

HANDLING UNEMPLOYMENT GROUPS

TRAINING PROGRAM MATERIALS

# HANDLING UNEMPLOYMENT GROUPS

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TRAINING MATERIALS

From: Pages 1 - 7

Unemployment, Its Impact on  
Body and Soul

by S. Kirsh

available from Canadian Mental Health Association,  
National Office

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## Summary Fact Sheet

- Canada's real level of unemployment is over two million people; most official statistics underestimate reality
- Canada's real unemployment rate is over 19%
- between 1981 and 1982 the number of unemployed persons increased by 45%
- the 1982 unemployment rate was the highest recorded since 1938-39
- between 1955-1980, Canada's official unemployment rate was 5.9% compared with an average of 3.1% for ten major Western European OECD countries
- Newfoundland has the highest official rate of unemployment (17% in 1982); Saskatchewan has the lowest rate (6% in 1982)
- youth (ages 15-24 years) have the highest rates of unemployment in all regions of Canada
- in 1982, the blue-collar unemployment rate (14.8%) was double that of the white-collar rate (7.1%)
- poverty among families would increase by 51% if women's earnings were deducted from total family income
- the unemployment rate among female heads of households (lone employed mothers) is 65% greater than for male heads of households
- duration of unemployment increases with age: average length of unemployment for youth is 15 weeks, while for those over age 45 average length is 21 weeks
- unemployment rates vary according to type of industry and occupational group: agriculture, forestry, logging, manufacturing, and construction have been hardest hit
- estimates of the social costs of unemployment in Canada in 1982 range from \$50 billion to \$75 billion
- based on an estimate of \$75 billion in social costs, this represents 22% of our Gross National Product and 198% of our Federal Deficit

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## An Outline

Five distinct segments are melded to form this document. The information was gathered from several sources (academic works, newspapers, interviews with unemployed persons, interviews with representatives of social service agencies). The material was read with a sleuth's eye, ever-ready to find contradictory evidence, or a fact that moves us closer to firm conclusions.

In Section I evidence is presented to show the nature of the link between unemployment and mental well-being; in similar fashion Section II considers job loss and physical well-being. In Section III, the case for strong connections among unemployment, mental health, and physical health is placed in the context of our philosophical attitudes towards unemployed persons and towards work. Section IV suggests ways in which our society can fight against the fact of unemployment and simultaneously provide services to those who are struggling with its consequences today.

The Bibliography, which contains 200 items, represents much of the recent literature on the human impact of unemployment. Every day a new article appears; as unemployment grows, so does the amount of material that describes its nature. Perhaps as you find additional material not contained in this document, you will send the reference to us in order that the Bibliography can be updated.

There is a great deal yet to be learned. While we don't have all the answers, we are beginning to gain awareness of the appropriate questions. By synthesizing information we can start to explore avenues for action, and through action change is made possible. As new information is gathered, people involved in the field of mental well-being "must be heard in the public debate for they have a contribution to make that those who have to worry about inflation, trade balances, productivity and other economic issues all too often tend to forget: the systematic demonstration that people matter." (Jahoda, 1982, pg. 101)



# Summary Section I:

# Unemployment and Psychological Well-Being

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## What do we know about job loss and mental health ?

We know that:

- most people who experience unemployment go through emotional and behavioural cycles; they ride an emotional rollercoaster in dealing with their loss
- while the specific nature of the rollercoaster ride varies depending on several factors, the most commonly described variation involves four phases: 1) shock 2) optimism 3) pessimism 4) fatalism
- in losing a job, people lose: 1) income and often become poverty-stricken 2) access to opportunities 3) unaffordable possessions 4) social identity 5) status 6) a sense of self-worth 7) a work world separate from their home world 8) friendships with co-workers, and 9) an imposed time structure; it is thus not surprising that job loss can be so devastating to the individual and to the family
- some factors that affect the degree to which individuals will suffer during unemployment include: 1) availability of informal supports (e.g. family) and formal supports (e.g. social services) 2) who they blame for job loss 3) economic class 4) relative amount of economic deprivation as a consequence of job loss 5) length of unemployment 6) reason for job loss 7) job options available 8) degree to which they want to be employed 9) age, and phase in their family life cycle 10) skill and educational levels 11) state of health 12) sense of self-worth 13) ability to handle losses in general 14) ability to occupy free time meaningfully
- chronic stress, especially that created by poverty, can lead to mental and physical illness; however, receiving social support seems to cushion people from the harshest consequences of stress
- job loss often weakens people's social support systems just at a time when they most need reassurance and a sense of belonging; providing the unemployed with various types of support is crucial in moderating the negative consequences of job loss
- the unemployed tend to blame themselves for their unemployment; redirecting the blame away from the individual and explaining the economic, political, and social reasons is crucial in moderating the negative consequences of job loss
- little is known about the impact of unemployment on female workers; since their positions in the family and in the labour market differ from those of

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men it cannot be assumed that their responses to job loss are the same; investigations of this question are urgently needed

- the family, as an economic and supportive unit, is threatened during unemployment; adults, who are expected to provide physical necessities for themselves and for dependent family members, can not perform their primary function
  - the family's response to unemployment will depend upon: 1) their access to other sources of money 2) the amount of their savings 3) whether they have debts 4) their point in the family life cycle 5) the constellation of personalities in the family and their collective style of responding to events 6) the power relations and the degree to which job loss alters these 7) their state of health 8) their access to sources of emotional support
  - little is known about ways in which the spouse and children of the unemployed respond to job loss; we know that they sometimes are strongly supportive and/or sometimes withdraw support
  - evidence suggests that increases in the rate of unemployment are accompanied by increases in the rates of spouse abuse, divorce, rape, child abuse, children's problems in school, criminal acts, and racial tensions
  - youth (ages 15 - 24 years) are the hardest hit during economic recessions; they experience increases in depression and a sense of alienation from society; juvenile crime rates are likely to climb
  - older workers (age 45+) are being pushed into forced 'retirement'; they tend to be the discouraged workers who eventually stop seeking jobs--their age is considered a handicap by employers; unemployment and lack of pensions spell poverty in old age
  - evidence suggests that rates of admissions to mental hospitals increase during economic downturns and decrease during economic upturns; the same relationship exists for suicide rates
  - the psychiatrically disabled (both chronic and shorter-term) continue to be stigmatized by employers and by the community; jobs are doubly difficult to obtain for groups who historically have been unemployed and perceived to be unemployable
  - responses to job loss run the gamut; they include: 1) internalizing anger 2) adapting/adjusting 3) finding alternative forms of income 4) creating revolt/revolution 5) rioting/looting; in Canada, most people internalize their anger and become depressed
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# Summary Section II: Unemployment and Physical Well-Being

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## What do we know about unemployment and physical health ?

We know that:

- unemployment and poverty are strongly related, and conditions of poverty create physical risks
- chronic social stress, even when not in the context of poverty, can create physical risks
- there is a causal connection between chronic social stress and several infectious diseases, cancer, heart disease, stroke and ulcers
- increases in the rate of unemployment are associated with higher rates of bronchitis, obstructive lung disease, ischaemic heart disease, post-neonatal infant mortality, and cirrhosis of the liver
- the range of symptoms that can occur in concert with the unemployed state includes: fatigue, weight loss, fainting spells, nervousness, restlessness, lethargy, diminished attention span, tightness of the stomach, rapid breathing, insomnia, and slurred speech
- unemployed people tend to: develop irregular sleeping habits, eat less food in general but more junk food, smoke more cigarettes, drink more caffeine, drink more alcohol, and exercise less than before losing their job
- while the unemployment rate has risen, the general mortality rate has declined because our lifestyle changes have outweighed unemployment's negative effects; however, there has been a shift in why people die--within a decreasing level of mortality, unemployment has become a more significant factor
- three factors related to economic instability which have a negative impact on health are: 1) a poor nutritional level 2) a prevalence of social-psychological stress, and 3) decreased financial ability to utilize medical care facilities
- major swings in the economy (boom and bust cycles) can contribute to chronic social stress, and therefore ill health is related to both situations; thus, it is important to create an economic structure that flattens out the peaks and valleys and thereby allows for certainty, security, and a reduction in chronic social stress

# Summary Section III:

# Unemployment and Human Values

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## What do we know about unemployment and human values ?

We know that:

- most people want to be employed
- it is a myth that unemployed people are just lazy and would rather receive Unemployment Insurance or Welfare than have paid work
- during economic downturns, those with jobs feel privileged to be working and therefore tend to accept low wages and poor working conditions without complaining
- to be accepted as responsible members of society, adults must have a work world, a home world, and a wage; people without jobs tend to be perceived as unproductive and less valuable human beings--thus, it is threatening to our very core when our job is taken away
- society endorses the belief in individualism and hard work ("struggle to find work and you will find it"); even when there are no jobs to be found people are blamed for their lack of effort and individual ambition
- as a society we blame people for their unemployment, and they come to blame themselves; at the same time, our economic and social policies accelerate the reduction in available jobs
- while until recently many Canadians have enjoyed U.I. benefits, family allowances, old age pensions, medical insurance, industrial pensions, and various social services, at present there is an initial dismantling of many of these programmes; just at a time when they are needed most, they are being cut back
- Welfare has become a common form of income maintenance for persons who are capable of working; however, receiving social assistance carries with it the implication that one is receiving income as a favour rather than as a right
- even when the maximum U.I. benefit is paid, it is only the single individual who has a weekly income above the poverty line; furthermore, cutbacks in U.I. have intensified the demand for Welfare, thereby placing a greater burden on municipal and provincial taxpayers
- subsisting on social assistance or insurance places the unemployed in a position of dependency--both economic and psychological

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- people are willing to grasp at any job, and it is part-time work that is experiencing the highest growth rate; part-time work often means a low earning capacity, no access to benefits and pensions, and often ineligibility for union membership
  - vast numbers of workers, especially those over age 45, cannot find re-employment; forced "retirement" is tantamount to poverty in old age and to a long-term sense of worthlessness
  - many forms of social disintegration can occur during times of massive unemployment: people may be forced to leave their homes in search of work, young people may be compelled to remain in their parents' home long after achieving adult status, people who can no longer receive Welfare may be forced to borrow money or to share accommodations with family or friends, and on a larger scale, racial tensions run high as 'foreigners' are perceived as taking jobs away from 'real Canadians'
  - contributing to the reduction of available jobs is the introduction of new technology; unless measures are taken to ensure collective (i.e. workers and employers) planning and implementation, we will be faced increasingly with the social, economic, and moral indignity of a growing proportion of our population having no marketable skills
  - 28% of Canadian adults are considered functionally illiterate, most of whom are poor and chronically unemployed or underemployed; if the dignity and resourcefulness of all members of society are to be recognized, then programmes of literacy and basic adult education will have to be implemented
  - in summary, all people must have the right to participate in society--this means the right to a job; economic policies that create unemployment simultaneously remove people's rights; as a society, we do not value one another according to who we are but according to what we do, and when there is no work to do then we are blamed, made dependent, and stripped of a sense of integrity; economic policies are based on a set of assumptions about human values, morality, and justice--our policies are in desperate need of restructuring
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TYPICAL AGENDA

1. INTRODUCTIONS  
NEEDS ASSESSMENT  
CONTRACTING
2. DISTRIBUTE AGENDA  
INTEGRATE NEW MEMBERS  
JOB LOSS STAGES  
STRESS  
STRENGTH EXERCISE  
FILL IN RESEARCH
3. ASSERTIVENESS  
COMMUNICATIONS  
COMMUNITY RESOURCES  
CEIC INFORMATION
4. TIME MANAGEMENT  
MOTIVATION  
RESUMES  
COVER LETTERS
5. INTERVIEW SKILLS
6. NETWORKING  
OCCUPATIONAL RESEARCH  
REFERENCES  
DECISION MAKING
7. RESUMES  
MYTHS, MESSAGES AND CAUSES OF UNEMPLOYMENT
8. HANDLING THE GROUP INTERVIEW  
ASSERTIVENESS  
ROLE PLAYING
9. WRAP-UP  
GOAL SETTING  
CLOSING  
FILL IN RESEARCH EVALUATION FORMS

MYTHS/MESSAGESRe: UNEMPLOYMENT

EXERCISE: Specify a side of the room for Agree and the other side for Disagree.

Read the following statements one at a time and have people take a side depending on whether they agree or disagree with the statement. They may stand in the middle if they feel neutral, or if they feel ambivalent. Once people take sides have them discuss for 1-2 minutes their opinion on the statement and why they took their position and present a summary to the other group(s).

1. People without degrees have a harder time getting a job.
2. It's easier to get a job if you already have one.
3. The longer you are unemployed the harder it is to find a job.
4. It is so hard to change your occupation once you are over 30 that you should keep trying in your present field even if it's difficult.
5. Getting a job depends on who you know, not what you know.
6. If you are unemployed for over three months there is something wrong in your job search strategy, or you are not trying hard enough.
7. You shouldn't apply for jobs for which you are over-qualified.
8. You can't get a job unless you have Canadian experience.

ACCESSING YOUR STRENGTHS

Most of us grow from our strengths, but do we know what they are?

After you fill in the information below, you will make one (1) affirmative statement about yourself, short and simple. It should not have any qualifiers such as "sometimes", "only", "but", etc.

SKILLS

*I'm really good at .....*

ATTITUDE

*People tell me I could be described as especially .....  
ex/energetic, positive, etc.*

KNOWLEDGE

*I know quite a bit about .....*

SATISFACTION

*I get a great deal of fulfillment from .....*

VALUES

*I feel it is important that .....*

MOTIVATION

*I am really keen about .....*

*ex/being \_\_\_\_\_, doing \_\_\_\_\_, learning \_\_\_\_\_*



PERSONAL ASSESSMENT

1. When I am lonely I like to ...
2. When I feel depressed I can get out of it by ...
3. Ways I learn to save money are ...
4. The people who are most helpful to me when I feel badly are ...
5. When I am angry I cool off by ...
6. When I am feeling good I like to ...
7. Something I always wanted to do and didn't have time for is ...
8. Things I haven't had time to do but really enjoy are ...
9. The best people for me to talk to when I feel good are ...
10. I like myself best when ...
11. The people I should avoid when I feel bad are ...

From this make a list:

Things to do when I have had a bad day.

Who to talk to when I'm having a bad day.

Who I want to avoid on a bad day.

Things to do on a good day.

Activities and people to avoid when I have had a good day.

Relaxation Exercise

Guided Imagery and Visualization

Guided imagery, or guided visualization as the process is sometimes referred to, works on the principle that the mind and the body are completely connected and interrelated. Dr. Filmer Green, one of the pioneers in the field of biofeedback puts it this way:

Every change in the physiological state is accompanied by an appropriate change in the mental-emotional state, conscious or unconscious and conversely, every change in the mental-emotional state, conscious or unconscious, is accompanied by an appropriate change in the physiological state.

In other words, a state of relaxation attained in the mind will likewise be felt in the body and vice versa. Another way of stating this, is that whatever goes on in the mind goes on in the body. Visual imagery works on focusing the mind on comfortable, pleasant and relaxing images that in turn translate a similar response to the muscles.

A guided imagery can be involved or very simple. For example, if you can remember that first feeling upon entering a hot tub and make an accompanying "Ahhhhh" sound, your body to some degree will also remember the muscular patterns that occur when you are submerged in hot swirling water. Other visualizations can be involved and lengthy. Some of these follow in the next few pages. While you may attain some degree of relaxation by merely reading the suggested guided imageries, it is best to lie still and have the words take you away with your imagination. Therefore, have someone read one of these passages to you or put them on tape yourself and listen to the recorded words. Some people express a desire to have the visualization not be in their own voice, so you might ask someone who has a soothing tone of voice to practice reading the section and put it down on tape.

If you want to make your own guided imagery, look at the components of a relaxing imagery. Generally, heat is involved, frequently from the sun. It is difficult to be in the sun, engaged in quiet activity and not be relaxed. Water is also frequently mentioned. Seaside scenes, quiet flowing rivers, still lakes, crystal clear ponds and the like are appropriate. One is generally alone in a state of deep relaxation, and there are no items in the environment that might elicit the fear response in such a state of imagination. Sometimes a picture of quiet beauty, such as a forest scene, a still warm mountaintop, will inspire the imagination to create a feeling of relaxation and peace.

As small children we are encouraged not to "day dream." Such activity is frequently regarded as a waste of time, nonproductive behavior. If one is excessively involved in images, that might not be appropriate, but conscious manipulation of this mind/body interlock can be used to our advantage. "Mini" vacations taken once or twice a day to a desert island for a few minutes can be rejuvenating and obviously very inexpensive.

In guided imagery we are educating our brain to remember states of peace and relaxation, so that we can easily return to these scenes when we need to change our activity for a few minutes. We also are cultivating in our awareness healthy images that we can carry with us in our normal level of activity.

Please sit comfortably (in the stress reduction position), close your eyes and begin to bring your awareness to your breath. Feel your body begin to relax... Feel the air moving in through the nostrils and out through the nostrils... Breathe deeply and comfortably, deeper and deeper into relaxation... Sit quietly for a moment. Feel yourself breathing... (Pause).

Visualize (in your mind's eye) your body walking in a beautiful green meadow. The sun is shining and the sky is bright deep blue. You can feel the warmth of the sun's rays on your face and shoulder as you walk. As you look off into the distance, you can see so many shades of green... leaves and grass have crispness and freshness of the spring, all bursting forth ready to greet the sun and the new season. The grass is soft under your feet; feel it between your toes like a cushion. Your walk and gait is light and easy. Wild flowers bloom in this meadow, and the colors are bright purple and yellow that are iridescent in the sunlight. A butterfly floats by almost touching your hand... you feel so peaceful and serene in this scene. As you continue to walk you become aware of all that you perceive. What an exquisite day in this beautiful green meadow.

In the distance you see some trees and as you approach them you recognize one that you know well. It is like seeing a very old friend. Maybe you knew this tree as a child and remember climbing it, talking to it, finding solace in it, or perhaps you knew it as a young adult carving your initials in it with your first love. As you walk toward the tree, you feel a sense of oneness with it and you reach out and touch the bark along the trunk of the tree. You feel the quiet accepting energy of it and in this state of mind you sit under this friendly tree and observe all that surrounds you.

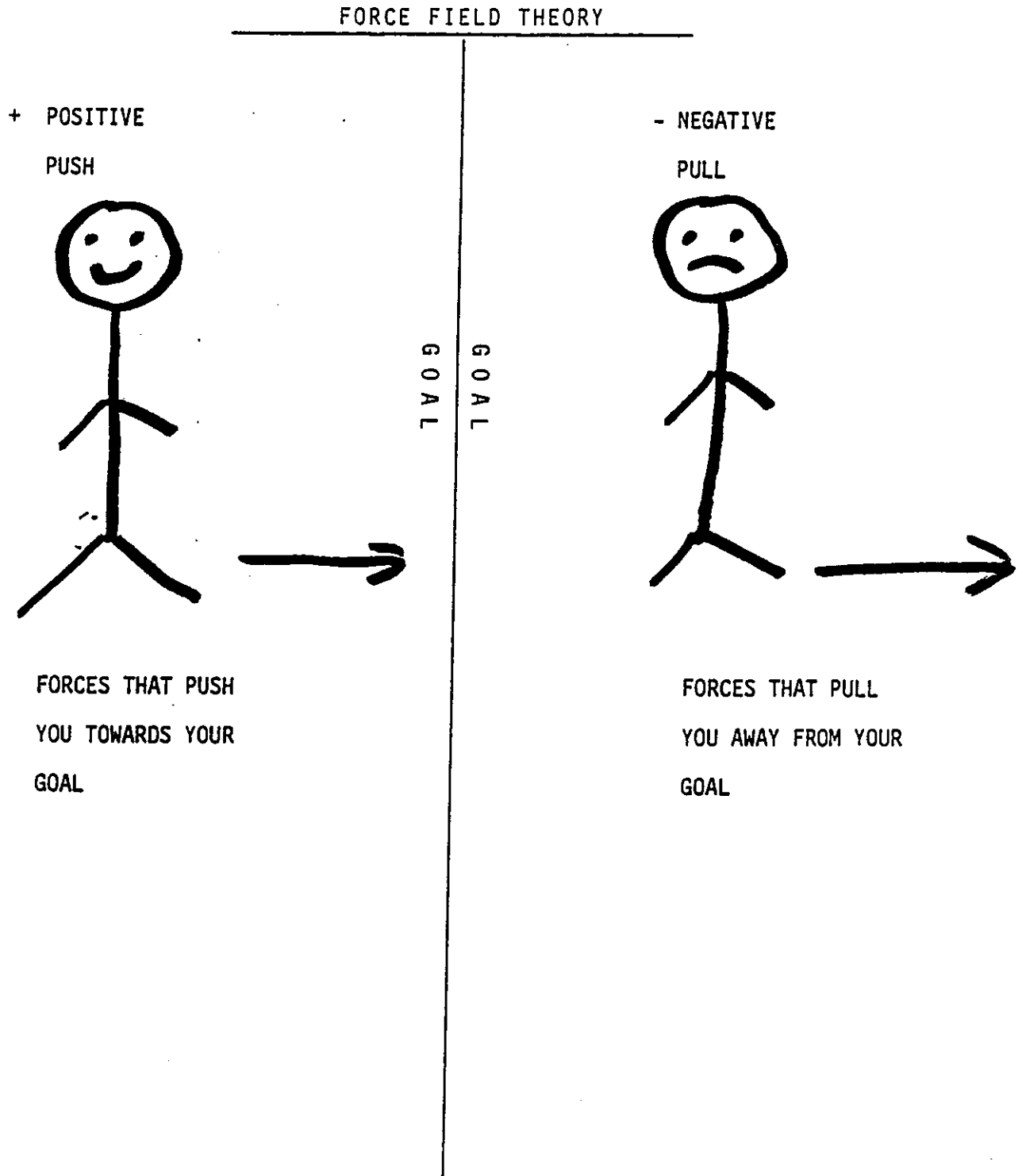
Off to your right you can hear the sound of water rushing over pebbles and stones and you look in that direction to see a mountain stream bubbling along... clear and fresh... the water so clear you can see the bottom of the stream. Your eyes follow the stream as it weaves its way down into the valley, and there are miles of hills and valleys in the distance. The stream works its way into the river which moves in and out of the hills like a tiny blue ribbon. The trees reach toward the sun and as far as you can see it is green upon green against a brighter blue sky.

Now, tune in to the sounds that surround you. Hear the sound of the water, the birds singing sweetly, a breeze brushing its way through the leaves of the trees and the grass... insects buzzing and the sounds of life surround you. What a perfect place to be, what a peaceful delight to be part of this soft green meadow in the comfort and shade of a friendly old tree. Such a quiet and serene place to go in the recesses of your mind. All of this perfection you perceive become a part of you.

Stay here as long as you wish. Then slowly, very slowly, take a deep breath and return to your body consciousness. Slowly, very slowly, open your eyes and stretch and feel yourself filled with loving energy.

# HANDLING UNEMPLOYMENT GROUPS

3101 Bathurst Street, 5th Floor, Toronto, Ontario M6A 2A6 (416) 789-9260



ROLE PLAY

Role play is an effective behavioral technique which can provide participants with useful insights into their behavior as well as opportunities to learn to practice new ones. In order for the learning to be relevant, role plays should simulate situations in which group members find themselves.

The goals for using this technique should be clear to all participants.

1. To increase insight and understanding
2. To provide an opportunity to practice new skills and receive constructive feedback.
3. To build confidence

Role play demands a fair degree of risk taking. For this reason it is best to introduce it when a sufficient level of trust and ability to self-disclose have been achieved.

PREPARING FOR ROLE PLAY

1. The goal of each role play should be clear and specific, i.e. to respond assertively to difficult interview questions.
2. The roles should be clearly defined. The situation should be described in detail - including anticipated attitudes and responses of other players.
3. Establish guidelines for the behavior of role players and observers, particularly regarding the use of constructive feedback. Suggested guidelines could include:
  - Player can stop role play at any time and ask for suggestions, feedback and support before resuming.
  - Player can ask someone else to "fill in". This will provide new ideas or help if the player is stuck.
4. Reiterate the group values, i.e. people will be treated supportively, honestly and with respect.

STEPS IN ROLE PLAYING

1. Clarify the objective, e.g. what would be the most effective response in the situation?
2. Prepare the players - give them their role definitions.
3. Leader models the best way to handle the situation, emphasizing the important elements, and being clear that each person will have their own unique style. (modeling)
4. Have the subject close her eyes, relax, and visualize the way she would like to respond. She then verbally shares this and receives feedback. (covert rehearsal)

STEPS IN ROLE PLAYING - continued

5. Perform a role play - provide adequate time for players to become involved in their role but stop the role play if the subject is not responding effectively. (overt rehearsal)
6. Give feedback. Each player should be given the opportunity to discuss her role and to give and receive constructive feedback from group and leader.
7. If necessary model the appropriate response again.
8. Repeat the role play - incorporating the feedback received. The major player should be made aware that repetition is an essential part of learning; it does not indicate that she has failed at her previous attempt. Be sure leader and group is highly reinforcing of improved responses.
9. Have the co-player express to the subject his/her reaction to the changes in the responses of the subject.
10. De-brief - It is essential that time be taken for players to de-role (express feelings while in their roles) and return to being themselves. Allow time for questioning and feedback from the group.

ROLE-PLAY EXERCISES

1. Pick a situation that is relevant to the group, i.e. dealing with judgmental attitudes toward unemployment from friends and neighbours, asking for a new CEC counsellor if the first was not helpful, etc.
2. Demonstrate the situation using steps in the Role Play Handout.
3. Break group into 3's. Have one person be subject, one the co-player, and the third is observer. Have the 2 players role play and receive feedback from observer. Rotate so that all have a chance to play each role. Leader should keep time and move from group to group to be sure that roles are changing and that people are giving useful feedback.

**OBJECTIVE:**

Management or consulting, focusing on planning and development for business, government or international agencies.

- Managing Change
- Identifying Goals
- Evaluating Alternatives
- Building and Leading Teams
- Counselling Managers

To ensure corporate effectiveness using creative planning and administrative skills to prepare an organization or group for its chosen future.

**QUALIFICATIONS:**

24 years in business, 14 years internationally, in operational and staff positions in large and medium sized organizations. Areas of expertise:

- General Management
- Evaluation of management, company, industry and country performance
- Corporate development, involving creative planning and establishing acquisitions, investments, divestments, innovations, re-organization, and expansion
- Consulting and providing support services

**ACHIEVEMENTS:**

- *General Management* with responsibility for operations and board membership.
- *Managed world-wide development portfolio* of Canadian multi-national corporation, involving product, industry and company assessments, market and feasibility studies, board presentations. Implementation included management of projects and expansions together with creation of new companies and joint ventures.
- *Set up new companies* and prepared presentations to investors, host governments, and banks. Legal and accounting work, incorporation, technical transfer and shareholders' agreements. Acquired land and buildings, hired staff, selected equipment. Obtained finance from banks, boards and suppliers. Directed project teams.
- *Developed financial analysis methods*, reporting procedures, operational audits, strategies and budgets for companies under my control.
- Created special evaluation and action programs involving cost-cutting, re-organization, marketing and re-financing during recession.
- Designed and implemented new accounting, reporting, information and administration systems for 6,000 staff. Headed design and implementation teams.
- *Innovative use* of computer systems and data transmission.
- *Managed support services* for 8,000 employee organization including computer services, market and management information, industrial engineering, administration procedures and weekly newsletter. Chairman, Administration Committee.
- *Managed Company* employing 1,500 through government nationalization requiring changes to objectives, procedures, reporting systems, organization and marketing.
- *Assessed Canada's* participation in consortia for international bidding and recommended actions.



**POSITIONS HELD:**

*Vice President, Operations—Europe, Africa and Middle East, Canada Wire International, Toronto.*

Responsible for parent company's subsidiaries. Focusing technical, financial and management support to companies and liaison with host governments, partners, banks, lawyers and accountants. Director of associated companies.  
(1981 to 1984)

*Development Manager—Canada Wire International, Toronto.*

Responsible for product, company and project development, market and feasibility studies in Far East, Canada, Central America, Europe and Africa. Created joint ventures.  
(1979 to 1981)

*Consultant—New Business Development—Inter Services, Hudson, Quebec.*

Establishing U.S. and Canadian markets for Caribbean companies. Resuscitation of companies involving research, planning, feasibility and marketing.  
(1977 to 1979)

*Vice President—Kaufmann's Handel Maatschappij, Montreal.*

Jointly responsible for Canadian subsidiary of Dutch trading and processing company. Buying, selling, shipping, administration. Traded with over 30 countries.  
(1975 to 1977)

*Acting General Manager and Corporate Secretary—Brooke Bond Liebig (British Multinational) in East Africa.*

Responsible for administration, marketing, export, government liaison. Board of Directors.  
(1971 to 1975)

*Manager—Management Services—Express Dairy Company  
(1961 to 1971)*

**PROFESSIONAL TRAINING:**

Masters Degree in Environmental Studies, York University (current)

Management Services, Cranfield Institute of Technology (1968)

Higher National Certificate in Business Studies (1963)

Courses and Seminars in Systems Analysis, Financial Analysis, Strategic Planning, Creative Thinking, Technology Transfer and International Licensing.

**MEMBERSHIPS:***Member:*

- British Institute of Management
- Institute of Directors
- Shippers Council
- Employers Federations
- Chambers of Commerce
- Government and Industry Ad Hoc Committees

*Director:*

- Egypt/Canada Business Council
- Missions to Seamen

**PUBLICATIONS AND SPEECHES ON:**

Consortia Formation for International Bidding, Sub-Surface Drainage in Third World Economies, International Business Development

**PERSONAL:**

Lived and worked in several countries in Europe, Africa, Far East and North America. Speak English and French, some German, Spanish and Swahili.

The following Resume samples are from:

Jackson, Tom, The Perfect Resume

Anchor Press, Garden City, N.Y. 1981

## SAMPLE RESUMES

Buyer, Fashion

MARYANN CORDELLO  
 1358 Wacker Drive  
 Chicago, Illinois  
 (312) 765-2190

Functional

PURCHASING/RETAIL AND CATALOG

- . Selected merchandise for retail
- . Determined price strategy and mark-up
- . Examined merchandise and selected colors
- . Prepared contracts

PRODUCT DEVELOPMENT

- . Initiated changes in products to increase sales
- . Analyzed merchandise for defects in design and material to improve quality of merchandise
- . Analyzed comparative merchandise

ADMINISTRATOR

- . Coordination, implementation and supervision of all office records
- . Acted as liaison between sources and retail stores
- . Coordinated purchase orders and responded to service of supply questions
- . Trained employees from the Buyer's Assistant Training Program

WORK HISTORY

1968 - Present

Shore Radnor & Co.  
 Fashion Buying Office - New York

- . Buyer's Assistant 1975 - Present
- . Clerical Assistant Senior 1968 - 1975

EDUCATION/TRAINING

Fluent in Italian  
 Morris Knowles High School

1968

Emphasizes how she functioned as a buyer.

Copywriter

Functional

# MANDY MILES

450 West End Avenue  
New York, New York 10023  
(212) 787-1993

## Writing-Freelance

- . Wrote twelve article series on personal development, fashion and home furnishings for Co-Ed magazine.
- . Wrote feature articles for Ingenue magazine.
- . Created home-sewing shows for Co-Ed given in major department stores across the country.
- . Co-authored paperback book on teenage problems for Pentamex Publications.

## Film Strip Production

- . Produced "Loving Relationships" - a half hour film strip for high school students for Co-Ed. Wrote "Beautiful Foods" filmstrip for Co-Ed.
- . Edited over 50 filmstrips for use by high schools in area of music, art history and literature for Bramston Publications.

## Fund-Raising

- . Assumed major responsibilities in scholarship fund-raising efforts.
- . Created craft projects and directed weekly workshops which produced hundreds of items for large handcrafts bazaar.
- . Organized theatrical and cultural benefits.

## Work History

- |              |  |                      |
|--------------|--|----------------------|
| 1975-Present | Major fundraising projects   |                      |
| 1969-1975    | Freelance Writing assignments  |                      |
| 1967-1969    | <u>Ideas for Youth</u>   | Editor               |
|              | Parameter Publications   |                      |
|              | . Wrote articles, produced photography, supervised art.  |                      |
| 1963-1967    | <u>Co-Ed</u> magazine  | Fashion Editor       |
|              | . Covered fashion Markets; supervised photography, art, layout, wrote copy; produced fashion show. |                      |
|              | . Received award for editorial excellence from American Institute of Men's and Boy's Wear          |                      |
| 1962-1963    | Anik Robelin-Paris   | Designer's Assistant |

## Education

- |      |                          |          |
|------|--------------------------|----------|
| 1962 | B.A. Art History/English | U.C.L.A. |
|------|--------------------------|----------|

Being in an artistic field, Mandy can be bolder in her design.

## THE PERFECT RESUME

## Market Analyst/Researcher

## Chronological

ROBERT M. GORMAN, C.F.A.

53 Rutgers Drive  
 Port Washington, New York 11050  
 (516) 882-5082

1968-Present

W.B. WHITNEY &amp; COMPANY

New York, New York

Electrical/Electronic Analyst. Follow the major appliance, consumer electronic, and electronic component industries. Analyze companies and industries, and evaluate stocks. Handle numerous clients such as banks, mutual funds and insurance companies. Discuss findings, predict market trends and advise clients on sensitive issues.

1962-1968

IMC DIVISION OF MRW, INC.

Philadelphia, Pennsylvania

Market Research Manager. Supervised two analysts and performed studies on the market for fixed and variable resistors in the television, computer, automotive and other electronic markets. Forecasted annual industry demand for company's products. Evaluated potential acquisitions. Chairman of Electronic Industries Association Resistor Marketing Committee.

1956-1962

WOLMITE TRANSISTOR DIVISION OF WOLMITE CORP.

Waltham, Massachusetts

Market Research Manager. Identified applications and markets of various semi-conductor technologies. Evaluated potential markets and monitored trends in the computer, power rectifier, television, automotive and instrumentation markets.

Senior Engineer. Designed high current rectifier test equipment and trained customers on rectifier applications.

Electronic Engineer & Physicist. Worked in various departments of Wolmite, Inc. and the University of Pennsylvania Physics Department.

## AFFILIATIONS:

Institute of Chartered Financial Analysts; IEEE  
 New York Society of Security Analysts

## EDUCATION:

M.A. Wesleyan University  
 B.S. Northeastern University in Electrical Engineering

## SAMPLE RESUMES

Teacher

JAN LEAH ERMAN

Targeted

1540 42nd Street  
Brooklyn, New York 11218

JOB TARGET: ELEMENTARY SCHOOL TEACHER

## CAPABILITIES:

- \*Prepare outlines for daily and monthly course of study.
- \*Lecture and demonstrate with audiovisual teaching aids.
- \*Prepare, administer and correct tests.
- \*Maintain order and discipline in large and small classes.
- \*Counsel and direct children with learning difficulties.
- \*Counsel parents and direct them into remedial action for specific cognitive or emotional problems of children.
- \*Train and develop children in verbal self-expression.

## ACHIEVEMENTS:

- \*Trained two learning disabled children to achieve full integration in public school class within two weeks.
- \*Tutored six "underachievers" in remedial reading; all six finished in upper 20% of class by end of year.
- \*Developed new system for reporting reading comprehension analyses now used in school system city-wide.  
Introduced audiovisual techniques for math learning into Grade 2 with much success.
- \*Cited as Teacher of the Year in school of 800 in 1977.

## WORK HISTORY:

1972 - Present	Yeshiva Havram Secular Division - Brooklyn, New York Fifth & Sixth Grades	
1971	Dowd Communications	Production Assistant

## EDUCATION:

1975	M.S. in Education Emphasis on Reading in Elementary Schools	New York University
1971	B.A. in Sociology Minor in Elementary Education	Brooklyn, New York

## THE PERFECT RESUME

## Travel Agent

## Chronological with Functional Emphasis

ELLEN T. LONDOFF  
450 Fort Washington Avenue  
New York, New York 10033  
(212) 668-3470

WORK EXPERIENCE

LEISURE TRAVEL SALES, INC.  
15 East 40th Street  
New York, New York

1975-Present

Sales/Marketing: Developed wholesale travel department within this company. Focused on individual and group travel programs for executive level, employees, groups, civic, and fraternal organizations. Designed incentive programs for sales force within several companies.

Advertising: Evaluated profitability of advertising strategy. Responsible for selecting best vehicles for copy and promotion. Utilized demographical information and readership data of trade publications and journals for determining advertising campaign. Personally wrote advertising copy for major ads.

Research: Examined which specific facilities and destinations would best service each group's style, budget, and conference needs. Surveyed industries, and developed individual presentations for conference planning.

Budgeting: Planned budgets for each program. Negotiated hotel contracts. Costed out internal operational costs (reservations, documentation, ticketing, itinerary planning). Budgeted out advertising expenditures from copywriting to final printing and placement stages. In first year of program reduced operational costs by 20%.

1971-1975

BIGGER MAN APPAREL, INC.  
Orange, Connecticut

Customer Service Representative.  
Responsible for all manufacturing sources meeting delivery deadline obligations. Duties included merchandising, pricing, buying, and general sales. Worked on all phases of company advertising.

EDUCATION

ADELPHI UNIVERSITY, Garden City, New York      B.A.    Liberal Arts

**TABLE 1.1 Comparison of effective and ineffective groups.**

<b>Effective Groups</b>	<b>Ineffective Groups</b>
Goals are clarified and changed so that the best possible match between individual goals and the group's goals may be achieved; goals are cooperatively structured.	Members accept imposed goals; goals are competitively structured.
Communication is two-way, and the open and accurate expression of both ideas and feelings is emphasized.	Communication is one-way and only ideas are expressed; feelings are suppressed or ignored.
Participation and leadership are distributed among all group members; goal accomplishment, internal maintenance, and developmental change are underscored.	Leadership is delegated and based upon authority; membership participation is unequal, with high-authority members dominating; only goal accomplishment is emphasized.
Ability and information determine influence and power; contracts are built to make sure individual goals and needs are fulfilled; power is equalized and shared.	Position determines influence and power; power is concentrated in the authority positions; obedience to authority is the rule.
Decision-making procedures are matched with the situation; different methods are used at different times; consensus is sought for important decisions; involvement and group discussions are encouraged.	Decisions are always made by the highest authority; there is little group discussion; members' involvement is minimal.
Controversy and conflict are seen as a positive key to members' involvement, the quality and originality of decisions, and the continuance of the group in good working condition.	Controversy and conflict are ignored, denied, avoided, or suppressed.
Interpersonal, group, and intergroup behavior are stressed; cohesion is advanced through high levels of inclusion, affection, acceptance, support, and trust. Individuality is endorsed.	The functions performed by members are emphasized; cohesion is ignored and members are controlled by force. Rigid conformity is promoted.
Problem-solving adequacy is high.	Problem-solving adequacy is low.
Members evaluate the effectiveness of the group and decide how to improve its functioning; goal accomplishment, internal maintenance, and development are all considered important.	The highest authority evaluates the group's effectiveness and decides how goal accomplishment may be improved; internal maintenance and development are ignored as much as possible; stability is affirmed.
Interpersonal effectiveness, self-actualization, and innovation are encouraged.	"Organizational persons" who desire order, stability, and structure are encouraged.

David W. Johnson/Frank P. Johnson, JOINING TOGETHER: Group Theory and Group Skills, 2nd ed., c.1982, p.11. Reproduced by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.



## STAGES OF GROUPS

- |                     |   |
|---------------------|---|
| F O R M I N G       | - group comes together, finds<br>common ideas |
| S T O R M I N G     | - conflict, resistance                        |
| N O R M I N G       | - greater trust, sense of group               |
| P E R F O R M I N G | - co-operation, commitment,<br>mutual support |
| L E A V I N G       | - closing, letting go of<br>dependency        |

STAGES OF GROUP DEVELOPMENT(Based on Y.W.C.A. Handout)FORMING:

The group comes together for the first time. People are feeling anxious, uncertain, watchful. In their minds are questions like these:

1. Who are these people in the group?
2. What are they like?
3. What will they think of me?
4. How will I behave?
5. What can I expect of this leader?
6. What is the group for?
7. Why am I here?
8. What will I get out of it?

As a leader you'll feel the group very dependent on your direction. You'll feel a bit tense with the responsibility and with wanting to start things off right.

Important questions for the leader at this stage are:

1. How can you facilitate the "getting to know you" process?
2. How can some understanding, or "contract" be established about what the group is for?
3. How can you model required group behavior (e.g. listening, supporting, self-disclosing) in most effective way?
4. What is the polite behavior?
5. What are the signs of dependency on you?

STORMING:

This is when resistance builds - to the leader, to the program, to co-operating with other people and the group. The group lacks unity, cliques and alliances may form and conflict is often evident. Hostility may become open. The group, as yet, has not developed the cohesion and skills to effectively handle the conflict. The other aspect of this is an increase in honest expression, clarification of purpose and group procedures.

Common member reactions, either expressed or unexpressed:

- 2 -

1. What's the point of all this?
2. I don't like this - I'm going to change it.
3. Who does she think she is?
4. I haven't got time for all this.
5. We never did that last year.
6. You're always talking; OR you never say anything.

The leader's concerns at this stage are:

1. How to support members taking risks?
2. How to control aggressive behavior?
3. How to deal with cliques while supporting interpersonal relations?
4. How to help conflict become creative? (facilitate group problem solving)
5. How to accept criticism non-defensively and use it to modify structure/content where necessary?
6. How to maintain group membership if members are threatened by conflict?
7. Who creates stress and who deals with it?
8. How are you being tested?

### NORMING:

Now the group becomes more harmonious. Members are more trusting and more accepting of one another's ideas and opinions. Some of the understanding achieved in Norming is the result of the resolution of conflicts in Storming. Members are less dependent on leader and take more responsibility for controlling group behavior. There is a stronger sense of group feeling and an increased capacity to handle conflicts.

Key questions for the leader:

1. What are the signs of the group becoming an entity?
2. What is the basis of the group's pride ("US")
3. What are the unspoken norms? e.g. attendance, air time, clean up.
4. How do individual members feel at this stage?
  - more trusting of each other?
  - more confident?
  - more focused on each other, less on leader?

- 3 -

5. How has your role changed?
6. How can you get the group to pick up on some of your responsibilities?

PERFORMING:

A development of the Norming stage. Commitment and loyalty are strong. The group takes some responsibility for program and process. People try out new strengths because they know they have been accepted. Everyone participates. Creativity is high. Dependence on the leader is replaced by inter-dependence on one another.

## Questions:

1. What are the participation patterns?
2. What is happening to individual members?
3. How do you help the group and individuals to grow in the performing stage?
4. What are your satisfactions at this stage?
5. Has the behavior of some individual changed?

LEAVING:

The leader leaves, or a group member leaves, or the group ends and disbands. If the group has been a good one this is probably a time of strong feelings.

These are points for the leader to consider in trying to make this stage a satisfying and meaningful one in the life of the group:

1. How do you prepare yourself and the group for your departure?
2. How do you deal with promises that suggest the group won't really end?
3. How do you deal with dependency?
4. How do you deal with group feeling when a member drops out?
5. What new directions can you give people when the group disbands?
6. What do you do on the last day?
7. For time-limited groups, how can you validate people's sadness/resistance to leaving while motivating people to create alternatives.
8. Were there signs of people wanting to carry over or develop relationships after the group ended?

GOALS FOR PERSONAL DEVELOPMENT

This form is designed to help you think about your relationship with others and your skills in group situations. It facilitates setting your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.
3. Go back over the whole list and circle the numbers of the three or four activities which you would like to improve most at this time.

Communication Skills

	<u>O.K.</u>	<u>Need More</u>	<u>Need Less</u>
1. Amount of talking in the group	_____	_____	_____
2. Being brief and concise	_____	_____	_____
3. Being forceful	_____	_____	_____
4. Drawing others out	_____	_____	_____
5. Listening alertly	_____	_____	_____
6. Thinking before I talk	_____	_____	_____
7. Keeping my remarks on the topic	_____	_____	_____
8. _____	_____	_____	_____

Observation Skills

9. Noting tension in the group	_____	_____	_____
10. Noting who talks to whom	_____	_____	_____
11. Noting interest level of group	_____	_____	_____
12. Sensing feelings of individuals	_____	_____	_____
13. Noting who is being "left out"	_____	_____	_____
14. Noting reaction to my comments	_____	_____	_____
15. Noting when the group avoids a topic	_____	_____	_____
16. _____	_____	_____	_____

	<u>O.K.</u>	<u>Need More</u>	<u>Need Less</u>
<u>Discussion Skills</u>			
17. Stating problems or goals	_____	_____	_____
18. Asking for ideas, opinions	_____	_____	_____
19. Giving ideas	_____	_____	_____
20. Evaluating ideas critically	_____	_____	_____
21. Summarizing the discussion	_____	_____	_____
22. Clarifying issues	_____	_____	_____
23. _____	_____	_____	_____

Morale-Building Skills

24. Showing interest	_____	_____	_____
25. Working to keep people from being ignored	_____	_____	_____
26. Harmonizing, helping people reach agreement	_____	_____	_____
27. Reducing tension	_____	_____	_____
28. Helping rights of individuals in the face of group pressure	_____	_____	_____
29. Expressing praise or appreciating	_____	_____	_____
30. _____	_____	_____	_____

Emotional Expressiveness

31. Telling others what I feel	_____	_____	_____
32. Hiding my emotions	_____	_____	_____
33. Disagreeing openly	_____	_____	_____
34. Expressing warm feelings	_____	_____	_____
35. Expressing gratitude	_____	_____	_____
36. Being sarcastic	_____	_____	_____
37. Facing conflict and anger	_____	_____	_____
38. Withstanding silence	_____	_____	_____
39. _____	_____	_____	_____

	<u>O.K.</u>	<u>Need More</u>	<u>Need Less</u>
<u>Social Relationships</u>			
40. Competing to outdo others	_____	_____	_____
41. Acting dominant	_____	_____	_____
42. Trusting others	_____	_____	_____
43. Being helpful	_____	_____	_____
44. Being protective	_____	_____	_____
45. Calling attention to myself	_____	_____	_____
46. Standing up for myself	_____	_____	_____
47. _____	_____	_____	_____
<u>General</u>			
48. Understanding why I do what I do (insight)	_____	_____	_____
49. Encouraging comments on my own behavior (soliciting feedback)	_____	_____	_____
50. Accepting help willingly	_____	_____	_____
51. Making up my mind firmly	_____	_____	_____
52. Criticizing myself	_____	_____	_____
53. Waiting patiently	_____	_____	_____
54. Going off by myself to read or think	_____	_____	_____
55. _____	_____	_____	_____
56. _____	_____	_____	_____

YOUR BEHAVIOR IN CONTROVERSIES

All of us frequently become involved in controversies. There are, however, large differences in how people react to and handle them. Some people find arguments stimulating and fun, and go around hoping to find a few every day. Other people become overly concerned about being rejected when they disagree with others and try to avoid controversies. We have all been raised to behave in certain ways in controversies. What is your behavior in a controversy? How do you react? What are your feelings? Before you explore how to handle controversies constructively, it may be interesting for you to look at your behavior and beliefs in regard to controversies. Answer each question as honestly as possible.

1. My personal philosophy of controversy might be summarized by the statement:

\_\_\_\_\_ "He hath conquered well that hath made his enemy fly....fields are won by those who believe in winning." (Translation: I like to be the only winner.)

\_\_\_\_\_ "Only he who is willing to give up his monopoly on truth can ever profit from the truths that others hold...no man has the final answer but every man has a piece to contribute." (Translation: everyone has some truth to give in an argument. No one is a winner or loser.)

2. Controversy among group members is a chance:

\_\_\_\_\_ to think of new, creative, and more effective alternatives for group action and problem solving.

\_\_\_\_\_ for the strongest to dominate and a chance to see who "wins" and who "loses".

3. By disagreements being brought out into the open and faced directly, the most effective group action is discovered.

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

4. A fair exchange brings no quarrel, only increased understanding of each other and of the issue being discussed.

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

5. When other group members disagree with my position, I erupt into antagonism, anger, and hostile feelings.

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

6. Nothing is more fun and enjoyable for me than a good argument.

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree



-2-

7. Which of the following is most typical for you?

\_\_\_\_\_ When a controversy is taking place, I become quite curious about what others are thinking and feeling and I am concerned with getting everything out in the open.

\_\_\_\_\_ I find controversies frustrating as a rule, I usually become convinced that there is nothing I can do to resolve the issue, and I either end up smoldering with no way to break the tension or just lose interest because it's hopeless.

8. When controversies arise in the group, I speak freely and openly of my ideas, positions, and feelings.

\_\_\_\_\_ Agree \_\_\_\_\_ Disagree

9. I am most creative in my thinking when I am working:

\_\_\_\_\_ Alone \_\_\_\_\_ In A Group

10. The way in which I help other people think creatively is to:

\_\_\_\_\_ argue with them, present new and different perspectives on the issues under discussion, bring up facts they seem to have ignored.

\_\_\_\_\_ reinforce their ideas, give support to how well they are thinking, encourage them to apply their ideas, praise their ability to think creatively.

Check the statements that are true for you in a group:

11. \_\_\_\_\_ I would rather be in a group that had a lot of controversy than one where members agree all the time.

12. \_\_\_\_\_ A little controversy among members is all right, but I would not like to participate in it.

13. \_\_\_\_\_ If I disagree with someone's idea, I keep quiet.

14. \_\_\_\_\_ If someone disagrees with my ideas, they are also rejecting me.

15. \_\_\_\_\_ I have to know people pretty well before I will disagree with them.

16. \_\_\_\_\_ Most people get mad at me when I disagree with their ideas.

17. \_\_\_\_\_ If people argue with my ideas, I know they care enough about me to disagree.

CONSTRUCTIVE AND DESTRUCTIVE CONTROVERSY

Controversies may be classified as constructive or destructive on the basis of the processes by which they are managed and their outcomes.

PROCESSES

Constructive

Effective sending and receiving communication skills used.

Adequate integration of positions; similarities clearly understood and synthesized.

Equal situational power dynamic among all members.

All group members participate.

Feelings released; tension decreased; positive feelings dominant.

Everyone's contributions listened to, given attention, taken seriously, valued, and respected.

Members feel understood and listened to.

Disagreement taken objectively by some or all group members.

Members feel accepted and liked by other group members.

Open and honest expression of ideas and feelings.

Members feel responsible and committed to group decision.

High level of learning.

Quiet members encouraged to participate.

Members are highly satisfied with the decision, participation, and process.

High value on creative resolution.

Destructive

Effective sending and receiving communication skills not used.

Inadequate integration of positions; similarities not clearly understood and positions not synthesized.

Unequal power dynamic among group members.

Only a few group members participate. Self-censorship and withdrawal.

Feelings suppressed, and still present; tension increased; negative feelings dominant.

The contribution of many members ignored, devalued, not respected, and treated lightly.

Members feel misunderstood or ignored.

Disagreement taken as personal rejection by some or all group members.

Members feel rejected and disliked by other group members.

Closed or indirect expression of ideas and feelings.

Some or all members feel no responsibility for, or commitment to, the decision.

Low level of learning.

Quiet members overridden.

Members are highly dissatisfied with the decision, participation and process.

High value on domination and "winning".

Constructive

Decisions satisfying and of high quality.

Member's like one another, cohesion high.

Differences in opinions and ideas sought out and clarified.

Members believe they have exercised influence on other members.

Ability to manage controversy increased.

Highly creative decisions.

High level of trust among members.

Moderate level of tensions for effectiveness.

Underlying assumptions and ideas brought out into the open and discussed.

Perceiving the controversy as a mutual problem.

Differences clearly understood.

Emotions respond to with empathy and emotional responses.

Satisfying solutions worked for and arrived at.

Destructive

Decisions ineffective and of low quality.

Member's liking for one another is low and little cohesion.

Differences in opinions and ideas ignored or suppressed.

Members believe they have had little influence on other members.

Ability to manage controversy decreased.

Low creativity decisions.

Low level of trust among members.

Tension level too low or too high for effective problem solving.

Underlying assumptions and ideas not brought out into the open and discussed.

Perceiving the controversy as a "win-lose" situation.

Differences not clearly understood.

Emotions responded to by ingenuine understanding or ignored.

Easy, conflict-reducing procedures-tossing a coin, voting, negotiation-used.

GROUP LEADERSHIP QUESTIONNAIRE

Discuss the following vignettes with your small group.

1. Which of the options would you use (you may choose more than 1)
2. Which response is most important? In which circumstance?
3. What do your choices of responses tell you about your leadership style, e.g. (#correspond to responses)
  1. Passive/Leadership
  2. Directive
  3. Reassurance/Approval
  4. Subtle guidance
  5. Organizing, focusing
  6. Generalizing, bringing information
  7. Use of member feeling
  8. Use of leader feeling
  9. Use of leader experience
  10. Task orientation
  11. Advice giving

1. STARTING THE GROUP

You are the leader in a group which is meeting today for the first time. All eight members are present as you enter the room having been unavoidably detained, you sit down; you introduce yourself and the members introduce themselves. Then everyone turns and looks at you expectantly. There is silence. What do you do?

1. Do nothing.
2. Say that the group is theirs to make use of as they wish.
3. Reassure them that a certain amount of tension is typical in the beginning of a group.
4. Break the ice with casual conversation.
5. Describe the purposes and procedures of the group.
6. Suggest resources for future programs and ask for ideas and opinions.
7. Ask how they feel in this first meeting (about being in the group or about each other).
8. Say how you are feeling (example: tense and expectant).
9. Share an experience in your own life.
10. Stop all talk and begin program you have selected without wasting time.
11. Tell them you will plan the first few meetings to show them how to do it.
12. Other.

2. THE MONOPOLIZER

For several meetings now the conversation has been monopolized by one of the group members. Her monologues and interruptions interfere with the development of any kind of meaningful interchange. It is now part way into the fourth meeting. She has had the floor for most of this hour also. What do you do?

1. Do nothing.
2. Ask her to hold on a moment, as one of the other members is waiting to contribute.
3. Tell her that it is interesting to hear her opinions, and it is good that she can share with the group.

2. THE MONOPOLIZER - continued

4. Direct remarks to others in an attempt to increase their participation.
5. Sit beside her. In the coffee break, discuss with her your concerns and suggest alternate behavior about her monopolizing.
6. Discuss the general issue of the importance of full participation by all members, and use a technique to assure this such as a "talking stick" or having people contract for time in the beginning of a group.
7. Ask the group how they feel about what the ground rule should be in terms of level of participation.
8. Say how you are feeling.
9. Share a personal experience.
10. Send her to make the coffee.
11. Make a few suggestions to her about how she can solve her problem.
12. Other.

3. THE QUIET MEMBER

One of the women has said very little throughout the meetings, although she seems to follow with interest everything that has been happening. It is now the middle of the fourth session and some of the others are finally beginning to question her about her silence. She remains basically uncommunicative, however, and the group seems uncertain how to pursue the matter. What do you do?

1. Do nothing.
2. Even if they look to you for help, leave it to the group to deal with the situation.
3. Say that each person is free to decide when she wants to talk, adding that you would like to hear from her when she does feel like talking. Talk to her at break or after group.
4. Encourage her to speak but without making a point of her silence.
5. Introduce exercise where everyone has to participate in twos.
6. Talk about people's temperments generally, and how everyone participates in her own way.
7. Ask how she feels about the group.
8. Say how you are feeling. Share a personal experience.
9. Tell the group they can get more done if they don't all talk.

3. THE QUIET MEMBER - continued

10. Suggest that she try to participate even though she finds it difficult at first.
11. Other.

4. A DISTRESSED MAN

Later in the third meeting, one of the members describes how his wife won't let him tell others that he is unemployed, and that he feels very ashamed and unsupported by her. He seems quite upset, skipping from one idea to another, and returning repetitively to the same few despairing thoughts. He has been looking directly at you from the beginning of his remarks, ignoring the rest of the group. When he finishes talking, he asks for your comments. What do you do?

1. Do nothing.
2. Redirect his questions to the group (ask how the group might be able to help him).
3. Express interest in him and concern about his difficulties.
4. Suggest the group help you answer the questions, before giving your opinion.
5. Relate this to wider social issues - ask for group's experiences.
6. Say how you are feeling.
7. Share an upsetting experience in your own life.
8. Say you will talk to him after the meeting, as you must now stick to today's topic.
9. Advise him to pretend he doesn't care if his wife is not supportive.
10. Other.

5. MARITAL PROBLEM

Later in the fifth meeting, one of the women talks about her marital problems. The others offer numerous suggestions. She listens to each of them one at a time and then explains why that particular suggestion will not work. The group becomes restless and frustrated. What do you do?

1. Do nothing.
2. Set up an exercise on communications using relationship problems from the group.

5. MARITAL PROBLEM - continued

3. Show interest in her and express concern about her difficulties.
4. Give her a chance to elaborate on her own thinking.
5. Suggest that the group talk about something else.
6. Discuss marital problems generally, ask for the experiences of group members.
7. Ask how she feels about the group response to her problem and ask how they feel about her reaction to their suggestions.
8. Say how you are feeling.
9. Share a similar experience in your own life.
10. Suggest you will talk to her privately later in the program.
11. Suggest, privately, that she see a marriage counsellor.
12. Other.

6. A MEMBER CRIES

It is the middle of the third meeting and there has been a discussion about the fears involved in being unemployed. A woman who had been unusually silent for the first half of this meeting, begins to cry and quickly leaves the room. The room seems uncomfortable. What do you do?

1. Do nothing.
2. Ask the group if anyone knows why she is upset.
3. Leave the group to go to her and express concern and reassurance.
4. When she returns sit beside her, ask quietly if she'd like to share her problem with the group.
5. Give her a kleenex and tell her she'll soon feel better and go on to discuss the program.
6. Ask about feelings (e.g. encourage her to give words to her feelings; ask the members how they feel).
7. Say how you are feeling.
8. Share a similar experience in your own life.
9. When she returns you continue on as if nothing has happened in order not to embarrass her.
10. Suggest that if she has a problem she could talk to a counsellor about it.
11. Other.



HANDLING UNEMPLOYMENT GROUPS

TRAINING PROGRAM

7. THE GRUMPY GROUP

Meeting seven is characterized by a general mood of irritability and negativism. No one seems pleased about anything. The warm, involved mood at the end of the previous meeting seems completely forgotten. What do you do?

1. Do nothing.
2. Ask if they are satisfied with how the group is going today.
3. Reassure them that most groups have occasional meetings like this.
4. Try to emphasize more positive feelings, both in your own remarks and those of others.
5. Start small group exercise on community feelings.
6. Discuss the importance of moods in our society.
7. Ask how they feel about the group ending.
8. Say how you are feeling.
9. Share a similar experience in your own life.
10. Introduce the program planned for the day and go on with the agenda.
11. Advise them to forget their troubles and try to be happy.
12. Other.

8. A SIDE CONVERSATION

The group had been spending much of this ninth meeting talking with one of the members, when another member turns to the person sitting next to him and, disregarding the main conversation, starts a competing side conversation. His talking interferes with the main discussion. He continues for several minutes and gives no sign of stopping. What do you do?

1. Do nothing.
2. Non-verbally elicit silence of rest of the group.
3. Talk in an approving way about the spirited quality of the group.
4. Draw him into the main discussion by inviting him to share with the whole group.
5. Break into small buzz groups.
6. Discuss the need people have to express themselves in our society.
7. Ask in a light manner how the group feels when there are two conversations going on.

8. A SIDE CONVERSATION - continued

8. Say how you are feeling about the distraction.
9. Share a similar experience in your own life.
10. Suggest that the side conversation stop.
11. Stop the group discussion and refocus the attention on the person in the side conversation.
12. Other.

# HANDLING UNEMPLOYMENT GROUPS

## TRAINING PROGRAM

3101 Bathurst Street, 5th Floor, Toronto, Ontario M6A 2A6 (416) 789-9260

### GROUP OBSERVATION AREAS

1. Leadership style.

- \_\_\_\_\_ Directing - initiates and provides structure, emphasizes goal achievement.
- \_\_\_\_\_ Coaching - provides structure and task emphasis, but also provides support and encouragement, seeks member feedback.
- \_\_\_\_\_ Facilitating - involves members in decision making. Co-ordinates activities, builds strong group relationships among members, strong social-emotional support.
- \_\_\_\_\_ Delegating - delegates responsibility to members and lets them implement.

2. Group rules (norms)

Overt: (e.g. stated ground rules)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Covert: (e.g. consistent late starts, collusion, i.e. "no conflict here" social groups outside of meeting times)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Does facilitator feel/show favoritism towards some members?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Member status (list in order of influence) and specify task vs. emotional-supportive influence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How are differences resolved in the group?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Non-verbal communication:

- a) gestures (nodding, tapping fingers)
- b) facial expressions (bored, surprised, upset)
- c) posture
- d) seating arrangements - who sits in which position, e.g. dyads, people who stay on fringe, position relative to leaders.

7. Who participates most vocally? What are usual patterns of communication, e.g. who speaks to whom?

8. Was there tension release, e.g. laughter, avoidance (getting up and getting coffee, etc.)? Was this tension resolved effectively in the session?

9. How effective is group in decision making and problem solving, e.g. when agenda must be changed mid-stream?

10. How is group climate? e.g. ease, freedom of expression, secure, supportive, accepting/judgemental.

11. Group cohesion, e.g. feeling of "we-ness", identification with group, supportiveness, pressure to conform to group norms, acceptance of differences.

12. Was the goal of each group session clear to participants?

13. Was there follow-through with group plans and agendas?

14. Was there periodic feedback and evaluation of goals, agendas and group exercises?

15. MEMBER ROLES

Group roles

Who?

Task functions

- problem definition
- gives/seeks information and opinions
- tests feasibility of solution

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. MEMBER ROLES - continued

Who?

Group building and maintenance functions

- co-ordinator
- mediates
- orients
- supports/encourages
- follows flow of group

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Individual functions

Blocking, arguing, resisting (beyond reason)

- digressing
- seeks recognition
- out of field (withdrawing, day dreaming, whispering)

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Placator

Avoider

Confronter

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## HUG TRAINING PROGRAM

GROUP DEVELOPMENTUNDERSTANDING THE BEHAVIOUR OF  
"PROBLEM MEMBERS" IN GROUPS

(From 'Guide to Study and Experimentation in Co-operative planning in Education', Horace Mann-Lincoln Institute of School Experimentation, Teachers College.)

When your patience is tried to the utmost remember this: There is always a reason for people behaving as they do, and, almost without exception, people want to be liked or respected by the group. True, the reasons for the way an individual acts may not be clear to the group, or even to himself, but the reasons are there nevertheless.

There are aspects of liking and respect which all of us want and need. Some which frequently are evident in co-operative planning situations are: 1.) the need to establish or maintain self-respect; 2.) the need to "belong" to the group; 3.) the need to establish or maintain a role; and 4.) the need for recognition or affection.

Some of the ways people may behave when they have unfulfilled needs, and some of the things a group may do about each, are suggested below.

(Caution: Human behaviour is far too complex to be analyzed as simply as the following statements may imply. Keep in mind that these statements are merely suggestions for further study.)

1. Need to establish or maintain self-respect. Each of us has a mental picture of a minimum pattern for himself, a sort of personal 'height-weight' chart by which he measures himself and which indicates whether he is above or below par. Many and various things may go into the making of this pattern. For some, it is a religious creed; for others, it may be a personal philosophy or a picture of what makes a "good" person; for still others, it may be a picture of "Success"-in areas ranging from sports to professional skill; for many it is a combination of all of these. But if anyone falls below par in his own estimation, watch out! He will fight, consciously or unconsciously to get up to that point he considers normal for himself. (And don't forget that this may be quite different from what others may consider normal.) The way the individual fights to get up to par may not always be acceptable to the group. He may talk too much. He may be sullen and not talk at all. He may oppose what someone else suggests just to show himself that he had the strength to oppose the other fellow. For whatever reason he behaves as he does to get "up to par" with himself, it is not going to do any good to argue with him. Argument may just make him feel worse about himself, and therefore make him fight the harder. The best approach is for the rest to show him they respect his ideas, even though they may not agree with him. Sometimes this requires considerable tolerance and self-control, but it will further group processes in the long run.

2. The need to 'belong' In almost every group there are people who cannot say: "I belong in this group. I am wanted. I can make a contribution here". But those people want to belong. If they do not think they belong and are wanted, watch out! It is probable that the individual who does not belong will act in ways not conducive to good group action. He may "go with the crowd", even though he doesn't agree with the proposition, just to show he is a good guy and ought to be accepted. The result is that the group is not able to make use of his possible contributions because his own thinking never emerges. Or he may resist what others suggest, just to show that if they do not accept him (as he thinks) he will not accept them. The more one argues with him, the more he has to argue back, and the group gets nowhere. The best approach is to help him feel that he does belong and that he is wanted, whether or not his ideas are similar to those of the group. Give him a "we" feeling if possible, and avoid any of "you vs. us" attitude by word or gesture. Sometimes these feelings of not belonging can be forestalled by making everyone feel welcome and wanted from the very beginning. The leader of a group has a special responsibility there, though every group member should help. The leader protects the right of every member to contribute to the group and sees that all suggestions are considered by the group. It is his special responsibility to help the group grow as a group without the exclusion of any member, physically or psychologically.

3. The need for recognition and affection. Perhaps the most satisfying sign of recognition and affection is for a person to be made to feel that he "belongs" and that his ideas are respected. If he does not have this reassurance, the individual may react negatively. Some persons become more bossy, more loquacious, more autocratic. Some become more silent, more servile, more mousy. Some let their feelings out in crabbing. These persons seem to feel that the way to become respected is to be feared. They may make cutting remarks, they may gossip, they may boast about their "pull" or other forms of power they think they have.

Each individual hopes through his actions to be liked or recognized according to his mental picture of a likeable or respected person! So here, in a group of thirty-five people, there are thirty-five different mental pictures of how a likeable or respected person should behave, it becomes a bit difficult to keep up with all of them, but there are things to do. As mentioned before, helping people feel wanted, that they belong, is perhaps the most important. All can try to understand the mental picture of each and give the kind of recognition which will fit the picture and at the same time further group action. As group planning progresses and each understands the purpose of group action, how it operates and how each individual can find his place in it, the diversity of "mental pictures" becomes less, and the group will very likely become more unified.

To make things more complicated, the source of any one need may be quite outside the group in which the individual finds himself. The teacher in a co-operative planning group may feel that he does not belong to the teacher group because he feels he has not been accepted by the community. The youngster who needs affection and recognition in the classroom may feel as he does because he believes his mother does not love him. It is best to recognize that the cause of the feeling

cannot always be corrected within the group, but the group can go a long way toward correcting the feeling itself. In fact, the group must find ways to meet unfulfilled needs of individuals if there are to be satisfactory group experiences.

#### HOW TO DEAL WITH PEOPLE WHO ARE PROBLEMS

So far, we have talked in terms of the reasons people behave as they do in co-operative planning situations. Trying to understand reasons is of major importance. Until we recognize these, we have little hope of permanently effecting change for better group living. However, it often happens that certain types of behaviour must be dealt with before there is time to know people well enough to understand basic reasons. In such situations one must probably operate on the basis of hunches. Perhaps it will be helpful to have some suggestions of things to try with different type members who are problems to the group.

First, the member who just does not contribute. Perhaps he is scared to talk before a group. Many of us were scared out of talking rather early in the game by some rather severe teacher or parent. Try to find out in what size group this person will contribute. See if he will contribute if asked a question about something that is his specialty.

Perhaps this person has found that whenever he speaks up, he gets squelched, or gets put on a committee! maybe he is just playing it safe and easy. Will he begin to contribute if he discovers that suggestions are not jumped on as they are being given? Will it help if he sees that jobs are assigned later on the basis of interest and ability and not to the person who happened to bring in an idea for the group to consider?

Perhaps this non-contributive member is new to the group and feels that his contributions will not be welcome until he has been around a little longer. Will it help if the "old" people make a point of asking how a given problem was handled where the new person was before? Will it help to learn the new person's interests and special experiences through individual contact so that he will not be embarrassed by being asked in a group for an opinion he is unprepared to give?

Second, the member who talks too much. Perhaps he is only trying to be helpful. Maybe he belongs to that larger group of people who, for some unfathomable reason, are scared to death of silences in a group discussion and feel compelled to rush in and fill a gap. Maybe he really knows more than anyone else about the topic under discussion, and, knowing that he knows, is making his contribution (in which case he may not be talking too much after all). Maybe he just thinks he knows more than the others and that's another matter. Maybe it is all just a habit. Some people seem to have a "gift of gab". Perhaps he feels a need to exert his influence on the group in order to seem important. Maybe he feels very strongly about the matter under discussion.

In any case, great tact is required in helping the talkative member to share the floor with others. One thing that may help is for the chairman not to set an example by monopolizing the discussion himself. Might the leader or someone in the group help to make the "talker"



aware that he is monopolizing time by suggesting that everyone should have an opportunity to express his opinion; that others of particular competence in this area should be heard from? Could he be expressing gratitude for his contributions, then turning to the other people for their ideas? Can he be helped to feel he belongs by calling on his "we" feeling, by suggesting to the group as a whole, "Now we have heard from \_\_\_\_\_; we want to know what the rest of us think"? Can we offer the talker a particular responsibility to help him feel important and wanted so he need not put all his energies into talking?

Third, there is the wanderer. He does not seem to be able to stick to the point of the discussion. Is it because the purpose of the present discussion is not clear? Has the group shifted to another phase of the discussion without a definite statement to that effect? Is the wanderer less mature or less intelligent than others in the group? Is he being expected to deal with abstract things when he can understand only the more concrete situations? Is he wandering because his attention is tied up with how to be important, how to get the approval of the group, rather than with the point under discussion?

Will it help to have the jobs to be done in this meeting listed on a blackboard and checked off as they are taken care of? Will it help to have the chairman summarize frequently; "We have decided this and this. Now let us get ideas on our third item." Are there things we can do to help him feel at home, to feel that he belongs to the group?

Fourth, there is the individual who is slow to learn co-operative techniques. All of his experience may have been to the contrary. He may have been brought up on a diet of being told what to do. Perhaps he does not yet see the values in the new way of working. Maybe he has always seen himself in the role of boss or follower.

Will it help to focus on group processes once in a while, attempting to point out how the group is trying to operate? Will it be easier for the "slow-learner" to understand if it is made quite clear that everyone has a place in the group process?

Fifth, there is the out-and-out scrapper. This individual seems to enjoy a fight. Against whom are the fighting remarks usually directed? Are there personal antagonisms in the group? Does this individual tend to stereotype rather than being a genuine listener? Do others in the group stereotype the scrapper, always expecting him to have a chip on his shoulder and failing to give him credit when he is reasonable?

To what extent will soft voices, patient reasoned statements disarm the scrapper? Will it help to preface answers to the scrapper by such remarks as "I see your point, John. I don't blame you for feeling strongly about it because it is very important. Perhaps we could think of several ways of handling this". Or might the leader urge John to go ahead and map out a rather complete programme of dealing with his situation?

Does the scrapper appear more reasonable when dealt with in small groups or individually? Is he seeking prestige in a non-constructive way? Can this desire be met by giving him definite responsibility that is most congenial to him?...

## CO-FACILITATING

J. William Pfeiffer and John E. Jones

We believe that co-facilitating a group is superior to working alone. In this paper we will discuss the major advantages, some potential disadvantages, and some suggestions for avoiding the dangers in co-facilitating. The Co-Facilitating Inventory, which appears at the end of the paper, is a guide to maximizing the learning experience of working together.

### ADVANTAGES

#### Facilitating Group Development

One of the most convincing reasons for working with a colleague as a co-facilitator is to complement each other's styles. One person may have a group-dynamics focus while the other may have an intra-individual focus. Together they may be able to monitor and facilitate individual and group development better than either of them could separately.

#### Dealing With Heightened Affect

In personal growth groups, highly emotional situations occasionally arise, and the facilitator must be able to deal not only with persons who have a heightened affect but also with the "audience effect". It is difficult to help an individual work through deeply felt reactions and at the same time to assist other group members in integrating this experience in terms of its potential learning. In such situations, it is always profitable to have a co-facilitator. One facilitator can "work with" the person(s) experiencing significant emotionality, while the other facilitator assists participants in dealing with their reactions to the situation.

#### Personal and Professional Development

Co-facilitating offers each partner support for his personal development. Facilitating personal growth groups and team-building sessions can be a lonely activity: the opportunities for meaningful personal development are lessened by the complexity of the facilitator's monitoring and intervening tasks. With co-facilitators, each can better work his personal development issues both in and out of the group setting.

Another major advantage of co-facilitating is the opportunity for professional growth. Participants are usually not able to offer meaningful feedback on facilitator competence. When facilitators work together, they can provide each other with a rich source of professional reactions. In this way, each group experience becomes a practicum for the facilitators involved.

#### Synergistic Effect

The remark that "two heads are better than one" has often been validated experientially in consensus-seeking tasks in laboratory training. When people work together collaboratively, a synergistic effect often develops. That is, the outcome of the deliberation exceeds the sum of the contribution of the individuals. Co-Facilitating can generate synergistic outcomes through the personal and professional interchange resulting from working toward a common task.

### Modeling

One way participants learn in groups is by studying facilitators as behavioural models. Co-facilitating provides not only two models of individuals coping with their own life situations, but also offers a model for meaningful, effective two-person relationships. The interaction between the co-facilitators gives participants a way to gauge dyadic relationships. The likelihood that the training will transfer to participants' back-home, everyday situations is increased.

### Reduced Dependency

A recurring issue in both personal development groups and team-building sessions is the problem of dependency on the facilitator. Facilitators who work many groups alone sometimes dread having repeatedly to face participants unresolved authority conflicts. With co-facilitators, the leadership is shared, and therefore the dependency problem is somewhat dissipated.

### Appropriate Pacing

A facilitator can pace himself more effectively if he is working with a partner. Observing and intervening in a group session is demanding and the facilitator is sometimes not able to relax enough to permit the process to emerge at its own rate. Co-facilitators can check each other's timing of events and provide some respite from the detailed monitoring necessary to provide meaningful interventions.

### Sharp Focus

A final advantage is that issues can be focused more sharply when they are seen by two facilitators. Facilitators usually have "favourite" issues that are likely to emerge in their groups, and co-facilitators can offset biases.

## POTENTIAL DISADVANTAGES

### Different Orientations

Some dangers are, however, inherent in co-facilitation. It is important to be sensitive to potential problems. Individuals with different orientations - theoretical, technical, personal - can easily impair each other's effect in the group. It is, for example, difficult to imagine a good melding of a Tavistock-oriented "consultant" and an Esalen-trained encounter group leader. Such partners would likely discover themselves working at cross purposes.

### Extra Energy

Co-facilitating takes energy. Not only is the facilitator occupied with the development of the participants and of the group, but he also has to expend effort to develop and maintain the relationship that may be pivotal to the success of the training. The training subgoals include not only the facilitator's personal and professional development, but also his relationship with his co-worker.

### Threat and Competition

Since two professionals in a group may constitute more of a threat to individual participants than one would, they may see co-facilitators as colluding with each other. The "clinicking" that co-facilitators engage in between sessions can arouse suspicion and create an emotional distance between facilitators and participants.

Co-facilitators can become competitive with each other. Although they may deny any concern for popularity, they may, without knowing it, engage in behaviour that meets other needs besides those inherent in the training.

### Overtraining

It is clearly possible to "overtrain" a group, particularly with the presence of two active facilitators. It is important to recognize that too many interventions may stifle both participation and learning. This is especially true when facilitators play the "two-on-one" game, simultaneously attempting to interpret and facilitate one participant. Group-member helpfulness is one of the most potent dimensions of personal growth and team-building activities. After an initiation period, participants - as well as facilitators - can make meaningful interventions. It is important that facilitators stay out of the way in order to permit this process to occur.

### Blind Spots

Co-facilitators may have mutual blind spots in observing inter- and intra-individual dynamics, and it is possible to reinforce each other's failure to attend to particular areas. If co-facilitators are similar in their theory and technique, it is quite likely that they will pay attention to the same data. Thus they may neglect, or pay less attention to, other data and thereby increase the possibility that they will fail to notice significant learning opportunities that are outside their normal purview.

### A Misleading Model

In any human relations situation there is always the possibility that people will react to assumptions rather than to clear understandings of each other. This, of course, can occur to co-facilitators if they are not clear about each other's position on recurring and predictable group issues. In this case, they can provide an ineffective model for the participants.

When the relationship between co-facilitators is tense, mistrustful, and/or closed, the modeling is negative. Participants may mistakenly conclude that what "works" in human relations is to behave in ways, directly opposed to the values on which human relations training is based.

### Different Rhythms

A final potential disadvantage in co-facilitating is that the facilitators' intervention rhythms may be different. One may intervene on a "beat" of ten, while the other intervenes on a "beat" of three. The facilitator who is slower to react or who hesitates in the hope that participants will take responsibility for the maintenance of the group, may find obtrusive the partner who intervenes more rapidly. Disjunctive contacts that may result between the co-facilitators provide a negative model.

### AVOIDING THE DANGERS

Facilitators who are considering joining together to work with a small group can engage in a number of activities to obviate these potential disadvantages. The obvious first step is to share orientations to and experiences with similar kinds of group situations.

A second way of avoiding the problems of ineffective co-facilitation is to solicit feedback frequently and regularly. As a check on behavioural perception, there is no substitute for honest and straightforward reactions.

In order to counteract one facilitator's tendency to overtrain the group and to cut into the rhythm of interventions of his partner, it may be useful to count to ten - or twenty - before intervening. If any participant speaks during that time, the count is begun again at zero.

It is important that the co-facilitators be honest both in presenting themselves and in soliciting feedback from participants. In this way, they can de-emphasize the impact of their presence in the group. Each co-facilitator needs to monitor the reasons for his behaviour in the group. Each intervention should be "located". That is, the facilitator needs to know what he is observing, what he is responding to, what the needs in the group seem to be, and what the intervention is designed to elicit. Otherwise, it is likely that the intervention will meet the personal needs of the facilitator at the expense of the needs of the participants.

#### Testing Assumptions

It seems axiomatic that all assumptions need to be tested continuously. Facilitators are clearly not above making errors in communication. It is critical that they check the bases of their professional judgements.

If co-facilitators experience difficulty in working together, they may solicit a third party as a consultant. This activity may produce a great deal of learning not only for themselves but also for observers.

In confronting the potential disadvantages of co-facilitating, partners can create for themselves opportunities to experiment with and to enlarge both their personal development and their professional expertise. We believe that the advantages of co-facilitating clearly outweigh any potential problems or dangers.

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CO-FACILITATING INVENTORY

Name \_\_\_\_\_

Training Event \_\_\_\_\_

Dates \_\_\_\_\_

PREWORKLearning Theory

In the space below write a short statement to explain your concept of how people learn.

Personal Motivation

Complete the following sentence:

I am involved in training because.....

Expectations

I expect the following things to happen in the group in which we will be working:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

The best thing that could happen would be.....

The worst thing that could happen would be.....

### Intervention Style

The following are my typical responses in the type of group with which we are going to be working:

1. When starting the group, I usually.....
2. When someone talks too much, I usually.....
3. When the group is silent, I usually.....
4. When an individual is silent for a long period of time, I usually.....
5. When someone cries, I usually.....
6. When someone comes late, I usually.....
7. When someone introduces outside information about family or friends, I usually.....
8. When group members are excessively polite and unwilling to confront each other, I usually.....
9. When there is conflict in the group, I usually.....
10. When there is a group attack on one individual, I usually.....
11. When group members discuss sexual feelings about each other or about me, I usually.....
12. If there is physical violence, I usually.....

My favourite interventions in this type of group are:

My typical "intervention rhythm" (fast/slow) is:

My style is characteristically more (a) nurturing, or, (b) confronting.

The thing that makes me most uncomfortable in groups like this is:



## INITIAL INTERVIEW

### Background

1. To establish a personal connection with each other, work on Dyadic Encounter (Volume I) or Intimacy Game (Volume III) for at least an hour.
2. Share reactions to the prework: the activity, each other's data, surprises, etc.
3. Further explain items about your past experiences as a participant and as a co-facilitator.
4. Share the personal growth efforts that you are making right now. Indicate what personal issues you anticipate working on in the group.
5. State some of your co-facilitator behaviour patterns and indicate the behaviours your co-facilitator might see as idiosyncratic. Share what you will be attempting to improve in your style during the life of this group.
6. Note issues that have arisen in your past work with other co-facilitators.
7. Together define the training goals of the event with which you are about to work.
8. Come to a consensus about the expectations and experiences of the participants. Discuss your reactions to the makeup of the group, its size, and any other special considerations.

### Operating Norms

1. Decide where you will sit in the group meetings.
2. Decide who says the first/last word in each session.
3. Determine whether there will be open-ended or specific time periods and whether you will be able to leave the group when you want to or whether you will be responsible for remaining a part of the group. Do you end the group at appointed times?
4. Decide your norms for attendance for yourselves and for group members.
5. Agree on how much "there-and-then" discussion will be allowed and how you define "here-and-now".
6. Discuss whether and how you are going to make theory inputs.
7. Determine an approach to the problem of "back-home" application.

### Co-Facilitating Style

1. Where, when, and how do we deal with issues between us?
2. Can we agree to disagree?
3. Will we encourage or discourage conflict?

Co-Facilitating Style (cont'd)

4. How much of our behaviour will be role determined and how much will be personal and individual?
5. Is it possible to use each other's energy; that is, can I be "out" while you are "in"?
6. How do we establish and maintain growth-producing norms?
7. What is nonnegotiable with each of us as co-facilitators?

Ethics

1. What are our responsibilities if someone has psychological difficulty? Are we responsible for referral? What responsibilities do we have after the group experience is over?
2. What responsibilities do we have for screening?
3. Are we adequately qualified? How have we communicated our qualifications to the group?
4. What are our ethical standards with regard to sexuality?

Private Processing

Take a half-hour break in order to examine privately the information that you have received from each other.

Reconsideration

1. Discuss any items that need further clarification.
2. Compare your status with that of your co-facilitator. If there is a difference, discuss the implications for working in this group.
3. Establish a contract for what each of you is going to do during the first session. What is the opening routine?

CLINICKING (Repeat after each group meeting)Diagnosis

1. On a ten-point scale, how did things go in this meeting?
2. What is happening in the group?
3. Is anyone "hurting"?

Soliciting Feedback

1. What did I do that was effective?
2. What did I do that was ineffective?
3. How am I working as a co-facilitator?
4. To what degree are we colluding, that is, not sharing all the information we have?

Renegotiation

1. As we re-examine our contract, is there anything that we need to renegotiate?
2. How are we feeling about each other?
3. What is each of us going to do in the next group meeting?

DEBRIEFING (After the training event)

1. Have a final clinicking session.
2. Discuss the extent to which the training goals were achieved.
3. Discuss under what conditions you would work together again.
4. Discuss your personal and professional learnings from this event.
5. Solicit ideas for your continued personal growth.
6. Solicit ideas about improving your training competence.

CO-FACILITATINGADVANTAGES

Complementary styles and approaches facilitates development of group

Allows one leader to focus on distressed person while other deals with rest of group

Feedback between facilitators encourages their personal and professional development

Synergetic effect (2 heads are better than 1)

Modeling of good communication and problem solving

Check and balance re-timing and provide respite from constant monitoring

Allows for flexibility if one leader is having a "bad day"

DISADVANTAGES

Expensive use of resources

Can be problematic if co-leaders have different orientation or have inter-personal conflict - negative model

Takes extra-time and energy for planning, de-briefing and relationship-building

Can prevent members from developing leadership skills/ideas

Intervention rhythms may differ and cause competition and mistrust

## CO-LEADERSHIP

Co-Leadership can be a rewarding, stimulating experience for the leaders involved. Here are some guidelines which can help insure that you, the co-leaders, receive maximum benefit.

1. Talk to your co-leader; share with her your orientation and goals right from the start.
2. Maintain an open, honest relationship throughout the life of the group. Solicit feedback regularly and give honest feedback when it is requested.
3. Use your supervisor to mediate. Ask her for suggestions on ways to divide the labour to both leaders' satisfaction.
4. Decide together what pattern of co-leadership you will adopt. Who is going to do what and when. Remember each pair of leaders will develop their own co-operative work style so Experiment.
5. Remember co-leadership means sharing responsibility - don't be afraid to jump in and help your partner out if she gets confused etc. Don't forget to ask her after the group how she felt about your help and talk about how she would like you to help the next time. (and vice versa)

Here are some sample questions co-leaders can use after each session in order to give each other feedback and to plan.

After each session, Ask:

1. How did this session go for you on a scale from 0 to 10.
2. What did you see happening in the group?
3. Does anyone need special attention/a phone call?
4. What did I do that was effective? Not effective? Any ideas for change?
5. Did we share the session today? Did we help each other out?
6. What are we each going to do next week?

POST GROUP EVALUATION QUESTIONS

1. Was group well planned? Agenda, balance of task/social-emotional, time allotment for various items. Recommendation for use of content/training in future.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Did anyone seem unusually depressed or withdrawn? Do they need individual attention re counselling referrals, etc?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What did you observe about interactional patterns in the group?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What stage of development is the group demonstrating?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Were any of the sub-groups problematic or unproductive? If so, what combinations or selection methods need to be avoided in future groups?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Were there any absences that should be followed up before the next group?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Were there any issues raised that need to be completed or dealt with in the next group?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Was there any conflict in the group? If so, how was it dealt with?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. How would you rate the co-leader interaction in groups; (e.g. cooperative, degree of responsibility shared, ability to correct each other in the situation, keep time for each other, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TERMINATION OF A GROUP

GOAL: Fostering self-reliance and self-satisfaction versus group cohesiveness

Worker's Feelings Re Termination

- resistance to termination
- pleasure in group cohesion
- fear of evaluating the group process in terms of success or failure
- eager to terminate
- pleasure in individual members ability to function without the group
- eager to discover whether or not group process has met needs of of participants

Important for worker to be clear re own feelings about group terminating before trying to help participants face and evaluate their feelings.

Group Member Feelings Re TerminationNegative

- denial that it will happen (i.e. forget date; develop super-cohesiveness; bring up unresolved issues)
- earlier patterns of behavior may return - NOT A RELAPSE BUT A REACTION TO STRESS
- some people may leave before termination - may feel rejected by worker - so reject by denying worth of group

Positive

- reminisce about group's meaning to them and individuals within the group
- evaluate own progress in the group
- share about new relationships formed outside group as a result of skills acquired in group
- share about new activities they have become involved in as a result of skills acquired in group

Handling of Worker and Member Feelings Re Termination

- Discuss the need for the group to become cohesive in order for individual members to make changes; and the difficulty this creates when it comes time to separate.

-2-

Termination of a Group

- Discuss that sometimes instead of expressing their feelings about a group terminating that members act out their feelings by:
  - irregular attendance
  - leaving before the group terminates
  - returning to earlier patterns of behavior
- Encourage members to share their positive and negative feelings about the group experience.
- Encourage members to share future plans.
- Encourage members to evaluate the gains they have made in the group; and effect on their life outside the group.
- Discuss what contact if any members and worker will have after group termination.
  - i.e. -- self-help group  
reunion

Major Components of Terminating a Group

- Evaluation of goal attainment and achievement.
- Facing the reality of group's separation (this is sometimes aided by ceremony as well as processing feelings).





HANDLING UNEMPLOYMENT GROUPS

GROUP HANDOUTS

# HANDLING UNEMPLOYMENT GROUPS

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THE FOLLOWING MATERIAL IS DISTRIBUTED TO HANDLING UNEMPLOYMENT GROUP PARTICIPANTS. IT HAS BEEN COLLECTED OVER A THREE YEAR PERIOD FROM GROUP MEMBERS, WORKSHOPS ATTENDED BY STAFF, AND SOME HAS BEEN WRITTEN BY HANDLING UNEMPLOYMENT GROUP STAFF. DUE TO STAFF CHANGES, AND IN SOME CASES, LACK OF KNOWLEDGE OF ORIGIN, SOME MATERIALS MAY NOT BE PROPERLY CREDITED. WE APOLOGIZE FOR THIS OMISSION AND GREATLY APPRECIATE THE OPPORTUNITY TO USE THE MATERIALS.

JOB LOSS STAGES

## WHAT ARE THE MOST COMMON RESPONSES TO JOB LOSS?

### JOURNEY FROM SHOCK TO DESPAIR

How do people survive the pain of losing their job? Do all people respond in the same way? It seems that while responses may vary, there is a tendency for the journey through emotional and behavioural cycles of unemployment to take the following form (Harrison, 1976):

1. shock
2. optimism; attempts to find employment
3. pessimism; depression, anxiety
4. fatalism; low job-seeking; apathy/despair; adaptation to a lower standard of living

Several graphic descriptions of this journey have been suggested; below are some of the more popular pictures. All of them represent psycho-social transitions, a large component of which is loss. Any loss is painful and requires adjustments in our perceptions of self and others, in our assumptions about how the world is and should be, and in our behaviour. Death, illness, divorce, retirement, reaching puberty, are examples of losses -- losing a relationship, or power, or losing our childhood status. Losing one's job can instigate a slow and agonizing process of dying.

Amundson and Borgen (1982) have utilized Kubler-Ross's model of grieving to guide their explanation of the dynamics of job loss, and a model of job "burnout" to account for certain job search patterns (after all, searching for a job is hard work). They describe the process as an emotional rollercoaster, and illustrate it this way:

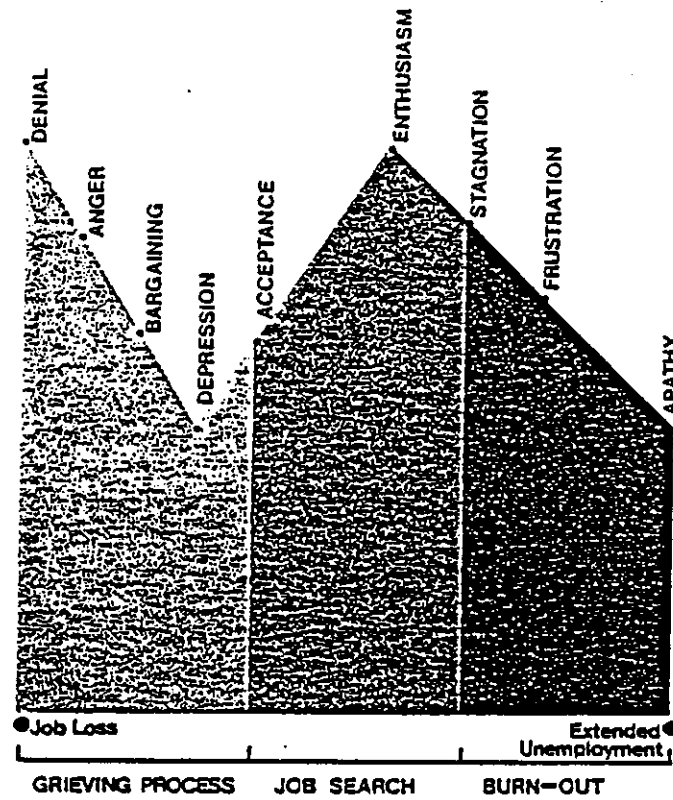


FIGURE 3: The emotional rollercoaster.

### JOB LOSS/GRIEVING PROCESS

**DENIAL:** person denies the situation and acts as if it wasn't going to happen; still has self-image of being "a worker"

**ANGER:** person can be angry both at self and at employer

"You become very angry at times, angry at yourself, angry at society, depressed, you feel useless, and things look very hopeless at times."

B.A. SOCIOLOGY, N.S.

BARGAINING: attempts to reverse the decision by bargaining (e.g. "Maybe I could take another position with the company."); growing sense of powerlessness.

DEPRESSION: futile bargaining leads to depression, lethargy

"I do get depressed up and down about it. I sometimes wonder if I'll ever work again."

CIVIL ENGINEER, B.C.

ACCEPTANCE: eventually person accepts the fact that the job is finished; accompanied by an increase in energy, job search begins; has self-image of being "an unemployed worker"

#### JOB SEARCH/BURNOUT

ENTHUSIASM: person evaluates work goals and establishes job-seeking strategy; high hopes and often unrealistic expectations about job possibilities

STAGNATION: reality of the situation becomes apparent

"Being unemployed is definitely hard work....It makes people less ambitious, less creative in looking for things to do."

CLERK TYPIST, P.E.I.

FRUSTRATION: Job search extends over time; repeated rejections; angry; increased reliance on alcohol or other drugs.

The first weeks after becoming unemployed there wasn't a great deal of concern because I was fairly confident that I'd be recognized and that I'd be able to get a job almost immediately. But as time went on, I guess I began to feel that I almost lost control over myself in terms of not being able to find a suitable kind of job....The longer the time went on, the less I felt good about myself. I guess the thing that's really been bothering me is, I was working on an 18 week job creation programme and just did an excellent job which got all kinds of recognition, and BOOM, the programme ends. You begin to feel good about yourself and then when the job is taken away I'm right back to that feeling of something close to despair. It's been one long phase that gradually has me feeling worse about myself.

SCHOOL TEACHER, N.B.

APATHY: minimal amount of time is spent in job-searching; negative self-fulfilling prophecy emerges; low energy level; lack of self-confidence; has self-image of being "an unemployed person", but no longer "worker".

It makes you feel inadequate. The longer it goes on, the worse it gets. It can do damaging things to people's egos eventually.

SMALL SHOP OWNER, N.W.T.

Once the self-image has shifted from "a worker" to "an unemployed person", much has been lost:

"What follows from the loss of status of being a working person is a threat to the integrity of the person's self-image. Implicit in this notion...is the view of the individual...who decides and chooses how he or she is going to be seen by others and ultimately by his- or herself. Of course, these decisions are made within the structures laid down by the particular social system in which the individual exists, but the norms of the work ethic are so powerfully embeded within this structure that it is for most people an unquestioned facet of their existence...

When this status is removed it is not simply a question of the individual who loses the status of a working person, but more importantly he or she loses the means by which the integrity of the self-image is maintained. It is in this sense, then, that the individual loses some of the control over how he or she is to be seen." (Hayes & Nutman 1981, pg.86)



"If I could just be more at ease with my own life rather than being so affected by society's expectations. I continue to sit and say to myself--gee, I know I'm a good person, those who know me know I am, yet somehow even I'm affected by those expectations that come from society that aren't mine and yet somehow I incorporate them. I would like to be able to change myself so that I could feel comfortable with myself whether I'm employed or unemployed. That's basically how I feel."

SCHOOL TEACHER, N.B

Another picture of psycho-social transitions emerges from Hopson and Adams (1976):

**IMMOBILIZATION:** overwhelmed by the event; unable to understand what is happening; numb, shocked

**MINIMIZATION:** attempts to maintain reality as if event had not occurred

**DEPRESSION:** begins to face fact changes will have to be made, but doesn't want to, and doesn't know how

**ACCEPTANCE:** of reality -- letting go: begins to change former assumptions about self and situation

**TESTING:** starts to try out new behaviours and attitudes and ways of coping

**SEARCH FOR MEANING:** attempts to establish a useful conceptual framework for understanding the "new" self and new situation

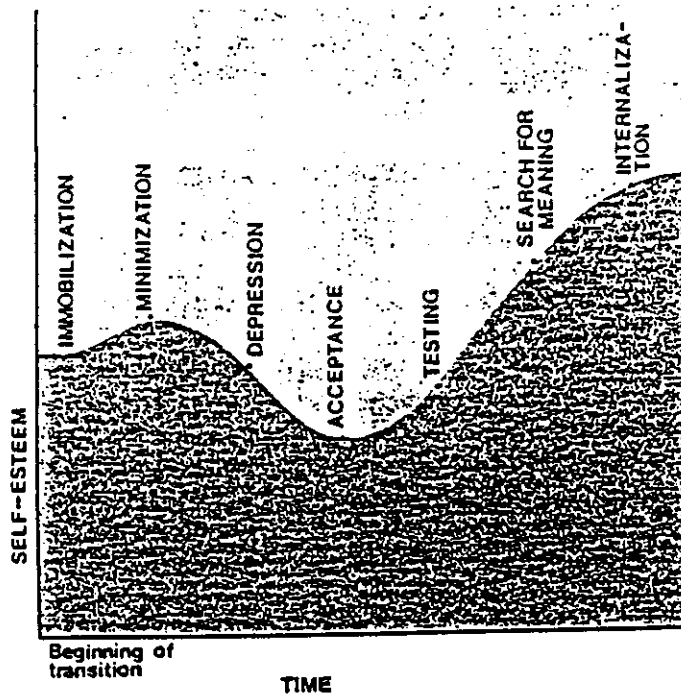


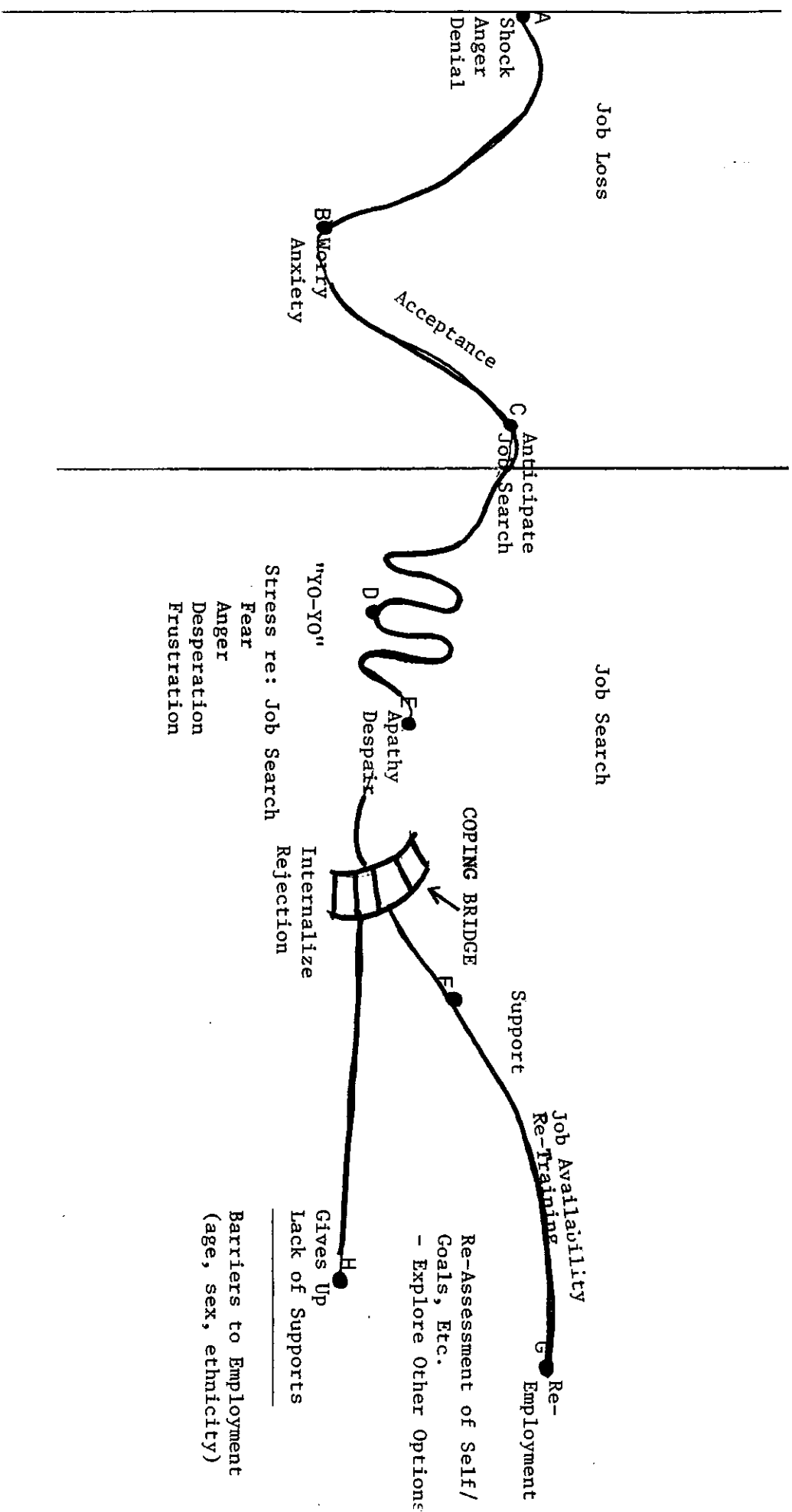
FIGURE 4: Psycho-social transitions.

Powell and Driscoll (1973) have traced four stages through which the middle class members (highly skilled and professionals) of their sample seemed to pass:

STAGE I: RELAXATION AND RELIEF

(approximately 25 days)

- confident of re-employment



# AFTER 5

## You've lost your job . . .



Among Jackson's recent projects has been an assignment with Firestone Corp which is closing six plants—five in the United States, as well as its Whitby, Ont. facility. The company retained Jackson to work with 9,000 Firestone workers and assist them in finding new jobs.

LOSING YOUR JOB isn't the end of the world, counsels Thomas W. Jackson, author of four books on the subject and consultant to Manpower Temporary Services.

"It may be the best thing that ever happened to you," he says, "because forced unemployment makes you stop and look at your career objectives."

Tom Jackson, President of the New York based firm, the Career Development Team, Inc., was in Canada conducting personnel seminars—hosted by Manpower Temporary Services—for employers in Toronto, Calgary, Edmonton and Vancouver.

"Don't jump right back into the same rut you've just been released from," Jackson advises. "Certainly, you need the work . . . but this time, target for what you want and go after it!"

### Job-hunting tips

Jackson offers the following tips to someone who has lost his or her job, or who is facing the necessity for a major career reappraisal:

1. Relax. This is not the end of your life. Don't identify a plant closing or career termination with personal closing. The plant may be closing, but you're still open for business. Look upon a job situation as an opportunity for expanding your career, not as an emergency.
2. Assess your skills and interests independent of the immediate job market. A major mistake people make is looking out to see what's immediately available that they can squeeze themselves into, rather than sitting back and taking inventory of who they are and what they want to do about it. Get back in touch with your skills, interests and abilities, and then change them into active job targets.
3. Target for what you want. Once you are in touch with your skills, interests, abilities, etc., look into the world and discover what work areas would be most reflective of these. When you can find a work target that enables you to utilize your skills and your interests, you have a stronger motivation for getting and doing the

work, plus an ability to focus your skills more effectively. Fully 80 per cent of the jobs are in what is called "The Hidden Job Market".

4. Be prepared—Learn more in advance about what the prospective employer's needs are, what skills and abilities you have that will respond to these needs, and practise communicating and articulating these with your friends.

5. The Universal Hiring Rule. Know that any employer will hire any individual as long as the employer is convinced that the hiring will bring more value than it costs. Unfortunately, most job candidates tend to demonstrate or stress their *needs*, verbally or non-verbally, rather than their *ability* to make a contribution. Prepare information about your ability and then communicate it to prospective employers in a way that responds to the *employers' needs*, not yours.

6. Prepare a perfect resume. A one-page summary of your skills and abilities—and how they relate to employers' needs—is much better than a three-page biography of what you've done. The resume is an advertisement for yourself designed to get you an interview. It is not a job application.

7. The rule of no's. Going after the job you want can create many situations of turn-down. Many applicants are turned off by this apparent personal rejection. Do not take it personally. Actually know that the process is No, No, No, No, No, No, Yes. So therefore, what you should do is accelerate the number of no's you get.

8. Keep going for it. There is no shortage of jobs, says Jackson. Jobs are simply opportunities to solve problems and we know that there is no shortage of problems in the world.

9. Be adaptable. If people learn how to refocus their skills toward the emerging problems that are of most interest to the world, instead of trying to hold onto old, decaying jobs, the economy itself will turn around. Workers will be able to operate in more of a free market situation, where they can choose and negotiate for what they want, rather than take what comes along, Jackson says. ■

JOB LOSS - COPING WITH CRISIS AND CHALLENGE

By: Helen Prince

In these days of economic decline, plant shut-downs, budget cutbacks, and massive layoffs, most of us know someone who must face the loss of his or her job. Some of us may be fired, and some of us may find ourselves firing others. Each individual will of course react uniquely to job loss, depending on ease of finding another job, number of dependents, availability of outside help, financial security to bridge the gap between jobs, the meaning of the job, personality, self-esteem, and a host of other variables. Nevertheless, facing any major life change will always involve accepting the loss of the old and meeting the demands of the new.

Change

To meet change, any system --- a person, an organization, a nation --- will first attempt to redefine the change so that it is not a change and can be met by using old, familiar coping patterns. When this approach fails, the system or the person can become disorganized. "Stress" and "crisis", as used here, are contemporary terms that were developed to describe disruptions of the environment as they relate to the dysfunction of the individual. A life event --- any change in a person's social setting requiring change in ongoing life adjustment --- precipitates a crisis, a state of temporary disequilibrium. The individual response to these stressful conditions that constitutes a pattern of physiological and psychological reactions, both immediate and delayed, is varied.

A significant change in one's life space (the external world) is accompanied by a change in one's assumptive world (the world as seen by oneself). This requires giving up beliefs about a world one has taken for granted and brings a psychological reaction very similar to grief. The reaction has been described for amputation, job loss, and bereavement, in research studies based on the classic work of Lindemann who interviewed survivors of the Coconut Grove fire, and of Kubler-Ross in her work with the terminally ill. Ralph Hirshowitz has synthesized the work of these and other authors into a general scheme. His crisis theory describes a predictable series of phases of reaction to a life event like losing one's job.

Reaction

First, the impact phase: dazed shock, existing in present time, the fight/flight response, or frozen behaviour, disorientation, perplexity, impaired perception --- "I can't believe this is happening to me". The impact phase is short, usually hours or days.

Second, the recoil and turmoil phase: mourning for a world that has changed, preoccupation with the past, "Remember the great times we used to have", more organized thinking but more negative feelings, anger, anxiety, depression, guilt or shame, feelings of detachment accompanied by needs of dependency. This phase may take days, weeks or even months and is characterized by recurrent periods of emotional turmoil, ambiguity and uncertainty.

Try to put your position in perspective. An adult life is a series of transitions between periods of relative stability. Make a realistic assessment of the gains and losses. Take this opportunity to discover what you want from the next phase of life as you disengage from identification with your job and consider all the other options. Remember, the boundaries are opened at crisis time. Take the opportunity to expand and grow in new directions. Consider financial commitments and life priorities. Economic recession and hard times may enforce a downward adjustment in your financial expectations. But as well you may discover things you have always wanted to do. Now may be a good time to reorder the important things in your life.

---

Helen Prince is a researcher with the Social and Community Psychiatry Section of the Clarke Institute of Psychiatry in Toronto.

STRESS

## STRESS EXHAUSTION SYMPTOMS

Check the symptoms of stress you've noticed lately in yourself. We all have "blue" or anxious periods, but check those which seem excessive to you or which seem to have increased.

PHYSICAL

appetite change  
 headaches  
 tension  
 fatigue  
 insomnia  
 weight change  
 frequent colds/flu  
 muscle aches  
 digestive upsets -  
     gas, diarrhea, etc.  
 pounding heart  
 accident prone  
 teeth grinding  
 rash  
 restlessness  
 foot tapping  
 finger-drumming  
 increased alcohol,  
     drug, tobacco use  
 frequent use of antacids  
 sleep patterns altered

EMOTIONAL

anxiety  
 frustration  
 the "blues"  
 mood swings  
 bad temper  
 nightmares  
 crying spells,  
     often near to tears  
 irritability  
 "no one cares"  
 depression  
 nervous laugh  
 worrying  
 easily discouraged  
 little joy & laughter  
 feel numb/shut down emotionally

SPIRITUAL

emptiness  
 loss of meaning  
 unforgiving  
 loss of direction  
 needing to "prove"  
     self  
 cynicism  
 apathy

MENTAL

forgetfulness  
 dull senses  
 poor concentration  
 low productivity  
 negative attitude  
 confusion  
 lethargy  
 whirlwind mind  
 no new ideas  
 boredom  
 spacing out  
 self put-downs  
 putting things off  
 great difficulty in  
     making decisions

RELATIONAL

isolation  
 intolerance  
 resentment  
 loneliness  
 lashing out  
 withdrawing more frequently  
 clamming up  
 lowered sex drive  
 nagging  
 distrust  
 fewer contacts  
     with friends  
 lack of intimacy  
 family problems  
 people tell me I am  
     "a different person"



"SOUND BODY, SOUND MIND"Elaine Dembe (City Woman, Spring 1985)

The idea of a sound mind in a sound body has been around for a while (the Roman poet Juvenal coined the phrase a couple of millenia ago), but it's only recently that the link between physical and emotional well-being has received much attention from medical and psychological researchers. As more studies are done, we're starting to learn precisely how and why exercise results in benefits that go beyond physical fitness and into the realm of mental health.

Many people use tranquilizers, antidepressants or alcohol to relieve anxiety and depression, without realizing that the body is capable of producing its own mood elevator in endorphins, which are powerful hormones the pituitary gland releases to help control pain. The effect is not unlike that of morphine - and vigorous exercise significantly increases endorphin levels in the body. The endorphin effect has become synonymous with "runner's high" - the sense of extreme well-being and even euphoria some runners feel after a satisfying time on the road.

It's not surprising, then, that some doctors are beginning to use exercise in the treatment of depression. Toronto psychiatrist Loys Ligate, whose patients include many women suffering from depression, often encourages her patients to take up an aerobic sport in conjunction with therapy sessions. As an example, she describes the improved outlook and psychological health of one of her patients, a 55-year-old woman with a history of depression that had resulted in several hospitalizations.

At one point, the woman's husband had left her and she was having trouble finding a job. The result was more deep depression, which included insomnia serious enough to send her to a sleep clinic. Ligate prescribed antidepressant medication to deal with the malaise and other immediate symptoms of depression, and she began therapy sessions, but she also encouraged the woman, who had never exercised in her life, to begin a regular aerobics program. The woman was soon able to sleep better, and she lost weight, which improved her self-image and level of confidence. Eventually she found a job and became much happier. "She's the best example I know of someone whose depression was relieved significantly through exercise," Ligate says.

Barry Ledwidge, a senior psychologist at Riverview Hospital in Port Coquitlam, B.C., proposes a similar remedy in an article in the Canadian Journal of Behavioral Science, "Run for your mind: Aerobic exercise as a means of alleviating anxiety and depression." He explains that, physiologically, aerobic exercise functions as a muscle relaxant, promotes sound sleep and reduces the amount of lactate in the blood (lactate is an acid product of metabolism that researchers have found plays a key role in producing anxiety symptoms). The psychological benefit appears to be that exercise enhances self-esteem and increases self-confidence. Writes Ledwidge: "This enhancement of self-respect derives from two of the consequences of endurance training: (1) the visible improvement that occurs in the participant's body..., and (2) the sense of accomplishment that occurs when someone confronts a difficult physical and psychological challenge and overcomes it."

The sense of mastery Ledwidge talks about is important for people suffering from depression, who tend to have self-defeating thought patterns that result in a feeling of hopelessness and helplessness. "Fitness training may be of benefit," Ledwidge theorizes, "since the sense of accomplishment that derives from improving your body may generalize to a feeling that you are not helpless, that what you do does make a difference." He adds that in coping with stress, depression and anxiety, aerobic exercise has several advantages over drugs, psychotherapy or a

change in lifestyle, such as dropping out: "It is free,; it can be done alone; it has no deleterious side effects...; it takes little time...; and it has one important beneficial side effect, physical fitness."

The examples and explanations that Ligate and Ledwidge offer illustrate the complexity of linking physiological changes from exercise directly with mental health. Jack Goodman, a physiologist at the University of Toronto, says that experimental research in this area is still in its infancy, and that using physiological evidence such as the presence of endorphins or reduction in lactate to explain improvements in mental health is problematical. "You cannot directly attribute an improvement in emotional outlook to exercise," he says, "without accepting other variables that may in fact contribute to the changes as well. These include weight loss, the knowledge that you are adhering to a discipline, that you're doing it independently, and other psychological benefits that occur simply because you're doing something that is accepted and condoned by society. Who wouldn't feel better just by doing those things?"

"We do know, however, that experimental evidence exists that shows joggers consistently report lower scores on indices of anxiety; that they are not as easily rattled as unfit people sometimes are; and that they show a below-average response to sensory and emotional stress. These dampened physiological responses also include smaller increases in blood pressure, heart rate and adrenalin, and reduced muscle tension. This means that a fit person may handle everyday stressful situations more calmly and efficiently."

Research is also beginning to show that exercise does cause changes in mood and personality. Dr. Kenneth Cooper, who started the aerobics revolution in the U.S. almost 20 years ago, wrote what many consider to be the definitive book on the subject. The Aerobics Program for Total Well-Being. In it he cites an American study at Purdue University in Indiana, in which 58 men were put on a physical fitness program that included aerobic exercise three times a week. The personality changes observed included improved self-confidence and self-assurance, more out-going behavior and greater emotional stability. Another study, at Cooper's Institute for Aerobics Research in Dallas, involved a six-month program of exercise and good nutrition for 100 teachers and administrators at a local school board. The participants were compared with 60 control subjects who made no changes in their diet or exercise habits.

Cooper reports that the participants in the exercise and diet program experienced some beneficial changes in their outlook on life, among them increased feelings of well-being and reduced depression when compared with the control group. The participants felt their ability to deal with job stress had increased significantly. School principals also rated the participating teachers as having an improved ability to handle job stress over the control group.

It seems that exercise might even help you to think better. In a recent article in the Canadian Medical Association Journal ("Physical activity and the healthy mind"), Dr. Roy Shephard cites a study in Trois-Rivieres, Quebec, in which classes of primary school students performed five additional hours of physical activity a week. Control classes followed the standard school program of one 40-minute period of physical activity per week. Shephard writes, "Although the time available for classroom study was necessarily curtailed 13 to 14 percent by the activity program, the students in grades two to six from the experimental classes had consistently higher marks than the students in the control classes."

So much for theories. What's certain is that when you regularly exercise your body aerobically - that is, perform an endurance activity such as swimming, running, cycling or dancercise that pushes your heart rate into the working zone

appropriate for your age level - you reap physical and emotional rewards. As Goodman says, though, we can only infer indirect conclusions about physiological explanations for improvements in mental health "due, in part, to the multifaceted nature of the effects of exercise and also to the difficulty of assessing mental status in a wide range of individuals." But when the notion is that exercise might trigger the body's own chemistry to restore equilibrium in the mind, reducing the need for medicine or therapy, even indirect conclusions are encouraging.

## EASY WAYS TO TAKE PRESSURE OFF YOURSELF

### A PERSONAL FIRST AID KIT

By: Adelaide Bry

Pound a pillow, retreat into  
dreams, cry a lot.  
The simple things you can do to  
make yourself feel better about  
life may surprise you,  
but try them - they work.

All of us, at some time in our lives, have problems. Everyone has a sleepless night now and then: everyone gets angry once in a while. We have our days when we're low, days filled with self-doubt. Some of us have too much to drink when things go wrong. We all have bad habits that are hard to break and things that frighten us for no apparent reason. Sometimes we can't make a decision -- we wish we could turn the clock back to an easier time in the past. And who doesn't wonder about how to realize her potential?

Most of us get over these feelings within a short time and return to normal. But why put up with them, even for a little while, when there is something you can do about them? You can prevent small discomforts from turning into big ones.

Remember, we are not talking about problems that are serious from the start. There are times when professional help is advisable and even necessary, times when home remedies will not suffice. For the little lows in life, however, for minor disturbances and upsets, the following procedures are easy to do, require very little time and most people who try them say they are fun.

#### LETTING GO OF YOUR ANGER

##### Pounding the Pillow

You are angry and you are holding it in. Don't. Try this instead:

Find a room where you can be alone and make noise without feeling self-conscious. Bring some pillows with you.

Now, begin talking out loud about the way you feel. Don't hold back and don't be polite. Get as mad as you like. Raise your voice, shout, wave your arms, stamp your feet, swear. When you really begin to let go, pick up a pillow and begin punching it. Throw it across the room. Pick up another pillow and beat it up. Keep doing it until you begin to feel relaxed and relieved.

What you are doing is letting go of your anger in a situation that is under your control. You are not hurting anyone, you are not stifling your feelings and you are going to feel much better.

##### Shower Sobbing

You're so mad you could cry. Well, why don't you? Perhaps you don't want anyone to see you crying. That is your privilege -- you are entitled to privacy.

Take a shower. Let the water run so hard that it makes a lot of noise -- and let the tears come. Cry as hard as you want. No one will hear you above the sound of water. When you turn your face into the spray, you will feel as if the world is crying with you -- which, at a time like this, is rather comforting.

### The Empty Chair

Are you angry with someone and don't know why? Are you uncomfortable with your feelings?

You can get relief and understanding with this simplified version of a Gestalt technique:

Arrange two chairs facing each other and sit in one of them. Imagine that the one who is causing your anger is sitting in the other chair.

Now begin to talk to the other person. Describe how you feel: try to explain why you are angry. When you have finished, get up, sit in the empty chair and "become" the other person. Respond to what you have just said. Give the other person's side of the story.

Shift back to your own chair and continue the dialogue, back and forth, always getting up and changing chairs as you become one person and then the other.

Gradually you will get beneath your anger and be able to explore the real cause for it. The "other person" actually is another facet of yourself, and as it begins to interrelate with the part of you that feels angry, you will be able to bring your emotions into the open.

The important discovery here is not so much why you are angry, as it is why you can't admit your anger.

### FOR INSOMNIA

#### A Wake-a-Thon

Can't sleep? You have to get up early in the morning and you have a big day ahead?

Get up. Don't try to sleep. Don't even allow yourself to sleep.

Get out of bed and into a comfortable chair. Read a book. Watch TV. Play solitaire. Bring your diary up-to-date. All that tossing and turning and watching the clock -- that is not for you. Stay up as late as you like. Enjoy yourself.

Before you know it, you will be dozing. If you don't actually fall asleep, you will at least be relaxed. The point is to reduce your anxiety about not sleeping and therefore make it easier to do so.

### REMOVING COMMUNICATION BLOCKS

#### Am I Hearing You Right?

This exercise is particularly effective with parents and teenagers. Encourage the other person to say what is on his mind, without interruption. You can then say something such as "Let me know if I am hearing you right," and repeat what was said in your own words. The comparison between the two versions can be very enlightening.

## This I Like, That I Don't

The whole family can try this one.

Set aside a regular time when you can all get together, usually after a meal when everyone is relaxed. Allow each person one minute to say what he likes and does not like about the family. The pluses do not have to equal the minuses, but there must be some of each. No rebuttal or interruptions are allowed!

The purpose is twofold: 1. Finding a reason to gripe always is easy and it is a good thing to get it in the open. 2. When you must find something to like, you may be surprised at how many good things you have been overlooking.

## MEDITATION

### Reaching Into Yourself

There are many different ways to meditate, but most of them have a few things in common. For example, the way you breathe is very important, as is your ability to relax. A mantra, though it is not absolutely necessary, may help to keep your mind from wandering.

Where you meditate matters. Choose a room where you will not be interrupted or distracted by noise. Take the phone off the hook.

Some people meditate while lying down, but most find that a chair is more effective. When you are lying down and relaxed it is too easy to fall asleep -- sleep is not what meditation is all about.

Make yourself comfortable. To some this means sitting upright with your spine unsupported by the back of the chair, to others it means resting your spine against the chair. Try each position and decide which is better for you.

Don't rush into it. The first thing you have to do is relax, and that may take some time, depending upon how tense you are.

When you are thoroughly relaxed and breathing slowly and evenly, close your eyes. If you have a mantra, now is the time to use it. If you don't have one, but would like to concentrate on something, use a pleasant-sounding word such as "peace", "good", "joy", "cosmos" or whatever appeals to you. Think the word slowly and keep repeating it as you breathe in and out.

Don't expect great things to happen at once. Meditation improves with practice and in the beginning may be only a restful interval. If your mind begins to wander, don't become impatient. Simply get back to where you were with your repeated word. If problems and disturbing thoughts come into your mind, acknowledge their presence and let them drift into and out of your consciousness.

Eventually you will feel detached from your body and your physical surroundings. The word you are repeating gradually will fade from your awareness. You will be in touch with your higher or innermost self, deeply relaxed and thoroughly energized. Now -- to come back.

Begin repeating your word deliberately and slowly again. Be aware of your breathing. Be aware of your body, your posture, of the chair you are sitting in. Open your eyes and look around the room.

Sit quietly for a moment, then stand up and stretch your arms, clasping and unclasping your hands as if you were trying to grasp balloons off the ceiling.

It is important to remember that meditation can be overdone to the point where you are completely cut off from your feelings of anxiety, which is not good. Everyone needs a certain amount of stress in order to function well. In the beginning meditate only ten or fifteen minutes once or twice a day. Increase this to twenty-minute sessions no more than twice a day. Do not meditate just before going to bed, or you will be too full of energy to sleep.

### TO SOLVE A PROBLEM

#### Framing An Answer

If you can't find a solution to a problem, turn it over to your subconscious mind.

Sit in a chair and make yourself comfortable. Now, close your eyes and visualize your problem. Go over all the details in your mind. Mentally draw a blue frame around the image in your mind and mark a large X through the whole scene.

Next, imagine how you will feel when your problem is solved. Visualize the relief and joy of telling someone it is solved. Allow yourself to believe that you have the solution within you. Then visualize a white frame around a black space. This is where your solution will appear. Watch it until you know what to do to end your problem.

You may not get an answer the first time you try this technique. But try it again -- and again. It works -- provided, of course, that you really want to solve your problem. If you don't that is a problem in itself and one that may need professional therapy.

### FOR TENSION

#### Stomach Breathing

Deep breathing is the basis for all yoga exercises, but true deep breathing is more than a long intake of air. A good yoga breath is done in three stages:

1. Lie on the floor and place your hands lightly on your stomach. Let your stomach stick up, completely relaxed, as far as it wants to go. You may find this awkward at first because you were probably taught to hold it in. Now begin to inhale. As air fills the bottom of your lungs, moving your diaphragm up and out, your stomach will begin to flatten.
2. Continue inhaling and feel the lower part of your chest begin to swell as more air moves into your lungs.
3. Finally the upper part of your chest, the rib section, will swell. This means that your lungs are filled with air. Hold your breath for a moment, but don't become uncomfortable. As you exhale, the process is reversed -- your chest begins to flatten and your stomach becomes round again.

With practice you will be able to breathe deeply, yet smoothly and easily. Do this six times at first and gradually increase to eight, ten, a dozen deep breaths a day to prevent as well as to relieve tension.

#### Countdown

Before meditating, before going to sleep, or simply when you want to relax, try this.

Lie on the floor or in bed, or sit in a comfortable chair. Keep your hands at your side or on the arms of the chair.

Beginning with your toes and going all the way up to your scalp, visualize each part of your body attaining a state of relaxation. If you meet resistance, concentrate on that part of your body and tell it to relax. Take your time. Go back over any area that becomes tense again until finally your whole body is relaxed.

### A Breathing Quickie

You can do this one anywhere: standing, sitting or walking, alone or in a group. Simply breathe in and out deeply, slowly with your mouth closed, for about three minutes. You will feel calmer.

## GETTING IN TOUCH WITH YOUR FEELINGS

### A Dream Diary

You can't interpret your dreams as a professional would, but you can train yourself to remember more of them, and you can learn to understand some of the clues they offer to help you deal with everyday situations. Before you go to sleep, tell yourself you are going to remember your dreams. Put a pad and pencil by your bed and as soon as you wake up, write down everything you can remember about your dreams. At first you may not remember much at all, but with practice your memory will improve.

Pay attention to the emotions expressed in your dreams: the frustration you feel when you're running and getting nowhere, the fear you experience in dark places, your anxiety over losing your way or being late for an appointment. These feelings are real and the dreams are trying to bring them to your attention. Once you realize what they are, you can do something about them.

## FOR DEPRESSION

### How Bad It Is!

We all get moments when we feel absolutely miserable, hopeless and discouraged. The next time it happens to you, don't fight it.

Instead -- revel in your depression. Think about how rotten you feel. Think about it in great detail. Talk to yourself about it, and offer yourself sympathy. Try to convince yourself that you are more depressed than anyone you know. Call yourself the most miserable person in the whole world. Insist on it.

The idea is to be frank about your desire for sympathy, and once you realize that sympathy is what you want, you can get some perspective on your gloom!

A variation of this method can work beautifully with more than one person. Let each one describe how awful he feels, and soon each one will be competing for the title of Most Depressed Person -- until you realize what you are doing and begin to laugh.

### Weeding Your Garden

When you feel as if the whole world has gone wrong, a little yoga may help. Sit cross-legged on the floor, hands resting in your lap and palms up. Breathe slowly and carefully until your breathing becomes regular and rhythmic. Begin meditating, using a mantra to help you concentrate. As you reach the deeper levels of your consciousness, begin to go through your thoughts as if you were a gardener weeding out a seed-bed. See yourself uprooting the negative thoughts and fertilizing the positive ones.

This technique is also effective for overcoming your fears.



## The Cookie

You may have been holding up very well under a prolonged strain -- caring for a new baby, losing a job, starting your own business, moving to another part of the country, or whatever -- but you are beginning to get depressed with the situation.

You have had to be an adult all this time, and the natural child within you feels neglected. You can't abandon your responsibilities, but you can give the child a cookie to brighten her spirits.

Do something that you enjoyed when you were small. Buy yourself an ice cream cone and lick it. Go to a funny movie. Play with your dog. Take time out for a few sets of tennis with a friend. Go swimming or take a walk in the country. Go sleigh riding on a snowy day. Visit the zoo. Watch a parade. Go to the circus.

If you give your child a cookie to tide her through the time of strain, she'll soon stop pouting, and you will feel much better.

## MAKING A DECISION

### Sleep-Solving

Can't make up your mind what to do? Maybe you can get some help from your dreams.

Before going to bed, think about your choices. Don't try to decide between them at this point because you will only become tense. Your goal is to get your subconscious mind to work, so simply allow the choices to present themselves clearly in your mind.

Tell yourself that you are going to make your decision while you are sleeping. Then relax and go to sleep.

You may not have the decision the next morning, or the next few mornings, but if you keep trying, one morning you will awaken with your mind made up.

Try this technique when you are having trouble solving a problem. I know an artist who programs his subconscious mind to come up with new designs while he sleeps.

### A Present for a Parent

Sometimes you can't decide to do something because it goes against the way your parents did it. You don't want the Critical Parent aspect of your personality nagging you, so you stall and find excuses to avoid making your decision.

There's a way out. For instance, if you really want to have your own apartment, but your Critical Parent makes you feel guilty, try sharing an apartment with a friend as a start. Have dinner once a week with your parents.

### And If I Don't

Sit down with a pencil and paper and begin making two lists: one, your options, and the other, consequences of each.

Now -- consider the fact that you have a third option. That's right. If you don't make a decision, that's a decision in itself and it also has consequences. So make a third list: What will happen if you don't choose one alternative over the other?

Once you realize that something is going to happen whether you decide or not, you will usually find a decision easier to make.

As you use these exercises to relieve you of occasional tension, frustration and emotional discomfort, as you allow them to improve your physical well-being, you will notice a difference in your life. You will function better in body, mind and spirit.

The End.

## STRESS WORKSHOP

### Definition of Stress:

- Stress is usually defined as a generalized response of the body to any demand
- Stress is the body's physical, mental and chemical reactions to circumstances that frighten, excite, endanger, confuse or irritate us.

Whether stress is being felt as a result of joyful or painful experience, it is still stress and still produces the same effects.

Absolute freedom from stress is death. Since stress is associated with all types of activity, we would avoid it only by never doing anything.

### General Adaptation Syndrome:

The response to stress occurs in the following three stages:

- (1) Alarm Reaction, wherein the body recognizes the stressor and the pituitary-adrenal cortical system responds by producing the hormones essential to either flight or fight. In this stage the heart rate increases, blood sugar is elevated, pupils dilate, and digestion slows.
- (2) Resistance or Adaptive Stage in which the body begins to repair the effect of the arousal. The acute stress symptoms diminish or disappear. If, however, the stress continues, adaptation fails in its attempts to maintain the defence.
- (3) Exhaustion Stage occurs when the body can no longer respond to the stress. One or several of a great variety of diseases such as emotional disturbances, cardiovascular and renal diseases and certain types of asthma may develop.

### Physiological Response to Stress:

The autonomic nervous system and the endocrine gland system, ordinarily the governors of equilibrium, go into action to prepare the individual to fight the stressor or "get out of its way". The entire body is affected: the cardiovascular and respiratory systems speed up; the gastrointestinal systems slow down; the muscles get stronger and the immunological process prepares for a possible infection.

- 2 -

Our brain recognizes a stressful event and the following complex series of reactions occur including:

- the secretion of adrenalin
- the release of blood glucose and fat into the bloodstream to provide quick energy
- an increase in heart rate
- an increase in respiratory rate
- an increase in blood pressure
- the muscles tense and are ready for action
- an increased tendency to sweat, tremble
- increased irritability
- decrease in concentration

One of the most important things to recognize is that stress does not always mean distress. Usually what happens is that the body returns to its normal resting state (homeostasis) but if the stressful situation persists and we continue to choose to respond to it, our body's supply of adaptive energy can be depleted.

#### Chronic Stress:

Chronically stressful situations, especially those in which episodic or surprise stressors are also frequent, exert a wear-and-tear influence on the body, mind, and spirit of those who live or work in them.

Eventually, an overload of stressful experiences can cause a person's resistances to decrease, making people vulnerable to:

- illnesses (viral infections - colds, flu)
- chronic conditions (hypertension)
- depression/suicide
- heart disease
- ulcers
- aging
- feelings of apathy
- alienation
- etc.

- 3 -

Aging is the sum of all the stresses to which the body has been exposed during a lifetime. Each period of stress, especially if it results from frustrating, unsuccessful struggles, leaves some irreversible chemical scars (insoluble precipitates of living matter) which accumulate to constitute the signs of tissue aging.

# Life Stress Scale

This widely reprinted index lists forty-three stressful life events and the value of each in 'stress units'.

To use the Life Stress Scale, check off events which have happened to you within the last year, then add up the total number of stress units. Use the blank lines between items to add your own life-stress events, and assign the appropriate number of points by comparing it to the events ranked in the chart.

Holmes and Rahe, who developed the life-stress scale, found that a score of 150 for events occurring within the last year gives you a fifty-fifty chance of developing an illness. A score of 300+ gives you a ninety percent chance.

Notice that 'positive' events (outstanding personal achievement, vacation, Christmas) can be stressful as 'negative' ones. Let's see, where should we put running a marathon, starting tap-dancing lessons, getting out new issue of MSC?  
(TF)

## Resources

For more on the Life Stress Scale see:

Holmes and Rahe, "The Social Readjustment Rating Scale," *Journal of Psychosomatic Research* 2 (1967): 213-18.

The social readjustment rating scale was first published in the *Journal of Psychosomatic Research* 2 (1967): 213-18. Copyright ©1967 Pergamon Press, Inc. Reprinted with permission.

LIFE EVENT	VALUE	YOUR SCORE	LIFE EVENT	VALUE	YOUR SCORE
<input type="checkbox"/> Death of Spouse	100	___	<input type="checkbox"/> Trouble with in-laws	29	___
<input type="checkbox"/> Divorce	73	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Outstanding personal achievement	28	___
<input type="checkbox"/> Marital separation	65	___	<input type="checkbox"/> Wife begins or stops work	26	___
<input type="checkbox"/> Jail term	63	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Begin or end school	26	___
<input type="checkbox"/> Death of close family member	63	___	<input type="checkbox"/> Wife begins or stops work	26	___
<input type="checkbox"/> Personal injury or illness	53	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Begin or end school	26	___
<input type="checkbox"/> Marriage	50	___	<input type="checkbox"/> Change in living conditions	25	___
<input type="checkbox"/> Fired from work	47	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Revision of personal habits	24	___
<input type="checkbox"/> Marital reconciliation	45	___	<input type="checkbox"/> Trouble with boss	23	___
<input type="checkbox"/> Retirement	45	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Change in work hours or conditions	20	___
<input type="checkbox"/> Change in health of family member	44	___	<input type="checkbox"/> Change in residence	20	___
<input type="checkbox"/> Pregnancy	40	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Change in schools	20	___
<input type="checkbox"/> Sex difficulties	39	___	<input type="checkbox"/> Change in recreation	19	___
<input type="checkbox"/> Gain of new family member	39	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Change in church activities	19	___
<input type="checkbox"/> Business readjustment	39	___	<input type="checkbox"/> Change in social activities	18	___
<input type="checkbox"/> Change in financial state	38	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Mortgage or loan less than \$10,000	17	___
<input type="checkbox"/> Death of close friend	37	___	<input type="checkbox"/> Change in sleeping habits	16	___
<input type="checkbox"/> Change to different line of work	36	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Change in number of family get-togethers	15	___
<input type="checkbox"/> Change in number of arguments with spouse	35	___	<input type="checkbox"/> Change in eating habits	15	___
<input type="checkbox"/> Mortgage over \$10,000	31	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Vacation	13	___
<input type="checkbox"/> Foreclosure of mortgage or loan	30	___	<input type="checkbox"/> Christmas	12	___
<input type="checkbox"/> Change in responsibilities at work	29	___	<input type="checkbox"/> _____	___	___
<input type="checkbox"/> _____	___	___	<input type="checkbox"/> Minor violations of the law	11	___
<input type="checkbox"/> _____	___	___			
<input type="checkbox"/> Son or daughter leaving home	29	___			

YOUR TOTAL \_\_\_\_\_

Try "clean living". Be more consistent in your living habits by trying to eat, sleep and exercise at about the same time every day. Don't overindulge in alcohol or rely on pills to induce sleep (they're counterproductive).

Be sure to get enough sleep and rest, since fatigue can reduce your ability to cope with stress. Eat regular, well-balanced meals with enough variety to assure good nutrition and enough complex carbohydrates (starchy foods) to guarantee a ready energy reserve. Reverse the typical North American meal pattern and instead eat like a king for breakfast and prince for lunch and pauper for supper.

Listen to your body. It will let you know when you are pushing too hard. When that back or head aches or stomach sours, slow down, have some fun, take the time to enjoy the world around you. Set aside some time each day for self-indulgence. Focus on life's little pleasures.

Choose fight or flight. Don't be afraid to express anger (hiding it is even more stressful than letting it out), but choose your flights; don't hassle over every little thing. When fighting is inappropriate, try fleeing -- learn to fantasize or take a short break (do a puzzle, take a walk, go to a concert or away for the weekend) to re-energize yourself. You can also give in once in a while, instead of always insisting you are right and others are wrong.

Learn relaxation techniques. These include deep breathing exercises, transcendental meditation, the "relaxation response" (a demystified form of meditation formulated by Dr. Herbert Benson, a Harvard cardiologist), yoga, progressive relaxation of muscle groups, imagery, biofeedback and behavioral modification.

The last four may require professional help. On a tightly scheduled day, take a minute or two between appointments or activities for a relaxation break -- stretching, breathing, walking about.

Revitalize through exercise. A body lacking in physical stamina is in no shape to handle stress. An exercise tuneup can increase your emotional as well as your physical strength. Exercise enhances rather than saps, your energy; it also has a distinct relaxing effect.

Talk it out. Problems often seem much worse when you alone carry their burden. Talking to a trusted friend or relative, or a professional counsellor, can help you sort things out and unload some of the burden. If things are really bad, don't hesitate to seek professional counselling or psychotherapy.

Get outside yourself. Stress causes people to turn into themselves and focus too much on their own problems. Try doing something for someone else. Or find something other than yourself and your accomplishments to care about. Be more tolerant and forgiving of yourself and others.

Finally, Drs. Robert L. Woolfold and Frank C. Richardson, psychologists and authors of *Stress, Sanity and Survival*, (Sovereign, \$8.95 U.S.) caution against "waiting for the day when 'you can relax' or when 'your problems will be over.'" The struggles of life never end. Most good things in life are fleeting and transitory. Enjoy them; savor them. Don't waste time looking forward to the 'happy ending' to all your troubles.

MANAGING STRESSCOPING WITH STRESSEXERCISE AND PHYSICAL ACTIVITY

If you don't engage in a regular physical activity add one to your life: handball, squash, yoga, jogging, curling, calisthenics, join a health club.

MENTAL EXERCISE

Review your day every day. On a scale from 1 to 10, 1 is low; 10 is high, rate yourself. Review the incidents which led you to give your day both low and high scores. Resolve or avoid low rated events; increase the incidence of high rated items.

If you do this simple exercise regularly, you will begin to see a pattern of behaviour. The first step to making changes is to see clearly what is going on.

If you have a persistent problem or problems that you are not resolving seek professional help. Counselling can help.

NUTRITION

- Reduce your alcohol intake.
- Reduce your sugar intake.
- Reduce your caffeine intake.
- Reduce your drug intake (aspirins, etc.)
- Reduce your nicotine intake.

Consult your physician for a balanced, healthy diet.

HUMAN CONTACT

Touch someone lovingly and caringly at least once a day. This includes touching yourself.



# SERENITY BREATHING



1 Sit with your hands palms down on your knees.  
Your hands should remain in this position throughout the exercise.



2 Keeping your neck straight, inhale slowly as you lean your head and torso to the left far enough to straighten your right arm.

Exhale slowly as you return to the original position.

Keeping your neck straight, inhale slowly as you lean your head and torso to the right far enough to straighten your left arm.

Exhale slowly as you return to the original position.

Make this movement 3 times to each side.



3 Inhale slowly as you tilt your head backwards.



Exhale slowly as you tilt your head forward to touch your chin against your chest.

Make this movement 3 times.

M E D I T A T I O NBackground

Yogic meditation involves the withdrawal from the outer world of sensation. This withdrawal produces a specific state of consciousness (other include sleeping, dreaming and awakening) which is accompanied by specific patterns of physiological responses.

The physiological effect is to decrease sympathetic nervous system activity. The consequences are a state of deep rest or relaxation which counteracts the accumulated effects of tension and stress.

The psychological effect is one of pleasure and has been alternately reported as "inner calm," "extreme relaxation," "ecstasy," in addition to numerous religious designations (e.g. cosmic consciousness).

Dr. Benson at Harvard has isolated five conditions which, or elements that, are common to many meditative practices. Based on these five elements he has developed a single, inexpensive, non-cultic technique for meditation. The five elements include:

1. A QUIET ENVIRONMENT

One should choose a quiet, calm environment with as few distractions as possible. Sound, even background noise, may prevent the elicitation of the response. Choose a convenient, suitable place -- for example, at an office desk in a quiet room.

2. A MENTAL DEVICE

The mediator employs the constant stimulus of a single-syllable sound or word. The syllable is repeated silently or in a low, gentle tone. The purpose of the repetition is to free oneself from logical, externally oriented thought by focussing solely on the stimulus. Many different words and sounds have been used in traditional practices. Because of its simplicity and neutrality, the use of the syllable "one" is suggested.

3. A PASSIVE ATTITUDE

The purpose of the response is to help one rest and relax, and this requires a completely passive attitude. One should not scrutinize his performance or try to force the response, because this may well prevent the response from occurring. When distracting thoughts enter the mind, they should simply be disregarded.

4. A COMFORTABLE POSITION

The meditator should sit in a comfortable chair in as restful a position as possible. The purpose is to reduce muscular effort to a minimum. The head may be supported; the arms should be balanced or supported as well. The shoes may be removed and the feet propped up several inches, if desired. Loosen all tight-fitting clothing.

5. REGULAR PRACTICE

The subject is instructed to practice the technique for two daily twenty minute periods, usually before breakfast and before dinner.

INSTRUCTIONS FOR MEDITATION

1. Sit quietly in a comfortable position.
2. Close your eyes.
3. Deeply relax all your muscles, beginning at your feet and progressing up to your face. Keep them deeply relaxed.
4. As you breathe out, say the word "ONE" silently to yourself. For example, breathe IN....OUT, "ONE"; IN....OUT, "ONE".
5. Continue for twenty minutes.

Do not worry about whether you are succeeding in achieving a deep level of relaxation. Maintain a passive attitude and permit relaxation to occur at its own pace. If distracting thoughts do occur, ignore them and continue to repeat "ONE" as soon as you become aware of them.

COMMUNICATIONS AND ASSERTION

WORKING WITH THE COMPONENTS STRATEGY

An example of a short modeling scene including all seven components follows.

Person A: Hi, I need to pick up my car by 5 o'clock and I can't find

PROBLEM

a ride. Would you run me down there?

REQUEST

Person B: Where's your car?

CLARIFICATION

A: At Tony's Garage.

B: I can see you're in a jam, but I can't drive you down

UNDERSTANDING

REASON

because I'm running late already, and I'm having people

REASON

REASON

over for dinner tonight.

A: Boy, I'm really frustrated because I've tried three other

FEELING

REASON

people already.

B: Well, how long will it take?

CLARIFICATION

A: Ten minutes at the most.

B: Alright, I can run you down if we leave right now.

POSITION

A: Thanks a lot, you're really a good friend.

FEELING

FEELING



### VERBAL COMPONENTS OF ASSERTIVE STATEMENTS

#### Saying "no" or taking a stand

1. Position: Statement, usually pro or con, of one's stand on an issue or one's response to a request or demand.
2. Reason: Statement offered in explanation or justification of one's position, request, or feelings.
3. Understanding: Statement recognizing and accepting another's position, request or feelings.

#### Asking favors or asserting rights

4. Problem: Statement describing an unsatisfactory situation that needs to be changed.
5. Request: Statement asking for something necessary to resolve the problem.
6. Clarification: Statement designed to elicit additional, specific information concerning the problem.

#### Expressing feelings

7. Personal Expression: Statement communicating one's emotions, feelings, or other appropriate expressions such as gratitude, affection or admiration.

## FEEDBACK

### General Guidelines for Helpful Feedback

1. Give feedback that is intended to help the receiver.
2. Give feedback directly and with real feeling.  
This helps build trust.
3. Give feedback that is descriptive of what the receiver is doing and of the effects he is having - not threatening and judgemental about what he is as a person.
4. Give feedback that is specific rather than general - with good, clear and preferably recent examples.
5. Give feedback at a time when the receiver appears to be in a condition of readiness to accept it.
6. Give feedback that is checked with other group members to be sure they support its validity.
7. Don't overload (i.e.) tell the receiver more than he can handle at any particular time.
8. Give feedback that includes only those things that the speaker might be expected to do something about.
9. Don't shift focus.
10. Be empathetic - not overly or under sympathetic.

### What is assertiveness?

An assertive person:

- . acts in his/her own best interests
- . stands up for him/herself without undue anxiety or guilt
- . expresses his/her honest feelings comfortably
- . exercises his/her own rights without denying the rights of others

The non-assertive person is likely to think of the appropriate response after the opportunity has passed. The aggressive person may respond too vigorously, making a deep and negative impression, and may later be sorry for it. The purpose of Assertiveness Training is to develop a more adequate repertoire of assertive behaviour, from which to choose appropriate and self fulfilling responses in a variety of situations.

A life spent giving into the wishes of others, holding personal desires inside, or conversely, destroying other in order to have your way, develops a feeling of low personal worth. Even such bodily complaints as headaches, general fatigue, stomach disturbances, rashes and asthma are often the result of failure to develop assertive behaviour. In contrast, the assertive individual is fully in charge of him/herself in interpersonal relationships, feels confident and capable without cockiness or hostility, is basically spontaneous in the expression of feelings and emotions, and is generally looked up to and admired by others.

Often people mistake aggression for assertion. The major difference is that the assertive individual is concerned with the rights of others, yet at the same time able to establish his/her own rights. The aggressive person only thinks of him/herself.



SELECTED TYPICAL CHARACTERISTICS

PASSIVE NON-ASSERTIVE

AGGRESSIVE

ASSERTIVE

SELECTED TYPICAL CHARACTERISTICS	PASSIVE NON-ASSERTIVE	AGGRESSIVE	ASSERTIVE
POINT OF VIEW	I'm not O.K.	You're not O.K.	I'm O.K. and you're O.K.
NEEDS	Does not get needs met	Gets need met at the expense of others	Gets needs met most of the time
DECISION MAKING	Others choose for you	You choose for others	You choose for yourself and expect others will choose for themselves
SOCIAL PATTERN	Puts self down	Puts self up by putting others down	Puts self up
DEFENSIVE PATTERN	Flees or gives in	Outright attack	Evaluates and acknowledges
GOALS	Does not achieve desired goals	Achieves desired goals by hurting others	May achieve desired goal
FEELINGS AND ACTIONS	Hurt, Anxious, Resentful, Inhibited	Express depreciation of others	Expresses thoughts and feelings openly and feels good about self
RESPONSIBILITY	Indirectly asks others to guess your needs	Makes assumptions about the needs of others	Takes responsibility for self and assumes others will do same
POWER	In being the "Victim"	In controlling and demanding of others	In knowing personal wants and expresses desires and willingness to collaborate. Implies it is not imperative that you respond
FEEDBACK FROM OTHERS	Guilt, Anger, Frustration, Disrespect	Hatred, Frustration, Vengeance, Hurt, Defensive, Humiliated, Resentful	You respect me and I respect you

### Components of Assertive Behaviour

- . Eye contact                   - look directly at the person being spoken to
- . Body posture                 - face the person, stand or sit appropriately close, lean towards the person, hold your head erect
- . Gestures                      - when used appropriately, they can add emphasis; otherwise, they are distracting
- . Facial expression           - have agreement with the message being verbally conveyed
- . Voice tone, inflection, volume   - a level, well modulated conversational statement rather than a whisper or a shout
- . Timing                       - allow spontaneous expression, select appropriate occasions
- . Content                      - express your own feelings and thoughts and accept responsibility for them

### Changing Behaviour and Attitudes

Assertiveness Training focusses on behaviour change first; new attitudes will soon follow. The more adequate assertive (self-enhancing) behaviour gains more positive responses from others, the positive feedback leads to an enhanced evaluation of self-worth ("Wow, people are treating me like a worthwhile person!"); and improved feelings about oneself results in further assertiveness.

### Systematic Learning Process

- 1) Observe your own behaviour and keep track of your assertiveness in a diary.
- 2) Select a specific situation where you were/are not assertive and describe it.
  - What is the situation?
  - How are you behaving and how do others respond?
  - What behaviour do you want to change?
  - What personal right of yours is being violated?
  - What would you really like to say to this person?
  - What would you like her/him to say in response?
  - What kind of assertive statement could you make?
- 3) Observe an effective model
  - both what is being said and how it is said.
- 4) Enact the situation.
- 5) Receive feedback on both the good and weak points of the performance and make adjustments in your behaviour.
- 6) Repeat 4 and 5 until you feel comfortable and satisfied with your responses. If initial enacting causes too much anxiety, then enact a less threatening situation first and gradually build up to the first one.
- 7) Try out behaviour in the real life situation.
- 8) Develop an ongoing self-reinforcement system.

DO'S & DON'T'S  
OF ASSERTIVE TRAINING

1. Do begin being assertive in low risk situations.
2. Don't expect instant success. If you don't feel up to being assertive, don't.
3. Don't beat yourself. Learn to distinguish between risk taking and self torture.
4. Don't expect to get what you want. The satisfaction is in the expression of your need.
5. Don't expect other people to love your assertive behaviour.
6. Do try and find the power in your present behaviour.
7. Do learn to reward yourself. Praise yourself for any success. Ignore failure. Learn from your mistakes.
8. Don't expect you will be guilt and anxiety-free.
9. Do learn to assess a situation and respond appropriately.

*You have registered at your local Manpower office and have spoken briefly to a counsellor. You don't remember her name. After some investigation, you have decided that you want to make a career change. To assist you in your decision, you would like to have some vocational testing done. You have been told that Manpower offers this service at no charge. To-day you are going to request this. You enter the reception area and talk to the receptionist.*

## GUIDELINES FOR PRACTISING ASSERTIVENESS

What does it mean to be Assertive?

- expressing how you feel, what you need or what you believe honestly, without putting down another person or violating their dignity and personal rights.

When you are assertive, you feel: respected, in control, a worthy individual, self-confident.

Often we behave other ways.

If we are Passive, we May:

- say nothing to avoid conflict
- keep real feelings inside
- agree with someone rather than expressing our own opinions
- allow others to take advantage of us
- 'runaway' or leave a situation rather than face it

When you are passive, you feel: nervous, irritated, insignificant, angry with yourself and others.

If we behave in an Aggressive way, we may:

- explode angrily at another person or family member, name calling, etc.
- blame someone else for our situation
- take our pent-up anger on the wrong person

When you are aggressive, you feel: embarrassed, angry, foolish, self-conscious, out-of-control.

If we are Indirectly (or Passive) Aggressive, we may:

- smile pleasantly while stabbing someone in the back
- appear to be supportive while putting someone down
- sabotage the efforts of others but never admit it
- manipulate others into feeling sorry for our being unable to give them support we don't want to give
- be dishonest about our feelings - proclaiming to care while in reality we hate

When we are indirectly (or passive) aggressive, we feel: depressed, confused, frustrated, and angry but appear to be enthusiastic, controlled and loving so we live in fear of retaliation from those we undermine while appearing to be supportive.

When you are in a situation where you would like to respond assertively keep these questions in mind.

1. WHAT ARE MY RIGHTS IN THIS SITUATION?  
(list them objectively)
2. HOW DO I FEEL?  
(try to get in touch with real feelings)
3. WHAT WOULD I LIKE TO SAY THAT IS ASSERTIVE?  
(think this out and try to use appropriate language)
4. WHAT IS STOPPING ME FROM SAYING WHAT I WANT TO SAY?  
(look at own fear, nervousness, etc.)
5. (A) WHAT WOULD BE THE CONSEQUENCES OF BEING ASSERTIVE?  
(consider, if necessary, the worst possible consequences imaginable. Then it will seem easier to be truly assertive.)  
(B) WHAT WOULD BE THE CONSEQUENCES OF NOT BEING ASSERTIVE?  
(i.e., what happens if you react passive or aggressive?)

THINGS TO KEEP IN MIND WHEN TRYING TO BE ASSERTIVE:

1. Good eye contact.
2. Voice level - even, not too loud or soft.
3. Appropriate gesture.
4. Timing.
5. Content of what you say - be yourself.
6. Body posture.

TRY TO REMEMBER TO USE THESE TECHNIQUES WHEN APPROACHING:

- Schools
- Manpower
- Mother's Allowance
- Welfare
- Doctors
- Lawyers
- Public Health Nurses
- Family

PERSONAL ASSESSMENT



VALUES

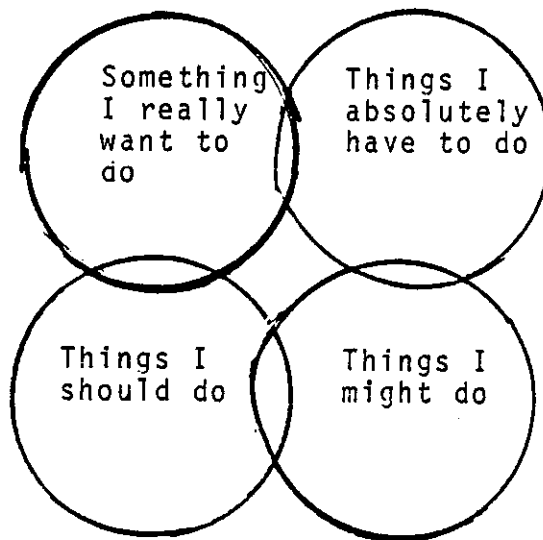
A list of commonly held values follows. Review this list and determine their importance to you. Review those you marked very important and rank these values in order of importance to you -- #1 being the most important value.

VALUE	Very Important	Somewhat Important	Not Important	Rank
<u>Independence</u> - Be able to determine nature of work without significant direction from others; not have to follow instructions or conform to regulations.				
<u>Job Tranquility</u> - Avoid pressures and "the rat race" in job role and work setting.				
<u>Work Under Pressure</u> - Work in time-pressured circumstances, where there is little or no margin for error, or with demanding personal relationships.				
<u>Status</u> - Impress or gain the respect of friends, family and community by the nature and/or level or responsibility of my work.				
<u>Security</u> - Be assured of keeping my job and a reasonable financial reward.				
<u>Intellectual Status</u> - Be regarded as well-informed and a strong theorist, as one acknowledged "expert" in a given field.				
<u>Change and Variety</u> - Have work responsibilities frequently changed in content and setting.				
<u>Advancement</u> - Be able to get ahead rapidly, gaining opportunities for growth and seniority from work well-done.				
<u>Aesthetics</u> - Be involved in studying or appreciating the beauty of things, ideas, etc.				
<u>Work Alone</u> - Do projects by myself, without any amount of contact with others.				
<u>Affiliation</u> - Develop close personal relationships with people as a result of work activity.				

VALUE	Very Important	Somewhat Important	Not Important	Rank
<u>Public Contact</u> - Have a lot of day-to-day contact with people.				
<u>Help Others</u> - Be involved in helping people directly, either individually or in small groups.				
<u>Power and Authority</u> - Control the work activities or (partially) destinies of others.				
<u>Competition</u> - Engage in activities which pit my abilities against others.				
<u>Stability</u> - Have a work routine and job duties that are largely predictable and not likely to change over long period of time.				
<u>Help Society</u> - Do something to contribute to the betterment of the world.				
<u>Creativity (general)</u> - Create new ideas, programs, organized structures or anything else not following format developed by others.				
<u>Location</u> - Find place to live (town, geographic area) conducive to my lifestyle, a desirable home base for my leisure, learning, and work life.				
<u>Financial Reward</u> - Have strong likelihood of accumulating large amounts of money or other material gain through ownership, profit-sharing, commissions, merit pay increases and the like.				
<u>Time Freedom</u> - Have responsibilities I can work at according to my time schedule; no specific working hours required.				
<u>Recognition</u> - Get positive feedback and public credit for work well done.				
<u>Moral Fulfillment</u> - Feel that my work is contributing to ideals I feel are very important.				

JOB SEARCH STRATEGIESTIME MANAGEMENT

- Value Yourself - Your time belongs to you first!
- Be Assertive - Don't allow interruptions.  
- Don't agree to do things you haven't time for or don't want to do.
- Know Yourself - When do you have the most energy?  
- When is your concentration at it's highest level?  
- When do you feel tired and lethargic?  
- What makes you feel successful - getting through lots of little tasks or one big task?
- The Time Pie - Where does your time go?  
  
- Spend several days writing down exactly what you do and how long it takes. Then it is easy to see how you spend your time and make adjustments if you want to.
- Planning - Take ten minutes to plan each day. Make a list - arrange in priorities and assign a realistic amount of time to each task. Decide which time of day is best to do each task - when will you have the most energy? When will the house be quiet?



If list II doesn't get finished, items move to I for the next day. ALWAYS include something from list IV in every day - reading, going for a walk, watching a favourite T.V. show.

Be honest with phone callers. Make a time to call them back. Do the same with drop-in visitors.

Plan each day the evening before. Write it down.

Use a calendar.

Schedule work according to your own time style.

Use quiet hours at home for tasks that need you to be undistracted.

Break large tasks into several smaller ones. Take time for breaks - exercises.

JOB SEARCH

APPLICATION INSTRUCTIONS

The principal function of an application is to secure for you an interview with an employer. It may provide the first impression an employer has about you and whether you get the job or not may depend on how carefully you complete the application.

1. Take a sample application with you when you visit an employer and you can transfer the information from it to the company's form without having to ask for a telephone book, dictionary, etc., or search for your driver's license and social insurance numbers. Having a sample application with you will insure that you can complete the application quickly and accurately.
2. On the actual application, read the directions carefully. Be sure to use either pen or pencil, writing or printing, as directed. If you are applying for clerical work and can take the application home with you (as for civil service jobs) use a typewriter. In any case, be sure that there are no typing or spelling errors. All employers prefer neat, legible, easily read applications.
3. Many applications have not kept up with allowable questions based on the Human Rights Code. For example it is not permissible to ask questions about sex, age, marital status, church affiliation and others. Obtain a copy of your Province's Human Rights Commission pamphlet on employment so that you know what can and can't be included. Do not fill in illegal questions. Discuss these with the employer in an informative manner at the interview. If you do not want the job, inform the Human Rights Commission about the infringement.
4. If a question does not apply to your situation (such as "How much Rent Do you Pay?") write "Not Applicable".
5. Provide all the information asked for about your education and training if it is to your benefit. Include on-the-job and informal training as well as in school. You probably have many work-related skills that you have learned at home or working for friends or relatives - include them. Include any volunteer work or any other experience that might help you qualify for the job you want. It does not matter if you have not worked for many years. You can relearn the skills in a short time. If your work experience is in a different field from the one that you are applying for, list it, as any work shows that you are familiar with learning job skills, being dependable, willingness to follow instructions, etc.
6. Ask your "References" to provide you with an "Open Letter of Recommendation."
7. Provide at least two phone numbers where you can be reached or where messages will be taken for you.

RESPONDING TO ADVERTISEMENTS

- I. Where to look for ADS besides daily newspapers -  
look at trade publications, association newsletters, magazines. Get back issues (up to 3 months) of newspapers and magazines and call to see if a position you are interested in has been filled yet.

WHICH ADS TO RESPOND TO

- II. Employers usually ask for more qualifications in an ad than they are expecting any one person to have. Respond to those ads where you feel you meet 75% to 80% of the qualifications. Don't mention those qualifications you are lacking, only those you have.

If your resume is on file with a recruiter or with the company advertising, send another copy in. Your first one may have been mis-filed or overlooked.

III. WHAT IS THE GOAL OF THE COVER LETTER?

To help the reader simplify the screening process by bringing out all relevant information in a clear concise interesting manner that makes the reader want to read your resume and meet you.

To be invited for an interview.

IV. PREPARATION FOR WRITING THE COVER LETTER

Use network contacts to find out more information about job and organization.

If possible call the person directly responsible to get more detailed information about the job either verbally or by having a job description sent to you.

Get a specific name to send the application to.

If you have a good connection ask for permission to use his/her name and use it in the first sentence.

Some people find it efficient to collect relevant ads during a one week period and set aside a block of time to respond to all of them.

V. WRITING THE LETTER

Do not just forward your resume with a brief cover letter indicating your interest.

The purpose of the cover letter is to arouse enough interest in the reader to make him/her want to turn the page and read your resume.

V. WRITING THE LETTER - cont.

It is estimated that employers spend about 30 seconds reading responses to ads. Your letter must be brief, clear, to the point and convincing.

Tailor your letter to be relevant to the specific ad. Usually resumes have too much general information. Take the time to pull out the specific information relevant to the job being advertised and include that in your cover letter.

To decide upon which information to include use the following method:

Underline in the ad the specific qualifications asked for (if noted).

Select a couple of your accomplishments that most nearly correspond to the qualifications of greatest importance in the ad (usually listed in order of importance).

Give specific reasons for your interest in the position based on your accomplishments.

Mention any specifics you may have from your research, such as the philosophy of the company, the product, recent changes in structure etc. and relate these to your interests and skills.

Respond to responsibilities listed by showing where/how in your past you have undertaken similar responsibilities. Emphasize concrete accomplishments which will make the employer think you would be an asset. Emphasize anything that makes you distinguished in your field.

In a separate paragraph at the end summarize other relevant experience including education and volunteer experience.

Request an interview.

End with a thanks for the persons time and consideration.

Do not supply salary requirements or references even if asked for in the ad. Mention that these items can be discussed at the interview.

Numerous writers on the subject of job search suggest sending your resume/cover letter in 5-7 days after the ad has first appeared. The reasoning is that you have less chance of getting lost in the shuffle and could end up on top of the pile instead of on the bottom.

VI. FOLLOW-UP

If feasible, it is useful to hand deliver your applications. You learn where the company is located; what the transportation options are, the atmosphere and physical working conditions; what the dress standards are and, with any luck, you might get to meet the person doing the hiring. All of this can be helpful if you do get invited for an interview.

If this is a job you feel very qualified for and the deadline for applications was more than a week before, call and inquire about the stage of the selection process. Remember that some companies receive over 100 applications for any job advertised. As well as continuing with their daily work someone has to find the time to read resumes and select the interview candidates.

This procedure may take up to 4-6 weeks from when the ad appeared.



Senior Marketing Secretary

ABC company is seeking Senior Secretary for its Marketing Department in it's head office.

The position requires excellent typing, dicta with excellent grammatical and spelling ability, both verbal and written. 2 to 3 years senior secretarial experience in a marketing, advertising or public relations environment and administrative qualities.

Job most suitable to flexible person who is a self-starter and works well with little or no supervision. Should be able to work well under pressure and with other people, have a pleasant personality and a good sense of humour.

Send resume outlining experience, qualifications and salary requirements to:

Dissecting the AdSKILLS REQUIRED

Excellent typing

Dicta w/excellent grammar  
and spelling

2 to 3 years secretarial  
experience

Administrative qualities

Flexible person

Self starter

Minimal supervision

Works well with others

Good sense of humour

YOUR EXPERIENCE AND ACCOMPLISHMENTS

How fast do you type?

Where/when have you had this experience?  
Is your resume and cover letter perfect  
grammatically and for spelling?

When? Where?

What do you do?

Demonstrate accomplishments.

In what circumstances?  
more accomplishments

1. Job applied for: \_\_\_\_\_
2. Company name: \_\_\_\_\_  
Name/position of interviewer: \_\_\_\_\_
3. Questions that caused me difficulty in this interview.
4. Questions I handled well, and body responses.
5. My strengths in relation to this job.
6. My shortcomings in relation to this job?
7. Attractive features of this job.
8. Unattractive features of this job.
9. Information I should get if I'm offered a second interview.

THE JOB SEARCH BY TELEPHONE

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COLD CALLS

It is essential to do your homework about prospective employers BEFORE you pick up the telephone. You must be prepared and organized. Plan what you will say before you call. Rehearse the questions and even the possible answers.

An example of what you can say is:

"Hello, I am \_\_\_\_\_

I have \_\_\_\_\_ years training and experience as a \_\_\_\_\_.  
I can operate \_\_\_\_\_ and \_\_\_\_\_,  
(make) (machine) (make) (machine)  
as well as other normal equipment. I would like to come by for an interview."

You should have the following at your finger tips for quick referral:

- name and phone number of company you are calling
- name and proper title of the person to be contacted (call receptionist to get this information, but then hang up and call back when you are ready to speak to the person)
- the title of the job you are applying for
- whatever particulars you can get about the position
- questions you want to ask about the job

With the possibility of this phone call turning into an interview you should also have on hand:

- the source of your lead (e.g. person or the name and date of the paper/magazine)
- past job experience that relates to the position you are applying for
- what you can contribute to the company

If you are afraid or shy to make the call remember that most executives/employers are friendly and want to help. They are usually open to hearing how you can help them and therefore make their company a profit. They are usually quite busy and don't want to waste their time on the phone. Therefore you must catch their attention fast by telling them how you can help them so they want to learn more through an interview.

Don't be embarrassed that you don't know the person, you are calling. Remember you are doing her/him a service by suggesting how you can save her/him time, money and relieve his/her business problems.

How to get past the secretary

One way is to call a bit before 9:00 AM or a bit after 5:00 PM. If you do speak with the secretary remember that her job is to protect the executive from calls such as yours (if that is the nature of the business you are calling).

Be confident and direct, as though you know the person you are calling.

"Good morning, is Susan Brown in? This John Smith calling."

You can receive one of four responses:

1. She is not available. Be very friendly and courteous. Try to get the information from the secretary. When will Susan be in? What's an appropriate time to call back? Give suggestions. You can leave your name and number but tell the secretary you are out a lot and you are afraid of missing the call, so you prefer to call back later.
2. "Does she know you?" "No, but I'm looking forward to meeting her."
3. "What's it about?" Whatever you answer, don't say you are looking for a job. She might tell you to call personnel if she senses you are job hunting. Be courteous, but firm and say Ms. Brown is the only person in the company you want to talk to.
4. You get put through. Remember the purpose of your call is to get an interview. Have a well rehearsed, tight presentation with an opening line that is a grabber. If the employer sounds interested pick up her leads. Have all your information at your finger tips but don't read your resume - it sounds too dry and boring.

If she asks you to send in a resume ask if you could bring it in. If she sounds hesitant, try to tactfully find out why and then try to set a date for an interview. If the call lasts for more than a few minutes you are probably being interviewed.

Remember not everyone you call will be interested in you or need someone with your skills. Thank her and try the next company.

LISTENING SKILLS

Just as you have to do in person, do on the telephone - learn to listen well - listen for the questions being asked and for the answers to your questions.

By the employers questions and answers you can learn a lot about the company and it's problems. Try to let the employer do 60% of the talking. When speaking with someone in person there are natural pauses. Allow the same to happen on the phone. Don't jump in if the person pauses - allow time for thinking.

TELEPHONE TECHNIQUES

The telephone is an uncomfortable tool for a lot of people, but an important part of the job search none the less. Try to put aside your fears and discomfort and look upon the phone as a friend who is helping you in your hard work of finding a job.

Even if you get rejections (and you most likely will) grit your teeth and go on to the next call. Not everyone needs someone with your skills at that very moment, if ever. It's not a personal rejection.

IF THE EMPLOYER HAS NO OPENINGS RIGHT NOW...

If an employer tells you that he/she has no openings right now, tell the employer that you would still like to talk about openings that might come up in the future, and that you understand that you are not being interviewed for an existing opening.

The conversation might go somewhat like this:

"Photo Shop"

"Hello, my name is Sarah Greenwald. I'd like to speak to the manager. What is his name?"

"It's Ralph, Ralph Williams. Can I help you?"

"No, I'd like to talk to the manager himself, thank you."

"Hello, this is the manager. What can I do for you?"

"My name is Sarah Greenwald, Mr. Williams. I've had experience in photography and in selling. I'm interested in coming over and talking to you about any job opening you might have in the future, or right now. Would you have some time this afternoon that would be convenient?"

"No, I'm sorry. I wish business were that good. You can come fill out an application, but there are no openings."

"Thank you, Mr. Williams, I would like to meet with you later. Could I meet you this afternoon some time?"

"I'll tell you, this is a very small business and everybody here has been with me for years and years, so there's no chance of jobs here."

"I see, and I appreciate your not wanting me to waste my time. Could you tell me of any photography places that might be hiring, or any company that has a photography department?"

"Let me see. No, I can't think of any. Oh, except maybe at the new mall. There's a big store there that has lots of people working in it. They're called West Side Photographers."

"Thank you, very much, Mr. Williams. Do you have their telephone number, and could you tell me who I should ask for when I call?"

"Sure, I have it right here. West Side Photographers, 212 West Oak Street. It's right in the new mall. The telephone is \_\_\_\_\_. Joe Rogers runs the place and he's a good man. He and I went to school together."

"Thanks, Mr. Williams, that will be a real help to me. You won't mind if I tell him you suggested him, will you?"

"No, go right ahead. Give him my regards."

"One last thing, Mr. Williams. I'd like to check back with you later in a week or two, just in case something unexpected opens up. When could I call again? In about a week?"

"Sure, but make it about 2 weeks. I think maybe one of the boys here is looking around. I may know something around that time."

"Thanks for your help. I'll call you on Monday about 2 weeks from now. Goodbye."

## THE COVERING LETTER

### GOAL OF COVERING LETTER

- to help the reader simplify the screening process by bringing out all relevant information to see if you meet the specifications of the job.
- Sell YOURSELF

### THE PROCESS

- study and isolate at least three or four key objectives that the ad stresses.
- tie the cover letter to your resume.
- mention each qualification in your cover letter tailoring a skill or accomplishment from your resume to the specific job.
- even if key items are stressed in resume reiterate in covering letter.

### PREPARATION WORK FOR WRITING COVERING LETTER

- use networking contacts to find out more information about the job and organization.
- call person directly responsible to get more detailed information about job.
- find out a specific name to send letter to.

### SOURCES

Parting Company, Cabrera & Morin  
The Perfect Resume, Jackson



The following Resume samples (Pages 122 - 135)  
are from:

Jackson, Tom, The Perfect Resume

Anchor Press, Garden City, N.Y. 1981

# Step 1: Selecting Your Resume Format

Now that you have discovered, or rediscovered, or affirmed (or just settled for) your job targets and have completed—or bypassed—the Career Discovery Process, you are ready to put your resume together and start to handle the nitty gritty (important technical details) of its preparation. The steps are simple and the instructions clear, so go to it and have fun. The work you are doing will pay off handsomely in the final product.

In the best modern architectural and design studios you will frequently hear the expression *form follows function* bandied about. Manufacturing and organizational experts use it too. The contemporary approach is to create structures that efficiently accomplish their purpose, without unnecessary ornamentation or outdated stereotypes.

The same principle applies with equal validity to your resume. For best results you should start with a form or format that reflects the particular demands or requirements of your own job targets and work history.

If you haven't had much experience with resumes, it might surprise you to learn that there are actually as many as five possible formats for your resume. If you've had a lot of experience with reviewing resumes, the surprise might be that there are *only* five, since from an employer's point of view it seems that the

varieties are endless—sometimes hopeless!

In fact, although there are many different *layouts*, there are really only five basic resume formats that you need to know. These are:

## CHRONOLOGICAL FORMAT

Work experience and personal history arranged in reverse time sequence.

## FUNCTIONAL FORMAT

Work experience and abilities catalogued by major areas of involvement—sometimes with dates, sometimes without.

## TARGETED FORMAT

A highly focused presentation of your abilities and accomplishments directed to a very specific job target.

## RESUME ALTERNATIVE

A special purpose communication for people for whom a resume isn't appropriate due to lack of experience.

## CREATIVE ALTERNATIVE

A free form approach for artsy-craftsy folk.

# RESUME FORMATS DESCRIBED

## CHRONOLOGICAL

Notice that in this resume the job history is spelled out from the most recent job backward—with the most recent job having the most space. Titles and organizations are emphasized and duties and accomplishments within those titles described.

**Advantages:** emphasizes continuity and career growth. Highlights name of employer. Easy to follow.

**Best used:** when your career direction is clear and the job target is directly in line with your work history or name of last employer adds strong prestige.

## FUNCTIONAL

This format highlights major areas of accomplishment and strength and allows you to organize them in an order that most supports your work objectives and job targets. Actual titles and work history are in a subordinate position and sometimes left off entirely.

**Advantages:** gives you considerable flexibility in emphasis. Eliminates repetition of job assignments. Tends to de-emphasize experience.

**Best used:** in cases of career change or redirection or first job search, or re-entry into the job market. When experience is hinted or when you wish to play up a particularly strong area of ability.

JACK DEUTSCH  
415 Summer Road  
Harrick, New York 94226  
(914) 968-6357

### WORK EXPERIENCE:

- 1975-Present      **GOODSON APPAREL INDUSTRIES, INC.**  
New York, New York  
  
Divisional Controller: Reported directly to the Chief Financial Officer. Managed cash funds; prepared consolidated corporate tax returns for seven companies and financial review of major subsidiaries. Designed and prepared a monthly sales comparison report for corporate executives. Co-supervisor of a 12 member staff that handled all facets of accounting for a 25 million dollar company.
- 1974-1975      **STACEY'S, INC.**  
New York, New York  
  
Corporate Auditor: Reported directly to the Assistant Corporate Controller. Conducted operational and financial audits within the Treasurer's Office and five operating divisions. Developed a report with findings and recommendations for the CEO of each division and numerous management personnel.
- 1967-1974      **PRICE, WETHERAU & COMPANY**  
Certified Public Accountants  
New York, New York  
  
Supervising Senior: Joined the professional staff as an assistant accountant. Reported directly to partners and managers. Planned, supervised and completed numerous audit assignments.

### AWARDS; ACCREDITATIONS; MEMBERSHIPS:

- 1971      Certified Public Accountant, New York State
- 1967      Peter K. Ewald Award in Taxation  
American Institute of Certified Public Accountants  
New York State Society of Certified Public Accountants

### EDUCATION:

- 1967      B.S. in Accounting      Hofstra University

MARILYN M. GUNTER  
792 Cliff Ct.  
Portland, Oregon 97208  
(503) 249-8862

### INSURANCE LAW

Advised management of insurance company on legality of insurance transactions. Studied court decisions and recommended changes in wording of insurance policies to conform with law and/or to protect company from unwarranted claims. Advised claims department personnel of legality of claims filed on company to insure against undue payments. Advised personnel engaged in drawing up of legal documents, such as insurance contracts and release papers.

### CORPORATE LAW

Extensive study of corporation structure, including legal rights, obligations and privileges. Acted as agent for several corporations in various transactions. Studied decisions, statutes and ordinances of quasi-judicial bodies.

### REAL ESTATE LAW

Handled sale and transfer of real property. Instituted title searches to establish ownership. Drew up deeds, mortgages, and leases. Acted as trustee of property and held funds for investment.

### WORK EXPERIENCE

- 1971-Present      **COMMERCIAL AUTOMOBILE UNDERWRITER'S COMPANY, INC.** -  
Insurance Services Office Supervisor

### EDUCATION

- 1979      LLB University of Oregon Law School - Insurance Law,  
Corporate Law, Estate Planning, Income Taxation
- 1971      B.A. University of Oregon

DAVID S. GILLIAM  
712 Olive Street  
SMILTOWN, New York 11819  
914-228-0263

## TARGETED

This format is best for focusing on a clear, specific job target (you would have a different one for each target). It lists only capabilities and supporting accomplishments that relate to the job target listed at the top.

**Advantages:** it makes a very impressive case for the one selected job, at the expense of other areas. It demonstrates a strong understanding and ability in the targeted area.

**Best used:** only when you are clear about your job targets and willing to go for them.

Job Target: Architect for Private Firm

### ABILITIES:

- providing professional services in research, development and design of large complex of buildings
- providing design for alterations and renovations of many styles of architecture
- full design start to finish of large fast food facilities, adaptable to many locales
- designing libraries with special consideration to sound and lighting design
- designing shopping centers, particularly in semi-tropical climates
- designing drive-in and walk-up banks
- designing hospital and rest home facilities conforming to full health and safety standards

### ACHIEVEMENTS:

- design and construction of all county buildings and alterations thereto
- planned, organized, directed and reviewed all architectural and engineering functions of my department's jurisdiction
- designed office buildings, data processing facilities, health centers, courts, police stations, power plants, access roads and other facilities
- produced schematics, feasibility studies, reports and cost estimates
- designed schools, libraries and rest homes

### WORK HISTORY:

1969-Present - Nassau County Department of Buildings and Grounds -  
County Architect  
1961-1969 - Carl M. Tyne & Associates - Associate Architect

### PROFESSIONAL AFFILIATIONS:

Corporate member - A.I.A.  
Member - New York State Association of Architects

### EDUCATION:

1960 - Nassau County Community College  
License State of New York 1961

27 East Bartley Avenue  
Bristol, New Hampshire 03221  
January 20, 1980

Mr. Alfred Tolliver  
TELEMANAGEMENT  
2050 M St. N.W.  
Washington, D.C. 20026

Dear Mr. Tolliver:

I believe my extensive experience in microwave together with analog and digital equipment would aid your consulting tasks. Some of my recent accomplishments are:

Managed a European Model Re-engineering and Test program consisting of 14 tropo/los sites. Performed site surveys, developed and prepared new profiles and reports (including NBS calculations) to satisfy government contract requirements. Contract was completed within budget requirements and maintainability and reliability was improved 15%.

Managed the transmission group and supervised three subsystems engineers' efforts required to implement a new specialized common carrier microwave system. System is performing satisfactorily and will be expanded in the near future.

Supervised all aspects of several field installations including acceptance tests of new terrestrial and dedicated specialized government systems. Systems were completed within cost allocations and have operated satisfactorily for many years.

My education includes a degree from Stevens Institute of Technology and telecommunication courses on company and manufacturers' premises.

I would like to meet with you and see how I might make a contribution to your organization. I will call you in a week or so.

Very truly yours,

*Safford A. Scribner*  
Safford A. Scribner  
(603) 346-5297

## RESUME ALTERNATIVE

This is a detailed letter to a particular employer, addressing areas where you can be of value to that employer. It *demonstrates* your abilities as much as it describes them. It provides enough factual information to avoid the need for a resume, hopefully.

**Advantages:** creates employer interest without requiring a full resume. Addresses particular researched needs.

**Best used:** by people who have little or no work experience or background, who are willing to do the required research for each letter.

### CREATIVE ALTERNATIVE

Not for everyone, the creative resume tosses customary forms to the winds and demonstrates a highly polished individual approach. It should be used only in areas where this kind of creativity is related to the job target. Unless extremely well done, this approach can flop miserably.

When done with great skill, it works very well.

**Advantages:** it gets read and frequently circulated to others. Makes one or two main points very clearly. Form can be varied indefinitely.

**Best used:** by writers, artists, theatrical design, public relations, and media persons.

## SELECTION PROCESS

Listed below are summaries of advantages and disadvantages of each type of resume we have covered. Check each statement that applies to you, then select the format best for you. If you are still unclear about which format to choose, try doing a couple of approaches and comparing the results when you get to Step 2. For further clarity we have included another set of examples on pages 154 to 194.

### CHRONOLOGICAL

#### IS Advantageous

- When name of last employer is an important consideration
- When staying in same field as prior jobs
- When job history shows real growth and development
- When prior titles are impressive
- In highly traditional fields (education, government)

#### Is NOT Advantageous

- When work history is spotty
- When changing career goals
- When you have changed employers too frequently
- When you wish to de-emphasize age
- When you have been doing the same thing too long
- When you have been absent from the job market for a while
- When you are looking for your first job

## FUNCTIONAL

## IS Advantageous

- \_\_\_\_\_ When you want to emphasize capabilities not used in recent work experience
- \_\_\_\_\_ When changing careers
- \_\_\_\_\_ When entering job market for first time
- \_\_\_\_\_ Re-entering job market after an absence
- \_\_\_\_\_ If career growth in past has not been good
- \_\_\_\_\_ When you have had a variety of different, relatively unconnected work experiences
- \_\_\_\_\_ Where much of your work has been free-lance, consulting, or temporary

## Is NOT Advantageous

- \_\_\_\_\_ When you want to emphasize a management growth pattern
- \_\_\_\_\_ For highly traditional fields such as teaching, ministerial, political, where the specific employers are of paramount interest
- \_\_\_\_\_ Where you have performed a limited number of functions in your work
- \_\_\_\_\_ Your most recent employers have been *highly* prestigious

## TARGETED

Includes most of the advantages and disadvantages of the functional resume and these further considerations:

## IS Advantageous

- \_\_\_\_\_ When you are very clear about your job target
- \_\_\_\_\_ You have several directions to go and want a different resume for each
- \_\_\_\_\_ You want to emphasize capabilities you possess, but may not have paid experience in

## Is NOT Advantageous

- \_\_\_\_\_ When you want to use one resume for several applications
- \_\_\_\_\_ You are not clear about your capabilities and accomplishments
- \_\_\_\_\_ When you are just starting your career and have little experience

## RESUME ALTERNATIVE

## IS Advantageous

- When you have had little or no work experience
- When you have been out of the job market for a long time
- When you are willing to do solid research on a particular *employer* of interest
- When you know or can find out the name of the person who will make the hiring decision

## Is NOT Advantageous

- When you have had enough experience to warrant a functional or chronological resume
- If you have not decided what you want to do
- If you are not clear about the contribution you can make to an organization

## CREATIVE ALTERNATIVE

## IS Advantageous

- In fields in which written or visual creativity are prime requisites of the job
- The medium or your work is appropriate to a printed form

## Is NOT Advantageous

- If you are planning to go through personnel
- If you are not very sure of your creative ability
- If you are looking for a management position

It's your move. After having reviewed the five resume formats and checked all of the appropriate boxes for advantages and disadvantages, which format do you wish to follow? (Note: It's possible to do more than one.) Check the appropriate line below for the resume format you feel will best represent you.

- Chronological Resume
- Functional Resume
- Targeted Resume
- Resume Alternative
- Creative Alternative



## Step 2: Power Paragraphs

Now the pace quickens, as you move from the introspective and elusive definitions of your essential qualities and work purposes into the more tangible task of actually writing your resume. Your investment in yourself will pay off in more clarity and direction in your resume and in your over-all job search.

At this point you have chosen two or three job targets and a format that would best communicate your accomplishments and skills. Here in Step 2 you will learn the basic writing rules that apply to your resume. And in Step 3 you will write the first draft of your own perfect resume.

### An Advertisement for Yourself

Your resume is not a biography or memoir. It is not a detailed history of your life and times. Perhaps, surprisingly, it is not even an application for employment. A perfect resume is a well-structured, easy-to-read presentation of your capabilities and accomplishments, designed to convince a potential employer to invite you for an interview. A self-advertisement.

Designed to convince? Is it aggressive, bragging, immodest? No, not at all—despite the recurring culturally reinforced fears that seem to condemn self-acknowledgment and ability. We are continually surprised to run into students, workers, and even career counselors who take the position that job seekers should *underplay* their enthusiasm, avoid direct statements of personal ability. To substitute the reluctant “I would like to try” for the imperative “I can!” Bad advice. If you have doubts, the question to ask is: How does the organization I am applying to describe *its* services or products? Do they hide their strengths? Play down their capabilities? Obscure their primary accomplishments? If so, we’re willing to have you take the soft line. But frankly, we don’t know many of these. On the contrary, we find that the most productive and exciting organizations have very little hesitancy to let you know who they are and what they can do.

And we’re not talking about *hype* or inflated self-praise or lies. We are talking about a clear, unembarrassed portrayal of yourself, presented in the best possible light. The picture of you with all systems go, and all the stops off. You know who we mean—that side of you that wakes

up to the challenge, that surprises your friends and family. That's the person we want you to write about. Leave out the parts about the warts and pimples, the times when you turned the wrong corner and forgot to set the alarm.

## The One-Page Rule

A famous speaker and trainer once said that if you are willing to stay with the major points, you can tell your whole life story in two minutes, and still have time left over for questions. You may not yet be at that level of communication, but without question, regardless of your experience or education, you can present everything you need to say in your resume within one page.

Yes, one page—even though you have had six jobs and three degrees. In over a dozen years of reading and correcting resumes in the uncounted thousands, we have not yet found one that didn't work better on one page. As most great writers, architects, and advertising agencies know, *less is more*.

When you eliminate the repetitions, reinforcements, and redundancies, what is left communicates. Anyone who has had to read stacks of mail will recognize the satisfaction and clarity of a short letter that makes its point, compared with the resistance to a two- or three-page docu-

ment. The shorter presentation emphasizes the important information.

Although it hasn't been scientifically documented, most personnel people agree that a two-page resume reduces readability and retention by 25 to 30 percent. As for a three-page resume, forget it. Readership is down by nearly half. An axiom of most resume experts is that very frequently the poorer, less confident candidates have the longest resumes.

## Exception to the One-Page Rule

If you have written a variety of articles or books, received an impressive list of honors or awards, obtained a dozen or so patents, or worked on a number of recognizable products, and the knowledge of the details of this long list would be valuable in convincing an employer to see you, then you might want to consider an *addendum* to your resume in the form of a separate listing of these specific activities. The important thing is to make it clear that your resume *ends* on the first page, and that the attachment is more of a laundry list of examples rather than part of the page-one story.

At the bottom of the first sheet try a statement like: "list of publications attached" so that it's clear that if the recruiter wishes he can get the full story without turning to the addendum.

Methods for paring the excess fat from your resume and strengthening your one-page presentation.

1. **Shorten sentences.** Eliminate long windups and connections. For example, the sentence "I was the person chosen to coordinate the college fund-raising team for the homecoming week" can be restated as "Coordinated college fund-raising team."

2. **Eliminate repetitions.** If you did similar tasks in two or three different jobs, explain in detail only in most recent position.

3. **Don't spell out information that is already implied or included in other information.** If you are a college graduate, there is little reason to describe your high school education.

4. **Leave off company addresses or names of references** (you can provide at

the interview if requested). You don't even have to state "references provided on request." This is assumed.

5. **List only most recent positions.** If you have a large number of past jobs, summarize the earliest with a statement like "1960-70, A variety of drafting positions."

6. **Eliminate extraneous information.** Employers don't need to know your weight, height, sex, marital status, health, children's names, church affiliations or social clubs or fraternities. If and when they need the information (that which is legal), they will get it in the interview or application, or later.

7. **Condense.** Don't give three examples when one will suffice.

## Action and Accomplishments

Most resumes make dull reading—a sure cure for even the severest cases of insomnia. The problem: a limp narrative style that focuses on routine duties and responsibilities and ends up sounding like descriptions from a civil service job announcement. Puts people to sleep. What keeps employers awake are words and phrases that create pictures they can see in their mind's eye. Word pictures.

To create vivid word pictures that will keep potential employers awake, you need to combine two prime ingredients: *active verbs* to start sentences and paragraphs, and descriptions of the *results* you have produced in the work you have done,

rather than just the duties you have performed. For example:

**Limp style:** My duties included the preparation and organization of sales information for use by management. In my performance of these duties I was able to make major improvements in the procedures that were used . . . etc.

**Action style:** Reorganized and operated new sales reporting system that provided increased information in half the time.

An accomplishment is nothing more than a *result*, a final measurable product that people can relate to. A duty is not a result, it is an obligation—every jobholder has duties. What really scores are the *results*, the accomplishments. Use as

## STEP 2: POWER PARAGRAPHS

many as you can in your resume, or in any communication you make about yourself in your job campaign.

You have produced results in other aspects of your life—school, church, home-life, hobbies. Use everything you can find

to demonstrate that you are in fact a *producer*, not just another dutiful worker.

And start sentences with action verbs to stimulate the reader's appetite to learn more about you.

## EXERCISE YOUR POWER WRITING SKILLS

Below is a sample list of action verbs. Go down the lists and check those you feel could be used in sentences or paragraphs to describe *your* accomplishments.

## ACTION VERBS

Created	Purchased	Rendered	Obtained	Increased
Instructed	Oversaw	Instructed	Studied	Expanded
Reduced (losses)	Installed	Counseled	Improved	Trained
Negotiated	Routed	Received	Consolidated	Devised
Planned	Corresponded	Built	Ordered	Supplied
Sold	Audited	Detected	Invented	Prepared
Completed	Coordinated	Selected	Diagnosed	Maintained
Designed	Researched	Logged	Examined	Interpreted
Consulted	Implemented	Recommended	Lectured	Administered
Evaluated	Presented	Distributed	Processed	Interviewed
Calculated	Instituted	Arranged	Reviewed	Advised
Identified	Directed	Disproved	Translated	Discovered
Performed	Managed	Developed	Prescribed	Restored
Constructed	Eliminated	Edited	Charted	Conserved
Controlled	Provided	Wrote	Represented	Delivered
Dispensed	Solved	Analyzed	Promoted	Arbitrated
Formulated	Determined	Produced	Recorded	Criticized
Improved	Collected	Conducted	Operated	Assembled
Tested	Referred	Delivered	Supervised	Realized
Protected	Served	Founded	Drew up	Navigated
Obtained	Compounded	Assisted	Organized	Reviewed

If there are any action words which clearly apply to you, and are not on our list, add them.

---

# KEY PARAGRAPHS

Now take the action words and job phrases you have selected and, starting with each, write a short paragraph or long sentence describing a personal or work-related accomplishment or result you have produced. Do a minimum of three.

\_\_\_\_\_

Action word or phrase

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action word or phrase

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action word or phrase

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go back over these accomplishment paragraphs now, and see if they can be edited to make them clearer or more powerful. Can you cut out some words and say the same things?

## Some More Resume-Writing Rules

- Keep sentences and paragraphs *short* (no paragraph of more than ten lines).
- Use indented and "bulleted" statements (with • or \* before each) where appropriate rather than complete sentences.
- Use simple terms rather than complex expressions that say the same thing.
- Use quantities, amounts, dollar values where they enhance the description of what you did ("increased sales by \$100,000 per year").
- Put strongest statements at the top, working downhill from that.
- Have someone with good English skills check for spelling, punctuation, and grammar.
- Avoid excessive use of "I."
- Do not include hobbies or avocational or social interests unless they clearly contribute to your work abilities.
- Avoid purely personal evaluations.  
*"I am an intelligent and diligent researcher"*—is to be avoided. *"I have finished three major research projects"*—would be included.
- Don't go overboard with esoteric jargon. Remember that unenlightened people may have to understand you too.

## Some Resume Don'ts

- Don't include pictures.
- Don't list references or relatives.
- Don't put resume in fancy binders or folders.
- Don't forget phone number, area code, zip.
- Don't list sex, weight, health, or other personal irrelevancies.
- Don't highlight problems (divorce, hospitalization, handicaps).
- Don't include addresses of prior employers (city and state are okay).
- Don't include salary information in your resume.

## Final Reminders

Remember that the reason employers get interested in you is the value you can produce for them. This value is demonstrated by what you have done as much as by what you can do. Eliminate things that don't focus on your potential value. Above all, remember that your resume is a demonstration of your ability to handle written communication. Put as much care and attention into it as you would for a one-page advertisement for a fine product.

# Duncan Goddard & Saley Inc.

K.M. Henry  
January, 1985

Some guidelines you should consider when preparing your resume are:

## DO

- Be accurate
- Be creative
- Write positively about yourself
- If your education is your strongest selling point, put it before the experience section in your resume
- If your experience is your strongest selling point, put that section before your education section in your resume
- Use 'action' words (words with 'punch') to describe what you accomplished and how
- Double space between paragraphs - consider one and one-half spaces between lines in a paragraph
- If your name is difficult to pronounce, include the phonetic spelling (or proper punctuation) of your name
- List your most recent employment first, and list all employment in reverse chronological order since you left High School
- Margins should be wide and paragraphs short
- Resumes should not exceed two pages and be neatly typed and reproduced on 8½ by 11 paper
- The second page of your resume should be numbered (2) and have your name (but no address) on the top
- Use boldface type to emphasize certain points (your name, etc.)
- Underlining or capitalizing can be used to emphasize certain words

## BUT

- do not use any unnecessary words
- do not say anything about yourself or your former employers which could be negatively interpreted
- do not show the date your resume was prepared
- do not use the word 'resume'
- do not include your social insurance number
- do not use the personal pronouns (first person) "I", if at all possible
- do not use the third person "he" or "she"
- do not show your dates of availability, geographical preferences or remuneration desired
- do not include a list of references
- do not use a cover sheet, binder, or plastic/acetate covering
- do not attach official documents (diploma, certificates, etc.)

## PLANNING YOUR RESUME - SOME HELPFUL HINTS

When you are looking for a job, you want to make a good impression on the prospective employer. Your aim is to get the employer interested enough to invite you to an interview. A good way to start is to prepare a good resume - a short factual list of information about you and your qualifications. A well prepared resume will help the employer to quickly review your education and work history and then get down to the important job of getting to know you better. Here are some hints to help you prepare your resume.

1. Before you begin your resume, sit down and ask yourself these questions.
  - a) What things have I done successfully?
  - b) What things have I done that others have praised me for?
  - c) What jobs have I held?
  - d) What kind of equipment can I operate?
  - e) What are the things I really like to do?
  - f) What are the things I do NOT like to do?
2. Remember that employers read a lot of resumes, so keep your's brief, clear and neat. Tell it like it is. Outline who you are, what you know, what you have done, and what you can do for your employer.
3. Your resume should be no longer than one or two pages and contain lots of white space so it is easy to read.
4. If you are just beginning your career, list ALL your summer jobs, no matter how unimportant they look. If an interviewer sees that you have spent time where business was conducted (e.g. waiting on customers at a snack bar) or that you have supervised people (e.g. perhaps as a camp counsellor) - you will be that much ahead of people who haven't had such experience.
5. Under "Work Experience", include all the jobs you have done, whether or not you got paid for them. Things like mowing the lawn, fixing something around the house, babysitting, working on the school newspaper - all count.



- 2 -

6. Under "Related Experience", include extra-curricular activities, volunteer positions, membership in clubs or groups etc.
7. When you are giving your employment history, start with the most recent job you have had and work back from there.
8. Don't include any information about salary in your resume. Providing this at an early stage may put you at a disadvantage when you meet with the employer. So save salary discussions for the interview or job offer.
9. Put your best foot forward - don't say anything negative about yourself in the resume. Instead, stress your good qualifites.
10. Have your resume typed. Keep the original and have clear photocopies made. Take your resume in person, if possible, to the employer.

RESUMECOMMENTSAppearance

- Typing
- Centred, plenty of white space

Organization

- Name, address, phone number at top
- 2 pages
- Education - if less than what you require, appears towards end of resume

Content

- Shows skills and strengths
- Avoids a straight outline of duties and responsibilities that fails to show how well you did at the job?
- Lists accomplishments
- No - salary expectations, names of references, date of birth

Writing Style

- Sentences short, to the point
- Action words are used
- "I" used sparingly
- Specific examples of strengths and skills
- No errors in spelling and grammar

## NOTES ON DOING OCCUPATIONAL RESEARCH INTERVIEWS

- I. Go to the library to research businesses, agencies, etc. so that you can ask intelligent questions in an interview. For businesses you can go to the Metropolitan Toronto Library at 789 Yonge Street, third floor and consult the business library for trade journals or information on particular companies. There are also business libraries on university campuses. Some larger companies have their own libraries where you can find useful information about businesses. The Community Information Centre of Toronto publishes a book called Community Services in Metropolitan Toronto which describes most social service agencies. Times Change has a copy of this book which is available to clients.

### II. Letters of Introduction

In setting up an interview to discuss someone's occupation, you might want to send a letter of introduction which explains who you are and why you want an interview. In this letter say that you will be calling them to set up an interview time.

### III. When Calling for an Interview

- A. Introduce yourself and refer to your letter of introduction if you sent one.
- B. Tell them how you got their name.
- C. Tell the person briefly what you want and why you want to speak with him/her in particular.
- D. Show an awareness of the person's time schedule. Do this in a sensitive way--you need not be apologetic. Sometimes a lunch date or coffee break time goes over better with a busy person. Also, be clear how much time you require--a half an hour is not unreasonable.
- E. If the person is too busy to see you, you have a few alternatives:
  - 1) Ask if there is someone else the person might know of who would have time to see you: "Is there someone else you could recommend?"
  - 2) Ask if you can have a few minutes of the person's phone time. Be prepared for this as a possibility when calling and have your questions ready.
  - 3) Do both: get a brief perspective on the phone and contact another person.
- F. Call the person to confirm the time, the day you will see him or her.

#### IV. During the Interview

- A. Bring written questions and paper with which to take notes.
- B. Be prepared -- know something about the company or the occupation so you can indicate what your level of knowledge is at the start of an interview.
- C. Feel out the person to determine whether you feel comfortable asking questions such as the following:
  - 1) Personal feedback: "With my skills and experience (briefly sketch if it hasn't come up yet in the interview), how do you think I would fare in this occupation?" You may ask for more specific feedback as well.
  - 2) Are there other people you could recommend for me to talk to?
  - 3) Salary questions -- see other handout.
- D. Be aware of your time contract. If you agreed you would need half an hour, it is your responsibility to be aware of the time constraints. If after half an hour the person feels flexible about giving you more time, renegotiate for an end time to the interview.

#### V. After the Interview

- A. Write down your impressions while the interview is still fresh in your mind. You might have ideas for future contacts or unanswered questions that you want to note as well.
- B. Send a thank you note to the person. This is especially useful if you think you might need to contact him or her again or if you want to have the person remember you.
- C. Keep a written log of all contacts, both phone calls and interviews, so you can go back over them if you need to retrace your steps. Also, if this research leads to an active job search, you will want to keep in touch with these people periodically.

## SAMPLE QUESTIONS TO ASK IN A RESEARCH INTERVIEW

How long have you been working at this job?

How did you get this job?

What are your duties? What is a typical day like for you?

What parts of the job do you like the most? least?  
Spend the most time doing?

What is your educational background?

Is your educational background typical of most people in your occupation? If not, what is the standard preparation?  
(Here be aware that there may be levels of competence, responsibility within an occupation that is determined by educational background)

What kinds of related work experience have helped you to develop the skills necessary to do this particular job?

Could you describe how your job fits into your organizational structure? Who supervises you? What kinds of decisions can you make on your own and which must go to your supervisor?

What are the possibilities for promotion within your organization?

Do you know what other kinds of organizations or businesses use people with your skills?

Could you recommend someone else who is in the field that I could talk to to get a different perspective? (Perhaps you are looking for someone in a different type of office or organization. You might be fishing for someone who does a different aspect of the same occupation.)

-2-

Describe your experience and ask for feedback: Do you think a person with my experience could handle this occupation? Do you think I would be challenged by this occupation? Do you think I would be suitable for this occupation? Decide ahead of time exactly what kind of feedback you need to have.

Salary; You could ask about salaries in the field, but don't directly ask what the individual makes. What are the salary levels in this occupation?

## NETWORKING

"Adapted from FORTY PLUS"

"Networking" is people talking to each other, sharing information -- ideas and -- resources. In today's tight job market networking will produce more job leads than any other method of job search. Networking is the most effective method of tapping the "hidden job market" which represents about 75% of the total job market today.

The reasons why a greater percentage of jobs are "hidden" and are filled through referral is simple. It is a buyer's market. The supply of labour is larger than the demand and therefore employers don't have to take out expensive ads or go through search firms and pay fees. They can simply ask their contacts for recommendations. Only by networking will you be on the contact list when an employer has a need.

Think for a minute who holds more cards in the search process. Is it you or the employer? It is you, it is not the employer!

The employer has no systematic way of finding you. You do have a systematic method of finding him. The employer does not know you exist -- but you know he exists. The employer has less data on you than you do on him, if you have done your research. The employer doesn't know what you can do for him -- but you do!

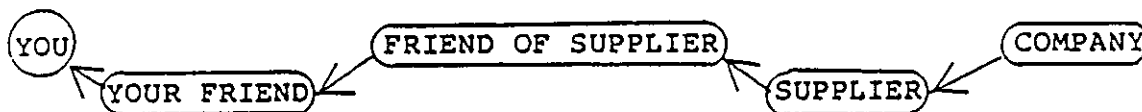
So put on your "detective" cap and take your magnifying glass and become a "job detective". Use your network to search for information on jobs. Information comes to those who are analytical, inquisitive and persistent.

(cont.)

RULES FOR NETWORKING1) Define your job goal

- a) Write a "Goal" statement. ie. " I want to use my (special) skills in working with any (size) organization which provides a ("Y") service or manufactures (XYZ).
- b) Focus geographically.
- c) Identify specific businesses that meet your goals in that area.
- d) Once you have defined your target run it down by networking through people.

One way you can do it is to start with the target company and think backwards logically from contact to contact to you. For example:



Now you know you should try and ask your friend if he knows anyone who might know a supplier to the company.

- 2) Never underestimate the value of anyone you know. Your barber or hairdresser may also have your target company's president as a customer.
- 3) Be continually curious. Ask almost everyone you meet -- at social gathering, in community activities, on the bus -- what they do and who they know.
- 4) "Listen" -- to what people say about themselves. Where they have been. Who they have met? What are their interests? Can they provide a valid lead for you?

(cont.)



## NETWORKING (cont.)

- 5) Don't be too anxious to press people for a contact. Rather, ask first for information. Only follow-up when the information seems relevant to your needs. "Do you know anyone I could talk to to find out more about XYZ company".

You may say -- "Why would people want to give me a "contact? I don't feel good about asking them when I'm out of work. I'm probably only putting them on the spot". Don't worry, people will gladly provide contacts for at least five good reason. Why? Because.....

1. People love to give advice.
2. They reaffirm their membership in society. They show they belong. They demonstrate that they have built up contacts and relationships.
3. They know they can help you (and also the contact they give you) with relatively little effort as "broker".
4. They know their friend won't mind gaining a new contact -- you.
5. Eventually -- they recognize both parties will remember them -- and thank them especially if the introduction proves really beneficial.

#### HOW DO YOU NETWORK?

Start with your personal and business contact list. Your initial list of contacts will likely come from some of the following sources:

- . Your file of business cards.
- . Your Christmas card list.
- . Your personal and business phone directory.
- . Past employers and employees.
- . Your professional contacts such as your:

(cont.)

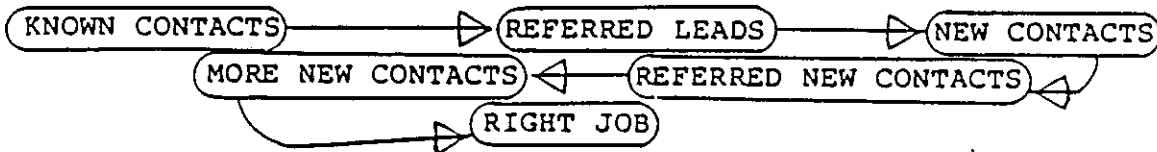
## NETWORKING (cont.)

- Lawyer
- Doctor
- Dentist
- Brokers (investment, real estate)
- Clergyman
- Teacher
- Politician
- Consultant

Providers of services such as:

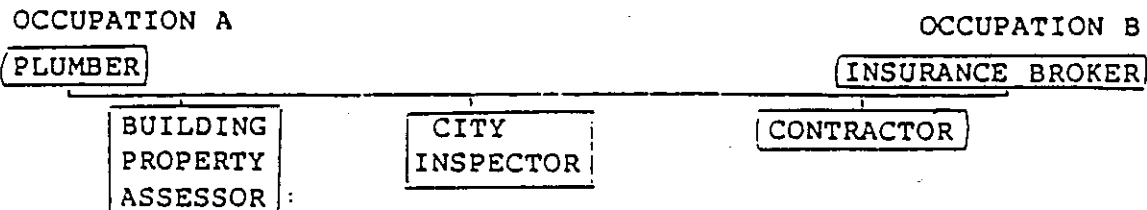
- librarians
- small business owners
- retailers
- insurance salemen

You can work out from these towards your objective. For instance.



Here is an exercise to help you start thinking in terms of network connections.

Choose any two occupations and try to imagine how many other occupations would have a connection with these original two. For example:



(cont.)

## NETWORKING (cont.)

The plumber (occupation A) could probably find work with the contractor by networking through any of the other occupations.

Now take your occupation and your target manager's occupation in your targeted companies and try to think of connections in terms of the people involved. You are compiling a list of names of people first and foremost, not companies. The people will lead you to the companies eventually.

Everytime you make a new contact -- ask that person for another contact. That way you should never run out of people to talk to as you "network" your way to your job.

NETWORKING

GOALS / PURPOSE

1. To get yourself known by key people or people who may be in contact with people in your field.
2. To obtain information about types of positions and specific work settings, (especially helpful in career change).
3. To experience "climate" of a setting.
4. To develop job contacts.
5. To practice interview skills in a non-threatening situation.
6. Those specific to you.
- 7.
- 8.

STEPS TO NETWORKING

1. Make a list of everyone you know who may be helpful in giving you information about a job, or may know of job contacts.
2. Go to your local library or career service library and read about your field, or fields in which you may have an interest:
  - a) Career Selector, CEIC reference books;
  - b) What Colour Is Your Parachute -- Bolles : excellent source on networking and occupational research;
  - c) Material on professional associations and unions in your field;
  - d) Community Colleges/Universities which teach courses in your field or related areas.
3. Role play information interviews with friends, relatives or a support group. Be clear that your primary goal is to make contacts, boost your confidence, and learn more about certain positions and settings, your secondary goal is to get a job.
4. Priorize your personal network list and begin to call people you know to ask to speak to them. From everyone you speak to, get names of others they know and ask if you can use their name as a step in the door.
5. It may be helpful to send letters of introduction which explain who you are and why you want an interview.

6. When calling for an interview:

- a) Introduce yourself and refer to your letter of introduction if you sent one.
- b) Tell them how you got their name.
- c) Tell the person briefly what you want and why you want to speak with him/her in particular.
- d) Show an awareness of the person's time schedule. Do this in a sensitive way -- you need not be apologetic. Sometimes a lunch date or coffee break time goes over better with a busy person. Also, be clear how much time you require -- a half an hour is not unreasonable.
- e) If the person is too busy to see you, you have a few alternatives:
  - . Ask if there is someone else the person might know of who would have time to see you: "Is there someone else you could recommend?"
  - . Ask if you can have a few minutes of the person's phone time. Be prepared for this as a possibility when calling and have your questions ready.
  - . Do both: get a brief perspective on the phone and contact another person.
- f) Call the person to confirm the time of day you will be seeing him or her.

7. Attempt to get informational interviews in companies/agencies/settings which interest you from your readings, eg. personnel, teachers in Community Colleges, people doing the type of job you are interested in.

8. Join and attend as many meetings as you can of professional/trade associations which are in your field of interest.

- . approach people who seem interesting and supportive and ask for an appointment so you can hear about their job.

Remember: Everyone likes to talk about themselves. If they feel your goal is to hear about them or their job, not to get a job, they will usually be willing to speak to you.

9. Write down your impressions while the interview is fresh in your mind. Keep a record of all interviews, dates, person, position, outcome, contacts suggested.

10. Send thank-you notes to people who have seen you, especially if you think you may have contact with him/her in the future, or if you want him/her to remember you.

All things being equal, the more job-seeking techniques used, the better your chances of locating a truly appropriate position. The following ways can be used. They are not listed in any order of priority.

1. Newspaper: Place or answer an ad in a newspaper.
2. Magazine: Place or answer an ad in a periodical.
3. Read the "Professional and Trade Association Job Finder" or any journal relative to your field.
4. Job banks: Use services that list candidates for jobs.
5. Job registries: This is another form of a job bank.
6. Clearinghouse of jobs: Use employment services that list candidates and vacancies.
7. Clearinghouse of jobs: Use employment services set up in conjunction with national or regional meetings of professional organizations.
8. Cold canvass in person. Call on employers in the hope of finding a vacancy appropriate for your skills, personality, and interests.
9. Cold canvass by telephone: Call employers to identify organizations with appropriate vacancies.
10. Union hiring halls: Use employment services set up by labour organizations.
11. Alumni office contacts: School or college alumni offices may suggest former students in a position to help you.
12. Public career and counseling services: Use state employment and other public career oriented services.
13. Private career and counseling services: The fees charged by these organizations may be more than justified by the job search time saved.
14. Employment agencies: These may charge a fee or a percentage commission - but only if you take a job through them.
15. Executive search firms: These are "headhunter" organizations retained by employers to identify persons for specialized jobs.
16. Volunteer work: Millions have begun their careers by first gaining experience or a "foot in the door" through unpaid work.
17. Part-time work experience: A part-time job may be easier to obtain than full-time work and may lead to a permanent position.
18. Temporary or summer work: These provide experience and an introduction to the employer's organization.
19. Make your own job: Free-lance work may lead to self-employment or a job with an employer.
20. Join a 40-plus group: Most cities have these job clubs that specialize in older workers.
21. Join a 65-plus group: These organizations provide jobs and other services for senior citizens.

22. Join a job search group: Sharing job hunting experiences can provide new ideas and psychological support.
23. Tell friends and acquaintances: Most studies show that friends and family are the best single source of job leads.
24. Federal job centers: These offices located in major cities, are a good source of job leads. Look them up in the telephone book (blue pages) under "Federal Government".
25. Computerized placement services: Many organizations inventory candidates and employers by computers to make job matches.
26. Social agency placement services: Along with social services, many of these groups now provide job counseling and placement assistance.
27. Membership services: Many professional and other organizations maintain employment assistance programs to aid their members.
28. Mail order job campaign: Send out dozens or hundreds of letters to potential employers, hoping to identify suitable openings.
29. School or college placement services: Both current students and alumni generally are eligible for help from these groups.
30. Association placement services: Many professional and other organizations include employment assistance as part of their service program.
31. Trade placement services: In many occupations, an organized placement program operates.
32. Professional placement services: Use professional career placement specialists, particularly if seeking a high-level job.
33. Hotlines: Use these answering services (many operate 24 hours a day) maintained by community organizations or libraries.
34. Federal civil service offices: Contact employment offices of federal agencies in your areas of interest.
35. Provincial or city personnel office: File for suitable openings with agencies of local governments.
36. Internships: Use a paid or unpaid short-term internship to gain experience and make contact with potential employers.
37. Work-study program: Use a cooperative work-study program to gain experience and to make contacts in a field of prime interest.
38. Networking: Expand contacts that may help you by working with peers, supervisors, friends, and others.
39. Mentor: Cultivate an older, more experienced person to whom you turn for advice. Such a mentor may take a special interest in your proper placement.
40. Television job and career announcement: Don't overlook ads placed on television for employees.
41. Radio job and career announcements: Many employers, with numerous jobs, use radio to help solicit candidates for them.

42. Bulletin board posting: Check ads placed on career-related bulletin boards.
43. Check Community College Services.
44. Check in-house job vacancies: Most progressive employers now post all vacancies for their current employees to examine and, if interested, apply for. This permits maximum use of upward mobility techniques.
45. DVA job placement services: All Provincial divisions of rehabilitation services offer disabled persons extensive job counseling and placement services.
46. Former employers: Don't hesitate to ask former employers for help.
47. Fellow employees: Persons who work with you might know of suitable vacancies in other offices or organizations.
48. Personnel office counseling: Many times, the personnel office will counsel with you about career paths or alternative jobs in your organization.
49. Religious leaders: Often ministers, rabbis, and priests know of potential employers among their members.
50. Library resources: Check Moody's Industrials, the Fortune "500" list, and other library reference books for employment suggestions.
51. Overseas work: Major religious groups and other international agencies may hire for jobs in other countries.
52. Sponsored interviews: If possible, have persons you know set up employment contacts for you.
53. Military services: Enlistment in one of the armed forces may provide both an immediate salary and job training in fields of interest.



# THE JOB CHART

Your guide to over 200 jobs — what they're like and what you need to get them.

THESE PAGES contain information about over 200 jobs — and that's just a small sampling of the huge variety available in Canada. There are around 7,000 jobs listed in *The Canadian Classification and Dictionary of Occupations (CCDO) Volumes I and II*. (You can find both volumes in most libraries.)

We've chosen this sampling because it includes:

- jobs representative of the kinds of work most Canadians are doing
- jobs people most often ask about in employment and counselling centres
- jobs employers are currently having the most difficulty filling.

This chart hasn't room for complete information about each job. For further details consult the sources listed in the box on this page. Every effort has been made to ensure that this information is as accurate as possible, but keep in mind that jobs — and the qualifications needed for them — are constantly changing as a result of new developments and advancing technology. In particular, data in the columns *Preparation*, *Projected Trends* and *Wage Range* are based on the best statistics available at time of publication.

**Job Title:** This column lists the jobs in alphabetical order.

**Job Description:** Outlines the kind of tasks involved in each job.

**Working Conditions:** Highlights a few factors you should consider. Some jobs require detail work; others demand physical strength. Some jobs are entirely indoors; others involve working outside in all kinds of weather.

Most of the descriptions are self-explanatory, but a few terms need explanation:

*Lifting 00 kg* means workers must lift that much; *May lift 00 kg* means employers may expect you to be able to lift that weight, if necessary. *Manual dexterity* means working with your hands easily

and skillfully; *Finger dexterity* means manipulating small objects accurately with your fingers. *Spatial perception* is the ability to look at drawings or blueprints and visualize how an object will appear in three dimensions.

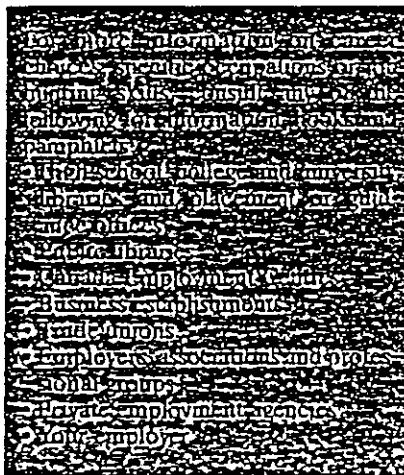
**Preparation:** Indicates the usual type of training for that job. *Com. college* includes a number of types of post-secondary institutions, such as CEGEPs in Quebec, institutes of technology and colleges of applied arts and technology. Some trades and professions require special qualifications, approved by the government or by an association; \*\*\* indicates that certification, registration or licensing is required in one or more provinces. Contact your provincial education or labour authority for specific requirements. OJT refers to on-the-job training.

**Verbal Ability:** Means understanding the meanings of words and ideas, and how effectively you can use them. For example, social workers and dentists both need high verbal ability to communicate with people and to read about new developments.

**Numeric Ability:** Means doing arithmetic and mathematics quickly and accurately. Cashiers need this ability at a basic level; chemists at a more complex level.

**Projected Trends in Employment:** Tries to look at future trends in employment growth using the best information available at date of publication. The projections in this chart are based on conservative assumptions. If economic conditions improve significantly, the projections will appear to have been low; however, if economic growth remains slow, the projections may appear to have been optimistic. Economic growth is one aspect of demand for workers in an occupation; others include expected retirements, deaths, occupational and geographical movement of workers and technological change. Demand for workers varies from region to region and can change quickly. You can check the current situation at your Canada Employment Centre.

**Wage Range:** Covers pay scales for jobs. The column is coded because some jobs are paid hourly, others weekly and still others by annual salary. Incomes in each job can vary widely, depending on your skill, experience and responsibility. Wages also vary according to geographic location and according to whether employment is full-time, part-time or seasonal.



Code	Hourly Rate	Weekly Rate	Yearly Rate
A	\$ 4.00	\$160	\$ 8,500
B	5.00	200	10,500
C	6.00	240	12,500
D	8.00	320	16,500
E	10.00	400	21,000
F	12.00	480	25,000
G	14.00	560	29,000
H	16.00	640	33,000
I			Over \$37,000 per year

JOB TITLE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	PROJECTED TRENDS	WAGE RANGE
ACCOUNTANT	Plans, administers and audits accounting systems to provide records of liabilities, assets, and financial transactions; gives financial advice.	Sedentary	Prof. accounting courses and OJT University or Com college***	Above average	High	Moderate increase	F-I
ACCOUNTING CLERK	Keeps records of financial transactions, performs routine calculating, posting, and clerical duties.	Sedentary	Gr 10-12 OJT	Average	Average	Small decrease	C-F
ACTOR/ACTRESS	Portrays dramatic role (stage, motion picture, television, radio), rehearses parts, learning lines, gestures, and actions; may sing and dance.	Varied	Theatre school OJT Com college optional	Above average		Small increase	Varied
ACTUARY	Plans and develops insurance, annuity and pension programs by assembling and evaluating statistics, sets terms, provisions, and premiums of policies and contracts.	Sedentary	University (Mathematics) OJT	Above average	High	Small increase	F-I
ADVERTISING MANAGER	Plans advertising program with objective and budget in mind, selects media and co-ordinates production.	Sedentary	University or Com college pref OJT	High	Above average	Small increase	F-I
AGRICULTURALIST	Researches the growth, genetics and viability of plants and animals, and the nature and composition of soils, develops programs of propagation and conservation.	Outdoors	University (Agriculture) OJT	High	High	Small increase	E-H
AGRICULTURAL TECHNOLOGIST	Assists agriculturalists in design development of research methods and equipment.	Standing Outdoors Some risk	Agricultural College OJT	Above average	Above average	Small increase	E-G
AIRCRAFT MECHANIC	Services, repairs and overhauls aircraft engines.	Lifting 25 kg Climbing Outdoors Some risk	High school Apprenticeship or Com college OJT***	Average	Average	Stable demand	E-I
AIR TRAFFIC CONTROLLER	Provides for the safe, orderly and efficient flow of air traffic by directing aircraft to avoid collisions.	Sedentary Good vision Spatial perception	High school OJT ***			Small increase	E-I
AMBULANCE ATTENDANT	Gives emergency care to sick or injured persons at the scene of accident or illness and during transport to hospital.	Lifting 50 kg+ Kneeling Outdoors	Special training or Com college			Small increase	E-G
ANIMAL HEALTH TECHNICIAN	Assists veterinarians and other professionals in the provision of medical care to animals.	Hand-eye co-ordination Lifting 10-50 kg	High school Com college OJT	Average	Average	Small increase	C-F
ANIMAL BREEDER	Breeds and raises animals for show, improvement of strain or use in experimental research.	Lifting 50 kg Sloping	Varied	Average	Average	Small decrease	Self-employed or B-D
ANNOUNCER	Introduces programs, interviews guests, and reads news bulletins for radio and television broadcasting.	Sedentary	Com college optional, OJT	Above average		Stable demand	E-I
ANTHROPOLOGIST	Makes comparative studies of the origin, development and functioning of human societies and cultures and mans evolution, distribution and physical characteristics.	Outdoors	University (Anthropology post-grad)	High	Average	Moderate decrease	F-I
APPLIANCE SERVICE TECHNICIAN	Repairs household appliances by diagnosing mechanical or electrical faults and replacing or repairing parts. May install new appliances.	May lift 50 kg Some risk	Gr 10-12 Com college or OJT	Average	Average	Small increase	D-F
ARCHITECT	Designs buildings, develops plans, specifications and detailed drawings, exercises general supervision over construction.	Climbing Outdoors	University (Architecture) or Special training***	Above average	High	Stable demand	F-I
ASSEMBLER	Assembles a variety of parts or components to mass produce products, performs repetitive tasks at bench or on assembly line.	Good vision Eye-hand co-ordination	OJT			Small increase	A-F
AUDIO/VIDEO EQUIPMENT OPERATOR	Records and reproduces pictures or sounds by use of electronic equipment for radio and television broadcasting or for motion picture, tape and phonograph record production.	Good hearing May lift 25-50 kg Good vision Colour vision	Com college or Special training		Average	Small increase	D-H
AUTO BODY REPAIRER	Examines and repairs damaged automobile bodies; may straighten frames, repair dents, weld, replace parts, sand and spray paint surfaces.	Lifting 25 kg Sloping, Noise, Dust, Fumes	Gr 8 Apprenticeship ***		Average	Small increase	D-H
BAKER	Prepares ingredients and bakes bread, cakes and specialty foods according to recipes.	Lifting 25 kg Heat Some risk	Gr 8-10 Apprenticeship or OJT	Average (optional)	Average	Stable demand	C-G
BAKER, JUNIOR	Assists baker by distributing supplies and products, loading and unloading machines, cleaning equipment, greasing pans, kneading, cutting and baking dough.	Lifting 50 kg Sloping Heat Some risk	Gr 8 Apprenticeship or OJT			Stable demand	B-E
BARBER/HAIRSTYLIST	(see Hairstylist)						
BARTENDER	Mixes and serves alcoholic beverages.	Standing Eye-hand co-ordination	Com college optional OJT	Average (optional)	Average	Small increase	A-E + tips
BELL HOP/PORTER	Carries customers' baggage, by hand or hand-truck. May escort guests to rooms, provide information, deliver messages or run errands.	Lifting 50 kg Sloping Balancing	OJT			Small increase	A-C + tips
BINDERY WORKER	Tends machines which are used in binding books, periodicals, catalogues or business forms.	Sedentary	Apprenticeship or OJT			Stable demand	B-G
BIOLOGIST	Researches and studies the structure, function and development of all forms of living organisms and vital processes.	Sedentary Some risk	University (Biology)	High	High	Small increase	F-I
BLASTER	Uses explosives to loosen ore in mines, to explore for minerals, oil or gas, to loosen rocks or stumps or in construction.	Lifting 50 kg Outdoors Hazardous	OJT ***	Average (optional)	Average (optional)	Small increase	E-G
BOILERMAKER	Fabricates, assembles, erects, and repairs boilers and parts for structures made from steel.	Lifting 50 kg Sloping Noise	Gr 8-10 Apprenticeship ***	Average (optional)	Average	Small increase	H-I
BOOKKEEPER	Keeps complete records of financial transactions of establishment.	Sedentary	Gr 10-12 (Commercial) or Com college	Average (optional)	Average	Stable demand	C-G

\*\*\* means certificate, registration or licence needed  
OJT means on-the-job training

JOB TITLE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	PROJECTED TRENDS	WAGE RANGE
BRICK LAYER/STONE MASON	Lays brick, concrete, or other types of building blocks and structural tiles to construct or repair walls, partitions, arches and other structures	Lifting 25 kg Balancing Spatial perception	Gr 8-10 Apprenticeship ***		Average	Stable demand	D-I
BUS DRIVER	Operates bus to transport passengers, may collect fares and give change	Some risk Good vision	OJT Special licence			Moderate increase	D-G
BUSINESS MACHINE OPERATOR	Operates office machinery such as bookkeeping, billing, adding, coding, photocopying, addressing and duplicating machines, may perform other general office duties	May lift 10 kg	Gr 8-12 OJT	Average (optional)	Average (optional)	Small increase	C-E
BUYER	Selects and buys goods. Bases decisions on knowledge of inventory, market trends and cost	May travel	High school Com college optional, OJT	Above average	Above average	Stable demand	F-I
CABINET MAKER	Constructs wooden articles such as kitchen cabinets, store fixtures and furniture following specifications using woodworking machines and hand tools. May apply veneers, finishes and trims	Lifting 20-40 kg Noise, Dust Fumes, Spatial perception	Gr 10 Com college optional Apprenticeship or OJT	Average (optional)	Average	Small increase	E-G
CAMERA REPAIRER	Repairs and adjusts cameras, movie projectors and other photographic equipment	Sedentary Good vision	Special training OJT	Average (optional)	Average	Small increase	D-G
CARPENTER	Assembles wood products to erect buildings, frames and other wood structures. Uses hand and power tools	Lifting 25 kg Kneeling Some outdoors	Gr 9-10 Apprenticeship ***	Average (optional)	Average	Small increase	D-I
CARPET LAYER	Installs, replaces and repairs carpeting	Crawling Lifting 50 kg	Apprenticeship or OJT, Com college optional***		Average	Small increase	D-F
CASHIER	Receives cash from customer in payment for goods and services, gives change, operates cash register	May stand May lift 10 kg	OJT		Average	Stable demand	B-G
CHAMBERMAID/ CHAMBERMAN	Cleans rooms and halls and makes beds in hotel or motel	Lifting 10 kg	OJT			Small increase	A-D + 10s
CHEF	Prepares, cooks, decorates and arranges food. Plans menus and orders supplies, supervises cooks and kitchen staff	Standing Lifting 25 kg Heat	OJT Special training	Average	Average	Small increase	E-I
CHEMICAL LABORATORY TECHNICIAN	Sets up and conducts tests on processes and products. Measures reactions, analyzes the results of experiments and records data. Prepares reports.	Some risk	High school Com. college	Average	Average	Small increase	E-I
CHEMIST	Conducts chemical experiments and analyzes for quality or process control or to develop new products or knowledge.	Varied	University (Chemistry)	Above average	High	Small increase	F-I
CHILD CARE WORKER	Cares for children or infants in hospitals, schools, detention centres or group homes, etc. Assists child in developing appropriate physical, psychological and intellectual growth patterns.	Good hearing Lifting 25 kg Sitting Kneeling	Com college	Average		Moderate increase	E-F
CLEANER	Cleans building interiors, furnishings, and equipment; washes windows; often known as janitor, charperson, window cleaner	Lifting 10 kg Sitting Climbing	OJT			Small increase	A-F
CLERIC (MINISTER, PRIEST, RABBI, etc.)	Conducts services of public worship, maintains religious traditions, may supervise religious education, provides individual and family counselling.	Varied	Special training Often includes university	High	Average	Stable demand	Varied
CLERK TYPIST	Types and performs general clerical work.	Sedentary Manual dexterity	Gr 8-12 Typing	Average		Small decrease	B-E
CODING CLERK	Assigns appropriate codes to information in records and reports for use in key punch or other data entry process	Sedentary	Gr 8-10 OJT			Large decrease	C-E
COMMERCIAL ARTIST	Creates illustrations and designs for reproduction in newspapers, books, or other publications, posters, signs or billboards.	Sedentary Spatial perception	High school Com. college or Art school	Average		Stable demand	C-I
COMMUNITY PLANNER	Develops programs and plans to control and guide community development or renewal.	Spatial perception	University (Urban planning), OJT	Above average	Above average	Small decrease	E-I
COMMUNITY-ORGANIZATION WORKER	Organizes and works with agencies and groups to meet social needs of community.	Varied	University (Social Work) Com. college or OJT	High	Average	Stable demand	C-H
COMPOSING ROOM OCCUPATIONS	Operates a variety of typesetting machines including linotype, monotype, photo and computer typesetting equipment.	Varies from sedentary to lifting 25 kg	Gr. 10 Apprenticeship	Average		Stable demand	D-I
COMPUTER OPERATOR	Operates and controls computer to process business, scientific, engineering or other data.	Lifting 10 kg	High school Com. college, OJT	Average	Average	Stable demand	E-H
COMPUTER PROGRAMMER (see also Systems Analyst)	Writes program in computer language to provide required data for management to resolve business, engineering or scientific problems.	Sedentary	Com college or University (Math or Computer Science) OJT	Above average	Above average	Small increase	D-I
CONCRETE FINISHER	Smooths and finishes surfaces of poured concrete floors, sidewalks, curbs, and other concrete structures by machine or hand.	Lifting 25 kg Sitting Noise	Apprenticeship or OJT ***			Small increase	D-I
CONSTRUCTION LABOURER	Assists tradesmen on construction site by loading, unloading and moving construction materials, erecting scaffolding, shoveling and moving earth.	Lifting 50 kg + Noise, Dust Some risk Seasonal	OJT			Small increase	D-H
COOK	Prepares and cooks foods in hotels, clubs, restaurants, and other establishments.	Standing Lifting 25 kg Heat	Gr 8-10 Apprenticeship or OJT ***	Average (optional)	Average (optional)	Small increase	D-F
COOK'S HELPER	Helps cook in preparing food.	Lifting 25 kg Heat	OJT			Small increase	A-E
COUNSELLOR	Assists individuals or groups in educational or career planning, or personal and social development or community services.	Sedentary	Com college or University	Above average	Average	Stable demand	D-I
COUNTER ATTENDANT	Serves food to customers at counter	Standing Lifting 10 kg	OJT			Small increase	A-D
CUTTER, MACHINE/ HAND	Using electric cutter or scissors, cuts textiles, leather, or fur, following pattern outline to form parts for articles	Lifting 10 kg	Gr 8 OJT			Small increase	C-F
DATA ENTRY CLERK	Operates keyboard to enter data into computer	Sedentary Finger dexterity	Gr 10-12 (Typing) Com college Special training or OJT	Average		Small increase	C-E

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JOB TITLE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	PROJECTED TRENDS	WAGE RANGE
DELIVERY PERSON	Delivers orders to customers; loads and unloads merchandise, may drive vehicle	Lifting 25 kg Stooping	OJT			Small increase	A-E
DENTAL HYGIENIST	Examines teeth, performs preventive treatments including scaling and polishing, under the supervision of a dentist	Standing Good Vision Finger Dexterity	Com. college ***	Average (optional)	Average (optional)	Small increase	E-G
DENTIST	Diagnoses and treats diseases, injuries and malformations of teeth, gums, and bone structures, prescribes and administers preventive procedures	Good vision Spatial perception Finger dexterity	University (Dentistry) ***	High	Above average	Small increase	I
DERRICK WORKER	Assembles and dismantles oil and gas well drilling equipment at site.	Lifting 50 kg Noise, Dust Outdoors Hazardous	OJT			Uncertain demand	F-H
DESIGNER, PRODUCTS	Creates designs for a wide variety of manufactured products such as furniture and furnishings, textile, pottery, handbags, shoes, and packaging containers	Good vision Spatial perception Colour vision	Com. college or Special training	Above average	Average	Small increase	Varied
DIETITIAN	Plans and directs food services programs. Educates, researches and counsels regarding health and nutrition	Lifting 10 kg	University	Above average	Above average	Small increase	E-I
DISC JOCKEY	Introduces, selects and plays recorded music for radio or other audiences. Technical knowledge of recording equipment may be required.	Varied	Com. college or Private school or OJT	Above average	Average (optional)	Stable demand	Varied
DOCTOR	Examines patients, diagnoses ailments and prescribes medical treatments for various diseases and disorders of the body and mind. Specializations may include dermatology, neurology, obstetrics, ophthalmology, surgery, pediatrics and psychiatry	Varied	University (Medical school) 1 yr. internship*** Specialist training (optional)	High	Above average	Stable demand	I
DRAFTSPERSON	Prepares accurate working plans and drawings from sketches or notes. Specialized areas include architectural, automotive, cartographic, product and mechanical drafting.	Sedentary Spatial perception Good vision	Gr. 10, Gr. 12 pref. Com. college or Apprenticeship or OJT	Average (optional)	Above average	Small decrease	D-H
DRILLER	Operates a variety of drills to facilitate the use of explosives in underground or surface mining and on construction projects.	Lifting 50 kg Noise, Dust Some risk	OJT			Small increase	Varied
DRY CLEANER	Dry cleans (by hand or machine) apparel and furnishings using knowledge of cleaning processes, fabrics and colours.	Lifting 25 kg Dust, Fumes Heat	Gr. 10 Apprenticeship or OJT			Small increase	B-E
DRY WALL APPLICATOR	Cuts, fits and applies plasterboard to ceiling and interior walls of buildings, using hand tools.	Lifting 25 kg Climbing Dust	Gr. 10 Apprenticeship or OJT Com. college optional		Average	Small increase	E-I
ECONOMIST	Researches and analyzes economic data, prepares estimates, forecasts and reports on the basis of past and current trends.	Sedentary	University (Economics)	High	High	Small increase	E-I
EDITOR	Selects, prepares and examines written material for publication or broadcast, plans, supervises and co-ordinates activities of workers.	Sedentary	Com. college or University (English/Journalism)	High	Average	Small increase	D-I
ELECTRICIAN	Lays out, assembles, installs, and maintains electrical wiring and other related equipment in residential, commercial and industrial establishments.	Lifting 25 kg Some risk Colour vision	Gr. 10; Gr. 12 pref. Apprenticeship ***	Average	Average	Small increase	E-I
ELECTRONIC TECHNICIAN	Builds, tests, repairs and modifies electronic equipment following technical instructions and using knowledge of electronic theory (see also Engineering Technician)	Lifting 10 kg Some risk Colour vision	High school (min) (Electronics) Com. college (pref.)	Average (optional)	Above average	Small increase	D-H
ENGINEER	Plans, designs and develops equipment, machines, products, systems and processes using scientific and engineering principles. Specializes according to disciplines such as: aeronautical, electrical, chemical, civil, mechanical and mining.	Varied Spatial perception	University (Engineering) ***	Above average	High	Small increase	E-I
ENGINEERING TECHNOLOGIST	Designs and develops products, systems, and equipment using knowledge of engineering, scientific, mathematical and drafting design principles.	Varied Spatial perception	Com. college	Above average	Above average	Small increase	D-I
FARMER	Operates farm or ranch to raise livestock or crops.	Lifting 50 kg Outdoors	OJT or Agricultural college or University (Agriculture)	Average	Average	Small decrease	Varied
FARM WORKER	Assists farmer in growing crops and raising livestock.	Lifting 50 kg Stooping	OJT			Stable demand	A-E
FASHION DESIGNER	Creates, designs, and prepares patterns for new styles of clothing. Sketches fashion ideas and translates these into scale drawings and patterns.	Good vision Spatial perception Colour vision	Com. college or Special training OJT	Average	Average	Stable demand	C-I
FILE CLERK	Files papers, documents and other data according to filing system.	Standing Stooping	Gr. 8-12 OJT	Average		Moderate decrease	A-D
FIRE FIGHTER	Protects life and property by controlling and extinguishing fire.	Physically fit Climbing Hazardous	High school Special training OJT	Average		Small increase	E-I
FISHERMAN/WOMAN	Catches fish and shellfish using nets, hooks, traps, dredges or dragging apparatus.	Lifting 50 kg Balancing Some risk	OJT			Small decrease	Varied
FLIGHT ATTENDANT	Gives personal services to passengers on airlines; explains use of safety equipment; serves food and drink; administers minor medical aid.	Physically fit Noise Height/weight requirement	High school OJT (May have language requirement)	Average		Stable demand	E-G
FLORAL ARRANGER	Arranges floral decorations, such as bouquets, corsages, and wreaths. May sell.	Lifting 10 kg Finger dexterity Colour vision	Com. college or OJT	Average (optional)		Small increase	A-E
FORESTER	Studies, develops, and controls forest lands and resources for economic, recreational and ecological purposes.	Lifting 10 kg Outdoors Some risk	University (Forestry)	High	High	Small increase	D-I
FREIGHT HANDLER	Loads and unloads ships, barges, trucks, railcars and other transportation conveyances. Operates equipment to assemble, pile and store goods.	Lifting 25 kg Outdoors	OJT			Stable demand	C-G

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JOB TITLE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	PROJECTED TRENDS	WAGE RANGE
FURNACE OPERATOR	Controls and operates furnace in foundry to melt metal	Noise, Fumes Heat, Some risk	Gr 8 OJT			Stable demand	E-H
FURNITURE REPAIRER (and REFINISHER)	Removes worn fabric and padding from furniture frames. Repairs or replaces springs and frames. Refinishes wood surfaces. Re-upholsters furniture	Lifting 25 kg Dust Fumes	Com. college or OJT			Small increase	C-G
FURRIER	Makes, alters, restyles and repairs fur coats	Good vision Colour vision	OJT or Com. college			Small increase	F-H
GEOGRAPHER	Studies the distinctive and dynamic characteristics of areas of the earth's surface and its inhabitants. Relates and interprets interaction of man and his environment	May travel	University (Geography)	High	Above average	Stable demand	E-I
GEOLOGIST	Conducts research into nature and history of earth's crust to develop practical applications in mineral exploitation and engineering	Lifting 25 kg Outdoors May travel	University (Geology)	High	High	Stable demand	E-I
GLAZIER	Cuts, fits and installs glass in wood and metal frames in buildings and furniture	Lifting 25 kg Some risk	Gr 8-10 Apprenticeship or OJT ***		Average	Small increase	D-I
GRAPHICS PASTER	Arranges and mounts copy material on paper to form completed layout	Manual dexterity	High school Com. college, OJT	Average	Average	Stable demand	C-G
GROUNDS KEEPER/ NURSERY WORKER	Cares for public and private property by planting, cultivating and maintaining grass, trees, shrubs and flowers. May work in greenhouse	Lifting 25 kg Stooping Outdoors	OJT or High school Com. college			Small increase	A-F
HAIRSTYLIST/ BARBER	Cuts and styles customer's hair, may do permanents, colouring, shaves, shampoos or scalp treatments	Standing	Gr 9 Apprenticeship or Special training***	Average		Small increase	A-E + tips
HEAVY EQUIPMENT OPERATOR	Operates heavy construction equipment and their attachments to excavate, move, load or grade earth and similar materials.	Lifting 25 kg Outdoors Noise, Dust	Gr 9-10 Apprenticeship Com. college optional OJT ***			Small increase	E-I
HOME ECONOMIST	Promotes home economics through research, analysis and consumer education; provides advice in family health, nutrition and welfare.	Sedentary	University (Home Ec.)	Above average	Above average	Small increase	E-I
HORTICULTURIST	Conducts experiments to develop new or improved varieties of fruit, vegetables, flowers or trees, investigates problems of production, storage and processing.	Lifting 10 kg	University (Agriculture) or Agricultural college or Com. college	Above average	Above average	Small increase	D-H
HOST/HOUSTESS, RESTAURANT	Welcomes patrons, seats them at tables or in lounge and ensures quality of service.	Lifting 10 kg	OJT			Small increase	A-D
HOTEL CLERK	Greets and registers guests; answers enquiries	Standing	OJT or Com. college	Average	Average	Small increase	A-D
HOUSEKEEPER	Keeps private homes clean and orderly; cooks and serves meals; gives personal services to family members.	Lifting 10 kg Stooping	OJT			Small increase	A-D
INSTRUCTOR, AUTO DRIVING	Teaches pupils to drive automobile.	Some risk Good vision	Com. college or OJT***	Average		Small increase	D-F
INSTRUMENT REPAIRER	Installs and services industrial and scientific instruments that measure, record or control pressure, flow, temperature, motion, force and chemical composition.	Stooping Good vision	Apprenticeship or Com. college	Average (optional)	Above average	Small increase	D-I
INSURANCE INSPECTOR	Inspects insured properties to evaluate conditions affecting underwriting standards. Develops and promotes safety programs.	Outside May travel	High school Special training OJT	Average	Above average	Small increase	D-G
INSURANCE SALES AGENT	Sells life, endowment, fire, accident, and other types of insurance to clients.	Outside May travel	High school OJT***	Average	Average	Stable demand	Varied
INTERIOR DESIGNER/ DECORATOR	Designs interiors by planning or arranging furniture and accessories for residential, industrial or commercial establishments; estimates costs and materials; recommends purchases.	Lifting 10 kg Colour vision	Com. college or OJT	Average	Average	Small increase	C-I
INVOICE CLERK	Calculates amounts due from purchase orders, sales tickets and charge slips, types invoices and bills of lading.	Sedentary	Gr 10 OJT	Average	Above average	Small decrease	B-D
IRON WORKER	Raises, positions and joins prefabricated structural metal parts by bolting, screwing or welding to form and repair completed frameworks for buildings, bridges, tanks, etc.	Lifting 50 kg Balancing Outdoors Some risk	Gr 10 Apprenticeship or OJT ***			Small increase	H-I
JEWELLER	Designs, fabricates and repairs precious and semi-precious jewellery using hand tools and machines.	Good vision Finger dexterity Eye-hand co-ordination	Special training or Com. college or Apprenticeship		Average	Small increase	C-G
KITCHEN HELPER	Keeps kitchen work area clean, washes dishes and utensils, may prepare vegetables.	Lifting 25 kg Cleanliness	OJT			Small increase	A-D
LATHER	In construction or repair of walls, installs the support backing on which plaster, fireproofing or acoustical materials are applied.	Lifting 25 kg Climbing	Gr 7-10 Apprenticeship ***			Small increase	E-I
LAW CLERK	Researches legal records and documents in order to prepare brief or arguments; keeps documents, files and correspondence on cases.	Sedentary	High school Com. college optional	Above average	Average	Stable demand	D-H
LAWYER	Prepares and pleads cases in courts of justice; draws up legal documents, advises clients and practices other aspects of law	Sedentary May travel	University (Law school) Article***	High	Average	Small decrease	E-I
LETTER CARRIER	Delivers mail on established route.	Lifting 25 kg Outdoors	Gr 8 OJT			Stable demand	F
LIBRARIAN	Develops, organizes and maintains a collection of library materials. Provides related advisory services	Sedentary	University (Library science)	Above average	Average (optional)	No change	E-I
LINEMAN/WOMAN	Constructs and maintains electrical power lines and associated equipment	Lifting 25 kg Climbing Some risk	Gr 10 Apprenticeship	Average (optional)	Average	Small decrease	F-I
LOCOMOTIVE ENGINEER	Operates locomotive to transport passengers and freight	Lifting 10 kg Good vision	Gr 10 OJT	Average (optional)	Average (optional)	Stable demand	C-I
LOG GRADER	Grades logs at booming ground, millpond or in the woods	Lifting 10 kg	Gr 8 Com. college or OJT			Stable demand	F-G

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JOB TITLE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	PROJECTED TRENDS	WAGE RANGE
LOGGER	Fells trees, trims branches and stacks logs in logging operation.	Lifting 50 kg Noise Some risk	Com college optional OJT			Stable demand	G-I
MACHINIST	Sets up and operates various types of metal cutting and grinding machines to close tolerances, fits and assembles parts to make or repair mechanisms, tools, or machines. Knowledge of metallurgy and blueprint reading.	Lifting 25 kg Noise Some risk Finger dexterity Spatial perception	Gr 10 Apprenticeship	Average (optional)	Average	Moderate increase	E-I
MACHINE SET-UP OPERATOR	Sets up and operates various machines to shape metal into parts or products to specified dimensions.	Lifting 25 kg Noise	Gr 10 Com college optional, OJT	Average (optional)	Average	Small increase	O-G
MAIL CLERK	Sorts incoming mail for distribution and dispatches outgoing mail.	Lifting 35 kg	Gr 10 OJT			Stable demand	A-F
MAINTENANCE PERSON (BUILDING)	Maintains residential, commercial or industrial establishment. Makes minor repairs and renovations.	Lifting 25 kg Some outdoors	Gr 8 OJT			Small increase	B-E
MANAGER	Plans, organizes, directs and controls the activities of an organization, department or branch; duties vary significantly within different organizations.	Varies	Com college or University (Business admin) OJT	Above average	Above average	Small increase	E-I
MARKET RESEARCH ANALYST	Researches market conditions in specific areas to determine existing level of sales for particular products and services, and to assess potential market and future trends.	Sedentary	University OJT	High	High	Small increase	E-I
MATHEMATICIAN	Conducts research into mathematical concepts. Develops ideas for application of mathematics to diverse fields. May serve as advisor or consultant to research personnel.	Sedentary	University (Mathematics)	High	High	Stable demand	F-I
MEAT CUTTER, RETAIL	Cuts and prepares meat for marketing using tools such as saws, cleaver and knives. Packs products. May wrap and weigh meat for customers and collect payment for sales.	Lifting 50 kg Slooping Odours Spatial perception	Gr 10 Apprenticeship Com. college or OJT			Small decrease	D-H
MEDICAL LABORATORY TECHNOLOGIST	Performs a variety of medical laboratory tests, procedures, experiments and analyses for the diagnosis, treatment and prevention of disease.	Lifting 10 kg Good vision	High school Com. college or Special training	Above average	Above average	Small increase	E-I
METHODS AND PROCEDURES ANALYST	Conducts studies of organizational structures, methods, systems and procedures used to assist management in operating with greater efficiency and effectiveness.	Sedentary	University OJT	Above average	Average	Moderate increase	E-I
MILLWRIGHT (INDUSTRIAL MAINTENANCE MECHANIC)	Installs, repairs and maintains machinery and mechanical equipment in industrial plants; knowledge of metallurgy, welding, electronics and blueprint reading.	Lifting 25 kg Slooping Spatial perception	Gr. 10 Apprenticeship ***	Average	Average	Small increase	E-I
MINER	Operates machines that cut and remove minerals, waste or similar materials in underground and open pit mines or quarries.	Lifting 50 kg Slooping Noise, Risk Health Certificate	OJT or Apprenticeship			Stable demand	E-H
MODEL	Models fashions to demonstrate garment quality, style and design for designers, sales personnel, and customers at shows and retail establishments. May pose for photographs.	Pose Good grooming	OJT or Special training	Average		Small increase	Varied
MOTOR-VEHICLE MECHANIC	Repairs and overhauls automobiles, buses, trucks, and other vehicles.	Lifting 25 kg Slooping Dirt	Gr. 10 Apprenticeship***	Average (optional)	Average	Small increase	D-H
MOULD MAKER	Makes moulds and models out of metal, wood, clay, plastic and plaster for use in the manufacture of products. Has a knowledge of blueprint reading and metallurgy.	Lifting 10 kg Heat	Gr. 10 Apprenticeship	Average	Average	Small increase	D-H
MUSICIAN/SINGER	Plays instruments or sings to entertain.	Lifting 10 kg Good hearing	Special training and experience	Average	Average	Uncertain demand	Varied
NURSE (RN)	Provides nursing care to patients in hospitals, nursing homes, and doctors' offices.	May lift 25 kg Good hearing	Com. college or University***	Above average	Average	Small increase	E-H
NURSE'S AID/ORDERLY	Assists with care of selected patients. Performs duties such as bathing, dressing and transporting patients.	May lift 35 kg	OJT			Small increase	B-E
NURSING ASSISTANT (RNA)	Provides care to patients by performing bedside nursing functions and reporting observations and symptoms under supervision of a registered nurse.	Slooping Lifting 25 kg	Gr. 10-12 Com. college or Special training***	Average	Average	Small increase	B-F
OFFICE CLERK	Performs clerical duties such as copying, compiling, recording and processing information. May file, sort mail, process accounts, deal with public, operate business machines or type.	Sedentary	Gr. 10-12 (Commercial) OJT	Average	Average (optional)	Small decrease	A-F
OPTICS TECHNICIAN	Grinds and polishes lenses and assembles them in frames.	Finger dexterity Spatial perception	Gr. 10 Apprenticeship or Com college	Average	Average	Small increase	C-F
OPTOMETRIST	Examines patients' eyes to determine visual efficiency; prescribes corrective glasses or contact lenses.	Sedentary Good vision	University (Optometry)***	Above average	Above average	Small decrease	I
ORDER FILLER	Fills customers' orders; marks prices of merchandise on order forms.	Lifting 25 kg Slooping	Gr 8 OJT	Average		Stable demand	A-E
PACKAGER	Assembles containers, covers articles or goods with protective materials, cleans and closes packages. May tend packing machine.	Varies	Gr. 8 OJT			Moderate increase	C-F
PAINTER/DECORATOR	Paints interior and exterior surfaces. May also apply wallpaper.	May lift 25 kg Balancing, Fumes Colour vision	Gr. 10 Apprenticeship or OJT***		Average	Stable demand	D-H
PAROLE/PROBATION OFFICER	Supervises the conditional release or probation of juvenile or adult offenders from penal or reform institutions.	Sedentary	University (Social science)	Above average	Average	Stable demand	E-G
PATTERN MAKER (FABRIC)	Makes patterns for garments and upholstery parts, following sketches, sample articles and design specifications.	Lifting 10 kg	Gr. 8 OJT	Average	Average	Stable demand	O-G
PHARMACIST	Compounds and dispenses drugs and other related preparations according to doctor's prescriptions.	Lifting 10 kg	University (Pharmacy)***	Above average	Above average	Stable demand	G-I
PHARMACY ASSISTANT	Compounds medicines in bulk, performs inventory control, pricing and records maintenance functions under direction of pharmacist.	Sedentary Good vision	High school Com college	Average (optional)	Average	Small increase	C-F

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JOB TITLE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	PROJECTED TRENDS	WAGE RANGE
PHOTO-ENGRAVER	Makes metal printing plates of illustrations and other copy. Modifies, finishes and repairs plates using hand tools and acid solutions.	Lifting 10 kg Fumes Colour vision	Gr 10 OJT	Average	Average	Stable demand	E-I
PHOTOGRAPHER	Operates a camera to take photographs, processes exposed film, applying knowledge of camera capabilities and artistic composition.	Lifting 10 kg Colour vision Spatial perception	Com college or Special training	Average	Average	Stable demand	Varied
PHOTOGRAPHIC PROCESSOR	Processes exposed photographic, still and motion picture film. Follows process established by film manufacturer.	Lifting 10 kg	Apprenticeship OJT			Stable demand	B-F
PHYSIOTHERAPIST	Plans and carries out programs of physical treatment as directed by physician to rehabilitate injured or disabled persons.	Lifting 25 kg Stooping	University (Physiotherapy) Internship***	Above average	Average	Small increase	E-G
PILOT (AIR)	Flies airplanes to transport passengers, mail and freight.	Good vision Good hearing	Special training OJT***	Above average	Average	Stable demand	E-I
PLASTERER	Applies plaster and stucco to interior walls and ceilings to produce finished surface.	Lifting 50 kg Climbing Balancing Dust	Gr 8-10 Apprenticeship or OJT***	Average (optional)		Small decrease	E-I
PLUMBER	Installs and repairs pipes, fixtures and fittings used for water distribution and waste disposal according to local plumbing codes.	Lifting 50 kg Kneeling Some risk	Gr 9-10 Apprenticeship ***	Average (optional)	Average	Small increase	E-I
POLICE OFFICER	Enforces federal and provincial statutes, municipal laws and regulations, arrests violators.	High risk Good vision Height/weight requirement	High school Special training	Average	Average	Small increase	E-I
PRE-SCHOOL TEACHER	Organizes and leads activities of prekindergarten children in nursery schools and daycare centres.	Sedentary	Com college or University (Education)	Average		Small increase	B-D
PRINTING PRESS OPERATOR	Sets up and operates cylinder, platen, flat-bed, rotary offset-line, lithographic, gravure and proofprinting processes to print illustrations and copy.	Lifting 25 kg Noise Colour vision	Apprenticeship or OJT	Average		Stable demand	D-I
PROJECTIONIST	Operates motion picture projector and sound equipment in theatre or similar establishment.	Lifting 10 kg	Gr 8 Apprenticeship OJT ***			Small decrease	E-I
PSYCHOLOGIST	Collects, interprets and applies scientific data relating to human behaviour and mental processes. Specializations may include clinical, educational, experimental and industrial.	Sedentary	University (Psychology post-grad) ***	High	Above average	Stable demand	E-I
PUNCH PRESS OPERATOR	Operates power press fitted with a die to notch or punch metal stock. May set up machine.	May lift 50 kg Noise Some risk	OJT			Stable demand	C-G
RADIO AND TV SERVICE TECHNICIAN	Repairs TV and radio receivers. Replaces defective components. May speculate in auto radios, colour TV or two-way communication equipment.	May lift 25 kg Colour vision	Apprenticeship or Com college and OJT ***	Average (optional)	Average (optional)	Small increase	D-H
REAL ESTATE AGENT	Sells and leases land, houses, commercial buildings and other real estate.	Outdoors Varied	Special training OJT ***	Average	Average (optional)	Small decrease	Commission
RECEPTIONIST	Receives people coming into office, gives directions, schedules appointments. May perform other clerical duties.	Sedentary	Gr 10 (Commercial) OJT	Average		Stable demand	C-E
RECREATION LEADER	Conducts recreational activities in community centres, playgrounds or camps.	Varied	High school Com college or University optional	Average		Small increase	A-E
REFRIGERATION/AIR CONDITIONING MECHANIC	Installs, repairs, and services units using layouts, blueprints, and schematics.	May lift 50 kg Stooping Climbing Some risk	Gr 10, Gr 12 pref Apprenticeship ***	Average (optional)	Average	Moderate increase	D-I
REPORTER	Collects and analyses facts about newsworthy events by interview, investigation or observation; writes copy for publication or broadcast.		University or Com college (Journalism)	High	Average (optional)	Stable demand	C-H
ROOFER	Covers roofs with shingles, metal, wood or tar. Applies waterproofing compounds. Erects scaffolding.	Lifting 25 kg Balancing Crawling Some risk	Gr 8-10 Apprenticeship OJT ***		Average (optional)	Small increase	D-I
SALES CLERK	Obtains desired article for retail customer, writes sales cheque, receives payment, wraps merchandise, keeps record of items sold.	Standing Varied	Gr 8 OJT	Average	Average	Stable demand	A-G
SALES REPRESENTATIVE	Sells commodities or service in an allotted geographical area to wholesale, retail, industrial, professional or other establishments.	Driving often required	Special training OJT	Above average	Average	Small increase	E-I
SECRETARY	Takes dictation, composes and types correspondence, reports and minutes of meetings. Answers telephone and schedules appointments. May specialize as legal or medical secretary.	Sedentary	High school (Commercial) or Special training Com college	Average	Average (optional)	Small increase	C-F
SECURITY GUARD	Protects industrial or commercial property against fire, theft, vandalism and illegal entry.	Some risk Good hearing	OJT Bondable			Small increase	A-F
SEWING MACHINE OPERATOR	Operates sewing machine to manufacture clothing or textile products. May perform one task such as hemming, quilting or making button holes.	Sitting, Noise Good vision Manual dexterity	OJT			Small decrease	A-E
SHEET METAL WORKER	Makes and repairs products such as ducts, signs, and components for restaurants and transport equipment. Works from blueprints, operates brakes, shears and presses.	Lifting 25 kg Noise Some risk	Gr 10 Apprenticeship OJT***	Average (optional)	Average	Stable demand	D-H
SHIPPING AND RECEIVING CLERK	Determines methods and arrangements for shipment, prepares bills of lading and shipping records. Receives and inspects incoming goods. May load trucks.	May lift varying weights	OJT	Average	Average	Stable demand	C-G
SIGN WRITER	Prints or prints by hand signs, posters or cards used for display or advertising.	Climbing Balancing	Com college or Special training	Average (optional)	Average (optional)	Small increase	C-F
SMALL ENGINE MECHANIC	Repairs small gasoline engines. Replaces or repairs parts, cleans and adjusts carburetors and magnetos. Works on lawnmowers, chainsaws, outboard motors, etc.	Lifting 25 kg Manual dexterity	Gr 10 Com college Apprenticeship	Average (optional)	Average (optional)	Small increase	C-E

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## JOBS CANADA

JOB TITLE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	PROJECTED TRENDS	WAGE RANGE
SOCIAL WORKER	Counsels and aids individuals and families to understand and resolve their personal and social problems. Helps individuals, through group activities. May specialize in community organization or administration.	Varied	University (Social work)	High	Average (optional)	Small decrease	D-I
SOCIOLOGIST	Studies development, structure, social patterns and interrelationship of human society.	Sedentary	University (PhD Sociology)	High	Above average	Small decrease	E-I
SPEECH THERAPIST	Diagnoses and treats speech language and voice problems; performs related research.	Sedentary Good speech	University (Speech therapy)	Above average	Average	Small increase	E-I
SPORTS OFFICIAL	Referees sporting events to maintain standard of play and to assess penalties.	Good vision May be outdoors	Special training OJT	Above average		Stable demand	Varied
STAGE MANAGER	Plans, organizes, supervises and co-ordinates activities of stage crew in the production and presentation of theatrical performances.	Varied	Specialized training OJT	Average		Stable demand	Varied
STATIONARY ENGINEER	Operates and maintains stationary engines and mechanical equipment such as boilers, pumps, compressors, generators, refrigeration, or industrial waste treating equipment, to provide heat, power and other utility services for buildings.	Lifting 25 kg Noise, Fumes Heat Some risk	Gr 10 Com college or Apprenticeship ***		Average	Small increase	F-I
STEAM FITTER	Installs, tests and repairs gas line meters and appliances.	Lifting 25 kg Climbing Outdoors	Gr 8-12 Apprenticeship ***	Average (optional)	Average	Small increase	E-I
STENOGRAPHER	Takes dictation in shorthand and transcribes using typewriter.	Sedentary	High school (Commercial) or Com college or Special training	Average		Small increase	B-F
STOCK CLERK	Receives, stores, prices, orders and issues supplies and merchandise, keeps records; takes inventories and estimates future requirements.	Lifting 25 kg Climbing Crouching	Gr 10 OJT	Average	Average	Small decrease	B-F
SURVEYOR	Conducts studies of earth's surface for use in construction map making, land valuation and mining. Determines exact location and measurements using survey instruments.	Lifting 25 kg Outdoors May travel	High school University Com college Articled Apprenticeship***	Above average	Above average	Small increase	D-I
SYSTEMS ANALYST	Analyzes physical systems and scientific, engineering and other technical problems; formulates mathematical models for solution by computer.	Sedentary	University or Com college or Special training OJT	Above average	Above average	Small increase	E-I
TAILOR/DRESSMAKER	Makes, alters, and repairs made-to-measure or ready-to-wear clothing.	Finger dexterity	Com college optional, OJT			Stable demand	C-G
TAXI DRIVER	Operates taxicab to transport passengers or goods.	Some risk Good vision	Gr 8, OJT Special Driver's Licence may be required			Stable demand	Usually com- mission
TEACHER	Prepares course outlines and presents subject matter to class. Administers tests and corrects papers. Specialized levels include kindergarten, elementary, secondary, post-secondary.	Sedentary	University Specialized training ***	Above average	Above average (optional)	Small decrease	E-I
TELEPHONE SOLICITOR	Telephones prospective customers to explain service or merchandise offered, quotes prices and tries to persuade customer to buy following a prepared sales talk.	Sedentary	OJT	Average		Stable demand	A-B Com- mission
TELEVISION CAMERA OPERATOR	Operates television camera to photograph events or scenes.	Lifting 25 kg Good vision Good hearing	High school Com college or OJT	Average (optional)		Stable demand	D-I
TELLER	Receives and pays out money, records bank transactions, prepares bank statements and reconciles errors or discrepancies in bank records and accounts.	Standing	High school OJT	Average	Average	Small decrease	B-D
TILE SETTER	Applies tiles to walls, floors and ceilings of buildings, following design specifications.	Lifting 25 kg Climbing	Gr 8-10 Apprenticeship OJT***		Average	Small increase	D-H
TOOL AND DIE MAKER	Makes and repairs metalworking dies, cutting tools, jigs, fixtures and gauges. Uses a wide variety of hand and machine tools, makes mathematical computations using precision measuring devices.	Lifting 25 kg Manual dexterity Spatial perception	Gr 10-12 Apprenticeship or Com college or OJT	Average (optional)	Average	Moderate increase	E-I
TRACTOR-TRAILER DRIVER	Operates tractor-trailer combinations to transport goods and materials.	Lifting 25 kg Good vision Physically fit	Gr 8, Com college or OJT Special licence			Small increase	E-I
TRANSLATOR	Translates and transcribes written material from one language to another.	Sedentary	University (Languages), OJT	High		Stable demand	D-I
TRAVEL AGENT	Plans itinerary and schedules travel accommodations for customers.	Sedentary Travel	Com college OJT	Average	Average	Small increase	B-F
TRUCK DRIVER	Operates small trucks to transport goods and materials.	Lifting 25 kg Good vision Physically fit	OJT Special licence			Small increase	E-I
UPHOLSTERER	Repairs and rebuilds upholstered furniture, using hand tools and knowledge of fabrics.	Lifting 25 kg Manual dexterity	Gr 10 Apprenticeship or Com college or OJT			Small increase	B-E
VETERINARIAN	Diagnoses, prevents and treats disorders and diseases of animals.	Lifting 10 kg	University (Veterinary Sc.)***	High	Above average	Stable demand	E-I
WAITER/WAITRESS	Serves food and beverages in restaurants, clubs, institutions and railway dining cars.	Lifting 10 kg	OJT			Small increase	A-O + tips
WELDER	Permanently bonds metal parts together in factory or on construction site.	May lift 50 kg Fumes Some risk	Apprenticeship or OJT ***			Stable demand	E-I
WORD PROCESSING OPERATOR	Operates machine which transcribes, manipulates and edits material from printed source.	Sedentary Finger dexterity	High school (Commercial) Typing skills Com college or Special training optional OJT	Average		Small increase	C-E
WRITER	Writes material for publication in newspapers, books, magazines, technical manuals, trade journals and related publications, radio, TV screen.	Sedentary	Varies	High		Stable demand	Varied

\*\*\* means certificate, registration or licence needed  
OJT means on-the-job training





# HANDLING UNEMPLOYMENT GROUPS

3101 Bathurst Street, 5th Floor, Toronto, Ontario M6A 2A6 (416) 739-9260

## JOB INTERVIEWS

### PREPARING FOR AN INTERVIEW

#### 3 R's

1. RESEARCH: Learn what you can about the workplace prior to the interview: Ask friends, ask your network contacts, professional organizations, research it in the library, ask the receptionist for any printed information that she can send you, or that you may pick up. Particularly important are management style of the company/agency, dress style and general climate, philosophy, reporting structure, and of course anything you can determine about the particular job opening. Ask the secretary who will be interviewing you, and their position. Know the exact location and how to get there.

REHEARSE: Rehearse the interview mentally, preparing the answers to difficult questions you expect to be asked. Also practice telling about your achievements and skills.

Rehearsal may be done either mentally or through practicing with a friend/relative.

If you are having a group interview it would be useful to set up a group practice.

RELAX: It's helpful to have some level of stress/excitement to prepare you for the interview, but too much can be overwhelming and may impede your effectiveness. Prior to the interview do relaxation exercises and deep breathing; do something pleasurable - a coffee at your favourite cafe; an ice-cream cone; a visit to a favourite place, a chat with a friend. Have a good nights sleep, if possible, and eat a nutritious meal. Sweets or coffee right before the interview may increase nervousness.

2. INTERVIEW ETIQUETTE

- Dispose of chewing gum and cigarettes before entering the interview.
- Be on time or a few minutes early. Call if you will be unavoidably detained more than 5 minutes after the scheduled hour.
- Dress one step up from dress code of the company, e.g. women usually wear suits, dresses, men tie and jacket.
- Be friendly and courteous to the secretary or any others around the waiting area. Do not appear annoyed if you are kept waiting.

continued...

3.

WHAT TO BRING

- References (3 names, phone numbers or reference letters)
- Notebook and pen in case you wish to jot something down
- Short list of questions you wish to ask in the interview
- Sample of reports and written material (if this might be requested in the interview)

DURING THE INTERVIEW

1. Remember people's names when they are introduced.
2. If it is natural and part of your style, an ice-breaking joke sometimes helps to reduce nervousness.
3. Make eye contact, address people by name when you are responding to questions.
4. Be an active member of the interview. If appropriate steer the conversation to enable you to emphasize your strengths.
5. Be as specific and concrete as possible in your answers, giving examples of skills, accomplishments, and where you achieved these.
6. Refrain from criticizing others, including past employers or workplace.
7. Even though you are nervous, it is important to project confidence, e.g. sitting up straight, expressing enthusiasm and interest, giving information which will be to your benefit.
8. If you don't understand a question, feel free to ask for clarification or re-wording. Paraphrase question to make sure you know what the interviewer wants.
9. Take non-verbal cues from the interviewer, if he/she appears restless or distracted you may be talking too long, or you may be on the wrong track.
10. Don't be afraid to pause or take a minute to think about the question before answering. If one question really "throws" you it is acceptable to ask to come back to it later in the interview. This will give you time to compose yourself and think about the answer.
11. If you wish to take a few notes, ask in the beginning if this is acceptable to the interviewer. However, do not let note taking interfere with eye contact and active listening.
12. Salary questions: Give a range, or if you do not know the range, state that you need to know more about the position in order to know the appropriate range.

continued....

AFTER THE INTERVIEW

Relax!

EVALUATE your participation, emphasizing what you did well.  
You will often feel "let down" as your body recovers from  
the physical effects of the stress. Wait until this passes  
before you evaluate yourself.

Remember, you did your best, and any mistakes are good  
lessons for subsequent interviews.

JOB INTERVIEW

In most job interviews the applicants purpose is get the job, and the employers purpose is to find the solution to his/her problem. It is important to be aware of the needs of the interviewer and to attempt to establish a positive rapport with him/her. If you can free yourself from the pressure of expecting to get a job offer in the first interview, you will find it much easier to listen to what is underneath the interviewers question. This is called "active listening". This means responding with interest to the interviewer, clarifying when necessary, asking appropriate questions, and responding emphatically to any concerns that the interviewer expresses. Remember that many interviewers have not had training and experience in the interview process themselves. Therefore, there is as much onus on you, the candidate, to make sure that the relevant information about your strength comes out during the interview.

Many interviews start with "Tell me about yourself". It is helpful to suggest one or two areas which strongly illustrate your effectiveness, and which you know relate to the job being discussed. Although these should be qualification-related, it is also legitimate to bring in personal qualities or interests which will create a personal link with the interviewer. For example, if you notice that the interviewer has sports trophies or award certificates on the wall which relate to a genuine interest of yours, you may want to throw in some information about this interest. Remember when you are discussing your qualifications that they should be based on specific concrete examples of actual achievements that you have performed in previous jobs.

It is important to keep in mind that the purpose of an interview is not only to determine your qualifications and level of experience, but also to determine whether you will "fit" into the style, atmosphere, and climate of the organization. One way that the interviewer may determine this is through asking you questions of a sensitive or difficult nature. (See handout on Commonly Asked Questions). These questions are not asked to make you feel uncomfortable, but rather to get information about your compatibility. The interviewer will attempt to reduce the risk factor in hiring you as much as possible. Therefore, your non-verbal, attitudinal presentation is just as important as the actual responses that you give.

One of the most commonly made mistakes in an interview is believing that every question must be answered immediately and accurately. It is perfectly acceptable to take a minute to think about your answer. It is also quite acceptable to admit that you may not know an answer, but that you can relate the issue to a similar kind of a job you have done, or to a general quality that you possess. For example, "although I have never directly supervised anyone, and therefore I don't know the "X" method of supervision, I have been responsible for training many new co-workers at my last position, and received excellent feed-back from both them and my manager about their knowledge level after the training".

JOB INTERVIEW

Remember that the employer is just as concerned about getting the right candidate as you may be about obtaining the job. As you conduct your job search campaign, you will certainly find yourself in competition with other qualified people. These people may have better qualifications than you for particular positions. However, it is commonly known that it is not necessarily the most qualified candidate who gets the job, but the most enthusiastic, confident and cooperative one. Therefore your rapport with the interviewer will be just as important as the content of your actual answers.

READING BETWEEN THE LINES: RESPONSES TO TYPICAL INTERVIEW QUESTIONS

1. "WHY DO YOU WANT TO WORK HERE?"

*Will you be satisfied with your job? Will you stay? What have you heard about this company?*

RESPONSE: Discuss the good reputation that the company has, any positive information you have through your research about the company products, philosophy, fair policies, etc.

You may also discuss your confidence in your ability to do the particular job in question, and the advancement potential it may provide for you.

2. "WHY DID YOU LEAVE YOUR LAST JOB?"

*Are you going to bring me headaches? Do you have trouble getting along with people? Were you fired or did you quit? Did you have difficulties in your last position which may affect your ability to do the job that I am providing?*

RESPONSE: It is important to discuss the reasons, honestly, but in a light that is favorable to you. Always avoid saying anything negative or critical about the manager or your last place of employment. If possible avoid saying that you were fired, and if you were fired stress that the job was not sufficiently oriented to your abilities, that the commuting was too difficult, that there was a re-organization, etc.

Try to pair this with statements about how you feel the job you are being interviewed for differs in these problem areas. If, in fact, you were fired because you were having interpersonal conflicts with management, it is legitimate to make statements such as "I didn't feel my skill areas were being properly utilized." "I didn't have the opportunity to do the kinds of projects that I felt best suited my experience." My management style is "X" whereas the management style of that particular company is "Y", and although we tried to work things out, it just seemed best that I move to a setting where I could use the style I feel most comfortable with."

Most important is working things out with your past employer so that they give you a positive reference. If an interviewer thinks you were fired they will most definitely call your last employer to find out what actually happened.

3. "WHAT ARE YOUR GREATEST STRENGTHS?"

*How confident are you, what do you see as your skills, can you present yourself confidently to the public?*

RESPONSE: This is a very standard question and is your biggest opening to market your skills and your accomplishments. These should include both job related and inter-personal skills.

4. "WHAT ARE YOUR WEAKNESSES?"

*Can you be honest about your short-comings? How much training are you going to need, what are your problem areas going to be?*

RESPONSE: It is important to be honest and open but to turn this question around so that you are responding with weaknesses that will not interfere with your ability to do the job such as: being over-conscientious, being a perfectionist, taking things too seriously, etc. Do not describe anything which would imply that you aren't able to do aspects of the job.

5. "WHAT ARE YOUR LONG RANGE CAREER GOALS?"

*How long will you stay in your position? Are you somebody that is career oriented? How important will this job be to you? Is this a stepping stone to something else or will you make a commitment to this position.*

RESPONSE: Respond with your intention to stay with the company and grow in your career within the position. If you know about advancement potential within the organization state your hope that this may occur if you received the position, but link this kind of response with awareness that any promotion would need to be based on demonstrated achievement. Stress that you like the company and that you hope to become a valuable employee there. Also stress that you do not plan on leaving the city or on going back to school and therefore you do not see any reason why your term with the company won't be a long one.

However, it is also fine to be open about long range career goals, such as returning to school or getting a degree if they are far enough in the future that they won't interfere with your stay at the company. Emphasize that whatever advancement you are making can be an asset to the company's future.

6. "WHAT KINDS OF MACHINES OR EQUIPMENT HAVE YOU WORKED WITH?"

*Is your technical knowledge out-dated?*



RESPONSE: Be specific in mentioning the types of machines and equipment you have operated and any similar ones that you could operate if you transferred your skills. Stress that even though you may not be able to operate a particular machine in the company or use a particular data system, that it has similarities to other systems you have used. State that you are enthusiastic, and your skills in the type of system you already know will easily transfer. Also, stress that you are a quick learner and give specific examples of instances when you have quickly learned a new system or a new machine.

7. "HOW DO YOU FEEL ABOUT EVENING WORK?"

*Are you a "9 - 5 person"? Will your family responsibilities make it so that you can't be asked to do any overtime? Are you flexible and will you be committed to putting your all into the job?*

RESPONSE: This should be responded to by emphasizing your flexibility, past instances where you have done over and above the expected amount of work, and clarification about how much evening work the interviewer is referring to. If you are a single parent with young children, this clarification is very important. Infrequent evening work requirements are usually surmountable. If evening work is a very frequent requirement you may need to reconsider the position.

JOB INTERVIEWS:COMMONLY ASKED QUESTIONS

One of the purposes every interviewer has in mind is to evaluate an applicant's attitudes, personality, and behavior. The following are questions frequently asked during job interviews. There are no standard answers for any of these questions. Your answers should be worked and practiced before the interview. To help create the best impression remember these general principles:

- A. Listen to the question. Understand exactly what is asked. If you are unsure, ask for clarification.
- B. Take time to think through all facts which should be used to answer the question.
- C. Then, use POSITIVE INFORMATION to answer the question directly and to the point. Be truthful, but it is not necessary to offer unsolicited information which could detract from the image you are creating.
- D. Seek to focus and re-focus attention on your Success Factors and their related accomplishments. Stress their future use in the position being discussed. Remember that the basic question on the interviewer's mind is "What can this person do for us?"
  1. Why do you want to work here?
  2. How do you feel you can help our company/organization?
  3. If you were choosing someone for this job, what kind of person would you select?
  4. Why do you want to go into the \_\_\_\_\_ field?
  5. If you could have your choice of any job, what would you do?
  6. What do you expect in this job that you were not getting in your past jobs?
  7. If you feel you have any weakness with regards to this job, what would it be?
  8. How do you feel about evening work?
  9. How would you handle this problem? (After Interviewer describes problem)
  10. What does your spouse think about the kind of work you do? How about this job?
  11. Are you considering other positions at this time? How does this one compare with them?
  12. Assuming we make you an offer, what do you see as your future?

13. What does success mean to you? How do you judge it?
14. What are the things that motivate you?
15. How do you spend your spare time?
16. What have you done to improve yourself during the last year?
17. Do you plan to get further education, degrees?
18. What are your short range/long range goals? How did you expect to meet them?
19. How did you like working at \_\_\_\_\_ company? Why?
20. Why did you leave your last job?
21. How long have you been out of work?
22. What have you been doing since you left your last job?
23. Tell me about your greatest achievement/disappointment in life.
24. What did you like best/least in your last job?
25. What are some of your weaknesses/strengths?
26. What are some of the more difficult problems you encountered in your past jobs? How did you solve them?
27. In your last job, how much of the work did you do on your own, and how much as part of a team? Which do you enjoy more?
28. Did you ever make any suggestions to management? What happened?
29. What has kept you from progressing as fast as you would have liked?
30. What do you think management could do to make you function more effectively as an employee?
31. How do you deal with frustration and pressure at work?
32. Are you geographically mobile, either now, or in the future?
33. What is your leadership style?
34. Tell me about the best/worst boss you ever had.
35. Everybody has pet peeves. What are yours?
36. Everybody likes to criticize. What do people criticize about you?
37. What else do you think I should know about you?

There are some questions or comments of a more difficult nature to which answers should be prepared in advance. Typical of these are:

38. Do you think your education qualifies you for this position.  
(When applicant does not have a degree).
39. You don't have the experience/background for this position.  
How could you handle it?

40. We were thinking of an older/younger person for this job.
41. You are overqualified for this position, aren't you?
42. Salary questions, early in the interview: (See section on negotiating salary).
  - What are your financial needs?
  - What is the minimum salary you would accept?
  - What is your salary history?
43. Are there any questions you would like to ask about the job/company?

There is another set of questions which are still asked although these types are not permissible under the Human Rights Code. Remember that what you are trying to convey is that you can do the job well. The most effective way to do this is to attempt to read between the lines and answer regarding your ability to do the job. For example:

How is your health?

Often means: Do you have an illness or handicap which will affect your work, cause you to take excessive sick days; will you try to claim WCB benefits, etc.

Answer: (especially if you do have health problems)  
"I only took \_\_\_ sick days a year in my last job. I have no health problems which will affect my ability to do the job".

Questions relating to family situations, religion, age, marital status, ethnic origin, handicapping conditions, etc., are not legal. It is important to know which of these questions are permissible under your Provinces' Human Rights Code. This information can be obtained by calling the Human Rights Commission and asking for their Employment Interviews pamphlets. If you are asked a forbidden question and if you don't want the job or know you didn't get it, report the employer to the Commission, which in turn may advise the employer of questions which they should not be asking.

There is another type of question that is addressed specifically to women applicants. These questions seek to explore how a woman's career affects her family responsibilities and her lifestyle. Although illegal, they continue to be asked. It is advisable to prepare for them, and to be able to deal with them in a positive and non-defensive manner. Examples of questions addressed to women are:

1. Do you have plans for getting married?
2. Are you planning to have (more) children?
3. What child care arrangements have you made?
4. How do you feel about attending conferences with men?
5. What problems would you have in supervising men?

INTERVIEW QUESTIONS  
FACTOR RELATED

QUALITY OF WORK:

- . WHICH WOULD YOU SAY WOULD BE YOUR STRONGEST POINT:  
THE AMOUNT OF WORK YOU DO OR THE QUALITY?
- . WHAT DO YOU DO TO ENSURE THAT THE WORK YOU DO IS OF GOOD  
QUALITY AND ERROR FREE?
- . WHAT DO YOU CONSIDER IS MORE IMPORTANT... GETTING ALL OF  
YOUR WORK DONE OR DOING A GOOD JOB ON WHAT YOU GET DONE?
- . HOW OFTEN WOULD YOU SAY YOUR WORK HAS TO BE REDONE?

VOLUME OF WORK:

- . WOULD YOU RATHER WORK IN AN ENVIRONMENT WHERE THERE IS  
FREQUENTLY MORE TO BE DONE THAN TIME AVAILABLE TO DO IT IN  
OR WHERE THE WORK IS EQUAL TO THE TIME AVAILABLE?
- . HOW WOULD YOU DESCRIBE YOUR SPEED OF WORK IN COMPARISON  
TO OTHERS? FASTER? ABOUT THE SAME? SLOWER?
- . WHEN ARE YOUR BEST HOURS DURING THE DAY FOR YOUR MOST  
PRODUCTIVE EFFORTS?
- . TO WHAT EXTENT DO YOU EMPLOY "SHORTCUTS" AND "TRICKS OF THE  
TRADE" THAT YOU MIGHT HAVE LEARNED ON YOUR PREVIOUS JOBS?  
CAN YOU DESCRIBE SOME TO ME?

PLANNING:

- . DESCRIBE HOW YOU ESTABLISH PRIORITIES BETWEEN ALL THE DIFFERENT THINGS YOU HAVE TO DO IN A GIVEN DAY?
- . HOW DO YOU MAKE SURE THAT YOU OBTAIN ALL THE INFORMATION YOU NEED TO DO YOUR JOB CORRECTLY?
- . DESCRIBE HOW YOU KEEP TRACK OF ALL THE THINGS YOU HAVE TO DO?
- . WHAT DO YOU DO WHEN YOUR SCHEDULE IS UPSET BY UNFORSEEN CIRCUMSTANCES?
- . WHAT TECHNIQUES HAVE YOU DEVELOPED TO HELP YOURSELF OR OTHERS GET ORGANIZED?

CO-ORDINATION:

- . HAVE YOU EVER HAD AN ASSIGNMENT TO TRAIN OTHERS?
- . HOW DID YOU PREPARE FOR IT?
- . WHEN YOU ARE CO-ORDINATING THE WORK OF OTHERS HOW DO YOU REMEMBER ALL THEIR ASSIGNMENTS?
- . WHEN YOU ARE CO-ORDINATING THE WORK OF OTHERS HOW DO YOU ENSURE THAT YOUR NOT ASSIGNING TOO MUCH TO ONE AND NOT ENOUGH TO ANOTHER?
- . DESCRIBE HOW YOU WOULD SET UP A MEETING TIME FOR FOUR OR MORE PEOPLE FORM DIFFERENT DEPARTMENTS?

PROBLEM SOLVING:

- . WHEN YOU ENCOUNTER A PROBLEM ON YOUR JOB, HOW DO YOU DECIDE ON THE RIGHT COURSE OF ACTION?
- . THE LAST TIME YOU HAD A DAY WHEN NOTHING SEEMED TO GO RIGHT, HOW DID YOU REACT?

PROBLEM SOLVING (CONTINUED)

- . WHAT ARE SOME OF THE MOST COMMON PROBLEMS YOU ENCOUNTER IN YOUR WORK AND HOW DO YOU DEAL WITH THEM?

INTERACTION WITH OTHERS:

- . WOULD YOU SAY YOU PREFER TO WORK WITH OTHERS OR WORK ON YOUR OWN?
- . HOW DO YOU HANDLE A SITUATION IF YOUR SUPERVISOR TOLD YOU TO DO SOMETHING YOU KNEW WAS INCORRECT?
- . DESCRIBE AN INSTANCE WHERE SOMEONE PROVIDED CRITICISM OF YOUR WORK. WHAT WAS YOUR REACTION?
- . HAVE YOU HAD SITUATIONS WHERE YOU HAD TO DEAL WITH CUSTOMER COMPLAINTS AND IRATE CUSTOMERS? DESCRIBE HOW YOU WOULD HANDLE THE SITUATION?
- . HOW WOULD YOU DESCRIBE YOURSELF IN THE WAY YOU DEAL WITH PEOPLE ON THE JOB?
- . WHAT KINDS OF PERSONS DO YOU LIKE MOST/LEAST TO WORK WITH?

VERBAL COMMUNICATIONS:

- . HOW DO YOU FEEL ABOUT YOUR CONVERSATIONAL ABILITY?
- . DO YOU CONSIDER YOURSELF A GOOD WRITER? WHY?
- . ARE YOU A NATURAL SPELLER?
- . WOULD YOU CONSIDER YOURSELF A FAST SPEAKER?
- . DO YOU EVER FIND YOU HAVE TO REPEAT YOUR INSTRUCTIONS?



KNOWLEDGE

- . ON YOUR MOST RECENT JOB DID YOU CONSIDER YOURSELF AN EXPERT?
- . WHAT DO YOU DO TO KEEP UP YOUR SKILLS IN PUNCTUATION AND GRAMMAR, PUNCTUATION, SPELLING, EDITING ETC.
- . WHAT WOULD BE THE APPROACH YOU WOULD USE TO LEARN HOW TO OPERATE A NEW PIECE OF EQUIPMENT?
- . HOW MUCH TRAINING HAVE YOU HAD ON YOUR PREVIOUS JOB?

COMMITMENT TO THE JOB:

- . IN WHAT AREA OF YOUR WORK DO YOU FIND THE GREATEST SATISFACTION?
- . HOW DO YOU APPROACH A TASK YOU DO NOT LIKE?
- . WOULD YOU DESCRIBE YOURSELF AS HIGHLY MOTIVATED TO YOUR WORK?
- . WHAT DO YOU THINK IS IMPORTANT IN ACHIEVING SUCCESS ON THE JOB?

ATTENDANCE:

- . HOW MANY DAYS OF WORK DID YOU MISS LAST YEAR? WHY?
- . DO YOU FEEL YOU HAVE TO ADHERE TO A SCHEDULE FOR STARTING AND QUITTING TIMES?
- . IF YOU HAD TO MISS WORK HOW WOULD YOU HANDLE IT?

DATA PROCESSINGSAFETY & MAINTENANCE

- . DESCRIBE ANY SAFETY AND MAINTENANCE PROCEDURES WITH WHICH YOU ARE FAMILIAR WITH.

DATA PROCESSING RELATED (CONTINUED)DOCUMENTATION:

- . DESCRIBE ANY TECHNICAL RECORDS OR LOGS YOU HAVE WORKED WITH.
- . HOW IMPORTANT DO YOU FEEL PAPER FLOW IS TO A DATA PROCESSING OPERATION PERSONS WORK?

KNOWLEDGE

- . WHAT KINDS OF EQUIPMENT HAVE YOU USED?

## HANDLING UNEMPLOYMENT GROUPS

### NEGOTIATING THE SALARY

A very commonly asked question is how to respond to an interviewer's question about salary expectations. Remember that your salary expectation should not be discussed by you until you are completely clear about the job title, job responsibilities, and the range to be expected for the position in other settings. The following will deal with salary negotiation once the job has already been offered.

There must be a distinction made between positions which have a salary attached to them which is non-negotiable and those which are negotiable. Non-negotiable positions will often be found in Social Service Agencies, unionized settings, government positions, and in positions funded by a Grant. Such positions may have a small range or grid system, but usually require that new employees start at the bottom level of the range. Part of your research should include whether this is the case, and if so there is no point in negotiating around the salary. However, in some rare instances, if the position offers a lower salary than you feel your skills warrant, you may be able to negotiate around other benefits. For example, you may be able to negotiate an extra weeks paid holiday, a slightly reduced work week, or extra responsibility which may bring extra salary money with it. Again, the latter should only be done if your research has shown you that such negotiating room is possible, and if you are absolutely sure that you are a valuable commodity to your new employer.

Salary negotiation is possible in many corporate settings, and particularly for middle or upper management positions. In these situations there is often a very wide salary range linked with experience and background, and in the private sector if you can demonstrate that you can bring profits to the organization, there is often monetary reward in the form of a higher salary. If you are clear that the position you are applying for falls into this category rather than the category discussed above, then it is greatly to your advantage to negotiate a good salary offer. Your success in negotiating will depend on your confidence in your own value to the company, and a clear understanding of your prospective employer's goals and problems. Hopefully you will have already demonstrated in the interview process your strengths and experience, and how these can be an asset to the employer. Remember that the negotiation process should only start after you are sure that you will be offered the position.

Often, once the interviewer has decided to offer you the position, they will have a starting salary figure in mind. This figure will often be at the lower end of the range so that there is room to improve the offer in the event that the interviewee does not accept it.

NEGOTIATING THE SALARY ... 2

Most business people will want to buy your services at the lowest reasonable price since their goal is to reduce costs. Your responsibility is to demonstrate that you have something valuable to offer and that you require the highest reasonable price.

Most consultants advise that it is crucial that the interviewer mention a figure first. If the interviewee states a figure first this will interfere with the negotiation process. The following are some suggestions which will help your success in the negotiation process:

1. If the salary issue immerges before the actual job offer is discussed, ask that your answer be postponed until you know more about the job. For example, "For the right job I believe I would be flexible. Can you tell me a little bit more about the responsibilities?". Once the nature of the job is clear your best response is to find out what the interviewer has in mind. For example, "What is the salary range for this position?" or "I can't presume to know what this job is worth at this point. I am sure you have a figure in mind. What did you have in mind?".
2. If the interviewer insists on knowing your present or previous salary there are several possible responses. "I would prefer to fit into the organization's current salary ranges". Or, "I feel that at this point in my career I wish to earn the salary level which is related to my skills and experience, and my previous salary did not really reflect those". Or you may answer with a statement about what you expect to be making in the future. For example, "I expect that the job you have described should be worth a salary of approximately \$40,000. in three-years". Then leave the starting figure up to the interviewer.
3. If the interviewer asks you how much you need to live on remember that this is irrelevant, eg. you want to be paid what you are worth, not what you need. For example, "Money isn't my highest priority, however, I know I could do this job extremely effectively and that I would be an asset to your organization. So I feel my salary should be based on my value to you. I am sure that you have a fair income structure for this position, how much did you have in mind?".

## NEGOTIATING THE SALARY...3

4. When the interviewer does mention a figure, the best response is a thoughtful silence. This shows that you are considering the offer, and also shows that you are not satisfied with it. Many times the interviewer will offer a higher figure without further discussion as a response to your silence. If, however, you are asked for a reaction you may respond by saying that although you are enthusiastic about the job and the organization you feel the salary offer does not completely reflect the responsibilities nor the contributions that you are prepared to make. Then be silent again, and wait for the interviewer's next move. Sometimes the interviewer is not able to raise the offer without checking with someone else. In this instance the best procedure is to reiterate your enthusiasm for the job and suggest that possibly you can continue your discussion at another meeting the following day.
5. If it's clear that the interviewer cannot raise the initial offer, and you would still like to accept the job, you may suggest a six month review based on your demonstrated value. Or you may ask for additional responsibilities or additional benefits.
6. Once you have negotiated the highest possible salary offer, have been given details of the benefits package, it is suggested by most consultants that you ask for at least 24-hours to make a decision. This allows you to think about all the issues which may not have come up under the stress of the interview, and you may have questions arise which will help you to make your decision. As well, you may think of another negotiating tactic which you did not think of at the time.

The above process is not an attempt to cause you to appear "hard to get". Its importance lies in the foundation you have set through the interview process in demonstrating your value to the employer, and in the acknowledgement that you expect this worth to be acknowledged through your salary. Employees that handle themselves well during the salary negotiations are often treated with greater respect by the employer once they begin working. It also sets a tone for future advancement within the company.

1. Job applied for: \_\_\_\_\_
2. Company name: \_\_\_\_\_  
Name/position of interviewer: \_\_\_\_\_
3. Questions that caused me difficulty in this interview.
4. Questions I handled well, and body responses.
5. My strengths in relation to this job.
6. My shortcomings in relation to this job?
7. Attractive features of this job.
8. Unattractive features of this job.
9. Information I should get if I'm offered a second interview.

## REFERENCES

### GOAL OF REFERENCE

- Potential employer is looking for confirmation; is what you have written in your resume and said in the interview consistent with how others see you.
- To determine personal style; how well you fit in the work environment.

### PROCESS

- Draft your own statement;
- Limit references to three people;
- Try to avoid people who hold grudges against you;
- If you must include an employer who you have had a disagreement with, be honest with the interviewer about the disagreement. But do not damage yourself in the process.

### INFORMATION SOURCES

Parting Company, Cabrera & Morin  
The Perfect Resume, Jackson

## THE DRAFT STATEMENT

### POINTS TO BE COVERED:

How does the reference know you?

What was your working relationship?

### SKILLS AND ACCOMPLISHMENTS

- what did you do particularly well?
- what contributions did you make?
- what kind of supervisory leader, manager, etc., were you? (autocratic, democratic, etc.)
- how did you get along with co-workers?
- were you a self-starter?
- why did you leave the job?

Review statement with references and reach an agreement.

BIBLIOGRAPHY



BIBLIOGRAPHY OF SUGGESTED READING MATERIALMarketing Yourself

Girard, Joe &  
Casemore, Robert, How to Sell Yourself  
Warner Books

Girard, Joe &  
Brown, S.H., How to Sell Anything to Anybody  
Warner Books

Catalyst Marketing Yourself (For Women: Available at  
Women's Bookstore)  
Bantam Books

Starting Your Own Business and Consulting Business

Applegath, J. Working Free, Practical Alternatives to the  
9 to 5 Job  
Executive Books Amacom

Bailey, G., Succeeding as a Free-Lance Entrepreneur  
Lester, Orphen & Dennys Ltd.

Stress

Charlesworth, Edward A.  
& Nathan, Ronald G., Stress Management

Hanson, P.G., Joy of Stress, Hanson Stress Management Organization  
1985

Selye, H., Stress without Distress  
Signet 1974

Booth, A.C., Stressmanship, Severn House Publishers Ltd. 1985

Assertiveness

Smith, M. When I say No, I Feel Guilty  
Bantam, 1975

BIBLIOGRAPHY OF SUGGESTED READING MATERIAL

- Anises & Baichman, What Jobs Pay  
Hurtig, 1984
- Bolles, R. N., What Color is Your Parachute?  
Ten Speed Press, 1985
- Figler, H., The Complete Job Search Handbook  
Holt, Rinehardt & Winston, 1979
- Half, R., The Robert Half Way to Get Hired in Today's  
Job Market  
Bantam Books
- Howe, Leland W., Taking Charge of Your Life  
Argus Communications
- Jackson, Tom, Guerilla Tactics in the Job Market  
Bantam Books, 1978
- Jackson, Tom, The Perfect Resume  
Anchor Books, 1981
- Lakein, Alan, How to Get Control of Your Time and Your Life  
Signet, 1973
- Landau, S., &  
Bailey, G., The Landau Strategy, How Working Women Win Top Job  
Lester, Orphen & Dennys Limited
- Morin, W.T., &  
Cabrera, J.C., Parting Company  
Harcourt Brace, 1982
- O'Neil, N. &  
O'Neil, G., Finding Security in Changing World  
M. Evans & Co., Inc.
- Sher, B. Wishcraft  
Ballantyne Publishing

RECOMMENDED FILMS (Available for Public Libraries)

"Coping with Stress" - Best for professionals or white-collar audience	18 Minutes
"Stress Health & You"*	17 Minutes
"Stress and You: Learning to Cope"*	13 Minutes
"Stress and You: Relaxation Techniques"*	11 Minutes
*Series by Molby Productions. Can be viewed as a series or individually.	
"Stress Distress" - Good description, but not on solutions (can be ended before and solutions dealt with by the facilitator).	21 Minutes

APPENDICES

## APPENDICES

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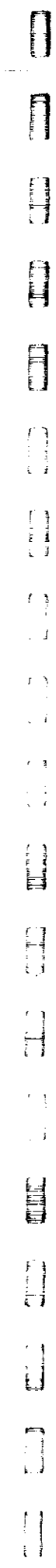
APPENDIX I	Buddy's Resume Checklist
APPENDIX II	Motivation: Supports & Barriers
APPENDIX III	Resume Outline
APPENDIX IV	Case Study: Time Management
APPENDIX V	Goal Setting & Time Management
. Appendix Va	. Goal Sheet
. Appendix Vb	. Force Field Theory
. Appendix Vc	. Time Management Daily Log
. Appendix Vd	. A "Do" Plan
APPENDIX VI	Job Loss Lecturette
. Appendix VIa	. Job Loss/Job Search Strategies
. Appendix VIb	. Job Loss Stages Diagram
. Appendix VIc	. Coping Aspects
. Appendix VID	. Self-Esteem Exercise
APPENDIX VII	Job Loss Commonalities
APPENDIX VIII	Factors Related to Emotional Shift in Unemployed People

HANDLING UNEMPLOYMENT GROUPSBUDDY'S RESUME CHECKLIST

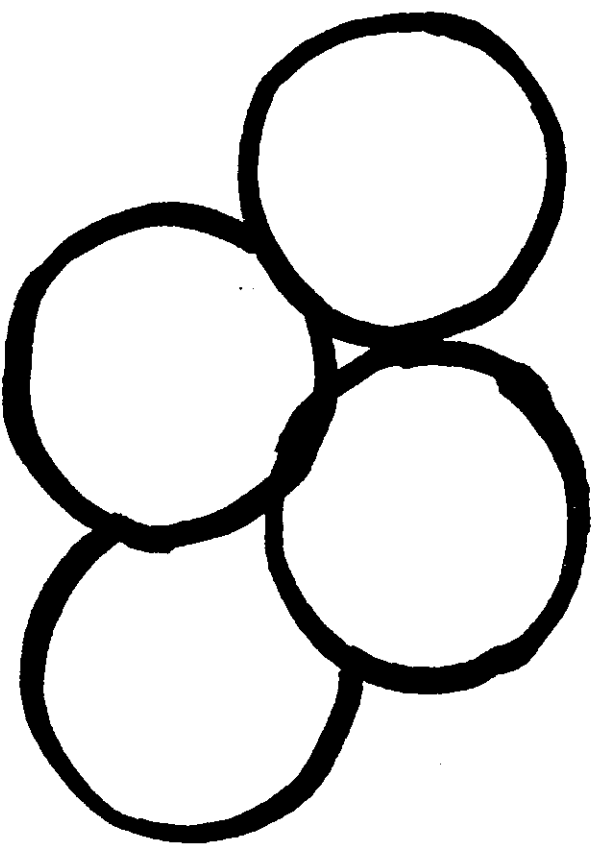
USE THIS FORM TO CHECK IF EACH OF THE FOLLOWING POINTS ARE COVERED IN YOUR BUDDY'S RESUME. WRITE IN SUGGESTIONS/OR COMMENTS ON IMPROVEMENTS

ITEM	CHECK (✓) IF ANSWER IS YES	SUGGESTIONS FOR IMPROVEMENTS
Does it stress accomplishments over skills and duties?		
Is the resume clear? Is it easy to get a "picture" of the writer's qualifications?		
Is irrelevant personal information left out?		
Does it include positive self evaluation?		
Is the language clear and understandable?		
Does it emphasize benefits for a potential employer?		
Does it make the reader want to read it?		
Is it well printed on good professional looking stock?		
Does the layout invite attention? Do strong points stand out?		
Do the sentences begin with action words?		
Is it brief, to the point, and clear?		
Does it sell the writer's problem-solving skills?		

OTHER SUGGESTIONS



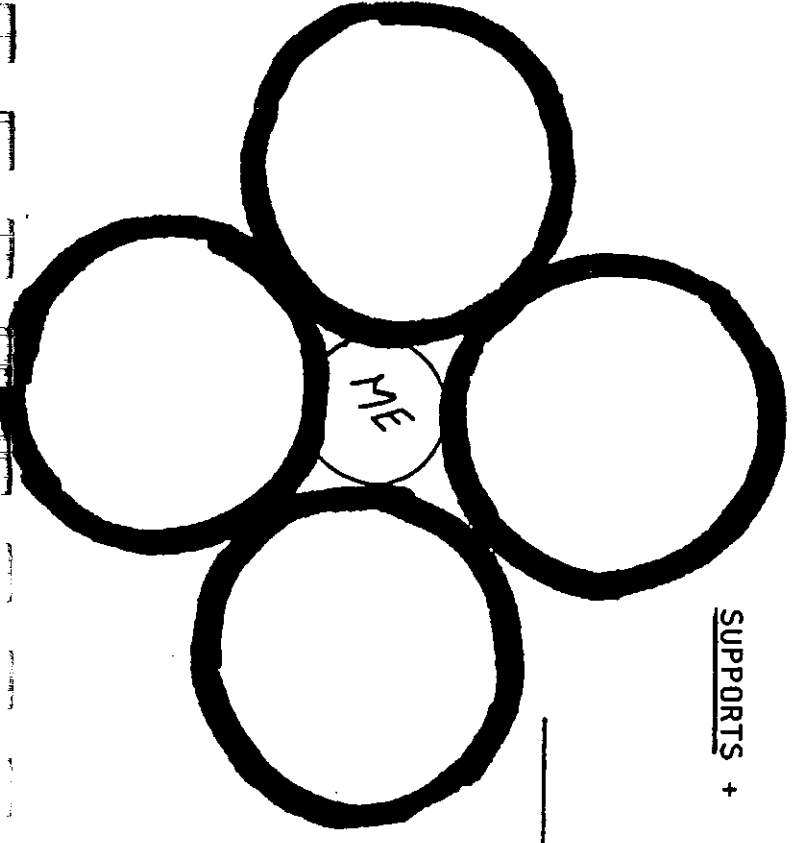
ADDITIONAL RESOURCES NEEDED



MOTIVATION

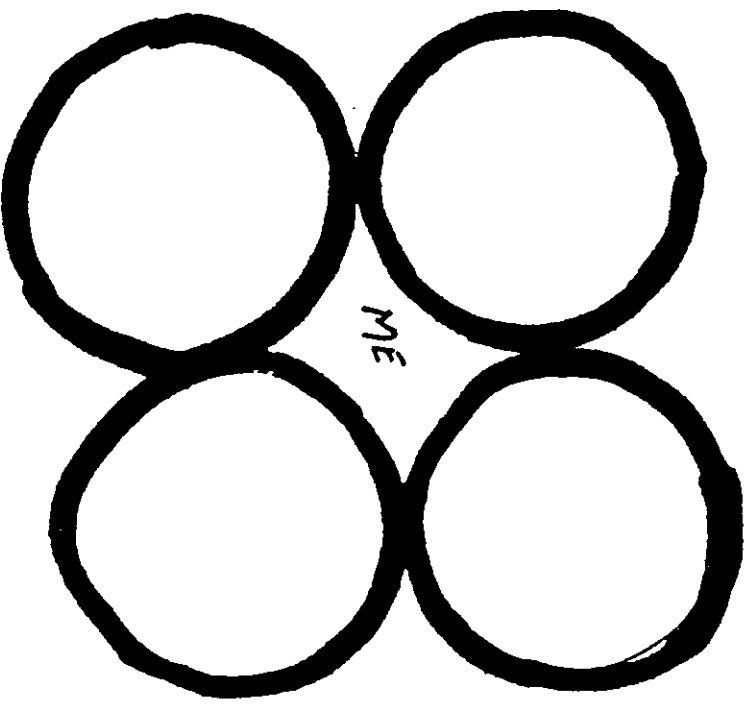
EXAMINE YOUR SUPPORTS + BARRIERS  
+ WHICH ADDITIONAL  
RESOURCES ARE NECESSARY  
TO GET TO YOUR GOAL.

SUPPORTS +

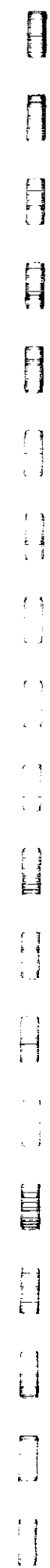


GOALS

BARRIERS -







RESUME OUTLINE

PLEASE PRINT (IN PENCIL), NO ABBREVIATIONS  
CAPITALIZE ONLY THOSE LETTERS TO BE TYPED WITH A CAPITAL

NAME: \_\_\_\_\_  
 ADDRESS, APT. \_\_\_\_\_  
 CITY & PROVINCE \_\_\_\_\_  
 POSTAL CODE \_\_\_\_\_  
 TELEPHONE \_\_\_\_\_

SUMMARY OF EXPERIENCE (Optional)

(A BRIEF DESCRIPTION OF YOUR SKILLS OR WORK EXPERIENCE)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EDUCATION

e.g.: 1974-1978 B.A. (psychology)  
 University of Toronto, Toronto

Years		Most recent degree/diploma
_____	_____	Name of Institution
_____	_____	City (or Country)

Years		Next degree/diploma
_____	_____	Name of Institution
_____	_____	City (or Country)

Years		Next degree/diploma
_____	_____	Name of Institution
_____	_____	City (or Country)

WORK EXPERIENCE

Skill: \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Skill: \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Skill:

\_\_\_\_\_

\_\_\_\_\_

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

4.

\_\_\_\_\_

5.

\_\_\_\_\_

6.

\_\_\_\_\_

Skill:

\_\_\_\_\_

\_\_\_\_\_

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

4.

\_\_\_\_\_

5.

\_\_\_\_\_

6.

\_\_\_\_\_



RESUME OUTLINE

PROFESSIONAL AFFILIATIONS (If Appropriate)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

LANGUAGES (Optional)

\_\_\_\_\_ (If fluency is  
 \_\_\_\_\_ applicable to  
 \_\_\_\_\_ your career.)

INTERESTS (Optional)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

OTHER INFORMATION TO BE INSERTED

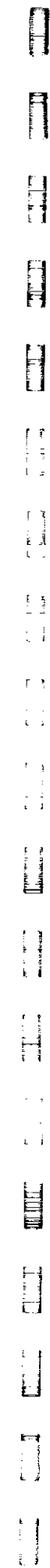
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 \_\_\_\_\_

REFERENCES: Upon request.



# HANDLING UNEMPLOYMENT GROUPS

3101 Bathurst Street, 5th Floor, Toronto, Ontario M6A 2A6 (416) 789-9260

## CASE STUDY: Time Management

Tom, a group member, is complaining that he just does not have enough time to do his job search properly. There are too many chores and interruptions that arise daily. He has been unemployed for two months. He has two school age children, 8 and 10, and his wife works full time.

### A typical day:

Everyone gets up at 7:30 AM. By 8:30 Tom has made lunch and breakfast, and has gotten the children out the door. His wife leaves by 8:45.

8:45 - 9:45 - Cleans up the kitchen, and has one phone conversation.

9:45 - 11:00 - Tom feels he needs a break, so he looks over the want ads with a cup of coffee. He then realizes that there are not many ads and gets side-tracked to the sports page and the rest of the newspaper.

Realizing that it is 11:00 Tom starts to become nervous that the morning is disappearing and he still has not written his cover letter for the ad he saw on the week-end, and his resume needs work.

Tom works until 12:30 when the phone rings. It is a telephone marketing research survey, in which he agrees to participate.

12:50 - His concentration is broken so he eats lunch.

1:30 - Starts to work on his resume but then begins to feel the usual guilt that his wife is working and he is not. Therefore, he feels that since she is working he should clean the house so that she does not have to. As well he feels guilty that she should have to make dinner after a day of work. He also sees the dirty laundry that needs to get done.

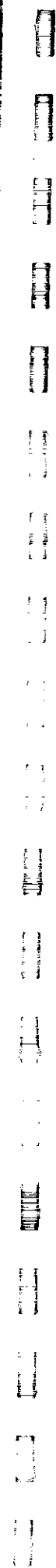
At night before going to sleep Tom feels terrible. He did not accomplish much in his job search. He did not really have time to do anything he really likes to do, like his daily exercise routine.



Questions

1. How will Tom ever get a job? How can you help him?
2. Come up with a plan for the next few days, keeping in mind Tom's responsibilities, his needs and desires, and particularly his need to set priorities.
3. Set long and short term goals for Tom. List the priority areas that he must accomplish. Prioritize these and create a Time Pie for Tom.

EP/mat



## GOAL SETTING & TIME MANAGEMENT

### PURPOSE:

To help people structure their time and to reduce stress.

To impart time management tools.

### MATERIALS:

Flipchart  
To Do Plan Worksheet  
Time Management Planning Sheet  
Goal Sheet  
Time Log

### TOTAL TIME:

70 Minutes

### PROCEDURE I: GOAL SETTING

1. Share following quote:

Alice: "Would you tell me, please, which way I ought to go from here?"

Cheshire Cat: "That depends on where you want to get to."

Alice: "I don't much care where."

Cheshire Cat: "Then it doesn't matter which way you go."

2. Explain importance in times of transition of having a goal and being structured. Structure is a basic need which is a means to an end of achieving things, and therefore feeling better about one's self.

As well, one must have goals in order to not waste time. Wasting time is a sure-fire road to stress.

3. Have people complete Goal Sheet (see attached).
4. Next, have each group member write down a specific action plan to be prepared for each step (including deadlines):

Example: Writing Resume

- a) Find out about typing/word processing services.
- b) Obtain a book on resume preparation.
- c) Complete Resume Outline form from H.U.G.
- d) Spend two hours per day until completed.
- e) Check with counsellor and modify.
- f) Get it professionally typed or word processed.

5. Now, have group members look over their action plans and ask the following questions:
- a) Is it realistic, given other pressures and are the deadlines realistic?
  - b) Is it specific?
  - c) Is it positive (i.e., not what you are not going to do, but what you are going to do)?

If the answer is yes, now move on to Time Management principles. If no, group members should re-organize goals with the assistance of leader(s).

6. Group members should do such a plan for each step, at home, on their own.

TIME: 30 Minutes

## PROCEDURE II: TIME MANAGEMENT

- 1) Have group members do time log for typical one to two-day period during the week in order to see how they are spending their time.
- 2) Discuss Principles of Time Management, as follows:

### PRINCIPLES OF TIME MANAGEMENT

#### Introduction

Many people who are unemployed find they have too much 'time' on their hands. They are overwhelmed by the emotional impact of being unemployed and not having any structure to their day.

If one's time is well-managed and planned, people cope better with their period of unemployment. Well-managed time can:

- > prevent job search burnout;
- > help eliminate stress by planning activities, having a sense of daily accomplishment;
- > keep up the momentum of the job search;
- > help maintain good work habits;
- > increase self-esteem.

## Principles

There are two basic principles of time management:

1. One must value one's self. This is shown by not allowing for interruptions and by being assertive with friends and family. An unemployed person is often viewed as someone who has 'nothing to do', and can therefore help out with others' emergencies. It is the job of the unemployed person to remind people that his or her job hunt is a full-time undertaking. Certainly the unemployed person should take lunch breaks and coffee breaks, and the day should be no longer than for those who are employed.
2. Know yourself. Know during what time of the day you function best. Are you more alert in the early part of the day? Do you write best in the evening? When is your low energy time of day? What are your goals?
3. There are three types of daily activities:
  - a) **HIGH PRIORITY** including anything you feel must be done for survival. (Examples: Personal hygiene, child-care responsibilities, job search-related tasks, contact with close friends and relatives.)
  - b) **MEDIUM PRIORITY** includes very important, but not essential tasks. (Examples: Stress reduction-relaxation time, exercise, contact with supportive people.)
  - c) **LOWER PRIORITY** includes things that might be done, but can be put off. (Examples: Some job contacts, planning a holiday, writing a letter to a friend, calling a particular person, getting the car fixed.)

Each person will have his/her own priorities and will rate goals differently.

4. Explain Force Field Theory (see attached illustration).

In every situation, there are forces which help us move towards our goal and barriers which keep us from our goal. (Like a basketball game, your team helps you to get to the basket, but the opposing team is trying to keep you from the basket.)

It is important in looking at your goals to think about what activities you need to build in to bolster up your 'team'. For example, if jogging in the morning gives you energy, be sure this is built into most daily plans.

Time: 20 Minutes

5. Have group members refer back to their most important goal and steps, and have them make a list of (A, B, C) activities needed. This is called 'prioritizing their goals/action plan'.

Time: 5 Minutes.

6. Break into small groups of two or three. Be sure group members include all A and most B, and if there is time, C activities. Advise small group members to help each other with their schedules.

Note: Leader(s) should circulate among small groups to assist people and to make sure they are being realistic about their goals and plans.

Time: 15 Minutes.

7. Advise group members that each night is a good time to prepare a 'To Do' list for the next day so that they have not only a structure, but the satisfaction of crossing off activities as they complete them.

#### PROBLEMS & ISSUES:

1. This session is compacting much content into a very short time frame. It is important to try to simplify the concepts as much as possible.
2. People may feel anxious about having to set goals. Some people are not 'writers' and do not have the will nor discipline to prepare a 'To Do' plan. It is important to point this out, to validate this, but to also point out to group members the need to at least think about what they need to do the next day.
3. This section provides people with tools. It is important to check back in subsequent session to see if the tools were useful and if people are using the concepts in their lives.

## GOAL SHEET

A major goal within the next (week/month/year) is:

for

---

What steps must I take to reach this goal?

STEPS	BY WHEN?	HOW LONG WILL IT TAKE?
-------	----------	------------------------

**Example:**

If your goal is to be re-employed within six months, some of the following steps are necessary:

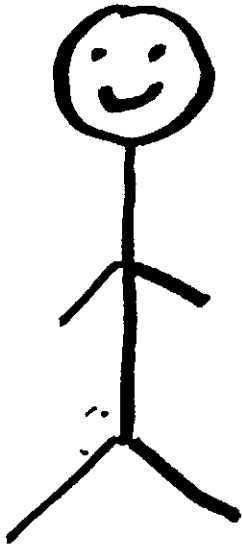
1. Prepare a resume.
2. Find out where you can look for a job.
3. Write letters of application.
4. Make telephone and personal contacts.
5. Deal with your stress level:
  - .Exercise
  - .Diet
  - .Have a time plan
  - .Enjoyable hobbies/activities
6. Have a quiet time set aside each day to write.
7. Obtain support from friends and family. Keep up regular contacts.

# HANDLING UNEMPLOYMENT GROUPS

3101 Bathurst Street, 5th Floor, Toronto, Ontario M6A 2A6 (416) 789-9260

## FORCE FIELD THEORY

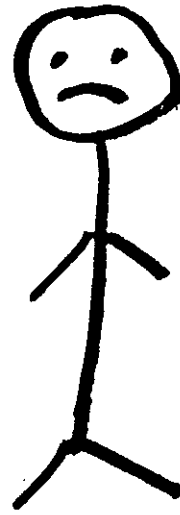
+ POSITIVE  
PUSH



FORCES THAT PUSH  
YOU TOWARDS YOUR  
GOAL

GOAL  
GOAL

- NEGATIVE  
PULL



FORCES THAT PULL  
YOU AWAY FROM YOUR  
GOAL



TIME MANAGEMENT DAILY LOG

TIME	ACTIVITY
MORNING	
AFTERNOON	
EVENING	
MORNING	
AFTERNOON	
EVENING	

A "DO" PLAN

In order to make this plan; Look at YOURSELF, NOT at anybody else. You only can control what you do. You can't change others.

There are 6 elements of a good "do" plan:

1. Small It is manageable, both in terms of time and what you are going to do.
2. Specific It is definite and detailed; it is something you can visualize yourself doing.
3. Reasonable It makes sense; you see value in doing it.
4. Positive It is NOT what you are not going to do; it IS what you are going to do.
5. Repetitive It is something you can do fairly often.
6. Independent It is not dependent on what someone else does.

DON'T UNDERESTIMATE THE POWER OF PUTTING YOUR PLAN IN WRITING.

## JOB LOSS LECTURETTE

- 1) Begin by asking group to brainstorm (define 'brainstorming'):  
  
    .What do you lose when you lose a job?  
    .How does it feel when you lose a job?
- 2) Discuss the fact that a job is a loss and as with any loss, one experiences strong emotions. Grieving over job loss is a natural as grieving over the loss of a loved one, a divorce, or a death. Relate this back to the list of words group members came up with when brainstorming. Point out how our self-image is so closely linked to work. Again, refer to the words they came up with.
- 3) Read quotes from Unemployment: Its Impact on Body and Soul, if appropriate (see Bibliography).
- 4) Present Job Loss Stages, but first emphasize that this is a theory and a model. Since everyone is unique, not everyone will fit into this theory. If it fits, use it. If not, ask them to think about how their own process has been different. Allow enough time for discussion of how people do and do not identify with the stages of job loss.

Time: 25 Minutes

- 5) Present flipchart diagram of Job Loss Stages and the stick figures.
- 6) Break into small groups and answer the following questions:
  - a) How has it been for me? What aspects of the theory can I relate to?
  - b) What kinds of positive activities or techniques have I found that have helped me get through this difficult time? (People in small groups make a list and present their ideas to entire group.)
- 7) Present information on Skills That Help People Cope Well.
- 8) Pass around the Personal Assessment cards and have people complete the sentences. (One card per person. If group is small, can go around again with a new card for everyone.)

NOTE I:

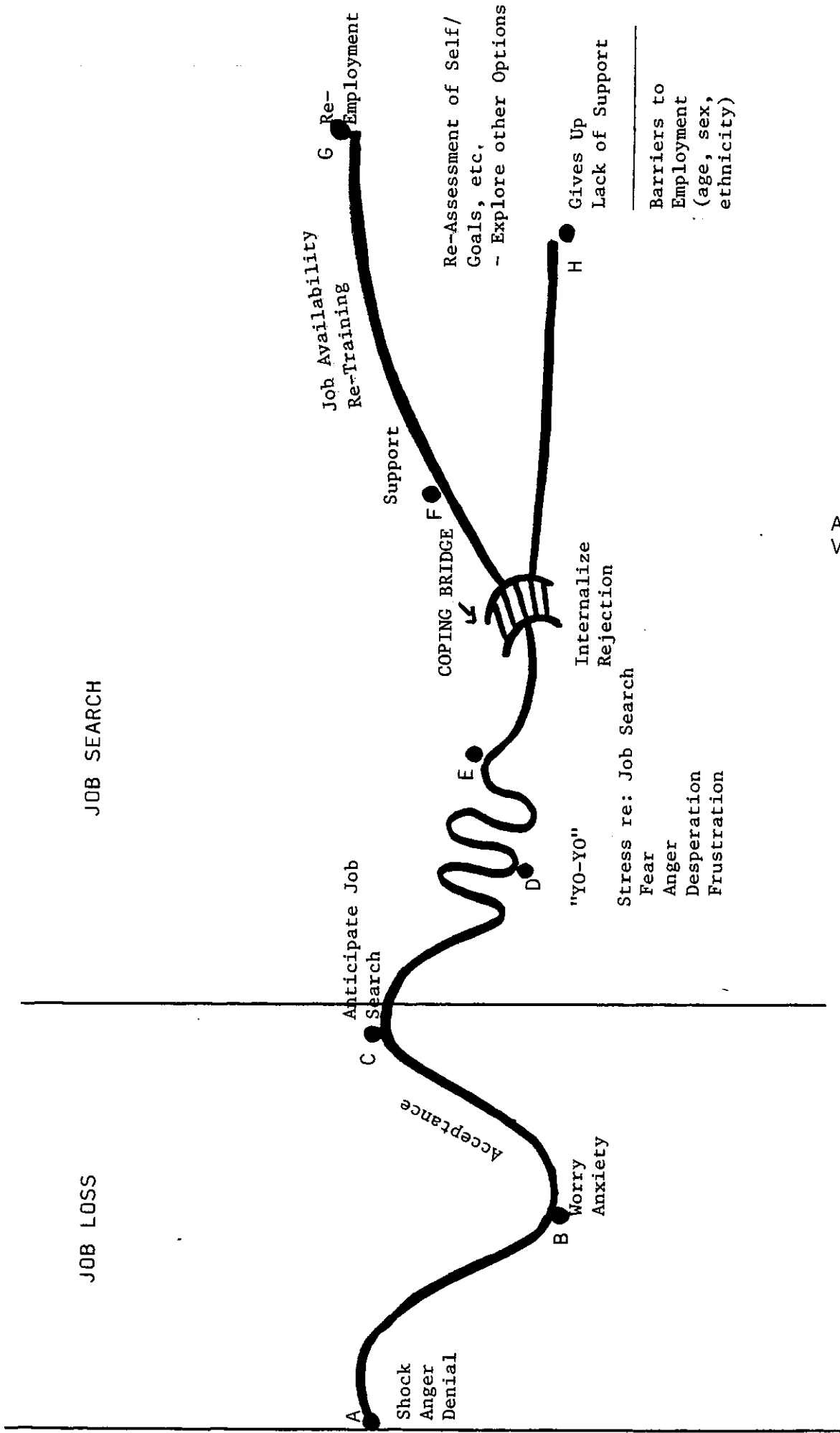
The Job Loss section can be very emotional due to the psychological factors that are discussed. Be sure that the atmosphere is very supportive and that at the completion of this section, people are focusing on strengths rather than depression and despair.

NOTE II:

If there is extra time at end of this section, leader(s) can begin Stress Management (see Session III).

JOB LOSS

JOB SEARCH



APPENDIX  
VIA

JOB LOSS STAGES



Assumptions

- .I am a skilled person.
- .I value the goal of job acquisition.
- .If I want a job, I must apply.
- .If I apply for a job, I will get it.

Rejection Letters

Lack of responses to telephone calls.



Results

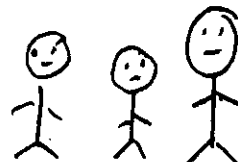
- .Discomfort
- .Conflict between assumption and realities.
- .Confusion.

Search Harder



Results

- .What is wrong with me?
- .I feel futility and despair.
- .I guess I had better lower my standards for the job I expect to get.



Family and friends begin to be critical of joblessness -  
 "...you are not tryin hard enough..."

## COPING ASPECTS

- 1) SUPPORT
- 2) RE-ASSESSMENT OF GOALS
- 3) JOB SEARCH SKILLS
- 4) KNOWLEDGE OF COMMUNITY RESOURCES AND HOW TO USE THEM
- 5) STRESS MANAGEMENT AND SELF-AWARENESS
- 6) DEALING WITH SELF-BLAME; UNDERSTANDING THE CAUSES OF UNEMPLOYMENT
- 7) AWARENESS OF AND ABILITY TO DEAL WITH FEELINGS
- 8) SEEKS OUT POSITIVELY REINFORCING SITUATION
- 9) KNOWLEDGE OF OPTIONS (EG. JOB MARKET, RE-TRAINING POSSIBILITIES)
- 10) KNOWLEDGE OF SKILLS AND ABILITIES
- 11) ABILITY TO USE TIME CREATIVELY/CONSTRUCTIVELY (EG. HOBBIES, VOLUNTEER WORK, ETC.)

## Self-Esteem Exercise

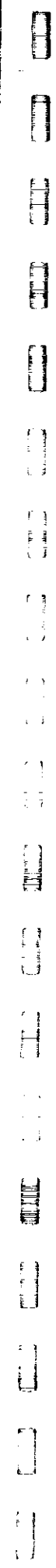
Use the following exercise as an energizer, to make people feel good. Can be done several times during the course of the 9 sessions, when people need a lift.

1. Put each statement on a card.
2. Give out cards face down and ask people not to look at them.
3. Have each person read their statement in turn, finishing the sentence.

Sample Statements:

1. Something I do well is.....
2. A strength I have is.....
3. When I am angry I cool off by.....
4. One situation where I helped someone is.....
5. One good quality I have developed over the years is.....
6. People like it when I.....
7. I help other people when I.....
8. One thing that gets me out of bed in the morning is.....
9. Something I appreciate about this season is.....
10. I am proud that I.....
11. One example of when I took control of a situation is.....
12. When I feel good I know the people I should avoid are those who.....
13. My favorite hobby/pastime is.....
14. Something that makes me feel hopeful is.....
15. When I feel down I cheer myself up by.....
16. When I feel bad I like to see those who.....
17. Something that I am learning is.....
18. I like myself best when.....
19. Since I have been unemployed I have had more time to.....
20. One positive thing about not working is.....



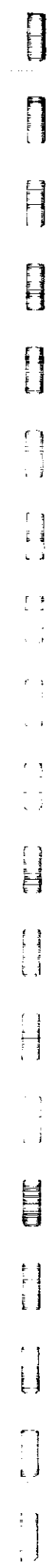


## JOB LOSS

COMMONALITIES:

1. Traumatic for everyone to some degree.
2. Upsetting to be in same group and rubbing shoulders in CEC with other unemployed people they had seen previously as lazy, shiftless, etc.
3. People cope better when they have a time line for re-employment and a belief that they will get another job.
4. People are fearful of rapid shifts in emotions and 'yo-yo' state.
5. Sole-support mothers experience most helplessness and panic re: becoming a 'welfare mother'.
6. If people lose more than one job in a short period, their feelings of anger, discouragement and helplessness are intensified.
7. Upward swing after period of apathy possible with support (group, re-training, re-assessment).

\*Need to help people achieve a balance between continuing to assume responsibility for getting a job while realizing that many factors are beyond their control (diminish self-blame).



**FACTORS RELATED TO EMOTIONAL SHIFT IN UNEMPLOYED PEOPLE****SHIFTS FROM POSITIVE TO NEGATIVE:**

Job Rejection  
Financial Pressure  
Family Problems  
Job Search Activities  
Thinking Negatively  
CEC (Not Helpful)  
Additional Job Loss  
Future Unknown or Negative  
Lack of English (for Immigrants)  
Cultural Work Ethic  
Training in Country of Origin Not Recognized  
Watching T.V.  
Drinking/Smoking  
Lack of Personal Support

**SHIFTS FROM NEGATIVE TO POSITIVE:**

Supportive Family/Friends  
Temporary Work  
Thinking Positively  
Job Support Group  
Plans/Acceptance for Re-Training  
Volunteer Work  
Initial Job Search  
Physical Exercise  
Taking Courses  
Vacation  
Change in Career Goal  
English Classes (for Immigrants)