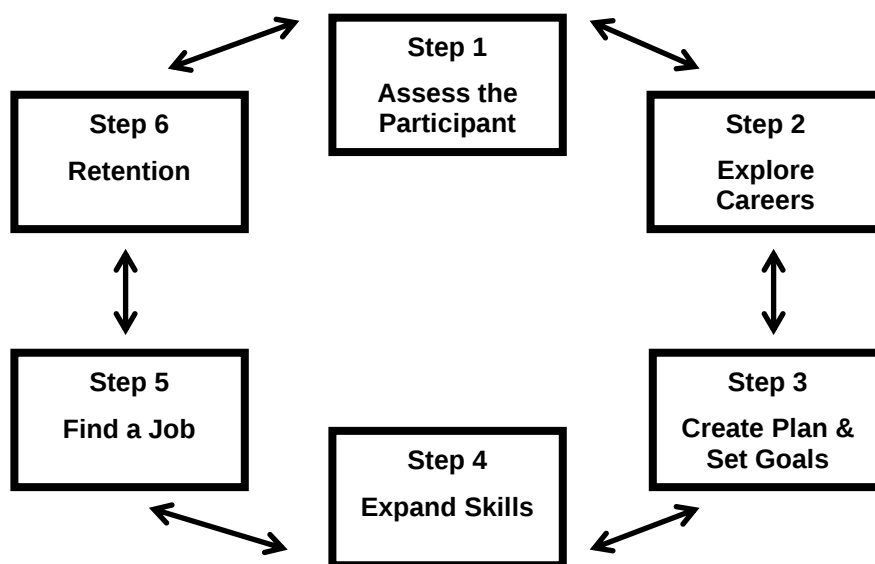


Improving Employment Search Outcomes Using Focused Strategies



Goal: Learners will generate strategies that maximize the potential for the W-2 participant's employment search success through the planned use of his or her assessment results.

Upon completion of this course, you will be able to:

- Reinforce the use of assessment results in the creation of goals and Employability Plans;
 - Demonstrate career exploration via career assessment and career pathways;
 - Expand on the W-2 participant's employment skills through job skills training and vocational educational training;
 - Use skill mapping for targeted, specific employment search by all W-2 participants; and
 - Develop strategies for retaining employment.
-

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W-2 Contact Information

Questions regarding this training material should be directed via your local agency process to the Partner Training Team,

Email: PTTTrainingSupp@wisconsin.gov

A contact person is available to answer e-mailed questions related to this training material, assist you in completing any activity that you are having difficulty with, and/or provide explanation of anything else about this training material.

Questions regarding W-2 production cases and systems should be directed via your local agency process to the W-2 Help Desk at:

Email: DCFW2CARESHD@wisconsin.gov

Telephone: (608) 422-7900.

W-2 Policy questions should be directed to your Regional Office staff.

DCF is an equal opportunity employer and service provider. If you have a disability and need information in an alternate format, or need it translated to another language, please contact (608) 266-3400 or the Wisconsin Relay Service (WRS) – 711.

For civil rights questions call (608) 422-6889 or the Wisconsin Relay Service (WRS) – 711.



Introduction

You are the W-2 participant's partner in the employment search process.

There are specific steps in this process. You partner with the W-2 participant in:

- Assessing his or her educational needs, career level, and vocational goals;
- Exploring careers;
- Setting goals and creating a plan to meet them;
- Expanding skills through education and training;
- Conducting a targeted employment search; and
- Retaining the job after being hired.

In whatever role you have with your W-2 agency, you have an effect on the W-2 participant's employment search. In order to improve the outcome of that search, you need to understand the process and your role in it.

Assess the W-2 Participant

Ask any workforce professional. He or she will tell you that a proven first step in the employment search process is for the W-2 participant to have a clear picture of his or her interests, skills, work style, and work values, as well as his or her educational level.

You and the W-2 participant gain this understanding through assessment.

W-2 Policy Manual, 5.2.1, provides you with direction to use the informal assessment process, in part, to determine:

-
-

In addition, W-2 Policy Manual, 5.2.2, requires that you use the informal assessment inventory as part of the informal assessment process, touching on, among other points:

-
-
-

Policy provides the path for you and the W-2 participant. It is up to you and the W-2 participant to use the available career or, in some cases, vocational assessments, discuss the results, and use the results to create realistic goals for the W-2 participant's Employability Plan (EP).

Assessments

Vocational Evaluations or Assessments

“Vocational evaluations/assessments are conducted to help individuals living with a disability establish realistic vocational goals and a plan to achieve them. The vocational evaluation process is designed to assess the unique strengths, resources, and experiences of an individual in order to match that person’s abilities and preferences to appropriate work placements, jobs, or training programs. The process is interactive; the intent is for staff to learn about the participant and the participant to learn about themselves.” (See W-2 Manual, Glossary)

Educational Needs Assessments

Educational needs assessments are “tools used to measure and determine a participant’s educational levels. Educational needs assessment tools, like the TABE or WRAT, test skills and aptitudes in reading, language, math computation, and applied math in order to identify current math and reading comprehension levels and any literacy or numeracy deficiencies.” (See W-2 Manual, Glossary)

This assessment identifies current educational levels, **not** work styles, skills, and interests. Work styles, skills, and interests are captured in career assessments.

Career Assessments

Career assessments are “a broad spectrum of assessment tools that W-2 agencies and job seekers use to obtain greater awareness about how a participant’s work styles, skills, and interests can be used to define a career path, assign meaningful activities, highlight strengths, identify training needs, and match the participant to employment opportunities.” (W-2 Manual, Glossary)

3 Primary Components = Comprehensive Career Assessment

Work Style or Values Assessments

- Patterns of Conduct
- Attitudes
- Job Readiness

Skill Assessments

- Knowledge
- Skill
- Ability
- Aptitude

Interest Assessments

- Identify Work-related Interests
- Identify Career-types that Match Interests

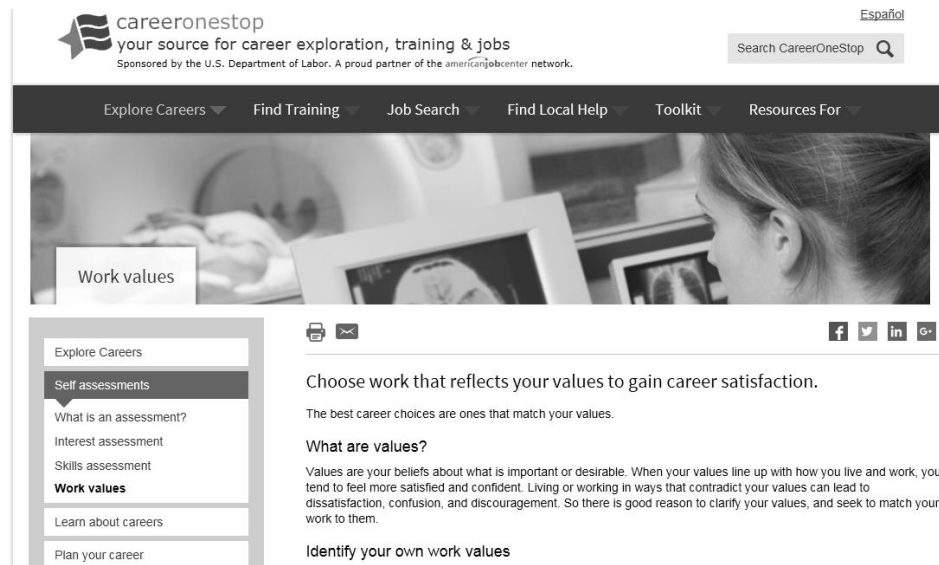
Connecting Work Values, Skills, and Interests to Occupations

Work Values to Occupations

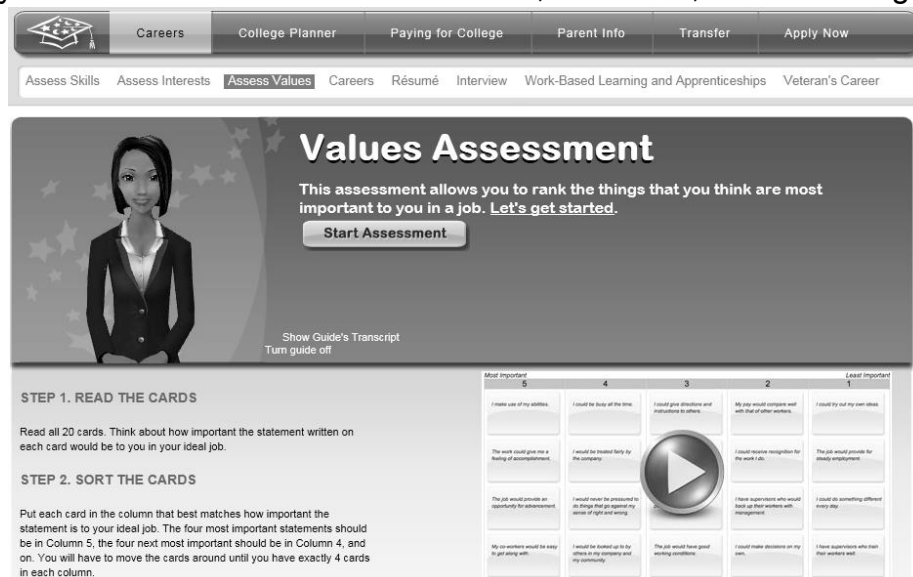
CareerOneStop Work Values

<http://www.careeronestop.org/explorecareers/assessments/work-values.aspx>

This online work values assessment was developed by the U.S. Department of Labor's O*Net program in conjunction with Virginia's Community Colleges.



With this assessment, the user can learn more about his or her specific work values. This is important, because, as the website states, “Living or working in ways that contradict your values can lead to dissatisfaction, confusion, and discouragement.”



In the online work values assessment, the W-2 participant reviews 20 virtual cards, each a statement related to work, and then sorts or ranks them by importance in his or her ideal job.

Values Assessment

Ginny Help Me!

Most Important		Least Important		
5	4	3	2	1
I make use of my abilities.	The job would provide an opportunity for advancement.	I could give directions and instructions to others.	I could work alone.	I would be looked up to by others in my company and my community.
The work could give me a feeling of accomplishment.	I would be treated fairly by the company.	My co-workers would be easy to get along with.	The job would provide for steady employment.	I could be busy all the time.
I could try out my own ideas.	I have supervisors who train their workers well.	I have supervisors who would back up their workers with management.	The job would have good working conditions.	I could do things for other people.
I could do something different every day.	I could receive recognition for the work I do.	My pay would compare well with that of other workers.	I could make decisions on my own.	I would never be pressured to do things that go against my sense of right and wrong.

After the W-2 participant submits the sorted cards, the system displays a page of careers that match his or her work values.

Careers that are "InDemand" and match your assessment results listed alphabetically

Advertising Sales Agents inDemand

Aircraft Mechanics and Service Technicians inDemand

Ambulance Drivers and Attendants, Except Emergency Medical Technicians inDemand

Athletes and Sports Competitors inDemand

Automotive Body and Related Repairers inDemand

Automotive Service Technicians and Mechanics inDemand

Automotive Service Technicians and Mechanics inDemand

Carpenters inDemand

Carpenters inDemand

Electrical and Electronics Repairers, Commercial and Industrial Equipment inDemand

Electricians inDemand

Emergency Medical Technicians and Paramedics inDemand

Home Health Aides inDemand

Interpreters and Translators inDemand

Light Truck or Delivery Services Drivers inDemand

Medical Appliance Technicians inDemand

Models inDemand

Painting, Coating, and Decorating Workers inDemand

Combined Assessment Result

Your combined assessment results.

Based on your assessment results, you may be interested in the following Career Clusters. The percentages below indicate the match between occupations in the **Achievement** work values code and those in the Cluster.

21% Law, Public Safety, Corrections & Security

19% Arts, A/V Technology & Communications

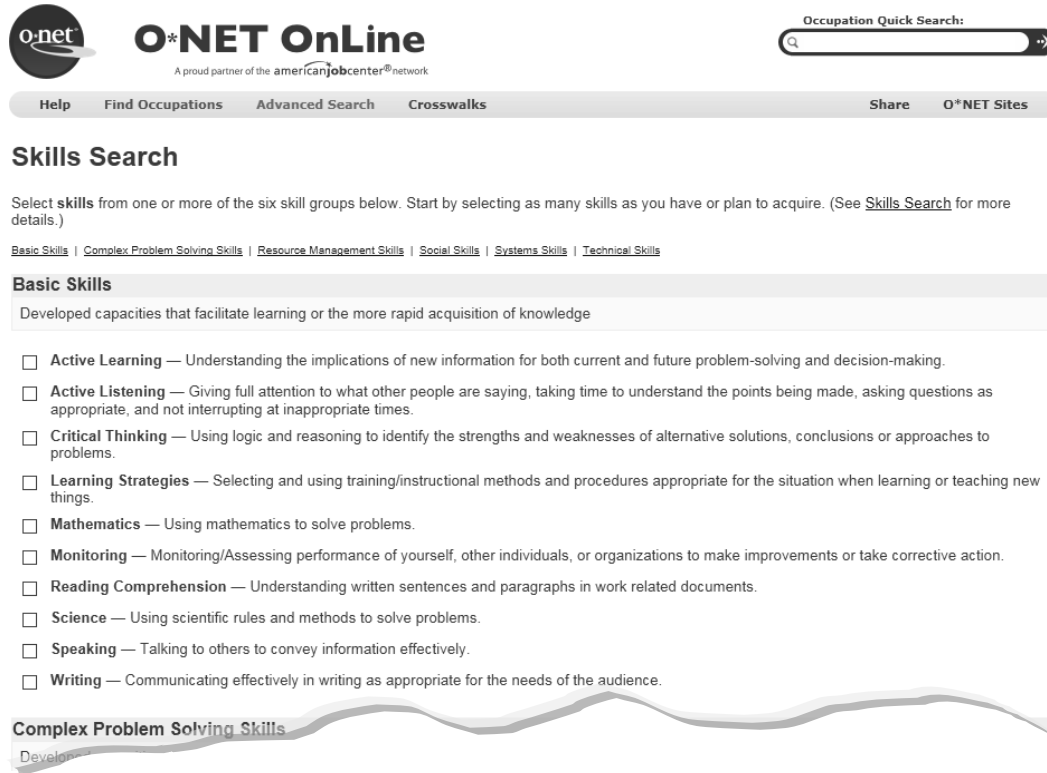
17% Marketing

Skills to Occupations

O*Net Skills Search

<http://www.onetonline.org/skills/>

The O*Net Skills Search assessment matches the W-2 participant's self-reported skills to specific occupations.



O*NET OnLine
A proud partner of the americanjobcenter® network

Occupation Quick Search:

Help Find Occupations Advanced Search Crosswalks Share O*NET Sites

Skills Search

Select **skills** from one or more of the six skill groups below. Start by selecting as many skills as you have or plan to acquire. (See [Skills Search](#) for more details.)

[Basic Skills](#) | [Complex Problem Solving Skills](#) | [Resource Management Skills](#) | [Social Skills](#) | [Systems Skills](#) | [Technical Skills](#)

Basic Skills

Developed capacities that facilitate learning or the more rapid acquisition of knowledge

- ☐ **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- ☐ **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- ☐ **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- ☐ **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- ☐ **Mathematics** — Using mathematics to solve problems.
- ☐ **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- ☐ **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- ☐ **Science** — Using scientific rules and methods to solve problems.
- ☐ **Speaking** — Talking to others to convey information effectively.
- ☐ **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.

Complex Problem Solving Skills

Developed capacities that facilitate learning or the more rapid acquisition of knowledge

The W-2 participant self-reports his or her skills in the following areas:

- Basic Skills,
- Complex Problem Solving Skills,
- Resource Management Skills,
- Social Skills,
- Systems Skills, and
- Technical Skills.

If the W-2 participant believes s/he doesn't possess a particular skill, s/he simply doesn't check it.

After the W-2 participant enters his or her responses, the site lets him or her select the Job Zone that s/he wishes to browse. The five Job Zones vary based on the amount of education or training needed, i.e., none to extensive. The Job Zone selected by the user will depend on the amount of education, training, and experience s/he will need for the occupation. The occupations that display are based on his or her reported skills.



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Occupation Quick Search:

[Help](#)
[Find Occupations](#)
[Advanced Search](#)
[Crosswalks](#)
[Share](#)
[O*NET Sites](#)

Browse by Job Zone

Job Zones group occupations into one of five categories based on levels of education, experience, and training necessary to perform the occupation.

Two: Some Preparation Needed
Go

Job Zone Two: Some Preparation Needed
[Save Table \(XLS/CSV\)](#)

Learn more about this Job Zone's level of experience, training, and education in [OnLine Help](#).

275 occupations displayed.

Sort by:

Code
Occupation ▲

27-2011.00	Actors
51-9191.00	Adhesive Bonding Machine Operators and Tenders
45-2091.00	Agricultural Equipment Operators
45-2011.00	Agricultural Inspectors 
53-1011.00	Aircraft Cargo Handling Supervisors
51-2011.00	Aircraft Structure, Surfaces, Rigging, and Systems Assemblers 
53-3011.00	Ambulance Drivers and Attendants, Except Emergency Medical Technicians  Bright Outlook
33-9011.00	Animal Control Workers
39-2011.00	Animal Trainers
27-2021.00	Athletes and Sports Competitors
49-3021.00	Automotive Body and Related Repairers
49-3022.00	Automotive Glass Installers and Repairers

Interests to Occupations

O*Net Interest Profiler

<http://www.mynextmove.org/explore/ip>

O*NET Interest Profiler

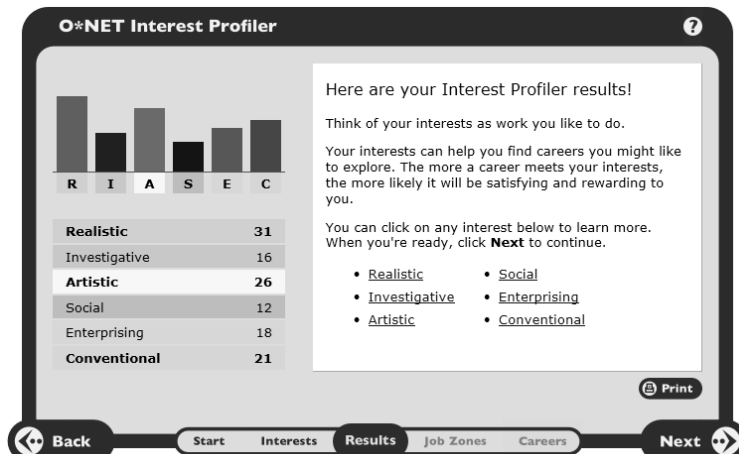
Progress:

Page 1 of 5
0 of 60 questions

	Strongly Dislike	Dislike	Unsure	Like	Strongly Like	
1	☐	☐	☐	☐	☐	Build kitchen cabinets
2	☐	☐	☐	☐	☐	Lay brick or tile
3	☐	☐	☐	☐	☐	Develop a new medicine
4	☐	☐	☐	☐	☐	Study ways to reduce water pollution
5	☐	☐	☐	☐	☐	Write books or plays
6	☐	☐	☐	☐	☐	Play a musical instrument
7	☐	☐	☐	☐	☐	Teach an individual an exercise routine
8	☐	☐	☐	☐	☐	Help people with personal or emotional problems
9	☐	☐	☐	☐	☐	Buy and sell stocks and bonds
10	☐	☐	☐	☐	☐	Manage a retail store
11	☐	☐	☐	☐	☐	Develop a spreadsheet using computer software
12	☐	☐	☐	☐	☐	Proofread records or forms

Back Start Interests Results Job Zones Careers Next

The O*Net Interest Profiler asks the user to respond to 60 statements by indicating whether s/he **strongly dislikes, dislikes, is unsure about, likes, or strongly likes** the described work activity. When the responses are completed, the user can go back and reconsider **unsure** responses before submitting, thereby receiving more accurate profile results.



The user's Interest Profiler results display after he or she submits the responses. The user should think of the interest results as work s/he likes to do. In this example, the primary work interests are **Realistic, Artistic, and Conventional**.

O*NET Interest Profiler

Interests + Job Zones Careers

To focus your search, think about the following question:

How much education, training, and experience do I need to do the job?

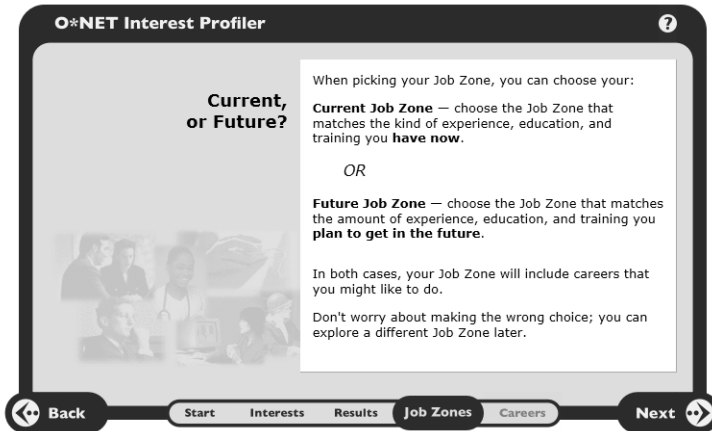
Each O*NET career is in one of five **Job Zones**, which are groups of careers that need the same level of **experience, education, and training**.

Different careers need different amounts of preparation. You will be asked to pick a Job Zone. Using your Job Zone and your Interests, the Interest Profiler will help you identify and explore careers that might be right for you.

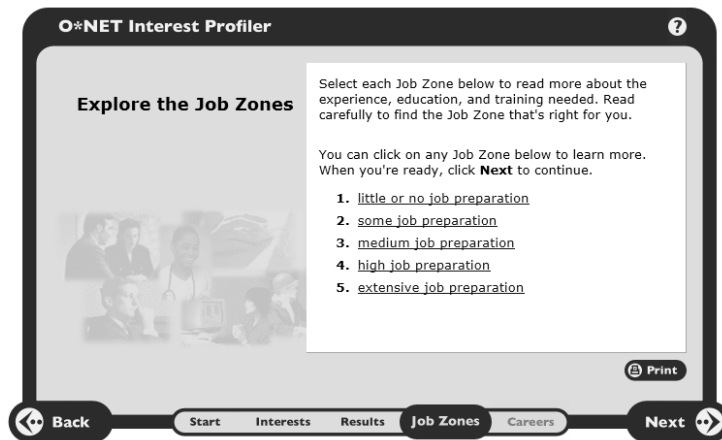
None Minimal Moderate Extensive Very Extensive

Back Start Interests Results Job Zones Careers Next

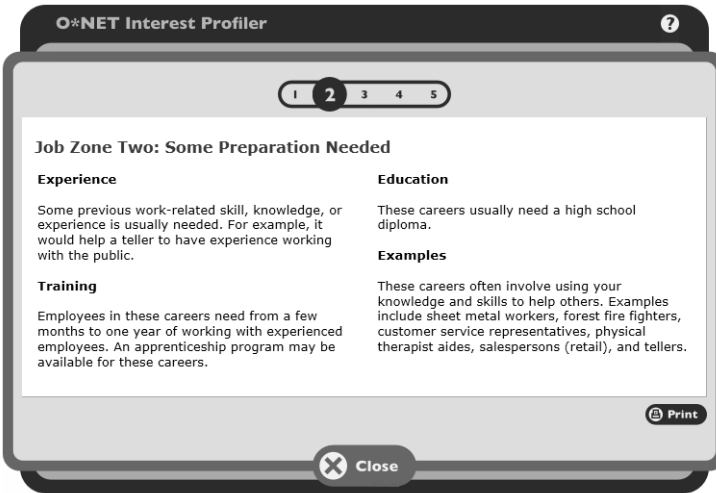
The five Job Zones, as in the Skills Search assessment, vary based on the amount of education or training needed, i.e., none to extensive. The Job Zone selected by the user will depend on the amount of education, training, and experience he or she will need for the occupation.



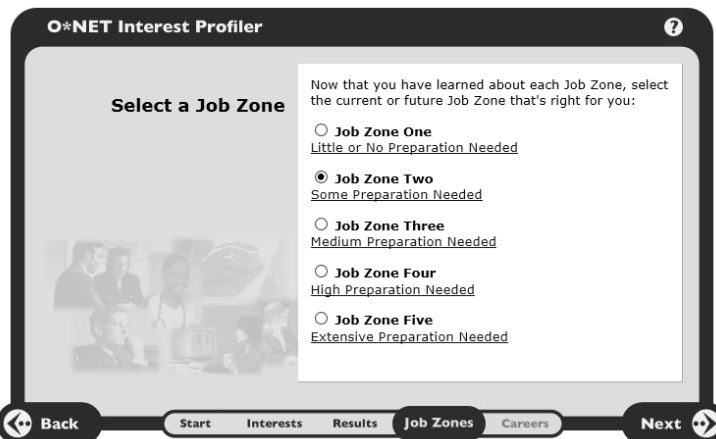
The user must pick a Job Zone based on his or her **current** or **future** experience, education, and training. Again, the zones vary over five levels in education and training. All zones include occupations the user might like to do.



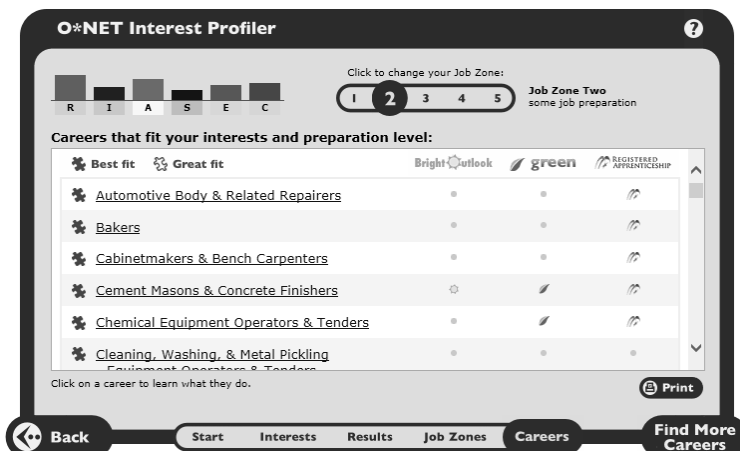
By clicking a hyperlink, the user can explore which Job Zone s/he will want to select.



This is an example of a Job Zone.



The user in this example selects Job Zone Two for occupations requiring some preparation.



This slide displays O*Net careers that fit the user's interests and chosen preparation level. A puzzle piece represents each occupation as a "best fit" or "great fit." Also noted is whether the career has a bright outlook, is in a green economy, and has an apprenticeship program.



Understanding Annie's Assessment Results

Annie is a 27-year-old single mom of two children who are in elementary school. Annie has a high school diploma, but no other schooling. Annie has worked as a waitress in area restaurants and enjoys the work, but feels there is no opportunity for advancement. Annie is unsure what to do or what field to work in next.

Annie has completed the O*Net Interest Profiler, CareerOneStop Work Values, and O*NET Skills Search assessments. Review her results. What information do they provide you and Annie?

1. What do each of the Assessment Results tell you?

- O*NET Interest Profiler:

- CareerOneStop Work Values:

- O*NET Skills Search:

2. How are the results similar and/or different?

3. What stands out as important information in these results?

Explore Careers

The assessment step in employment search holds the key to how to proceed in exploring potential career options with the W-2 participant. The assessment results outline the W-2 participant's vocational and career interests. The conversation the two of you have will lay out the W-2 participant's career exploration goals and the steps needed to reach them.

You, in your capacity as W-2 agency staff, have a role in creating the plan with the W-2 participant and in supporting his or her career exploration.

Skill Explorer

Now that you and the W-2 participant have assessment results, it's time to start putting those results into action. Skill Explorer, available through the Job Center of Wisconsin at <http://skillexplorer.wisconsin.gov/Search.aspx>, can assist you and the W-2 participant in starting the career exploration process.

For W-2 participants, Skill Explorer looks beyond job titles to help explore new occupations that share similar skills and knowledge with their current job or a job of interest. In turn, you can use this tool to assist W-2 participants identify transferable skills, career pathways opportunities and training needs.

Just type in a current or past job experience.

Skill Explorer: Linking people, skills and knowledge to job postings.

Skill Explorer looks beyond job titles to match you with new opportunities related to the skills and training you already have. Jobs you may not have considered. It's a smart way to widen your career options and find a great job.



Enter your current or past **job experience**.



Select the **best match** to what you entered.



Choose **any** job that shares your **skills & explore!**

Enter your current or past job experience:

Cashier

Find My Matches

Choose the best match for the current career.

☒ Enter your current or past **job experience**.
 ☐ Select the **best match** to what you entered.
 ☐ Choose **any** job that shares your **skills & explore!**

Enter your current or past job experience:

Cashier

Find My Matches

Keyword Matches to Your Past or Current Job

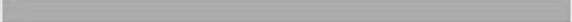
Select the job title that best describes the job you entered.

- Cashiers
- Gaming Change Persons and Booth Cashiers
- Gaming Cage Workers
- First-Line Supervisors of Office and Administrative Support Workers
- First-Line Supervisors of Retail Sales Workers
- Parking Lot Attendants
- Counter and Rental Clerks
- Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
- Cooks, Institution and Cafeteria
- Combined Food Preparation and Serving Workers, Including Fast Food

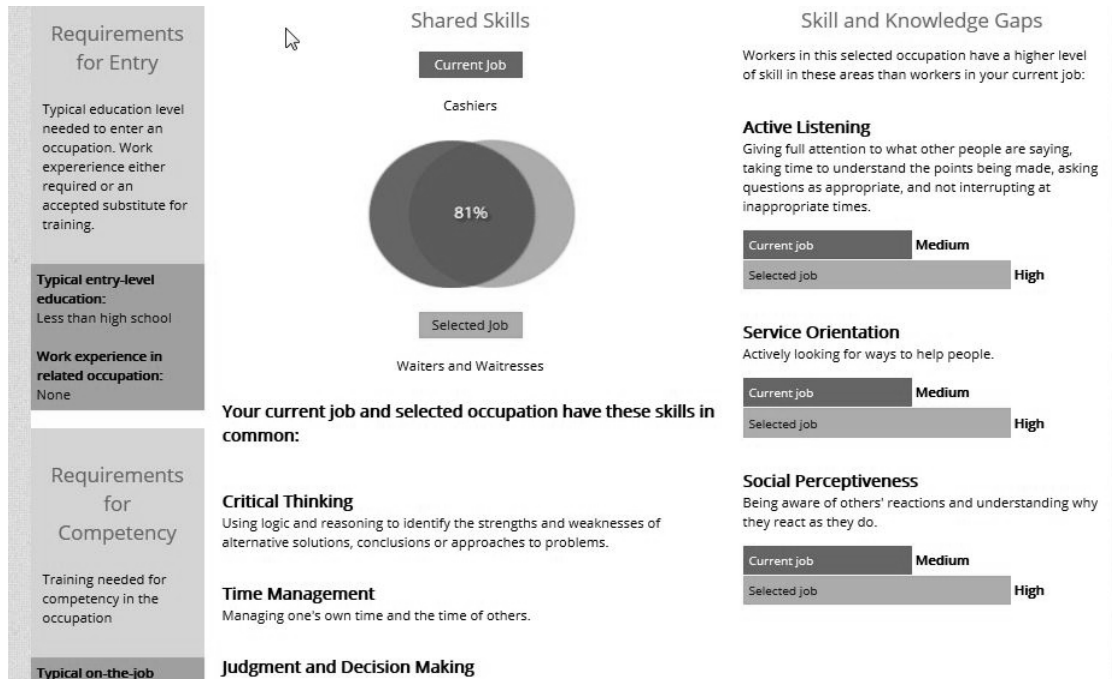
A list of careers using similar skills sets will appear. The W-2 participant can choose other career options to explore.

☒ Enter your current or past **job experience**.
 ☒ Select the **best match** to what you entered.
 ☐ Choose **any** job that shares your **skills & explore!**

Best Job Matches With Shared Skills

	Typical Earnings	Entry Level Education Requirements	Current Openings
Starting with your current occupation Cashiers  100%	\$19,380/year \$9.32/hour	Less than high school	500+
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop  82%	\$18,210/year \$8.75/hour	Less than high school	163
Waiters and Waitresses  81%	\$19,310/year \$9.28/hour	Less than high school	500+
Gaming Cage Workers  78%	\$25,480/year \$12.25/hour	High school diploma or equivalent	4
Stock Clerks and Order Fillers  77%	\$23,950/year \$11.52/hour	Less than high school	500+
Gaming and Sports Book Writers and Runners  77%	Unavailable/year Unavailable/hour	High school diploma or equivalent	2

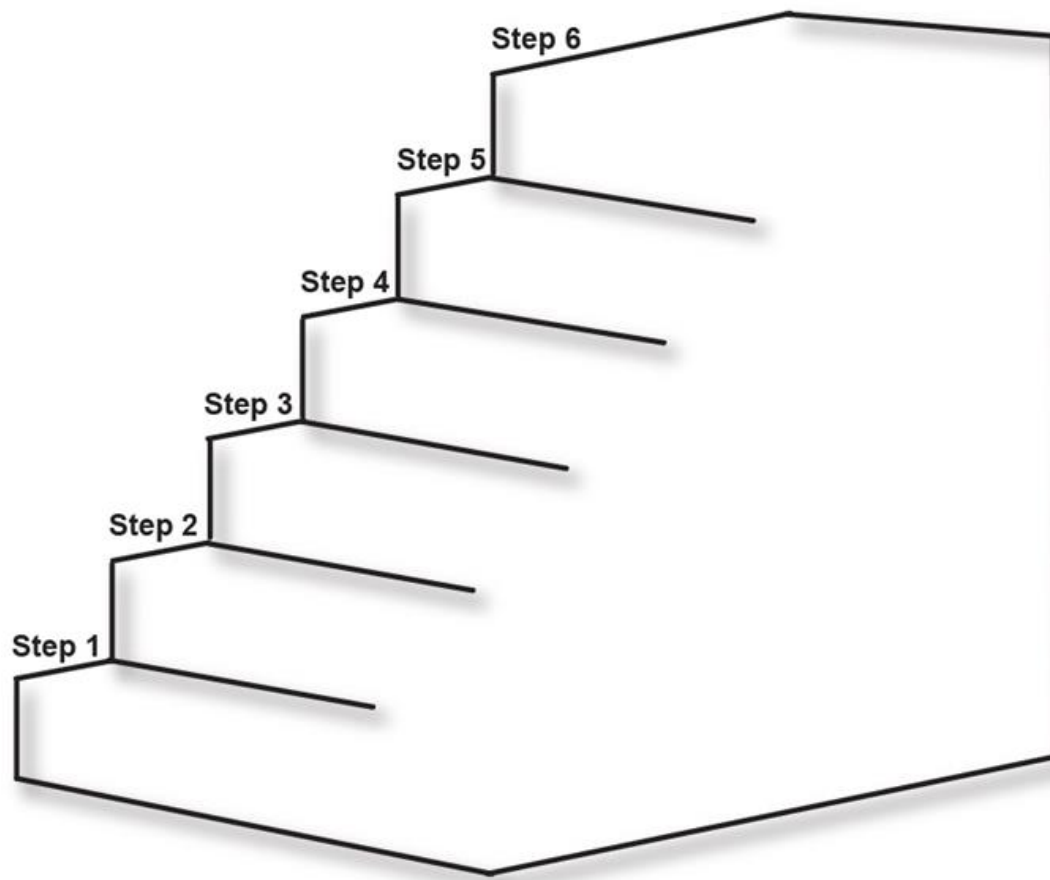
After choosing a career to explore, the W-2 participant is given information on job requirements, shared skills, skill and knowledge gaps, etc. This information can be used to determine if this is a potential career path moving forward. It also allows you to assist the W-2 participant in developing a plan of action.



Informational Interviewing

After you and the W-2 participant complete the assessment of his or her interests, skills, and work style, and target an occupation, it is time to learn more about the occupation. This is informational interviewing.

Using Informational Interviewing to Explore Careers



The Benefits

Using informational interviewing has benefits for the W-2 participant, regardless of the perceived level of his or her job readiness.

The W-2 participant can:

-
-
-
-
-
-

The Requirements of the Job

Having the Skills and Abilities, but Not Meeting the Requirements

During the career exploration process, the W-2 participant can raise his or her hopes when reading about a job opening's responsibilities. S/he will note the skills and abilities the employer is looking for and think s/he is the perfect match for the position. Then the employer adds the list of job requirements.

Case Manager Job Description

Preferred Skills:

- Case Management: Record, organize and manage participant and agency information in a manner consistent with program guidelines.
- Intakes and Overviews: Conduct program overviews and service intakes with referred participants. Educate participants about program requirements.
- Assessment/Resource Referral/Data Management: Assess participant to determine work readiness. Recommend training or educational opportunities as needed and assist participants during their job search. Identify barriers to employment and self-sufficiency and recommend supports as needed. Work collaboratively with partner staff.

Job Requirements:

- Education: Bachelor's degree in psychology, education, social work, business or related area or comparable experience. Experience: Two years of experience in adult education, social work, business, or related area is required.
- Skills: The applicant must be skilled at preparing program participants for the job market. Must be able to identify transferable skills as they apply to job opportunities and possess strong documentation skills as well as written and verbal communication skills. Excellent assessment and case management skills. Be skilled in motivational techniques and able to communicate effectively with diverse populations. Strong time management, organizational and computer skills are necessary. Bilingual in Somali and English.



Using Assessment Results to Explore Careers



How to Use the Assessment Results

Let's return to Annie's assessment results. We've reviewed her results for understanding and have discussed ways to explore careers through skill exploration, informational interviewing and understanding job requirements.

How can you and Annie use her assessment results to further explore careers she is interested in or suited for? Complete an Employability Plan for Annie, taking into account her assessment results and activities that allow for further career exploration.

Create a Plan and Set Goals

After you and the W-2 participant have reviewed his or her assessment results and explored careers, the next step is to create a plan and set goals. You and the W-2 participant can use Skill Mapping and the Career Pathway process, either to lay out the W-2 participant's plan of action in securing a job in a specific field, or to create a career development plan to advance in the field in which s/he is working.

Skill Mapping

Skill Mapping is the process that W-2 participants will use to identify the skills and experience that companies require for specific positions, and then match those requirements with their own skills. In some instances, these skills will overlap, but it is necessary to break those down to identify specific sub-skills.

Most jobs require specific skills. However, employers in every field require general skills. It is important to keep those in mind when considering employability (Monash University, 2013).

What are the general skills required by employers?

-
-
-
-
-
-
-

Self-knowledge of soft skills, hard skills and transferable skills, as well as the individual's strengths and weaknesses, are important in becoming a more effective and competitive job seeker. It is true that not all job seekers will meet the requirements for every job, but self-knowledge can help job seekers in their aim to be the "perfect fit" for a specific opening. Through the Skill Mapping process, a W-2 participant will apply for jobs for which s/he will be the "perfect fit."

Career Pathways: Pre- and Post-Employment

You and a W-2 participant can use the Career Pathway process, either to lay out his or her plan of action in securing a job in a specific field, or to create a career development plan to advance in the field in which s/he is working.

The process should include using the information from Step 1: Assess the W-2 Participant (i.e., the completion of a Career Interest Inventory), so that you and the W-2 participant know which path s/he is most interested in taking. Also, note these three important factors when selecting a pathway.

- The occupation's _____,
- The occupation's _____, and
- The _____ required.

Where can you and the W-2 participant find information on the responsibilities, skills and education s/he will need? That information is in Career Clusters.

What is a Career Cluster?

A Career Cluster is a broad grouping of careers in the same field of work that require similar skills.

How can Career Clusters help?

Career Clusters are used to explore careers and focus education plans toward gaining the necessary knowledge and skills for success in a Career Pathway.

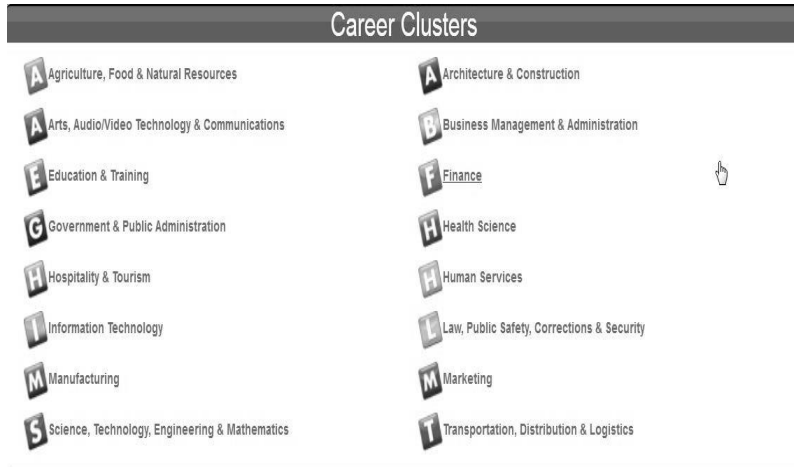
(WTCS, <http://adults.wicareerpathways.org/>)

You can locate Career Clusters online at:

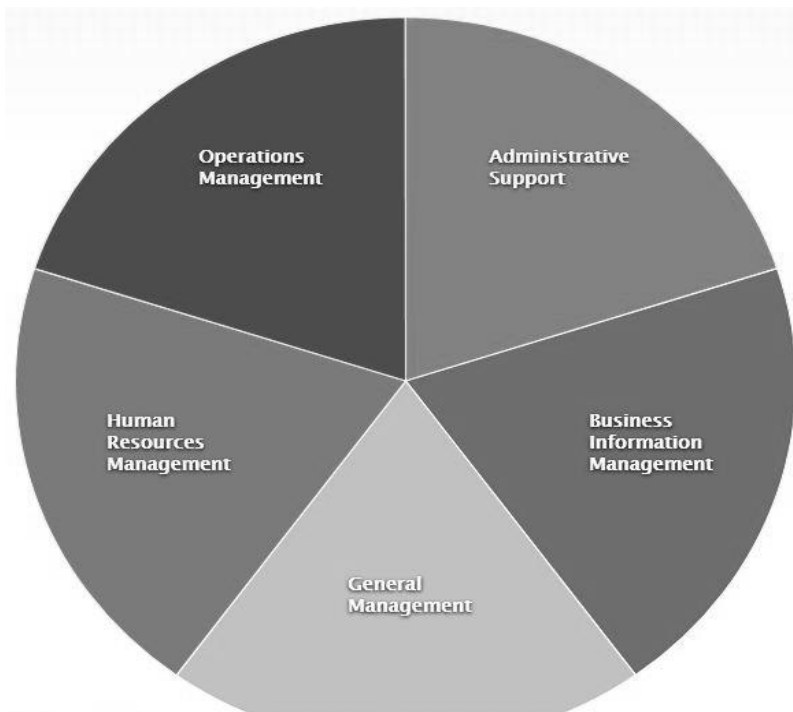
- Wisconsin Department of Public Instruction (DPI) http://cte.dpi.wi.gov/cte_clustersandpaths, or
- Wisconsin Technical College System (WTCS) <http://adults.wicareerpathways.org/>.

On its “Career Clusters and Pathways” web page, DPI lists the nationally recognized 16 Career Clusters and their numerous Career Pathways. By clicking a hyperlinked pathway, you can access its specific Program of Study Plan.

Although the Program of Study Plan is intended for students, providing guidance in the development of a secondary and post-secondary Career Pathway, the adult seeking direction on his or her own Career Pathway will find recommended career and technical courses central to his or her chosen path, as well as courses and organizations related to that path.

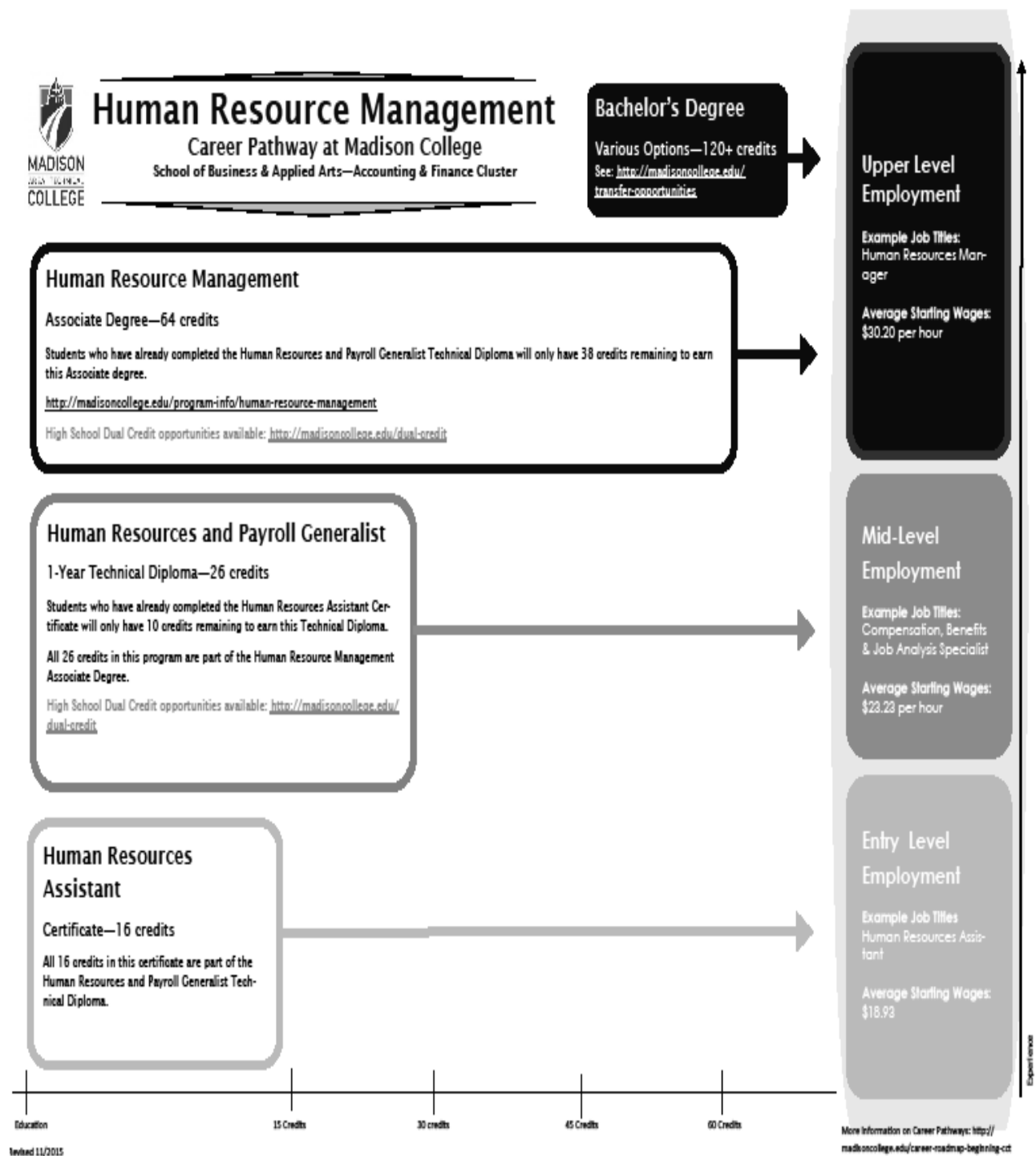


Wisconsin's Career Pathways from WTCS is an easy-to-use website that breaks down the 16 different career clusters.



Let's look at Business Management & Administration. You can see from this career cluster there are subsections that can be explored further. The site also offers videos and learning apps related to these careers.

With this information, the W-2 participant now has the ability to develop a career plan.



Whichever Career Pathway s/he chooses, whether it is in the pre- or post-employment phase, it has the potential to benefit the W-2 participant looking for an occupation that meets his or her skills and interests, the worker looking at advancement, and employers looking for employees that meet their business needs.

Remember the benefits of Career Clusters and Pathways process:

For Workers:

- Predictable path to job advancement and higher wages
- More employer support; easier access to education
- More security
(WTCS, <http://adults.wicareerpathways.org/>)

For Employers:

- Larger pool of qualified workers
- Better pipeline to fill skilled jobs from within
- Higher retention, employee loyalty

Expand Skills

Does the W-2 participant have the skills and education the employer requires? Where could you find the information about a W-2 participant's skills and education?

This information should come from assessments and the career exploration where the W-2 participant can learn more about what an employer may be requiring. Ways to expand W-2 participant's skills are through education and training.

When looking at different options to expand a W-2 participant's skills, it's important to review Labor Market Information (LMI) to ensure you are matching his or her skills or skills needed to the needs of the current labor market.



Expanding Joe's Skills

Joe has an auto mechanic certification, and has held three jobs in the past four years. He lost his job a month ago. When you ask Joe why he lost his job, he states that he was late a few times and feels like his coworkers were out to make him look bad.

What type of skills would you need to address with Joe before you have him search for another job, and why?

Soft Skills

Below are different types of soft skills needed in the workplace. Review with the W-2 participant different types of skills he or she may need before starting employment search.

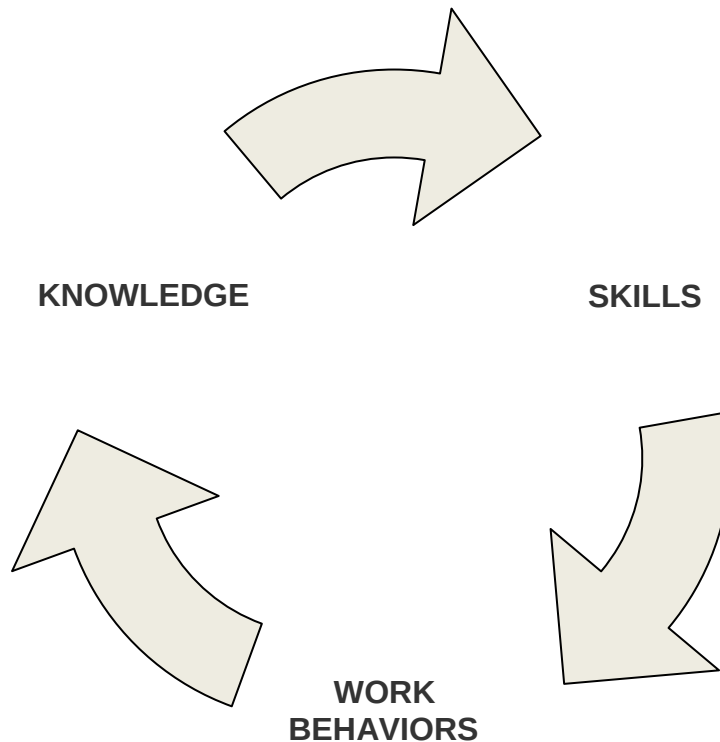
Skill Set	Description
Basic Skills	These are skills needed by almost all workers. These skills are very important to have. Writing, for example, is a basic skill that gets you into a good job.
People Skills	These are some of the most needed and wanted skills. They're sometimes called "soft skills." These skills help people to work well with others.
Management Skills	All workers, not just managers, need these skills. Employers hire people who can keep track of projects, money, and their time.
Technical Skills	Technology includes computers and equipment. Computers are common in most workplaces. People in all occupations should know how to work with technology.

Work Experience

Work Experience can be an excellent way to assist W-2 participants in expanding skills needed for the career sector they have chosen based on their assessment results.

According to BWF Operations Memo 15-06, maximizing the use of the Work Experience activity is a best practice recommended to W-2 agencies for meeting the Federal TANF Work Participation Rate (WPR) (See BWF Operations Memo 15-06).

In addition, the Work Experience activity provides the W-2 participant with work opportunities that are related to his or her career interests, and that develop:



(Kerr, 2008)

Ensure that you use the W-2 participant's vocational and career assessment results to place him or her at a Work Experience site that aligns with his or her skills, interests, and abilities.

The Benefits

Using Work Experience has benefits for the W-2 participant regardless of the level of his or her job readiness as long as s/he finds the work activity meaningful.

The appropriate assignment to Work Experience is beneficial in at least two ways:

- It provides the W-2 participant the opportunity to learn more about and explore the career in which s/he is interested, and
- It can help both the W-2 agency and Wisconsin meet the WPR requirement.

Remember, when assigning Work Experience as a primary work training activity, assign at least 25 hours per week. This ensures that even with a small amount of non-participation, the W-2 participant still is able to meet the 20-hour Core work participation requirement.



BWF Operations Memo 15-06



Expanding Joyce's Skills

Joyce completed career and interest assessments. Based on her results, she is interested in the clerical career cluster. She specifically wants to work at a front desk answering phone calls and greeting customers. Joyce completed her Work Experience as a front desk assistant two weeks ago. She was able to explore the clerical field and identify the skills she wants to expand. Joyce stated she enjoyed answering phones, greeting customers and filing, but was uncomfortable with a computer.

What skills does Joyce need to expand in order to gain a job in her field of interest?

What would you do in order to address the skills she needs?



Education and Training

W-2 policy is clear on education and training. The program “emphasizes that education and training is a pathway to meaningful employment.” (See W-2 Policy Manual [8.1](#)) It encourages Job Skills Training when “these training courses [are] tied directly to occupations for which there are job openings in the community.” (See W-2 Policy Manual [8.3.2.2](#))

Job Skills Training has become even more important when considering the WPR and W-2 agencies’ efforts to meet it. It also is another best practice recommended to W-2 agencies for meeting the Federal TANF WPR requirements (See BWF Operations Memo 15-06).

Types of Education Options

Education Options	Description
Adult Basic Education	Adult Basic Education classes typically are free. They help individuals who are not in school. Individuals can improve their basic skills such as reading, math, listening, and speaking. Some classes help prepare individuals for better jobs or for getting ready for more education. W-2 participants in a CSJ placement can be assigned up to 10 hours of education per week, and participants in a W-2T placement can be assigned up to 12 hours per week of education.
Certifications	Certifications are tests that measure work knowledge. Some employers like hiring people with these skills. Interested students should ask if their school will prepare them for the certification exam. Many certifications require a degree. Here is a list of certifications: www.careerinfonet.org/certifications_new/default.aspx
Degrees	A degree is given by a college or university. It means that a W-2 participant completed a course of study. An associate's degree usually takes 2 years or less. A bachelor's degree usually takes 4 years or more. - Here is short-term training that is less than two years: www.careerinfonet.org/ShortTermTraining/default.aspx. - Here is training that is more than two years: www.careerinfonet.org/edutaining
Licenses	Licenses are the knowledge and skills required for some jobs. License requirements often vary by state. It is against the law to work in these jobs without having a license. These workers need to keep going to school to keep their license current. Individuals should ask if a school will prepare them for a license.

Additional Education and Training

Job Skills Training, On Its Own or In Combination



Aggregation of Education and Training Hours



Training Programs in Response to Employer Request

Technical Colleges and Workforce Development Boards

Designing Sector Based Training



Find a Job

You have assessed the W-2 participant; he or she explored career options, created a plan and set goals, and expanded his or her skills; and now it's time for him or her to find employment!

Make sure you understand your current area's labor market to ensure you are attaching W-2 participants to relevant jobs.

Resume or Application Creation

Depending on the W-2 participant's skill, abilities and values; where he or she fits in for entry/reentry into the workforce; and what the matching employer's requirements are, a resume may not be his or her go-to document.

If a W-2 participant does not have a resume, he or she may have to use a job application as a standalone document in the application or job search process.

What can a W-2 participant do to ensure that he or she submits an application that will trigger a job interview?

- Recognize a poorly completed job application and the adverse impact it can have on job search (Kelly, 2013).
- Practice completing job applications (free templates are available online; one example is at <http://www.yourprintablepdf.com/printable-pdf-generic-employment-application-form/>).
- Follow the 80 Percent Rule, meaning the W-2 participant should meet at least 80% of the employer's job requirements before applying.
- Have the FEP review the job application before it is submitted to the employer.

Application Example

COMPANY NAME: - Costume Village -
Employment Application

APPLICANT INFORMATION

Last Name SIMPSON First JESSI M.I. _____ Date JAN 21, 2014
Street Address 310 VAN NESS Apartment/Unit # C
City MYTOWN State WISCONSIN ZIP 53704
Phone 920-344-0121 E-mail Address PARTYTYGER@GMAIL.COM
Date Available NOW Social Security No. 098-17-6655 Desired Salary 18/HOUR
Position Applied for ANYTHING
Are you a citizen of the United States? YES ☒ NO ☐ If no, are you authorized to work in the U.S.? YES ☒ NO ☐
Have you ever worked for this company? YES ☐ NO ☒ If so, when? _____
Have you ever been convicted of a felony? YES ☐ NO ☒ If yes, explain UNSURE - WILL GO OVER WITH YOU IN THE INTERVIEW

EDUCATION

High School MYTOWN HS Address 21 HIGH SCHOOL LOOP
From FRESH To SENIOR Did you graduate? YES ☒ NO ☐ Degree CERTIFICATE
College ONLINE UNIVERSAL Address ONLINE
From FEW To HOURS Did you graduate? YES ☐ NO ☒ Degree TO EXPENSIVE
Other _____ Address _____
From _____ To _____ Did you graduate? YES ☐ NO ☐ Degree _____

REFERENCES

Please list three professional references.

Full Name BEV FISHER Relationship CHILD PROTECTION SOC WORKER
Company COUNTY SOC WORK SERVICES Phone (920) 455-1232
Address COUNTY COURT HOUSE
Full Name GINGER WELLS Relationship NURSE
Company RED CROSS BLOOD BANK Phone (UNKNOWN BUT IN BOOK I AM SURE WILL CHECK IN BOOK)
Address BLOOD BANK EASTSIDE
Full Name MR. E. HOPPER Relationship PRINCIPAL
Company MYTOWN H.S. Phone () BOOK (WILL CHECK ALL NUMBERS BEFORE INTERVIEW)
Address SEE ABOVE IN ED.

PREVIOUS EMPLOYMENT

Company **CULVERS** Phone **920 356-9222**
 Address **ROSEBUSH MALL** Supervisor **DENNIS**
 Job Title **COUNTER** Starting Salary **\$ 180/WEEK** Ending Salary **\$ 180/WEEK**
 Responsibilities **TAKE ORDERS AND RUN CASH REGISTER**
 From **9/13** To **12/13** Reason for Leaving **PERSONAL ISSUE**
 May we contact your previous supervisor for a reference? YES ☒ NO ☐
 Company **TAILS IN PAWS** Phone **(920) 357-0351**
 Address **233 ROCKY ROAD** Supervisor **S. HELLERUD**
 Job Title **OVERNIGHT PET CARE ASSISTANT GROOMER** Starting Salary **\$ 320/WEEK** Ending Salary **\$ 320/WEEK**
 Responsibilities **PET SITTING ~~OVERNIGHT~~ GIVE DOGS BATHS**
 From **6/13** To **8/13** Reason for Leaving **MISTAKE ~~WAS~~ ACCUSED. WILL DISCUSS**
 May we contact your previous supervisor for a reference? YES ☐ NO ☒
 Company **SALLY'S DINER** Phone **(920) 356-5020**
 Address **10 N. MAIN** Supervisor **SALLY B.**
 Job Title **WAITRESS** Starting Salary **\$ 350 MO. ~~OR LESS~~** Ending Salary **\$ 350 MO. + TIPS**
 Responsibilities **WAIT ON PEOPLE, TAKE ORDERS, BRING FOOD**
 From **12/08** To **5/12** Reason for Leaving **HAD BABY**
 May we contact your previous supervisor for a reference? YES ☒ NO ☐

MILITARY SERVICE

Branch **NONE** From To
 Rank at Discharge Type of Discharge
 If other than honorable, explain

DISCLAIMER AND SIGNATURE

I certify that my answers are true and complete to the best of my knowledge.
 If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

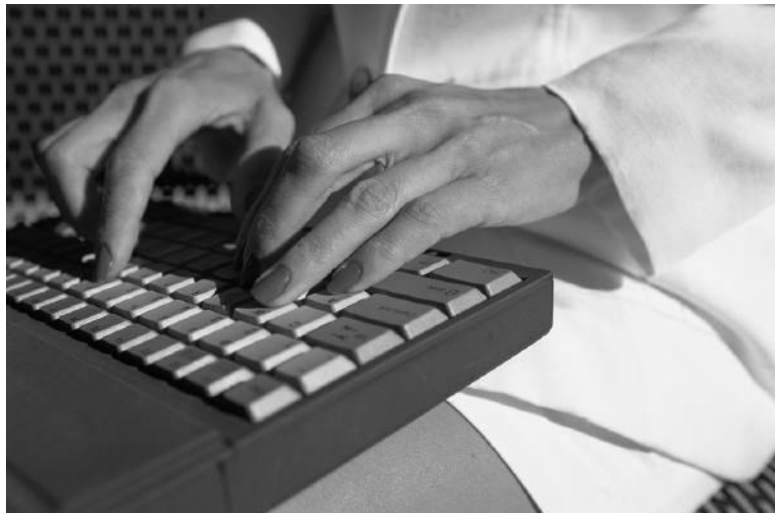
Signature **Jessi Simpson** Date **1/21/2014**

Retooling the Cover Letter and Resume

In the not too distant past, a person remained with the same employer for his or her entire working life. When s/he applied for the job, he or she probably used the cover letter and resume that was the norm at that time. The cover letter expressed interest in the job opening, confidence that the person was perfect for the job, and interest in hearing from the employer soon. The resume was chronological, meaning an employer-by-employer summary of the job seeker's where-and-when work history: business names and addresses, job titles, and employment begin and end dates.

The standard cover letter and chronological resume have gone the way of a person remaining with the same employer for his or her entire career. Why? What is missing from the chronological resume?

-
-
-
-
-



The Retool How-to

Cover Letter

- Personalize the cover letter for each job applied for, and
- Include a table in the middle paragraph of the cover letter laying out in black-and-white and point-for-point the positive job seeker-to-employer match, the concrete evidence (Estepani, 2013). For example, in the cover letter of a job seeker applying for a customer service representative position, the employer would read:

You require:	I have:
An individual who responds to customer inquiries, requests or complaints in a prompt and courteous manner	Responded to Tri-State Airways customer questions regarding ticketing kiosks, upgrade requests and complaints about luggage pricing in a polite manner and without delay
An individual who can enter and edit customer information and product orders in appropriate databases	Entered and updated customer information in the Tri-State Airways database in instances where customers were present or while they were on the telephone, ensuring that their information in our database was accurate and current (accuracy and timeliness verified by TSA's frequent monitoring policy)

When creating the cover letter, you and the W-2 participant must be clear on:

- The W-2 participant's skills;
- The employer's need, based on the job posting;
- How the W-2 participant is the solution to that need; and
- What the W-2 participant can show to validate his/her claim for being the solution to the employer's need.

In a word, you and the W-2 participant must think **Marketing**.

Evolving to a 21st Century Resume

Chronological	21 st Century
Looks Backward	Looks Forward
Focused on Tasks	Focused on Skills/Talents
Chronological Listing of Information Items	Bundled Skill Sets
Ordered Facts	Specific Skills/Talents Positioned in the Upper Left Hand Quarter of the Resume
Uses Weak Phrasing, such as, "I was responsible for..."	Uses Power Verbs and Adjectives; Tightly Edited

- Personalize the resume for each job applied for
- **The W-2 participant has to write it – it has to be his/hers**
- To ensure use of the right words, see the Job Center of Wisconsin brochure, The Right Words to Use in Your Job Search
<http://www.wisconsinjobcenter.org/publications/9463/9463.pdf> (a copy of this brochure is included in the Appendix of this Participant Guide)
- Utilize the Job Center of Wisconsin's resume builder and posting tool available on the Job Center's home page <https://jobcenterofwisconsin.com/Default.aspx>
- The FEP should help edit the resume into a crisp, tell-the-story document

Ask Yourself:

- Do the W-2 participant's skills match the employer's needs by 80% or more?
- Has the FEP/Case Manager assisted in writing the cover letter and resume? If not, has s/he checked the W-2 participant's work?
- Are the cover letter and resume customized to a specific job opening?
- Has the W-2 participant, in his or her own voice, thanked the employer for his or her time?

Chris Attwater

567 Rosewood Lane ♦ Anytown, WI ♦ (960) 555-1212 ♦ cattw@somedomain.com

PROFILE

*Service-oriented individual committed to providing quality customer service.
Able to actively listen to customers to accurately record orders and provide a pleasant experience.
Conveys information in clear and professional manner.
Flexible and versatile – able to maintain a sense of humor under pressure.
Poised and competent, with demonstrated ability to handle multiple tasks at once.
Thrives in fast-paced work environment.*

Skills Summary

- | | | |
|--------------------|--------------------|-----------------|
| ♦ Customer Service | ♦ Food Preparation | ♦ Food Safety |
| ♦ Cash Handling | ♦ | ♦ Multi-Tasking |

PROFESSIONAL EXPERIENCE

FOOD SERVICE/CUSTOMER SERVICE

- ♦ Accept payment from customers, and make change as necessary.
- ♦ Clean and organize eating, service, and kitchen areas.
- ♦ Collect and return dirty dishes to the kitchen for washing.
- ♦ Communicate with customers regarding orders, comments, and complaints.
- ♦ Cook or reheat food items such as French fries.
- ♦ Prepare and serve cold drinks, or frozen milk drinks or desserts, using drink-dispensing, milkshake, or frozen custard machines.
- ♦ Prepare daily food items, and cook simple foods and beverages, such as sandwiches, salads, soups, pizza, or coffee, using proper safety precautions and sanitary measures.
- ♦ Relay food orders to cooks.
- ♦ Serve customers in eating places that specialize in fast service and inexpensive carry-out food.

EMPLOYMENT HISTORY

MCDONALD'S – Anytown, WI
Food Service Worker, 2015-2016

LAKEVIEW RESTAURANT & CAFÉ – Anytown, WI
Waitress, 2013-2014

EDUCATION

ANYTOWN SENIOR HIGH – Anytown, WI
High School Diploma

REFERENCES AVAILABLE UPON REQUEST

Interview Skills

When you think about preparing for an interview, don't overlook the possibility that a W-2 participant may need to take a skills test. Skills tests give employers another way to distinguish between different job candidates, see how they perform under pressure, and check the various claims they made on their resumes.

The W-2 participant may not always know if s/he will be required to take a skills test or what kind s/he would be asked to complete; here are some common skills tests.

- **Software frequently used in the field:** If a W-2 participant writes on his or her resume that s/he is proficient with specific software, s/he may be called on to prove it. Common programs tested prior to or during an interview include Microsoft Word and Excel, which are used in a wide range of jobs.
- **Programming languages:** If the W-2 participant says s/he is proficient in C++, and this is important to the employer, the W-2 participant might get tested.
- **Writing:** Many employers express annoyance with job candidates' lack of writing abilities. Depending on the job, the W-2 participant may need to prove that s/he can supply a clear set of instructions, draft a memo, or supply the copywriting for a company landing page.
- **Scenario-based tests:** These can take many forms. For example, if the position the W-2 participant is applying for is managerial, the W-2 participant may have to take a test demonstrating how s/he prioritizes, handles conflicts, increases group productivity, or provides insights into tricky situations. The test may be in a multiple-choice format or involve role-playing scenarios with the interviewer or with other interviewees.
- **General intelligence tests:** A W-2 participant might be asked to answer questions similar to those that would appear on an IQ test. Some tests may be more specific to a particular set of cognitive abilities, such as spatial reasoning, that are important for the job s/he is applying for.

Ensure the W-2 participant is as proficient as s/he claims on his or her resume, and that s/he can approach each test with confidence.



How Do You Interview?

Write down on a separate sheet of paper an interview question you have had a difficult time answering.

Exchange your question with a partner. Practice answering your partner's interview question. One person will be the interviewer, and one will be the interviewee.

It is important to practice interview skills with the W-2 participant. Whether your agency has a separate workshop, or the FEP and/or Job Developer practices with him or her, make sure there is practice, especially before an interview.

Talk with the W-2 participant and find out if s/he has a difficult question(s) that makes him or her stumble. Practice interviewing the question(s) so s/he is prepared.

Best Practice: Have the W-2 participant be the interviewer and the FEP and/or Job Developer be the interviewee so that you are able to model the behavior during an interview.

The 80 Percent Rule

A large number of job applicants never hear back from employers after applying for a position. The reasons vary. The resume may be outdated, or there may be a lack of key words in the cover letter and/or resume. An organization may receive 1,000 resumes for a job opening, and the W-2 participant's application was number 999. Common reasons a job seeker never receives a response from an employer include the large response to a posted position, and the job seeker clearly not being qualified, at least based on the information provided in his/her cover letter/resume. It would be better for employers and job seekers if those looking for work applied only for jobs for which they were qualified.

When reviewing an online job posting or an ad in the newspaper, W-2 participants must pay attention to job descriptions that list required skills and experience, preferred and/or desired by employers. This is the employer's way of letting the W-2 participant know whether or not to apply.

According to The Pongo Blog (2013), what do required, preferred and desired skills mean?

- **Required skills**
- **Preferred skills**
- **Desired skills**

The 80 percent rule establishes that W-2 participants should apply for a job **ONLY** if they meet the skill level and work experience required, preferred and desired for the specific job opening by 80 percent or more.

Applying the 80 percent rule will help W-2 participants avoid ineffectiveness and discouragement. Additionally, it will improve the chances of being successful in getting a call from prospective employers and securing employment (Estepani, 2013).



Retention

Now that the W-2 participant has a job, he or she may need your assistance in maintaining that job or advancing on the job. It is important to your agency to assist W-2 participants in maintaining their employment for at least 31 days, and 93 days for Performance Outcome Payments (POP) claims.

According to W-2 policy, there is the expectation that agencies will provide at least 12 months of follow-up services, with the goal of providing W-2 participants the assistance they need to stay employed and advance.

Though many of the follow-up activities relate to vocational education, pay special consideration to Job Retention Services (JR) for review of workplace demands and employer expectations, the potential for mediation of conflicts on the job, retention strategies and specific problem solving (W-2 Manual, 2014).

Maintaining Employment

Here are additional approaches to job retention services (Oregon Department of Human Services, 2014):

Assessment

- Determine if the W-2 participant has any issues that need to be resolved in order to keep the job (these could include transportation, child care, time management, etc.);
- Determine if the employer has classes or training available for skill building;
- Determine what type of skill enhancement might lead to a better paying job;

Questions to Ask

- How are your child care arrangements working out now that you are employed?
- Are you able to get to work okay – do you have transportation, and are you able to get to work on time?
- How are you getting along on the job?
- What has your employer said to you about how you are doing on the job?
- How are your children reacting to your working?
- Would you be willing to take night classes to gain skills?

Staffing

- | | |
|---|------------------------------|
| • Agency supervisor and other staff | • W-2 participant |
| • Community partners working with the W-2 participant | • W-2 participant's employer |

After Employed, Resources to Stay Employed (list the resources in your area)

-
-

Skills for Retention and Advancement

According to Lee (2012), most employers require specific skills and behaviors to keep or promote an employee. The skills can include:

1. Learning

A common mistake is that workers believe they will get a promotion based on their hard work and on-the-job professionalism.

It is important to be aware of jobs in the local labor market and their requirements. Sometimes workers need to upgrade or acquire new skills.

2. Soft Skills

The skills necessary for promotion are not always technical. Sometimes soft skills are the key to success. For example, in an office management position, the requirements may include leadership and communication skills, a good work ethic and a sense of responsibility.

3. Handling Criticism

Consider that constructive criticism is not a bad thing. This provides an opportunity to practice active listening and assertive communication skills.

4. Professionalism

When a person speaks poorly about his/her job and the employer, s/he affects not only him/herself, but also his/her co-workers. This behavior brings with it negative attitudes and creates a hostile work environment. It is unlikely that a person that behaves this way will retain his/her job.

5. Initiative

A worker should not just be an observer; instead, s/he should participate in problem solving. This shows the organization that the employee is proactive and effective.

6. Think Like a Manager

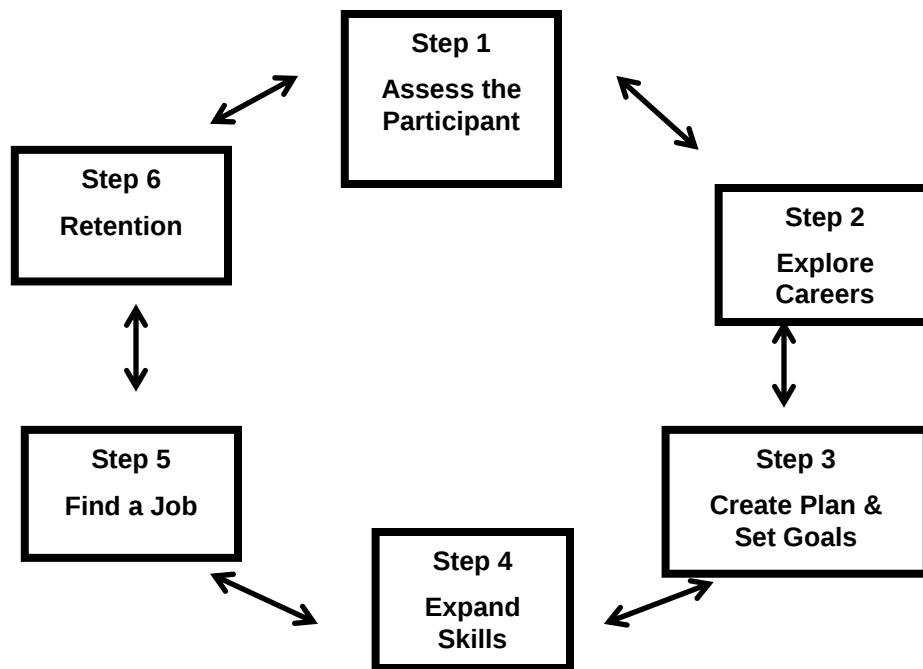
A person should go to work because s/he enjoys his or her job, not just for the paycheck. When employees show this behavior, the work environment improves.

Conclusion

It is important to assess the W-2 participant's skills and interest in order to create a plan and set goals to ensure s/he obtains the skills needed to find and maintain a job.

This process is never ending; you want to continue this process with each W-2 participant even after he or she has gained employment.

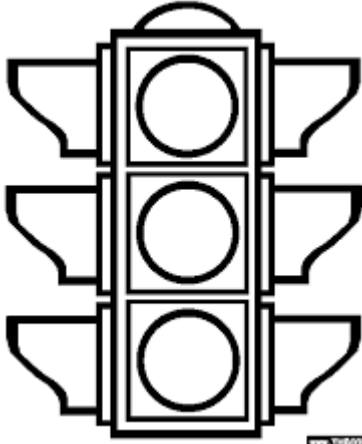
Remember that the W-2 participant is a part of this entire process.



Take Away

Now that you have some more information on how to assist W-2 participants in improving employment search, what are some of your take aways?

Write down: What should you stop and think about? What do you need to slow down and get prepared for? and What do you want to go, go, go with? Fill in the lines next to the corresponding stop light.



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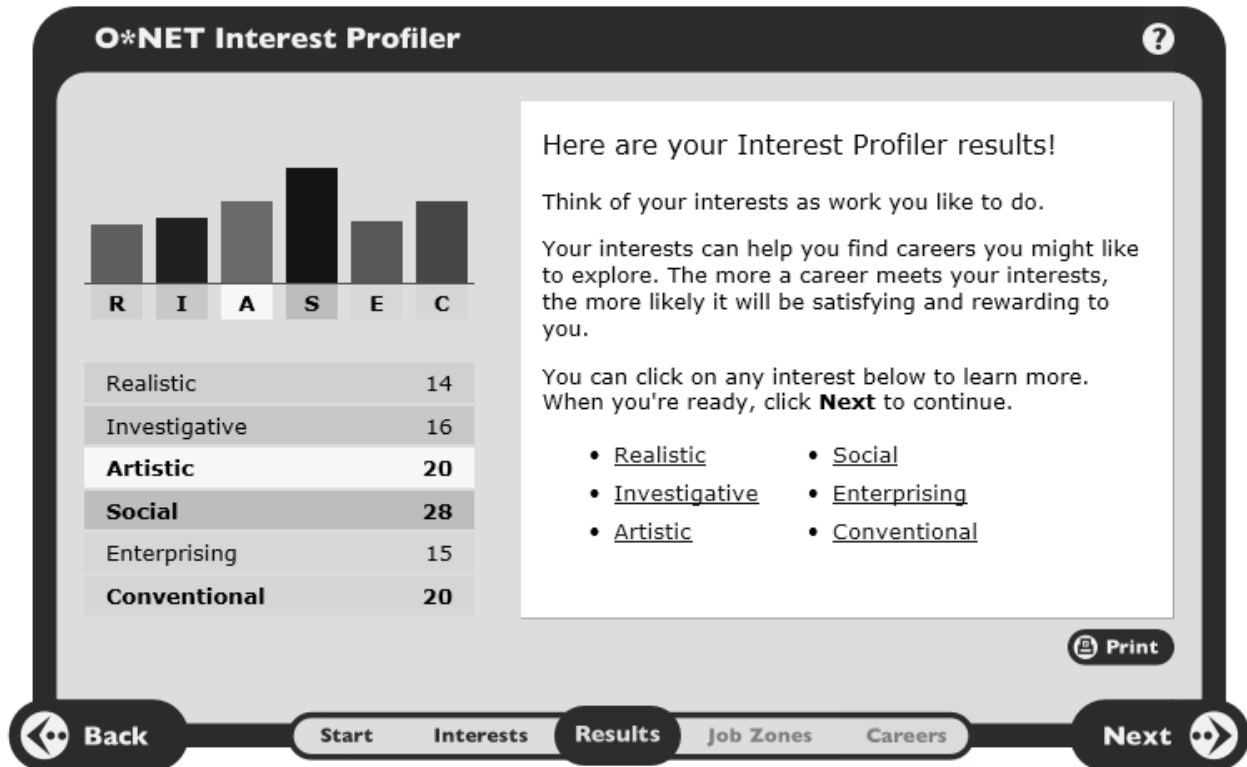
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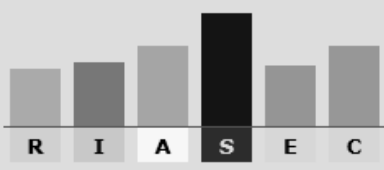
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Appendix

Annie's Assessment Results

O*NET Interest Profiler Results





Social

People with **Social** interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information.

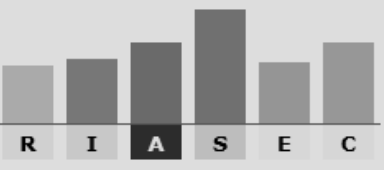
They like:

- Teaching
- Giving advice
- Helping and being of service to people

Realistic	14
Investigative	16
Artistic	20
Social	28
Enterprising	15
Conventional	20

Print

Close



Artistic

People with **Artistic** interests like work that deals with the artistic side of things, such as acting, music, art, and design.

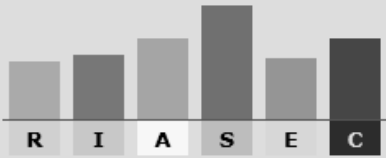
They like:

- Creativity in their work
- Work that can be done without following a set of rules

Realistic	14
Investigative	16
Artistic	20
Social	28
Enterprising	15
Conventional	20

Print

Close



Realistic	14
Investigative	16
Artistic	20
Social	28
Enterprising	15
Conventional	20

Conventional

People with **Conventional** interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas.

They like:

- Working with clear rules
- Following a strong leader

 **Print**

 **Close**

O*NET Interest Profiler

?

Interests + Job Zones Careers



To focus your search, think about the following question:

How much education, training, and experience do I need to do the job?

Each O*NET career is in one of five **Job Zones**, which are groups of careers that need the same level of **experience, education, and training**.

Different careers need different amounts of preparation. You will be asked to pick a Job Zone. Using your Job Zone and your interests, the Interest Profiler will help you identify and explore careers that might be right for you.

 **Back**

Start Interests Results **Job Zones** Careers

Next 

O*NET Interest Profiler
?

**Current,
or Future?**


When picking your Job Zone, you can choose your:

Current Job Zone — choose the Job Zone that matches the kind of experience, education, and training you **have now**.

OR

Future Job Zone — choose the Job Zone that matches the amount of experience, education, and training you **plan to get in the future**.

In both cases, your Job Zone will include careers that you might like to do.

Don't worry about making the wrong choice; you can explore a different Job Zone later.

Back
Start
Interests
Results
Job Zones
Careers
Next

1
2
3
4
5

Job Zone Two: Some Preparation Needed

Experience Some previous work-related skill, knowledge, or experience is usually needed. For example, it would help a teller to have experience working with the public.	Education These careers usually need a high school diploma.
Training Employees in these careers need from a few months to one year of working with experienced employees. An apprenticeship program may be available for these careers.	Examples These careers often involve using your knowledge and skills to help others. Examples include sheet metal workers, forest fire fighters, customer service representatives, physical therapist aides, salespersons (retail), and tellers.

Print

Close

O*NET Interest Profiler

Select a Job Zone



Now that you have learned about each Job Zone, select the current or future Job Zone that's right for you:

☐ **Job Zone One**
Little or No Preparation Needed

☒ **Job Zone Two**
Some Preparation Needed

☐ **Job Zone Three**
Medium Preparation Needed

☐ **Job Zone Four**
High Preparation Needed

☐ **Job Zone Five**
Extensive Preparation Needed

Back

Start

Interests

Results

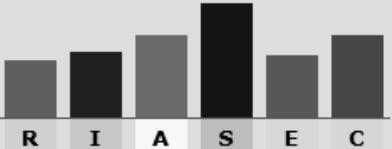
Job Zones

Careers

Next

O*NET Interest Profiler

Your interest results:



Realistic	14
Investigative	16
Artistic	20
Social	28
Enterprising	15
Conventional	20

Your Job Zone:

1

2

3

4

5

Job Zone Two

Some Preparation Needed

On the next screen, you will see careers related to your Interest Profile in your chosen Job Zone.

Click the **Next** button to continue.

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Job Zones

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O*NET Interest Profiler

R

I

A

S

E

C

1

2

3

4

5

Job Zone Two

some job preparation

Click to change your Job Zone:

Careers that fit your interests and preparation level:

Best fit

Great fit

Bright Outlook

green

REGISTERED APPRENTICESHIP

Childcare Workers			
Locker Room, Coatroom, & Dressing Room Attendants			
Nursing Assistants			
Psychiatric Aides			
Dietetic Technicians			
Funeral Attendants			
Home Health Aides			
Personal Care Aides			
Public Address System & Other Announcers			

Click on a career to learn what they do.

Print

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Start

Interests

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Job Zones

Careers

Find More Careers

Work Values Results

Your Values Assessment Results

PRIMARY VALUES

Your primary interest code is
A - Achievement.

SECONDARY VALUES

Your secondary interest code is
R - Recognition.

RE-TAKE ASSESSMENT

Based on your assessment results, you may be interested in the following Career Clusters. The percentages below indicate the match between occupations in the A - Achievement work values code and those in the Cluster.



21%

Law, Public Safety, Corrections and Security



19%

Arts, Audio/Video Technology and Communications



17%

Marketing Sales and Service

Matching Occupations

☐ Show only "InDemand Careers"

LESS THAN 2-YEAR DEGREE		2-YEAR DEGREE	4-YEAR DEGREE	4-YEAR DEGREE OR HIGHER
In Demand	Occupation			
IN DEMAND	Electrical and Electronics Repairers, Commercial and Industrial Equipment			
IN DEMAND	Electricians			
IN DEMAND	Emergency Medical Technicians and Paramedics	VIEW OCCUPATION PROFILE >		
IN DEMAND	Home Health Aides			
IN DEMAND	Interpreters and Translators			

O*NET Skills Search Results



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[Help](#)

[Find Occupations](#)

[Advanced Search](#)

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Skills Search for:

Reading Comprehension, Active Listening, Writing, Speaking, Active Learning, Learning Strategies, Social Perceptiveness, Coordination, Service Orientation, Equipment Selection, Judgment and Decision Making, Time Management (497 matches)

		2	27-2011.00 Actors
		2	33-9031.00 Gaming Surveillance Officers and Gaming Investigators
		2	33-9099.02 Retail Loss Prevention Specialists ⚙
		2	35-1012.00 First-Line Supervisors of Food Preparation and Serving Workers ⚙
		2	39-2011.00 Animal Trainers
		2	41-1011.00 First-Line Supervisors of Retail Sales Workers ⚙
		2	41-2022.00 Parts Salespersons
		2	43-3011.00 Bill and Account Collectors
		2	43-4021.00 Correspondence Clerks
		2	43-4031.03 License Clerks
		2	43-4151.00 Order Clerks
		2	51-8093.00 Petroleum Pump System Operators, Refinery Operators, and Gaugers
		2	51-9021.00 Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders
		2	53-1021.00 First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand
		2	53-4041.00 Subway and Streetcar Operators
		2	53-7032.00 Excavating and Loading Machine and Dragline Operators

Annie's Employability Plan

STATE OF WISCONSIN
DEPARTMENT OF CHILDREN AND FAMILIES
Division of Family and Economic Security W-2

WISCONSIN WORKS (W-2) EMPLOYABILITY PLAN

Personal information you provide may be used for secondary purposes [Privacy Law, s. 15.04(1)(m), Wisconsin Statutes]

PARTICIPANT:	SSN:	PIN:	
PRINTED ON (DATE):		OFFICE:	WORKER:

PART 1 - PARTICIPANT EMPLOYMENT AND RELATED GOALS

JOB GOALS DURING PROGRAM PARTICIPATION:		
PRIMARY:	JOB TITLE	JOB (DOT) CODE
SECONDARY:		
ADDITIONAL:		
RELATED GOALS NOT REQUIRED FOR PROGRAM PARTICIPATION:		
LONG-TERM:		
SHORT-TERM:		

PART 2 - PARTICIPANT PERSONAL GOALS (NOT REQUIRED FOR PROGRAM PARTICIPATION)

	PLANNED COMPLETION DATE
1. _____	____/____/____
2. _____	____/____/____
3. _____	____/____/____
4. _____	____/____/____
5. _____	____/____/____
6. _____	____/____/____

PART 3 - PARTICIPANT PROGRAM ACTIVITY PLAN (REQUIRED FOR PROGRAM PARTICIPATION)

The participant program activity will begin on ____/____/____ and will be reviewed on ____/____/____. During this time the W-2 placement is a _____. All W-2 payments may end if a new employability plan is not completed by the review date.

The participant program activity plan will help you meet your goal to get a job. It lists the activities that will assist you in getting a job. Your worker will meet with you to talk about your progress and make changes to your plan, if needed.

ACTIVITY 1: _____	HOURS PER WEEK: _____
PLANNED BEGIN AND END DATES: ____/____/____ TO ____/____/____	
PROVIDER OF SERVICE: _____	
LOCATION: _____	
SUPPORTIVE SERVICES: CHILD CARE _____ TRANSPORTATION _____	
REMARKS: _____	

RETAIN COMPLETED FORM IN CASE RECORD

OVER

DCF-F-DES10788 (R. 09/2011)

ACTIVITY 2: _____ HOURS PER WEEK: _____ PLANNED BEGIN AND END DATES: ____/____/____ TO ____/____/____ PROVIDER OF SERVICE: _____ LOCATION: _____ SUPPORTIVE SERVICES: CHILD CARE _____ TRANSPORTATION _____ REMARKS: _____

ACTIVITY 3: _____ HOURS PER WEEK: _____ PLANNED BEGIN AND END DATES: ____/____/____ TO ____/____/____ PROVIDER OF SERVICE: _____ LOCATION: _____ SUPPORTIVE SERVICES: CHILD CARE _____ TRANSPORTATION _____ REMARKS: _____

ACTIVITY 4: _____ HOURS PER WEEK: _____ PLANNED BEGIN AND END DATES: ____/____/____ TO ____/____/____ PROVIDER OF SERVICE: _____ LOCATION: _____ SUPPORTIVE SERVICES: CHILD CARE _____ TRANSPORTATION _____ REMARKS: _____

ACTIVITY 5: _____ HOURS PER WEEK: _____ PLANNED BEGIN AND END DATES: ____/____/____ TO ____/____/____ PROVIDER OF SERVICE: _____ LOCATION: _____ SUPPORTIVE SERVICES: CHILD CARE _____ TRANSPORTATION _____ REMARKS: _____

I have agreed that I will do the activities listed in this Employability Plan. I know that I must do these activities to receive my W-2 payments which include child care and transportation. I know if I don't do these activities, (including keeping all appointments, completing up-front job search, accepting a job, and keeping a job), my W-2 payment may be denied, ended, or reduced \$5.00 for each hour I miss. I will contact my worker if I cannot go to my assigned activities.

SIGNATURE OF THE PARTICIPANT _____	DATE SIGNED _____
I have provided an explanation of the conditions and requirements for the activities listed, the W-2 participation time limits, and have provided the opportunity to answer the participant's questions.	
SIGNATURE OF W-2 WORKER _____	DATE SIGNED _____

COMMENTS:

Informational Interviewing



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email: JobCenterofWI@dwd.wi.gov

Informational Interviewing

One of the best sources for gathering information about what's happening in an occupation or an industry is to talk to people working in the field. This process is called **Informational or Research Interviewing**.

An informational interview is an interview that you initiate — you ask the questions. The intent and purpose is to obtain information, not to get a job.

Some good reasons to conduct informational interviews are:

- to explore careers and clarify your career goal
- to discover employment opportunities that are not advertised
- to expand your professional network
- to build confidence for your job interviews
- to access the most up-to-date career information
- to identify your professional strengths and weaknesses



Helpful information

- Learn as much as you can about the company, salary and benefits. Friends, neighbors, or relatives who work for the company are good sources. The public libraries, internet searches, local Chambers of Commerce, and your local Wisconsin Job Center can also be helpful.
- Learn everything you can about the job duties and ways that your previous training and experience help you qualify you for the job.

Interviewing publications:

- Hidden Elements of Interviewing
- Questions Questions Questions
- Keys to Successful Interviewing
- Prove It!
- Telephone Tips and Techniques

Publications available in these topic areas:

- Resumes and Applications
- Job Search
- Job Readiness

Listed below are six steps to follow to conduct an informational interview:

Step 1 —

Identify the occupation or industry you wish to learn about

Assess your own interests, abilities, values and skills, and evaluate labor conditions and trends to identify the best fields to research.

Step 2 —

Prepare for the interview

Read all you can about the field prior to the interview. Decide what information you would like to obtain about the occupation/industry. Prepare a list of questions that you would like to have answered.

Step 3 —

Identify people to interview

Start with lists of people you already know — friends, relatives, fellow students, present or former co-workers, supervisors, neighbors, and so on. Professional organizations, internet research, organizational directories, and public speakers are also good resources. You may also call an organization and ask for the name of the person by job title.

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DETJ-4487-P (R. 10/2012)

Step 4 —

Arrange the interview

Contact the person to set up an interview:

- by telephone
- by a letter followed by a telephone call, or
- by having someone who knows the person make the appointment for you

Step 5 —

Conduct the interview

Dress appropriately, arrive on time, be polite and professional. Refer to your list of prepared questions; stay on track, but allow for spontaneous discussion. Before leaving, ask your contact to suggest names of others who might be helpful to you and ask permission to use your contact's name when contacting these new contacts.

Step 6 —

Follow up

Immediately after the interview, record the information gathered. Be sure to send a thank-you note to your contact within one week of the interview.

Note: Always analyze the information you've gathered. Adjust your job search, resume, and career objective if necessary.

20 Questions

Prepare a list of questions for the informational interview to help you learn about the company and the job. Following are some sample questions.

1. On a typical day in this position, what do you do?
2. What training or education is required for this type of work?
3. What personal qualities or abilities are important to being successful on this job?
4. What part of this job do you find most satisfying? Most challenging?
5. How did you get your job?
6. What opportunities for advancement are there in this field?
7. What entry level jobs are best for learning as much as possible?
8. What are the salary ranges for various levels in this field?



9. How might jobs in this field change in the future?
10. Is there a demand for people in this occupation?
11. What special advice would you give a person entering this field?
12. What types of training do companies offer persons entering this field?
13. What are some prerequisites for jobs in this field?
14. Which professional journals and organizations would help me learn more about this field?
15. What do you think of the experience I've had so far in terms of entering this field?
16. From your perspective, what are the problems you see working in this field?
17. If you could do things all over again, would you choose the same path for yourself? Why? What would you change?
18. With the information you have about my education, skills and experience, what other fields or jobs would you suggest I research further before I make a final decision?
19. Tell me about my resume. Do you see any problem areas? How would you suggest I change it?
20. Who do you know that I should talk to next? When I call him/her, may I use your name?



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Employment Skills Brochure

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Employment Skills

 888/258-9966 (toll free)

 www.wisconsinjobcenter.org

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Other publications on resumes and applications

Personal Data Record
(DWSJ-4937-P)

Thoughts on Resumes
(DWSJ-4938-P)

Resume Writing—A Basic Guide
(DWSJ-9433-P)

Publications on related topics

INTERVIEWING

Keys to Successful Interviewing
(DWSJ-4931-P)

Hidden Elements of Interviewing
(DWSJ-4934-P)

Informational Interviewing
(DWSJ-4937-P)

JOB SEARCH

Tips on Finding Summer Jobs
(DWSJ-5541-P)

Job Search Issues
(DWSJ-4936-P)

Where to Look for Job Opportunities
(DWSJ-4937-P)

Household skills

- Sewing
- Child care
- Making clothes
- Money management
- Budgeting
- Directing procedures
- Teaching
- Decorating
- Laundry skills
- Food preparation
- Counseling others
- Relating to other people
- Keeping records
- Public relations
- Formulating new ideas
- Ironing
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Carpentry skills

- Sanding
- House painting
- Cabinet building
- Ornamental woodwork
- Building additions
- House framing
- Paneling
- Furniture making
- Insulation installation
- Furniture refinishing
- Money handling
- Relating to people
- Directing customers
- Sales
- Budgeting
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

DWSJ-9446-P (R. 05/2002)

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Kitchen skills

- Food preparation
- Cooking food
- Dishwashing
- Washing pans
- Operating a dishwasher
- Meal planning
- Inventory
- Ordering supplies
- Supervisory experience (in a job, in a club or organization you belong to, etc.)
- Stocking shelves
- Hiring
- Budgeting
- Scheduling
- Directing procedures

Counseling skills

- Group counseling (list what types of problems)
- Individual counseling (list what types of problems)
- Teaching (adults and/or children, volunteer or paid)
- Inter-agency work
- Interviewing
- Writing programs
- Supervising clients
- Directing procedures
- Scheduling
- Formulating new ideas
- Keeping records
- Public relations
- Researcher
- Public speaking
- Money handling
- Writing reports
- Crisis work
- Other supervisory experience (in a job, in a club or organization you belong to, etc.)



Gardening skills

- Lawn care
- Flower gardening
- Landscaping
- Tree trimming
- Farming skills (please list all your skills)
- Transporting trees
- Vegetable gardening
- Pruning trees
- Grafting
- Greenhouse work
- Sales
- Surveying
- Farm laborer (list skills and machinery you can use)
- Public relations
- Money handling
- Directing customers
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Garage skills

- Pumping gas
- Car tune-up
- Customer relations
- Changing tires
- Auto body repair
- Minor auto repairs
- Other kinds of auto repairs
- Repairing and maintaining diesel engine vehicles
- Money handling
- Selling
- Truck driving
- Inventory
- Stocking shelves
- Directing customers
- Public relations
- Sales
- Keeping records
- Car driving
- Supervisory experience (in a job, in a club or organization you belong to, etc.)



Maintenance /janitorial skills

- Dusting
- Sweeping floors
- Washing floors
- Waxing
- Washing windows
- Cleaning rugs or carpets
- Cleaning bathrooms
- Buffing
- Polishing furniture
- Plumbing repairs
- Electrical repairs
- Window repairs
- Carpentry work
- Public relations
- Money handling
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Factory skills

- Soldering
- Assembly line work
- Operating machinery (examples: grinder, lathe, drill press, milling machine, etc. List all you know how to use)
- Electrical wiring
- Stockroom work
- Unloading or loading
- Inventory
- Quality control
- Packing
- Filling orders
- Welding
- Box making
- Supervising others (in a job, in a club or organization you belong to, etc.)
- Parts clerk
- Keeping records
- Stocking shelves
- Directing procedures



Teaching skills

- Writing lesson plans
- Formulating new ideas
- Writing and grading tests
- Keeping records
- Public relations
- Writing reports
- Supervising adults and/or children within a school-type setting (what did you supervise them to do?)
- Scheduling
- Directing procedures
- Individual counseling (list what types of problems)
- Group counseling (list what types of problems)
- Decorating classrooms
- Teaching various subjects or special events
- Organizing projects relating to parents and people in the community
- Working with different adult and/or child populations (list what kind of special populations)
- Other supervisory experience (in a job, in a club or organization you belong to, etc.)
- Making assignments
- Setting up classroom interest centers
- Art skills related to your teaching
- Music skills related to your teaching

Bookkeeping skills

- Accounting
- Using calculators
- Using adding machines
- Accounts payable
- Accounts receivable
- Payroll
- Income tax
- Typing
- Billing
- Money handling
- Keeping records

- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Truck driver

- Driving small trucks
- Driving diesel trucks
- Hooking and unhooking trailer from tractor
- Backing large trucks into small openings
- City driving
- Over-the-road driving (long distance)
- Mechanical repairs
- Diesel repairs
- Loading and unloading
- Changing truck tires
- Keeping records
- Money handling
- Keeping on schedule
- Customer relations
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Maintenance /repair skills

- General repair skills (list all your areas of experience)
- Servicing office machines (example: typewriter, copiers, etc.)
- Servicing equipment (examples: telephone, lawn mowers, appliances)
- Mechanically inclined
- Relating to customers
- Inventory
- Money handling
- Sales
- Public relations
- Keeping records
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Secretarial skills

- Receptionist
- Typing
- Filing
- Answering telephone
- Stenography
- Typing from dictating machines
- Making appointments
- Running office machines (examples: fax machine, computers, photocopy, printing, etc.)
- Proofreading
- Clerk duties
- Sorting, delivering mail
- Greeting clients
- Order processing
- Calling clients
- Directing clients
- Public speaking
- Keeping records
- Public relations
- Researcher
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Beautician

- Hair cutting
- Styling
- Shampooing hair
- Giving permanents and body waves
- Cosmetics consulting
- Facials
- Manicures/pedicures
- Scalp treatment
- Hair coloring
- Hair lightening
- Appointment scheduling
- Money handling
- Public relations
- Attending classes and lectures
- Studying current beauty supplies and styles
- Ordering supplies
- Record keeping
- Sales



Construction skills

- Concrete work
- Electrical wiring
- Maintenance repairs
- Plumbing
- Heavy equipment operation
- Truck driving
- Brick laying
- Trenching
- Roofing
- Sheet-metal work
- Heating installation
- Refrigeration work
- Carpentry work
- Heavy labor
- Tools and machines you can use
- Money handling
- Public relations
- Directing customers
- Inventory
- Scheduling
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Restaurant skills

- Cashier
- Waitress
- Waiter
- Bartender
- Busboy
- Directing customers
- Handling money
- Public relations
- Hostess / maitre de
- Dishwashing
- Budgeting
- Short order cook
- Main cook
- Cook's assistant
- Ordering supplies
- Inventory
- Hiring
- Supervisory experience (in a job, in a club or organization you belong to, etc.)
- Public speaking
- Interviewing
- Correctly filling orders
- Employee relations
- Customer relations

Sales skills

- Public relations
- Money handling
- Keeping records
- Greeting customers
- Customer service
- Order processing
- Bookkeeping
- Directing customers
- Inventory
- Displaying samples
- Demonstrating products
- Writing reports
- Experience in the art of persuading
- Servicing goods
- Delivery goods
- Supervisory experience (in a job, in a club or organization you belong to, etc.)

Sales clerk skills

- Greeting customers
- Keeping records
- Customer service
- Customer relations
- Employee relations
- Clerk
- Order processing
- Inventory
- Directing customers
- Sales
- Bookkeeping
- Money handling
- Ordering supplies
- Correctly filling orders
- Using office machines (list all you can use)
- Billing
- Typing
- Directing procedures
- Supervisory experience (in a job, in a club or organization you belong to, etc.)
- Decorating a store
- Inventory
- Stocking shelves



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Personal Data Records
IDWSU-907-P
Thoughts of Resumes
IDWSU-908-P
Resumes Writing - 6 Dark Gates
IDWSU-909-P

INTERACTING
Keys to Successful Franchising
IDWS-666-P
Please Elements of Franchising
IDWS-668-P
Informational Franchising
IDWS-667-P

_JOB_SEARCH
 Type of Finding Summer Job
 IDWSJ-66=1-P
 Job Search Method
 IDWSJ-4=66-P
 Where to Look for Job Opportunities
 IDWSJ-66=67-P

DWAESJ-SS-51-P (R. 07/2003)

Transferable Skills

The household appliance employer will be interested in the mechanic's general skills: Can the mechanic use hand tools? Can the mechanic troubleshoot, repair, adjust, and maintain mechanical devices? The employer does not care that the mechanic can grind pistons, rebuild carburetors, and adjust ignition timing.

Check the EDUCATION column if you acquired that skill during your education or through a training program. Check the LIFE column if you acquired the skill anywhere else, which would include paid employment, volunteer activities, and general life experience. Check the third column, NEXT JOB, if you feel you will need that skill in the next job you have that meets your primary job objective.

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Education	Life	Next Job		Education	Life	Next Job		Education	Life	Next Job	
☐	☐	☐	act/perform	☐	☐	☐	do precision work	☐	☐	☐	lit (moderate)
☐	☐	☐	adapt to situations	☐	☐	☐	do public relations work	☐	☐	☐	listen
☐	☐	☐	advise people	☐	☐	☐	draft	☐	☐	☐	locate information
☐	☐	☐	analyze data	☐	☐	☐	drive	☐	☐	☐	log information
☐	☐	☐	anticipate problems	☐	☐	☐	edit	☐	☐	☐	make/create
☐	☐	☐	appraise service	☐	☐	☐	encourage	☐	☐	☐	make decisions
☐	☐	☐	arrange functions	☐	☐	☐	endure long hours	☐	☐	☐	make policy
☐	☐	☐	assemble products	☐	☐	☐	enforce	☐	☐	☐	manage a business
☐	☐	☐	assess situations	☐	☐	☐	entertain	☐	☐	☐	manage people
☐	☐	☐	audit records	☐	☐	☐	establish	☐	☐	☐	measure boundaries
☐	☐	☐	bargain/barter	☐	☐	☐	estimate	☐	☐	☐	mediate problems
☐	☐	☐	be cost conscious	☐	☐	☐	evaluate	☐	☐	☐	meet the public
☐	☐	☐	be responsible for	☐	☐	☐	examine	☐	☐	☐	memorize information
☐	☐	☐	budget money	☐	☐	☐	exchange	☐	☐	☐	mentor others
☐	☐	☐	build	☐	☐	☐	exhibit	☐	☐	☐	monitor progress
☐	☐	☐	buy products/services	☐	☐	☐	expand	☐	☐	☐	motivate others
☐	☐	☐	calculate numbers	☐	☐	☐	expedite	☐	☐	☐	move materials
☐	☐	☐	chart information	☐	☐	☐	explain	☐	☐	☐	negotiate
☐	☐	☐	check for accuracy	☐	☐	☐	explore	☐	☐	☐	nurse
☐	☐	☐	classify information	☐	☐	☐	file records	☐	☐	☐	nurture
☐	☐	☐	collect money	☐	☐	☐	find information	☐	☐	☐	observe
☐	☐	☐	communicate	☐	☐	☐	fix/repair	☐	☐	☐	obtain
☐	☐	☐	compare data	☐	☐	☐	follow directions	☐	☐	☐	operate equipment
☐	☐	☐	compile statistics	☐	☐	☐	follow through	☐	☐	☐	order goods/supplies
☐	☐	☐	compute data	☐	☐	☐	gather information	☐	☐	☐	organize data
☐	☐	☐	conceptualize	☐	☐	☐	gather materials	☐	☐	☐	organize people
☐	☐	☐	conduct	☐	☐	☐	generate	☐	☐	☐	organize tasks
☐	☐	☐	confront others	☐	☐	☐	guide/lead	☐	☐	☐	own/operate business
☐	☐	☐	construct buildings	☐	☐	☐	handle complaints	☐	☐	☐	paint
☐	☐	☐	consult w/others	☐	☐	☐	handle equipment	☐	☐	☐	perceive needs
☐	☐	☐	contact others	☐	☐	☐	handle money	☐	☐	☐	perform routine work
☐	☐	☐	contact w/others	☐	☐	☐	help people	☐	☐	☐	persuade others
☐	☐	☐	control costs	☐	☐	☐	illustrate	☐	☐	☐	plan
☐	☐	☐	control people	☐	☐	☐	imagine solutions	☐	☐	☐	plant
☐	☐	☐	control situations	☐	☐	☐	implement	☐	☐	☐	prepare materials
☐	☐	☐	converse w/others	☐	☐	☐	improve	☐	☐	☐	print
☐	☐	☐	coordinate activities	☐	☐	☐	improvise	☐	☐	☐	process information
☐	☐	☐	cope w/ deadlines	☐	☐	☐	inform people	☐	☐	☐	process materials
☐	☐	☐	copy information	☐	☐	☐	initiate actions	☐	☐	☐	produce
☐	☐	☐	correspond w/others	☐	☐	☐	inspect products	☐	☐	☐	program
☐	☐	☐	create	☐	☐	☐	install	☐	☐	☐	promote
☐	☐	☐	delegate	☐	☐	☐	instruct	☐	☐	☐	protect property
☐	☐	☐	deliver	☐	☐	☐	interpret data	☐	☐	☐	provide maintenance
☐	☐	☐	demonstrate	☐	☐	☐	interview people	☐	☐	☐	question others
☐	☐	☐	design	☐	☐	☐	invent	☐	☐	☐	raise money
☐	☐	☐	detail	☐	☐	☐	inventory	☐	☐	☐	read reference books
☐	☐	☐	detect	☐	☐	☐	investigate	☐	☐	☐	recommend
☐	☐	☐	determine	☐	☐	☐	lead people	☐	☐	☐	record data
☐	☐	☐	develop	☐	☐	☐	learn	☐	☐	☐	recruit people
☐	☐	☐	direct others	☐	☐	☐	learn quickly	☐	☐	☐	rectify
☐	☐	☐	dispense information	☐	☐	☐	liaise	☐	☐	☐	reduce costs
☐	☐	☐	distribute	☐	☐	☐	lit (heavy)	☐	☐	☐	refer people

Education	Life	Next Job		Education	Life	Next Job		Education	Life	Next Job	
☐	☐	☐	rehabilitate people	☐	☐	☐	shape	☐	☐	☐	transfer
☐	☐	☐	remember information	☐	☐	☐	signal	☐	☐	☐	translate
☐	☐	☐	remove	☐	☐	☐	size up situations	☐	☐	☐	travel
☐	☐	☐	repair	☐	☐	☐	sketch	☐	☐	☐	treat
☐	☐	☐	replace	☐	☐	☐	socialize	☐	☐	☐	troubleshoot
☐	☐	☐	report information	☐	☐	☐	solve problems	☐	☐	☐	tutor
☐	☐	☐	research	☐	☐	☐	sort	☐	☐	☐	type
☐	☐	☐	resolve problems	☐	☐	☐	speak in public	☐	☐	☐	understand
☐	☐	☐	restore	☐	☐	☐	study	☐	☐	☐	unite people
☐	☐	☐	retrieve information	☐	☐	☐	supervise	☐	☐	☐	update information
☐	☐	☐	review	☐	☐	☐	supply	☐	☐	☐	upgrade
☐	☐	☐	run meetings	☐	☐	☐	support	☐	☐	☐	use hand/eye coord.
☐	☐	☐	schedule	☐	☐	☐	survey	☐	☐	☐	use words correctly
☐	☐	☐	seek out	☐	☐	☐	synthesize	☐	☐	☐	verify
☐	☐	☐	select	☐	☐	☐	tabulate	☐	☐	☐	visit
☐	☐	☐	sell	☐	☐	☐	take instructions	☐	☐	☐	visualize
☐	☐	☐	separate	☐	☐	☐	tend equipment	☐	☐	☐	volunteer
☐	☐	☐	sequence	☐	☐	☐	test	☐	☐	☐	weigh
☐	☐	☐	service customers	☐	☐	☐	think ahead	☐	☐	☐	work quickly
☐	☐	☐	service equipment	☐	☐	☐	think logically	☐	☐	☐	write procedures
☐	☐	☐	set goals/objectives	☐	☐	☐	tolerate interruptions	☐	☐	☐	write promo material
☐	☐	☐	set up equipment	☐	☐	☐	track	☐	☐	☐	write proposals
☐	☐	☐	set up systems	☐	☐	☐	train/teach	☐	☐	☐	write reports
☐	☐	☐	sew	☐	☐	☐	transcribe	☐	☐	☐	write technical work

Once you've identified your transferable skills, you need to develop them into statements that you can make in an interview, which will show employers that

you are the best person for the job. Below are sample statements about transferable skills. Each is followed by an example and a connection to a specific job.

Transferable skill statement	"I can meet deadlines."
<u>Example</u>	"While in school, I rarely missed a due date on an assignment."
<u>Connection</u>	"If I was able to meet deadlines in school, I will also be able to meet your work deadlines and quotas."
Transferable skill statement	"I can keep financial records."
<u>Example</u>	"As a full-time homemaker I handled all of the family money, including savings and checking, without ever bouncing a check or failing to pay a bill on time."
<u>Connection</u>	"If I could handle the family finances so well for twenty years, while taking care of all of the other household chores at the same time, I could be a good account clerk for you."
Transferable skill statement	"I am a well-organized person."
<u>Example</u>	"At my last job I had six bosses. I had to organize my time and set priorities to get the job done to everyone's satisfaction."
<u>Connection</u>	"If I could handle that confusion, I'm sure I'll be able to deal with the organizational demands of this job."
Transferable skill statement	"I'm a good explainer."
<u>Example</u>	"Whenever anyone at work had trouble understanding a procedure, they came to me for an explanation."
<u>Connection</u>	"I can learn quickly, train new workers, and help others."

Now choose three transferable skills from your list that you think will interest most potential employers. Write these skills as complete statements, like the samples. Then include examples from your own experiences that support your statements. Also, state the connection between each ability and the job you want.



Transferable skills
Statement _____ _____
Example _____ _____
Connection _____ _____

Transferable skills
Statement _____ _____
Example _____ _____
Connection _____ _____

Transferable skills
Statement _____ _____
Example _____ _____
Connection _____ _____

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The Right Words to Use in Your Job Search Brochure



888.258-9366 (toll free)

<http://Jobcenterofwisconsin.com>

Jobcenterofwisconsin@wdc.wis.gov

The Right Words to Use in Your Job Search

Choosing the most effective words to describe your skills, actions, attitudes and accomplishments will make your job applications, resume and job interviews more dynamic. Following are two word lists. These words are "buzz words" that seem to open doors.

The first list includes action verbs — words that say what you did. These words tell prospective employers about your skills and accomplishments.

The second list includes descriptive words — words that describe you and your actions in a positive way. Often these words tell employers about your work attitudes.

Use these lists as guides to choosing the right words for your job search.

* Starred words are especially good for indicating your accomplishments.]

Action Verbs

Accelerated *	Accepted	Accomplished *	Achieved *
Acquired	Adapted	Adjusted	Administered *
Advanced *	Advised	Advised	Analyzed
Announced	Anticipated	Appointed	Appraised
Approved	Arbitrated	Arranged	Assembled
Assessed	Assigned	Assisted	Attained *
Audited	Authored	Authorized	Automated
Averted	Balanced	Bargained	Bought
Briefed	Budgeted *	Built	Calculated
Captured	Cared for	Carried out *	Catalogued
Centralized	Chaired	Changed	Charted
Checked	Clarified	Closed	Coached
Collaborated	Collected	Commanded	Communicated
Compared	Compiled	Completed	Composed
Compounded	Computed	Conceived	Conceptualized
Concluded	Condensed	Conducted	Confronted
Constructed	Consulted	Contacted	Contracted
Contrived	Controlled	Converted	Conveyed
Convinced	Cooperated	Coordinated *	Copied
Corrected	Correlated	Corresponded	Corroborated
Counseled	Created *	Critiqued	Cultivated
Courtailed	Cut *	Decentralized	Decided



Other publication on resume and application

Person Data Record (DET-907-0)

Thoughts on Resumes (DET-904-0)

Resume Writing & Basic Skills (DET-903-0)

Publication on related topics

INTERVIEWING

Keys to Successful Interviewing (DET-905-0)

Interview Questions of Interviewing (DET-906-0)

Interviewing Interviewing (DET-907-0)

JOB SEARCHING

Outlines for Employer Look for When Hiring (DET-908-0)

Job Search Ideas (DET-909-0)

Where to Look for Job Opportunities (DET-910-0)

Action verbs, continued

Decreased *	Defined	Delegated	Delivered
Demonstrated	Described	Designed	Detailed
Detected	Determined	Developed *	Devised
Diagnosed	Directed	Discovered	Dispensed
Displayed	Disproved	Dissected	Distributed
Diverted	Documented	Doubled *	Drafted
Drove	Earned	Edited	Educated
Effected	Eliminated *	Employed	Enacted
Encouraged	Enforced	Engineered	Enjoyed
Enlarged	Enlisted	Ensured	Entertained
Equipped	Established *	Estimated	Evaluated
Examined	Exceeded *	Exchanged	Executed
Exhibited	Expanded *	Expedited *	Experimented
Explained	Explored	Extracted	Fabricated
Facilitated	Familiarized	Fashioned	Figured
Filed	Financed	Fixed	Focused
Followed directions	Forecasted	Formalized	Formed
Formulated	Founded *	Furnished	Gathered
Generated *	Governed	Graded	Graduated
Grouped	Guided	Halted	Handled
Headed *	Helped	Hired	Identified
Illustrated	Implemented *	Improved *	Improvised
Increased *	Indexed	Induced	Influenced
Informed	Initiated *	Innovated *	Inspected
Inspired	Installed	Instituted	Instructed
Insured	Integrated	Intensified	Interpreted
Interviewed	Introduced *	Invented *	Inventoried

Applying action verbs

Action verbs give your resume power and direction. Try to begin all skills statements with an action verb. Here is a sample of action verbs for different types of skills:

Management skills

administered
analyzed
coordinated
developed
directed
evaluated
improved
supervised

Creative skills

conceptualized
created
designed
established
fashioned
illustrated
invented
performed

Technical skills

assembled
built
calculated
designed
operated
overhauled
remodeled
repaired

Financial skills

administered
analyzed
balanced
budgeted
forecast
marketed
planned
projected

Clerical skills

arranged
catalogued
compiled
generated
organized
processed
persuaded
systemized

Helping skills

assessed
coached
counseled
facilitated
represented

Communication skills

arranged
addressed
authored
drafted
formulated

Research skills

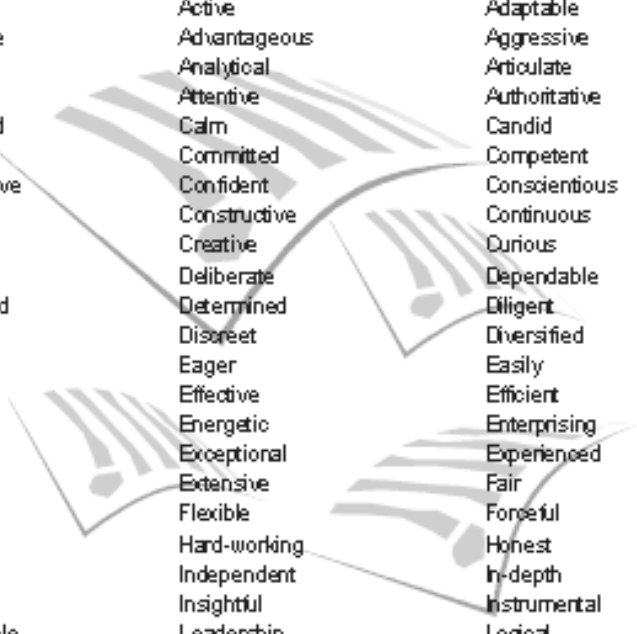
clarified
evaluated
identified
inspected
organized
summarized

Action verbs, continued

Invested	Investigated	Issued	Joined
Judged	Justified	Kept records	Key noted
Launched *	Learned	Lectured	Led *
Lifted	Liquidated	Listened	Loaded
Located	Logged	Made	Maintained
Managed	Manipulated	Manufactured	Marketed
Mastered	Measured	Medicated	Memorized
Merchandised	Modeled	Moderated	Modified
Monitored	Motivated	Named	Navigated
Negotiated	Nominated	Nursed	Nurtured
Observed	Obtained	Offered	Officiated
Operated	Ordered	Organized *	Originated *
Overcame *	Overhauled *	Oversaw	Packed
Participated	Perceived	Perfected *	Performed
Persuaded	Photographed	Piloted	Pinpointed
Placed	Planned	Predicted	Prepared
Prescribed	Presented	Presided	Printed
Problem solved *	Processed	Procured	Produced
Programmed	Prohibited	Projected	Promoted
Prompted	Proofread	Proposed	Protected
Proved *	Provided	Publicized	Published
Purchased	Questioned	Raised	Ran
Rated	Read	Reasoned	Received
Recommended	Reconciled	Recorded	Recruited
Rectified *	Redesigned *	Reduced *	Referred
Regulated	Rehabilitated	Reinforced	Related
Removed	Rendered	Renewed	Reorganized *
Repaired	Reported	Represented	Researched
Reshaped	Resolved *	Responded	Responsible for
Restocked	Restored	Restructured *	Retrieved
Revamped *	Reversed *	Reviewed	Revised
Satisfied	Saved *	Scheduled	Screened
Searched	Secured	Selected	Separated
Sequenced	Served	Serviced	Settled *
Set up	Shaped	Shared	Showed
Signaled	Simplified *	Sketched	Sold
Solved *	Sorted	Sought	Sparked
Spearheaded *	Specified	Spoke in public	Staffed
Standardized	Stimulated	Stocked	Streamlined *
Strengthened	Structured	Studied	Submitted
Succeeded	Summarized	Supervised	Supplied
Supported	Surveyed	Symbolized	Synthesized
Systematized	Tabulated	Tailored	Taped
Taught	Team built	Tended	Tested
Tightened	Traced	Tracked	Traded
Trained	Transcribed	Transferred	Transformed
Translated	Transmitted	Transported	Traveled
Trimmed	Tripled *	Trouble shot *	Turned around *
Tutored	Typed	Uncovered	Understood
Unified *	United *	Unraveled	Updated *
Upgraded *	Used	Utilized	Validated
Verified	Visited	Volunteered	Washed
Weighed	Widened	Won *	Worked
Wrote			

* Starred words are especially good for indicating your accomplishments.

Descriptive words



Able	Accurate	Active	Adaptable
Adept	Administrative	Advantageous	Aggressive
Alert	Ambitious	Analytical	Articulate
Assertive	Astute	Attentive	Authoritative
Bilingual	Broad minded	Calm	Candid
Capable	Cheerful	Committed	Competent
Completely	Comprehensive	Confident	Conscientious
Considerate	Consistent	Constructive	Continuous
Contributions	Cooperative	Creative	Curious
Decisive	Dedicated	Deliberate	Dependable
Detailed	Detail-oriented	Determined	Diligent
Diplomatic	Disciplined	Discreet	Diversified
Driven	Dynamic	Eager	Easily
Easygoing	Economical	Effective	Efficient
Effortlessly	Empathetic	Energetic	Enterprising
Enthusiastic	Excellent	Exceptional	Experienced
Expert	Expertly	Extensive	Fair
Farsighted	Fast learner	Flexible	Forceful
Friendly	Generalist	Hard-working	Honest
Imaginative	Increasingly	Independent	In-depth
Initiative	Innovative	Insightful	Instrumental
Inventive	Knowledgeable	Leadership	Logical
Loyal	Major	Mature	Meaningful
Methodical	Meticulous	Motivated	Multilingual
Objective	Open-minded	Optimistic	Orderly
Organized	Outstanding	Patient	Perceptive
Persistent	Personable	Personally	Persuasive
Pertinent	Pleasant	Positive	Practical
Precise	Problem-solver	Productive	Professional
Proficient	Profitable	Progressive	Proven
Punctual	Qualified	Quality conscious	Quick learner
Realistic	Recent	Reliable	Repeatedly
Resilient	Resourceful	Respectful	Responsible
Responsive	Risk-taker	Routinely	Satisfactorily
Scope	Self-confident	Self-controlled	Self-reliant
Self-starter	Sharp	Significantly	Sincere
Skilled	Skillful	Solid	Sound
Specialized	Specialist	Stable	Strategically
Strong	Substantial	Successful	Superior
Systematic	Tactful	Talented	Team player
Technical	Thorough	Timely	Uniform
Universal	Up-to-date	Valuable	Varied
Versatile	Vigorous	Well-educated	Well-rounded
Wide background	Will travel	Will relocate	

* Starred words are especially good for indicating your accomplishments.

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