. These career issues are important to address because it will help them integrate to the community. The career program is intended to help them develop this skill throughout the sessions. They need to gain knowledge about career resources and be familiar with job search resources and research tools to explore different industries and occupations in order for them to attain economic stability. This career program is intended to help them expose to role models and having the chance to observe others successes by participating in the informational interview. Also, this career program is intended to identify the career skills they already possess, and examine her skills and reframe them in terms of career skills.

Summary of Theoretical Approaches

Holland Theory of Types

An individual's self-perceived competencies and interests were recognized by John Holland as traits that contributed to occupational selection. His theory of types is based on the concept that people's personality styles leads them to develop and adopt

interest, work methods, and skills. These traits then have a significant influence in their career decisions. The theory also holds that individuals with particular extent of sociability, methods of obtaining and analyzing information, work styles and interests are most satisfied and successful in certain general categories of work that require similar work methods, sociability, information use, skills and motivating interests. He has classified these personality styles and occupational environments into six areas or General Occupational Themes (GOTs): 1) Realistic, 2) Investigative, 3) Artistic, 4) Social, 5) Enterprising, and, 6) Conventional (Holland, 1985a).

General Occupational Themes

Realistic (R): The Realistic personality type will approach problems in a practical or problem-solving manner. These people will likely enjoy using tools or machines and employing mechanical or physical skills. They probably value power and status over human relationships. The Realistic environment make physical demands on people and requires them to have technical competencies. The ability to work with things is more important than an ability to interact with people (Holland, 1985a).

Investigative (I): The Investigative personality type is likely to enjoy challenges that require the use of intellect and involve learning. They seek to work independently and analyze rather than supervise other people but they may enjoy analyzing or searching for solutions to psychological problems. The Investigative environment involves searching for solutions to problems through mathematical and scientific competencies. People are encouraged to use complex thinking to solve problems analytically and creatively.

Individuals in this environment use logic and methodical thinking in their work rather than machines or than human relations skills.

Artistic (A): The Artistic personality types desires to express him or herself in a free, original, and creative way. They are likely to want to improve their ability in language, art, music, or writing. The Artistic environment is one that is open and encourages creatively and personal expression such as one that develops product and answers.

Logical expression is not valued and tools are used as a method to express oneself rather than as a means to complete a task.

*Social (S):*The Social personality type is interested in helping people through teaching, helping with personal problems, or providing personal services. These types have an altruistic nature. These people prefer to deal with problems that are ethical or idealistic in nature rather than work with machines to solve problems. These people often use verbal or social skills such as education, welfare, or health care. The Social environment encourages on

to be flexible and understanding of people. Working with others through counseling, teaching, affecting other spiritually, and being social responsible are valued in this environment. Activities in this environment emphasize such human values such as being idealistic, kind, friendly, and generous.

*Enterprising (E):*The Enterprising personality type values the acquisition of wealth. These people often use verbal skills to sell, persuade, or lead. They enjoy working with people but prefer to persuade and lead people rather than help. The Enterprising environment is one where people manage, sell, and persuade others in order to attain

organizational or personal goals. Financial issues and promotions and power are of prime importance, and individuals in this arena tend to take risks and be self-confident, sociable, and assertive.

Conventional (C): The Conventional personality type is one that values being dependable, following rules, being orderly, and money. These people prefer being in control rather than dealing with ambiguous requests. They like to use their clerical and numerical abilities to solve problems in an organized manner. Their relationships with people tend to be directed toward accomplishing tasks. The Conventional environment is marked by organization and planning; an office is typical one. Mathematical materials and office machines are found in this environment. Competencies valued in this area include clerical skills, the ability to organize, and the ability to follow directions (Holland, 1985a).

In the context of Holland's theory (1973), congruence means a match between the measurement of personality and the measurements of worker relationships, preferred work styles, information use and motivating interests. The more congruent the individual's predominate personality areas are to the working environment the greater the likelihood of success for the individual. In the context of this theory, differentiation means that an individual scores very high on two or three general occupational themes and very low in at least three others. Thus, there is a clear predominance for certain occupational areas. If there is strong differentiation between the predominate personality areas and the other occupational areas, the easier it is for the individual to make career decisions and make them with a likelihood of occupational satisfaction and longevity.

In Holland's theory (1973) consistency refers to having the individual's predominate personality areas adjacent to each other on the hexagon referred to above. As noted above, personality traits exhibited by individuals and in the work environment for any of the six GOTS are, to a lesser extent, also present in the two GOTs adjacent to it. These traits are least likely to be present in the three GOTs opposite or nearly opposite a given GOT. For example, Social people and Social occupations have more in common with Artistic and Enterprising people, both of which have substantial contact with people in their work than Realistic people and work environments which usually have much less social interaction. However, some occupations require working in dissimilar areas. For example, an athletic trainer makes use of both social and realistic related behaviors and activities because they help injured athletes who may be under both physical and emotional stress (Holland, 1985a).

Individuals in the workplace will encounter a combination of interest and it is the duty of the counselor to point out the individuals prefer work environment. The interest can be rank in a combination of three letters to provide a code; with the first interest being the most important, the second interest being the second most important and the third being the last most important. The highest degree of consistency is the following codes: "RI, RC, IR, IA, AI, AS, SA, SE, ES, EC, and CE" (Sharf, 2002, p. 96). Counselors can utilize O*Net Online Interest, to help the participants use their code to find occupations according to their top three preferred work environment. They can learn about the abilities, skills, and work value of their interest career by visiting O*Net Online.

Social Cognitive Theory

According to Chronister, Wettersten, and Brown (2004), one of the most significant challenges for vocational research is to identify career theories that apply to the work experiences of battered women, which do not necessarily follow an uninterrupted, linear pursuit of a career. Social Cognitive Career Theory has encouraged greater vocational research attention to context. SCCT is specific application of Bandura's (1986) social cognitive theory to the process of career and educational interest formation, the identification of career and educational choices, and performance and persistence in career pursuits. SCCT highlights the interactive roles of person, environmental, and behavioral variables that contribute to the formation of career and academic interests and the translation of these interests into goals, actions, and attainment.

Also, adding to the Social Cognitive Career Theory regarding women survivors of domestic violence, (Chronister & McWhirter, 2004) provided quantitative data that support social-cognitive career theory (SCCT) (R.W. Lent, Brown, & Hackett, 1994) as a useful framework for conceptualizing the career experiences and needs of battered women. Chronister and McWhirter, 2004 experimentally tested the effectiveness of two group career interventions designed specifically for battered women and grounded in SCCT. One of the programs also incorporated features of critical consciousness. Results showed significant increases in career search self-efficacy and critical consciousness of domestic-violence scores for intervention participants at posttest relative to a control group. In addition,

women who participated in the intervention that incorporated features of critical consciousness reported more progress toward their career goals at follow-up. To date, the study conducted by (Chronsiter and McWhirter, 2004) is the only empirical examination of theory with battered women.

Career Intervention

Women of domestic violence survivors need career counseling assistance to meet their needs. They need the interventions to be focused on increasing women's awareness of self, and exploration and identification of their career interest. Therefore, it is very important for them to have the knowledge of career opportunities and to develop and use of their career skills to help in their process of transitioning to the workplace. Based on the review of literature, the author provides a list of career interventions that are necessary to meet the needs of battered women.

The career interventions are:

- Individual career counseling sessions are necessary to address the participants career and individual needs.
- To provide written exercise that will allow them to explore their interest and skills.
- To provide individualized assessment.
- To provide the necessary resources to help the participants research their targeted interests and possible occupations.

- To provide battered women search for role models/mentors that will be able to provide assistance in learning about their occupation through informational interview.

Summary

The review of literature was relevant to the population because it provides a framework to better understand women who were victim of domestic violence. The issue that hinder the career development process are lack of knowledge about career resources, lack of role models, and lack of career skills. Awareness of these issues allows career counselors to assist the participants to develop the job search resources and research tools to explore different industries and occupations to attain economic stability.

The general career development theory used in this chapter is by Super's life-span theory. This theory address specific interventions designed to assist battered women transitioning to work. Also, other theories are used in this chapter such as, Holland Theory of Types developed by John Holland that focus on the personality of the individual to help the participant identify their interest through an informal or formal assessment. This theory focuses on six different types of work environment. This theory provides the framework to understand the talents of the participants.

Overall, the career development needs address in this chapter are the importance of helping the participant develop their interest, building self-efficacy, and building their interview skills.

Chapter three will provide a justification of the layout of the program designed to help battered women transition to the workplace. The goal of the program is to work with the participant on an individual basis and target the individual needs by providing them with the necessary skills to transition to the work environment and meet their career goals.

CHAPTER THREE: JUSTIFICATION OF THE PROGRAM

Logic of the Program

The logic of the career development program is targeted designed to help female survivors of domestic violence survivor's critical consciousness of the effects of the abuse and other sources of oppression on their personal and career development. In order for the women in this population to be eligible to enroll in this program they must be separated from her abusive husband for over one year, and had psychotherapy. The individual participating in this program will be between the ages 35 to 40 years. The program is to help decrease women's internalization of blame for the violence they experienced and increase their awareness of self and utilization of their skills and power to make life changes.

The program is built for participants to develop and use of career skills, exploration and identification of career interest, knowledge of career opportunities, and planning of short-and long-term career goals to help them return to the world of work. Targeted activities included written exercise, individualized assessment, exploration of interests, values, skills, group discussions relevant to career development, and career information beneficial for planning of short-and long-term career goals.

This program consists of nine sessions, each session about two hours. The group will meet weekly in the mornings. Maximum number of the participants for each session is limited to eight to establish more unique and confined program for the group members. The sessions will be held at one of the workshop rooms in a career agency building.

There will be childcare service next door for children, so the women won't worry about not having a babysitter.

General outlines of the program would consist of the following:

Session One: Introduction

- Facilitator and member introduction
- Procedures and goals of the program
- Discussion on the impact the domestic violence has had on career

Session Two: Self-Esteem

- Discussion on overcoming low self-esteem
- Self-esteem assessment
- group discussion
- Questions and Answers

Session Three: Skills and Values

- Conduct skills and Value Card Sort assessment
- Group discussion
- Questions and Answers

Session Four: Discovering Interest

- Discussion on Holland's types of work environment
- Party Exercise
- Group discussion
- Questions and Answers

Session Five: Career Exploration

- Introducing to Career Exploration resources
- Identification of career goals
- Questions and Answers

Session Six: Resume Writing

- PowerPoint presentation
- Group Activity, Resume Critique
- Questions and Answers

Session Seven: Informational Interview

- PowerPoint presentation
- Discussion on important components of Informational Interview
- Clarification of important points and questions to ask
- Activity
- Group discussion

Session Eight: Interviewing Skills

- PowerPoint presentation
- Activity
- Clarification of important points in a job interview
- Demonstration of a mock interview
- Questions and Answers

Session Nine: Evaluation

- Program evaluation
- Feedback

Necessary Materials for Implementation

1. Appendix A: Intake Form
2. Appendix A1: Outline of the weekly sessions
3. Appendix B: Self-Esteem Assessment
4. Appendix B1: Activity "Who Am I"
5. Appendix B2: Improve Self-Esteem
6. Appendix C: Values Card Sort Assessment
7. Appendix C1: Skills Card Sort Assessment
8. Appendix C2: Activity: Skills and Values Worksheet
9. Appendix D: Summary of Holland's RIASEC types
10. Appendix D1: RIASEC types Assessment
11. Appendix E: Job Search engines
12. Appendix E1: Activity: Questionnaire on occupations
13. Appendix F: Resume writing PowerPoint handout
14. Appendix F1: Sample of Chronological Resume

15. Appendix F2: Sample of Functional Resume
16. Appendix F3: Vocabulary Action Words
17. Appendix G: Informational interview PowerPoint handout
18. Appendix G1: Informational Interview handout
19. Appendix H: Interview PowerPoint handout
20. Appendix H1: Interview Possible Questions
21. Appendix I: Evaluation form
 - DVD player, DVD
 - Video cameras
 - 8 computers with internet access
 - Printer
 - Lightening
 - White board
 - Markers for white board
 - 8 comfortable chairs
 - 2 Table
 - Videos from www.careeronestop.org and www.onetcenter.org

Assessment Use and Justification

The Holland's Theory of Types developed by John Holland that focus on the personality of the individual is to help the participant identify their interest through

an informal or formal assessment. It will help the participant have a great understanding of their interests. By learning about their interests, the counselor will have an opportunity to assist the participants to their interest to find occupations that relate to each other. In the program, the participant will have an opportunity to identify their top three interest and use those interest to research occupations on O*net, an on-line database search and reference system. The Holland's Theory of Type identifies six types or areas of work interest. They include the following: realistic, investigative, artistic, social, enterprising, and conventional.

Realistic- This group of individuals typically enjoy working with their hands, tools, machines and enjoy being outdoors. They prefer the practical to the theoretical.

Investigative- This group of people use theory, enjoy doing research, learning, and finding a solution to the problem. They like to be able to predict why things happen as they do

Artistic- This group tends to be very independent, they enjoy having freedom when working. They also enjoy beauty, travel, foreign languages, and being able to “see between the lines” and note shades of grey.

Social- This group of individuals prefers to work with people and enjoys helping people. They often find themselves focusing on the development of programs, providing support for and assisting individuals and the community at large in schools, religious institutions, and service organizations.

*Enterprising-*They are known for their leadership roles. What may stand out most is that they have an interest in having an impact on other’s thinking and behavior.

Conventional- They are detail oriented and take pride in making sure that the details work together. They are also able to follow routines and detailed instructions very easily.

Necessary Procedures

Participant pre-screening: Each participant will take the Intake Form (Appendix A). The career counselor will be able to determine if the program will fit the needs of the participant.

Preparing handouts: The facilitator will make copies of each of the handouts used for the session and provide to the participants to help them follow the PowerPoint presentation and do the in session activity, and have sample handouts of the different types of resume writing, and interview sample questions to help them in their future career process.

Setting schedules: The meeting will be scheduled once a week on Wednesday, in the mornings. The purpose for the participants to attend the sessions in the mornings and once a week is so they can be home for the time their children need to nap, and to give them enough time to process and review the information.

Contacting participants: The facilitator will contact the participants by email a day before the session to inform them the topic for the day and the activities. By doing this the counselor is giving them the chance to prepare for the session.

Facilities: The Career Development Program will be held at one of the workshop rooms in a career agency building. There will be childcare service next door for

children, so the women won't worry about not having a babysitter. The room is build for workshops and meetings, and has three small rooms for with glass doors.

Staffing: The program will be having 3 facilitators who have their Master's degree in the field of Career Counseling. They must have gone through domestic violence training, so they can understand the population's background and needs.

CHAPTER FOUR: THE PROGRAM

General Goals and Behavioral Objectives for the Program

The general goal of this program is to assist women who were victim of domestic violence transitioning to the workplace. The target population ranges between the ages 35 to 40 years of age who need assistance through the process of career development. The goal of this project is to help this population of women develop more knowledge and skills that are necessary for attaining a stable and successful career path. With the assistance of career services these women will begin to become more clear and confident about themselves and what they like, and they will receive more exposure to the many occupations that await them. In summary, this program is aiming to make the life-career transition of the target population a smoother journey and help them meet their personal, and career goals.

After completion of the program, participants should demonstrate knowledge of the following:

- How domestic violence has had an impact on their work life
- How to develop and maintain their self-esteem
- Identifying their values and skills
- Identifying their interests
- Resources to obtain information about different occupations
- How to write a resume
- Interview tips and practice

Enrollment process

The process of enrolling for the program will be as follows:

- The participant must be between the ages 35 to 40 years old.
- The participant must be separated from her abusive husband for over one year.
- The Participant need to have psychological services concurrently or previous.

Session 1: Introduction and Intake

Participant Goal:

- The goal of the session is for the participants to have a better understanding of the purpose of the career program, and the impact the domestic violence has had on their career.

Behavioral Objective:

- After describing the impact the domestic violence has had on their career the participants will be able to identify at least one of the major challenges they are or have been facing identify at least two alternatives to resolve those issues.
- After the intake and the icebreaker exercise, the participants will be able to identify at least two challenges of the female survivors and relate those to her own challenges. They will write down on a paper, and share with the group

Materials:

- Intake Form: Appendix A
- Outline of the weekly session: Appendix A1
- Paper
- Pen
- Whiteboard

Time: Two (2) hours

Activity, Estimated Times:

- Facilitator will start the session by introducing her name, educational background, brief employment history. Then she will ask the participants to introduce themselves by telling the group their name, if they had any work experience, and

if they did work where and how long, and what their position was (estimated time: 20 minutes).

- Facilitator will explain about the confidentiality of the sessions, and let the participants know that all the personal information discussed in the session should remain within the group members (estimated time: 10 minutes).
- Facilitator will explain the goal of the program to prepare the participants transform into the world of work. A handout will be handed of each sessions outline (Appendix A1), and will be discussed briefly to clarify the program procedure (estimated time: 15 minutes).
- Facilitator will distribute the Intake Form (Appendix A), and have the participants complete it (estimated time: 20 minutes).
- BREAK (10 minutes)
- The facilitator will conduct an icebreaker activity by asking the participants to write their name on a paper, and two challenges they are facing to share with the group. Each participant will share what they wrote, and this will give the change for the group members to get to know each other, and will feel comfortable that they share common experiences (estimated time: 30 minutes).

Session 2: Self-Esteem

Participants Goal:

- Participants will understand and overcome low self-esteem and barriers as it affects their ability to achieve career success.

Behavioral Objective:

- Participants will review and complete the self-esteem assessment and follow the discussion.
- Participants will be able to identify and list three ways to increase their self-esteem.

Materials:

- Self-Esteem Assessment: Appendix B
- “Who Am I?” Exercise: Appendix B1
- Improve Self-Esteem Handout: Appendix B2
- Pen

Time: Two (2) hours

Activity, Estimated Times:

- Facilitator will discuss what self-esteem is, and how it affects the world of work life (estimated time: 15 minutes).
- Participants will complete the self-esteem assessment (Appendix B), and discuss the scoring and results (estimated time: 35 minutes).
- BREAK (10 minutes)
- Facilitator will distribute the “Who Am I” handout (Appendix B1), and ask the participant to fill in the sections where the participants need to fill in their Name, *Skills, My Ambition, and What I am famous for* (estimated time: 20 minutes).

- Participants will share their information, and facilitator will ask: (estimated time: 30 minutes).
 - How they felt about the activity?
 - What section was the most challenging to complete?
 - What did they learn about themselves that they did not know before?
- Facilitator will distribute the handout on improving self-esteem (Appendix B2), and briefly go over it (estimated time: 10 minutes).

Session 3: Skills and Value

Participant Goal:

- Each participant will become aware of her work values, and how they relate to occupational choices.
- Each participant will be able to identify her skills.

Behavioral Objective:

- After completing the Values Card Sort, the participants will be able to list their top 10 values and list 3 occupations that utilize these values.
- After completing the Skills Card Sort, the participants will be able to list at least 5 skills that she enjoys using.

Materials Needed:

- Video: Values and Skills
- Value Card Sort Assessment: Appendix C
- Skills Card Sort Assessment: Appendix C1
- Skills and Values Worksheet: Appendix C2
- Pen

Time: Two (2) hours

Activities, Estimated Times:

- The facilitator will introduce work values and will show a short video. Have the participants write what they want in their work life or in their job, and what is important to them (estimated time: 10 minutes).
- The facilitator will introduce the Career Value Card Sort, and will administer the Value Exercise Worksheet (Appendix C), (estimated time: 10 minutes).
- Participants will complete the Value exercise worksheet, and they will identify only five important values for later discussion (estimated time: 20 minutes).
- BREAK (10 minutes)
- The facilitator will introduce work skills, and will show a short video (estimated time: 5 minutes).
- The facilitator will introduce the Career Skill Card Sort (Appendix C1), and will administer the Career Skills Worksheet (estimated time: 10 minutes).
- Participants will complete the Skills worksheet, and will identify five skills for later discussion (estimated time: 20 minutes).
- Participants will complete the Skills and Value sheet (Appendix C2), to identify their top five skills and values that are most important for them and have group discussion (estimated time: 15 minutes). Also, facilitator will ask questions such as:
 - What were your reactions and feelings after completing the assessment?
 - What did you already know?
 - What did you learn new?

Session 4: Discovering Interest

Participant Goal:

- Participants will be able to identify her Holland Code, and will be aware of her interests.
- Participants will understand how to apply her code to her vocational interests.

Behavioral Objective:

- Participants will complete the Party Exercise and identify 3 letters Holland Code they were interested in.

Materials:

- Handout for RIASEC types and occupations: Appendix D
- Exercise for top 3 interest: Appendix D1
- Pen
- Posters

Time: Two (2) hours

Activity, Estimated times:

- Facilitator will have an introduction of the Holland's Code (Party Exercise), and how everyone has a preferred work environment which has to do with their personality type. The facilitator will review the 6 different types (Appendix D) (estimated time: 15 minutes).

- The facilitator will have the 6 letter types on a poster board and distributed around the room. The facilitator will ask the participants to pretend they are at a party and to get up and walk to the group they are most interested. Then the participants will be asked to choose the second group they are interested then the third group (estimated time: 20 minutes).
- The facilitator will ask the participants to take a seat and complete their handout to identify what their top 3 interests are (Appendix D1) (estimated time: 10 minutes).
- BREAK (10 minutes)
- Participants will have a group discussion to share what their top three interests are, and what they learned about themselves (estimated time: 20 minutes).
- Facilitator will ask the participants to find someone in the group that shares the same interests, and come up with some occupations that fit with their type (estimated time: 15 minutes).
- Participants will have a group discussion, and facilitator will ask questions like: (estimated time: 30 minutes)
 - How they felt about participating in this activity?
 - What types of occupations did they discover that goes with their type?
 - What they learned about themselves?

Session 5: Career Exploration

Participants Goal:

- Participants will be able to identify search strategies
- Participants will become familiar with research tools to explore different industries and occupations.
- Participants will be able to know how to identify their long and short term career goals.

Behavioral Objective:

- After identifying three occupations, the participants will demonstrate their competency in using the O*Net search engine to research occupations.
- Participants will have a handout with questions to help them learn and identify about the work activity, skills, education level and national income of the occupation by researching the occupation on O*Net.
- Participant will see a video from <http://www.careeronestop.org/> to learn what is expected of them from that occupation, and will have a group discussion on what they learned.

Materials:

- Handout of questions when using O*Net: Appendix E
- Handouts on career exploration resources: Appendix E1
- Computers and projector
- Pen

Time: Two (2) hours

Activity, Estimated Times:

- Facilitator will introduce the O*Net search engine, and “Career One Stop” website, and will demonstrate the website and some examples of the different occupations and videos (estimated time: 20 minutes).
- The facilitator will have a handout with questions identifying important points about, experience needed, skills required, estimated salary, and education level for the participants to answer while using the O*Net to search for occupations based on their top 3 interest (Appendix E), (estimated time: 25 minutes).
- Allow Participants to watch a career video so they can see how people work in that environment (estimated time: 20 minutes).
- BREAK (10 minutes)
- Group discussion about what the participants have learned (estimated time: 30 minutes).
 - How do the careers match your interest?
 - How do you feel about the career after watching the videos?
 - Explain about the exploration process and your concerns?
- Facilitator will provide handout of job search resources (Appendix E1), and briefly will demonstrate some of those resources, and will ask the participants to think about one short term career goal and one long term when they are reviewing and exploring the resources, and to bring it to the next session (estimated time:15 minutes).

Session 6: Resume Writing

Participants Goal:

- Participants will begin to prepare a resume.
- Participants will get familiar with major components of resume.

Behavioral Objectives:

- Participants will prepare an initial draft of two resume types: Functional and Chronological

Materials:

- PowerPoint Presentation handout: Appendix F
- Sample of Chronological resume: Appendix F1
- Sample of Functional resume: Appendix F2
- Vocabulary Action Words: Appendix F3
- Pen and Paper
- Computers

Time: Two (2) hours

Activity, Estimated Times:

- The facilitator will start the session by passing out a handout of the PowerPoint presentation on resume writing to assist the participants through the process of writing their resume (Appendix F). The presentation will cover the basic elements of the resume including Job Objective, Career Skills, Professional

Accomplishments, Work Experience, and any other experiences pertinent to the job objective will be covered. Also, the different of the two main types of resume (estimated time: 40 minutes).

- The facilitator will distribute the handouts, and will go over it (estimated time: 10 minutes).
 - Sample of Chronological resume (Appendix F1)
 - Sample of Functional resume (Appendix F2)
 - Action Words (Appendix F3)
- BREAK (10 minutes)
- Facilitator will ask the participants to choose a resume type they want to create, and have them start writing their own resume using the handouts and samples. Facilitators will go around, and answer any questions or help participants may need or have (estimated time: 40 minutes).
- Participants will be asked to find a partner in the group and critique each other's resume based on the sample resume and handout guidelines (estimated time: 20 minutes).

Session 7: Informational Interview

Participants Goal:

- Participants will have an opportunity to learn about the importance of participating in an informational interview.
- Participants will learn to ask questions and communicate with someone in the field of interest.
- Participants will have the opportunity to learn of a potential occupation and prepare for a potential job interview.

Behavioral Objectives:

- Participants will prepare a list of 15 questions that will prepare her for the informational interview.
- Participants will meet with an individual in the field of her interest to conduct an informational interview.

Material:

- Video
- Informational Interview PowerPoint handouts: Appendix G
- Sample Informational Interview handout: Appendix G1
- Projector
- Computer
- Pen

Time: Two (2) hours

Activity, Estimated Times:

- Facilitator will show a video to introduce what informational interview is, and talk about the importance of informational interview (estimated time: 5 minutes).
- Facilitator will provide handouts of the PowerPoint presentation discussing the important of who to interview, how to interview, how to set up an interview, how to prepare for the day and how to conduct the interview (estimated time 25 minutes).
- Participants will have a group discussion on informational interview, and ask any questions they may have (Appendix G), (estimated time: 20 minutes).
- BREAK (10 minutes)
- Facilitator will provide the participants with directions on how to prepare a handout, and have them start creating their handouts (estimated time: 30 minutes).
- Participants will have a group discussion, and will share their handouts with the group (estimated time: 20 minutes).
- Facilitator will provide sample handout for an informal interview (Appendix G1), and instruct the participants to contact an individual in the same field of interest, and conduct an informational interview using their handout questions. Facilitator will ask the participants to share their experience next session (estimated time: 10 minutes).

Session 8: Interviewing Skills

Participants Goal:

- Participants will become familiar with some basic interview skills and common questions in a job interview.

Behavioral Objectives:

- Participants will be able to demonstrate how to answer at least two common questions after the facilitator's discussion and demonstration of interview skills and common questions in a job interview.

Materials:

- Interviewing Skills (PowerPoint format): Appendix H
- Handouts on Interview Possible Questions: Appendix H1
- Paper and Pen
- Video camera
- DVD player
- DVD

Time: Two (2) hours

Activity, Estimated Times:

- Facilitator will start the session by asking the participants to share their experience of conducting informational interview with the group (estimated time: 10 minutes).
- Facilitator will follow the power point presentation Interviewing Skills (Appendix H), to assist the participants through the process of learning the general guidelines on how to be prepared for the job interview. This includes tips on how to get prepared for interview, appearance, day of interview, and information necessary to bring to the interview (estimated time: 30 minutes).
- BREAK (10 minutes)
- Facilitator will provide the participants with handouts of possible questions (Appendix H1), and ask the participants to choose a partner to conduct a mock interview. The interview will be video recorded and then reviewed with the group. The partners will switch after twenty minutes (estimated time: 40 min).
- Participants will have a group discussion about their experience, and will briefly review whoever wants to share their video. Facilitator will ask questions about the mock interview experience: (estimated time: 30 minutes).
 - What were some of the challenges you experienced during the interview?
 - How did you feel about being recorded?
 - What did you learn from this experience?

Session 9: Evaluation

Participants Goal:

- Facilitators will evaluate the participant and see how effective the program has been for them.
- Participant will have the experience to share their thoughts about the group, and to have the free time and mingle before saying their goodbyes.

Behavioral Objectives:

- The participant will be able to describe three things that the program has helped her through the career development process.
- The participants will be able to identify what sessions benefit them the most throughout the program.

Materials:

- Evaluation Handout: Appendix I
- Pen
- Certificate
- Yogurt
- Orange Juice
- Muffins
- Cups
- Napkins

Time: Two (2) hours

Activity, Estimated Times:

- Facilitator will thank the participants for being a part of the program, and for sharing their information with the group. Also, the facilitator will ask: (estimated time: 30 minutes)
 - How was the learning experience?
 - Did the program meet your needs?
 - What session was the most helpful?
 - Identify three things that you learned about yourself throughout the session?
- Facilitator will distribute the evaluation form (Appendix I) for the facilitator for the participants to complete (estimated time: 10 minutes).
- Facilitator will provide the participants with their certificates of accomplishment, and thank them again for being a part of the program. The facilitator asks the participants to have the rest of the time to talk to one another and to help themselves to the snack table (estimated time: 10 minutes).
- Group will have their goodbye party (estimated time: 70 minutes).

CHAPTER FIVE: PROGRAM EVALUATION

Summary of the Program Evaluation

The chapter three and four of this graduate project was given to three professionals in the field in order to evaluate the effectiveness of the program for the targeted population. In addition, they evaluate the structure and quality of the program of the program that the author has developed. The three evaluators have contributed with constructive criticism and appropriate feedback that will enhance the quality of the program to better assist the population. The following list of questions were provided to assist the evaluators in the evaluation process:

- How effective/appropriate is this material for women who were victim of domestic violence?
- In your professional opinion, how relevant is this project to the population's needs?
- How effectively has this project utilized the strategies identified in the support materials?
- How effective are the program strategies aligned with the needs of the population?
- How effectively does the program identify the overall purpose of each session?
- How effective are the program's objectives to offer goal directed interventions?
- How appropriate are the assessments for this program?

- What suggestions would you make for alternations and additions for this project?

Evaluator #1:

This evaluator has a Doctor of Psychology degree, Nationally Certified Psychologist, Diplomate of the Psychotherapy Association. This evaluator was former Director of Domestic Violence Programs for the Glendale YWCA, past Vice President of the National Association of Domestic Violence Counselors & Consultants, former National Trainer for the National Task Force for Protecting Children in the Courts, experienced administrator, program developer, advocate and counselor.

Evaluator #2:

This evaluator works at Los Angeles Community College District. The evaluator has a Doctor of Education, and Master of Science degree in Education in Counseling Psychology.

Evaluator #3:

The third evaluator has a Master's degree in the practice of Marriage and Family Therapy, and Bachelors of Art in Psychology. The evaluator's work involves therapy with children, adolescents, transition age youth, college students, families and adults on a wide variety of psychological problems and at-risk conditions. The evaluator also has helped individuals and families work through and cope with trauma, domestic violence, abuse, divorce and other issues.

Question #1: How effective/appropriate is this material for women who were victim of domestic violence?

Evaluator #1 feels the program is appropriate in content but will be successful based on the trainer/teacher/facilitator of the program and how motivational they are to empower clients. Must be a person who is outgoing, personable and can motivate others.

Evaluator #2 agrees that the program for women, who once were victim of domestic violence, to participate and develop their career skills and goals to get them back to work.

Evaluator #3 believes the material is appropriate for women who have been victims of domestic violence, as it provides a way for them to overcome obstacles that hinder them from moving beyond the experience of domestic violence. Linking career development to overcoming domestic violence provides for a very relevant correlation, as the material allows for women to explore the experience of domestic violence and its drawbacks, enables them to identify ways to highlight strengths despite that experience and provides for practical solutions for the women to be independent and utilize job skills to establish their chosen and preferred careers. As such, the material is presented in a direct, succinct manner in order to be effectively understood and utilized.

Question #2: In your professional opinion, how relevant is this project to the population's needs?

Evaluator #1 believes that the program is relevant. Most victims of DV have such huge learned helplessness that they don't think they can do anything and/or don't want to do

anything because the abuser did everything for them. Lots of dynamics that go into mentality of victims.

Evaluator #2 believes that the program is extremely relevant and beneficial for women of domestic violence because this would be the outlet for women to change their lifestyles for the betterment of their future.

Evaluator #3 feels the project clearly addresses the needs of women suffering domestic violence in that it explores an important component of moving beyond victimization and dependence. That component is career development, and this project is helpful for survivors of domestic violence to get into that sphere of thinking about how they will support themselves and their children and develop a fulfilling career for them.

Question # 3: How effectively has this project utilized the strategies identified in the support materials?

Evaluator #1 is confident that the project has effectively utilized the strategies identified

Evaluator #2 believes the program is very effective because on a weekly basis you can see that the women participating will understand their own authentic growth in pursuing their interest.

Evaluator #3 believes the strategies were effectively utilized in relation to the support materials. The materials served as tools for the strategies to be actualized and carried out appropriately.

Question #4: How effective are the program strategies aligned with the needs of the population?

Evaluator #1 believes the program strategies are aligned well with the needs of the population. Interviewing skills and confidence are two key components needed

Evaluator #2 believes the program is very effective in having the participants to develop and use career skills, career exploration, knowledge of the career, and planning goals (short & long), and getting ready to go out in the real world. I think the targeted activities are good applications to practice and learn from their own development.

Evaluator #3 believes that the program strategies are positively aligned with the needs of the population. As the target population is narrowed down to 35-40 year olds who have been without their partners for over a year and have received psychotherapy, they are better able to grasp the concepts and strategies used in his project. Thus, they are at a level where they can identify their experience with domestic violence and triumph over it, evaluate any barriers that are present in relation to career attainment and utilize strategies which will get them to the careers of their choosing.

Question #5: How effectively does the program identify the overall purpose of each session?

Evaluator #1 feels overall all-purpose of the program was effectively identified

Evaluator #2 believes each session has developed into a routine by starting off with a presentation, discussion, the hands-on activity and then to reconvene and have a group discussion for empowerment. This is effective for all learners to recognize their own learning.

Evaluator #3 believes the program identifies the purpose of each session in a direct, concise manner. The relevance of each session is clearly explained, and it is followed by interventions that are appropriate and applicable to the session. For instance, in Session 2, the focus is on identifying and understanding self-esteem levels and overcoming negative self-esteem, and that purpose is followed by interventions to assess self-esteem and come up with strategies to increase and promote positive self-esteem.

Question # 6: *How effective are the program's objectives to offer goal directed interventions?*

Evaluator #1 believes the programs objectives to offer goal directed interventions are met in this program.

Evaluator #2 believes the objective of this program is to have former domestic abused women increase their own awareness of self and utilize their skills and power to make life choices.

Evaluator #3 believes the objectives utilized are clearly followed by the interventions which highlight those objectives or goals. The goals highlight the purpose of the interventions used, and the interventions are used in a manner that demonstrates the objectives in an action-oriented, practical way. In general, the objective is to help victims of domestic violence overcome that experience and venture into thinking about self-sufficiency, as in this case includes career development. Thus, that objective is illustrated by various interventions to do just that, including the evaluation of self-esteem, highlighting of strengths and skills, creating a resume and practicing interview techniques. In sum, objectives and interventions go hand in hand.

Question #7: How appropriate are the assessments for this program?

Evaluator #1 believes the assessments are appropriate

Evaluator #2 feels it is very important to have assessments so women understand their own interests that can become an area that they can focus on and learn to grow within the skills appropriate for that field.

Evaluator #3 believes the assessments utilized this program are directly related to the objectives of the program, as they help the participants in linking their career objectives to actual steps in achieving their career goals. One example is the use of the Holland's Theory of Types to identify the participants' interests, as this theory builds into an assessment activity to steer participants toward a career suiting their personal attributes. Also, the Value Card Sort Assessment and the Skill Card Sort Assessment helps participants identify their values and skills and apply them to fields matching these values and skills. All in all, the assessments used are useful and chronologically appropriate for the participants.

Question #8: What suggestions would you make for alternations and additions for this project?

Evaluator #1 believes that the program success is not just material content. It is more delivery of material by the professional, motivation and empowerment skills of the professional, and outgoing and animation used by the professional to keep the victims interested and motivated. So material content, motivation and empowerment skills by professional delivering it, and reframing abilities by teacher will ensure success of this program. It is a good program for the population it is trying to serve.

Evaluator #2 suggested instead of having nine sessions for two hour on a weekly basis, perhaps have two day workshops by having speakers, mentors, tutors come in and also helping these women by incorporating technology skills, image consultations, working with a charity, and addressing other skills (lack thereof) for career exploration.

Evaluator #3 believes the project would benefit by a post-analysis, where the women are surveyed and assessed some time after they have had an opportunity to interact with the job market and utilized the skills they have learned from this project. It would be helpful to know if any of the past barriers have come to life when the women have attempted to develop their careers.

Conclusion

All three evaluators contribute successfully in providing appropriate feedback to improve the career development program for battered women. This program is the beginning steps in helping this population and shows the needs to help this population build different skills. Although, the program still needs to incorporate additional material to meet the needs of the population, overall, the program meets the goals and objectives of the population. The strategies and implementations addressed in this chapter are relevant to the population.

As the author reflects of the evaluator's comments and recommendations, the author agrees to make the change to shorten the break time, and invite guest speakers from the same background with successful transition to encourage them.

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Appendix A: Career Intake Form (Page 1)

CONTACT INFORMATION

Name: _____
Last First Middle

Address: _____
Street City State & ZIP Code

Telephone number: (Home) _____ (Mobile) _____

E-mail: _____

Emergency Contact Phone Number: _____

Name of the person to contact in case of emergency:

Date of Birth: _____

Race: White ___ African American ___ Asian American ___ Hispanic American ___

Native American ___ Other _____

Marital Status: Single ___ Married ___ Separated ___ Divorced ___ Widowed ___

How Long? _____

Children:

Name	Age	Occupation
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix A: Career Intake Form (Page 2)

EDUCATION

High School: _____ Year of Graduation: _____

College: Degree/Year _____ Major: _____

Degree/Year _____ Major: _____

Additional Education (courses, Seminars, Certification Programs, etc.):

Are you currently in school at this time? Yes _____ No _____

Are you interested in returning to school at this time? Yes _____ No _____

What are your educational aspirations?

EMPLOYMENT HISTORY

Position employed	Employer	Time
----------------------	----------	------

Special hobbies, leisure interests, volunteer work, civic involvement, etc:

Appendix A: Career Intake Form (Page 3)

CAREER DEVELOPMENT INFORMATION

What are your present career aspirations? Assume no barriers to achieving them.

Who or what has had the greatest influence on your career choice(s)?

What was your childhood occupational interest or fantasy?

What leisure activities or hobbies do you enjoy now and/or have you enjoyed in the past?

What volunteer work experiences have you had?

Appendix A1: Outline of the weekly sessions (Page 1)

Session One: Introduction

- Facilitator and member introduction
- Procedures and goals of the program
- Discussion on the impact the domestic violence has had on career

Session Two: Self-Esteem

- Discussion on overcoming low self-esteem
- Self-esteem assessment
- group discussion
- Questions and Answers

Session Three: Skills and Values

- Conduct skills and Value Card Sort assessment
- Group discussion
- Questions and Answers

Session Four: Discovering Interest

- Discussion on Holland's types of work environment
- Party Exercise
- Group discussion
- Questions and Answers

Session Five: Career Exploration

- Introducing to Career Exploration resources
- Identification of career goals
- Questions and Answers

Appendix A1: Outline of the weekly sessions (Page 2)

Session Six: Resume Writing

- PowerPoint presentation
- Group Activity, Resume Critique
- Questions and Answers

Session Seven: Informational Interview

- PowerPoint presentation
- Discussion on important components of Informational Interview
- Clarification of important points and questions to ask
- Activity
- Group discussion

Session Eight: Interviewing Skills

- PowerPoint presentation
- Activity
- Clarification of important points in a job interview
- Demonstration of a mock interview
- Questions and Answers

Session Nine: Evaluation

- Program evaluation
- Feedback

Appendix B: Self-Esteem Assessment (Page 1)

Below are a set of self esteem assessment questions that you can answer as either 'True' or 'False', as applicable to you. A scoring key to this self esteem assessment, along with an interpretation of your score is provided at the end of the questions.

1. ____ Speaking in front of a group of people is difficult and uncomfortable for me.
2. ____ I experience feelings of insecurity or anxiety when meeting new people.
3. ____ Being singled out in a group is perfectly okay with me.
4. ____ I don't enjoy being in the company of other people very much.
5. ____ I am often asked to repeat myself when I speak.
6. ____ I have confidence in my abilities to reach my goals.
7. ____ I often end up doing things for others, that I don't enjoy or like.
8. ____ I don't try new things easily, because I am afraid I may mess up.
9. ____ I am able to make quick decisions.
10. ____ In arguments, I often give in quickly.
11. ____ Criticism or rebuke upset me deeply.
12. ____ I am proud of my accomplishments, skills and talents.
13. ____ I need to be told what to do, instead of facing the burden of figuring it out myself.
14. ____ I often prefer to seek others approval for my words and actions.
15. ____ I am proud of the work that I deliver.
16. ____ I often put myself down when speaking with others.
17. ____ I often find myself apologizing in conversations.
18. ____ I am not ashamed of my mistakes.
19. ____ I am not dependable.

Appendix B: Self-Esteem Assessment (Page 2)

20. ____ I feel I am not good enough to deserve success.
21. ____ I am a reasonably happy person.
22. ____ I think most people look nicer than I do.

Scoring Key

For every third question (questions 3, 6, 9, 12, 15, 18, 21), give yourself 1 point if you answered 'True', and 0 points if you answered 'False' or left it blank.

For rest of the questions, give yourself 1 point if you answered 'False', and 0 points if you answered 'True' or left it blank.

Interpretation of Your Score

17 or higher: Your Self Esteem is likely very good, and you are quite comfortable with yourself, and being yourself. Keep it up!

6 through 16: Your Self Esteem is likely in the average region. Most people will fall in this range. While you may be comfortable with certain aspects of your personality, there may be other areas of your self esteem that can benefit from a push.

5 or less: Your Self Esteem is likely on the lower side and can most definitely use a boost.

Appendix B1: Self-Esteem Activity

This is set to help you answer the question on "WHO AM I". Below fill in the name, skills, ambitions and what am I famous for. This is a great exercise to undertake because everyone has achieved something in their life and it highlights that you can do great and reflect on how good life really is.

- My name – also add in your age
- My skills – put in your greatest achievements whether it be in work or in your home life
- My ambitions – what exactly do you want to achieve in the next 3 years or so
- What am I famous for? – this is to get you to understand how other people see you and if another person could describe you what would they put in here? Like, “she is the life and soul of the party”

MY NAME

MY SKILLS

MY AMBITIONS

WHAT I AM FAMOUS FOR

Appendix B2: Improving Self-Esteem Activity

This draws upon the work you have undertaken above and delves into your past years looking at real achievements you have that made you feel good.

When was the last time you laughed – if you can laugh at something whether it was a comedy program on TV then you can relive that moment again. Laughing at something or someone automatically makes you feel good about yourself and if you have a list of what makes you laugh you can add these into your daily routine.

List 5 things you are good at – and make a point of doing at least one of these activities every week. If we know we can achieve something we feel a sense of achievement and good about ourselves.

- 1) _____ 2) _____ 3) _____
4) _____ 5) _____

List 5 things you have achieved in your life – everyone has done some good whether it be having a child, being promoted at work, getting off a bad habit (like smoking or drinking or losing weight) and write these on a list where you can see them each day and this will show you that you can do great things

- 1) _____ 2) _____ 3) _____
4) _____ 5) _____

List 5 things that make you feel good about yourself – these could be dressing up to go out to dinner, walking in the sunshine by a lake or river, playing a sport or whatever and again make sure you do one of these activities each week

- 1) _____ 2) _____ 3) _____
4) _____ 5) _____

Appendix C: Values Exercise (Page 1)

Write the degree to which each value is important to you and to your lifework.

(1=Most Important, 2=Somewhat Important, 3=Not important) Only FIVE values can be rated "Most Important" in order to help you set priorities for your key values.

- ___ 1. **ACHIEVEMENT:** A sense of accomplishment in doing a job well done.
- ___ 2. **CHALLENGE:** Learning new things or taking on new tasks.
- ___ 3. **COMPETITION:** A rivalry with others toward a common goal.
- ___ 4. **COOPERATION/ TEAMWORK:** Working together with others toward a common goal.
- ___ 5. **CREATIVITY:** Contributing new ideas, being original and inventive.
- ___ 6. **FINACIAL RETURNS:** Gaining in socioeconomic status and meeting material needs.
- ___ 7. **FLEXIBILITY:** Setting your own time and schedule.
- ___ 8. **INDEPENDENCE:** Managing your own tasks and making your own decisions.
- ___ 9. **INFLUENCE/ POWER:** Able to influence the activities and the desires of others.
- ___ 10. **INTERPERSONAL RELATIONS:** Interacting and enjoying working with other employees or clients.
- ___ 11. **JOB SECURITY:** Knowing that your position is secure and resistant to change.
- ___ 12. **LEADERSHIP:** Directing the work activities of others.
- ___ 13. **LEISURE/ TIME OFF:** Free time to devote to recreational or social activities.
- ___ 14. **LOW STRESS:** Relaxing job which seldom has any tension or anxiety.

Appendix C: Values Exercise (Page 2)

- ___ 15. **RECOGNITION/ APPRECIATION:** To have your accomplishments acknowledged by others.
- ___ 16. **ROUTINE:** Performing a series of activities according to procedures.
- ___ 17. **SOCIAL SERVICES:** Work that has meaning and benefit for others.
- ___ 18. **PRESTIGE:** Highly respected and well known in community.
- ___ 19. **VARIETY:** Diversity of responsibilities or a continual change of tasks.
- ___ 20. **WORK ENVIRONMENT:** Working in an aesthetically pleasing environment.

Appendix C1: Career Skills

Identifying your skills, as well as being able to articulate how you have used them, is helpful in both clarifying what sort of lifework might be a good fit.

Use this exercise to clarify your skills. (1= Energizes Me, 2= Has Little or No Effect, 3= Depletes Me). Only FIVE skills can receive the top rating “Energizes Me” in order to help you identify your preferred skills.

- | | | |
|-------------------------------------------|--------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Assembling | <input type="checkbox"/> Analytical | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Collecting Data | <input type="checkbox"/> Helping |
| <input type="checkbox"/> Constructing | <input type="checkbox"/> Evaluating | <input type="checkbox"/> Interpersonal |
| <input type="checkbox"/> Fixing Things | <input type="checkbox"/> Investigating | <input type="checkbox"/> Interviewing |
| <input type="checkbox"/> Coordination | <input type="checkbox"/> Mathematical | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Manual Dexterity | <input type="checkbox"/> Observational | <input type="checkbox"/> Negotiating |
| <input type="checkbox"/> Mechanical | <input type="checkbox"/> Problem-Solving | <input type="checkbox"/> Public Relations |
| <input type="checkbox"/> Operate Machines | <input type="checkbox"/> Researching | <input type="checkbox"/> Social |
| <input type="checkbox"/> Repairing | <input type="checkbox"/> Scientific | <input type="checkbox"/> Teaching |
| <input type="checkbox"/> Using Tools | <input type="checkbox"/> Statistical | <input type="checkbox"/> Understanding |
|
 | | |
| <input type="checkbox"/> Decision-Making | <input type="checkbox"/> Artistic Aptitude | <input type="checkbox"/> Administrative |
| <input type="checkbox"/> Delegating | <input type="checkbox"/> Communication | <input type="checkbox"/> Budgeting |
| <input type="checkbox"/> Directing | <input type="checkbox"/> Composing Music | <input type="checkbox"/> Clerical |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Creative | <input type="checkbox"/> Computer |
| <input type="checkbox"/> Managerial | <input type="checkbox"/> Designing | <input type="checkbox"/> Editing |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Filing |
| <input type="checkbox"/> Persuading | <input type="checkbox"/> Imagination | <input type="checkbox"/> Fiscal Analysis |
| <input type="checkbox"/> Public Speaking | <input type="checkbox"/> Innovative | <input type="checkbox"/> Money-Management |
| <input type="checkbox"/> Selling | <input type="checkbox"/> Musical Writing | <input type="checkbox"/> Organizational |
| <input type="checkbox"/> Supervisory | | <input type="checkbox"/> Record-Keeping |

Appendix C2: Skills and Values

What are your five most important work values? For each of your top five values, rate how well each one is currently being met. You can use a five-point rating scale (example: 1=Not at all being met, 2= Somewhat being met, 3= Average or adequately being met, 4= Mostly met, 5= Met very well).

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

What are your five most important skills? For each of your top five skills, rate how well each one is currently being met. You can use a five-point rating scale (example: 1=Not at all being met, 2= Somewhat being met, 3= Average or adequately being met, 4= Mostly met, 5= Met very well).

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

Appendix D: Holland's Code Six Types (RIASEC)

Definition

Realistic- This group of individuals typically enjoy working with their hands, tools, machines and enjoy being outdoors.

Investigative- This group of people use theory, they enjoy doing research and finding a solution to the problem.

Artistic- This group tends to be very independent, they enjoy having freedom when working.

Social- This group of individuals prefers to work with people and enjoys helping people.

Enterprising- They are known for their leadership roles.

Conventional- They are detail oriented, they are considered to be the "organizers".

Occupations based on Holland Code

Realistic: Automotive work, sports, veterinarian, construction, equipment design

Investigative: Mathematicians, computer programming, web page design, research, scientist

Artistic: Writer, musician, drawing, photography, dancer

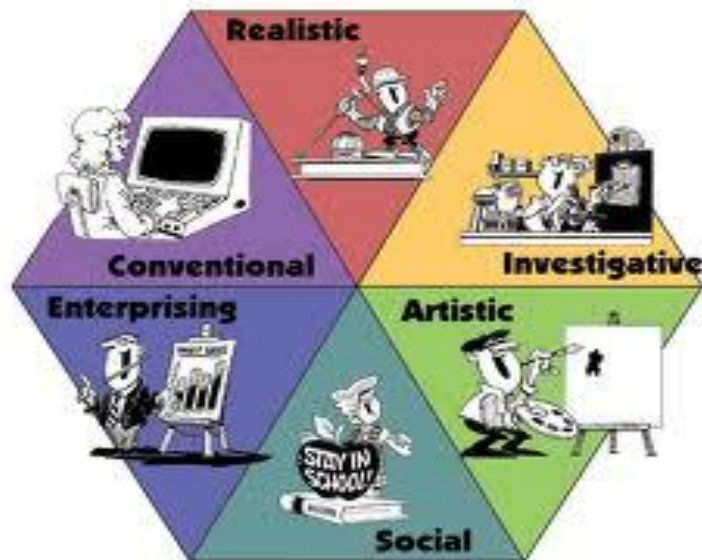
Social: Teachers, nurse, police officer, counselors, nanny

Enterprising: Sales, telemarketers, public relations, public speaker, politicians

Conventional: Receptionist, accounting, data entry, tax clerk, editor

Appendix D1: Holland Code Assessment

Participants will be able to read the different descriptions from each code (i.e., Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) and identify their top three interests. In addition, the participant will identify their least two interest. (Please, see Handout 4A for Definitions)



List top three interest:

1. _____ 2. _____ 3. _____

Least two interest: 1. _____ 2. _____

List at least Six occupations that interest you based on your Holland codes:

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Adapted from: Sharf, Richard S. Applying Career Development Theory to Counseling. 3rd ed. United States: Brooks/Cole. 2002. Pg. 94-116.

Appendix E: Career Resources

O*Net Line

<http://online.onetcenter.org/find/>

This website will provide the participant with information on the work environment for the occupations and an opportunity to generate a list of occupations.

Career One Stop

<http://www.careeronestop.org/>

This website will provide the participant with information on careers from the video clips related to your choice of occupation.

Bureau of Labor Statistics

<http://www.bls.gov/>

This website will provides information on the outlook of the job, qualifications, projections, earnings and related occupations. In addition, it provides additional resources related to the employment.

CA. Employment Development Dept.

<http://www.labormarketinfo.edd.ca.gov/>

This website will provide information on careers, the economy, data library and customer center (information for employers).

California Resource Network

<http://www.californiarealitycheck.com/start.htm>

This website will provide a reality check of the money required for housing, transportation, etc.

Appendix E1: Occupational Information

Use Handout 4B to use your three Holland Code and use three out of the six occupations identified in the worksheet, and use Handout 3C to see if the occupation fits your Skills, and Values.

Possible Questions to Consider:

What is the experience needed for this occupation?

What are some skills required for this occupation?

What is an estimated salary?

what is the educational level required?

Occupation 1:

Occupation 2:

Occupation 3:

RESUME WORKSHOP



WHAT IS A RESUME?

- A resume is your personal information sheet that introduces your skills and abilities to an employer.
- Never forget that the **goal** of a resume is to obtain a job interview.



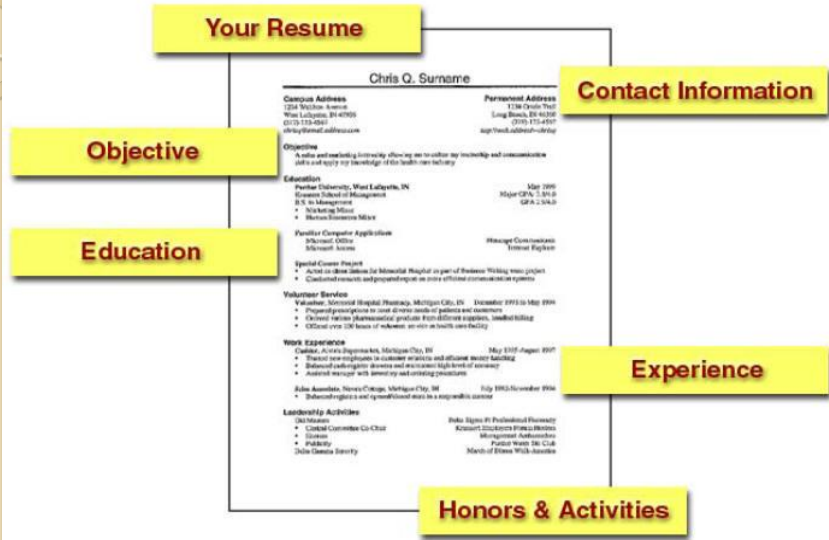
INTRODUCTION

- You only get one chance to make a first impression!
- There is no such thing as a “right” or “wrong” resume.
- The best indicator of whether your resume is doing its job is by answering this question, “**Are employers contacting you?**”

BASIC GUIDELINES

- Most resumes should be one page.
- A resume should look neat, concise and be easy to read.
- A resume should contain information on your work history, education, volunteer activities, military experiences and skills.
- A job objective should be clearly stated.

Resume Sample



Contact Information:

JOHN APPLICANT

123 Main Street
 Albany, NY 12345
 (111) (111 -1111)
 John.Applicant@email.com

Appendix F: Resume Writing (PowerPoint- Page 4)

Objective Samples:

- “To obtain a position as a School Teacher that will utilize my strong dedication to children’s development and to their educational needs.”
- “To obtain a position as an office Secretary in which my computer knowledge, and organizational abilities can be fully utilized.”
- “To obtain a human resources management position where I can effectively utilize my expertise in employee relations and staff recruitment.”
- “To obtain a position that will enable me to use my strong organizational skills, educational background and ability to work well with people.”
- “To secure a position that will lead to a lasting working relationship in the field of accounting or bookkeeping.”
- “Seeking a position in an office environment, where there is a need for a variety of office management tasks including – computer knowledge, organizational abilities, business intelligence and database program use.”

DETAILS OF RESUME WRITING

Paper: 8 1/2” x 11”, white or ivory, and 100 % cotton fiber.

Margins: 1” margins on either side and 1 1/2” margins on top and bottom.

Typeface: “Times New Roman” or “Arial” are usually the best to use.

Spacing: A resume with too much space or very little space looks bad - fill up the page, but double space!

Font Size: 10 - 12 font size.

DETAILS OF RESUME WRITING

Headings: Section headings are either centered or placed on the left margin. Whatever you choose, just be consistent.

Dates: Be sure that you indicate the dates of employment, completion of training or education programs, or volunteer experiences. The dates should show month and year. Dates are either placed on the left margin or integrated into the descriptions you write. Again, whatever you choose, be consistent!

CHRONOLOGICAL STYLE RESUME

- This resume emphasizes your past work experiences and dates of employment.
- This resume style is only useful if you are applying for a job that you have already done before because it highlights your most important strength – related experience.
- If you have little or no experience, the functional or hybrid resume is a better choice.

FUNCTIONAL STYLE RESUME

- A functional resume focuses on your work skills, abilities, and training/education.
- It helps show the employer how your current skills can be “transferred” into the job that you are applying for.
- Works well for people with little or no work experience or for people changing careers.
- Answers the employer’s question about whether you are qualified for the job.

SUMMARY

- Be sure to review your resume before sending it to an employer.
- Make sure your resume is easy to read with no spelling or grammatical errors.
- Emphasize your skills, achievements and other accomplishments ***if relevant.***

Appendix F1: Sample Chronological Resume (Page 1)

EMILY THOMSON

1225 N. Adams St. #6
549-9698

Glendale, CA 91205
emily.thomson@yahoo.com

Home: 818-

E-mail:

Objective: A position in which my legal training and abilities can be applied to provide contributions to organizational needs. Adept at focusing my abilities and training towards optimum performance in response to organizational needs.

CAREER SKILLS/KNOWLEDGE

File, Pleading & Motion Organization
Document Composition
Interrogatories and depositions

Administrative Procedures
Document Indexing
Legal Database Research

PROFESSIONAL ACCOMPLISHMENTS

- Production of interrogatories and requests for documents, drafting of motions and filing court pleadings
- Summarized depositions and conducted interviews of city employee defendants
- Updated and assisted with organization of witness files, pleadings, and pretrial and trial notebooks.

CAREER EXPERIENCE

Claims Coordinator
Myers Medical Corp., L.A., CA

May 2007 to present

Communicated with physicians and attorneys to facilitate Dr. Myers role as an approved medical examiner in worker's compensation claims.
Supervised, updated and completed written and computerized claim records, medical charts, and medical record forms using Microsoft Word.

Appendix F1: Sample Chronological Resume (Page 2)

Emily Thomson
Page 2 of 2

Paralegal Intern

April 2005 to March 2006

L.A. City Attorney's Office, L.A., C.A

Responded to plaintiff's interrogatories and requests for production of documents
Drafted motions and filing court pleadings
Summarized depositions and conducted interviews of city employee defendants
Organized case files and trial notebooks

EDUCATION

Paralegal Specialist Certificate in Litigation- University of West Los Angeles,
Magna Cum Laude (3.88 G.P.A)

B.A.- History, University of California, Los Angeles
(3.95 G.P.A. in major)

Appendix F2: Sample Functional Resume

EMILY THOMSON

1225 N. Adams St. #6
Glendale, CA 91205

Home: 818-549-9698
E-mail: emily.thomson@yahoo.com

Position: An entry-level office position in which my training and abilities can be applied on the job and contribute to an organization's needs.

CAREER SKILLS

- Project Scheduling
- Dictation
- Word Processing
- Research Reporting

PROFESSIONAL ACCOMPLISHMENTS

- Project coordination, including research, planning, quality control, and final changes on projects.
- Scheduled designated facilities, prioritized a wide variety of tasks, and coordinated duties to meet rush deadlines.
- Telephone screening, managed business and social correspondence and coordinated business and personal calendars.
- Script and statistical typing (50+ words per minute), developed and refined forms, and data entry.

CAREER EXPERIENCE

Secretary, Allstate Insurance

General office work, compose letters, filing, dictation, schedule meetings and appointments

EDUCATION

Pasadena City College, Pasadena, CA

General education courses including business, computers, architecture and art history

H.S. Diploma, Glendale High School, Glendale, CA

Appendix F3: Action Words

Accomplished	Executed	Organized
Achieved	Expedited	Originated
Administered	Fabricated	Overhauled
Allocated	Facilitated	Oversaw
Attained	Focused	Performed
Budgeted	Formulated	Prepared
Built	Founded	Presented
Chaired	Generated	Prioritized
Clarified	Guided	Produced
Complied	Headed up	Projected
Composed	Illustrated	Provided
Consolidated	Implemented	Recruited
Coordinated	Increased	Represented
Created	Influenced	Researched
Defined	Initiated	Resolved
Delegated	Instigated	Scheduled
Demonstrated	Introduced	Supervised
Devised	Launched	Specified
Dispatched	Led	Systemized
Diversified	Maintained	Taught
Edited	Managed	Trained
Educated	Marketed	Translated
Eliminated	Monitored	Upgraded
Enabled	Motivated	Validated
Enlisted	Negotiated	Worked
Established	Operated	Wrote
Evaluated		



Informational Interview

What is Informational Interview?

- It's an informal meeting between you and someone who has a job or experience you might want some day.
- The best way to learn about a career is to talk to someone who's doing it – or better yet, someone who hires people to do it.



How do I find people to informational interview?



It's actually pretty easy...just ask around. Here's what you ask:

"Do you know someone who has a job in _____?"
(You fill in the blank, whether it's....)

- medicine
- counseling
- banking
- teaching
- therapy

All you need to find is a name, phone and/or email address. Also, talk to friends, faculty, staff, coaches, family, roommates, etc. Anyone you happen to know has lots of contacts.

How do I prepare?

You MUST prepare for the informational interview! It doesn't take a long time, maybe an hour or so. Here's the checklist:



- __Read about the specific organization. That's usually accomplished by a Google search on the company name or going to publications such as the Hoover guide, chamber of commerce, or reading news articles.
- __Make a list of at least 10 questions you want answered that are important to you. You want to ask thoughtful open-ended questions about the person's career, company, job, future, etc. This is their chance to give you good advice.



Appendix G: Informational Interview (PowerPoint- Page 3)

Typical questions you might want to Ask:

- Tell me about your typical work day. Number of hours, amount of work you take home, etc.
- What problems/issues do you solve for the company?
- How are you evaluated?
- What training opportunities are there?
- How do you advance if you want to?
- If you were me entering the field, what advice do you have?
- Who does and does not succeed in this kind of job?
- If you could do it all over again, what would you do differently?
- What do you like most about the job?
- What do you like least about the job? Anything drive you crazy?
- What are the most important skills needed in this job/industry?
- What's the percentage of required people interaction (committees, phone calls, emails, etc.) vs. working alone?
- What does the future hold in this career area?
- How does the economy affect this career?
- What's the best way to get a job in the field or your company?
- Where can I live, how much travel is required, relocation policy?
- Do you know what the salary range might be at entry-level or the next level? (however, NEVER ask the person what salary THEY are making)
- **WHO ELSE DO YOU KNOW THAT I MIGHT TALK TO FURTHER?**



Last Question is very important!

- The person you just talked to usually has several additional contacts. Get those contact names and phone/email addresses. Then let the new contact know that you were referred by the mutual contact.

Something like this:

“Dear Ms. Smith, Joe Moris suggested that I talk to you. I’m interested in a career in _____ (fill in the blank). Joe said that you have expertise in this area and might be willing to give me some advice about my own future career. Would it be possible to schedule a convenient meeting time for you (phone or in-person) so that I can ask you some questions about your own career?”

The Interview



- This is just a conversation between two people.
- Introduce yourself and thank them for spending some time with you.
- Tell them how you became interested in the career area – maybe it’s a story about an inspiring faculty member you had, or a project you worked on, or a hobby you have.
- It’s often good to spend a couple minutes engaged in informal conversation.



The Interview

- Then tell them you wrote down a few questions you want to ask them. Then ask your questions.
- Watch your time. If they agreed to 30 minutes, then try to stay only 30 minutes. You can tell them when the 30 minutes is up. They might say it’s OK to talk a little longer, but be sensitive to their time.
- At the end, ask them for their business card.



Appendix G: Informational Interview (PowerPoint- Page 5)

Location



- It's always best to visit with your contact in person, preferably at the location in which they work. That way you get a feel for the environment.
- Phone interviews are OK, but not as good as physically visiting your contact. Obviously, if the contact is far away, phone interviews are the only option.
- Email is not a good way to do an informational interview. It takes too much time, puts a burden on your contact, and is impersonal. At least make a phone call for an informational interview.

How to Dress

If you are meeting someone in person, dress business casual...

- Slacks
- Dress shoes
- long-sleeve button shirt/blouse
- and remember to iron your clothes



If you are visiting their workplace, bring a blazer or jacket with you – you can wear it or drape it over your arm if the place is informal.

-Bring a comb in your pocket and stop in the restroom to look yourself over before the session.

Follow Up

- After you leave or hang up, jot notes down immediately.
- What did you learn?
- What else do you need to know?
- What impressions did you have?
- What do you think about your career direction now?



Thank-You Note

Then, send them a Thank-You.

Very important!

An email is fine, a card is nice.

Your thank you reminds them of the nice conversation and they will feel good to know they contributed to your career decision.



Informational Interview Preparation Sheet

What is Informational Interview?

An informational interview is a brief meeting between a person who wants to investigate a career and a person working in that career. The interview usually last 15 to 20 minutes.

Objective:

- People who are exploring careers options
- People who want to decide between occupations or to find a way to convert their interests to a paying job.
- Polish communication skills
- Helping jobseekers and career seekers gain confidence and poise

Purpose:

- Gain information from someone in the field
- Learn about the strengths and weakness of a career
- Discover careers you never knew existed
- Confirm a career goal
- Ask for advice and future reference

How to locate a contact? Ask family members, friends, teachers, or past coworkers may work in the occupation you want to explore, or they may know people who do. Career center and alumni offices of high schools or colleges are another good source of contact.

Here is what you can say:

Hi my name is _____ and I have been referred to you by _____. They said, you are a great person to speak with, and highly recommended you highly. I would like to come and meet with you and get more information about your position. I would only need about 15-20 minutes o of our time. I am interested in your field and have heard a lot of good things about your company, so I would like to come and meet for an informational interview.

Appendix G1: Informational Interview Handout (Page 2)

How to select an appropriate contact?

Call an organization and ask to speak with the human resources department or another appropriate office. After finding people to consult, you are ready to arrange interview.

What Questions to ask?

1. What is the qualification for this position requirement?
2. What kinds of tasks do you do on a typical day or in a typical week?
3. What types of tasks do you spend most of your time doing?
4. What are some of the more difficult or frustrating parts of this career?
5. What do you like best about this job?
6. What characteristics does a person in this job need to have?
7. Do you usually work independently or as part of a team?
8. What kind of hours do you work?
9. Is your schedule flexible or set?
10. How does this career affect your lifestyle?
11. How do you prepare for this career?
12. Do you have any advice on how people interested in this career should prepare?
13. What type of entry-level job offers the most learning opportunities?
14. What is the typical salary range for those who are entry-level?
15. Can you suggest anyone else I could ask for information? May I tell them that you have referred me?

Follow Up: After you leave jot notes down immediately:

- What did you learn?
- What else do you need to know?
- What impressions did you have?
- What do you think about your career direction now?

After the interview, show gratitude by writing and sending a thank-you note!

Very important!

An email is fine, a card is nice, but whatever you do, you must follow up right away. It is rude not to. Your thank you reminds them of the nice conversation and they will feel good to know they contributed to your career decision.

Before the Interview

Visit the company's web site

- Be able to articulate what you learned including your understanding of the mission and philosophy
- Know what the organization offers including services and product lines
- Employers expect you to know what the organization is and what it does and how that fits into your employment plans

First Things First

- Perfect Your Resume
 - Employers will only consider resumes and cover letters that are flawless in format, grammar and spelling
 - Resumes should also be tailored to the specific job for which you have applied and should emphasize relevant work experience and academic qualifications

Dress for Success

Professional dress requirements

- Conservative dark suit (Men and women, tie for men)
- Polished closed-toe dress shoes
- Conservative hair style
- Minimal make-up
- No visible body piercing, tattoos

What to Bring

Prepare a travel folder that includes:

- Name, address and phone number of the organization
- Date and time of the interview
- Directions
- Copies of your resume, paper and pen
- List of questions to ask
- Professional portfolio (if applicable)

Appendix H: Interview (PowerPoint- Page 3)

Are you Ready?

- Obtain directions and make a practice trip if possible
- Day of the Interview
 - Arrive 15 to 20 minutes early
 - Remember the interview begins when you step out of your car
 - Be friendly and professional to everyone you meet
 - The parking attendant and support staff may be asked their opinion of you
 - Take a few moments to compose yourself once you arrive
 - » Make sure your appearance is professional and your calm and confident
- Tips:
 - Turn OFF your cell phone (Do not leave it on vibrate)

During The Interview

- Listen carefully to questions. It's okay to ask for clarification
- Show interest in the position through your eye contact, posture and attentiveness
- Know the difference between being sure of yourself and being cocky
- Provide concrete examples of your classroom or work experience

Appendix H: Interview (PowerPoint- Page 4)

Typical Interview Questions

- **Tell me about yourself – describe yourself professionally, not personally**
 - Consider your answer a one-minute commercial about you
 - State your skills and experience and how they relate to the position
- **How did you learn about our company?**
 - By researching the organization's web site, you will be able to articulate knowledge of the company
- **Describe a problem you solved in the classroom or at work and what you learned from this experience.**
 - Behavioral questions are asked because your past experience can predict future behavior
 - Always state the outcomes of your experiences – what did you learn?
- **Why should I consider you a strong applicant for this position?**
 - Articulate how your skills relate to the position
- **Describe a weakness that you have**
 - Be honest and positive, and state briefly how you compensate for the weakness. Example: If you are nervous about public speaking, explain that make an effort in class to participate

Interview Questions to Ask

- Google “Interview Questions to Ask” as a guide to formulating pertinent questions to ask at the end of the interview
 - Remember that you are interviewing the organization, as well as being interviewed
 - Ask permission to take a few notes during the interview in case you need clarification at the end of the interview
 - Develop questions from the information on the Web site that will help you further understand the organization when answered
- Sample questions:
 - “What are the challenges and opportunities for the new hire in their first year?”
 - “How did you choose your career path?”
 - What is the management style of the supervisor the person in the position?”
 - “When will you make your hiring decision?”

After the Interview: Thank the interviewer

- Write a thank you letter for the interviewer
 - If more than one interviewer then you write individual ones
- Take down notes after the interview so you can remember crucial details
- Do follow up and show enthusiasm and desire for the job, but don't make it look that you are desperate

Appendix H1: Interview Possible Questions

Job Interview Questions About You

1. What is your greatest weakness?
2. What is your greatest strength?
3. How would you describe the pace at which you work?
4. How do you handle stress and pressure?
5. What motivates you?
6. Tell me about yourself?
7. What has been the greatest disappointment in your life?
8. Do you prefer to work independently or on a team?
9. What type of work environment do you prefer?
10. Describe a difficult work situation/ project and how you overcame it. Describe a time when your workload was heavy and how you handled it.

Job Interview Questions About the New Job and the Company

1. What interests you about this job?
2. Why do you want this job?
3. What applicable attributes or experience do you have?
4. What can you do for this company?
5. Why should we hire you?
6. Why are you the best person for the job?
7. What do you know about his company?
8. Why do you want to work here?
9. What challenges are you looking for in a position?
10. Is there anything I haven't told you about the job or company that you would like to know?

Appendix I: Program Evaluation

Using the following scale, please evaluate the usefulness of this program.

Excellent= 4

Average= 3

Below Average= 2

Poor= 1

Identifying Values _____

Identifying Interest _____

Identifying Skills _____

Lecture topics _____

Occupational Research and Exploration _____

Group Activities _____

Facilitator _____

Overall Evaluation of the Workshop _____

Additional Comments:
