



# Job Readiness Curriculum from Higher

**HIGHER, A TECHNICAL ASSISTANCE PROGRAM:** Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of this website are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

Job readiness is one of the most important components of resettlement as it helps clients prepare for and integrate into the American workforce. This course empowers clients to find and succeed in jobs in the United States. It also offers tools to help them understand their documents and their rights as American workers, career path options, and personal finances. As a requirement of employment programs, there are key topics which the Office of Refugee Resettlement (ORR) — an Office of the Administration for Children and Families, U.S. Department of Health and Human Services — expects job readiness courses to include. Higher, a technical assistance program of the Lutheran Immigration and Refugee Service (LIRS), presents a complete Job Readiness Curriculum for the field of refugee employment. Higher worked closely with the Office for Refugee Resettlement, the Department of Labor, the nine Resettlement Agencies, and local affiliates across the country to develop this curriculum.

The following nine topics should be covered in a standard job readiness course:

Section 1: Working in the U.S. and Traditional First Jobs	Section 6: Applying for Jobs
Section 2: Identifying Skills and Resume Creation	Section 7: Documents and Identification Cards Completing Hiring/On-Boarding Paperwork
Section 3: Professional Networking	Section 8: Workers' Rights
Section 4: Interviewing	Section 9: Succeeding in the Workplace & Changing Jobs
Section 5: Financial Literacy	

When assisting clients entering the American workforce, first identify the potential or previous barriers thwarting each client's employment. A common barrier for all clients is understanding how to navigate the American job search process. To minimize this challenge, it is essential to teach job readiness courses to all employable adults. Job readiness courses are six times more effective than job development services when used as an intervention service for low- or no-income adults of all skill levels.<sup>1</sup> Job readiness classes teach newly arrived refugees the skills needed to find jobs and thrive in the U.S. workforce. The goal of this curriculum is to improve clients' abilities to obtain and maintain gainful employment.

This curriculum contains all the necessary chapters, lessons, vocabulary, links, and information needed to teach an effective job readiness course. This curriculum gives guidance for those who will implement and teach the lessons, and it contains contact information for agency staff who

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<sup>1</sup> Caroline M. Francis, "What We Know about Workforce Development for Low-Income Workers: Evidence, Background and Ideas for the Future" (working paper, Mathematica Policy Research Inc., Washington DC, 2013). This paper is available online at the National Poverty Center Working Paper Series index at [http://www.npc.umich.edu/publications/working\\_papers/](http://www.npc.umich.edu/publications/working_papers/)

can provide support and expertise. Ultimately, it aims for staff, interns, and volunteers to lead job readiness courses confidently because of this curriculum.

Designing instruction and conducting trainings can be challenging especially without formal training or teaching experience. It can also be fun and rewarding to see clients learn and grow from the training, as well as from the information they learn from one another about American life and the American workforce.

Great educators all have one thing in common: not that they have the most knowledge, but that they know how to facilitate learning. Teachers may be experts in their respective subjects, but if they do not possess the facility to assist students in the learning process, it does not matter how much they know.

Job readiness training can take many forms, from one-on-one consultations to classroom work. Regardless of how the training is structured, however, facilitators must understand how adults learn best in order to conduct the most effective trainings. Activities and learning objectives in this chapter are for the instructor of a class of adult learners.

## Getting Started: Notes for the Instructor

There are four important things to remember when creating training for adults:

1. Involve adult learners in the lessons. *They won't learn if they are sitting passively.*

Example: If teaching a class on interviewing skills, participants should practice shaking hands, introducing themselves, practicing their posture, and general interview decorum.

2. Activate prior personal experiences in adult learners. *Adults have life experience, so they are filtering what is said through their lens.*

Example: When teaching financial literacy open the lesson with a question. "What is your first memory of money?" This question allows participants to share whether their first memory has a positive or negative association surrounding money. Some participants may remember the tooth fairy putting money under their pillow. Others may remember their family having to pay money to a trafficker to help them across the border. This type of question not only demonstrates to clients how the lesson is relevant, but also informs the instructor about how much of the lesson needs to be about building trust in the financial system.

3. All lessons should have an immediate, relevant impact on adult learners. *They are busy people and will not attend class if it does not have tangible results.*

Example: When teaching resumes, do not simply teach adults how to create a resume or what goes on a resume. Rather, help participants create their own resume and teach them how to use it.

4. Use real-world problem-solving scenarios to engage adult learners. *Relevant problem-solving will interest them.*

Example: Teach clients the next steps to take after seeing a help-wanted sign in a store. Guide clients through all the steps they would take after seeing the sign. Do they go in and ask for an application? Do they go home and get a copy of their resume? What are all the steps they would take from first seeing the sign to finally applying for the job or even securing the job?

## Accessing the Online Learning Institute

Higher's Online Learning Institute is a free suite of online resources for staff and job readiness instructors and, later, clients as well. Higher's Online Learning Institute can be used for professional development or, if used in job readiness classes, training for a client. To access the staff and instructor resources, register on the website. On the welcome page, click on My Courses to take a tour of the course system. For staff click on courses to access sessions such as: [Adult Learning Principles](#), [6 W's of Good Case Notes](#), [Communicating with Employers: Initial Contact](#), and [Employability Assessment](#). There are also courses to share with clients and enhance job readiness training, such as [Introduction to Computer Technology](#), [How to Complete a Job Application](#), [Understanding your Paycheck](#), and [Interview Behavior](#).

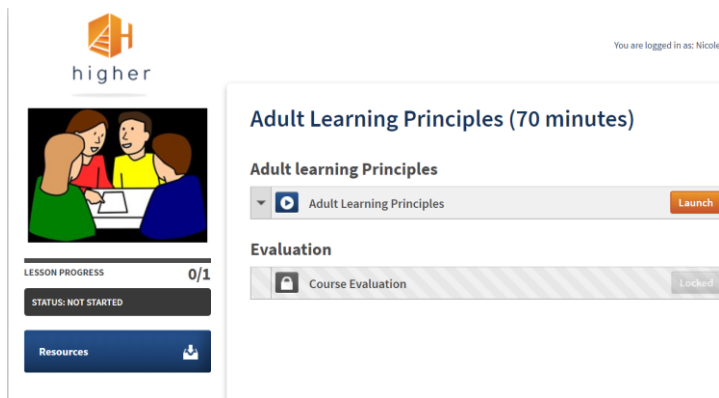
## The Course: Adult Learning Principles

The [Adult Learning Principles](#) lesson is available through the Online Learning Institute. This course helps instructors understand the theory of adult learning and how to tailor job readiness lessons to maximize benefits for adult learners.

New users can register for Higher's Online Learning Institute with [this link](#).

### Trainer's Tip

Adult learning theory helps teachers understand how to present lessons to adult learners. Job readiness courses should be as dynamic as possible so clients receive the best possible orientation to the American workforce system. Job readiness can be taught to newcomers or to clients ready for a job upgrade. Each lesson can be tweaked for adults at different stages of the career pathway process.



## Additional Resources

**Higher** resources include the following:

- [Adult Learning 101](#): includes an infographic on the andragogy of [Malcom Knowles](#) a leading expert in adult learning theory.
- [Job Readiness Activities for Adult Learners](#): presents some ideas for interactive classroom activities
- [How to Gain the Attention of Learners: video and infographic](#)

### Web Resources:

- [6 Top Facts About Adult Learning Theory](#): available on ELearning Industry
- [The Principles of Adult Learning Theory](#): available from Rutgers Online; discusses the history and basic definition of adult learning theory.
- [The Fundamentals of Adult Learning](#): an article that provides some more concrete examples of how to implement adult learning principles.



# Section 1: Working in the U.S. and Traditional First Jobs

This section teaches participants the typical American work schedule and possible first jobs. It covers the basics of the U.S. job cycle and provides insight into types of entry-level positions. Job readiness program participants are better equipped for a successful transition when they

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have realistic expectations about both the positive and challenging aspects of working in the U.S.

It is important to be candid and honest so participants are realistic about their prospects for first jobs. Almost everyone in America works an entry-level job at some time. Traditional first jobs do not require significant training or an ability to speak fluent English. Most people pick up the skills required for these jobs quickly. Examples include housekeeper, dishwasher, laundry worker, factory worker, and, at times, construction worker. Working an entry-level job is often necessary for refugees when they first arrive in America.

Entry-level jobs are an excellent way to start to earn money to support a family. Experience at an entry-level job makes it easier to find another job; this first step will help to build a career in America and develop a positive job history. The first job may be a tough adjustment as it may be more “basic” than past jobs, more physically challenging, and come with a less desirable schedule (night work, shift work, etc.).

This lesson is more meaningful to participants with guest speakers who are former clients and have been through this experience. Another option is to share short stories like one titled “My First Job in America” by Alexander Matlin. Here’s an excerpt:

*I am a structural engineer. By the time I came to America, I already had 15 years of experience and was confident that, sooner or later, I would be able to sell my valuable skills. I put together a good resume and started sending it out to engineering and construction companies. All my addressees proved to be very nice and responsive. Every day I received two or three letters, thanking me for my interest in their companies, praising my great qualifications, and expressing deep regret for not being able to offer me a position. After several months of this, my ambition to become an American engineer was pretty much squelched, and I was ready to work in any capacity—as a draftsman, a clerk, or a janitor—anything, just to work.*

## Learning Objectives

After completing the activities in *Section 1: Working in the U.S. and Traditional First Jobs*, participants will be able to:

- Anticipate rewarding and challenging aspects of their first U.S. jobs.
- Articulate the stages of the U.S. job cycle.
- Name at least five entry-level job titles and be familiar with associated work duties.
- Read and understand basic job descriptions.
- Evaluate how a specific job might fit personal needs and interests.

## Key Vocabulary

**Job Titles:** housekeeper, dishwasher, laundry worker, factory worker, construction worker, meat cutter\*

**Job Search:** application, interview, drug screen, job offer, new-hire paperwork

### Basics about U.S. Jobs and Job Descriptions:

**Work schedule:** the days and times for work

**Full time:** 35 hours or more of work each week

**Part time:** fewer than 35 hours of work each week

**Overtime:** more than 40 hours a week, typically paid at 1.5 times the normal hourly rate

**Wage:** set amount of money earned for each hour of work completed

**Salary:** set amount of money earned annually; does not matter how many hours are worked

**Location:** where the job is located

**Duties:** assigned work/tasks for a job position

**Requirements:** education, language, or physical demands for the job



*\*While meat cutter is a common entry-level job and has been included in this section's vocabulary cards, the use of the included vocabulary card could trigger traumatic memories. Use your discretion in whether it is appropriate to include in your class setting.*

## Included Activities:

<b>1.1</b>	<b><i>Working in the U.S.: A look at the good and bad</i></b>	
	<i>Working in the U.S. – Worksheet</i>	1.1A
	<i>Good and Bad Work Aspects - Photo Cards</i>	1.1B
<b>1.2</b>	<b><i>First U.S. Jobs: Identifying common job prospects for newly arriving participants</i></b>	
	<i>Job Title – Vocabulary Cards*</i>	1.2C
	<i>What Do I Do? – Worksheet</i>	1.2D
<b>1.3</b>	<b><i>What is Your Job? Job title review game</i></b>	
	<i>What Is Your Job? – Cards*</i>	1.3E
<b>1.4</b>	<b><i>The U.S. Job Cycle: What is involved in getting a job?</i></b>	
	<i>U.S. Job Cycle – Graphic</i>	1.4F
	<i>Example Application for Employment</i>	1.4G
	<i>U.S. Job Cycle – Photo Cards</i>	1.4H
	<i>U.S. Job Cycle Review – Worksheet</i>	1.4I
<b>1.5</b>	<b><i>U.S. Work Basics: Schedule and pay</i></b>	
	<i>Job Title – Vocabulary Cards</i>	1.2C
	<i>Listening Comprehension Examples</i>	1.5J
<b>1.6</b>	<b><i>Job Descriptions: What can I learn about a job before applying?</i></b>	
	<i>Job Description Vocabulary – Worksheet</i>	1.6K
	<i>Job Descriptions – three examples</i>	1.6L
	<i>Job Descriptions – Worksheet for beginner English extension option*</i>	1.6M
<b>1.7</b>	<b><i>Does This Job Fit? Comparing job characteristics with personal needs and interests</i></b>	
	<i>Does This Job Fit? – Worksheet</i>	1.7N
<b>1.8</b>	<b><i>Additional Resources</i></b>	

\*Indicates either that the activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 1.1 Working in the U.S.

### Activity Overview

This activity provides a chance for participants to voice what they have heard about working in the U.S. from friends and family. Acknowledging the good *and* bad things about working in the U.S. is a critical part of this lesson. Focusing only on the difficult aspects of work will discourage participants, while solely discussing the rewards sets clients up for frustration when work is challenging.

### Materials Needed

- *Working in the U.S. – Worksheet (1.1A)*
- *Good and Bad Work Aspects – Photo Cards (1.1B)*
- Tape

### Procedures

1. Explain that the group will be discussing what it's like to work in the U.S. Hand out the *Working in the U.S. – Worksheet (1.1A)*. Review and explain the worksheet questions. Give participants five minutes to think about the questions on their own. Then ask them to spend five minutes talking about their answers with a partner. Finally, ask for participants to share their ideas with the entire group.
2. Acknowledge that there are good and bad things about working in the U.S. Hand out the *Good and Bad Work Aspects – Photo Cards (1.1B)* and explain that some of the situations shown on the photo cards represent good aspects of working while other represent less favorable parts of working in the U.S. If a participant's card is "good," ask him or her to find someone who has a "bad" card and vice versa.
3. Once all participants have found a partner, ask them to present their cards to the class using one sentence; for example: "I can support my family with money I earn, but I'm tired when I get home" to show how good and bad aspects are often related. As participants share their cards, tape up the cards, grouping the "good" things about working on one side with the "bad" things on another side.

#### Trainer's Tip

This activity uses a common teaching technique called "Think, Pair, Share." It gives participants an opportunity to first compose thoughts about the topic independently. Then they work with a partner to discuss and review their ideas before the final step of sharing their insights to the entire group. It's an easy technique to apply to different topics!

4. Discussion questions:

- Are there more good or bad things about working in the U.S.?
- What do you think you will enjoy the most when you get a new job?
- What will be the most difficult thing when you start working in the U.S.?
- How have you dealt with challenging situations in the past?
- How can you keep going when things get difficult at work?

If time allows, talk through each challenging picture card. For example, what will help if you're tired when you get home?

### Extension Options

- **Value cards:** A complementary activity that identifies the personal reasons someone works (e.g., to support family, gain respect in my community, and go back to school in the future) is included in the Cultural Orientation Resource Exchange (CORE) curriculum [employment chapter](#) (pages 10-18). Identifying these personal values is a key motivator for work.

## Working in the U.S.

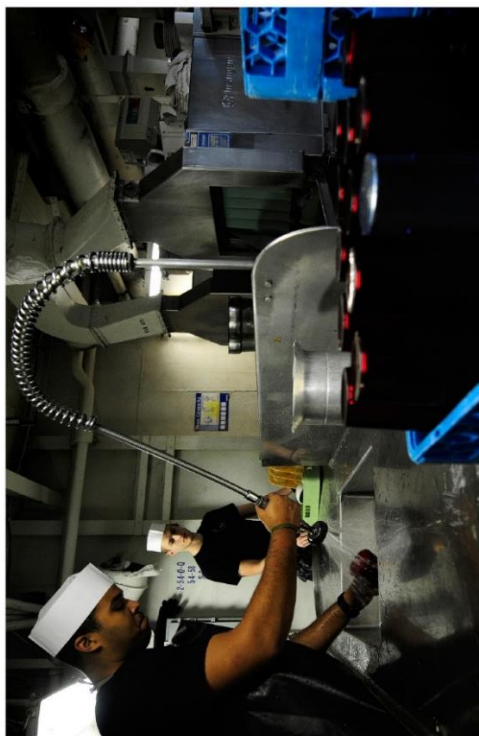
1. Did you work in the past? If so, what did you like about your work? What was difficult about it?
2. How do you think having a job in the U.S. will be different from your past jobs?
3. How do you feel about starting work in the U.S.?
4. How can getting a job support you and your family in your life in the U.S.?



I am tired when I get home.



I am supporting my family.



I do not have as much time  
with my family.



I am meeting new people.



This job does not match my skills.



I can pay rent.



The bus ride is long.



This experience will help me get a better job in the future.

## 1.2 First U.S. Jobs

### Activity Overview

This is an introduction (or review) of several entry-level job titles and duties common for first U.S. jobs for newly arrived refugees. Review this vocabulary often if it is new to participants.

### Materials Needed

- Whiteboard and markers
- Tape
- *Job Title – Vocabulary Cards (1.2C)*
- *What Do I Do? – Worksheet (1.2D)*

### Procedures

1. Explain that “job titles” are names of jobs. Ask participants, “What are some job titles that you know?” Write answers on the board and act out some aspect of each job title to aid comprehension. If any of the job titles reflected on the *Job Title – Vocabulary Cards (1.2C)* are mentioned (housekeeper, dishwasher, laundry worker, factory worker, construction worker, meat cutter), tape that card on the whiteboard.
2. Look over the answers on the board, and circle entry-level positions. Tape up any remaining *Job Title – Vocabulary Cards (1.2C)* and circle those as well. Let participants know that job titles circled are common first jobs for immigrants when they arrive to the U.S. After having an entry-level job for a year or two, it may be easier to find another job. This first step will help build a career in America and develop a positive job history.<sup>1</sup>
3. Split up the class into small groups or partners, and give each group one of the *Job Title Vocabulary Cards*. Ask people to work together to answer the questions on the *What Do I Do? – Worksheet (1.2D)*. Let them know they will teach the other participants about that job.
4. Answer any questions that come up as participants are discussing their job title, and then have each group/pair present its job title to the class.

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<sup>1</sup> Types of Jobs in the US. The Refugee Center Online. <https://therefugeecenter.org/resources/types-of-jobs/>

5. Discussion questions:

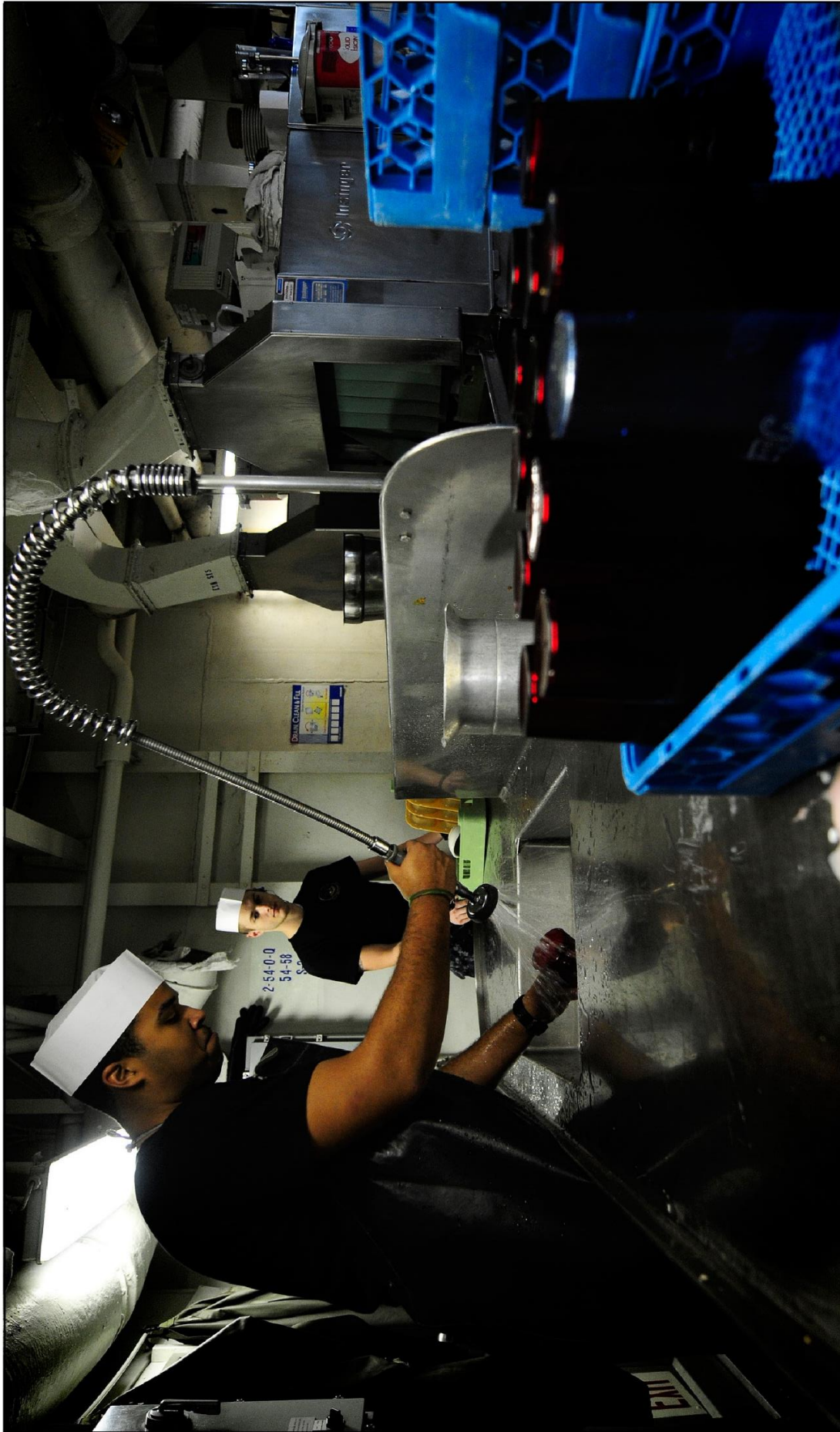
- What might be good about each job? What might be difficult or challenging?

### Extension Options

- **Job Title Charades:** This is a great review game to engage participants of all English levels. Explain that participants will take turns coming to the front of the room to act out one of the *Job Title – Vocabulary Cards* (1.2C). Show each “actor” one card when he or she gets to the front of the room. The “actor” needs to stay quiet when it is his or her turn to give physical clues about the job title. Encourage other participants to guess which job title is acted out. You can also model an example round with a participant.



# Housekeeper



# Dishwasher



# Laundry Worker



# Factory Worker



# Construction Worker



# Meat Cutter

# What Do I Do?

Use the job title card you were given to answer the questions below.

1. What is my job title?

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2. Where do I work?

---

3. What are my job duties?

---

4. What skills are needed for my job?

---

5. Do I work inside or outside?

---

6. Do I work with a team of people or by myself?

---

7. How much English does my job require?

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8. What questions do you have about this job?

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## 1.3 What Is Your Job?

### Activity Overview

This is an interactive game reviewing job titles and duties for entry-level positions. Participants will match picture cards with basic job descriptions.

### Materials Needed

- Whiteboard and markers
- *What Is Your Job?* – Cards (1.3E)

### Procedures

1. Write “What is your job?” and the response, “I am a \_\_\_\_\_.” on the board. Practice this question/answer with participants until they are comfortable asking and answering one another.
2. Use one pair of *What Is Your Job?* – Cards (1.3E) to model how participants will move around the room, asking and answering the phrases you just practiced until they find the match to their card.
3. Shuffle the *What Is Your Job?* – Cards (1.3E) and pass out one card to each participant. If you have a multilevel class, give the picture cards to beginner English speakers and the written cards to intermediate/advanced English speakers.
4. Ask pairs to share their matches by reading the description and showing the correlating photo.

	<p>I work at a restaurant. I clean dishes and am on my feet all day.</p>
	<p>I work inside a very large building. My job is on an assembly line, putting things together.</p>
	<p>I work at a hotel. I vacuum, make beds, and restock towels so guests are happy.</p>
	<p>It's very cold where I work. People can buy meat at the grocery store because of me.</p>
	<p>I work at a hospital, cleaning linens for patient rooms.</p>
	<p>I work outside, building things. I wear a hard hat and gloves every day.</p>

## 1.4 The U.S. Job Cycle

### Activity Overview

Learning the steps of the U.S. job cycle will help participants know what to expect during their job search and onboarding. Note that this is an overview activity, and additional units are provided for more in-depth coverage of individual job search steps, such as applications and interviews.

*This activity is adapted from a Higher resource available through the [Online Learning Institute](#).*

### Materials Needed

- Whiteboard and markers
- Tape
- *U.S. Job Cycle* – Graphic (1.4F)
- *Example Application for Employment* (1.4G)
- *U.S. Job Cycle* – Photo Cards (1.4H)
- *U.S. Job Cycle Review* – Worksheets (1.4I)

### Trainer's Tip

Reinforce important agency policies or benefit eligibility requirements in regards to employment at appropriate points in this and any other training session. Repetition in a variety of venues and voices is a proven adult learning strategy for retention of information.

### Procedures

1. Open the activity with the following question:

“Whose responsibility is it to find you a job?”

*This is the right time to adjust expectations about client responsibility vs. agency responsibility. If needed, correct the idea that clients will be “given a job.” Their initiative and level of commitment to finding their own job begins with this first step. They will not receive a job like a present. Instructors, volunteers, and staff will help them learn the skills they need to find a job for themselves, both now and in the future.*

2. Explain that the session will discuss the different steps to finding and starting a job in the United States. Draw a large circle on the board and pass out the *U.S. Job Cycle* – Graphic (1.4F) for note-taking.
3. Explain each of the nine steps, using the circle on the board to tape up corresponding *U.S. Job Cycle* – Photo Cards (1.4H). Here are talking points for each step:

#### **Step One: Find Job Openings**

Ask participants, “How can you look for a job in the U.S.?”

By searching online (Careeronestop.org, Monster.com, Careerbuilder.com, etc.); by asking businesses in-person; by talking with friends or family; by talking with an employment specialist

### **Step Two: Apply**

Show the *Example Application for Employment* (1.4G) and mention that there are paper and online applications. Let participants know that the purpose of a job application is not to get a job, but rather to get an interview that could lead to a job. For intermediate/advanced English speakers, who might be applying for jobs requiring more skills, there might be the requirement to submit a resume. Explain that there will be a future class dedicated to writing resumes.

The image shows a sample job application form titled "Example Application for Employment". It includes sections for Personal Data, Position Information, Qualifications, and References. The form is designed to be filled out by a job applicant, with various fields for personal details, job preferences, and contact information.

### **Step Three: Interview(s)**

Review the term “interview” and identify when the training will cover interview skills and provide an opportunity for practice. Mention the importance of a thank-you note, additional follow-up steps, and continuing to complete additional applications and interviews in the meantime. An interview does not guarantee a job!

### **Step Four: Background Check and Drug Screen**

If clients are asked for a background check or drug screen, it indicates they are finalists for the job. It does not mean that they are guaranteed a job offer.

**Background checks:** Explain the focus on confirming legal status and work authorization. Caution participants about the importance of accuracy and matching a personal name to what is listed on an I-9 or employment authorization document (EAD), even if it is incorrect.

**Drug screens:** Explain what substances are and are not included in a drug screen (e.g., marijuana and hashish rather than tobacco, alcohol, or betel nut). Tell participants exactly what they will do at a drug screening (i.e., urinate in a cup or provide a cheek swab). Encourage them to tell their employment specialist in advance if they might not be able to pass.

### **Step Five: Job Offer**

Remind participants to check their phone messages and email if they are awaiting communication from an employer. Emphasize the importance of contacting their employment specialist immediately if participants think they have received a job offer, especially if they don’t understand the information in the offer. Restate the possible

consequences of noncompliance with agency requirements about accepting the first job offer they receive.

Give instructions for procuring uniforms and work shoes, practicing the commute in advance, and preparing for their first day at work.

#### **Step Six: New Hire Paperwork**

Explain employment eligibility documents and the I-9 forms. Teach participants in what cases they are required to show EADs, Social Security cards, or other documents.

Briefly introduce the concepts of taxes and/or opening a bank account for direct deposit, as those two items are usually included in new hire paperwork.

Identify when in the job readiness course new hire paperwork will be covered in more depth.

#### **Step Seven: Start Date**

For participants with little formal work experience, paint a picture of what the first day will look like. Remind them to bring an ID and a lunch and to arrive at least 15 minutes early.

Encourage them to give the job at least three weeks before making any decisions and to tell their employment specialist immediately if they have questions or concerns. Emphasize the possible consequences of quitting a job without first talking to their employment specialist.

#### **Step Eight: First Paycheck**

Depending on the employer, they might not get a full paycheck for at least three weeks. Add the number of days or weeks to each step in the U.S. Job Cycle Graphic to illustrate the importance of not waiting until they are out of money to begin thinking about a job search.

#### **Step Nine: 90-Day Probation Complete**

Probation periods vary with employers, although 90 days is the most common

Explain why it is important to stay at least six months to develop skills, a good job history, and U.S. references. Finally, emphasize that participants repeat the entire cycle every time they want a new and better job.

*Job upgrades:* Clarify five-year eligibility for employment services to help with job upgrades and the pursuit of long-term career goals. Explain when and how participants can request assistance for job upgrades, which require advanced skills and a proven job history.

4. Here are two options for reviewing the job cycle steps:
  - Shuffle the *U.S. Job Cycle – Photo Cards* (1.4H) and hand them out to participants, asking for the cards to be arranged in the correct order.
  - Use the *U.S. Job Cycle Review – Worksheet* (1.4I) as a “quiz” for participants to write in the correct steps onto the blank graphic. They can complete this individually or together as a large group based on their language-skill level.
5. Discussion questions:
  - How is this different from the job cycle in your country of origin?
  - Which of these steps can you do on your own? Which steps do you need help with?

### Extension Options

- **Homework for finding job options:** Ask beginner English speakers to seek advice from people in their communities or take a cell phone picture of at least one “Help Wanted” sign along their bus route. Encourage participants with higher English levels to go into businesses to ask about job openings. Challenge them to bring in at least one job application and contact information from a local business.
- **Job cycle story:** Invite intermediate/advanced English speakers to use the *U.S. Job Cycle Photo Cards* (1.4H) to create a story about someone who is looking for a job. They can share their story with the class, putting the photo cards in the correct order as they go.
- **Employment poster:** Another visual aid is the CORE employment poster ([download printable version here](#)), featuring good places to look for a job and advice for a successful job search.

## Employment in the United States

Searching for a job is one of the first things you will do upon your arrival in the United States. Early employment is essential to survival. Your resettlement agency may help you, but you are your own best resource.

**Some good places to look for a job are:**



Your local resettlement agency and refugee employment services



Talking to family and friends



Help wanted signs



Online



Newspapers



Private employment agencies

**Usually you will take the following steps to find a job:**

- 1


Find an open position
- 2


Fill out an application and submit it
- 3


Wait for contact or follow up with the employer
- 4


Interview

  - Dress neat and clean
  - Be on time
  - Be friendly
  - Smile
  - Shake hands
  - State your contact
  - Thank the interviewer
- 5


Wait for contact or follow up with the employer
- 6


Continue to look for open positions.

**Most refugees start in entry-level positions:**

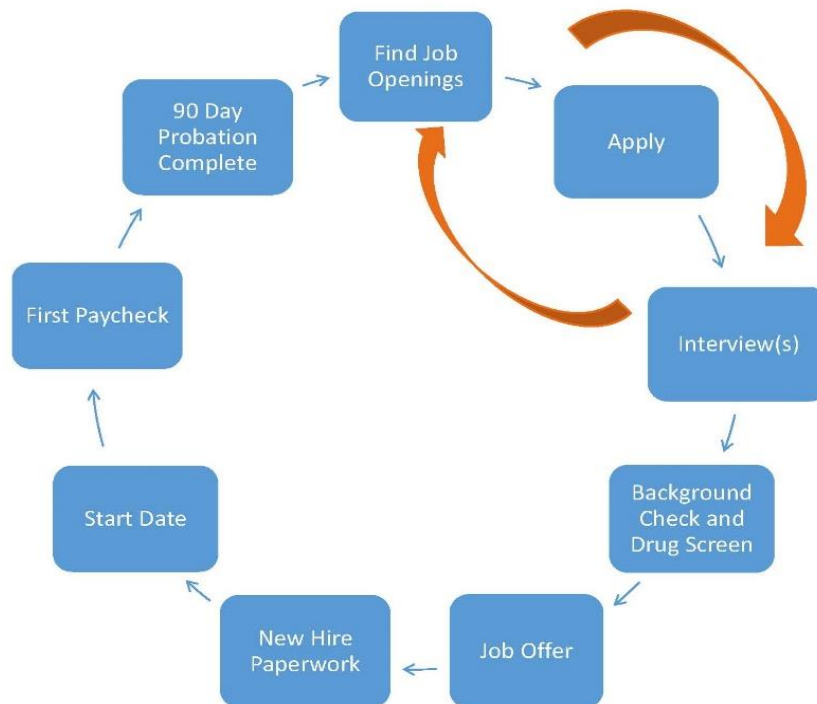


Most refugees work in a new field because of their lack of work experience in the United States, and perhaps because of their lower level English. Your first job is most likely not your last in the United States. Each position should allow you to better your English, gain U.S. work experience and recommendations, and learn new skills. Some jobs offer healthcare and other benefits.

The content of this publication was developed under an agreement awarded by the Bureau of Migration, Refugees, and Resettlement, United States Department of State, and will be made available to the public by the agency and will be made available to the public by the United States Department of State. The U.S. Department of State reserves the right to modify the content, design, and layout of this publication without notice. The work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike license.

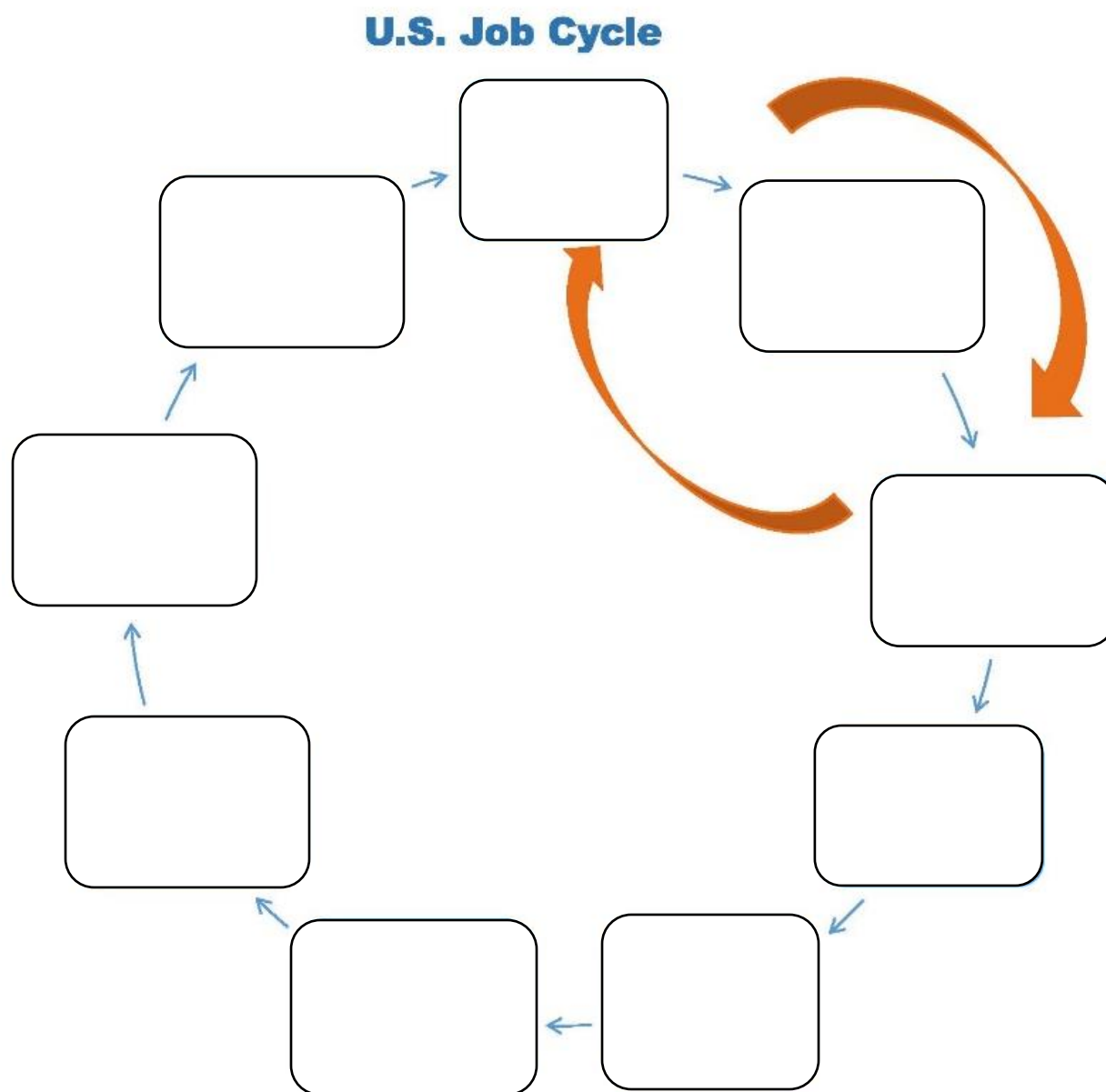
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CRS Resettlement Support Systems

### U.S. Job Cycle



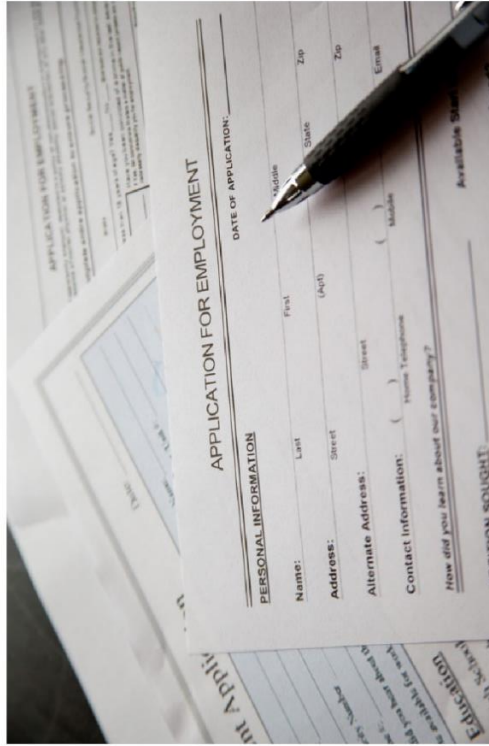
# U.S. Job Cycle Review

Can you remember the nine steps in the U.S. job cycle? Write the steps in the boxes below:





Find job openings



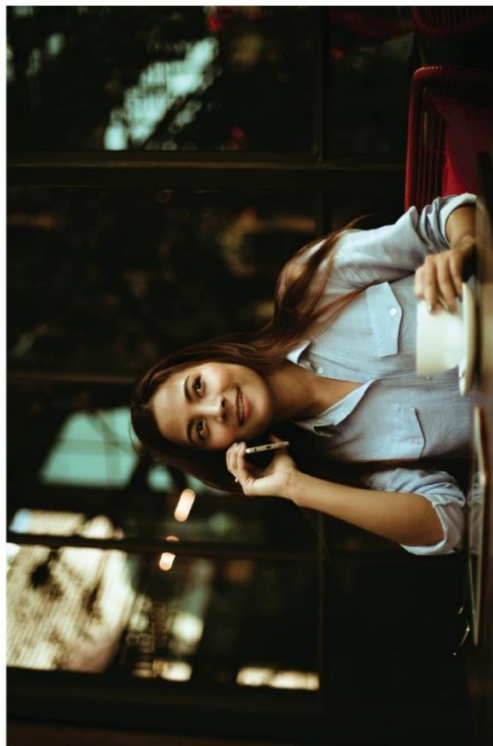
Apply



Interview(s)



Background check and drug screen



Job offer



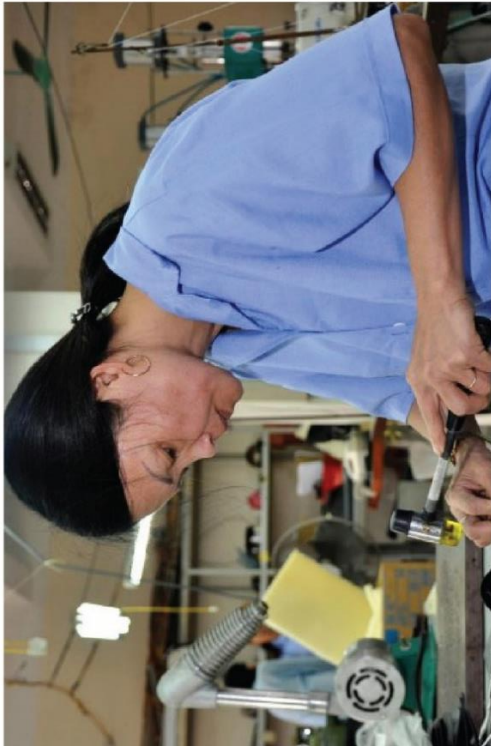
New hire paperwork



Start date

Earnings	Rate	Hours	This Period	Year-to-Date
REG	7.25	21.16	153.42	153.42
Gross Pay			153.42	153.42
<b>Employee Deductions</b>				
Total EE Deductions			0.00	0.00
* Excluded from Fed Taxable Wages				
<b>Tax Deductions</b>				
Federal Tax			7.27	7.27
Medicare Tax			2.22	2.22
Social Security			6.44	6.44
Total Tax Deductions			15.93	15.93
Fed Taxable Wages				153.42
Net Pay			137.49	137.49

First paycheck



90-day probation complete

## Example Application for Employment

*It is our policy to comply with all applicable state and federal laws prohibiting discrimination in employment based on race, age, color, sex, religion, national origin, disability or other protected classifications.*

**Please carefully read and answer all questions. You will not be considered for employment if you fail to completely answer all the questions on this application. You may attach a résumé, but all questions must be answered.**

"Employer"	Position applying for
------------	-----------------------

<b>PERSONAL DATA</b>			
Name (last, first, middle)			
Street Address and/or Mailing Address		City	State      Zip
Home Telephone Number	Business Telephone Number	Message Telephone Number	
Date you can start work	Salary Desired	Do you have a High School Diploma or GED? Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>POSITION INFORMATION</b> Check all that you are willing to work			
Hours:    Full Time <input type="checkbox"/> Part Time <input type="checkbox"/>	Days <input type="checkbox"/> Evenings <input type="checkbox"/>	Swing <input type="checkbox"/> Graveyard <input type="checkbox"/> Weekends <input type="checkbox"/>	Status:    Regular <input type="checkbox"/> Temporary <input type="checkbox"/>
Are you authorized to work in the U.S. on an unrestricted basis?		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you ever been convicted of a felony? (Convictions will not necessarily disqualify an applicant for employment.) If yes, explain:		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you been told the essential functions of the job or have you been shown a copy of the job description listing the essential functions of the job? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Can you perform these essential functions of the job with or without reasonable accommodation?    Yes <input type="checkbox"/> No <input type="checkbox"/>			
<b>QUALIFICATIONS</b> Please list any education or training you feel relates to the position applied for that would help you perform the work, such as schools, colleges, degrees, vocational or technical programs, and military training.			
	School Name/Address City/State	Degree Received	Areas of Specialization
College			
Vocational/Technical			
Other			
<b>SPECIAL SKILLS</b> Please list any special skills or experience that you feel would help you in the position that you are applying for.			
<b>REFERENCES</b> Please list three professional references not related to you, with full name, address, phone number, and relationship. If you don't have three professional references, then list personal, unrelated references.			
Name	Address/City/State	Phone	Relationship

## Section 1: Working in the U.S. and Traditional First Jobs

**WORK HISTORY** Start with your present or most recent employment and work back. Use a separate sheet if necessary.

<b>Job Title #1</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

May we contact your present employer?

Yes ☐ No ☐ N/A ☐

<b>Job Title #2</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

<b>Job Title #3</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

<b>Job Title #4</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

I certify that the facts set forth in this Application for Employment are true and complete to the best of my knowledge. I understand that if I am employed, false statements, omissions or misrepresentations may result in my dismissal. I authorize the Employer to make an investigation of any of the facts set forth in this application and release the Employer from any liability. The employer may contact any listed references on this application.

I acknowledge and understand that the company is an "at will" employer. Therefore, any employee (regular, temporary, or other type of category employee) may resign at any time, just as the employer may terminate the employment relationship with any employee at any time, with or without cause, with or without notice to the other party.

Applicant Signature

Date

## 1.5 U.S. Work Basics

### Activity Overview

This activity covers basic information about full time vs. part time schedules and how entry-level positions are typically compensated. Participants will practice new vocabulary through listening comprehension exercises.

### Materials Needed

- Whiteboard and markers
- *Job Title* – Vocabulary Cards (1.2C)
- *Listening Comprehension Examples* (1.5J)
- Blank paper
- Pens or pencils

### Procedures

1. Ask participants if they are familiar with the following vocabulary words before providing the meanings. Write terms and then their definitions on the board. Have an initial discussion of what participants know about the American workplace. This is a good technique to connect them to the forthcoming lesson content and to honor their prior knowledge.

**Full time:** 35 hours or more of work each week

**Part time:** fewer than 35 hours of work each week

**Wage:** set amount of money earned for each hour of work completed

**Salary:** set amount of money earned annually; does not matter how many hours are worked

**Work schedule:** the days and times for work

**Overtime:** more than 40 hours a week, typically paid at 1.5 times the normal hourly rate

2. Tell participants that most entry jobs will pay by the hour. \$7.25 is the federal minimum hourly wage. Look up the minimum wage rate for your local area on the [Department of Labor \(DOL\) website](#).

3. Use the corresponding *Job Title – Vocabulary Cards* (1.2C) as a visual aid for the following *Listening Comprehension Examples* (1.5J) and questions. Hand out blank paper for note taking. Read each example of a title and job features aloud twice before asking the comprehension questions.

**Example #1:** Mu is a housekeeper. She works 30 hours per week at the hotel and earns \$9 per hour.

Comprehension questions:

1. Is Mu's job full time or part time? (*part time*)
2. How much does Mu earn in one week? How do you know?  
( $30 \text{ hours} \times \$9 \text{ an hour} = \$270 \text{ in one week}$ )
3. How much would Mu earn in one week if she worked full time?  
How do you know? ( $40 \text{ hours} \times \$9 \text{ an hour} = \$360 \text{ in one week}$ )



**Example #2:** Senan works at a restaurant cleaning dishes. He works from 4 p.m. to midnight every Thursday – Monday. He earns \$8.50 per hour.

Comprehension questions:

1. What is Senan's job title? (*dishwasher*)
2. What is Senan's work schedule?  
(*4 p.m. – midnight, every Thursday – Monday*)
3. Is Senan's job full time or part time? (*full time*)
4. How much does Senan earn for one hour of work? ( $\$8.50$ )
5. How much money does Senan earn in one week?  
How do you know? ( $40 \text{ hours} \times \$8.50 \text{ an hour} = \$340 \text{ in one week}$ )



**Example #3:** Mustafa is a construction worker. He works full time and earns \$10 per hour. Last week, he worked 5 hours of overtime.

Comprehension questions:

1. Where does Mustafa work? (*construction site*)
2. How many hours did Mustafa work last week?  
( $45 \text{ hours}; 40 \text{ hours} + 5 \text{ hours of overtime}$ )
3. How much money did Mustafa earn last week?  
How do you know? ( $40 \text{ hours} \times \$10 \text{ an hour} = \$400 + 5 \text{ hours of overtime paid at } 1.5 \text{ times normal wage} = \$15 \text{ an hour of overtime} \times 5 \text{ hours} = \$75. \text{ 1 week total} = \$475$ )



## 1.6 Job Descriptions

### Activity Overview

Reading and discussing job descriptions gives participants practice evaluating different job options and learning what kinds of schedules, duties, and wages are common for entry-level positions.

### Materials Needed

- Whiteboard and markers
- *Job Description Vocabulary – Worksheet* (1.6K)
- Printouts of Job Descriptions – three examples (1.6L)
- *Job Descriptions – Worksheets* for beginner English extension option (1.6M)
- Pens or pencils

### Procedures

1. Ask participants, “What information is important to know about a job opening?” Write answers on the board. Examples: *Location/how far from home, Schedule, Duties, Pay, Opportunities for growth, Quality of the company*
2. When a company is hiring for a position, it creates a job description with key information for job-seekers but does not provide everything needed to evaluate the job. A job description might include:

**Location:** where the job is located

**Work schedule:** the days and times for work

**Duties:** assigned work for a job position, but this is a good time to mention that employees are expected to do any legal task their managers ask, even if it is not in the job description.

**Wage:** set amount of money earned for each hour of work completed

**Requirements:** education, language, or physical demands of the job

**Information about the company:** what the company does or sells

**Next steps to apply:** what to do if are interested in the position

3. Pass out the *Job Description Vocabulary – Worksheet* (1.6K) and ask participants to match each word with the correct meaning by connecting with a line. Review answers.

Discuss some synonyms that might be used on job descriptions, such as “responsibilities” or “skills and experience” or “function.”

4. Pass out the *Job Descriptions* – three examples<sup>2</sup> (1.6L). Ask for participants to offer to read the descriptions aloud and discuss the questions as a group. A beginner English extension option is available (1.6M). Use these simplified job descriptions to review new terminology. Read the descriptions together and ask participants to point to different sections (e.g., location, wage) on each job description.

## Extension Options

- **Classroom job board:** Create a job board in your classroom by conducting a quick online job search or checking in with agency job developers on current openings (this also makes a great volunteer project!). Keep it current and regularly ask participants to review their choices and select their favorite job opportunity from the board. Ask them to explain what they like/don’t like about specific positions. It’s also a great way to review key vocabulary, including job titles, full time/part time, schedule, and wages.
- **Homework/practice with a volunteer:** Ask participants who have computer skills to work with a volunteer or independently to find a job description online using Careeronestop.org, LinkedIn, Indeed.com, or Monster.com and present it to the class, sharing the basic information they learned about the job and whether they think it is a good opportunity.



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<sup>2</sup> Retrieved from CareerOneStop.org

## Job Descriptions Vocabulary

Draw a line to match the job description word with the correct meaning.



**Location**

Set amount of money earned for each hour of work completed



**Schedule**

Education, language, or physical needs for the job



**Duties**

What the company does



**Wages**

Assigned work for a job position



**Requirements**

Where the job is



**Information about the company**

What to do if you are interested in the position



**Next steps to apply**

The days and times for work

1. What are the **two** most important things about a job opening to you?

Location

Schedule

Duties

Wages

Requirements

Information about the company

Next steps to apply

2. Why are those the most important to you?

# Job Description #1

Read this job description and answer the questions.

## Dishwasher

PA, Wynnewood - Wynnewood

Apply

Apply with LinkedIn

Posted 23 Days Ago

Part time

Req-20170904423

## Job Description

Perform all duties related to dishwashing and maintain general cleanliness of the Prepared Foods kitchen.

### Responsibilities

- Wash, rinse, and sanitize dishes, pots, pans, utensils, and small wares.
- Maintain cleanliness of floors, mats, drains, walls, and shelves in the kitchen areas.
- Operate and sanitize all equipment in a safe and proper manner.
- Follow and comply with all applicable health and sanitation procedures and adhere to safe work practices.
- Assist with kitchen deliveries including proper storage, organization, and rotation of products.

### Knowledge, Skills, & Abilities

- Ability to follow directions and established procedures
- Ability to work a flexible schedule including nights, weekends, and holidays as needed

### Desired Work Experiences

- Team Oriented

*At Whole Foods Market we provide a fair and equal employment opportunity for all team members and candidates regardless of race, color, religion, national origin, gender, sexual orientation, age, marital status, or disability. Whole Foods Market hires and promotes individuals solely on the basis of their qualifications for the position to be filled.*

Apply

Apply with LinkedIn

## About Us



Who are we? Well, we seek out the finest natural and organic foods available, maintain the strictest quality standards in the industry, and have an unshakeable commitment to sustainable agriculture. Add to that the excitement and fun we bring to shopping for groceries, and you start to get a sense of what we're all about. Oh yeah, we're a mission-driven company too.

Whole Foods Market attracts people who are passionate - about great food, about the communities they live in, about how we treat our planet and our fellow humans - and who want to bring their passion into the workplace and make a difference.

Learn more about careers at Whole Foods Market [here!](#)

## Discussion questions:

- What is the job title?
- Is the job part time or full time?
- What is the schedule?
- How do you apply?
- Do you think this is a good job? Why or why not?

## Job Description #2

Read this job description and answer the questions.

### Housekeeper in Kansas City, Missouri

STARTING RATE: \$11.00



#### Basic Function

Performs a variety of housekeeping services to maintain clean guest rooms according to established standards. Visually inspects rooms to assist in identifying maintenance items needed. Assists guests whenever possible by providing linens, terry or providing information as requested. May be asked to assist in laundry / public space when needed

#### General Knowledge, Skill and Ability

Requires ability to follow verbal directions.

Requires thorough knowledge of cleaning procedures as well as cleaning supplies.

Requires ability to work without direct supervision.

#### Mental and Physical Requirements

EDUCATION: Requires knowledge, skill and mental ability equivalent to completion of 2 years of high school.

EXPERIENCE: Previous experience in cleaning helpful, but not required.

ESSENTIAL FUNCTIONS: Requires ability to walk and stand during entire work shift. Requires ability to push vacuum, reach, stretch, and bend in routine daily work activities. Requires ability to lift 25 - 35 pounds intermittently during the work day.

#### Working Relationships

Reports to the Executive Housekeeper.

Maintains and promotes a positive and cooperative work relationship with all hotel departments.


EOE Minorities/Females/Protected Veterans/Disabled

### Discussion questions:

- What is the job title?
- What are the job duties?
- How much does this job pay?
- Do you think this is a good job? Why or why not?

## Job Description #3

Read this job description and answer the questions.


[Find Jobs](#)
[My Applications](#)
[My Profile](#)

[New Hire or a Returning Applicant?](#)
[SIGN IN](#)

**JOB DESCRIPTION**
[English](#)

Is this the job for you?

**COMPANY:**  
 Boston Market Corporation

**POSITION:**  
 Cashier-Restaurant Team Member

**DEPARTMENT:**  
 Restaurant Staff

**STATUS:**  
 Part Time

**SHIFT:**  
 First / Day Second / Afternoon Third / Night

**REQ #:**  
 1395739

**APPLY NOW**

**DATE POSTED:**  
 January 20, 2017

**LOCATION:**  
 2300 16th Street., Suite 100, Boston Market Location #1386  
 San Francisco, CA, 94103, US

**JOB CATEGORY:**  
 Hourly

**JOB LINK:**  


For many of our guests, you are the person they will remember from Boston Market. Your interaction may leave a lasting impression on our guests. As a result, your role is one of the most important roles in our restaurant.

It's true that our guests are counting on you to ring up their order quickly and correctly, and to make sure that they are receiving everything they intended to receive (including any additional food items such as cups for drinks, flatware, napkins, etc). But THE most important thing you may do to leave a positive, lasting impression on our guests is to smile, greet them warmly, and THANK them for coming to Boston Market.

Our guests have many lunch and dinner options, and they chose Boston Market to spend their hard earned money. We know they've made this choice because Boston Market is special and offers awesome food that is served quickly at a reasonable price, but it is extremely important that you let them know how much we appreciate their business.

With your warm smile and sincere "thank you," we believe they will come back soon.

***Boston Market Corporation is an equal opportunity employer. Qualified applicants are considered for all positions without regard to race, color, religion, national origin, age, disability, gender, sexual orientation, marital status or veteran status.***

**#Hourly**

### Discussion questions:

- Where is this job located?
- What does the company do?
- What attitudes or qualities are important to this employer?
- Do you think this is a good job? Why or why not?

## Job Descriptions

### Job Title: Dishwasher



**Company:** Whole Foods



**Schedule:** Part time, nights and weekends



**Location:** Wynnewood, Pennsylvania



### Job Title: Housekeeper



**Company:** Drury Hotels



**Wage:** \$11 an hour



**Location:** Kansas City, Missouri



### Job Title: Cashier



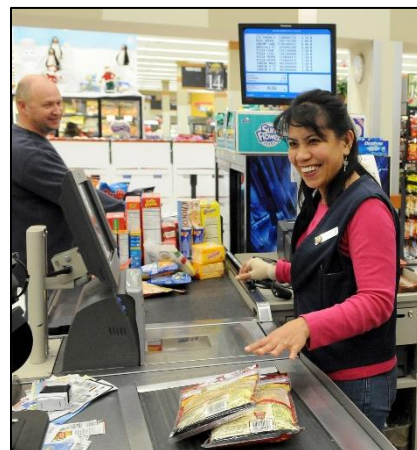
**Company:** Boston Market



**Schedule:** Part time



**Location:** 2300 16<sup>th</sup> St. San Francisco, California



## 1.7 Does This Job Fit?

### Activity overview

Some participants do not think through every aspect of a job proposition prior to applying and accepting a job, while other participants may be overly selective about their employment prospects. Keep a wide range of perspectives in mind while going through this activity. Encourage thorough examination of the job requirements while challenging participants to exercise flexibility in taking their first U.S. job.

### Materials

- *Does This Job Fit?* – Worksheet (1.7N)
- Pens or pencils

### Procedures







1. Review job description vocabulary with participants. Then ask participants, “What is a compromise?”

*Giving up something to reach an agreement.*

*Here is an example of a compromise: Shayma has two children. She needs to work full time, but she doesn’t want to ride the bus more than 30 minutes to get to work. Her employment specialist tells her about a job with a good schedule and good benefits, but it is a 45-minute bus ride from her home. She accepts the job, even though the bus ride is longer than she hoped.*

Ask participants, “Is it necessary to compromise when looking for a job?”

2. Hand out the *Does this Job Fit?* – Worksheet (1.7N). Participants should compare their availability, skills, and abilities with a job’s requirements, schedule, and duties. Encourage participants to be flexible. Discuss the difference between “prefer” and “can/cannot.” In considering what schedules they can work, for example, question limitations and encourage participants to brainstorm options that increase their scheduling availability, such as asking a friend or relative to bring their kids to school.
3. Practice using this guide to evaluate current job openings. Present two or three job options and give participants time to answer questions about each. Then give participants time to explain why a position would be a fit for them or not.

	You	The job
 <b>Location</b>	<p>Where do you live?</p> <p>How will you get to work?</p>	<p>Where is the job?</p> <p>How long would it take you to get to this job?</p>
 <b>Schedule</b>	<p>What days can you work?</p> <p>What times can you work?</p> <p>Do you need a full time or part time job?</p>	<p>What is the schedule for this job?</p> <p>Is the job full time or part time?</p>
 <b>Duties</b>	<p>What are your skills?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Do you know how to do the job duties? If not, are they easy to learn?</p>	<p>What are the job duties?</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
 <b>Wages</b>	<p>How much money do you need to earn in one month?</p>	<p>How much money does this job pay?</p> <p>_____ per hour</p> <p>_____ per week</p> <p>_____ per month</p>
 <b>Requirements</b>	<p>Can you...</p> <p>Lift heavy things?</p> <p>Stand for eight hours?</p> <p>Wear a uniform?</p>	<p>What requirements are there?</p>
 <b>Future Goals</b>	<p>What are your goals?</p>	<p>Does this company have other careers you are interested in?</p>

## 1.8 Additional Resources

**Higher** resources include the following:

- [Arabic Language Job Readiness Resources](#) provides translated documents including a job search contact log and a ready-to-work checklist.
- [Vocabulary Picture Guides](#) provided by Caritas in Austin, Texas, provide industry-specific vocabulary translations and photos for housekeeping (Arabic, Burmese, Nepali, Swahili, and Spanish) and food service (Arabic, Burmese, Spanish).
- [Understanding Your Paycheck](#)
- [Religious Observance and Employment: Work Schedules](#)
- [New CORE Videos Offer Useful Employment Stories](#)
- [Proof That First Jobs Lead to Career Success](#)
- [“When Will You Find Me a Job?”](#)

**CareerOneStop** has valuable resources on its website related to job choices and the job search:

- [Plan your job search](#) includes these topics: create a job search plan, research employers, research salaries, online job search, high-demand industries, inquiry letters, inquiry letter sample
- [Find a job](#) allows participants to search by occupation and location
- [Job search tips](#) includes these topics: ideas to get a search back on track, background checks, your online image, information on over qualification, job search checklist
- [Videos](#) about hundreds of different job choices

**CORE** offers several refugee-specific resources on basics of employment:

- [Employment in the U.S. Fact Sheet](#) (also available in Arabic)
- Five-minute [Employment in the U.S. Slideshow](#) (also available in Arabic)
- [Employment section](#) of the standard U.S. cultural orientation curriculum
- [SIV Stories: Starting Anew in the United States](#), a series of four videos focusing on the experiences of Special Immigrant Visa (SIV) holders who resettled in the United States. The videos have been produced for Afghan and Iraqi SIV applicants who do not routinely have access to pre-departure cultural orientation. The videos feature the personal stories and experiences of SIV immigrants who have successfully established a new life for themselves and their families.



**The White House** has a “first job” video series featuring short clips of celebrities/professionals that are good resources to use job readiness classes:

- [Omar Epps](#), actor, who started out in pizza delivery
- [Alonzo Mourning](#), athlete, who had several jobs, including cutting grass and working at a factory
- Former [White House Executive Chef Cris Comerford](#)
- [Darienne Page](#), former assistant director, White House Office of Public Engagement, who was a cashier at Sports Authority

**Center for Applied Linguistics** has [phrasebooks for several languages](#) that include a jobs section covering several job titles and basic job search terminology.

**Cultural Orientation Resource Center** has several employment-focused lesson plans related to career planning, including

- [Reasons to Get a Job](#)
- [The Responsibility Is Yours](#)
- [Job Types and Searches](#)
- [Adjusting to the Idea of Work](#)
- [Transportation, Decisions, and Timelines](#)
- [Advantages and Disadvantages in the Job Search](#)
- [Acquiring Job Search Skills](#)

[Refugee Center Online](#) provides several tips on looking for a job in the U.S.

[GetMyFuture](#) is a resource available on Careeronestop.org that provides a “dashboard” or “portal” for young adults who need information on a range of education and career-related topics. For example, youth can get information about writing a resume, applying for college, starting a business, or accessing assessment tools that will help identify suitable careers based on interest and skills.



## Section 2: Identifying Skills and Resume Creation

A resume is the most critical document needed when looking for a job. Resumes are not exclusive to the U.S., however other countries have different approaches to the professional content and

HIGHER, A TECHNICAL ASSISTANCE PROGRAM: Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of this website are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

design of a resume. Iraqi refugees and Special Immigrant Visa (SIV) holders will often have six-to-eight-page resumes that include their marital status and photo, whereas a resume in Laos will list only professional references. While others may not have had the opportunity to develop a resume before arriving in the U.S. This section will teach participants how to prepare an American-style resume and identify all their skills from traditional and nontraditional jobs or work experiences they may have held in refugee camps.

Identifying participants' personal skills related to the job description and including them on a resume positions the job-seeker as an ideal candidate for a job opening. Discovering participants' capabilities through the activities in job readiness classes improves the employment team's strategy for job placements. The activities in this section help to determine refugees' strengths and weakness and what type of work is available in the United States.

Understanding the "language" of skills empowers clients to communicate effectively and to discuss their skills with employment staff, volunteers, and potential employers. A resume is a tool to communicate the personal skills, abilities, and accomplishments of a job-seeker. Resumes are quick advertisements for each client and are essential to moving an employment search forward. All clients need personalized and updated resumes throughout the job-search process. This section guides participants in creating a carefully written and critiqued resume, with the ultimate goal of securing job interviews.

## Learning Objectives

After completing the activities in *Section 2: Identifying Skills and Resume Creation*, participants will be able to:

- Articulate personal skills and interests.
- Identify the purpose of a resume and name the five main resume sections.
- Create a resume that accurately reflects personal skills, abilities, and accomplishments.
- Understand what hiring managers look for in a quality resume.

## Key Vocabulary

**Skill:** something you know how to do

**Interest:** something you like to do

**Resume:** written document that captures a quick overview of personal skills, abilities, and accomplishments

**Contact Information:** name, address, email, and phone number

**Work History:** previous jobs in the U.S. and other countries

**Education:** high school, university, and/or training center name and location

**References:** people you know who can speak positively about your employment or personal history

## Included Activities:

Use this legend to identify accompanying worksheets and resources listed in the activity instructions.

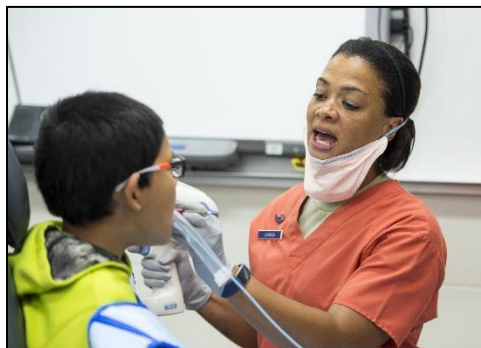
<b>2.1</b>	<b><i>Skills Checklist: Self-assessment of skills and interests</i></b>	
	<i>Skills for Success – Worksheet</i>	2.1A
	<i>Skills Checklist -- Worksheet*</i>	2.1B
	<i>My Work Preferences – Worksheet</i>	2.1C
<b>2. 2</b>	<b><i>Interest Profiler: Identify work environment preferences, personal abilities, and natural talents</i></b>	
	<i>Interest Profiler -- Worksheet*</i>	2.2D
<b>2.3</b>	<b><i>What Is a Resume? Understanding the purpose and contents of a resume</i></b>	
	<i>Resume Key Vocabulary Cards</i>	2.3E
	<i>Resume Information Matching Cards</i>	2.3F
	<i>Kasambi’s Sample Resume</i>	2.3G
<b>2.4</b>	<b><i>Creating Your Resume: Key tips for drafting a resume</i></b>	
	<i>Resume Tip Sheet</i>	2.4H
	<i>My Resume Worksheet</i>	2.4I
<b>2.5</b>	<b><i>You’re the Boss! Reviewing resume tips and best practices</i></b>	
	<i>Three Sample Resumes</i>	2.5J
<b>2.6</b>	<b><i>Additional Resources</i></b>	

\*Indicates activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 2.1 Skills Checklist

### Activity Overview

This self-reflective activity prompts participants to consider their experience, interests, and skills in preparation for communicating them on a resume, in job applications, and during interviews.



### Materials Needed

- Whiteboard and markers
- *Skills for Success* Worksheet (2.1A)
- *Skills Checklist* Worksheet (2.1B)
- *My Work Preferences* Worksheet (2.1C) for extension option
- Pens or pencils

### Procedures

1. Write the word “Skills” on the board and ask participants if they know this word. Skills are things a person knows how to do. Knowing ones skills is important when looking for a job because job-seekers need to be ready to tell others about their skills in a job application or interview.
2. Pass out the *Skills for Success* worksheet (2.1A) and read Paw’s story. Give participants a few minutes to read the discussion questions and then review answers together.
3. Ask participants to think about skills they have. Pass out the *Skills Checklist* worksheets (2.1B). Explain that participants will have five minutes to make a checkmark in the middle column for skills they have. Model writing a checkmark in the middle column for the first skill, “Care for children.”
4. After five minutes, ask participants to find a partner and take turns asking their partner about his or her skills. Encourage them to use the following sentence structure: “Can you cook? Yes, I can cook.” Model an example with a volunteer or participant.
5. After participants are finished, ask each individual to share one of their skills and one of their partner’s skills, using this structure:
  - I can use a computer.

- Jose (partner's name) can provide customer service.
6. Ask participants what other skills they have in addition to those on the checklist.
  7. Discussion questions:
    - Why is it important to know your own skills?
    - How will your experiences help you when you start working in the U.S.?

### Extension Options

- **My Work Preferences:** Use the *My Work Preferences* worksheet (2.1C) as an additional classroom activity or as a homework assignment for intermediate/advanced English speakers, reviewing answers in the next class session.

## Skills for Success

**Circle any new words.**

Paw doesn't know what kind of job he would like in the United States. He thinks about his past job as a farmer. He liked growing plants, working with his hands, and selling vegetables to customers. Paw likes to work outside and thinks he would like to work for a small company.












Paw visits his resettlement agency one day and learns about three different job openings. The first is washing dishes at a hotel, the second is working at a gardening center, and the third is cleaning at a hospital. Paw knows he needs to start working soon to earn money for his family. Which job should he apply for first?

1. What job did Paw have in the past?
2. What skills did Paw learn from his past job?
3. What skills are needed for each of the job openings Paw heard about at his resettlement agency?
4. What advice would you give to Paw about his job options?

# Skills Checklist

Write a ✓ by things you know how to do. Then ask your partner what skills they have.

Skill	I can	My partner can
 <p>Care for children</p>		
 <p>Clean</p>		
 <p>Use the computer</p>		
 <p>Take care of people</p>		
 <p>Cook</p>		

Skill	I can	My partner can
 <p>Build things</p>		
 <p>Provide customer service</p>		
 <p>Sew</p>		
 <p>Weld</p>		

What are three more things you know how to do?

1. I can \_\_\_\_\_.
2. I can \_\_\_\_\_.
3. I can \_\_\_\_\_.

## My Work Preferences

1. What jobs have you had in the past?
2. What did you like about those jobs? Why?
3. What are three things you enjoy doing?
4. What job have you dreamed about doing?
5. Do you like to work alone or as part of a team?
6. Do you want to work for a small, medium, or large company?
7. What is a business or job that fits your skills?

## 2.2 Interest Profiler

### Activity Overview

This activity identifies participants' interests related to work environment, personal abilities, and natural talents. Share this information with the employment team to identify potential job options that fit clients' interests.

### Materials Needed

- Whiteboard and markers
- *Interest Profiler* Worksheet (2.2D)
- Pens or pencils



### Procedures

1. Write the word “Interests” on the board and ask participants if they know this word. Interests are things a person likes or enjoys doing. They are activities or topics that a person finds exciting. Like skills, personal interests are important to consider as one search for a job.
2. Pass out copies of the *Interest Profiler* worksheet (2.2D). Explain that participants should read the questions and circle all of the things they enjoy doing. Encourage them to ask for explanations of any new words.
3. Write “Yes” on one end of the whiteboard and “No” on the opposite end. After participants complete the *Interest Profiler*, ask them to bring their worksheet and come to the whiteboard. Explain that for each activity or topic on the *Interest Profiler*, if the participant circled that activity, he or she should stand by the “Yes” written on the whiteboard. If the participant did not circle that activity and does not enjoy it, he or she should stand on the opposite side of the whiteboard under “No.”
4. Discussion questions:
  - How did your interests help you in your past job?
  - Can you think of jobs that fit your interests?

# Interest Profiler

Circle all the activities or topics you enjoy.



Work outside



Work inside



Write letters or poems



Work with your hands



Build things



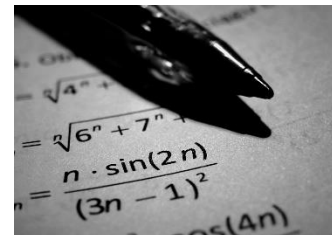
Carry heavy loads



Work at night



Work during the day



Solve math and number problems



Fix broken things around the house



Draw pictures



Play games with letters

 <p>Manage a store</p>	 <p>Operate a calculator</p>	 <p>Use a computer</p>
 <p>Repair cars</p>	 <p>Drive a truck</p>	 <p>Organize records</p>
 <p>Teach children</p>	 <p>Play an instrument</p>	 <p>Help people solve their problems</p>
 <p>Teach people or be a leader</p>	 <p>Cut hair</p>	 <p>Help sick people</p>
 <p>Invite people to my house</p>	 <p>Use machines</p>	 <p>Read maps and plans</p>

## 2.3 What Is a Resume?

### Activity Overview

This activity introduces class participants to the purpose of a resume and the five key sections that should be included. Participants have the opportunity to study a sample resume in preparation for creating a personal one.

### Materials Needed

- Whiteboard and markers
- Tape
- *Resume Key Vocabulary Cards* (2.3E)
- *Resume Information Matching Cards* (2.3F)
- *Kasambi's Sample Resume* (2.3G)
- Pens or pencils

### Procedures

1. Review the concepts of *skills* and *interests* by asking participants to share at least three examples. Ask participants, "How will employers know about your skills when you are looking for a job?" Tell participants that one way an employer knows about their skills is from a resume. A resume gives a quick overview of personal skills, interests, and accomplishments. Point out that a resume is similar to a CV, which might be familiar to participants. Ask participants if they have used a CV or a resume.
2. Ask participants, "When will you use a resume in your job search?" A resume will help them complete job applications, provide information when they meet employers, and ultimately help them get a job interview.
3. Tape each of the *Resume Key Vocabulary Cards* (2.3E) on the board, letting participants know that these are the five main parts of a resume. Write the following definitions next to each word:

#### Trainer's Tip

Starting each class with a brief review of the previous session's key concepts not only reinforces that information but also shows participants how activities build on one another. You can use comprehension questions, matching activities, or games such as the one mentioned in the "Extension Options" section of this activity.

**Contact Information:** name, address, email, and phone number

**Work History:** previous jobs in the U.S. and other countries

**Education:** high school, university, and/or training center name and location

**Skills:** something you know how to do

**References:** people you know who can speak positively about your employment or personal history

4. Pass out the *Resume Information Matching Cards* (2.3F) to participants. Explain that each card has an example of information from one of the five main resume parts. Participants should match their card with the correct resume section title taped on the board.
5. Review the placement of the *Resume Information Matching Cards* (2.3F) by asking participants if each card is correctly matched. Correct as needed.
6. Pass out *Kasambi's Sample Resume* (2.3G). Give participants five minutes to study the resume and ask questions about any words they don't understand. Ask participants to point to specific sections of the resume (contact information, work history, education, skills, and references) and walk around the room to check comprehension.
7. Ask participants the following comprehension questions about *Kasambi's Sample Resume*:
  - What is Kasambi's last name?
  - What is Kasambi's address? Where do you see that?
  - What is one of Kasambi's past jobs? How do you know?
  - What are three of Kasambi's skills?
  - Who are Kasambi's references?

## Extension Options

- **Review Game:** Write examples of contact information, job titles, education, skills, and references (342-964-4329, farmer, high school, etc.) on the board. Split participants into two groups and give each group a fly swatter. Randomly call out one of the five parts of a resume (contact information, job titles, education, skills, and references). The first group to swat a correct match earns a point.

## Resume Key Vocabulary Cards

Contact Information

Work History

Education

Skills

References

## Resume Information Matching Cards

<a href="mailto:ahmed@gmail.com">ahmed@gmail.com</a>	(555) 895-2310
Mogadishu High School	Job Readiness Class
Speaking Arabic	Sewing
Using a computer	My job developer
My teacher	Ahmed Sayed
Store owner	Builder
Seamstress	Farmer

**Kasambi Ciza**

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(555) 654-9876

Kasambi.ciza@email.com

**WORK HISTORY**

---

Chipotle, *Seattle, Washington*

2017 – Present

Cook

- Quickly prepare meats and vegetables in commercial kitchen
- Follow all food safety guidelines and requirements

Royal Hotel, *Nairobi, Kenya*

2010 – 2016

Housekeeping Manager

- Supervised 23 housekeeping staff and created weekly work schedules
- Implemented quality standards for cleaning and provided regular feedback to staff
- Provided friendly customer service to hotel guests

**EDUCATION**

---

General Secondary School, *Khartoum, Sudan*

2006

High School Diploma

**SKILLS AND LANGUAGES**

---

- Arabic and English
- Customer service
- Basic computer knowledge, including Microsoft Word and Excel

**REFERENCES**

---

Jim Smith

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Romanthie McNeill

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rmcneill@agency.org

Janie DeSoto

Job Readiness Teacher

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Seattle, WA 12345

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jdesoto@agency.org

## 2.4 Creating Your Resume

### Activity Overview

Now that participants are familiar with the purpose and contents of a resume, it's time to start creating personal resumes for participants to use throughout their job searches. This activity will guide participants in drafting their resumes.

### Materials Needed

- *Resume Tip Sheet* (2.4H)
- *My Resume Worksheet* (2.4I)
- *Kasambi's Sample Resume* (2.3G)
- Pens or pencils
- One or more computers

### Procedures

1. Review the previous activity with participants by asking, "What are the five main parts of a resume?" Ask for examples of each part and review key vocabulary as needed.
2. Pass out the *Resume Tip Sheet* (2.4H) and have participants take turns reading the tips. Explain any new words and ask clarifying questions to check comprehension.
3. Hand out copies of the *My Resume Worksheet* (2.4I) and tell participants to hand write their resume information before typing it on a computer. Give participants 20-25 minutes to complete their information.
4. Use participants' written resumes as a guide for creating typed versions. Pass out *Kasambi's Sample Resume* (2.3G) and encourage participants to use it as a guide for formatting their resumes. If volunteers are available, pair participants with volunteers who can help them on the computer. If there are participants with higher levels of computer skills, they can work with other participants who are less familiar with typing. Instruct participants where and how to save digital copies of their resumes.
5. Print out a copy of each participant's resume. Remind participants that a resume needs to be perfect, so expect many revisions after the first draft. Ask participants to look over their printed resumes in detail, checking it against the suggestions on the *Resume Tip Sheet* (2.4H).

6. Have participants exchange resumes with partners to look for any additional spelling, formatting, or grammatical changes needed.
7. As time allows, invite participants to return to the computer to make the changes needed. Save updated digital files and review a final time after class for accuracy. Explain how to save as a PDF version, which they will need for online applications.
8. Provide each participant with three copies of his or her finalized resume. Remind participants of these guidelines in using their resume:
  - Always keep a printed copy on hand.
  - Present a clean, unfolded copy of the resume to an employer at the beginning of every interview.
  - Keep the resume up-to-date.
  - Save the resume as a PDF when attaching it to online applications.

### Extension Options

- **Resume Review:** Have participants find a partner. Write the following questions on the board, and ask partners to take turns reviewing their resume information by asking and answering each question:
  - What is one of your past jobs? Where was it?
  - What is one of your skills?
  - What language(s) do you speak?
  - Who is one of your references?
  - What is your email address?

# Resume Tip Sheet

Read these important instructions for creating your resume. After you have typed a draft of your resume, use the boxes on the right to check (✓) whether your resume follows that “rule.”

<b>Contact Information</b>	
1. My first and last name are written the same as they are on my ID.	
2. My phone number is correct and works when someone calls.	
3. My professional email address is listed. (Avoid personal email addresses such as <a href="mailto:hotlips@gmail.com">hotlips@gmail.com</a> or <a href="mailto:IlovePringles@hotmail.com">IlovePringles@hotmail.com</a> . Instead, use an address based on your name.)	
<b>Work History</b>	
4. My experience is listed in order from most current (newest) job to oldest job.	
5. The company name, job title, years, and duties of each job are included.	
6. The duties of each job listed are specific.	
<b>Education</b>	
7. Schools and trainings are listed in order from highest level of education achieved to lowest.	
<b>Skills</b>	
8. All the languages I speak are included.	
<b>References</b>	
9. Three references are listed with first and last names and U.S. phone numbers.	
10. Family members are not listed.	
11. A U.S. phone number is listed for each reference.	
12. Each reference has given you permission to be included.	
<b>Formatting</b>	
13. Spelling is correct, and there are no grammar mistakes.	
14. The font (how the typed letters look) is the same throughout the document.	
15. The white spaces look good and are the same throughout the document.	
16. There is not a personal photo or birth date included.	

## My Resume

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, ZIP Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

### Work History – start with your most recent job:

Company Name: \_\_\_\_\_ Location (City and Country): \_\_\_\_\_

Job Title: \_\_\_\_\_ Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Job Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Company Name: \_\_\_\_\_ Location (City and Country): \_\_\_\_\_

Job Title: \_\_\_\_\_ Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Job Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Company Name: \_\_\_\_\_ Location (City and Country): \_\_\_\_\_

Job Title: \_\_\_\_\_ Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Job Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Company Name: \_\_\_\_\_ Location (City and Country): \_\_\_\_\_

Job Title: \_\_\_\_\_ Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Job Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Education – start with your most recent school:

School Name: \_\_\_\_\_ Location (City and Country): \_\_\_\_\_

Years Attended: \_\_\_\_\_ Graduated? Circle One      Yes    No

Degree Type: \_\_\_\_\_

School Name: \_\_\_\_\_ Location (City and Country): \_\_\_\_\_

Years Attended: \_\_\_\_\_ Graduated? Circle One      Yes    No

Degree Type: \_\_\_\_\_

## 2.5 You're the Boss!

### Activity Overview

This practical application activity reviews the resume tips covered in the previous exercises. Participants review three sample resumes and have an opportunity to choose which “candidate” to invite in for a job interview.

### Materials Needed

- *Three Sample Resumes (2.5J)*—crumple and/or slightly tear copies of one of the three resumes ahead of time to illustrate the importance of keeping resumes crisp and clean.

### Procedures

1. Split participants into two or more small groups and tell them that today they are the boss at a local restaurant. Explain that they will have ten minutes to review three resumes for a dishwashing job. They should look at each resume and be prepared to share which candidate their group will invite in for an interview and why.
2. Pass out copies of the *Three Sample Resumes (2.5J)* to each group. After ten minutes, ask groups to take turns sharing which candidate they would like to interview and why. Note that none of the resumes are completely perfect.
3. Discussion questions to emphasize any points not mentioned by groups:
  - Which candidate has the skills that best match the job?
  - What mistakes did you notice on George’s resume? Ali’s resume? Julia’s resume?
  - Which resume visually looks the best? Why?
  - Why do you NOT list your birth date on a resume?

### Extension Options

- **Matching a resume to a specific job:** Use this [infographic](#) from CareerBuilder to discuss ways to tailor a resume for a specific job opening.



**George Ubi**

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**WORK HISTORY**

---

Chipotle, *Seattle, Washington*

2012 – Present

Dishwasher

- Sanitize and organize all pots, pans, dishes, and kitchen utensils
- Follow all food safety guidelines and requirements

Royal Hotel, *Nairobi, Kenya*

2002 – 2010

Housekeeping Manager

- Supervised 23 housekeeping staff and created weekly work schedules
- Implemented quality standards for cleaning and provided regular feedback to staff
- Provided friendly customer service to hotel guests

**EDUCATION**

---

General Secondary School, *Khartoum, Sudan*

2006

High School Diploma

**SKILLS AND LANGUAGES**

---

- Fluent in Arabic
- Customer service

**REFERENCES**

---

Jim Smith

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Romanthie McNeill

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Janie DeSoto

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jdesoto@agency.org

## Julia Tanner

18881 Smith Trail, Detroit, MI 49706    jtanner@email.com

Cell: 555-000-0000

---

### Work Experience

#### Shop Oner, 2015

- Customer Service
- Money
- selling clothes – men & women

#### Dishwasher, 2010

- Cleaning dishes
- working fast

### References

Georgette Wani  
Restaurant Manager  
(421) 123-9876  
georgette@gmail.com

Susan Walker  
Teacher  
943 McDonald Rd.  
Detroit, MI 49706

### Education

University Degree in Business Management, 2012

### Skills

- English
- Counting money

**Ali Afzali**

DOB: 6/12/1973

1342 Main St. · Astoria, CA 37208

(555) 954-9076 · football\_fan@email.com

**WORK HISTORY**

---

I started working for my father when I was 12. He was a carpenter. I would meet with customers, discuss a timeline for their order, and then get to work. I made chairs, tables, and benches. I would cut the wood, sand it, and sometimes, I would paint it. I made my customers very happy with my hard work and good, quality products. I also worked for one of my uncles, running errands for his business. I would deliver packages to one customer, and then pick up another box and take it to another customer. I worked very fast and never lost any packages.

**EDUCATION**

---

I took some university classes in business management but do not have my degree yet.

**SKILLS AND LANGUAGES**

---

I can speak Arabic and English. I can build many beautiful products from wood. I can work very quickly and I always make sure customers are happy with my work.

**REFERENCES**

---

You can call my uncle or my father in my home country. They will tell you about what a good worker I am.

## 2.6 Additional Resources

**Higher** resources include these:

- [Resumes and Cover Letters—Infographic](#)
- [Reader Question: How Do You Portray Unique Refugee Experience on a Resume?](#)
- [Resumes: An Important Tool of Our Trade](#)
- [Your Top 3 Recommendations for Resume Preparation](#)

**CareerOneStop**'s online Resume Guide includes the following:

- [Why You Need a Great Resume](#)
- [Top Resume Strategies](#)
- [Do Your Research](#)
- [Writing Your Resume](#)
- [Market Your Resume](#)
- [Make the Most of the Internet](#)
- [Sample Resume Walk-through](#)
- [More Sample Resumes](#)
- [Get More Resume Help](#)
- [Resume FAQs](#)

**Cultural Orientation Resource Center** has several lesson plans on identifying skills:

- [Recognizing Skills and Barriers](#)
- [Skills Identification Game](#)
- [Stressing Your Skills](#)
- [Skills for Your CV](#)

**Occupational Information System**'s [Occupation Search](#) is useful to find skills and work activities related to clients' previous work to include on resumes. It is a leading source of occupational information. It also identifies related occupations that might interest clients by clicking on specific skills, abilities, and work activities.



## Section 3: Professional Networking

Networking is a critical part of any job search, and it's also a valuable skill for newly arrived refugees looking to make connections in the community. This section of the job readiness curriculum focuses on the shift from learning about the U.S. workplace to conducting a job search. Upcoming sections of the job readiness curriculum will include additional aspects of the job search, such as filling out applications and applying for jobs online. This section focuses on networking as an essential aspect of the job search process. Networking should comprise 70% of a job seeker's time, and the remaining 30% should be spent on job applications and company

**HIGHER, A TECHNICAL ASSISTANCE PROGRAM:** Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of this website are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

research.<sup>1</sup> That's 28 hours each week spent networking if a job seeker is putting full-time (40 hour) effort into a job search.

Part of the instructor's role is to help refugees understand how they can contribute to and drive the job-search process. Networking has many benefits, because it provides refugees the opportunity to meet new people, practice their English, and recognize the power they have over their own job search. Professional networking can be as easy as establishing a personal network. Imagine meeting a neighbor, for example, and asking where he or she works. Is the employer reasonable? Are jobs available? Would the neighbor be willing to help apply for a job? Clients likely had extensive networks in their home countries that grew organically; this section highlights how to intentionally build a network in a new community and cultural context.

Activities in this section provide opportunities for participants to practice networking skills and develop a plan to build their network as they search for jobs.

## Learning Objectives

After completing the activities in *Section 3: Professional Networking*, participants will be able to:

- Articulate the importance of networking when looking for a job.
- Identify people who make up their local network.
- Ask at least five informational interview questions.
- Use several different professional greetings.
- Introduce themselves and briefly explain their interests and goals.
- Start a conversation with a new contact.

## Key Vocabulary

**Network:** people you know, including friends, family, coworkers, and community members

**Networking:** meeting new contacts and sharing information with others

**Informational Interview:** conversation to learn information about a person, job, or industry (*not* the same as a job interview)

**Greeting:** word or phrase used when meeting someone or seeing a friend after some time



<sup>1</sup> Arapahoe/Douglas Works! Workforce Center Networking Class

## Included Activities:

<b>3.1</b>	<b><i>Whom do you know? Identifying your network*</i></b>	
	<i>My Network -- Worksheet</i>	3.1A
	<i>Networking Contact Log Sheet -- Worksheet</i>	3.1B
<b>3.2</b>	<b><i>Getting to Know You: Informational interviews</i></b>	
	<i>Informational Interview Questions Worksheet</i>	3.2C
	<i>Matching Cards-- Beginner English Extension*</i>	3.2D
<b>3.3</b>	<b><i>Professional Greetings: Practicing words, phrases, and body language for networking*</i></b>	
<b>3.4</b>	<b><i>My Commercial: Develop your pitch</i></b>	
	<i>My Commercial-- Worksheet</i>	3.4E
<b>3.5</b>	<b><i>Things in Common: A networking exercise</i></b>	
<b>3.6</b>	<b><i>Building an Online Network: An overview of online networking</i></b>	
	<i>Online Networking --Tip Sheet</i>	3.6F
	<i>Meet Mutaz – A professional networking success story</i>	3.6G
<b>3.7</b>	<b><i>Additional Resources</i></b>	

\*Indicates either that the activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 3.1 Whom Do You Know?

### Activity Overview

This activity introduces participants to the concept of networking. Although participants are new to the U.S., this exercise demonstrates that they might already have a network of people and it helps them brainstorm new ideas to continue making connections.

### Materials Needed

- Whiteboard and markers
- Copies of *My Network Worksheet* (3.1A)
- Pencils or pens

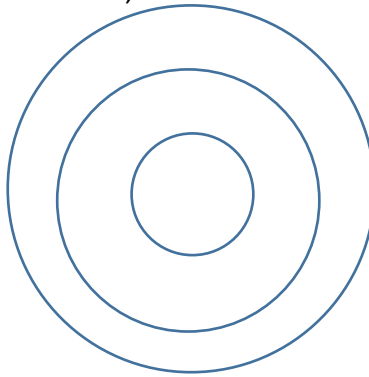


### Procedures

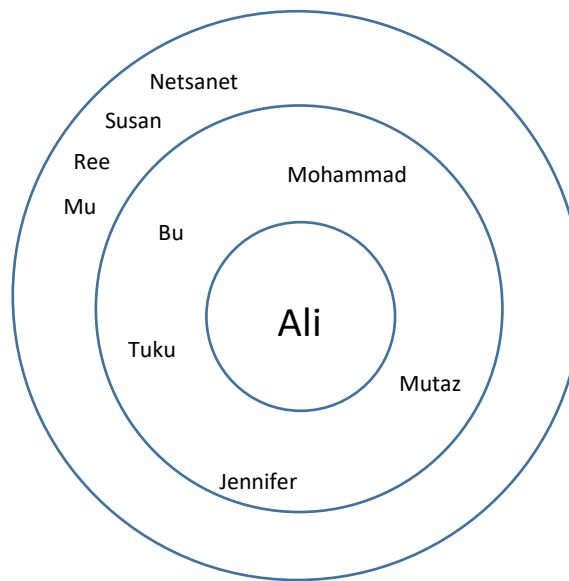
1. Ask participants, “What are some ways to find a job?” Elicit several answers such as searching online, going into a business to ask for an application, and talking to a job developer or employment specialist at the resettlement agency. Write answers on the board.
2. Ask, “Out of these answers, how do most people find their job?” Tell participants that talking with friends and family is the best way to find a job in the U.S. This is called “networking.”
3. Tell participants:

Your network is the circle of people you know: friends, family, other classmates, resettlement staff, future coworkers, other parents, etc. All these people make up your current or potential network. I know that you have just moved to a new place, and maybe you think that you don’t know many people. But you might be surprised to see how many people are in your network.

4. Draw three large circles on the board, like this:



5. Ask for a participant to write his or her name in the center circle. Ask the participant to say the names of five people he or she knows in this city, and write those names in the second circle. If the participant gets stuck, note that the instructor, resettlement staff, and friends in the class can be included.



6. After writing several names in the outer circle, ask participants, "How many people does Ali know?"

In the United States, the average person knows approximately 600 people. Even though you might have a small network in your local community right now, your "middle circle" of friends can help you meet more people in the "outer circle." How can this help you find a job?

7. Pass out the *My Network Worksheets* (3.1A) and ask participants to follow your example and write the names of people they know into the second circle of the diagram: family,

friends, neighbors, co-workers, resettlement staff, etc. Have participants try to list about 10 people.

8. Discussion questions:

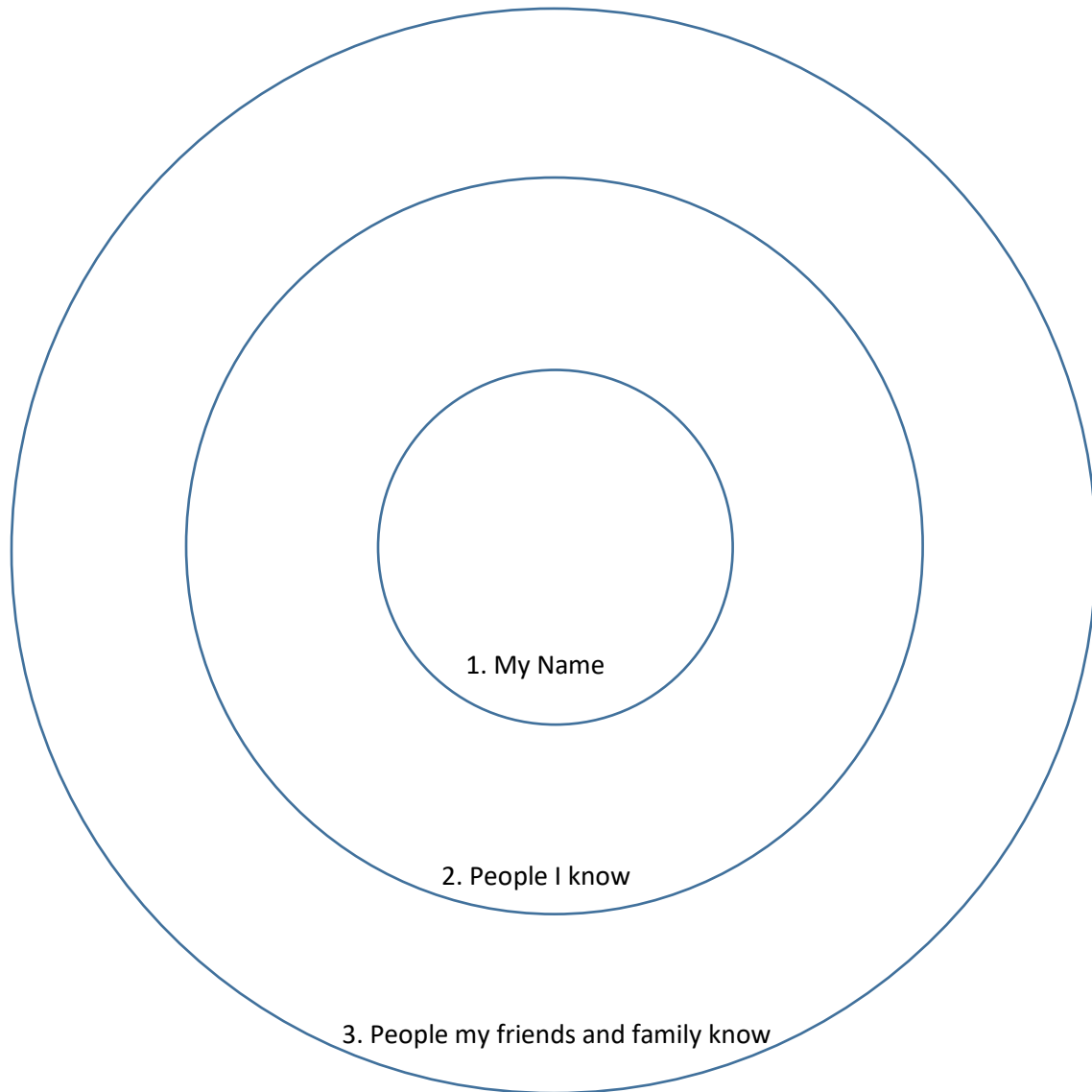
- Ask each participant: How many names did you write? Total the numbers (for each participant and the whole class) on the whiteboard and let participants know that there is at least that number of contacts in this network of their job readiness class.
- How can your friends help you meet new people who will support your job search? Sample answer: if a participant wants to work in construction, he or she can ask a friend if they know anyone who works in construction.
- Read the ideas of places to network at the bottom of the *My Network Worksheet*. What other places can you meet new people?

### Extension Options

- **Beginner English level option:** Instead of writing names, ask participants to draw their friends and family in the circle on the *My Network Worksheet* (3.1A). Complete an example ahead of time to model the exercise.
- **Homework option:** Ask participants to talk to two people in their network this week and ask who they know that works, or works in their industry of interest. Tell participants to be prepared to share their successes and challenges at the next class.

# My Network

*Write your name in the circle 1 and names of people you know in the circle 2. Ask your friends and family whom they know to fill in the circle 3.*



Where can you network?

- Community events
- Social groups
- Online (LinkedIn, Facebook, Meetup.com)
- ESL or Job Club classes
- Library
- Places of worship
- Other: \_\_\_\_\_

From the New York University Robert F. Wagner Graduate School of Public Service [Networking Guide](#).

# NETWORKING CONTACT LOG SHEET

Date: \_\_\_\_\_

Name & Title: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Organization: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Telephone/Email: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

How We Met: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Details of Conversation: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Further Action: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Referrals: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Follow-Up Action & Date: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 3.2 Getting to Know You

### Activity Overview

This lesson focuses on a key part of professional networking: informational interviews. Participants will brainstorm networking questions and then practice asking them.



### Materials Needed

- Whiteboard and markers
- Copies of *Informational Interview Questions Worksheet* (3.2C)
- *Matching Cards* for beginner level extension option (3.2D)

### Procedures

1. Review job titles using the photo vocabulary cards from *Section 1*. Ask participants, “Which jobs do you want to learn more about?”
2. After eliciting answers, ask, “What questions would you like to ask people who do that job?” Examples include: *Where do you work? What are your job duties? What do you like about your job? What don’t you like about your job?* Write answers on the board.

Explain that getting information about a job or an industry by asking questions is called an “informational interview.” An informational interview is different from a job interview. An informational interview is a casual conversation to learn more about a job, and a job interview helps employers know if a candidate is a good fit for a job opening.

3. Hand out the copies of the *Informational Interview Questions Worksheet* (3.2C). Ask participants to spend ten minutes writing questions they could ask to learn more about someone and their job.
4. Ask participants to find a partner and practice asking each other informational interview questions. Presumably everyone in the class is looking for a job; therefore, participants can answer the questions based on previous work experience. The process of asking is the skill being developed here, so questions can also be about an imagined job. Give ten minutes for partners to practice asking and answering their informational interview questions.

5. Bring the group back together and ask for a participant to share one or two of their questions. What did they learn about their partner? Review any additional questions that weren't mentioned.
  - Where do you work?
  - Why did you choose this job?
  - What is your job title?
  - What do you do each day at your job?
  - What do you like best about your job?
  - Is there anything you don't like about your job?
  - What skills are important for people with this job?
  - Is your company hiring?
6. Follow-up assignment: Ask participants to complete one informational interview with a person in their field of interest or in their network, using their questions and be prepared to share what they learn.

### Extension Options

- **Beginner English level activity:** Print out the *Matching Cards* (3.2D). Shuffle them and ask participants to match each question with the correct answer. Read each question and answer together, then ask participants to take turns asking and answering the questions.
- **Guest employer:** Invite an employer to come to class, and let participants ask their list of informational interview questions. Debrief by discussing what information they learned.
- **Meet-and-greets:** Pick one question at the beginning of each job readiness class and invite participants to "work the room" until they have had a chance to shake hands and ask the question to all other participants. Questions can include: *Where are you from? What was one of your past jobs? What is one of your skills?*

## Informational Interview Questions

Think of five questions you can ask someone about their work. Use question words like who, what, when, where, why, and how.

1. \_\_\_\_\_?
2. \_\_\_\_\_?
3. \_\_\_\_\_?
4. \_\_\_\_\_?
5. \_\_\_\_\_?

Now, practice asking these questions with a partner and see what you learn! Record your answers in the space below.

Beginner Extension Option – print and cut into cards.

Where do you work?	I work at a hotel.
What is your job title?	I am a dishwasher.
What do you like about your job?	I like the people who work with me.
What is difficult about your job?	It is difficult to stand on my feet all day.
Is your company hiring?	My company is hiring dishwashers and housekeepers.

## 3.3 Professional Greetings

### Activity Overview

This quick exercise is accessible to a variety of English language levels and makes a great opening or icebreaker activity. Participants practice body language and phrases used in professional greetings, networking, and workplace situations.

### Materials Needed

- Whiteboard and markers

### Procedures

1. Ask participants how they say “Hello” formally, in the workplace, in their native language, and give everyone an opportunity to share. Tell participants that these are all called “greetings.”
2. Ask, “Do you know which English words or phrases people use when they first meet or see each other at work?” Write responses on the board. Answers can include:
  - Hi, my name is \_\_\_\_\_.
  - How are you?
  - Nice to see you. / Nice to meet you.
  - Good morning / Good afternoon / Good evening.
  - How have you been?
  - How’s your day going?

#### Trainer’s Tip

Asking adult participants how to say key words or phrases in their native language shows your interest in learning about their culture and background, and it is also a reminder of each participant’s unique knowledge base.

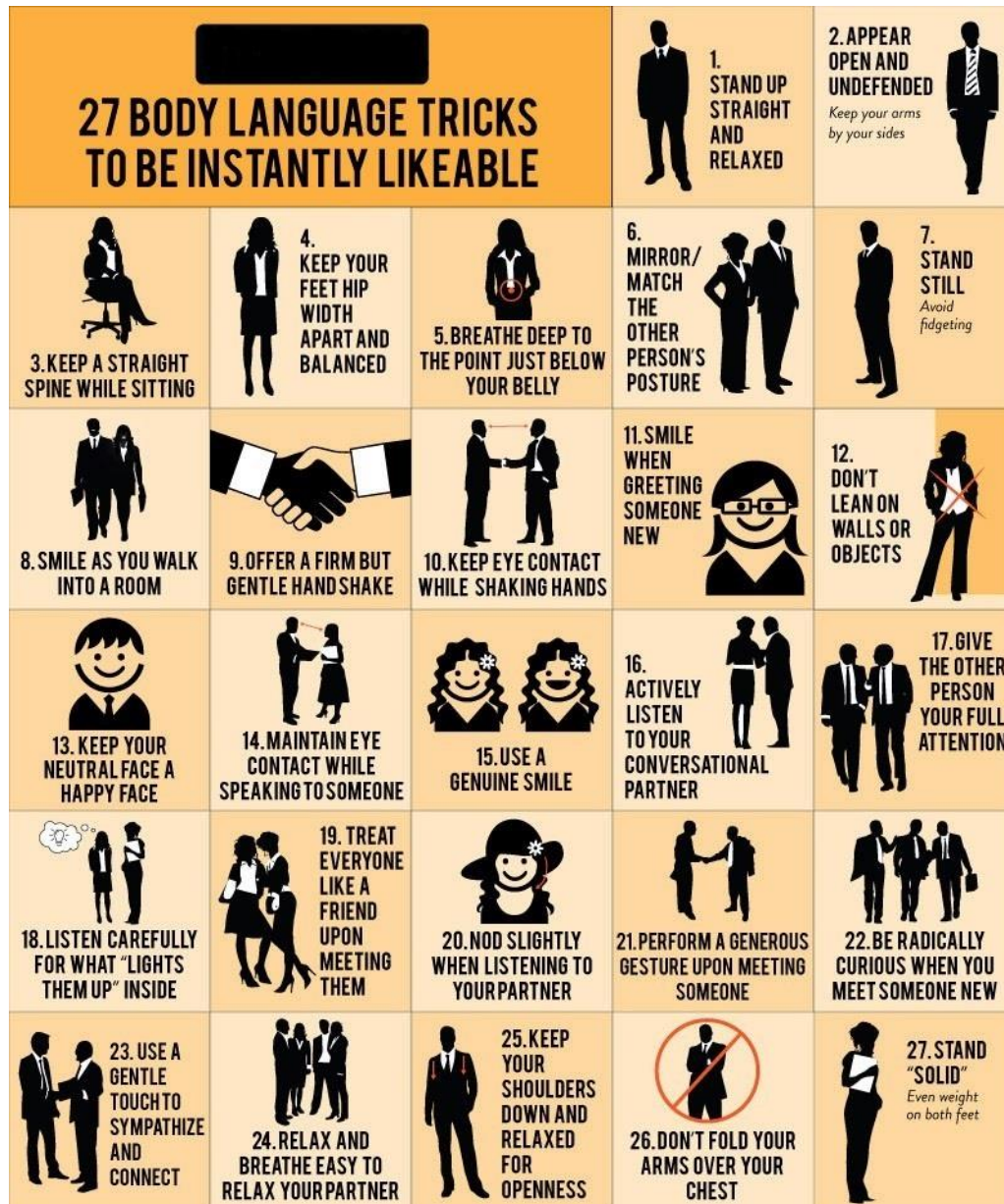
Point out that slang greetings such as “hey” and “what’s up” should be reserved for close friends and are not appropriate for work settings.

3. Ask participants what body language is good for meeting or greeting someone. Answers include strong handshakes, eye contact, and smiles. Also ask participants if anyone is not comfortable shaking hands with someone of the opposite sex. Assure them this is acceptable, but they should be prepared to smile and say something like, “I am excited to meet you, but I cannot shake hands because of my faith.”
4. Divide participants into two equal groups and form two lines, facing one another. They should practice different English greetings and handshakes with the person across from

them. After several seconds, have one line move down and the person at the end should rotate to the front of the line so that each person is facing a new partner. Continue this activity until participants have had significant opportunity to practice greetings.

## Extension Option

- **Body language:** Use the infographic below from Vixen Daily to review positive body language for professional interactions.



## 3.4 My Commercial

### Activity Overview

Having an “elevator pitch,” or a succinct and interesting description of who you are, is an important part of looking for a job and networking. This lesson prompts participants to create and practice a personal introduction using the idea of a commercial.

In many cultures, self-promotion is frowned upon. Take this opportunity to share with participants that Americans speak openly about their accomplishments, good qualities, and experiences throughout the job search process. Companies expect job seekers to speak positively about themselves as a sign of confidence.

### Materials Needed

- Copies of *My Commercial Worksheets* (3.4E)
- Pencils or pens

### Procedures

1. Ask participants, “What is a commercial? Can you think of an example of a commercial? Why do businesses create commercials?”
2. Tell participants they will create short “commercials” about themselves. Ask, “Why is it important to have a commercial about yourself when you look for a job?” Possible answers:
  - It will be your introduction when you speak to an employer or talk with friends about job openings.
  - This information can also help you answer the most common interview question, “Can you tell me about yourself?”

Think of this commercial as a message that will tell others what makes you special.

3. Pass out copies of the *My Commercial Worksheets* (3.4E). Ask participants to take turns reading the handout.
4. Ask participants to write out information they can share when networking. If participants get stuck, write phrases they can fill in (on the board or on their paper), such as, “Hello! My name is \_\_\_\_\_. In the past, I worked as a \_\_\_\_\_. Now, I would like to \_\_\_\_\_.” Depending on the

participants, give examples for participants who do not have formal or traditional work experience.

5. As participants finish, have them find a partner to practice their introductions. Encourage participants to practice several times – this introduction should sound “natural,” not robotic. Ask for participants to share their introductions with the entire class.
6. Discussion question:
  - Do you like to talk about yourself? Why or why not?
    - Was there ever a time you were uncomfortable talking about yourself?
    - Would someone like to share one of their proudest moments?

### Extension Options

- **Commercial video example:** Pick out a commercial video clip ahead of time to show the class before starting the activity. Ask questions about what is being marketed and what makes the service or product special.
- **Hear your commercial:** Record participants’ “commercials” with a cell phone or tape recorder. Let them critique their performances.

# My Commercial

Read these two examples:

1. "Hello, my name is Robert Zuma. In the past, I worked as a newspaper photographer. One of my photographs won a special award in my country. Now I am looking for a job in manufacturing. I know my attention to detail will help me do a good job."



2. "It is nice to meet you. My name is Esther. In the past, I worked at a restaurant. I washed dishes, cooked, and served customers. I loved seeing people enjoy food at our restaurant. Now I am looking for a job as a dishwasher. Do you know anyone who works in the restaurant business?"



How will you introduce yourself while networking? Write a short "commercial" about you. Include:

- Your name
- Your experience or education
- What you would like to do now
- Why businesses or people like you
- Show how you are unique (different from other people)

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Practice your introduction with a partner and at home with your friends and family.

## 3.5 Things in Common

### Activity Overview

Finding things in common with another person is a good networking technique.<sup>2</sup> This interactive activity works well as an icebreaker or as a break between other exercises.

### Materials Needed

- Blank paper
- Pens or pencils

### Procedures

1. Tell participants that finding things in common with another person is a good networking technique. One example of something participants in this group have in common is that they are all looking for a job.
2. Divide the class into small groups of two to three participants. Explain that they have seven minutes to find as many things in common with each other as possible. Pass out blank paper for recording answers.
3. After seven minutes, ask each group to share how many things they found in common. Review answers, giving a round of applause for the team who thought of the most commonalities.
4. Discussion questions:
  - Was it easy or difficult to find things in common?
  - What did you learn about your partner or people in your group?
  - How is this helpful when you are networking?
  - What questions or topics are not appropriate in a professional networking setting?
  - If someone asks a question that you find uncomfortable, what is an appropriate way to respond?

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<sup>2</sup> *Entrepreneur* article, "19 Ways To 'Kill It' at Your Next Networking Event." Retrieved from <https://www.entrepreneur.com/article/244160#>.

## 3.6 Building an Online Network

### Activity Overview

This lesson requires advanced English and basic computer knowledge. Participants briefly discuss social media options and tools available to develop a professional online network.

### Materials Needed

- Copies of *Online Networking* Tip Sheet (3.6F)
- Computers for participants interested in creating a LinkedIn profile

### Procedures

1. Ask participants, “What is social media? What social media sites do you know?” Write answers on the board.
2. Say, “Social media sites can help you research companies, join professional groups, and connect with new people who might be helpful as you look for a job.”
3. Review the *Online Networking* Tip Sheet (3.6F) together, asking for participants to take turns reading aloud.
4. If volunteer assistance is available, suggest to participants that someone can help them create or review their LinkedIn profile page.
5. Discussion questions:
  - What social media sites do you already use? How do you use those sites now?
  - What are benefits of using social media for your job search? Can you think of any reasons not to use social media for your job search?

### Extension Options:

- **Meet Mutaz:** Review Mutaz’s story (3.6G) together as a group or as a homework assignment.

# Online Networking

You can use social media websites to build an online professional network. Here are some reminders and tips to help you get started.

## Reminders<sup>3</sup>

- Don't list personal information or post comments, photos, or videos that you wouldn't want an employer to see.
- Think of everything you put online as public information.
- Do an online search of your name to see what information and/or images of you are on the internet.
- Be careful of scams for fake job positions, trainings, or job search help.



## Which social media sites should I use to build my virtual network?

**LinkedIn:** professional networking site where you can share about your skills and work experience. You can also use it to research companies.

**Facebook:** primarily a social networking tool, but be aware that employers frequently search for Facebook profiles when considering a job candidate. Make sure that your profile page is professional.

**Instagram:** can be used to search companies.

**Meetup:** networking tool to create a group meeting. It positions you as a leader and organizer.

**Twitter:** can be used to search companies, even without ever sending a “tweet.”

## What will I need to set up a profile?

- **Professional photograph** for your profile page
- **Resume** to help you complete the professional experience section
- **Email address** to set up your account
- **Knowledge of your skills** to list on LinkedIn

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<sup>3</sup> From CareerOneStop's "Take Your Network Online," <https://www.careeronestop.org/JobSearch/Network/online-network.aspx>.

## Meet Mutaz

Mutaz and his family moved to the United States from Iraq in 2013. In his home country, Mutaz worked as an engineer for many years.

When Mutaz moved to the U.S., he knew 10-15 people here. Three years later, he knows more than 100 people in his community. How did he network in the beginning? He met new people at job readiness classes and professional group meetings at a local technical college. He also looked for free events to attend around town.

Mutaz works for a company that is building a new public railroad line. He loves his job! He found this job about a year ago through his online network.

“Networking is very important in the U.S.,” says Mutaz. “If you know someone, and they know the industry here, it becomes easy to get a job here.”

A recruiter at the company where Mutaz now works found his profile on LinkedIn and contacted him for an interview. Mutaz has more than 240 LinkedIn contacts and is a member of several industry groups.

When Mutaz first meets new people to talk about jobs, he always lets them know he can work well with others: “Here in the U.S., they care about the team.”

His advice to job seekers? “Be patient. It takes time!”

### Discussion Questions

Where is Mutaz from? How long has he been in the U.S.?

How did networking help Mutaz find his job?

What has Mutaz learned about looking for jobs in the United States?



## 3.7 Additional Resources

### Higher Resources:

- [\*Practical Tips on How to Network\*](#) provides five networking tips that focus on helping others.
- [\*Informational Interviews\*](#) offers additional resources on making these conversations count in a job search.
- [\*How to Improve Your LinkedIn Profile\*](#)
- [\*How To Track Down the Contacts You Need Via LinkedIn\*](#) features a PowerPoint presentation outlining simple steps to finding employers on LinkedIn.
- [\*To Tweet or Not to Tweet\*](#) includes some tips for using Twitter.
- [\*Religious Observance and Employment: To Shake or Not to Shake?\*](#)
- [\*Identifying Job-Getting Personal Qualities\*](#) is a lesson plan to use in tandem with the *My Commercial* lesson to give additional insight into the qualities that make participants unique and attractive to employers.

**CareerOneStop** has a [networking section on its website](#) that includes the following topics:

- Why Network?
- Your Elevator Speech or Pitch
- Make a List of Contacts
- Informational Interviews
- Contact Potential Employers
- Maintain Your Network
- Take Your Network Online

**Skills to Pay the Bills:** [\*Mastering Soft Skills for Workplace Success\*](#) is a curriculum from the U.S. Department of Labor's Office of Disability Employment Policy to equip youth with soft skills necessary for job searches. There is a chapter on [networking here](#).

**Center for Applied Linguistics** has several [icebreaker activity ideas](#) that fit in well with networking concepts.

**EY** has an infographic titled [Building Better Connections](#) with data about current networking trends and tips for doing more of it.

**Institute for Community Inclusion at the University of Massachusetts Boston** developed a curriculum called [Teaching Networking Skills: Paving a Way to Jobs and Careers](#) intended for participants who have limited work experience.

**Leisure Jobs** has several [LinkedIn infographics](#) covering everything from setting up a profile to keep your profile secure. These make eye-catching visual aids for the classroom.

**Accounting Principals** offers [Ten Tips on Building a Strong LinkedIn Profile](#).

**New York University's** Robert F. Wagner Graduate School of Public Service has a [Networking Guide](#) useful for clients with high levels of English. The guide also includes a *Networking Contact Log Sheet* (3.1B).



## Section 4: Interviewing

Job interviewing is challenging, even for those who have been on several interviews. Constantly meeting new people, marketing one's skills, and answering many questions while staying enthusiastic can be tiresome. There are ways to make a job interview much less stressful, however, such as investing a little preparation time prior to the interview. Clients are taught in this section that the keys to effective interviewing are to project confidence, stay positive, and be able to share examples of workplace skills that coincide with the job qualifications. Practice

**HIGHER, A TECHNICAL ASSISTANCE PROGRAM:** Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of this website are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

can reduce the anxiety many feel about job interviewing. An effective strategy for getting clients more comfortable is to invite volunteers to ask questions and help clients practice interviewing.

Clients favor interview workshops because the workshops are interactive and practical. This section provides opportunities to practice English and learn the physical and spoken requirements of job interviews in the U.S. Teaching appropriate body language, clothing, and hygiene is as important as teaching clients how to answer interview questions.

Instructors should work with job developers to create a bank of common interview questions that employer partners may use. When working with the Renaissance Hotel in North Carolina, for example, the HR Manager always asked these five questions:

1. What country are you from?
2. What jobs have you previously held?
3. What experience do you have with hotels?
4. What hours and days are you hoping to work?
5. Where do you see yourself in five years?

Add these questions to the “Common Interview Questions” activity to personalize it to specific employer partners.

## Learning Objectives

After completing the activities in *Section 4: Interviewing*, participants will be able to:

- Identify positive interview behaviors, including what time to arrive, what to bring, and how to dress.
- Model professional body language appropriate for job interviews and work in the U.S.
- Successfully answer common interview questions.
- Tell stories that reflect their experience and their character when answering behavioral interview questions.

## Key Vocabulary

**Interview:** conversation to learn if someone is a good match for the job

**Body language:** how we communicate nonverbally through our gestures and movements

**Hygiene:** maintenance of health and cleanliness

## Included Activities:

<b>4.1</b>	<b><i>What is an Interview? A Good Interview Example</i></b>	
	<i>Christine's Interview Story-- Worksheet</i>	4.1A
<b>4.2</b>	<b><i>What to Bring : Preparing for an Interview</i></b>	
	<i>Kasambi's Sample Resume</i>	4.2B
	<i>What to Bring-- Photo Cards*</i>	4.2C
	<i>What to Bring to an Interview-- Worksheet</i>	4.2D
<b>4.3</b>	<b><i>What to Wear: Professional Clothing in the U.S.</i></b>	
	<i>What to Wear and What Not to Wear-- Graphics*</i>	4.3E
	<i>Interview-- Photo Cards*</i>	4.3F
<b>4.4</b>	<b><i>Body Language: First Impressions*</i></b>	
<b>4.5</b>	<b><i>Common Interview Questions</i></b>	
	<i>Common Interview Questions -- Worksheet</i>	4.5G
<b>4.6</b>	<b><i>Behavioral Interview Questions: Story-telling</i></b>	
	<i>Characteristics Cards</i>	4.6H
	<i>Tips for Behavioral Interview Questions --Worksheet</i>	4.6I
	<i>Behavioral Interview Questions -- Worksheet</i>	4.6J
<b>4.7</b>	<b><i>Interview Practice: Putting it Altogether</i></b>	
	<i>Interview Checklist-- Worksheet</i>	4.7K
<b>4.8</b>	<b><i>Additional Resources</i></b>	

\*Indicates either that the activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 4.1 What is an Interview?

### Activity Overview

This activity provides a broad overview of the interview experience. Participants watch a video of a good interview. If necessary technology is not available, recruit volunteers to “perform” the good interview example using the transcript (4.1A) from the Higher Online Learning Institute.

### Materials Needed

- Computer, projector and screen, or TV
- Access to [Higher’s Online Learning Institute](#)
- *Christine’s Interview Story* Worksheets (4.1A)
- Pens or pencils

### Procedures

1. Start by asking participants, “Have you ever been to a job interview? When will you have a job interview in the U.S.?” Clarify the difference between an informational interview (a key term from *Section 3: Professional Networking*) and a formal job interview. Include definition of informational interview, while formal job interviews are conversations in which an employer asks questions to find the best person for a job opening. Review the U.S. job search steps as needed.
2. Watch the Higher Online Learning Institute’s “Good Interview” video (located on [Higher’s Online Learning Institute](#), under “Courses.” Look for “Refugee Interview Behavior Videos” and then click “Interview Behavior Video – Good Example.”
3. Ask participants what they noticed about the interview. Did anything surprise them? What did Christine do well? Some examples include:
  - Turns off cell phone
  - Great posture
  - Clean, neat, professional appearance
  - No heavy jewelry, tight or inappropriate clothing
  - Strong handshake
  - Eye contact
  - Greeting
  - Clean, neat resume
  - Uses interviewer’s name (Ms. Jones)
  - Continued eye contact and concentration
  - Agree to clean and do all of the job

- Asked a great question showing curiosity and understanding of the job
  - Asked about next steps
  - Closed with, "Thank you"
4. Pass out *Christine's Interview Story* Worksheets (4.1A) and explain that this is the text of the video they just watched. Give participants time to read it on their own, circling any new words that need explanation.
  5. Have participants take turns reading the transcript aloud, noting where questions and answers come up in the conversation. Talk through the discussion questions as a group.
  6. Discussion question:
    - What do you want to learn about job interviews?

## Christine's Interview Story

Read the interview story you just watched and answer the questions below.

**Interviewer:** Hello, are you Christine Negizimana?

**Candidate:** Yes, very close. It is pronounced like that, Nuh-geezee-mana.

**Interviewer:** Nuh-geezee-mana.

**Candidate:** Uh-huh.

**Interviewer:** It's wonderful to meet you. My name is Mary Jones, and I will be interviewing you today.

**Candidate:** Oh, nice to meet you too.

**Interviewer:** Please come in.

**Candidate:** Thank you.

**Interviewer:** Thank you. Now, Christine, you've applied for a customer service position, correct?

**Candidate:** Yes, Miss Jones. I like to help customers and to practice my English.

**Interviewer:** Your English is very good and you seem like a very friendly person.

**Candidate:** Thank you, Miss Jones.

**Interviewer:** Now, let me tell you about the requirements for the position. We are looking for a friendly team player who enjoys working with people. Although you would mostly be doing customer service, sometimes you would need to mop the floor or even clean the bathrooms. It's important that when it gets busy, everybody pitches in. Does this sound like this position would be a good fit for you?

**Candidate:** Yes, Miss Jones. I am excited with this job. I like to help people and I can also help cleaning.

**Interviewer:** Great! What did you do before you came to the U.S.?

**Candidate:** Before I came in United States, I was working in a market selling yams.

**Interviewer:** Great. Ok, let's move on to the next question. Can you tell me about a time when you had a disagreement with your supervisor and how you handled it?

**Candidate:** In my country, I did not have a supervisor. I was my own boss. In this situation it was important for me to be strong, but good when customers argue.

**Interviewer:** Why is customer service important?

**Candidate:** It is good to make customers happy. When customers are happy, they buy things. When they buy things, it makes me happy and I am happy when my pocket has money inside. It is happy, too.

**Interviewer:** We like happy pockets too!

**Interviewer:** Before we end the interview, Christine, do you have any questions for me?

**Candidate:** Yes, Miss Jones. How will I learn what things we are selling?

**Interviewer:** Great question. You will have two days of orientation with me in Human Resources. Then, you will work with a member of your team for one week. Slowly, you will learn more and work more on your own. Each month, you will have a meeting to learn about the new items in our store and how to sell them. Does that answer your question?

**Candidate:** Yes, Miss Jones. I am really excited about this job. What are the next steps?

**Interviewer:** I will call you next week if the Customer Service Manager wants to talk to you for a second interview. I will recommend you to him. It's been wonderful meeting you. Thank you so much for coming in.

**Candidate:** Thank you Miss Jones. I am so happy to learn about your company.

**Interviewer:** It's been a pleasure. I'll walk you out.

### Discussion Questions

1. What position did Christine apply for?
2. How will Christine learn the job responsibilities if she is hired?
3. What are Christine's strengths?
4. How did the interview end?
5. Do you think Christine is a good fit for this job? Why or why not?

**Kasambi Ciza**

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(555) 654-9876

Kasambi.ciza@email.com

**WORK HISTORY**

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Chipotle, *Seattle, Washington*

2017 – Present

Cook

- Quickly prepare meats and vegetables in commercial kitchen
- Follow all food safety guidelines and requirements

Royal Hotel, *Nairobi, Kenya*

2010 – 2016

Housekeeping Manager

- Supervised 23 housekeeping staff and created weekly work schedules
- Implemented quality standards for cleaning and provided regular feedback to staff
- Provided friendly customer service to hotel guests

**EDUCATION**

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General Secondary School, *Khartoum, Sudan*

2006

High School Diploma

**SKILLS AND LANGUAGES**

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- Arabic and English
- Customer service
- Basic computer knowledge, including Microsoft Word and Excel

**REFERENCES**

---

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Job Readiness Teacher  
5 W. Maple Street, Suite 1  
Seattle, WA 12345  
555-555-0072, ext. 4001  
jdesoto@agenc

## 4.2 What to Bring

### Activity Overview

There are several things to remember when preparing for a job interview. This activity prompts participants to think through what they need to bring with them to a job interview.

### Materials Needed

- Kasambi's Sample Resume(4.2B)
- *What to Bring* Photo Cards (4.2C)
- A pen
- A notepad
- Breath mint
- Folder
- Backpack
- Cell phone
- Lotion
- Sunglasses
- Hat
- *What to Bring to an Interview* Worksheet (4.2D)

### Trainer's Tip

Use real-life props whenever possible in the classroom. Providing objects that students can touch, feel, or experience makes the lesson more memorable.

### Procedures

1. Collect the items listed under "Materials Needed" (except for the *What to Bring to an Interview* Worksheet). Group items on a table in the classroom. A photograph will work, if needed.
2. Ask participants to work together to decide which items they should bring to an interview and which items they should leave at home. Give them several minutes to discuss their decisions, and then ask participants to explain which items they believe are important to bring to an interview.
3. Pass out the *What to Bring to an Interview* Worksheet (4.2D). Discuss how and why each item might be useful during a job interview.



Hilton Hotel, 1234 Main St.  
Manager name: Hilda Waterton  
Phone number: (202) 122-1200

Directions: Bus Line L to Main St./4th  
Ave. exit. Go into main door and ask recep-  
tion for Hilda.



Are there opportunities to be promoted?

What do you like about working here?

What are the next steps?

## What to Bring to an Interview

Here are several items that you should bring to a job interview. Why do you need to take each item? How might it be used at an interview?

1. Resume

---

---

2. Notepad and pen

---

---

3. Questions for the employer

---

---

4. Directions to the company and contact information

---

---

5. A breath mint

---

---

6. Folder

---

---

7. ID card

---

---

## 4.3 What to Wear

### Activity Overview

Participants consider what to wear for a job interview and what good hygiene in the U.S. entails. If donated clothing is available for clients, ask participants if they need an item to complete their outfit for an interview.

### Materials Needed

- *What to Wear and What Not to Wear* Graphics (4.3E) from Tarleton State University
- *Interview Photo Cards* (4.3F)
- Miscellaneous clothing items for extension option
- Hygiene items: shampoo, soap, toothbrush, toothpaste, deodorant, comb/brush, razor



### Procedures

1. Tell participants to think about what to wear for a job interview. Show participants the “What to wear?” and “What not to wear?” graphics (4.3E) to start discussing what type of attire is acceptable or not acceptable for different interviews. Here are key talking points as you look at the graphics together:
  - Clothing or jewelry should not be the focus of the interview. The manager should be focused on the candidate’s conversation and body language.
  - Fingernails should look neat and clean, but should not be painted in bright colors.
  - Do not wear clothing with any holes.
  - Wear close-toed, flat shoes. Avoid sandals, flip flops, or high heels.
  - T-shirts are not acceptable for a job interview.
  - Do not wear sunglasses or a hat.
  - Keep jewelry to a minimum.
  - Clothing should be clean and not wrinkled.
2. Show participants the “thumbs up” and a “thumbs down” gestures and ask what each means (“good” and “bad”). Have them practice using the hand gestures. Show them several photos of people and have them show a thumbs up if the person’s outfit looks good for an interview or a thumbs down if the person’s outfit is not appropriate for a job interview.

3. Discussion questions:
  - Why should you wear good clothing for an interview?
  - Does professional clothing in the U.S. look the same or different from professional clothing in your country?
4. Ask if anyone knows what “hygiene” means. Good hygiene means having clean and neat clothing and bodies. Hygiene can be different across countries but in the U.S., good hygiene means showering daily with soap, using shampoo for hair, putting on deodorant daily, brushing teeth after eating, being clean shaven, having clean hands and fingernails, and wearing clean clothing. Tell participants that good hygiene is also important for an interview and when working in the U.S. Note that clothing should be washed after wearing it once to work, particularly in industries like food service. Remind participants they should smell clean for an interview or at work, but they should not use perfume or cologne.
5. Hold up each hygiene item (shampoo, soap, toothbrush, toothpaste, deodorant, comb/brush, razor) and review each item name and purpose with participants. If this is new vocabulary for participants, review the hygiene items’ names by having participants take turns standing by the hygiene items and identifying the correct one as each name is said.

### Extension Options

- **Choose an interview outfit:** Gather miscellaneous clothing, including some that would be good for an interview and some that would not. Have participants work together to choose an outfit that is appropriate for a job interview. Alternatively, give each participant a clothing article and take turns reviewing the name of that clothing item and asking them to explain whether or not that item is a good option for an interview outfit.
- **Interview hygiene bags:** Ask a partnering organization to create interview hygiene bags that could be passed out to class participants in conjunction with this activity. Bags can include travel-sized toiletries and a note of encouragement for participants in their job search.

# What to wear?

**BUSINESS PROFESSIONAL**

LIGHT BUTTON-UP SHIRT

PRESSED SUIT

PORTFOLIO

APPROPRIATE LENGTH SKIRT

**BUSINESS CASUAL**

NATURAL LOOKING MAKEUP

NICE BLOUSE

NO BULKY JEWELRY

**BUSINESS PROFESSIONAL**

FRESH HAIRCUT

PRESSED SUIT

PORTFOLIO

POLISHED SHOES

**BUSINESS CASUAL**

CLEAN SHAVEN

BUTTON-UP SHIRT

APPROPRIATE TIE

MATCHING BELT AND SHOES

PRESSED SLACKS

POLISHED SHOES

This guide demonstrates acceptable Business Professional and Business Casual Attire for your upcoming career events.

**NOTE:** For Interviews, always choose Business Professional attire.

From Tarleton State University Career Service's Website

# What NOT to wear.

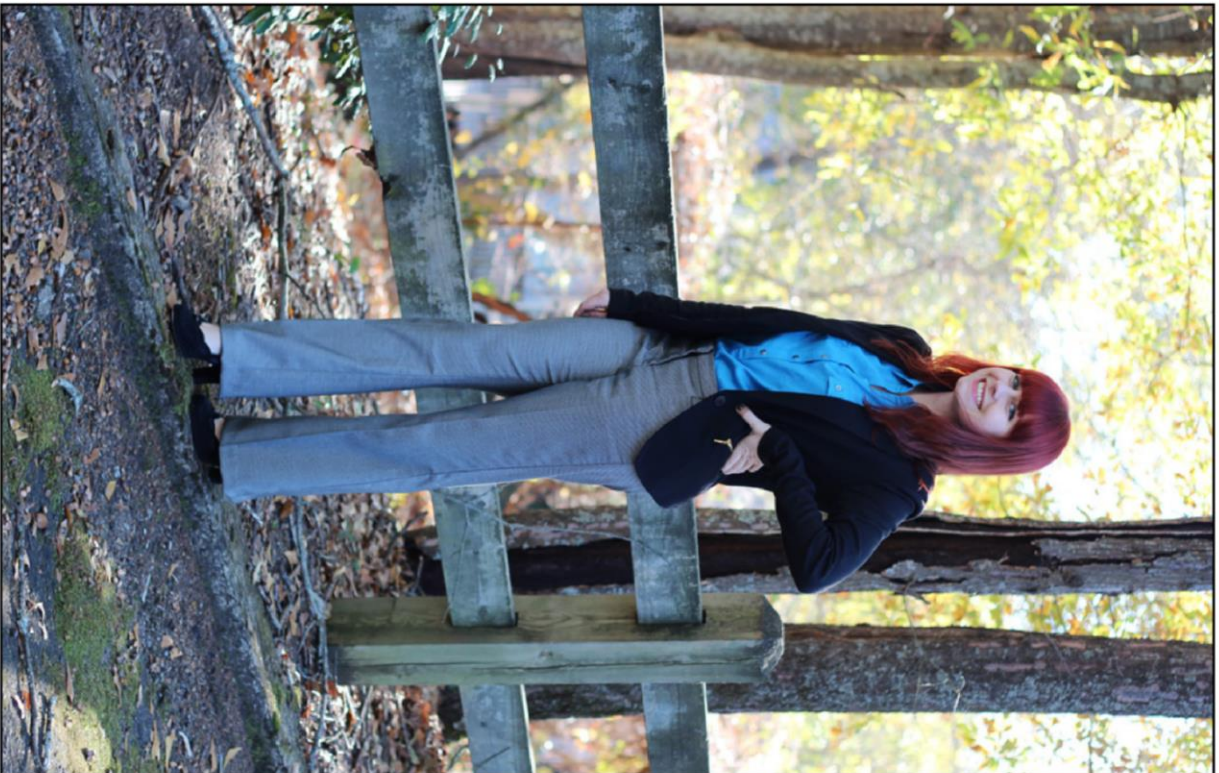
Have you ever made any of these non-professional fashion "fopaux?"

Use this guide to find out what's NOT appropriate to wear in any professional setting.

Don't be embarrassed by making any of these mistakes at your next Job Fair or interview.

















## 4.4 Body Language

### Activity Overview

Body language makes a big impression during a job interview and doesn't require any English language. This interactive activity works well with participants who speak a variety of English language levels.

### Materials Needed

- Whiteboard and markers

### Procedures

1. Ask participants to watch the instructor's face. Make a sad face and ask them how the instructor is feeling. Make a happy face and ask them how the instructor is feeling. Yawn and stretch, and ask them how the instructor is feeling. Explain that the way people move their bodies and faces tells others things about them. This is called "body language," and it is an important part of the job interview.
2. Ask participants if they know what body language is good for a job interview. Write answers on the board, prompting participants as needed until your list includes the following:
  - Make eye contact
  - Smile
  - Give a firm handshake (This is a good opportunity to ask participants if anyone is not comfortable shaking hands with someone of the opposite sex. Let them know that is perfectly all right, but they should be prepared to smile and say something like, "I am excited to meet you, but I cannot shake hands because of my faith.")
  - Do not slouch. Stand or sit up straight
  - Do not wiggle (move around too much)
3. To practice professional body language, ask participants to stand in a circle. Call out actions from the list above and make sure everyone follows each action as it is called. Do several rounds of this to ensure understanding, and then ask for participants to take turns calling out body language commands.

## 4.5 Common Interview Questions

### Activity Overview

Participants will develop and practice personal answers to five of the most common interview questions. Spend extra time coaching and reviewing questions and answers. After all, practice makes perfect!

### Materials Needed

- *Common Interview Questions Worksheet (4.5G)*
- Stress ball or soft item for tossing

### Procedures

1. Explain that every manager uses different interview questions, but it is possible to predict some questions they might ask. Participants should develop answers to these questions and practice them until they can use them naturally.
2. Pass out copies of the *Common Interview Questions Worksheet (4.5G)*. Ask participants to take turns reading the questions. Go over the following talking points for each question:
  - General advice for answering every question. Remind participants to speak slowly and loud enough for the interviewer to hear easily. Participants should know how to ask for clarification if they don't understand a question. Practice phrases such as, "Can you repeat the question?" or "Can you explain that?" Let participants know it is a bad idea to answer any question they don't fully understand.
  - "Can you tell me about yourself?" Remember to be positive. Focus on the good things about you. Show the boss that you are confident. This gives him or her confidence that you are the right person for the job. Example answer: *I am new in this country, but I am a hard worker and a fast learner. You need a hard worker; I am the person you need.*
  - "Do you have any experience with this job?" Example answer: *No, but I have the skills to do the job. I can (name your skills). I am (name your positive personal qualities).*
  - "Why should I hire you?" (Or, "What are your greatest assets?" Or, "What are your greatest strengths?") Say positive things about yourself, but do not be arrogant.

Repeat some compliments that other people have said about you, then show your enthusiastic attitude. Example answer: *My former boss told me I was the best employee s/he ever had. S/he said I was reliable, cooperative, motivated, honest, and hard-working. As for myself, I would like to tell you that I enjoy a challenge and I like to put 100% into my work.*

- “What are your weaknesses?” Point out that it is not believable for participants to answer that they don’t have any weaknesses. This is one of the hardest interview questions for everyone, but they must mention a weakness. It’s possible to mention one that is really a strength. Example answer: *I get so involved with my work that I forget what time it is.* You can mention a weakness that doesn’t relate to the job. Example answer: *I am a poor speller, so I keep a dictionary handy.* You can mention a weakness that you once had and say how you overcame it.
  - “Do you have any questions for me?” You should always have at least one question. It shows an active and inquiring mind and that you are interested in the job and the company. An interview is a two-way process for you to find out about the job as well as for the employer to find out about you. Example answer: *Yes, I would like a long career in the hotel industry in the future. Is there an opportunity for advancement in your hotel?* This shows that you are interested in staying with the company and are already looking for a way to advance.
3. Give participants 20 minutes to write their own answers to these common interview questions. Ask them to work with a partner, taking turns to ask and answer the questions. Encourage them to continue practicing at home.
  4. Offer participants the opportunity to practice even more by having them form a circle. Gently toss the stress ball to one participant, and ask that participant one of the common interview questions. Then invite them to toss the ball to another participant and select another common interview question to ask. Repeat this process until everyone has had a chance to answer and ask at least one question.

### Extension Option

- **Interview Question Basket:** Print out the common interview questions on the next page, plus any that are frequently asked by the agency’s employer partners. Cut the questions in strips, fold them, and place them in a bowl or a basket. Invite participants to draw a question one at a time, read it aloud, and practice answering it.

## Common Interview Questions

Write answers for these common interview questions. Then, practice, practice, practice!

1. Can you tell me about yourself?
2. Do you have any experience with this job?
3. Why should I hire you? (What are your greatest assets? What are your greatest strengths?)
4. What are your weaknesses?
5. Do you have any questions for me?

## 4.6 Behavioral Interview Questions

### Activity Overview

A Behavioral Interview Question is another type of question that is frequently used in interviews. This activity, which is designed for advanced English speakers, prompts participants to practice their storytelling techniques and give specific examples of their past experience using the STAR approach. This activity is adapted from [Higher's Online Learning Institute](#).

### Materials Needed

- *Characteristics Cards* (4.6H)
- *Tips for Behavioral Interview Questions* Worksheet (4.6I)
- *Behavioral Interview Questions* Worksheet (4.6J)
- Pens or pencils

### Procedures

1. Tell participants that some interview questions might require them to give examples from their past experience. Employers are looking for specific characteristics and want to hear how job candidates have shown these qualities in the past. “Characteristics” are things that affect how we act. An honest person, for example, always tells the truth. Honesty is the characteristic that guides a person to tell the truth.
2. Mix up the *Characteristics Cards* (4.6H) on a large table and ask participants to work together to correctly match the name of each characteristic with the correct definition. Discuss their choices as a group and make corrections as needed.
3. Pass out copies of the *Tips for Behavioral Interview Questions* worksheet (4.6G). Go through the following talking points, giving time for participants to take notes for each tip.
  - **Read the job description carefully.** Look for skills and characteristics. If they are in the job descriptions, the employer thinks they are important.
  - **Identify two or three examples from your past.** Read your resume again. Spend some time remembering what you have done in the past that could make a good story to tell when answering a behavioral interview question.
  - **Select two or three sample questions.** You might not know the exact question you will be asked in advance, but practicing sample questions will help you be ready.

- **Identify the characteristic.** Be sure you understand which characteristic the employer wants to hear in your answer.
- **Use the STAR Method.** Remember the four steps in the STAR Method as a way to tell your answer.

**Situation:** Tell a story about when you had to solve a problem. It doesn't have to be something that happened at work; think of examples that happened during team activities, while caring for your family, or from travel or volunteer experiences.

**Task:** Describe what you had to do to be successful. Describe what emotions, actions, and thoughts helped you to overcome the problem.

**Approach:** Give details about the actions you took to complete the task. Be specific, but don't talk too much. Be sure your story has a clear beginning, middle, and end.

**Results:** Explain how the situation changed because of your actions. What did you learn from the problem? How would you handle it differently in the future?

- **Say your answers aloud; don't just think them.** When you are nervous in an interview, it is much easier to say a good answer if you have said it aloud before. You might feel silly talking to yourself and saying the same thing several times. It will help you get a job offer by doing well in an interview, so it's worth doing!
4. Pass out copies of the *Behavioral Interview Questions* worksheet (4.6J). Point out that each question is connected to one of the characteristics discussed earlier. Ask participants to write out their answers for the questions and take turns asking questions and answering, coaching participants as needed.

<b>Accepts Supervision</b>	Ready to hear what your boss says you need to do, even if it's different from what you think. You learn from what your boss said and do not feel angry or offended.
<b>Creative</b>	A way of thinking that is original or imaginative.
<b>Customer Service</b>	Make customers feel happy to spend their money with YOUR employer and not somewhere else. This includes smiling, saying "hello" and "thank you."
<b>Enthusiastic</b>	Eager or motivated. This shows that you are not just doing your job to get a paycheck, but feel happy to do the work.
<b>Flexible</b>	Able to change and feel comfortable with new ideas and tasks.
<b>Problem Solving</b>	Having ideas about what you can do to fix something or make it better. When something is not easy, you do not think it is impossible. You can find a way to make it work.
<b>Productive</b>	Fast work without too many mistakes. You might have more than one specific task to do, but you can do all of them on time and correctly.
<b>Responsible</b>	Do what is needed to finish a job. If someone thinks you will do something, you do it. This means that you can be trusted to do a good job.
<b>Team Player</b>	Getting along anyone in any situation. It does not matter if they are strangers, if they are different than you or if they are not friendly. You want everyone to do well and be successful.

## Tips for Behavioral Interview Questions

1. **Read the job description carefully. What skills or characteristics does the employer think are important?**
2. **Identify two or three examples of the characteristics or skills (from question 1) you have used or demonstrated in your past experience.**
3. **Select two or three sample questions.**
4. **Identify the characteristic.**
5. **Use the STAR Method.**

**Situation:** Tell a story about when you had to solve a problem. It doesn't have to be something that happened at work; think of examples that happened during team activities, while caring for your family, or from travel or volunteer experiences.

**Task:** Describe what you had to do to be successful. Describe what emotions, actions, and thoughts helped you overcome the problem.

**Approach:** Give details about the actions you took to complete the task. Be specific, but don't talk too much. Be sure your story has a clear beginning, middle, and ending.

**Results:** Explain how the situation changed because of your actions. What did you learn from the problem? How would you handle it differently in the future?

6. **Say your answers aloud; don't just think them.**

## Behavioral Interview Questions

Behavioral Interview Questions require you to tell stories from your past. Write out answers to the questions below and practice sharing them verbally.

### **Accepts Supervision**

1. Describe a time when you did not agree with your boss. What did you do and what was the result?

### **Creative**

2. Think about a time when you came up with a new and better way to do something. Describe the situation, the result, and why you decided to try something new.

### **Customer Service-Oriented**

3. Think about a time when you provided excellent customer service. Describe what you did and the effect on the customer.
4. Describe a time when you had to speak with a customer who was very angry.

### **Energetic**

5. Give an example of how you complete your work correctly and on time when you are tired and time is short.

**Flexible**

6. Give an example of a time when an unplanned emergency required you to change your planned work and help respond to the emergency quickly.

**Problem Solving**

7. Give an example of a problem you faced. What was it? How did you solve it? What was the result?

**Productive**

8. Give an example of a time when you felt pressure to do too many things at the same time. How did you decide what to do first and still finish everything on time?

**Responsible**

9. Think about a time when you made a mistake. What happened and how did you take responsibility for fixing the problem?

**Team Player**

10. Tell an example of how you helped a member of your team finish work on time when the team member was having trouble doing it alone.

## 4.7 Interview Practice

### Activity Overview

It's time for participants to put together everything they've learned about job interviews. Participants will review interview dos and don'ts and have the chance to critique mock interviews in this activity.

### Materials Needed

- Whiteboard and markers
- Computer, projector and screen, or TV
- Access to [Higher's Online Learning Institute](#)
- *Interview Checklist* Worksheet (4.7K)
- Pens or pencils
- Video recorder or phone with recording capabilities



### Procedures

1. Ask participants to work with a partner to identify five tips they would give a friend going to a job interview. What have they learned through the interview activities in this section? After giving partners time to talk, write their answers on the board.
2. Pass out copies of the *Interview Checklist* Worksheet (4.7K). Review each guideline as a class and check for comprehension.
3. Ask participants to use the checklist while watching the next interview example. They should think about which interview rules are followed and place checkmarks next to those. They should think about which interview rules are broken and place an X next to any guideline that was not followed.
4. Show the “Bad Interview” video (located on [Higher's Online Learning Institute](#), under “Courses.” Look for “Refugee Interview Behavior Videos” and then click on “Interview Behavior Video – Bad Example.”)
5. Discuss what went wrong with the video interview. Examples include:
  - Eating
  - Didn't ask for interviewers name
  - Assumed he got the job and asked for a start date
  - Resume wrinkled
  - Presents I-94 in interview

- Not turning off phone. Answering/talking on the phone in an interview
  - Yawning, looking away, fidgeting.
  - Slouching, bad posture
  - Asking about a higher level or different position than applying for
  - Refusing to clean the toilets
  - Not answering a behavioral interview question; saying “no problem” shows low emotional intelligence
  - Cutting short the interview and not asking appropriate follow-up questions
  - Asking about money in the initial interview
  - Arguing about position, hours and salary
  - No final handshake or thankyou
6. Pass out another *Interview Checklist* worksheet (4.7K). Watch Higher Online Learning Institute’s “Good Interview” video again (located on [Higher’s Online Learning Institute](#), under “Courses.” Look for “Refugee Interview Behavior Videos” and then click on “Interview Behavior Video – Good Example”), asking participants to use the checklist to identify what was good and bad about the interview.
7. Tell participants it is their turn to practice an interview. Acknowledge that they may feel nervous, but this is a safe place to practice. The instructor or a volunteer should act as the interviewer. Ask a participant or volunteer to help record each interview. Use the common interview questions, behavioral interview questions, and other questions you have discussed previously, depending on the participant’s English language level and the type of job he or she is seeking, if known.
8. After everyone has had the opportunity to go through a mock interview, pass out copies of the *Interview Checklist* worksheet (4.7K). Watch the interview recordings, inviting participants to provide constructive criticism. If time allows, ask for participants who would like to record a second mock interview.
9. Discussion questions:
- How did you feel going through a practice interview?
  - What did you do well in the practice interview? What do you need to work on?
  - What will be different when you go into a real job interview?

## Extension Options

- **Employer Interviews:** Invite employer partners to serve as volunteer interviewers and give them an office, if possible, where they can meet with participants one-on-one. Give them a copy of the interview checklist to make notes on where improvements can be made.

# Interview Checklist

Watch the interview. Then, read each interview guideline below. Check (✓) the box where the interview guideline was followed or put an "X" by any interview tips that need work.

What to Bring	
1. A resume that is clean and not wrinkled	
2. A notepad and pen	
What to Wear	
3. Professional, clean clothing without any holes	
4. Close-toed shoes	
5. Not too much jewelry	
6. Hair is fixed, face is clean-shaven	
Body Language	
7. Good eye contact	
8. Smile	
9. Firm handshake at the beginning and end of the interview	
10. Sits/stands straight	
11. Does not wiggle (move too much)	
Questions and Answers	
12. Spoke clearly and loud enough	
13. Introduced themselves	
14. Asked the employer one or two questions at the end	
15. Gave specific answers that matched the question	
16. Thanked the interviewer for his or her time	

## 4.8 Additional Resources

**Higher** resources include:

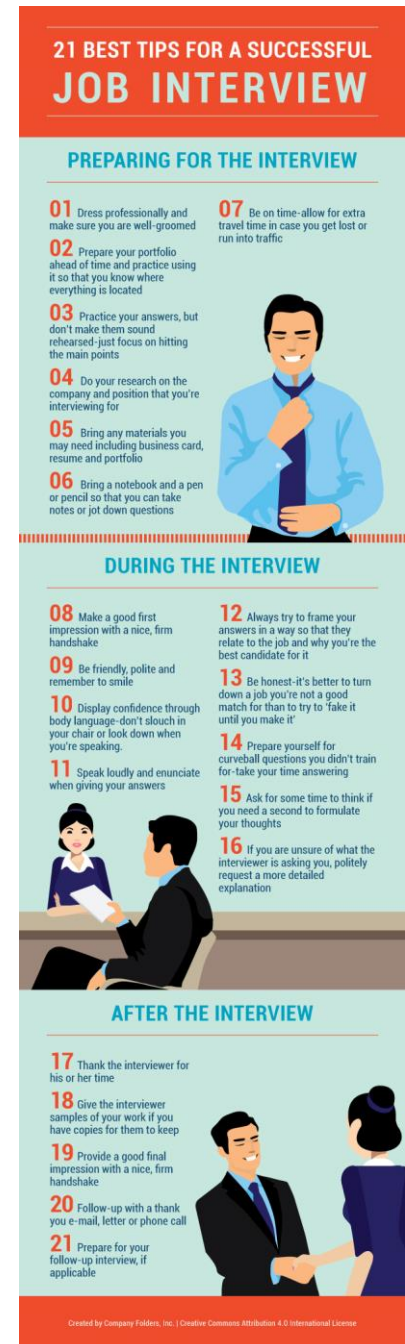
- [Higher's Interview Behavior Videos](#)
- [21 Best Tips for a Successful Job Interview](#) infographic
- [Interview Preparation](#) infographic
- [Job Interviews 101: Basic Components and Key Skills for All Clients](#)
- [Three New Ways to Improve Non-Verbal Interview Skills](#)
- [Your Top 10 Interview Prep Best Practices](#)
- [Behavioral Interview Questions: Examples from Target Interviews](#)
- [100 Interview Questions](#)
- [Robert Bukenya Explains Selling Yourself in a Job Interview](#)
- [Interview Statistics Infographic](#)
- [Interview: The Employer Perspective on Interviewing](#)
- [5 Creative Ways to Help Clients Master Job Interview Skills](#)
- [Technique to Help Clients Answer "Give Me an Example" Interview Questions](#)

**CareerOneStop's** interview resources include:

- [Get interview ready](#)
- [Types of interviews](#)
- [Interview tips](#)
- [Common interview questions](#)
- [Thank-you notes](#)
- [Negotiate your salary](#)
- [Is this offer right?](#)

**Refugee Center Online** offers [tips for a successful job interview](#).

**Resume Valley** has a "[Dos and Don'ts of Body Language During Job Interviews](#)" infographic.





## Section 5: Financial Literacy

Once a refugee starts working and receives a paycheck, there are many decisions to be made around spending and saving money. In this section, financial literacy is introduced as a key component of any refugee employment program including, the value of U.S. currency, the basics of banking, how to read a paycheck, basics about income taxes, and how to create a personal budget.

**HIGHER, A TECHNICAL ASSISTANCE PROGRAM:** Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of the materials are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

The financial literacy lessons are best taught using a “show and tell” type of instruction. Visual aids help learners better understand each concept and how it applies to their everyday life. There is a collection of resources including visual aids, basic vocabulary definitions, and links to eLearning modules and videos to help teach these activities.

This is intended only to cover the basics. It is recommended that additional programming be available perhaps, through a partnership with a financial institution or a nonprofit organization. Financial literacy is a topic with many subtopics so be sure to indicate throughout the lessons the importance of making informed financial decisions that provide more options for clients and their families. This message must be conveyed throughout so continued learning can be prioritized by clients.

## Learning Objectives

After completing the activities in *Section 5: Financial Literacy*, participants will be able to:

- Identify U.S. bills and coins and their values.
- Open and operate a bank account.
- Identify key components of banking such as debit cards and using an ATM.
- Write a personal check.
- Accurately read a paycheck and pay stub and know what to do with it.
- Articulate at least three things taxes pay for in the U.S.
- Know key dates and papers needed for filing income taxes.
- Create a personal budget.

## Key Vocabulary

**Money:** coins or bills used to pay for goods and services

**Bank:** financial institution that holds people’s money and loans money to customers

**Bank Account:** created by depositing/putting one’s money into the bank

**Deposit:** putting money into the bank

**Withdrawal:** taking one’s money out of a bank account

**ATM:** (Automated Teller Machine) machine utilized to take money out of one’s bank account

**Credit card:** a small plastic card that is used to buy things that the customer agree to pay for later but the interest is often quite high compared to other kinds of loans

**Debit card:** a small plastic card that is used to buy things by immediately using money from one’s bank account

**Paycheck:** money received for work; it can be cashed or deposited directly to the bank

**Taxes:** money paid to the government to help support public safety, roads, and schools and other priorities of the government

**Budget:** a plan for spending and saving one's money

**Income:** money received from jobs earnings and possibly other sources

**Expenses:** money paid out for rent, services, goods and other chosen priorities

**Income Taxes:** money one pays to the government based on earnings including wages

**W-4:** document filled out by employee to indicate to their employer how much in taxes to deduct from their paycheck to pay the government

**W-2:** document from an employer that shows how much one paid in taxes in the previous calendar year

**Federal taxes:** tax money collected by the national government, based in Washington, D.C.

**State taxes:** tax money collected by the state's government; some states collect income tax, but others do not

**Local taxes:** tax money collected by a city, town, or county government

**Social Security (FICA):**

- Retirement benefits, which can be paid to people age 65 or older
- Benefits for the dependents of retired workers
- Benefits for the disabled and their dependents

**Medicare:** medical benefits available when one reaches age 65

**Tax Credits:** reduces the amount of tax owed, based on personal and financial status such as the number of children in a family

**To file taxes:** to send the Internal Revenue Service, which is part of the federal government, a "tax return," information that indicates how much money has been paid in taxes throughout the year to the government and whether more taxes are owed or whether a refund (paid too much) is due

**Tax forms:** document templates used to file income taxes

**Tax refunds:** the difference between taxes paid and taxes owed; when the government returns money for an overpayment of taxes

**Internal Revenue Service (IRS):** a United States government agency that is responsible for the collection and enforcement of taxes

## Included Activities

<b>5.1</b>	<b>U.S. Currency: The Value of Money*</b>	
	<i>U.S. Money – Worksheet</i>	5.1A
<b>5.2</b>	<b>Basics of Banking: Bank Accounts, Credit vs. Debit, and ATMs</b>	
	<i>Banking Photo Cards</i>	5.2B
	<i>Solomon Opens a Bank Account - Worksheet</i>	5.2C
	<i>Banking Role Play Cards</i>	5.2D
<b>5.3</b>	<b>How to Write a Check</b>	
	<i>Writing a Check - Reference Page</i>	5.3E
	<i>Practice Checks - Worksheet</i>	5.3F
<b>5.4</b>	<b>Understanding Your Paycheck</b>	
	<i>Paycheck Vocabulary – Worksheet</i>	5.4G
	<i>What is Included on a Paystub? - Reference Page</i>	5.4H
<b>5.5</b>	<b>Income Taxes 101</b>	
	<i>Taxes Pay for/Do Not Pay For - Title Cards*</i>	5.5I
	<i>Taxes Pay for/Do Not Pay For - Photo Cards*</i>	5.5J
	<i>Understanding Tax Credits - Worksheet</i>	5.5K
<b>5.6</b>	<b>Making a Budget</b>	
	<i>Ali's Monthly Budget- Worksheet</i>	5.6L
	<i>My Monthly Budget- Worksheet</i>	5.6M
	<i>Budget Stickers</i>	5.6N
	<i>Tips for Creating a Budget - Worksheet</i>	5.6O
<b>5.6</b>	<b>Additional Resources</b>	

\*Indicates either that the activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 5.1 U.S. Currency

### Activity Overview

Newcomers may have limited understanding of American currency, so this activity introduces participants to U.S. coins, bills, and their values. Purchasing a set of play money is useful for this lesson, but be sure to let participants know that while the practice currency looks very similar to the real thing, it is not.

### Materials Needed

- Whiteboard and markers
- *U.S. Money Worksheet* (5.1A)
- Bag of play money including at least one of each coin and bill for each participant
- Pens or pencils

### Procedures

1. First, assess the students' understanding of money by asking participants to share their very first memory of money. Take time to note if the memories are positive or negative. Ask participants what the bills and coins look like in their country. Are they colorful? Do they have pictures of important places or people? How is U.S. currency different? How is it similar?
2. Let participants know that U.S. currency has many names, from the common (money, cash, bucks), to the not-so-common ("greenbacks"), to the downright silly ("moolah"). Tell them, "No matter what you call it, be sure to keep some form of U.S. currency in your pocket whenever you leave your home." Discuss how much is a reasonable amount to cover any incidental needs.
3. Pass out copies of the *U.S. Money Worksheet* (5.1A). Ask clients if they have ever seen each coin or bill. For example answers, refer to [here](#).
4. Give each participant a bag of play currency. Ask them to match the currency with the pictures on their worksheet. Call out the names and values one at a time (quarter, five cents, \$1, etc.), checking the bills or coins participants hold up. Then ask them to hold up the correct coin or bill based on the currency named. Take it one step further by asking participants how to make specific value combinations (i.e., 11, 15 or 36 cents).

## Extension Options

- **Additional Practice Counting Money:** K5Learning has free worksheets to download and print for additional practice counting money. Several different levels of difficulty are available; check [here](#), [here](#), and [here](#) to see which exercises will best fit students' needs.
- **New to Numbers?** If participants do not yet know how to count in English, consider pairing them with a volunteer to practice counting coins or tracing numbers using worksheets like [these](#).
- **Setting Up Shop:** Another way to practice money (as well as greetings and customer service) is to set up a mock store. Gather items from around the office that can be "sold." Assign one group of students to be the shopkeepers and another group to be the shoppers. The shopkeepers should organize and price items with labels or stickers. Give the shoppers a set amount of fake money to use to shop, instructing them only to spend the money they've been given. Shopkeepers should accept and count money from the shoppers, providing correct change as needed.

# U.S. Money



## Penny

Value: \_\_\_\_\_ Color: \_\_\_\_\_

What is on it? \_\_\_\_\_

What can I buy? \_\_\_\_\_



## Nickel

Value: \_\_\_\_\_ Color: \_\_\_\_\_

What is on it? \_\_\_\_\_

What can I buy? \_\_\_\_\_



## Dime

Value: \_\_\_\_\_ Color: \_\_\_\_\_

What is on it? \_\_\_\_\_

What can I buy? \_\_\_\_\_



## Quarter

Value: \_\_\_\_\_ Color: \_\_\_\_\_

What is on it? \_\_\_\_\_

What can I buy? \_\_\_\_\_



## \$1 Bill

What is on it? \_\_\_\_\_

What can I buy? \_\_\_\_\_



## \$2 Bill

What is on it? \_\_\_\_\_

What can I buy? \_\_\_\_\_

	<p><b>\$5 Bill</b></p> <p>What is on it? _____</p> <p>_____</p> <p>What can I buy? _____</p> <p>_____</p>
	<p><b>\$10 Bill</b></p> <p>What is on it? _____</p> <p>_____</p> <p>What can I buy? _____</p> <p>_____</p>
	<p><b>\$20 Bill</b></p> <p>What is on it? _____</p> <p>_____</p> <p>What can I buy? _____</p> <p>_____</p>
	<p><b>\$50 Bill</b></p> <p>What is on it? _____</p> <p>_____</p> <p>What can I buy? _____</p> <p>_____</p>
	<p><b>\$100 Bill</b></p> <p>What is on it? _____</p> <p>_____</p> <p>What can I buy? _____</p> <p>_____</p>

## 5.2 Basics of Banking

### Activity Overview

This activity covers several basics of banking in the U.S., including how to open a bank account, the difference between credit and debit, and how to securely use an ATM. Many refugees and immigrants come from countries where the banking system was corrupt or unsafe. Consider augmenting this lesson with a field trip to a bank or by inviting a local banker to come speak to the class to further contextualize the activities and help clients build trust in the banking system.

### Materials Needed

- Whiteboard and markers
- *Banking* Photo Cards (5.2B)
- *Solomon Opens a Bank Account* Worksheet (5.2C)
- *Banking* Role Play Cards (5.2D)
- Computer, projector and screen, or TV for video extension option

### Procedures

1. Generate discussion by asking participants, “How do you keep your money safe?” Elicit answers such as by keeping it in a wallet, saving it at home, or putting it in the bank. Ask guiding questions about what happens if someone loses a wallet or someone steals money from a home. Use personal experience with banks to describe why a bank is the safest place to keep money in the U.S. Provide information to clients about the [federal government in the U.S. insuring deposits at banks](#).
2. Tell participants that they will discuss how to use a U.S. bank to safeguard their money. Introduce the key vocabulary<sup>1</sup> for this activity using the *Banking* Photo Cards (5.2B) and the following vocabulary and talking points:

**Money:** coins or bills used to pay for goods and services

### Trainer’s Tip

This section is loaded with new vocabulary terms. To maximize retention of key words, include contextual examples as definitions of each term are discussed. Look for opportunities to compare and contrast words and definitions. Incorporate visual aids, opportunities for role play, and discussion questions to help participants fully process word meanings.

<sup>1</sup> See Trainer’s Tip ([http://www.tesol.org/docs/books/bk\\_teachingvocab\\_650.pdf?sfvrsn=2](http://www.tesol.org/docs/books/bk_teachingvocab_650.pdf?sfvrsn=2))

**Bank:** financial institution that securely holds customers money/deposits and makes loans to interested customers

**Bank Account:** created by putting money into the bank in one's own private account that no one else can access

**Bank Account** talking points:

- *Look for a bank that is close to your home or work.*
- *Ask about the fees for opening an account; you should try to find one that is free and does not have any monthly costs.*
- *You will need two forms of identification, such as a state ID card and a Social Security Card.*
- *You will need to provide personal information such as your name and birthday.*
- *You will need some money (cash or check) to deposit.*
- *Banks can issue debit cards and personal checks linked to your bank account.*
- *Banks generally offer two kinds of accounts: checking and savings accounts. Checking accounts are mainly used for everyday expenses, where money regularly comes in and goes out. Savings accounts are mainly for money that will stay longer in the account; savings accounts usually earn small amounts of interest – a percentage of the amount in savings given to the account holder (i.e. 1-2%).*
- *Your bank can also help you cash a check.*

**Interest:** a percentage of money that increases over time, either in a bank account or for delaying the repayment of debt

**Deposit:** putting money into a bank account

**Withdrawal:** taking money out of a bank account

**ATM:** (Automated Teller Machine) machine used to take money out of a bank account

**ATM** talking points<sup>2</sup>:

- *Never say your password or personal identification number (PIN) out loud or share it with anyone.*

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<sup>2</sup> <https://gcflearnfree.blob.core.windows.net/media/Default/Learning%20Objects/Interactives/EDL/ATM%20tips-2.pdf>

- *Check for ATM fees that might be associated if you are using an ATM not operated by your bank.*

**Credit card:** a small plastic card that is used to buy items utilizing money from a financial institution that a customer agree to pay for at a later date but there is a cost to use the institution's money which is called an interest rate fee

**Debit card:** a small plastic card that is used to buy items by using money from your bank account

***Credit/Debit card talking points<sup>3</sup>:***

- *The process of using debit cards and credit cards is slightly different.*
- *Differences when purchasing:*
  - *You can use a debit card at the store or at an ATM to withdraw cash. You will frequently have to use a personal identification number (or PIN) with your debit card.*
  - *Credit cards are used at the store and usually only require your signature.*
- *After the purchase has been made:*
  - *With a debit card, money immediately comes out of your bank account.*
  - *With a credit card, you'll receive a statement at the end of the month that outlines all of your purchases. You'll then have to pay back the money. If you pay it in full, you won't be charged any interest. If you don't pay it all back right away, you'll be charged interest on your purchases. Interest can be as high as 29%.*

3. Pass out copies of the *Solomon Opens a Bank Account* worksheet (5.2C) and ask participants to read it and fill in the blanks using the new vocabulary. Review together as a class, asking the following comprehension questions:
  - Why did Solomon want to open a bank account?
  - What did Solomon do to open an account?
  - What are some ways Solomon might use his new debit card?
  - How does Solomon feel about having a personal bank account?
4. Ask participants to find a partner, and give each pair one of the *Banking Role Play* cards (5.2D). Give them 10 minutes to read their card, decide how to act out the situation on the card, and rehearse. Challenge participants to incorporate at least one new

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<sup>3</sup> <https://www.pixton.com/schools/teacher-resources/lesson-plans/credit-and-debit-cards#activity-how-cards-work>

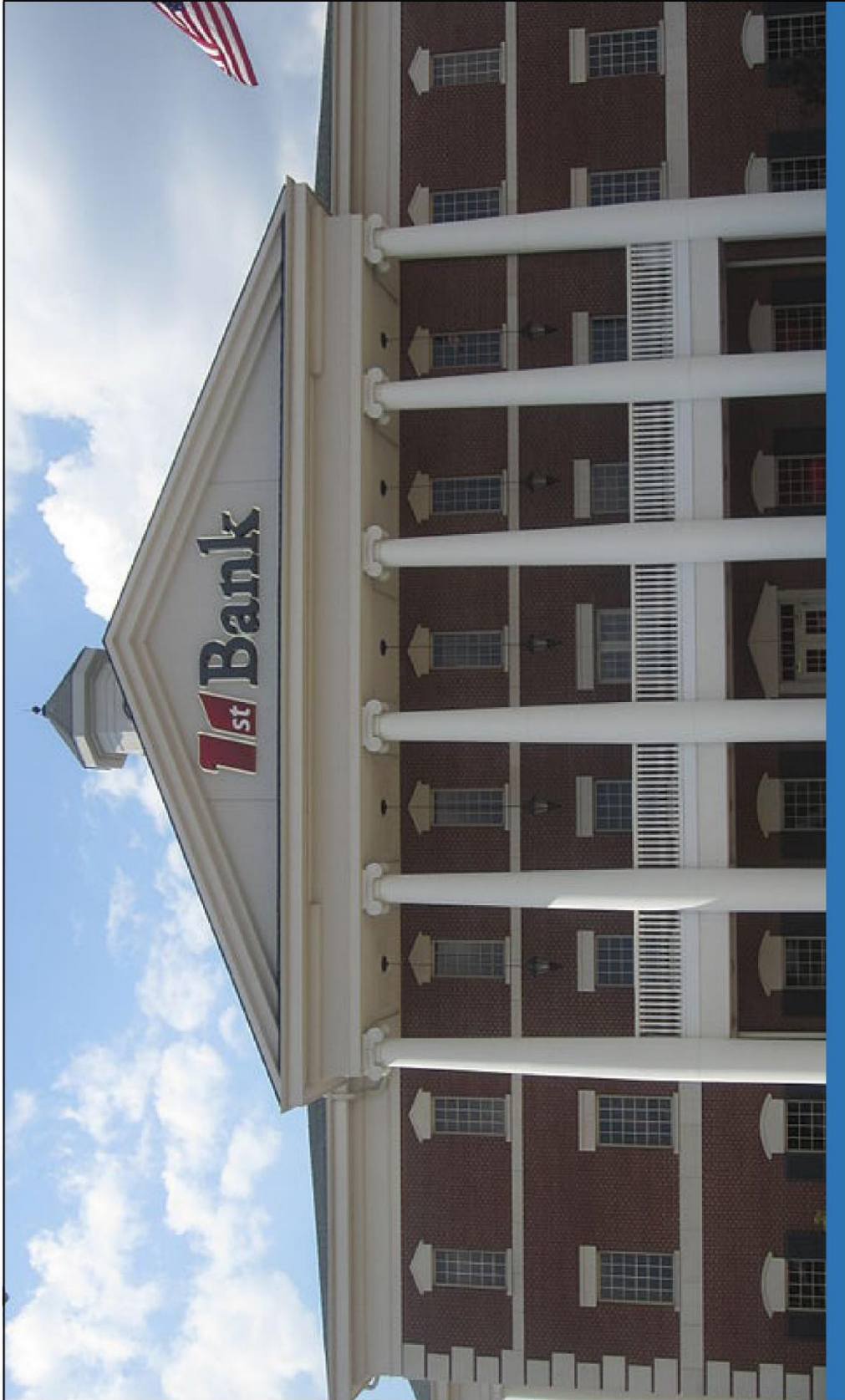
vocabulary word. Invite partners to share their role plays one at a time, asking comprehension questions after each role play.

### Extension Options

- **Videos:** Videos can be a great resource for this lesson, particularly if the class is not able to take a field trip to a bank. Fuel offers a [helpful video](#) about the basics of opening a bank account and [Learn English's video](#) highlights the basics of banking, checking, and savings.
- **ATM Simulation:** Practice using an ATM [online at GCL LearnFree](#). Steps include inserting an ATM card, entering a PIN, choosing a transaction type, choosing an account, checking the balance, withdrawing money, completing the transaction, and taking the card and receipt.
- **Banking Options:** Assign advanced participants online reading that covers how banks operate, how interest is calculated, and the differences between banks and credit unions using this lesson from [GCF LearnFree](#).



# Money



Bank



**FIRST BANK OF WIKI**  
 1425 JAMES ST, PO BOX 4000  
 VICTORIA BC V8X 3X4 1-800-555-5555

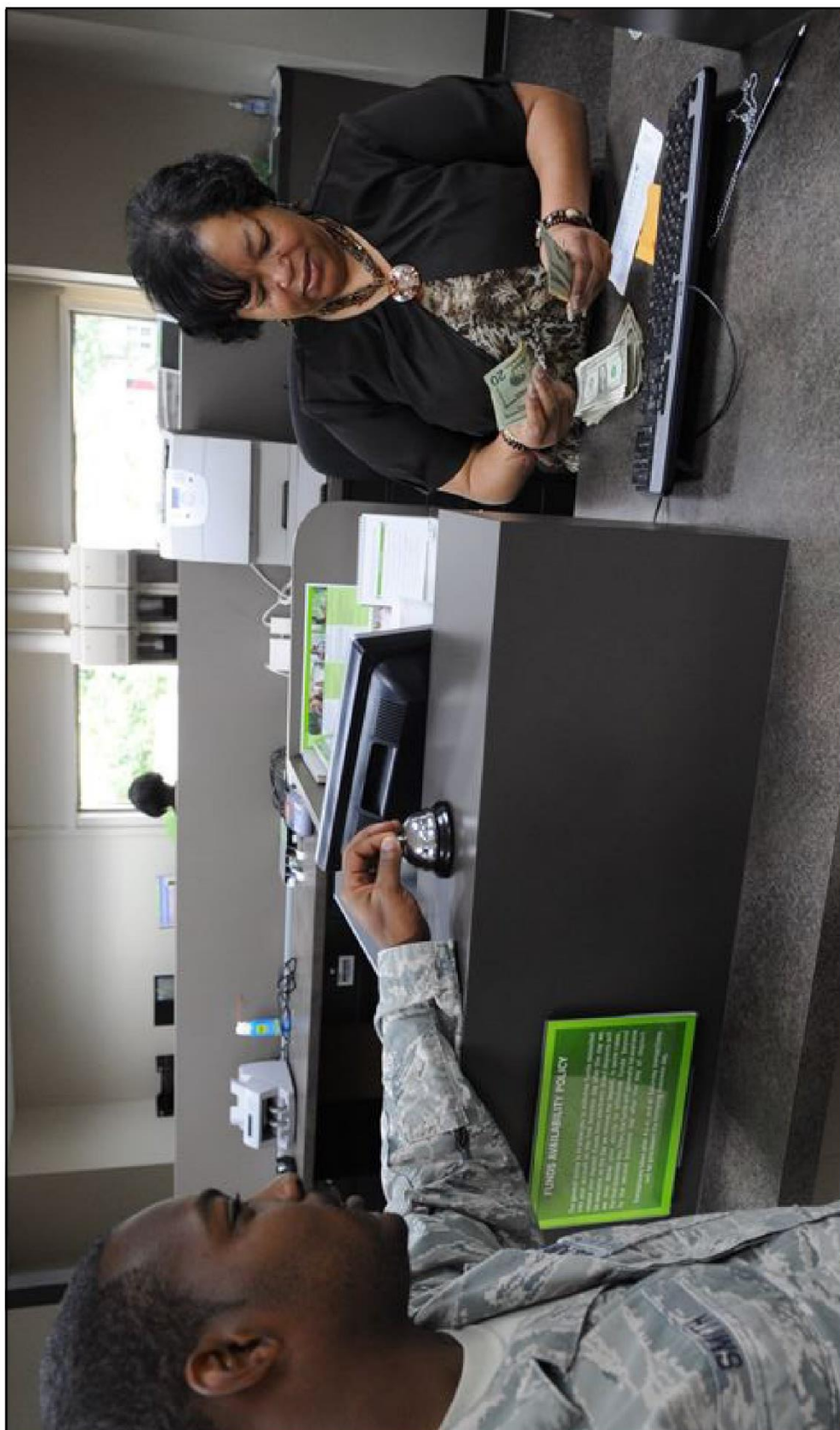
CHEQUING ACCOUNT STATEMENT  
 Page : 1 of 1

JOHN JONES  
 1643 DUNDAS ST W APT 27  
 TORONTO ON M6K 1V2

Statement period	Account No.
2003-10-09 to 2003-11-08	00005-123-456-7

Date	Description	Ref.	Withdrawals	Deposits	Balance
2003-10-08	Previous balance				0.55
2003-10-14	Payroll Deposit - HOTEL			694.81	695.36
2003-10-14	Web Bill Payment - MASTERCARD	9685	200.00		495.36
2003-10-16	ATM Withdrawal - INTERAC	3990	21.25		474.11
2003-10-16	Fees - Interac		1.50		472.61
2003-10-20	Interac Purchase - ELECTRONICS	1975	2.99		469.62
2003-10-21	Web Bill Payment - AMEX	3314	300.00		169.62
2003-10-22	ATM Withdrawal - FIRST BANK	0064	100.00		69.62
2003-10-23	Interac Purchase - SUPERMARKET	1559	29.08		40.54
2003-10-24	Interac Refund - ELECTRONICS	1975		2.99	43.53
2003-10-27	Telephone Bill Payment - VISA	2475	6.77		36.76
2003-10-28	Payroll Deposit - HOTEL			694.81	731.57
2003-10-30	Web Funds Transfer - From SAVINGS	2620		50.00	781.57

# Bank Account



# Deposit



# Withdrawal



ATM



# Credit Card



# Debit Card

## Solomon Opens a Bank Account

Money	Bank	Bank Account	Deposit
Withdrawal		ATM	Debit Card

Use these vocabulary words to complete the story below.

Solomon started a job working in a factory last month. He's happy to be earning \_\_\_\_\_ to pay his rent and support his family! He received his first paycheck and decided he needed to open a \_\_\_\_\_ where his money would be safe. He went to a \_\_\_\_\_ close to his house and waited for a banker to help him.



"Hello," Solomon said. "I'd like to open a bank account." The banker asked him for his ID, proof of his address, and money that could be deposited into the account. Solomon showed his state ID and Social Security Card. He brought a copy of his apartment lease and signed the back of his paycheck to \_\_\_\_\_ it. The banker also asked Solomon to fill out an account application.

After setting up the bank account, the banker offered Solomon a \_\_\_\_\_ that he can use instead of cash to spend money from his bank account to buy things at the store. The card can also be used to \_\_\_\_\_ cash from the bank's \_\_\_\_\_.

Solomon likes his money is secure and thinks that setting up a banking account in the U.S. was easy!

## Banking Role Play Cards

A woman goes to a bank to open a new account with \$100 cash. The banker asks several questions to set up the new account.

Two friends remember they need cash to buy bus tickets, so they go to the ATM.

A woman is buying a new hat and the cashier asks if she is paying with a credit or debit card.

One friend asks another how he can keep his money safe now that he is working.

A woman goes to the bank to cash her first paycheck.

## 5.3 How to Write a Check

### Activity Overview

Participants learn the information contained on a personal check and practice writing two checks for paying rent and utilities.

### Materials Needed

- Whiteboard and markers
- *Writing a Check* Reference Page (5.3E)
- *Practice Checks* Worksheet (5.3F)
- Pens or pencils

### Procedures

1. Review payment methods by asking participants, “What are the different ways you can pay for something?” Solicit answers such as cash, credit or debit cards, and checks. Tell participants this class practices writing a check.
2. Distribute copies of the *Writing a Check* Reference Page (5.3E) and review the different areas of a personal check. Check comprehension by calling out a check area and asking participants to point to it on their reference page. Encourage participants to keep the *Writing a Check* Reference Page (5.3E) for future check-writing.
3. Pass out copies of the *Practice Checks* worksheet (5.3F) and ask participants to practice writing two checks, one for their monthly rent and one for their monthly electricity or utilities. Give participants time to complete both practice checks and review together.
4. Discussion questions:
  - How is a check similar to cash? How is it different?
  - How can you keep checks safe? Remind participants that they should treat checks like cash and keep them in a safe place. They should never give away a blank check.

## WRITING A CHECK

**JAMES SMITH  
JANE SMITH  
321 OAK ST  
ANYTOWN, USA**

**(j)** #203  
12-567/891

**(a)** 20

**(b)** PAY TO THE ORDER OF \_\_\_\_\_

**(c)** \$ \_\_\_\_\_

**(d)** \_\_\_\_\_ DOLLARS

**(f)** MEMO \_\_\_\_\_

**(e)** \_\_\_\_\_

**(g)** :053962407 **(h)** 9944444433 **(i)** 203

**YB** YOUR BANK  
123 MAIN STREET  
ANYTOWN, USA

Check Area	Description
(a) DATE	Today's date. Include the month, day, and year you are writing the check.
(b) PAYEE	Write the name of the person or business on the line, "Pay to the order of."
(c) AMOUNT IN NUMBERS	Write the amount of the check in numbers. Begin close to the left of the section to prevent anyone from adding additional numbers.
(d) AMOUNT IN WORDS	Write the amount of the check in words.
(e) SIGNATURE	Sign all checks the way you sign the signature card.
(f) MEMO	Use to note the reason for the check. If you are paying a bill, you can also use this space to supply information requested by the company.
(g) ROUTING NUMBER	The nine-digit string of numbers used to identify your bank to process the transaction.
(h) ACCOUNT NUMBER	The number used to identify your unique account within a bank.
(i) CHECK NUMBER	The number used to identify a specific check within the sequence of the register. Usually three or four digits.
(j) TRANSIT NUMBER	The hyphenated number in the upper right-hand corner that is above or to the left of a second number, separated by a line or slash; used to list checks for deposit.

## Practice Checks<sup>4</sup>

Practice writing a check to pay your rent for this month.

YOUR NAME:	Date:	Check No:
_____	_____	_____
PAY TO:	\$	
THE ORDER OF		
_____		DOLLARS
BANK NAME:	_____	
MEMO:	SIGN:	_____
_____	_____	_____

Practice writing a check to pay for your electricity this month.

YOUR NAME:	Date:	Check No:
_____	_____	_____
PAY TO:	\$	
THE ORDER OF		
_____		DOLLARS
BANK NAME:	_____	
MEMO:	SIGN:	_____
_____	_____	_____

<sup>4</sup> Check photo is from <http://financeintheclassroom.org/downloads/CheckingLessonPlan.pdf>

## 5.4 Understanding your Paycheck

### Activity Overview

Higher developed a training module for clients to learn about paychecks. This activity relies on the eLearning module [Understanding Your Paycheck](#), available through [Higher's Online Learning Institute](#).

### Materials Needed

- Whiteboard and markers
- *Paycheck Vocabulary* Worksheet (5.4G)
- Pens or pencils
- Computer, projector and screen, or TV
- Access to [Higher's Online Learning Institute](#)
- *What is Included on a Pay Stub?* Reference Page (5.4H) for extension option

### Procedures

1. Assess participants' prior knowledge and experience on the topic of paychecks by asking these discussion questions:
  - Did you work in your home country? If so, what did you do? Did you receive payment for this work?
  - If you received payment, was it in the form of money or goods? How was it given to you (i.e. in the form of a check, currency, or an exchange for goods)?
  - What did you do with the money or goods that you received from work? Did you use it immediately or did you keep any in a bank?
2. Introduce key vocabulary that will be reinforced during the *Understanding Your Paycheck* online learning module by writing each of the words below on the board and verbally discussing the definition.
  - **Paycheck:** money received for work; it can be cashed or deposited at the bank
  - **Pay Stub:** a paper explaining a paycheck
  - **Direct Deposit:** an employer sends money to a bank account and a pay stub is received
  - **Endorse:** to sign the back of a check so it can be used at the bank
  - **Pay Period:** range of dates the employee is paid for in a paycheck
  - **Taxes:** money paid to the government to help with public safety, roads and schools

- **Benefits:** other things besides wages that an employee receives from an employer, including health insurance, vacation time, and retirement
3. Pass out copies of the *Paycheck Vocabulary* worksheet (5.4G) and give students 5-10 minutes to complete the vocabulary review. Go over answers together as a class.
  4. Watch the Higher Online Learning Institute's "Understanding Your Paycheck" module (located on [Higher's Online Learning Institute](#), under "Courses").
  5. Discussion questions:
    - How do you get paid for work in the United States?
    - How can you be sure that you are paid the correct amount? What can you do to help you remember how much money to expect in each paycheck?
    - What can you do if you have a problem with your paycheck?
    - What are deductions? Do you think you will have deductions on your paychecks? If so, which ones?
    - Why is it good to deposit your money at the bank? Can you trust banks in the United States?
    - What is gross pay? What is net pay?
      - **Gross pay:** The total income earned during a pay period. A pay period is determined by the employer, but it is typically two weeks or one month. Taxes and other withholdings have not been deducted.
      - **Net pay:** The income the client actually takes home after all withholdings have been applied. It is the amount of money one takes straight to the bank.

### Extension Option

- **What is Included on a Pay Stub?** Provide advanced participants with the *What is Included on a Pay Stub?* Reference Page for additional information and details on reading a pay stub. Ask them to review the information as a homework assignment or one-on-one with a volunteer.

## Paycheck Vocabulary

Use these words to fill in the blanks for each sentence below.

Paycheck	Pay Stub	Direct Deposit
Endorse	Pay Period	Taxes
		Benefits

1. I do not like to receive a check from my employer. I like to use \_\_\_\_\_ and have my money put directly into the bank.
2. My \_\_\_\_\_ include health insurance.
3. I can see how much taxes were deducted from my wages by looking at my \_\_\_\_\_.
4. To be safe, I usually wait to \_\_\_\_\_ my checks until I am at the bank, ready to deposit them.
5. My paycheck was higher this time because I worked more hours during the \_\_\_\_\_.
6. I can't wait to start working and earn my first \_\_\_\_\_!
7. \_\_\_\_\_ are paid from my wages to help build roads and keep our community safe.

## What is Included on a Paycheck Stub?

Although companies print paychecks that look different, employers are required by law to include specific information. These things will be on every paycheck stub:

- **Federal tax amount:** When an employer hires you, you will complete a W-4 form to determine how much taxes are paid to the federal government. Federal taxes are deducted from each paycheck and differ depending on someone's family situation and income.
- **State tax:** Some states deduct a tax; other states do not. In states that do participate (most of them), this amount is deducted from the paycheck (the same way as federal tax) to cover the amount of tax owed to the state when your tax return is filed.
- **Local tax:** Although rare, a local tax is sometimes applied to employees of certain cities, counties, or school districts. For example, if you live in New Jersey but work in New York City, you may be required to pay not only New Jersey state tax, but also New York City tax on earnings.
- **Social Security:** The federal government requires every employee to have a certain percentage of each paycheck withheld for Social Security purposes. This entitles wage earners to receive a monthly Social Security payment upon retirement.
- **Medicare:** Like Social Security withholdings, Medicare withholdings are also mandatory. Every employee pays 1.45 percent of his or her paycheck toward Medicare, and every employer contributes an additional 1.45 percent on behalf of the employee. Upon eligibility for Social Security, an employee is entitled to coverage for a majority of his or her medical expenses.
- **Year-to-date (for pay and deductions):** The year-to-date fields on a paycheck stub show how much has been paid toward a particular withholding at any point in the calendar year. This is useful when budgeting for monthly expenses or long-term goals.

### Common Abbreviations Used on Paycheck Stubs

- YTD: year-to-date
- FT or FWT: federal tax or federal tax withheld
- ST or SWT: state tax or state tax withheld
- SS or SSWT: Social Security or Social Security tax withheld
- MWT or Med: Medicare tax withheld

## 5.5 Income Taxes 101

### Activity Overview

This activity provides an overview of income taxes, giving participants an understanding of the tax systems. It includes a broad explanation of where taxes go and why certain services are available to them, their families, neighbors, and co-workers. This activity relies on an eLearning module available through [Higher's Online Learning Institute](#) called *Income Taxes 101*. Here are additional talking points to keep in mind through this activity:

#### **Tax Deductions**

Before clients start work, U.S. law requires their employer have them complete a [W-4 tax form](#). The allowances the worker chooses determines the amount of tax deducted from each paycheck.

Under U.S. law, employers are required to pay taxes to the U.S. government; in turn, employers deduct taxes from clients' paychecks. Taxes fund the roads we drive on, Medicaid health benefits, the schools our children attend, and other services. There are other deductions in addition to the taxes owed:

- Under U.S. law, the employer must pay half (5.65 percent) of clients' Social Security/Medicare taxes
  - As long as clients continue working through a U.S.-appropriate retirement age (65 or older), they are eligible to receive a Social Security payment as income upon retirement.
  - Medicare insurance is available at age 65 (retirement age) and helps cover medical costs.

#### **Tax Returns**

Any person authorized to work in the United States must complete a tax return. Tax returns are reports filed with the Internal Revenue Service (IRS), as well as state and local tax collection agencies that contain information on taxable income. Although preparing a tax return can be complicated and may seem overwhelming, it's critically important to do. Tax returns can be filed during the months of January through mid-April; they are due April 15 (with occasional exceptions). If clients don't file a tax return, they may receive a letter in the mail from the IRS stating that they owe the U.S. government taxes. There is often a penalty associated with late tax payments.

#### **Tax Credits**

Clients who are working should explore the Earned Income Tax Credit, the Child Tax Credit, and other credits to which they may be entitled. These deliver critical work supports for employees earning low to moderate wages. Claiming these tax credits can put an eligible worker on the path to securing better housing, obtaining dependable

transportation, paying for quality childcare, or pursuing higher education. Eligible workers must file a tax return to benefit from any tax credits. It's important to promote free tax filing along with working family tax credits.

## Materials Needed

- Whiteboard and markers
- *Taxes Pay For/Do Not Pay For* Title Cards (5.5I)
- *Taxes Pay For/Do Not Pay For* Photo Cards (5.5J)
- Tape
- Computer, projector and screen, or TV
- Access to [Higher's Online Learning Institute](#) course "Income Taxes 101"
- *Understanding Income Tax Credits* Worksheet (5.5K) for extension option

## Procedures

1. Review the previous lesson by asking what deductions participants can expect to see on their paystubs. Write the following questions on the board:
  - What have you heard about taxes in the U.S.?
  - Who pays taxes?
  - How do you think taxes are paid?
2. Give participants a couple minutes to think about the questions on their own, then ask them to discuss their answers with a partner for three minutes. Ask participants to share their thoughts with the entire class. Wrap up the discussion with these talking points:
  - Income tax is money that you are required to pay to the government if you earn money from work. In the United States, you must pay income tax if you are working. Anyone who does not pay income taxes can have very serious legal problems such as fees or property seizure.
  - Your employer will withhold money from your paycheck to pay your income taxes to the government.
3. Ask participants where they think tax money goes. Write answers on the board.
4. Tape the *Taxes Pay For/Do Not Pay For* Title Cards (5.5I) on opposite sides of the board and pass out the *Taxes Pay For/Do Not Pay For* photo cards (5.5J) to participants. Explain that participants should decide if their photo card representation receives tax dollars or does not. If a participant decides that their photo card does receive tax dollars, they should tape the picture under "Taxes Pay For" title card and vice versa.
5. After participants have completed placing their photo cards on the board, review each photo card and ask the class if the photo card is in the correct space. Explain why each photo card is or is not paid for by taxes.

6. Watch the **Higher** Online Learning Institute's "Income Taxes 101" module (located on [Higher's Online Learning Institute](#), under "Courses.")
7. Discussion questions:
  - Why do businesses not receive tax dollars?
  - Why should you pay taxes?
  - What is the best part about paying taxes? The worst?

### Extension Options

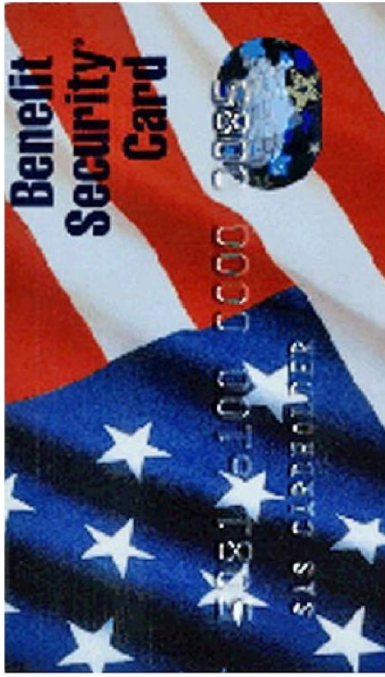
- **Computer Research:** Pass out the *Understanding Income Tax Credits* Worksheet (5.5K) to students with basic computer skills and ask them to visit the websites mentioned to answer the questions listed.
- **How Much Do You Know About Taxes?** Use this [online quiz](#) together as a class to generate additional discussion and test knowledge about taxes or as computer practice for individual students.

Taxes Pay For

Taxes Do Not  
Pay For



Streets



Food Stamp Program



Medicare Health Insurance



Social Security Benefits



Police



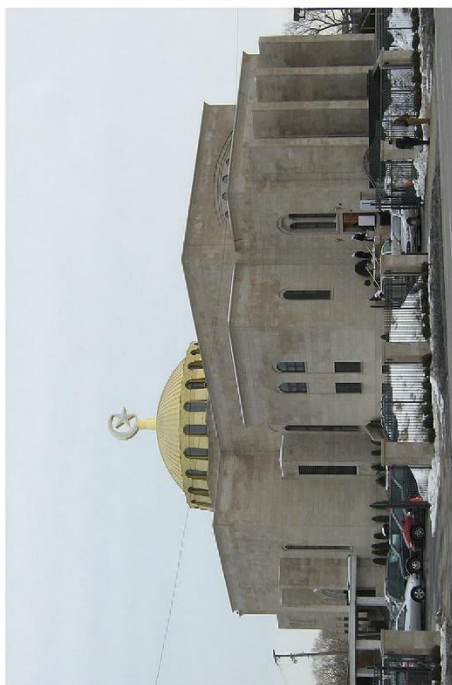
Hospitals



Schools



Refugee Resettlement



Places of Worship



Stores



Gas Stations

# Understanding Income Tax Credits

Use this website <http://www.eitcoutreach.org/learn/tax-credits/> to research the answers to these questions.

1. What are three possible income tax credits?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Who can use the Earned Income Tax Credit (EITC)?

3. How is the amount of the EITC decided?

4. How many families claimed the EITC in your state?

5. How much is the child tax credit?

6. How do you claim the child tax credit?

## 5.6 Making a Budget

### Activity Overview

A monthly budget prompts clients to plan how to spend and save money each month and document their spending patterns. Although creating a budget may not sound exciting, it is a vital tool for keeping one's financial house in order. With a budget, clients can identify their monthly expenses, prioritize spending and better manage their money and financial future.

If at all possible, gather information on rent costs, SNAP and cash assistance allotments, and estimated utilities costs for participants before starting this activity.

### Materials Needed

- White board and markers
- *Ali's Monthly Budget Worksheet* (5.6L)
- *My Monthly Budget Worksheet* (5.6M)
- One set of *Budget Stickers* (5.6N) for each participant
- Tape or glue sticks
- *Tips for Creating a Budget Worksheet* (5.6O) for extension option

### Procedures

1. Tell participants that this class focuses on how to make a budget. Write two columns on the white board, one labeled "Income" and one labeled "Expenses." Explain to participants the difference between income and expenses:  
**Income:** money received  
**Expenses:** money paid for rent, services, and goods
2. Ask the group for examples of income and expenses, and write them on the board. Ask participants if they have ever made a plan for their money.
3. Pass out copies of *Ali's Monthly Budget Worksheet* (5.6L) and review the income and expense items listed. Ask participants to listen to the story as it is read aloud. They should write the dollar amounts of Ali's income and expenses when they hear them in the story to help complete Ali's monthly budget. Read and repeat as needed:

Ali is looking for a job in the U.S. He wants to know how much money he will need to earn to cover all of his monthly expenses. His monthly rent is \$625, and his electric bill was \$35 last month. He spends \$45 for a cell phone and \$200 for groceries. He does not have any children. Ali receives \$265 in monthly assistance and \$200 in food stamps.

4. Give participants a few minutes to add up Ali's income and expenses, and ask these comprehension questions:
  - How much are Ali's expenses each month? How much income does Ali receive each month right now?
  - Does Ali's income cover his expenses? How do you know?
  - How much money will Ali need to earn per hour at a full-time job to cover his expenses? How do you know?
5. Now participants will have the opportunity to work on their own monthly budget. Pass out copies of *My Monthly Budget Worksheet* (5.6M) and a set of *Budget Stickers* (5.6N) to each participant. Ask them to glue or tape the *Budget Stickers* to the matching income and expenses categories. Then, give participants 10-15 minutes to complete their monthly budget and add up the totals.
6. Discussion questions:
  - Does your income currently cover your monthly expenses? Are you surprised?
  - What are the most costly expenses you have each month?
  - How can you increase your income?
  - How much money will you need to earn per hour at a full-time job to cover your expenses?
  - If you have income left over, what will you do with it?  
Talking point: Explain savings to clients as money they've set aside for a specific purpose. Cash left over in a checking account after paying bills does not necessarily count as savings, especially if they might use that money later. Similarly, if they've saved \$5 at the grocery store, they haven't necessarily increased their savings. They've refrained from spending more than they otherwise would have. But saving is not the absence of spending. Instead, saving is the intentional act of setting money aside for a specific goal or purpose.<sup>5</sup>



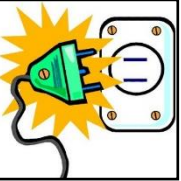


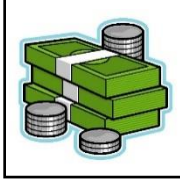

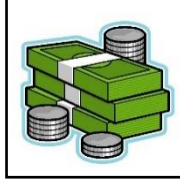

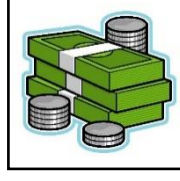

## Extension Options

- **Savings for Emergencies:** This is a tool for advanced-level English clients who are computer literate or a tool clients may use with a case manager. It is prudent planning to have at least three to six months of liquid/cash assets set aside in the event of a loss of job, medical emergency, short-term disability, etc. Use [this calculator](#) from Smart About Money to help determine how much money clients should set aside monthly or as a lump sum to create an emergency fund.
- **Tips for Creating a Budget:** Review the tips on this handout (5.6O) with advanced-level English participants if time allows or as an additional homework assignment to reinforce budget tips and guidelines.

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<sup>5</sup> "What Are Savings?" The Balance, last modified 06/22/2016, <https://www.thebalance.com/what-are-savings-453963>.

## Ali's Monthly Budget

Expenses		Income	
	<b>Rent</b> \$ _____		<b>Cash Assistance</b> \$ _____
	<b>Utilities</b> \$ _____		<b>SNAP (food stamps)</b> \$ _____
	<b>Food</b> \$ _____		<b>Childcare subsidies</b> \$ _____
	<b>Phone</b> \$ _____		<b>SSI</b> \$ _____
	<b>Childcare</b> \$ _____		<b>Other Income</b> \$ _____
	<b>Other Expenses</b> \$ _____		
<b>Total Expenses: \$ _____</b>		<b>Total Income: \$ _____</b>	

## My Monthly Budget

Expenses		Income	
<input type="text"/>	<b>Rent</b> \$ _____	<input type="text"/>	<b>Cash Assistance</b> \$ _____
<input type="text"/>	<b>Utilities</b> \$ _____	<input type="text"/>	<b>SNAP (food stamps)</b> \$ _____
<input type="text"/>	<b>Food</b> \$ _____	<input type="text"/>	<b>Childcare subsidies</b> \$ _____
<input type="text"/>	<b>Phone</b> \$ _____	<input type="text"/>	<b>SSI</b> \$ _____
<input type="text"/>	<b>Childcare</b> \$ _____	<input type="text"/>	<b>Other Income</b> \$ _____
<input type="text"/>	<b>Other Expenses</b> \$ _____		
<b>Total Expenses: \$ _____</b>		<b>Total Income: \$ _____</b>	



## Tips for Creating a Budget

Use this step-by-step guide to create an accurate, helpful personal budget.

1. **Gather every financial statement you can.** This includes bank statements, recent utility bills, and any information regarding a source of income or expense. One of the keys in the budget-making process is to create a monthly average, so the more information you can find, the better.
2. **Record sources of income.** If you are self-employed or have any outside sources of income, be sure to record these as well. If your income is in the form of a regular paycheck where taxes are automatically deducted, then using the net income (or take-home pay) amount is fine. Record this total income as a monthly amount.
3. **Create a list of monthly expenses.** Write down a list of all the expected expenses you plan on incurring over the course of a month. This includes rent or a mortgage payment, car payments, auto insurance, groceries, and utilities—essentially everything you spend money on.
4. **Break expenses into two categories: fixed and variable.** Fixed expenses are those that stay relatively the same each month and are required parts of your way of living. They include expenses such as your rent or mortgage, car payments, cable and/or Internet service, trash pickup, credit card payments, and so on. These expenses, for the most part, are essential, yet not likely to change in the budget. Variable expenses are the type that will change from month to month and include items such as groceries, gasoline, entertainment, eating out, and gifts.
5. **Total your monthly income and monthly expenses.** You are off to a good start if your result shows more income than expenses. This means you can prioritize and designate this excess money to areas of your budget, such as retirement savings or paying more on credit card balances to eliminate that debt faster. Changes have to be made, however, if you show a higher expense column than income.
6. **Make adjustments to expenses.** If you accurately identified and listed all your expenses, the ultimate goal is to have your income column be more than the expense column. This means all your income is accounted and budgeted for a specific expense or savings goal. If you are in a situation where expenses are higher than income, look at your variable expenses to find areas to cut. Because these expenses are typically nonessential, it should be easy to cut a few dollars in a few areas to bring you closer to your income.
7. **Review your budget monthly.** Review your budget regularly to stay on track. After the first month, take a minute to sit down and compare the actual expenses with what you budgeted. This will show where you did well and where you may need to improve.

## 5.6 Additional Resources

**Higher** resources include:

- Financial Literacy Resource Collection
- Identity Theft
- 5 Ways to Build a Good Credit History

**Hands on Banking Curriculum** is a Wells Fargo initiative that includes curriculum covering the basics of money management.

**Operation Hope** offers [articles, online classes, resources](#) and tools on a wide range of financial literacy topics. They also have training of the trainer programs in some states, where staff or volunteers can learn how to teach their financial literacy curriculum.

**CORE** has a [Budgeting and Personal Finance chapter](#) with three sessions covering budgeting, personal finance, banks, and paychecks.

**The Internal Revenue Service (IRS)** offers several tax-related [online activities and tutorials](#), as well as a [database of free tax preparation](#) services.

# የርሶ ገንዘብ እንዲሰጥ ይጠይቁ



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1

ነፃ የታክስ መመሪያ ቦታ ይፈልጉ\*

ወይ [irs.treasury.gov/freetaxprep](https://irs.treasury.gov/freetaxprep) ይጎዱ ወይም  
800-906-9887 ላይ ይደውሉ።

2

መስፈርቱን ማሟላት እንደሚችሉ ያረጋግጡ

ምን ያህል እንደሚከፈሉት ለማወቅ [eitcoutreach.org/help](https://eitcoutreach.org/help) ይመልከቱ።

3

የታክስ ፎርምችን ሞልተው ይላኩ

ከአፕሪል 15፣ 2018 (ሚያዝያ 9፣ 2018) በፊት ወይ ሃ የታክስ መመሪያ ቦታ በመሄድና ታክሱን ፋይል በማድረግ ተመላሽ ገንዘብ

\*በሰርሶ እቅራቢያ ሃ የታክስ መመሪያ ቦታ ማግኘት ባይችሉም የታክስ አበል/ክፈዲት መጠየቅ ይችላሉ።

መቼ ነው የታክስ ፎርምችን የሚሞሉት?

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የበለጠ መረጃ ለማግኘት ወይ [eitcoutreach.org/help](https://eitcoutreach.org/help) ይጎዱ ወይም AIRS ይደውሉ በ 1-800-829-1040።

**The Get It Back Campaign** offers downloadable information about income tax credits, including [flyers in 24 languages](#), as well as an EITC calculator.



## Section 6: Applying for Jobs

Job applications are a tedious but essential step in looking for work. Applications require a significant time investment and serious attention to detail, but they are a necessary step toward landing a job interview. Certain information, such as personal contact details, is always required, but other application questions vary by employer. Offering plenty of practice filling out different types of applications will prepare participants to complete job applications on their own in the future.

**HIGHER, A TECHNICAL ASSISTANCE PROGRAM:** Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of the materials are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

## Section 6: Applying for Jobs

This section covers where to look for job applications, as well as tips and practice activities for completing paper and online applications. Cover letters should accompany applications and are introduced in this section too.

### Learning Objectives

After completing the activities in *Section 6: Applying for Jobs*, participants will be able to:

- Request job applications in person.
- Find job applications on-line.
- Successfully complete written and online applications using their resumes.
- Track their job application submissions.
- Compose a simple cover letter.



### Key Vocabulary

**Application:** questions on paper or online that need to be answered in order to get a job interview

**Cover letter:** a document that introduces your skills and interests to the employer

**Graduate:** complete a school or training program

**Degree:** academic rank conferred by a college or university after a course of study (for example, Bachelor of Arts – B.A.)

**Crime/Felony:** conviction of wrong-doing in a criminal court in the U.S. A felony is a crime that typically involves violence.

**Current:** happening now (for example, “I am currently looking for a job.”)

**Previous:** happened in the past (for example, “I was an engineer in the past, when I lived in Iraq.”)

## Included Activities

<b>6.1</b>	<b><i>Where Can I Find a Job Application?</i> Understanding the purpose of a job application and knowing where to look</b>	
	<i>Help Wanted - Sign*</i>	6.1A
	<i>Asking for an Application - Scenario Cards</i>	6.1B
<b>6.2</b>	<b><i>How to Complete a Job Application: Application guidelines and practice</i></b>	
	<i>Job Application Tips</i>	6.2C
	<i>Example Job Application for Employment</i>	6.2D
	<i>Jan's Application</i>	6.2E
	<i>My Personal Information - Worksheet*</i>	6.2F
	<i>Personal Information Vocabulary - Worksheet*</i>	6.2G
<b>6.3</b>	<b><i>Online Job Application Practice</i></b>	
	<i>Job Application Tracker</i>	6.3H
	<i>Do These Three Things – Get the Job Blog Article</i>	6.3I
<b>6.4</b>	<b><i>Application Cover Letters</i></b>	
	<i>Cover Letter Example</i>	6.4J
	<i>My Cover Letter - Worksheet</i>	6.4K
<b>6.5</b>	<b><i>Additional Resources</i></b>	

\*Indicates either that the activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 6.1 Where Can I Find a Job Application?

### Activity Overview

The first step to completing job applications is knowing where to find them. This lesson has participants review the job search steps to see where applications fit into the process and to practice dialogue in order to build confidence in asking for applications, in person.

### Materials Needed

- Whiteboard and markers
- *U.S. Job Cycle* Photo Cards (2.4H)
- *Help Wanted* sign (6.1A)
- One set of *Asking for an Application* Scenario Cards for every six participants (6.1B)

### Procedures

1. Review the steps in the *U.S. Job Cycle* by passing out the *U.S. Job Cycle* Photo Cards (2.4H) to participants. Ask them to work together to put the cards in the correct order.
2. Correct any out-of-order steps, and hold up the “Apply” card. Ask participants what they know about applying for a job. An application is a set of questions on paper or online that need to be answered to get a job interview. Ask:
  - *Did you have to complete a job application to get a previous job?*
  - *Do you know where to find a job application?*
3. Explain that participants can find job applications by asking in person or by searching online. Tell them, “There are many different websites where you can search for job openings and find applications using the computer. First, we are going to practice asking for an application in person.”
4. Show participants the *Help Wanted* sign (6.1A). Let them know that if they see a sign like this, the company is looking for workers. It’s okay to ask a business about job opportunities, even if there is no sign. Ask participants if they have noticed any signs like this around their neighborhood.
5. Ask participants to work with a partner and pass out the *Asking for an Application* Scenario Cards (6.1B). Give them a few minutes to practice reading the situation, and then ask them to take turns acting out their scenario for the class.



6. Discussion questions:

- Where can you go to ask for a job application?
- What should you wear to ask for an application?

### Extension Options

- **Field Trip or Homework:** If the resettlement office is near stores or a shopping mall, take participants out to ask for job applications so they can practice this in person. Alternatively, find a job fair to attend where participants can ask multiple employers for applications in a short period of time. If a field trip doesn't work for your class setup, challenge participants to bring in one job application as a homework assignment. The benefits are two-fold: they practice requesting applications and they can also practice filling them out correctly.



**HELP  
WANTED**

## Asking for an Application - Scenarios

### Example #1

Bu Htoo: Hello, my name is Bu Htoo. I'm looking for a job. Are you hiring?

Tami: Yes, we are looking for a cashier.

Bu Htoo: Great. How can I apply?

Tami: (*hands Bu a piece of paper*) Here is an application.

Bu Htoo: Thank you. I'll bring it back tomorrow.

Tami: That sounds good. See you then!

Bu Htoo: Goodbye!

### Example #2

Juan: Hi, my name is Juan. I would like to work here. Do you have a job application?

Dora: You can go online to apply for a job.

Juan: Thank you. What is the website?

Dora: It is [www.storename.com](http://www.storename.com)

Juan: (*writes the website on a piece of paper*) Thank you very much. Goodbye!

### Example #3

Tsega: Good afternoon. How are you today?

Alex: Fine, thanks. How are you?

Tsega: I'm doing well. I'm looking for a job. Do you have an application?

Alex: We're not hiring right now, but you should check back in a couple of weeks.

Tsega: Thank you. I'll come back again later to ask. Bye!

Alex: See you later.

## 6.2 How to Complete a Job Application

### Activity Overview

Perfecting a job application is challenging enough when writing it in a native language, not to mention completing it in a second language. Give participants lots of practice using application homework assignments.

This activity incorporates the **Higher** Online Learning Institute's eLearning module, "How to Complete a Job Application," parts one and two. While this activity focuses on paper applications, the tips introduced apply to online applications as well.

### Materials Needed

- Job Application Tips (6.2C)
- Example Job Application for Employment (6.2D)
- Pens with blue or black ink
- Computer, projector and screen, or TV
- Access to [Higher's Online Learning Institute](#)
- Jan's Application (6.2E)
- *My Personal Information* Worksheet (6.2F)
- *Personal Information Vocabulary* Worksheet (6.2G) for beginner English option

### Procedures

1. Review the previous activity by asking participants:
  - Why do we need job applications?
  - Where can you find job applications?
  - What should you do with the application once you get it?
2. Let participants know that this activity practices paper applications. Pass out the *Job Application Tips* (6.2C). Ask participants to take turns reading the tips, clarifying any new vocabulary as needed.
3. Pass out copies of the *Example Job Application for Employment* (6.2D) and make sure participants have a copy of their resumes and a blue or black pen. Tell participants to fill out the application together as the class watches the **Higher** Online Learning Institute's "How to Fill Out an Application" module. (Located on [Higher's Online Learning Institute](#), under "Courses." Look for "How to Fill Out an Application.") Guide participants through the module, pausing regularly to give them time to fill out the *Example Job Application*.

## Section 6: Applying for Jobs

4. Next, participants will review an application that has several mistakes on it. Pass out *Jan's Application* (6.2E) and ask participants to circle everything that is incorrect, referring to the Job Application Tips as a reminder of application etiquette. Ask participants how many errors they found, and ask them to name each one and explain why it is incorrect.
5. Explain that not all applications look the same or ask the same questions. Some paper applications will have lines to write on and others will use boxes. Pass out the *My Personal Information* worksheet (6.2F) and ask participants to practice writing neatly in the three different formats. This is also good writing practice for those who have not memorized their new contact information.
6. Discussion question:
  - How do you think online applications might be different from paper applications?
  - What are some things you would like the employer to know about you that aren't included on an application? When will you be able to share those things?

## Extension Options

- **Additional application practice:** Collect paper copies of applications from partnering employers and assign them as homework for participants or in class for participants who finish assignments early. If participants need extra support, ask a volunteer to work together one-on-one with them to complete a copy.
- **Personal information practice:** Use the *Personal Information Vocabulary Worksheet* (6.2G) to review key words with beginner English speakers.
- **Assessment questions:** Many online applications include assessment questions that are geared toward identifying personality characteristics or behaviors. Discuss how these might be similar to behavioral interview questions and visit [CEB/Gartner's website](#) to see sample assessment questions.

## Job Application Tips<sup>1</sup>

### 1. Follow directions.

- Read the entire application before you start it.
- Do not write below sections that say "Do Not Write Below This Line" or in sections that say "For Office Use Only."

### 2. Give complete answers.

- Respond to all questions. If a question does not apply to you, use "n/a" to show that it is "not applicable."
- Do not use abbreviations, except for "n/a" (not applicable).

### 3. Always use your resume.

- The information you put on a job application should be exactly the same as the information on your resume.

### 4. On-paper applications:

- Write out responses on a separate sheet of paper or a copy of the application before completing the final application.
- Use a black or blue pen.
- Use your best handwriting!
- There should not be any grammar or spelling errors. Ask someone else to read the application to look for any mistakes.
- Use white correction fluid to fix minor errors, but start over if you make more than two or three mistakes.

### Common Application Words:

- **Graduate:** Complete a school or training program
- **Degree:** Academic rank conferred by a college or university after a course of study (for example, Bachelor of Arts – B.A.)
- **Crime:** Conviction of wrong-doing in a criminal court in the U.S.
- **Felony:** A felony is a crime that typically involves violence.
- **Current:** Happening now (for example, "I am currently looking for a job.")
- **Previous:** Happened in the past (for example, "I was an engineer in the past, when I lived in Iraq.")

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<sup>1</sup> Adapted from CareerOneStop (<https://www.careeronestop.org/JobSearch/Resumes/job-applications.aspx>)

## Example Application for Employment

*It is our policy to comply with all applicable state and federal laws prohibiting discrimination in employment based on race, age, color, sex, religion, national origin, disability or other protected classifications.*

**Please carefully read and answer all questions. You will not be considered for employment if you fail to completely answer all the questions on this application. You may attach a résumé, but all questions must be answered.**

"Employer"	Position applying for
------------	-----------------------

### PERSONAL DATA

Name (last, first, middle)			
Street Address and/or Mailing Address		City	State
Home Telephone Number		Business Telephone Number	Message Telephone Number
Date you can start work	Salary Desired	Do you have a High School Diploma or GED? Yes <input type="checkbox"/> No <input type="checkbox"/>	

### POSITION INFORMATION

Check all that you are willing to work

Hours: Full Time <input type="checkbox"/> Part Time <input type="checkbox"/>	Days <input type="checkbox"/> Evenings <input type="checkbox"/>	Swing <input type="checkbox"/> Graveyard <input type="checkbox"/> Weekends <input type="checkbox"/>	Status: Regular <input type="checkbox"/> Temporary <input type="checkbox"/>
Are you authorized to work in the U.S. on an unrestricted basis?			Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever been convicted of a felony? (Convictions will not necessarily disqualify an applicant for employment.) If yes, explain:			Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you been told the essential functions of the job or have you been shown a copy of the job description listing the essential functions of the job? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Can you perform these essential functions of the job with or without reasonable accommodation? Yes <input type="checkbox"/> No <input type="checkbox"/>			

### QUALIFICATIONS

Please list any education or training you feel relates to the position applied for that would help you perform the work, such as schools, colleges, degrees, vocational or technical programs, and military training.

	School Name/Address City/State	Degree Received	Areas of Specialization
College			
Vocational/Technical			
Other			

### SPECIAL SKILLS

Please list any special skills or experience that you feel would help you in the position that you are applying for.

--	--	--	--

### REFERENCES

Please list three professional references not related to you, with full name, address, phone number, and relationship. If you don't have three professional references, then list personal, unrelated references.

Name	Address/City/State	Phone	Relationship

<b>WORK HISTORY</b> Start with your present or most recent employment and work back. Use a separate sheet if necessary.		
<b>Job Title #1</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

May we contact your present employer? Yes ☐ No ☐ N/A ☐

<b>Job Title #2</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

<b>Job Title #3</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

<b>Job Title #4</b>	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties:		
Reason for Leaving	Starting Salary	Ending Salary

I certify that the facts set forth in this Application for Employment are true and complete to the best of my knowledge. I understand that if I am employed, false statements, omissions or misrepresentations may result in my dismissal. I authorize the Employer to make an investigation of any of the facts set forth in this application and release the Employer from any liability. The employer may contact any listed references on this application.

I acknowledge and understand that the company is an "at will" employer. Therefore, any employee (regular, temporary, or other type of category employee) may resign at any time, just as the employer may terminate the employment relationship with any employee at any time, with or without cause, with or without notice to the other party.

Applicant Signature

Date

# Jan's Example Application for Employment

**It is our policy to comply with all applicable state and federal laws prohibiting discrimination in employment based on race, age, color, sex, religion, national origin, disability or other protected classifications.**

**Please carefully read and answer all questions. You will not be considered for employment if you fail to completely answer all the questions on this application. You may attach a résumé, but all questions must be answered.**

"Employer"      ??		Position applying for      N/A	
--------------------	--	--------------------------------	--

<b>PERSONAL DATA</b>			
Name (last, first, middle)      Jan R. Zani			
Street Address and/or Mailing Address 2 Main		City tampa	State florida
Zip 30120			
Home Telephone Number 100-86-4000	Business Telephone Number	Message Telephone Number	
Date you can start work now	Salary Desired \$100K	Do you have a High School Diploma or GED? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

<b>POSITION INFORMATION</b> Check all that you are willing to work			
Hours: Full Time <input type="checkbox"/> Part Time <input checked="" type="checkbox"/>	Days <input checked="" type="checkbox"/> Evenings <input type="checkbox"/>	Swing <input type="checkbox"/> Graveyard <input type="checkbox"/> ? Weekends <input type="checkbox"/> ?	Status: Regular <input type="checkbox"/> Temporary <input checked="" type="checkbox"/>
Are you authorized to work in the U.S. on an unrestricted basis?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Have you ever been convicted of a felony? (Convictions will not necessarily disqualify an applicant for employment.) If yes, explain:		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Have you been told the essential functions of the job or have you been shown a copy of the job description listing the essential functions of the job? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			
Can you perform these essential functions of the job with or without reasonable accommodation?      Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			

<b>QUALIFICATIONS</b> Please list any education or training you feel relates to the position applied for that would help you perform the work, such as schools, colleges, degrees, vocational or technical programs, and military training.			
	School Name/Address City/State	Degree Received	Areas of Specialization
College			
Vocational/Technical	ESL Classes		ESL
Other	Computr Class		

<b>SPECIAL SKILLS</b> Please list any special skills or experience that you feel would help you in the position that you are applying for.			

<b>REFERENCES</b> Please list three professional references not related to you, with full name, address, phone number, and relationship. If you don't have three professional references, then list personal, unrelated references.			
Name	Address/City/State	Phone	Relationship
Job Developer	tampa, florida	(800) 921-8938	Job Developer
Liz Matthews	tampa, florida	?	Case Manager
Aliu Wazi	" "	(800) 921-8100	Friend

WORK HISTORY Start with your present or most recent employment and work back. Use a separate sheet if necessary.		
Job Title #1 <i>Teacher</i>	Start Date (mo/day/yr) <i>6/2012</i>	End Date (mo/day/yr) <i>6/2016</i>
Company Name <i>High School #3</i>	Supervisor's Name <i>do not remember</i>	Phone Number
City	State <i>not in USA</i>	Zip
Duties <i>taught children about math, planned lessons, class of 25 students</i>		
Reason for Leaving <i>moved</i>	Starting Salary	Ending Salary

May we contact your present employer?

Yes ☐ No ☐ N/A ☐

Job Title #2 <i>childcare worker</i>	Start Date (mo/day/yr) <i>3/2000</i>	End Date (mo/day/yr) <i>30/12/2010</i>
Company Name <i>Preschool</i>	Supervisor's Name <i>Jilly</i>	Phone Number <i>17 813 6987 46</i>
City	State <i>n/a</i>	Zip <i>n/a</i>
Duties <i>cared for young children, planned activities for them, feed them snacks</i>		
Reason for Leaving <i>fired</i>	Starting Salary	Ending Salary

Job Title #3	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties		
Reason for Leaving	Starting Salary	Ending Salary

Job Title #4	Start Date (mo/day/yr)	End Date (mo/day/yr)
Company Name	Supervisor's Name	Phone Number
City	State	Zip
Duties		
Reason for Leaving	Starting Salary	Ending Salary

I certify that the facts set forth in this Application for Employment are true and complete to the best of my knowledge. I understand that if I am employed, false statements, omissions or misrepresentations may result in my dismissal. I authorize the Employer to make an investigation of any of the facts set forth in this application and release the Employer from any liability. The employer may contact any listed references on this application.

I acknowledge and understand that the company is an "at will" employer. Therefore, any employee (regular, temporary, or other type of category employee) may resign at any time, just as the employer may terminate the employment relationship with any employee at any time, with or without cause, with or without notice to the other party.

Tan Zami  
Applicant Signature

3/1  
Date

# My Personal Information

Paper applications ask for information in different ways. Practice completing your personal information below by writing in the boxes (on the lines).

PERSONAL INFORMATION		
First Name	Last Name	
Street Address		
City	State	Zip Code
Phone Number	Email Address	

## PERSONAL INFORMATION

Last Name	First Name	M.I.	
Street Address	City	State	Zip Code
Phone Number	Email Address		

## PERSONAL INFORMATION

Last Name	First Name	
<div></div>		
Street Address		
<div></div>		
City	State	Zip Code
<div></div>		
Phone Number		
<div></div>		
Email Address		
<div></div>		

# Personal Information Vocabulary

Draw a line to match the job description word with the correct meaning.

**Name**



**Street Address**



**City**



**State**



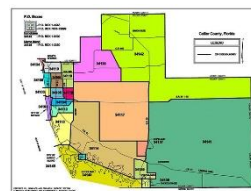
**Zip Code**



**Phone Number**



**Email Address**



## 6.3 Online Job Application Practice

### Activity Overview

Practicing online applications reinforces participants' understanding of the tips and vocabulary covered in the previous activity. This activity is best carried out with volunteers who can help address individual questions or assist participants with limited computer skills one-on-one. If there are not enough computers for every participant, set up stations where participants can rotate through working on additional paper application practice to computer application practice.

### Materials Needed

- Whiteboard and markers
- Computers
- *Job Application Tracker* (6.3H)
- Pens or pencils
- *Do These Three Things – Get the Job* Blog Article (6.3I) for advanced extension option

### Procedures

1. Ask participants what job application tips they remember. What would they tell a friend who was working on a job application? Write answers on the board.
2. Let participants know that all of those tips apply to online applications too. Today's activity practices an application on a computer. There are a couple additional tips they should know for completing an online application: <sup>2</sup>
  - You will need to register with the job or company website. This means that you will likely create an account by choosing a login name and password. Many websites will use your email address as your login.
  - Some online applications will require you to attach your resume as a PDF, text, or Microsoft Word file. Make sure you have a digital copy of your resume available before you begin.
3. Pass out the *Job Application Tracker* (6.3H). Let participants know that since online applications typically require a login and password, they should track any applications that are submitted by writing down the date of application, company, position, and username and password. Give an example entry to ensure understanding of the tracker's purpose.

---

<sup>2</sup> <https://www.careeronestop.org/JobSearch/Resumes/online-applications.aspx>

4. Before participants get started, they should:
  - Have a printed and digital copy of their resume
  - Have a Job Application Tracker or paper to write down login information.
  - Ensure they have 1-2 hours available to complete the application.
5. Pair participants with volunteers if possible and invite them to look for jobs on websites such as CareerOneStop.org, Indeed.com, or Monster.com. When they find a job that they are interested in, have the volunteer guide them through the online application, checking their grammar and spelling.
6. Discussion questions:
  - Why do more people find jobs from networking than by submitting online applications?
  - How can you make an online application stand out?

### Extension Options

- **Do These Three Things – Get the Job:** Give advanced English participants a copy of the **Higher** blog article (6.31) and ask them to read it and answer the three questions at the end as a homework assignment.
- **Create an Online Application:** Use Google Forms to create an online job application with common questions. Share the link with participants for additional practice, and their responses can be returned to you for checking. This also makes a great volunteer project.

Job Application Tracker					
#1	Date of Submission	Company	Job Title	Username/Password	Followed up?
#2	Date of Submission	Company	Job Title	Username/Password	Followed up?
#3	Date of Submission	Company	Job Title	Username/Password	Followed up?
#4	Date of Submission	Company	Job Title	Username/Password	Followed up?
#5	Date of Submission	Company	Job Title	Username/Password	Followed up?
#6	Date of Submission	Company	Job Title	Username/Password	Followed up?
#7	Date of Submission	Company	Job Title	Username/Password	Followed up?
#8	Date of Submission	Company	Job Title	Username/Password	Followed up?

## Do These Three Things – Get the Job<sup>3</sup>

In order to get hired, there are some basic requirements – here are three:

1. They must know you exist.
2. They must hear you.
3. You must connect.

### They must know you exist

Submitting a resume or online application (along with hundreds of other people) isn't enough for someone to know you exist.

In order for them to know that YOU exist, a real person must read it, not just a computer program scanning your application for key words and prestigious universities.

How do you get a person to read something?

You must either have an exceptional resume and application (think top 5% of all applications they receive), OR deliver something interesting and valuable to a real person.

Use your network to get a phone number, an email address, or an appointment; when you get someone's attention, be prepared with a creative pitch that demonstrates the value you can contribute to their organization or cause.

You can also let people know you exist by developing a portfolio and reputation for excellent work. You can start this wherever you are right now; you don't need an invitation or a call from a recruiter. Volunteer to lead a special project in your current job or your community, publish something about the work you do, or speak to a group on a topic you have expertise in.

### They must hear you

Once they know you exist, they must be willing to take time to hear what you have to say.

People will take the time to hear you when your job search is smarter, not louder. Louder is more resumes sent out, more online job applications completed. Smarter is taking the time to produce more thoughtful, more creative applications.

Even if you have a real person's email address, sending a resume will not necessarily result in them hearing you. A phone call is better; an in-person meeting is best.

Once you have their attention, make your case, present your point of view, and showcase your expertise and your passion.

---

<sup>3</sup> Higher blog post by Dr. Rex Foster (<http://higheradvantage.org/do-these-three-things-get-the-job/?s=resume#>)

Spend some time learning what would be of interest to the recipient of your application, and treat this communication like a proposal that demonstrates your genuine interest in them and showcases you and your expertise.

A short, compelling proposal demonstrating why they should consider hiring you does two things that a resume and cover letter do not: 1) It demonstrates initiative and creativity on your part; 2) It provides the potential employer with an idea that might be of value to their business.

Employers will always have time to hear someone who offers them value.

### You must connect

A boring resume or awkward phone conversation will not make a meaningful connection. The connection will come when you demonstrate that you understand something about them and that you have value to offer.

To connect with a hiring manager or decision maker, do this homework:

- **Know what problem they are trying to solve:** For example, they might want to sell more stuff to more customers.
- **Clearly explain how you can solve it:** Demonstrate that you have the skills, experience, connections, ideas, etc.
- **Convey that you already understand something about the organization or industry:** Assure them that you will not cost them unnecessary time and money and that you fit in with their company culture.

At the end of the day, you must think like the employer. What if you were on the inside trying to get work done and you had a position to fill, hundreds of applicants, and no time? Make it easy on them.

Stop sending out hundreds of resumes to every job posting you find. Spend more time on those few that really interest you, and deliver a customized, personalized application proposal that reflects you and the value you offer.

Be heard. Connect. Get the job.

---

Answer these questions about the article.

1. What three things does the author say that you must do to get hired?
2. Is it better to send out many, many job applications or focus on a few? Why?
3. How can you think like an employer?

## 6.4 Application Cover Letters

### Activity Overview

Cover letters should always be included with a resume or application unless the job listing says not to send one.<sup>4</sup> This activity prompts participants to think about what makes them stand out from the crowd when applying for a job and to draft a cover letter that can be typed and saved on the computer.

### Materials Needed

- Whiteboard and markers
- *Cover Letter Example* (6.4J)
- *My Cover Letter Worksheet* (6.4K)
- Pens or pencils
- Computers

### Procedures

1. Tell participants that cover letters are often included with applications. A cover letter is a document that introduces your skills and interests to the employer. Here are talking points to further explain a cover letter:
  - A cover letter includes information that is not on your resume. A resume includes facts about your experience, but a cover letter explains why you are a perfect match for the job opening. You can tell more about your personal strengths and interests.
  - You should not use the same cover letter for each job application. Each time you apply for a job, the cover letter should be changed to match that specific job's requirements and needs.
  - Always include a cover letter unless the instructions say not to.
  - Like your resume and application, the grammar and spelling in a cover letter should be perfect.
  - A cover letter should be brief, typically not more than one typed page.
2. Pass out copies of the *Cover Letter Example* (6.4J). Ask for participants to read it out loud, and discuss these questions together:
  - What information is included in this cover letter?
  - What do you notice about the format (look) of the letter?
  - Do you think Tessa is a good candidate for the job? Why or why not?

---

<sup>4</sup> <https://www.careeronestop.org/JobSearch/Resumes/cover-letters.aspx>

3. Pass out copies of the *My Cover Letter Worksheet* (6.4K) and review the different sections of a cover letter. If they do not have a specific job in mind to apply for, write an example of employer contact information on the board that can be used in the heading. Give participants 15-20 minutes to draft their cover letter using the prompts.
4. Ask participants to trade cover letters with a partner. What did they learn about their partner by reading his or her cover letter?
5. Encourage participants to type their cover letter draft using a computer. Be sure to save each draft. If participants finish early, challenge them to pick a different position and think about how they need to change their cover letter to fit that job.
6. Discussion questions:
  - What should someone applying for a childcare position say in their cover letter? How would that cover letter be different if applying for a cook job?
  - How can you be sure the grammar and formatting on a cover letter is correct?

## Cover Letter Example

Tessa Walu  
900 Walker St.  
Tampa, FL 32084  
(200) 123-0000

March 1, 2018

Mr. Kevin Jones  
Safeway Store  
132 Main St.  
Tampa, FL 32084

Dear Mr. Jones:

I am delighted to submit my application for the head cashier position at Safeway Grocery Store. I shop at your store for my family's groceries and always enjoy the friendly customer service. Last time I was there, I was happy to see the sign that you were hiring cashiers.

I have ten years of experience working at a market in my home country. My favorite part of the job is meeting new people and making sure they find what they need. I like helping people and always have a smile on face. I also pay close attention when handling money, making sure every customer transaction is accurate.

I have attached my resume so you can see more about my work experience and skills. Thank you for your consideration. I look forward to hearing from you and can be reached at (200) 123-0000.

Sincerely,

*Tessa Walu*

# My Cover Letter

## Heading

---

Your First and Last Name

---

Your Street Address

---

Your City, State and Zip Code

---

Your Phone Number

---

Today's Date

---

Employer's First and Last Name

---

Employer's Company Name

---

Employer's Street Address

---

Employer's City, State and Zip Code

## Greeting

Dear \_\_\_\_\_:

Employer's Name or Job Title of the Recipient

## Introduction

Who are you and why are you writing? How did you learn about the job opening? Why are you excited about this opportunity?

---

---

---

---

**Body**

What makes you a good fit for this job? What unique interests, experience, and talents will help you do well in this position? Why should the employer invite you to an interview?

---

---

---

---

---

---

---

---

**Closing**

Thank the employer for their time. How can they contact you? Will you follow up? If so, when?

---

---

---

---

Sincerely,

---

Sign your first and last name in blue or black ink

## 6.5 Additional Resources

Higher resources include:

- [What Race am I?](#)
- [Cover Letters: Yes? No? When?](#)

CareerOneStop has resource pages with tips for [job applications](#) and [online applications](#), as well as a page with information about [cover letters](#).

The Massachusetts One-Stop Career Center has a [practice online application](#).

CORE has a [Job Application worksheet](#).

CareerBuilder offers an [infographic](#) with tips for writing an effective cover letter.

**HOW TO CRAFT A COVER LETTER WORTH READING**

Your résumé is polished and ready to send – but does your cover letter do you justice? This is more than just a means to tell the story your résumé can't; it's an opportunity to set yourself apart and let employers know why you're the candidate to call. Follow these tips to craft a cover letter hiring managers won't be able to put down.

**BEFORE**

Include employer's name, date, company address and title.

To Whom It May Concern: ← Try to find the hiring manager's name.

This letter is to introduce myself and let you know of my interest in becoming a part of your company.

The enclosed résumé will furnish you with information concerning my overall employment.

Background, training, education, and skills. My work abilities are backed up with experience and knowledge. I assure you that I can successfully fulfill any obligations required. In each of my previous jobs, I have performed my assignments with a high degree of skill and professionalism. I've used this skill.

My current objective is to obtain a position that will fully utilize my skills and offer an opportunity for continued professional growth.

My creative abilities to assure the successful accomplishment of any company goals. My positive attitude and willingness to work diligently makes me a valuable asset to any organization that would employ me. I am confident that my skills will have a favorable impact on your organization. I look forward to hearing from you and hopefully schedule an interview to learn more about your company.

Thank you for your time.

Sincerely,  
Jack Service

**AFTER**

**JACK SERVICE**

1234 Main Street | Homewood, IL 60639 | jackservice@yahoo.com | cell: (222) 555-7890

February 17, 2014

Katharine Trainer, HR Specialist  
Intitech  
1 Rich Way  
Rte City, NY 07080

Re: Customer Service Manager, HR 14333

Dear Ms. Trainer:

As an experienced customer service professional, I was pleased to see the Customer Service Manager opportunity within Intitech. I am an ideal candidate for this position because of my understanding of how business and specifically Intitech have long relied on customer service to enhance brand loyalty, increase customer confidence, and increase sales.

While researching your company on CareerBuilder.com, I was happy to learn your workplace culture lives the values you set forth on a daily basis. This is exciting to me as I thrive in a fast-paced and high-energy environment. Your goal to hire passionate people who want to make a difference and be empowered to continue learning. Last year, I was recognized with a Service Award for my leadership and willingness to take ownership of highly challenging tasks and problems. My success in building long-term customer relationships has increased sales by 20 percent.

I am an ideal fit for the Intitech Customer Service Manager position because of my 10+ years of experience diagnosing and implementing training that empowers employees. Fostering customer loyalty, increasing sales, and aligning the strengths of a diverse range of people is what makes me a fit for this position. My current focus as a Customer Solutions Specialist is to achieve efficient and transparent communication on all levels. My success in creating candid and agile teams aligns with Intitech's workplace values of candor and agility. In my trainings and presentations, the goal is to inspire my team, enable them to make decisions, and hold them accountable for their actions.

Thank you for taking the time to consider me as a candidate. I am requesting an opportunity to interview and would be happy to meet at your convenience. Please phone or email me at the contact information provided in my letterhead.

Sincerely,  
Jack Service

**OTHER TIPS**

- 1 Even if you've triple-checked everything, have a friend read your cover letter. They'll usually catch the typos and grammatical errors that spell-check didn't flag.
- 2 Personality counts. While résumés can be a little impersonal, cover letters give you the opportunity to be yourself and inject your voice into an application.
- 3 Think of a cover letter as a commercial about you – not a documentary. Keep it short, sweet and intriguing enough to raise interest in your potential as an employee.
- 4 Be confident about your skills and accomplishments, but don't be misleading. Even a minor misrepresentation can come back to haunt you.
- 5 Your cover letter isn't the place to explain work history gaps or issues with past employers. Focus on the facts and get back to why you're the person for the job.

A generic cover letter and résumé won't get you the job you want – hiring managers can tell if you took the time to personalize. If you don't hear anything for two weeks after you've sent them out, it's time to follow up. Reach out via email or social media to reiterate your interest in the opportunity.

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## Section 7: Documents, ID Cards & Hiring Paperwork

This section reviews the documents refugees may encounter during their first year in the United States. It is imperative for all refugees to understand the documents available to them and the significance of each document. There are several situations that require use of

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<sup>1</sup> Creative Commons photo credit: UN Women/Fatma Elzahraa Yassin (<https://www.flickr.com/photos/unwomen/7515282210>)

identification cards and documents, including getting a job. Refugees are eligible to work the moment they arrive in the U.S., which is indicated with an “Endorsement to Work” stamp on their I-94 document. Refugees are authorized to work because of their immigration status, but as with any employee, a refugee may choose to present any applicable document from the [Lists of Acceptable Documents](#).

Regardless of where refugees are hired, they will also need to complete the new employee paperwork that is required in the U.S. Each onboarding process is company-specific and may include reviews of an employee handbook, compensation information, how employees record hours, or uniform policy. Understanding identification documentation, how to apply for ID cards, when to share identification information, and complete hiring paperwork is essential as participants live and work in the U.S. This section will help clients learn what to expect during this period.

## Learning Objectives

After completing the activities in *Section 7: Documents, IDs & Hiring Paperwork*, participants will be able to:

- Recognize different documents and identification cards related to the on-boarding process.
  - Learn how to obtain a driver’s license or state ID.
  - Identify appropriate situations for sharing personal information such as a social security number.
  - Distinguish basic eligibility and processes for obtaining a green card.
- Identify paperwork required to start a new job.
  - Successfully complete a Form I-9.
  - Produce the appropriate documents to prove their employment eligibility and recognize their rights in doing so.
  - Articulate the purpose of a Form W-4.

## Key Vocabulary

**Identification:** A means of proving a person’s identity by confirming who they are through official papers or documents.

**I-94:** Paper or electronic arrival/departure document issued to visitors who are admitted to the U.S. and who are adjusting their status while in the U.S.

**Employment Authorization Document (EAD):** A special card from U.S. Citizenship and Immigration Services (USCIS), also called a work permit, that lets a person work in the U.S.

**State ID:** A card giving identifying data about a person, such as full name, address, age, and color of hair and eyes. Often contains a photograph.

**Driver's License:** A card with a personal photo that shows someone can legally drive in the U.S.

**Department of Motor Vehicles (DMV):** State agency that registers motor vehicles and issues State IDs and driver's licenses in the U.S.

**Social Security Card:** Paper card with a unique 9-digit identification number.

**Green Card:** A common way to refer to an Alien Registration Card, which is the document given to a person who is a permanent resident of the U.S.

**Identify Theft:** The illegal use of someone else's personal information (such as a social security number), especially in order to obtain money or credit.

**Emergency Contact:** A person (usually a relative or close friend) to call if you are sick, injured, or in need of assistance and are unable to call on your own.

**Hiring Paperwork:** Documents that new employees must complete and turn in to their new employer.

**Form I-9:** Paper or online form needed for all new employees to show they are authorized to work in the U.S.

**Form W-4:** Questions employers use to estimate the amount of income tax to withhold for each employee on their behalf to be paid to the federal government.

**Withhold:** Take out or subtract (for example, your employer will withhold taxes from your paycheck for your annual federal and state tax obligation.)

**Department of Labor Notice about Health Insurance Marketplace:** Paper provided by the employer that tells if health insurance is provided.

**Notice of Workers' Compensation Coverage:** Paper provided by the employer that tells if the company has insurance to pay for medical care when an employee is injured at work.

**Consent for Background Checks:** Paper signed by the employee to give permission to the employer to look at employment and education information, criminal records, credit history, and motor vehicle and license records.

## Included Activities

<b>7.1</b>	<b>I-94s, EADs, and Green Cards</b>	
	<i>Where's Your ID? - Notes Page</i>	7.1A
	<i>Mustafa's Story</i>	7.1B
<b>7.2</b>	<b>State ID/Driver's License</b>	
	<i>Practice Driver License or Identification Card Application - Worksheet</i>	7.2C
<b>7.3</b>	<b>Social Security Cards</b>	
	<i>When to Use your Social Security Number - Scenarios</i>	7.3D
<b>7.4</b>	<b>Hiring Paperwork: What's Included?</b>	
	<i>U.S. Job Cycle - Photo Cards*</i>	1.4H
	<i>New Hire Paperwork -Worksheets</i>	7.4E
	<i>Pabitra Starts Her Job</i>	7.4F
	<i>Concentration Cards</i>	7.4G
<b>7.5</b>	<b>Eligibility to Work and Form I-9</b>	
	<i>Where's Your ID? - Notes Page</i>	7.1A
	<i>Form I-9</i>	7.5H
<b>7.6</b>	<b>Form W-4</b>	
	<i>Tax Topic Cards</i>	7.6I
	<i>Who Lives with Me? - Worksheet*</i>	7.6J
	<i>Form W-4</i>	7.6K
<b>7.7</b>	<b>Additional Resources</b>	

\*Indicates either that the activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 7.1 I-94s and EADs

### Activity Overview

An activity to introduce participants quickly to the types of IDs discussed in this section. Participants will be able to visually identify each ID and be able to explain the function of each ID card.

### Materials Needed

- Whiteboard and markers
- *Where's Your ID?* Notes Page (7.1A)
- Example of an [Employment Authorization Document](#) or from question 2 in *Where's Your ID?* Notes Page (7.1A)
- *Mustafa's Story* (7.1B)

### Procedures

1. Ask participants, "What type of documentation (or paperwork) did you need to show to travel to the U.S.? How did you prove that you are who you say you are?" Write answers on the board. Circle any identification mentioned (passport or I-94). Say, "These are examples of **identification**. Identification is something that shows who a person is, like a card or document with personal information on it." Ask participants what other U.S. identification documents they know of.
2. Explain that refugees all have the legal right to work in the U.S. because of their immigration status. Refugees have documents that prove this right to work, including an I-94 and Employment Authorization Document (also referred to as EAD or work permit).
3. Pass out the *Where's Your ID?* Notes Page (7.1A) and encourage participants to take notes on each type of identification. They should refer to this notes page throughout Section 7.

### Background Information

Department of Homeland Security provides refugees electronic and paper Forms of the I-94 for proof of legal status and employment authorization, as well as Forms I-766, Employment Authorization Document (EAD). A Form I-94 with an unexpired refugee admission stamp and a handwritten number on it is acceptable as a receipt for a List A ([List of Acceptable documents](#)) document for a refugee.

The new electronic Form I-94 for refugees does not include an admission stamp but does provide the "class of admission" as "RE" and an "admit until date" as "D/S." If a refugee presents a computer-generated printout of Form I-94 for Form I-9 Employment Eligibility Verification, the employer must accept it as evidence establishing both employment authorization and identity for 90 days.

4. Ask participants if they have an I-94. Go over the related talking points:

**I-94:**

- The Department of Homeland Security provides electronic or paper forms of the I-94.
  - An I-94 with an unexpired refugee admission stamp and a handwritten number on it is acceptable to prove your identity and that you can work in the U.S.
  - If you show your I-94 computer-generated printout to an employer, they must accept it as a receipt establishing both employment authorization and identity for 90 days. Within 90 days, you must present an employment authorization document (Form I-766) or a combination of a driver's license/state ID or school ID with photograph and an unrestricted social security card.

5. Show participants a picture of an employment authorization document and cover the following talking points:

**Employment Authorization Document or EAD:**

- An employment authorization document or EAD card comes from the United States Citizenship and Immigration Services (USCIS). It provides temporary employment authorization to noncitizens in the United States.
- Sometimes an EAD is also called a "work permit."

6. Show participants a picture of "Green Card" and cover the following talking points:

**Lawful Permanent Residents (Green Cards):**

- "Green card" also refers to the immigration process of becoming a permanent resident. The green card serves as proof that its holder, a Lawful Permanent Resident (LPR), has been officially granted immigration benefits, including permission to reside and take employment in the United States.
- To apply for permanent resident status, file Form I-485, Application to Register Permanent Residence or to Adjust Status. You must also have a USCIS

**Background Information**

Encourage client to use a resettlement agency to apply for adjustment of status.

For more information on Refugee Adjustment of Status, please visit the USCIS [page on green cards](#) or call the USCIS customer service phone number: 1-800-375-5283.<sup>1</sup>

doctor complete Form I-693 showing proof of your medical examination. There is currently no fee to file this form as a refugee.

- To be eligible, you must:
    - Be physically present in the United States for at least one year after being admitted as a refugee
    - Not have had your refugee admission terminated (maintained your refugee status in the U.S.)
    - Not already have permanent resident (green card) status
7. Pass out *Mustafa's Story* (7.1B) and have them read along and circle any words they do not know. Then go through it again.
  8. Have participants work in groups to write down all the things Mustafa needed in order to apply for a green card.
  9. Ask participants what steps they have already taken towards getting a green card.
  10. Cut the story up into strips, one for each sentence, and have the class put the story in chronological order.
  11. Discussion questions:
    - Why do we need identification?
    - What should you do if an employer does not think you can legally work in the U.S.?

# Where's Your ID?

Take notes as the instructor explains the different identification cards in the U.S.

## 1. I-94

What is it? \_\_\_\_\_

\_\_\_\_\_

When will you use it? \_\_\_\_\_

\_\_\_\_\_

How do you get one? \_\_\_\_\_

\_\_\_\_\_



## 2. Employment Authorization Document (EAD)

What is it? \_\_\_\_\_

\_\_\_\_\_

When will you use it? \_\_\_\_\_

\_\_\_\_\_

How do you get one? \_\_\_\_\_

\_\_\_\_\_



## 3. State ID

What is it? \_\_\_\_\_

\_\_\_\_\_

When will you use it? \_\_\_\_\_

\_\_\_\_\_

How do you get one? \_\_\_\_\_

\_\_\_\_\_



#### 4. Driver's License

What is it? \_\_\_\_\_

\_\_\_\_\_

When will you use it? \_\_\_\_\_

How do you get one? \_\_\_\_\_

\_\_\_\_\_



#### 5. Social Security Card

What is it? \_\_\_\_\_

\_\_\_\_\_

When will you use it? \_\_\_\_\_

How do you get one? \_\_\_\_\_

\_\_\_\_\_



#### 6. Green Card

What is it? \_\_\_\_\_

\_\_\_\_\_

When will you use it? \_\_\_\_\_

How do you get one? \_\_\_\_\_

\_\_\_\_\_

## Mustafa's Story

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Mustafa has been living in the U.S. for one year. He was resettled to New York City as a refugee from Iraq.

Mustafa is excited to apply for his Green Card and become a permanent resident of the U.S.

When Mustafa first arrived in the country, he had only his 1-94 proving he came as a refugee.

Two weeks after he arrived, his employment authorization document came in the mail.

Mustafa loved to drive back home in Iraq, so he applied for a New York driver's license.

Mustafa also has been keeping up with his vaccinations, and with the help of his caseworker, he completed the Report of Medical Examination and Vaccination Record (form I-693) by the civil surgeon as required for the permanent resident application.

He also made an appointment to get a passport-style photo taken; he will need two copies of the picture for the application.

Mustafa was not able to bring his passport or birth certificate with him when he left Iraq, but his caseworker told him that they are not needed to apply for a green card.

Since Mustafa arrived in the U.S., he has not been arrested or charged with any crimes, so he does not have to provide any additional documentation.

Now that he has gathered all the required information, he is ready to fill out the form I-485 Application to Register Permanent Resident or Adjust Status, which is free to complete; however, Mustafa wants the assistance of someone to help him complete the forms, so he enlists the help of an immigration attorney to help him complete the application.

## 7.2 State IDs and Driver's Licenses

### Activity Overview

An activity to quickly introduce participants to state IDs and driver's licenses. Participants will be able to visually identify each ID type and be able to explain the function of each ID card. This activity will teach participants how to complete an application for a driver's license.

#### Trainer's Tip

Each state has different requirements to apply for a license. Before teaching this lesson, visit [DMV.org](http://DMV.org) in order to research the necessary requirements for your state.

### Materials Needed

- *Where's Your ID?* Notes Page (7.1A)
- Pen and pencil
- Scale and measuring tape (optional)
- Whiteboard and markers if you want to do the activity as a group.
- *Practice Drivers License or Identification Card Application* Document (7.2C)
- Internet Connection

### Procedures

1. Have participants look at their *Where's Your ID?* Notes Page (7.1A) and encourage participants to take notes on each type of identification. They should refer to these notes page throughout *Section 7*.
2. Ask participants if they have a state ID. Go over the related talking points:

#### State ID

- You should apply for a state-issued identification card if you do not have a driver's license.
- Having some form of photo ID is critical in our world today. You need to be able to prove you are who you say you are in many situations. You'll need a picture ID to board an airplane, get a job, set up bank accounts, and in order to make certain purchases.
- Click through [DMV.org](http://DMV.org) to learn the documentation you'll need to apply for an ID card, which forms to fill out, where to apply, how long IDs are valid, and the costs involved to get one in your state.
- Applying for a Standard State ID Card
  - Visit your local Department of Motor Vehicles (DMV) or Secretary of State office

- Present proof of a valid social security number or a letter of ineligibility from the Social Security Administration.
  - Present proof of identity (check your state)
  - Pay the standard state ID card fee.
- 3. Ask participants if they have a driver's license in the US. Go over the related talking points:

### Driver's Licenses

- Department of Motor Vehicles (DMV) is a state-level government agency that administers vehicle registration and driver licensing. State agencies pertaining to obtaining a driver's license or vehicle can go by different names in each state.
- Each state in the US has different driving laws. You can learn these laws by reading a driver's manual (handbook of rules). The DMV website has PDFs of the driver's manuals for each state.
- You are required to first get learner's permit before obtaining a driver's license
- Once you have read and understood the laws, you will need to take both a written test and a driving test to get your license. You will need to schedule this test ahead of time, either online or by visiting or calling the DMV office that is closest to your home. You have to pay a fee to take your test and get your license.<sup>2</sup> [Find your local DMV here.](#)
- Applying for a Standard State ID Card
  - Each participant should get a copy of the *Practice Driver License or Identification Card Application Worksheet* (7.2C).
  - First practice completing the form as a class.
  - Then ask participants to complete the application on their own.
  - If participants do not know their height or weight, have them measure each other's height and weight in the classroom.

### Extension Option

1. Watch as a class this video on how to drive in the US: [First Driving Lesson in an Automatic Car](#)
2. Discussion questions:
  - Have you ever driven a car before?
  - What are some safety rules you know for driving in the US?

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<sup>2</sup> How do I learn to drive? The Refugee Center Online. <https://therefugeecenter.org/resources/driving/>

**PRACTICE DRIVER LICENSE OR IDENTIFICATION CARD APPLICATION**

**Purpose for your visit. Check (✓) the appropriate box(es). USE PEN ONLY**

**DRIVER LICENSE (DL)**

- ☐ DL/Permit  
☐ Duplicate  
☐ Renewal

**IDENTIFICATION CARD**

- ☐ ID/Card Renewal  
☐ Senior ID Card  
☐ Duplicate

**Please tell us about yourself:** Use your full name. Documentation may be required.

First Name	Middle Name	Last Name	Suffix
Mailing Address		City	State
Birth Date		Social Security Number	Sex
Hair Color	Eye Color	Height	Weight

**Signature:** None of the above information is false.

Signature

Date

## 7.3 Social Security Cards

### Activity Overview

This activity is to introduce the concept of when to use a social security number and when to keep it hidden.

### Materials Needed

- Make copies of the scenarios from the *When to Use Your Social Security Number* Scenarios (7.3D) and then cut out each scenario individually.
- Scissors
- Whiteboard/marker or chalkboard/chalk

### Procedures

1. Explain to participants that social security cards were originally created as proof of identification for the social security system. They provided the government with a means of tracking contributions to its retirement assistance program. Today, however, social security numbers are needed them for many life activities.
2. Test participants' knowledge about the uses of social security cards. Have participants raise their hand if they think they need a social security number at each of the following:
  - Doctor's office?
  - Getting a job?
  - Getting a credit card?
  - Applying for college?
  - Opening a bank account?
3. Explain why someone needs to use a social security number in each of these situations<sup>3</sup>
  - Going to the doctor: If you go to a doctor's office, you may be asked for your social security card or number. Doctor's offices use your social security number both for billing and insurance purposes, and to make sure that your medical information is not used by unauthorized people.
  - Getting a job: If you want to get a job, you'll probably also need to show your social security card to your employer. Employers are required to use your social security number for wage reporting on W-2 forms. Your employer may also use your social security number to verify that you are eligible to work in the United States.

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<sup>3</sup> 5 Reasons Why You Need a Social Security Card <https://www.govsimplified.co/resources/5-reasons-why-you-need-a-social-security-card/>

- Using a Credit Card: If you are thinking of applying for a credit card, you will need to provide your card issuer with your social security number as well. This lets creditors verify your credit worthiness.
  - Getting an Education: Colleges may also ask for your social security card. This helps them ensure that you are eligible to attend school in the United States and that you are who you say you are.
  - Opening a Bank Account: If you want to open a bank account, you'll probably be asked for your social security card. Banks use the cards for a variety of purposes, including verifying your identity in case you forget your account number and verifying your credit worthiness. Banks also need your social security number to report the interest your account accrues to the IRS.
4. Explain to participants that there are times when a social security number is needed for identification purposes, but it is important to keep it safe. Tell participants, "every time you are asked to share your number, you can ask why it is needed and how the information will stay protected."
  5. Break up participants into small groups of two to three people and give each group all the scenarios cut out from the *When to Use Your Social Security Number* Worksheet (7.3D)
  6. Have participants read each scenario and decide if it is a scenario where one could safely give a social security number or if it's a scenario where one should protect a social security number.
  7. Discussion Questions
    - What is a scenario in which you have already used your social security number or card in the US?
    - Where do you think is a safe place to keep your documents when you are not using them?

**When to use your SSN****When not to use your SSN**

Malia is ready to take the test for her driver's license. At the office, Malia is asked to prove her identity with her social security card along with other documents. Should Malia provide her original blue social security card? Is it safe?	Hassan receives a phone call from an unknown number, and the person calling tells him that he has won money. They say that they need Hassan's social security number in order to send the money. Should Hassan share his number? Is it safe?
Thomas just got a job and needs to set up a bank account for direct deposit. At the bank, the teller asks Thomas for his social security card and state ID to confirm his identity. Is it safe for him to give the teller his social security card?	Patrick answers his phone to a man telling him that his computer had a data breach. The man on the phone tells Patrick that in order to protect his personal information, Patrick must give him his social security number. Is it safe for Patrick to share his social security number? Why or why not?
Jean-Paul is sick and made an appointment with a new primary care doctor. When Jean-Paul arrives at the office and checked in, they asked for his ID and social security card. Should Jean-Paul give them his card? Is it safe?	Ahmed checks his email every day. Today he got an email asking for his personal information from a store that he shops at regularly. The email asks specifically for his social security number. Should Ahmed send an email back to the store with his social security number? Why or why not?
Maria was hired for a position in a warehouse. The employer asks Maria to fill out new-hire paperwork. The paperwork asks for her social security number to be used not only to confirm her identity but also to track her wages earned. The employer is required to send Maria's pay information to the government. Should Maria give the employer her social security card?	Ayan is on Facebook to keep in touch with family and friends across the world. Ayan likes to share pictures of her life in the US. One day, Ayan receives a message from a friend asking for her social security number so he can apply to come to the US. Should Ayan send her friend her social security number? Why or why not?
Amal has been working for six months, and it is time to file her taxes. Amal's employer gives her a form called a W-2 that she must use to file the paperwork for her taxes. Her state's forms ask for her social security number. Does Amal need to provide her social security number? Is it safe?	Sylvia uses the internet to improve her English and apply for jobs. After Sylvia applies for a position at the hospital, she clicks on an advertisement that offers jobs for \$25 an hour. The site has misspelled words, no job description, and asks for her social security number. Should Sylvia give the website her social security number? Why, or why not?

## 7.4 Intro to New Hire Paperwork

### Activity Overview

This activity introduces participants to the paperwork that is required when a client starts a new job. Participants will gain a broad understanding of new-hire forms and documents required by the government and employers.



### Materials Needed

- Whiteboard and markers
- *U.S. Job Cycle* Photo Cards (1.4H)
- *New Hire Paperwork* Worksheet (7.4E)
- *Pabitra Starts Her Job* Worksheet (7.4F)
- 1-2 sets of *Concentration Cards* (7.4G), cut apart
- Pens or pencils

### Procedures

1. Review the steps in the U.S. Job Cycle by passing out the *U.S. Job Cycle* Photo Cards (1.4H) to participants. Ask them to work together to put the cards in the correct order.
2. Correct any out-of-order steps and hold up the “New Hire Paperwork” card. Ask participants what paperwork is needed to start work.
  - *What information do you think you need to give the employer when you start a job?*
  - *What information do you think the employer will give you?*
3. Tell participants, “On or before your first day of work, your employer will ask you to complete new-hire paperwork. This the best time to for the employee and the employer to agree to the rules of the job and to get required government documents signed.”
4. Ask participants,
  - Who will be with you to fill out paper work and documents?
    - *It may be your manager and/or Human Resources*
  - Will you be the only one completing the paperwork?
    - *No, read the instructions carefully because some of it might be completed by the employer.*
  - Who can you ask if you have any questions about the paperwork?

- *Feel free to ask questions from Human Resources as you complete the paperwork*
    - *You can bring it to your employment specialist or resettlement agency for help.*
  - Is this an ok time for you to be asked your social security number?
    - *Yes!*
  - Should you ask for copies of all the documents that you sign?
    - *Yes!*
5. Pass out copies of the *New Hire Paperwork Worksheet* (7.4E) and ask participants to take notes on each piece of new-hire paperwork. Write the names of the following forms on the board and review the definitions:<sup>4</sup>

These forms are required by the government:

**Form I-9:** Paper or online form needed for all new employees to show they are authorized to work in the U.S.

**Form W-4:** Questions employers use to estimate the amount of income tax to withhold for each employee

**Withhold:** Take out or subtract (for example, your employer will withhold taxes from your paycheck)

**DOL Notice about Health Insurance Marketplace:** Paper provided by the employer that tells whether health insurance is provided

**Notice of Workers' Compensation Coverage:** Paper provided by the employer that tells whether the company has insurance to pay for medical care when an employee is injured at work

**Consent for Background Checks:** Paper signed by the employee to give permission for the employer to look at employment and education information, criminal records credit history, and motor vehicle and license records.

These forms might also be required by an employer:

- Acknowledgement of Receipt of Policy Handbook
- Consent for Drug Testing/Consent to Search Policy, if the company does periodic drug tests or searches
- Consent for Video Surveillance, if the company uses video recordings onsite
- Agreements regarding pay, wage deductions, benefits, schedule, work location, etc.

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<sup>4</sup> [http://www.twc.state.tx.us/news/efte/new\\_hire\\_paperwork.html](http://www.twc.state.tx.us/news/efte/new_hire_paperwork.html)

6. Give participants ten minutes to read *Pabitra Starts Her Job* (7.4F) about new hire paperwork and answer the questions. Review the story together, explaining any new vocabulary as needed, and ask for volunteers to share their answers.
7. Shuffle and lay the *Concentration Cards* (7.4G) on a table so that the words are not showing. For large classes, use two or more sets of cards and split the class into smaller groups. Invite participants to take turns flipping over two cards at a time to see if they can find a new hire document and the corresponding definition. Play until all cards have been correctly matched.
8. Discussion questions:
  - Why is new-hire paperwork important?
  - What could happen if you provide the wrong answers on this paperwork?

## New Hire Paperwork

Take notes as the instructor explains the new hire forms in the U.S. These forms are required by the government.

### 1. I-9

What is it? \_\_\_\_\_

\_\_\_\_\_

Who provides the information? *Circle one:*                      Employer      Employee

### 2. W-4

What is it? \_\_\_\_\_

\_\_\_\_\_

Who provides the information? *Circle one:*                      Employer      Employee

### 3. Department of Labor notice regarding Health Insurance Marketplace

What is it? \_\_\_\_\_

\_\_\_\_\_

Who provides the information? *Circle one:*                      Employer      Employee

### 4. Notice of Workers' Compensation Coverage

What is it? \_\_\_\_\_

\_\_\_\_\_

Who provides the information? *Circle one:*                      Employer      Employee

### 5. Consent for Background Checks

What is it? \_\_\_\_\_

\_\_\_\_\_

Who provides the information? *Circle one:*                      Employer      Employee

### 6. Other forms might also be required by the employer. What other documents might be part of your new hire paperwork?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Pabitra Starts Her Job

Pabitra started a new job yesterday in a factory. She met with the Human Resources (HR) Manager, who gave her many papers to read and sign. Pabitra filled out the I-9 and provided her employment authorization document to be copied. The HR Manager explained that the W-2 Form shows the company how much income tax will be withheld from Pabitra's paycheck each month. Pabitra had questions about the W-2 form, so she took that form to her resettlement agency to get help. Although it took extra time, she knows it is important to get the W-2 right so that she won't have to pay a lot of taxes all at one time later.

Pabitra also received a paper that explained the company has workers' compensation coverage. The HR Manager told Pabitra that if she gets hurt while working, the company has insurance to help pay for medical help. The HR Manager also gave Pabitra a copy of the company's handbook so she understands the company rules. There were so many papers, but Pabitra is excited to start her job!



1. Where does Pabitra work? \_\_\_\_\_
2. Which form had questions about Pabitra's authorization to work in the U.S.? \_\_\_\_\_
3. Does Pabitra's new company have Worker's Compensation Coverage? What does that mean? \_\_\_\_\_
4. Where did Pabitra go for help with her W-2? Who can help you with new hire paperwork? \_\_\_\_\_

Form I-9	Paper or online form needed for all new employees to show they are authorized to work in the U.S.
Form W-4	Paper employers use to estimate the amount of income tax to withhold for each employee
DOL Notice about Health Insurance Marketplace	Paper provided by the employer that tells whether health insurance is provided
Notice of Workers' Compensation Coverage	Paper provided by the employer that tells whether the company has insurance to pay for medical care when an employee is injured at work
Consent for Background Checks	Paper signed by the employee to give permission for the employer to look at employment and education history, criminal records, credit history, motor vehicle and license records

## 7.5 Eligibility to Work and Form I-9

### Activity Overview

Employers are required to ensure employees are authorized to work in the U.S., and they do so through filling out the United States Citizenship and Immigration Services (USCIS) Form I-9. Participants will practice completing a Form I-9 and will review which documents establish their identity and eligibility to work in the U.S.

### Materials Needed

- Printed copies of *Form I-9* (7.5H; [check here](#) for the most up-to-date version)
- Pens or pencils
- Vocabulary cards from *Where's Your ID?* Notes Page (7.1A)
- Whiteboard and markers
- Computer, projector/screen, or TV
- Access to the Internet

### Procedures

1. Review the previous lesson by asking participants what paperwork is required when they start a job. Record answers on the board and fill in gaps as needed. Circle “I-9” from the list and ask if participants remember the main purpose of the I-9. (Answer: An I-9 form is required for all new employees to show they are authorized to work in the U.S.)
2. Tell participants, “U.S. law requires companies to employ only individuals who may legally work in the United States: U.S. citizens or foreign citizens who have the necessary authorization. All employers must check your documents to prove you are who you say you are and that you are legally authorized to work in the U.S.”
3. Watch the [USCIS video \*Employee Rights and Form I-9\*](#). (3.5 minutes)
4. Explain the following points when discussing e-Verify:

### Background Information

Keep in mind that it is possible a hiring manager may be unfamiliar with refugee documents. Refugee employment staff should accompany their clients through the hiring process to guide both parties through the hiring and onboarding process. A client has the right to present any combination of documents listed on form I-9. It is illegal for an employer to demand specific documents, such as a green card, from clients.

If an employer is using E-Verify, a DHS Tentative Non-Confirmation (TNC) results when the information entered does not initially match U.S. Department of Homeland Security (DHS) records. A “DHS TNC” does not necessarily mean that the employee is not authorized to work in the United

- E-Verify is an Internet-based system that compares information from an employee's Form I-9, (Employment Eligibility Verification), to data from U.S. Department of Homeland Security and Social Security Administration records to confirm employment eligibility.
  - Any employers with over 50 employees will use the system E-Verify to check your work authorization.
5. Ask participants the following comprehension questions:
    - Why is Form I-9 required?
    - How many sections are in Form I-9?
    - When is the first section of the form required?
    - Are you required to provide a social security number?
    - Can your employer ask for specific documents?
    - What is e-Verify?
  6. Pass out a *Form I-9* (7.5H) to every participant. Tell them the class will practice filling out the I-9 together, but that they will need to fill out a new Form I-9 when they start working.
  7. Give participants 5-10 minutes to read the instructions and complete the first section of personal information. Ask them to stop writing on the form after they fill out their telephone number. Point out that writing a personal phone number and email address is optional.
  8. Check forms as participants work to ensure accuracy.
  9. Let participants know that for the next question, those with refugee status should check box #4, "alien authorized to work until," and should write "N/A" in the space provided.

**I attest, under penalty of perjury, that I am (check one of the following boxes):**

<input type="checkbox"/> 1. A citizen of the United States	
<input type="checkbox"/> 2. A noncitizen national of the United States (See instructions)	
<input type="checkbox"/> 3. A lawful permanent resident (Alien Registration Number/USCIS Number):	
<input checked="" type="checkbox"/> 4. An alien authorized to work until (expiration date, if applicable, mm/dd/yyyy):	<b>N/A</b>
Some aliens may write "N/A" in the expiration date field. (See instructions)	
Aliens authorized to work must provide only one of the following document numbers to complete Form I-9: An Alien Registration Number/USCIS Number OR Form I-94 Admission Number OR Foreign Passport Number.	
1. Alien Registration Number/USCIS Number:	
<b>OR</b>	
2. Form I-94 Admission Number:	
<b>OR</b>	
3. Foreign Passport Number:	
Country of Issuance:	

QR Code - Section 1  
Do Not Write In This Space

Participants should use the “Admission (I-94) Record Number” from their Form I-94 printout to fill in #2, “Form I-94 Admission Number.” Participants can write their foreign passport number and country of issuance under #3, in the “Foreign Passport Number” and “Country of Issuance” spaces.

10. Instruct participants to sign and date the form where indicated. Explain that if they fill out the form for their employer on their own, they should check “I did not use a preparer or translator” under the signature line.
11. Ask participants to turn their I-9 Forms over and read the instructions for Section 2. Ask, “Who should fill out Section 2? Why is it important to always read the instructions?”
12. Ask participants if they remember what identification or documents prove they can legally work in the U.S. Review document names as needed by showing the IDs from *Where’s Your ID?* Notes Page (7.1A). Remind participants that refugees are immediately eligible to work upon arrival to the U.S. Their I-94 document is proof of work authorization for up to 90 days after being hired. Within 90 days of hire, each employee must present an Employment Authorization Document (EAD).
13. Look at page 3 of *Form I-9* together and tell participants that the I-9 Form requires employers to check new employees’ identity and employment authorization. New employees can choose acceptable documents from the list provided, and the employer cannot tell the employee which documents to share. Examples of document combinations include:
  - I-94 and foreign passport
  - U.S. Driver’s License or ID card and Social Security Card
  - School ID with a photograph and Social Security Card
  - EAD does not need any additional accompanying document

Signature of Employee		Today's Date (mm/dd/yyyy)	
<b>Preparer and/or Translator Certification (check one):</b> <input type="checkbox"/> I did not use a preparer or translator. <input type="checkbox"/> A preparer(s) and/or translator(s) assisted the employee in completing Section 1. <i>(Fields below must be completed and signed when preparers and/or translators assist an employee in completing Section 1.)</i>			
<b>I attest, under penalty of perjury, that I have assisted in the completion of Section 1 of this form and that to the best of my knowledge the information is true and correct.</b>			
Signature of Preparer or Translator		Today's Date (mm/dd/yyyy)	
Last Name (Family Name)		First Name (Given Name)	
Address (Street Number and Name)	City or Town	State	ZIP Code

## Extension Options

- **Employee Rights Interactive Quiz:** Want to practice your knowledge of I-9? The [Employee Rights Interactive Quiz from USCIS for Form I-9](#) is great for staff to take but also is a helpful resource to use in class.
- **eVerify Self Check:** Participants can try [eVerify's Self Check](#) for free with computer and Internet access. Self-Check lets users confirm that employment eligibility information is in order by checking it against the same databases that eVerify uses when employers enter a case. If Self Check finds a data-mismatch, it supplies instructions to correct the records with the appropriate federal agency. See the note to employment staff under the *Activity Overview* about getting a DHS Tentative Non-Confirmation (TNC).
- **Form I-9 Employee Information Sheet:** Pass out copies of the [Form I-9 Employee Information Sheet](#) for additional reading practice and to review more in-depth questions and answers about the I-9.



**Employment Eligibility Verification**  
**Department of Homeland Security**  
 U.S. Citizenship and Immigration Services

**USCIS**  
**Form I-9**  
 OMB No. 1615-0047  
 Expires 08/31/2019

► **START HERE:** Read instructions carefully before completing this form. The instructions must be available, either in paper or electronically, during completion of this form. Employers are liable for errors in the completion of this form.

**ANTI-DISCRIMINATION NOTICE:** It is illegal to discriminate against work-authorized individuals. Employers **CANNOT** specify which document(s) an employee may present to establish employment authorization and identity. The refusal to hire or continue to employ an individual because the documentation presented has a future expiration date may also constitute illegal discrimination.

**Section 1. Employee Information and Attestation** (*Employees must complete and sign Section 1 of Form I-9 no later than the first day of employment, but not before accepting a job offer.*)

Last Name (Family Name)		First Name (Given Name)		Middle Initial	Other Last Names Used (if any)	
Address (Street Number and Name)			Apt. Number	City or Town		State ZIP Code
Date of Birth (mm/dd/yyyy)	U.S. Social Security Number [ ][ ] - [ ][ ] - [ ][ ][ ][ ]		Employee's E-mail Address		Employee's Telephone Number	

**I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.**

**I attest, under penalty of perjury, that I am (check one of the following boxes):**

<input type="checkbox"/> 1. A citizen of the United States	
<input type="checkbox"/> 2. A noncitizen national of the United States ( <i>See instructions</i> )	
<input type="checkbox"/> 3. A lawful permanent resident (Alien Registration Number/USCIS Number): _____	
<input type="checkbox"/> 4. An alien authorized to work until (expiration date, if applicable, mm/dd/yyyy): _____ Some aliens may write "N/A" in the expiration date field. ( <i>See instructions</i> )  <i>Aliens authorized to work must provide only one of the following document numbers to complete Form I-9:          An Alien Registration Number/USCIS Number OR Form I-94 Admission Number OR Foreign Passport Number.</i>  1. Alien Registration Number/USCIS Number: _____ <p align="center"><b>OR</b></p> 2. Form I-94 Admission Number: _____ <p align="center"><b>OR</b></p> 3. Foreign Passport Number: _____ Country of Issuance: _____	
<div style="border: 1px solid black; padding: 5px; text-align: center;">           QR Code - Section 1            Do Not Write In This Space         </div>	

Signature of Employee	Today's Date (mm/dd/yyyy)
-----------------------	---------------------------

**Preparer and/or Translator Certification (check one):**

☐ I did not use a preparer or translator. ☐ A preparer(s) and/or translator(s) assisted the employee in completing Section 1.  
*(Fields below must be completed and signed when preparers and/or translators assist an employee in completing Section 1.)*

**I attest, under penalty of perjury, that I have assisted in the completion of Section 1 of this form and that to the best of my knowledge the information is true and correct.**

Signature of Preparer or Translator		Today's Date (mm/dd/yyyy)	
Last Name (Family Name)		First Name (Given Name)	
Address (Street Number and Name)		City or Town	State ZIP Code



*Employer Completes Next Page*





**Employment Eligibility Verification**  
**Department of Homeland Security**  
**U.S. Citizenship and Immigration Services**

**USCIS**  
**Form I-9**  
 OMB No. 1615-0047  
 Expires 08/31/2019

**Section 2. Employer or Authorized Representative Review and Verification**

*(Employers or their authorized representative must complete and sign Section 2 within 3 business days of the employee's first day of employment. You must physically examine one document from List A OR a combination of one document from List B and one document from List C as listed on the "Lists of Acceptable Documents.")*

<b>Employee Info from Section 1</b>	Last Name (Family Name)	First Name (Given Name)	M.I.	Citizenship/Immigration Status
-------------------------------------	-------------------------	-------------------------	------	--------------------------------

<b>List A</b> Identity and Employment Authorization	<b>OR</b>	<b>List B</b> Identity	<b>AND</b>	<b>List C</b> Employment Authorization
Document Title		Document Title		Document Title
Issuing Authority		Issuing Authority		Issuing Authority
Document Number		Document Number		Document Number
Expiration Date (if any)(mm/dd/yyyy)		Expiration Date (if any)(mm/dd/yyyy)		Expiration Date (if any)(mm/dd/yyyy)
Document Title		<div align="center"><b>Additional Information</b></div>		<div align="center">QR Code - Sections 2 &amp; 3 Do Not Write In This Space</div>
Issuing Authority				
Document Number				
Expiration Date (if any)(mm/dd/yyyy)				
Document Title				
Issuing Authority				
Document Number				
Expiration Date (if any)(mm/dd/yyyy)				

**Certification:** I attest, under penalty of perjury, that (1) I have examined the document(s) presented by the above-named employee, (2) the above-listed document(s) appear to be genuine and to relate to the employee named, and (3) to the best of my knowledge the employee is authorized to work in the United States.

The employee's first day of employment (mm/dd/yyyy): \_\_\_\_\_ (See instructions for exemptions)

Signature of Employer or Authorized Representative		Today's Date (mm/dd/yyyy)		Title of Employer or Authorized Representative	
Last Name of Employer or Authorized Representative		First Name of Employer or Authorized Representative		Employer's Business or Organization Name	
Employer's Business or Organization Address (Street Number and Name)			City or Town	State	ZIP Code

**Section 3. Reverification and Rehires (To be completed and signed by employer or authorized representative.)**

<b>A. New Name (if applicable)</b>			<b>B. Date of Rehire (if applicable)</b>	
Last Name (Family Name)	First Name (Given Name)	Middle Initial	Date (mm/dd/yyyy)	

**C.** If the employee's previous grant of employment authorization has expired, provide the information for the document or receipt that establishes continuing employment authorization in the space provided below.

Document Title	Document Number	Expiration Date (if any) (mm/dd/yyyy)
----------------	-----------------	---------------------------------------

**I attest, under penalty of perjury, that to the best of my knowledge, this employee is authorized to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.**

Signature of Employer or Authorized Representative	Today's Date (mm/dd/yyyy)	Name of Employer or Authorized Representative
--	---------------------------	---

**LISTS OF ACCEPTABLE DOCUMENTS****All documents must be UNEXPIRED**

Employees may present one selection from List A  
or a combination of one selection from List B and one selection from List C.

<b>LIST A</b> <b>Documents that Establish Both Identity and Employment Authorization</b>	<b>OR</b>	<b>LIST B</b> <b>Documents that Establish Identity</b>	<b>AND</b>	<b>LIST C</b> <b>Documents that Establish Employment Authorization</b>
1. U.S. Passport or U.S. Passport Card		1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		1. A Social Security Account Number card, unless the card includes one of the following restrictions: (1) NOT VALID FOR EMPLOYMENT (2) VALID FOR WORK ONLY WITH INS AUTHORIZATION (3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION
2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551)		2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address		2. Certification of report of birth issued by the Department of State (Forms DS-1350, FS-545, FS-240)
3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa		3. School ID card with a photograph		3. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal
4. Employment Authorization Document that contains a photograph (Form I-766)		4. Voter's registration card		4. Native American tribal document
5. For a nonimmigrant alien authorized to work for a specific employer because of his or her status: a. Foreign passport; and b. Form I-94 or Form I-94A that has the following: (1) The same name as the passport; and (2) An endorsement of the alien's nonimmigrant status as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form.		5. U.S. Military card or draft record		5. U.S. Citizen ID Card (Form I-197)
		6. Military dependent's ID card		6. Identification Card for Use of Resident Citizen in the United States (Form I-179)
		7. U.S. Coast Guard Merchant Mariner Card		7. Employment authorization document issued by the Department of Homeland Security
		8. Native American tribal document		
		9. Driver's license issued by a Canadian government authority		
		<b>For persons under age 18 who are unable to present a document listed above:</b>		
		10. School record or report card		
		11. Clinic, doctor, or hospital record		
		12. Day-care or nursery school record		
6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI				

Examples of many of these documents appear in Part 13 of the Handbook for Employers (M-274).

Refer to the instructions for more information about acceptable receipts.

## 7.6 Form W-4

### Activity Overview

Participants will review income tax information from *Section 5: Financial Literacy* and discuss how Form W-4 determines their tax withholding from each paycheck. Be sure to emphasize that the total income taxes due for each person is calculated on an annual basis. If participants choose to have less income tax withdrawn from regular paychecks by taking more allowances, they will likely have to pay more income taxes when they file their taxes the following year.

### Materials Needed

- *Tax Topic Cards* (7.6I)
- *Who Lives with Me?* Worksheet (7.6J)
- Printed copies of *Form W-4* (7.6K; [check here](#) for the most up-to-date version)
- Pens or pencils

### Trainer's Tip

While this activity guides participants through the practice of completing a W-4, it is strongly recommended that the actual W-4 is completed with one-on-one help from a seasoned employment services staff member.

### Procedures

1. Review income tax basics from *Section 5: Financial Literacy (Activity 5.5, Income Taxes 101)* by splitting the class into two groups. Pass out one *Tax Topic Card* (7.6I) to each group and ask them to recall as much information as they can about Income Tax or Tax Return. Give them 5-7 minutes to discuss as a group.
2. Invite groups to take turns sharing their topic question and recalled information. Be sure the following information is mentioned for each topic:

#### ***Income Taxes***

- *In the United States, you must pay income tax to the government if you are working.*
- *Anyone who does not pay income taxes can have very serious legal problems.*
- *Your employer will withhold money from your paycheck to pay your income taxes to the government.*
- *The government uses income taxes to pay for things like hospitals, roads, schools, social security benefits, public safety services, and refugee resettlement programming. Taxes do not pay for things like businesses or stores.*



### **Tax Returns**

- *Any person authorized to work in the United States must complete a tax return each year.*
  - *Tax returns are filed with the Internal Revenue Service (IRS), state, and local tax-collection agencies containing information on taxable income and tax payments.*
  - *Tax returns can be filed from January through mid-April; they are due April 15.*
  - *People who don't file tax returns may receive a letter in the mail from the IRS stating that they owe the U.S. government taxes, and possibly some fees*
  - *Eligible workers must file a tax return to benefit from any tax credits such as the Earned Income Tax Credit or the Child Tax Credit.*
  - *There are many free tax-filing services available.*
3. Ask participants, "Do you remember which new hire form employers use to estimate the amount of income tax to withhold for employees?" Tell them now to look closely at Form W-4. Say, "The amount of income tax owed to the government is determined by things like income, family situation, tax deductions, and tax credits. Your employer will withhold income taxes from your paycheck." Review the meaning of "withhold" if needed:

**Withhold:** Take out or subtract (for example, your employer will withhold taxes from your paycheck)

4. Pass out copies of the *Who Lives with Me?* Worksheets (7.6J). Explain that participants should draw a picture of everyone who lives at their current address. It's helpful to have an example picture drawn ahead of time to show participants. Let participants know that this information is helpful for filling out the W-4; they don't need to worry about whether their artwork looks professional!
5. Explain, "Family and employment information is important for deciding how many **allowances** participants should mark on their W-4. The more allowances claimed, the less income tax will be withheld from a paycheck. The fewer allowances claimed, the more income tax will be withheld from each paycheck."

Ask participants if they know why it is important to be honest about this information and let them know that if they pay too much in taxes, they will get a refund from the government, but if they don't pay enough, they will have to pay taxes and sometimes additional fees.

6. Pass out *Form W-4* (7.6K). Ask participants to turn to page three and tell them that they will not turn in this section of the W-4; it is simply a worksheet to help them calculate the appropriate number of allowances. "You'll need to enter numbers in lines A through

G based on your unique situation, so it's a good idea to pay close attention to the [Form w-4 instructions](#)." Work through each of the line items, explaining each situation using the accompanying instructions:

- A. All participants should enter "1" here.
  - B. Check to see if participants are married. If so, they should likely enter a "1" under letter "B."
  - C. Single participants can claim head-of-household status if they pay more than 50% of the costs of keeping up a home for themselves and a qualifying individual.
  - D. Go through each of the three options here to ensure clarity.
  - E. It's important to mention here that it is never okay to claim someone else's child, either on Form W-4, when you file taxes, or any other time. This is illegal and can result in serious problems for you.
  - F. This line is for parents or guardians who have at least \$2,000 of child or dependent care expenses for which they plan to claim a credit.
  - G. This line is for parents or guardians who have children who qualify for the Child Tax Credit. (See [IRS Publication 972](#) to determine.)
    - If your total income will be less than \$70,000 (\$100,000 if married), enter "2" for each eligible child; minus "1" if you have two to four eligible children or minus "2" if you have five or more eligible children.
    - If your total income is between \$70,000 and \$84,000 (\$100,000 and \$119,000 if married), enter "1" for each eligible child.
    - If your income is above \$84,000 or (\$119,000 if married), then put zero
  - H. Write the sum of all your allowances on line H. This would be the total of adding up all the numbers from lines A-G.
7. Tell participants that they can update their W-4 any time. If they have another child, for example, they should update their W-4 accordingly.

## Extension Options

- **IRS Withholding Calculator:** The online [IRS Withholding Calculator](#) is an advanced tool to help identify the correct amount of tax withholdings. Volunteers can work one-on-one with advanced English speakers to guide them through the questions.
- **Form W-4 Videos?** YouTube [Form W-4 Tutorial](#) and [IRS Filing Status, Do I Need to Fill Out a New W-4?](#)

# Income Taxes

# Tax Returns

## Who Lives with Me?

My Address: \_\_\_\_\_

*Draw a picture of every person who lives at this address. Write relationship words under each person - are they your spouse, child, parent, friend, cousin?*

☐ anyone who has a job.

Draw a ☐ around anyone who is under 17.

## Form W-4 (2018)

**Future developments.** For the latest information about any future developments related to Form W-4, such as legislation enacted after it was published, go to [www.irs.gov/FormW4](http://www.irs.gov/FormW4).

**Purpose.** Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay. Consider completing a new Form W-4 each year and when your personal or financial situation changes.

**Exemption from withholding.** You may claim exemption from withholding for 2018 if **both** of the following apply.

- For 2017 you had a right to a refund of **all** federal income tax withheld because you had **no** tax liability, **and**
- For 2018 you expect a refund of **all** federal income tax withheld because you expect to have **no** tax liability.

If you're exempt, complete **only** lines 1, 2, 3, 4, and 7 and sign the form to validate it. Your exemption for 2018 expires February 15, 2019. See Pub. 505, Tax Withholding and Estimated Tax, to learn more about whether you qualify for exemption from withholding.

### General Instructions

If you aren't exempt, follow the rest of these instructions to determine the number of withholding allowances you should claim for withholding for 2018 and any additional amount of tax to have withheld. For regular wages, withholding must be based on allowances you claimed and may not be a flat amount or percentage of wages.

You can also use the calculator at [www.irs.gov/W4App](http://www.irs.gov/W4App) to determine your tax withholding more accurately. Consider

using this calculator if you have a more complicated tax situation, such as if you have a working spouse, more than one job, or a large amount of nonwage income outside of your job. After your Form W-4 takes effect, you can also use this calculator to see how the amount of tax you're having withheld compares to your projected total tax for 2018. If you use the calculator, you don't need to complete any of the worksheets for Form W-4.

Note that if you have too much tax withheld, you will receive a refund when you file your tax return. If you have too little tax withheld, you will owe tax when you file your tax return, and you might owe a penalty.

**Filers with multiple jobs or working spouses.** If you have more than one job at a time, or if you're married and your spouse is also working, read all of the instructions including the instructions for the Two-Earners/Multiple Jobs Worksheet before beginning.

**Nonwage income.** If you have a large amount of nonwage income, such as interest or dividends, consider making estimated tax payments using Form 1040-ES, Estimated Tax for Individuals. Otherwise, you might owe additional tax. Or, you can use the Deductions, Adjustments, and Other Income Worksheet on page 3 or the calculator at [www.irs.gov/W4App](http://www.irs.gov/W4App) to make sure you have enough tax withheld from your paycheck. If you have pension or annuity income, see Pub. 505 or use the calculator at [www.irs.gov/W4App](http://www.irs.gov/W4App) to find out if you should adjust your withholding on Form W-4 or W-4P.

**Nonresident alien.** If you're a nonresident alien, see Notice 1392, Supplemental Form W-4 Instructions for Nonresident Aliens, before completing this form.

### Specific Instructions

#### Personal Allowances Worksheet

Complete this worksheet on page 3 first to determine the number of withholding allowances to claim.

**Line C. Head of household please note:** Generally, you can claim head of household filing status on your tax return only if you're unmarried and pay more than 50% of the costs of keeping up a home for yourself and a qualifying individual. See Pub. 501 for more information about filing status.

**Line E. Child tax credit.** When you file your tax return, you might be eligible to claim a credit for each of your qualifying children. To qualify, the child must be under age 17 as of December 31 and must be your dependent who lives with you for more than half the year. To learn more about this credit, see Pub. 972, Child Tax Credit. To reduce the tax withheld from your pay by taking this credit into account, follow the instructions on line E of the worksheet. On the worksheet you will be asked about your total income. For this purpose, total income includes all of your wages and other income, including income earned by a spouse, during the year.

**Line F. Credit for other dependents.** When you file your tax return, you might be eligible to claim a credit for each of your dependents that don't qualify for the child tax credit, such as any dependent children age 17 and older. To learn more about this credit, see Pub. 505. To reduce the tax withheld from your pay by taking this credit into account, follow the instructions on line F of the worksheet. On the worksheet, you will be asked about your total income. For this purpose, total income includes all of

Separate here and give Form W-4 to your employer. Keep the worksheet(s) for your records.

<b>Form W-4</b> Department of the Treasury Internal Revenue Service		<b>Employee's Withholding Allowance Certificate</b> ▶ <b>Whether you're entitled to claim a certain number of allowances or exemption from withholding is subject to review by the IRS. Your employer may be required to send a copy of this form to the IRS.</b>		OMB No. 1545-0074 <b>2018</b>	
1 Your first name and middle initial		Last name		2 Your social security number	
Home address (number and street or rural route)		3 <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate. <b>Note:</b> If married filing separately, check "Married, but withhold at higher Single rate."			
City or town, state, and ZIP code		4 If your last name differs from that shown on your social security card, check here. You must call 800-772-1213 for a replacement card. ▶ <input type="checkbox"/>			
5 Total number of allowances you're claiming (from the applicable worksheet on the following pages)		5			
6 Additional amount, if any, you want withheld from each paycheck		6 \$			
7 I claim exemption from withholding for 2018, and I certify that I meet <b>both</b> of the following conditions for exemption.					
• Last year I had a right to a refund of <b>all</b> federal income tax withheld because I had <b>no</b> tax liability, <b>and</b> • This year I expect a refund of <b>all</b> federal income tax withheld because I expect to have <b>no</b> tax liability. If you meet both conditions, write "Exempt" here. ▶		7			
Under penalties of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, it is true, correct, and complete.					
Employee's signature (This form is not valid unless you sign it.) ▶		Date ▶			
8 Employer's name and address (Employer: Complete boxes 8 and 10 if sending to IRS and complete boxes 8, 9, and 10 if sending to State Directory of New Hires.)		9 First date of employment		10 Employer identification number (EIN)	

your wages and other income, including income earned by a spouse, during the year.

**Line G. Other credits.** You might be able to reduce the tax withheld from your paycheck if you expect to claim other tax credits, such as the earned income tax credit and tax credits for education and child care expenses. If you do so, your paycheck will be larger but the amount of any refund that you receive when you file your tax return will be smaller. Follow the instructions for Worksheet 1-6 in Pub. 505 if you want to reduce your withholding to take these credits into account.

### Deductions, Adjustments, and Additional Income Worksheet

Complete this worksheet to determine if you're able to reduce the tax withheld from your paycheck to account for your itemized deductions and other adjustments to income such as IRA contributions. If you do so, your refund at the end of the year will be smaller, but your paycheck will be larger. You're not required to complete this worksheet or reduce your withholding if you don't wish to do so.

You can also use this worksheet to figure out how much to increase the tax withheld from your paycheck if you have a large amount of nonwage income, such as interest or dividends.

Another option is to take these items into account and make your withholding more accurate by using the calculator at [www.irs.gov/W4App](http://www.irs.gov/W4App). If you use the calculator, you don't need to complete any of the worksheets for Form W-4.

### Two-Earners/Multiple Jobs Worksheet

Complete this worksheet if you have more

than one job at a time or are married filing jointly and have a working spouse. If you don't complete this worksheet, you might have too little tax withheld. If so, you will owe tax when you file your tax return and might be subject to a penalty.

Figure the total number of allowances you're entitled to claim and any additional amount of tax to withhold on all jobs using worksheets from only one Form W-4. Claim all allowances on the W-4 that you or your spouse file for the highest paying job in your family and claim zero allowances on Forms W-4 filed for all other jobs. For example, if you earn \$60,000 per year and your spouse earns \$20,000, you should complete the worksheets to determine what to enter on lines 5 and 6 of your Form W-4, and your spouse should enter zero ("0") on lines 5 and 6 of his or her Form W-4. See Pub. 505 for details.

Another option is to use the calculator at [www.irs.gov/W4App](http://www.irs.gov/W4App) to make your withholding more accurate.

**Tip:** If you have a working spouse and your incomes are similar, you can check the "Married, but withhold at higher Single rate" box instead of using this worksheet. If you choose this option, then each spouse should fill out the Personal Allowances Worksheet and check the "Married, but withhold at higher Single rate" box on Form W-4, but only one spouse should claim any allowances for credits or fill out the Deductions, Adjustments, and Additional Income Worksheet.

### Instructions for Employer

**Employees, do not complete box 8, 9, or 10. Your employer will complete these boxes if necessary.**

**New hire reporting.** Employers are

required by law to report new employees to a designated State Directory of New Hires. Employers may use Form W-4, boxes 8, 9, and 10 to comply with the new hire reporting requirement for a newly hired employee. A newly hired employee is an employee who hasn't previously been employed by the employer, or who was previously employed by the employer but has been separated from such prior employment for at least 60 consecutive days. Employers should contact the appropriate State Directory of New Hires to find out how to submit a copy of the completed Form W-4. For information and links to each designated State Directory of New Hires (including for U.S. territories), go to [www.acf.hhs.gov/programs/css/employers](http://www.acf.hhs.gov/programs/css/employers).

If an employer is sending a copy of Form W-4 to a designated State Directory of New Hires to comply with the new hire reporting requirement for a newly hired employee, complete boxes 8, 9, and 10 as follows.

**Box 8.** Enter the employer's name and address. If the employer is sending a copy of this form to a State Directory of New Hires, enter the address where child support agencies should send income withholding orders.

**Box 9.** If the employer is sending a copy of this form to a State Directory of New Hires, enter the employee's first date of employment, which is the date services for payment were first performed by the employee. If the employer rehired the employee after the employee had been separated from the employer's service for at least 60 days, enter the rehire date.

**Box 10.** Enter the employer's employer identification number (EIN).

**Personal Allowances Worksheet** (Keep for your records.)

<b>A</b>	Enter "1" for yourself . . . . .	<b>A</b>	_____				
<b>B</b>	Enter "1" if you will file as married filing jointly . . . . .	<b>B</b>	_____				
<b>C</b>	Enter "1" if you will file as head of household . . . . .	<b>C</b>	_____				
<b>D</b>	Enter "1" if: <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>You're single, or married filing separately, and have only one job; or</li> <li>You're married filing jointly, have only one job, and your spouse doesn't work; or</li> <li>Your wages from a second job or your spouse's wages (or the total of both) are \$1,500 or less.</li> </ul> </td> <td>}</td> <td><b>D</b></td> <td>_____</td> </tr> </table>	<ul style="list-style-type: none"> <li>You're single, or married filing separately, and have only one job; or</li> <li>You're married filing jointly, have only one job, and your spouse doesn't work; or</li> <li>Your wages from a second job or your spouse's wages (or the total of both) are \$1,500 or less.</li> </ul>	}	<b>D</b>	_____		
<ul style="list-style-type: none"> <li>You're single, or married filing separately, and have only one job; or</li> <li>You're married filing jointly, have only one job, and your spouse doesn't work; or</li> <li>Your wages from a second job or your spouse's wages (or the total of both) are \$1,500 or less.</li> </ul>	}	<b>D</b>	_____				
<b>E</b>	<b>Child tax credit.</b> See Pub. 972, Child Tax Credit, for more information. <ul style="list-style-type: none"> <li>If your total income will be less than \$69,801 (\$101,401 if married filing jointly), enter "4" for each eligible child.</li> <li>If your total income will be from \$69,801 to \$175,550 (\$101,401 to \$339,000 if married filing jointly), enter "2" for each eligible child.</li> <li>If your total income will be from \$175,551 to \$200,000 (\$339,001 to \$400,000 if married filing jointly), enter "1" for each eligible child.</li> <li>If your total income will be higher than \$200,000 (\$400,000 if married filing jointly), enter "-0-" . . . . .</li> </ul>						
<b>F</b>	<b>Credit for other dependents.</b> <ul style="list-style-type: none"> <li>If your total income will be less than \$69,801 (\$101,401 if married filing jointly), enter "1" for each eligible dependent.</li> <li>If your total income will be from \$69,801 to \$175,550 (\$101,401 to \$339,000 if married filing jointly), enter "1" for every two dependents (for example, "-0-" for one dependent, "1" if you have two or three dependents, and "2" if you have four dependents).</li> <li>If your total income will be higher than \$175,550 (\$339,000 if married filing jointly), enter "-0-" . . . . .</li> </ul>						
<b>G</b>	<b>Other credits.</b> If you have other credits, see Worksheet 1-6 of Pub. 505 and enter the amount from that worksheet here . . . . .	<b>G</b>	_____				
<b>H</b>	Add lines A through G and enter the total here . . . . .	<b>H</b>	_____				

For accuracy,  
complete all  
worksheets  
that apply.

- If you plan to **itemize** or **claim adjustments to income** and want to reduce your withholding, or if you have a large amount of nonwage income and want to increase your withholding, see the **Deductions, Adjustments, and Additional Income Worksheet** below.
- If you have **more than one job at a time** or are **married filing jointly and you and your spouse both work**, and the combined earnings from all jobs exceed \$52,000 (\$24,000 if married filing jointly), see the **Two-Earners/Multiple Jobs Worksheet** on page 4 to avoid having too little tax withheld.
- If **neither** of the above situations applies, **stop here** and enter the number from line H on line 5 of Form W-4 above.

**Deductions, Adjustments, and Additional Income Worksheet**

**Note:** Use this worksheet *only* if you plan to itemize deductions, claim certain adjustments to income, or have a large amount of nonwage income.

<b>1</b>	Enter an estimate of your 2018 itemized deductions. These include qualifying home mortgage interest, charitable contributions, state and local taxes (up to \$10,000), and medical expenses in excess of 7.5% of your income. See Pub. 505 for details . . . . .	<b>1</b>	\$ _____				
<b>2</b>	Enter: <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>\$24,000 if you're married filing jointly or qualifying widow(er)</li> <li>\$18,000 if you're head of household</li> <li>\$12,000 if you're single or married filing separately</li> </ul> </td> <td>}</td> <td><b>2</b></td> <td>\$ _____</td> </tr> </table>	<ul style="list-style-type: none"> <li>\$24,000 if you're married filing jointly or qualifying widow(er)</li> <li>\$18,000 if you're head of household</li> <li>\$12,000 if you're single or married filing separately</li> </ul>	}	<b>2</b>	\$ _____		
<ul style="list-style-type: none"> <li>\$24,000 if you're married filing jointly or qualifying widow(er)</li> <li>\$18,000 if you're head of household</li> <li>\$12,000 if you're single or married filing separately</li> </ul>	}	<b>2</b>	\$ _____				
<b>3</b>	<b>Subtract</b> line 2 from line 1. If zero or less, enter "-0-" . . . . .	<b>3</b>	\$ _____				
<b>4</b>	Enter an estimate of your 2018 adjustments to income and any additional standard deduction for age or blindness (see Pub. 505 for information about these items). . . . .	<b>4</b>	\$ _____				
<b>5</b>	<b>Add</b> lines 3 and 4 and enter the total . . . . .	<b>5</b>	\$ _____				
<b>6</b>	Enter an estimate of your 2018 nonwage income (such as dividends or interest) . . . . .	<b>6</b>	\$ _____				
<b>7</b>	<b>Subtract</b> line 6 from line 5. If zero, enter "-0-". If less than zero, enter the amount in parentheses . . . . .	<b>7</b>	\$ _____				
<b>8</b>	<b>Divide</b> the amount on line 7 by \$4,150 and enter the result here. If a negative amount, enter in parentheses. Drop any fraction . . . . .	<b>8</b>	_____				
<b>9</b>	Enter the number from the <b>Personal Allowances Worksheet</b> , line H above . . . . .	<b>9</b>	_____				
<b>10</b>	<b>Add</b> lines 8 and 9 and enter the total here. If zero or less, enter "-0-". If you plan to use the <b>Two-Earners/Multiple Jobs Worksheet</b> , also enter this total on line 1, page 4. Otherwise, <b>stop here</b> and enter this total on Form W-4, line 5, page 1 . . . . .	<b>10</b>	_____				

**Two-Earners/Multiple Jobs Worksheet**

**Note:** Use this worksheet *only* if the instructions under line H from the **Personal Allowances Worksheet** direct you here.

- 1 Enter the number from the **Personal Allowances Worksheet**, line H, page 3 (or, if you used the **Deductions, Adjustments, and Additional Income Worksheet** on page 3, the number from line 10 of that worksheet) 1 \_\_\_\_\_
  - 2 Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here. **However**, if you're married filing jointly and wages from the highest paying job are \$75,000 or less and the combined wages for you and your spouse are \$107,000 or less, don't enter more than "3" 2 \_\_\_\_\_
  - 3 If line 1 is **more than or equal to** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter "-0-") and on Form W-4, line 5, page 1. **Do not** use the rest of this worksheet 3 \_\_\_\_\_
- Note:** If line 1 is **less than** line 2, enter "-0-" on Form W-4, line 5, page 1. Complete lines 4 through 9 below to figure the additional withholding amount necessary to avoid a year-end tax bill.
- 4 Enter the number from line 2 of this worksheet 4 \_\_\_\_\_
  - 5 Enter the number from line 1 of this worksheet 5 \_\_\_\_\_
  - 6 **Subtract** line 5 from line 4 6 \_\_\_\_\_
  - 7 Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here 7 \$ \_\_\_\_\_
  - 8 **Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding needed 8 \$ \_\_\_\_\_
  - 9 **Divide** line 8 by the number of pay periods remaining in 2018. For example, divide by 18 if you're paid every 2 weeks and you complete this form on a date in late April when there are 18 pay periods remaining in 2018. Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck 9 \$ \_\_\_\_\_

**Table 1****Table 2**

Married Filing Jointly		All Others		Married Filing Jointly		All Others	
If wages from <b>LOWEST</b> paying job are—	Enter on line 2 above	If wages from <b>LOWEST</b> paying job are—	Enter on line 2 above	If wages from <b>HIGHEST</b> paying job are—	Enter on line 7 above	If wages from <b>HIGHEST</b> paying job are—	Enter on line 7 above
\$0 - \$5,000	0	\$0 - \$7,000	0	\$0 - \$24,375	\$420	\$0 - \$7,000	\$420
5,001 - 9,500	1	7,001 - 12,500	1	24,376 - 82,725	500	7,001 - 36,175	500
9,501 - 19,000	2	12,501 - 24,500	2	82,726 - 170,325	910	36,176 - 79,975	910
19,001 - 26,500	3	24,501 - 31,500	3	170,326 - 320,325	1,000	79,976 - 154,975	1,000
26,501 - 37,000	4	31,501 - 39,000	4	320,326 - 405,325	1,330	154,976 - 197,475	1,330
37,001 - 43,500	5	39,001 - 55,000	5	405,326 - 605,325	1,450	197,476 - 497,475	1,450
43,501 - 55,000	6	55,001 - 70,000	6	605,326 and over	1,540	497,476 and over	1,540
55,001 - 60,000	7	70,001 - 85,000	7				
60,001 - 70,000	8	85,001 - 90,000	8				
70,001 - 75,000	9	90,001 - 100,000	9				
75,001 - 85,000	10	100,001 - 105,000	10				
85,001 - 95,000	11	105,001 - 115,000	11				
95,001 - 130,000	12	115,001 - 120,000	12				
130,001 - 150,000	13	120,001 - 130,000	13				
150,001 - 160,000	14	130,001 - 145,000	14				
160,001 - 170,000	15	145,001 - 155,000	15				
170,001 - 180,000	16	155,001 - 185,000	16				
180,001 - 190,000	17	185,001 and over	17				
190,001 - 200,000	18						
200,001 and over	19						

**Privacy Act and Paperwork Reduction Act Notice.** We ask for the information on this form to carry out the Internal Revenue laws of the United States. Internal Revenue Code sections 3402(f)(2) and 6109 and their regulations require you to provide this information; your employer uses it to determine your federal income tax withholding. Failure to provide a properly completed form will result in your being treated as a single person who claims no withholding allowances; providing fraudulent information may subject you to penalties. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation; to cities, states, the District of Columbia, and

U.S. commonwealths and possessions for use in administering their tax laws; and to the Department of Health and Human Services for use in the National Directory of New Hires. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You aren't required to provide the information requested on a form that's subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be

retained as long as their contents may become material in the administration of any Internal Revenue law. Generally, tax returns and return information are confidential, as required by Code section 6103.

The average time and expenses required to complete and file this form will vary depending on individual circumstances. For estimated averages, see the instructions for your income tax return.

If you have suggestions for making this form simpler, we would be happy to hear from you. See the instructions for your income tax return.

## 7.7 Additional Resources

**Higher** resources include:

- [Driving in the United States: A Resource from the Refugee Center Online](#)
- [Identity Theft](#)
- [Reader Question: How to Streamline Employment Verification Documentation?](#)
- [Free I-9 Desktop Widget: A Great Job Development Strategy](#)
- [E-Verify and Work Authorization Checks: Deepen Employer Relationships and Advocate for Clients](#)
- [Everything You Wish You Didn't Know About Pre-Employment Drug Tests](#)
- [Failed Drug Tests: It's Gonna Happen](#)

**U.S. Citizenship and Immigration Services (USCIS)** provides detailed information about Green Cards, Form I-9, and Employment Eligibility Verification:

- [How to Apply for a Green Card](#)
- [Green Card Eligibility](#)
- [Green Card Processes and Procedures](#)
- [While Your Green Card is Pending](#)
- [After a Green Card is Granted](#)
- [Overview of Form I-9](#)
- [Who Needs Form I-9?](#)
- [Which Form I-9 Should I Use?](#)
- [Complete Section 1, Employee Information and Attestation](#)
- [Complete Section 2, Employer Review and Attestation](#)
- [Complete Section 3, Updating and Reverification](#)
- [Correcting Form I-9](#)
- [Common Mistakes and How to Avoid Them](#)



**U.S. Citizenship and Immigration Services (USCIS)** also has detailed information about [Employment Authorization Documents](#).

**Social Security Administration (SSA)** [Educator Toolkit](#) to provide background on social security and how it works.

**TwoMinute English** has a [brief video](#) with vocabulary about getting a driver's license.

**E-Verify** resources include:

- [Tentative Nonconfirmation \(TNC\) Overview](#)
- [Tips to Prevent a Tentative Nonconfirmation](#)

- [How to Correct a Tentative Nonconfirmation](#)
- [Employee Rights and Responsibilities](#)
- [Video: Employee Rights and Responsibilities](#)
- [Know Your Rights Brochure](#)

**Internal Revenue Service (IRS)** has resources for completing Form W-4:

- [Form W-4](#)
- [Tax Information for Employees](#)

See the **Department of Labor (DOL)** New Health Insurance Marketplace Coverage Options information [here](#).



## Section 8: Workers' Rights

In the U.S., all employees have basic rights in the workplace, including the right to privacy, fair compensation, and freedom from discrimination. A job applicant also has certain rights, even prior to being hired as an employee. Those rights include the right to be free from discrimination based on age, gender, race, national origin, or religion. A prospective employer, for example, cannot ask a job applicant specific age questions during the hiring process.<sup>1</sup>

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<sup>1</sup> "Employees Rights 81," FindLaw, n.d. access date 11/13/2017, <http://employment.findlaw.com/employment-discrimination/employees-rights-81.html>.

HIGHER, A TECHNICAL ASSISTANCE PROGRAM: Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of the materials are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

This section prepares clients to be aware of their rights when they enter the workforce. Once clients obtain employment, they may no longer have access to a case manager or may have little time to come back to the resettlement agency. The following activities prepare clients for what rights to expect in a typical American workplace. Visual aids and examples of previous experiences in this lesson help ensure maximum retention.

## Learning Objectives

After completing the activities in *Section 8: Workers' Rights*, participants will be able to:

- Identify seven of the most common workers' rights laws.
- Acknowledge situations when workers' rights are violated.
- Report a violation of workers' rights.

## Key Vocabulary

**Rights:** Powers or privileges that everyone should be morally or legally able to enjoy

**Act:** Government law or rule

**Discrimination:** Unfairly treating one person or group of people differently from another person or group of people

**Equal Pay Act:** Federal law that states when two people are hired for a job and have the same amount of education and experience, they should start at the same salary regardless of gender

**Title VII of the Civil Rights Act and Civil Rights Act of 1991:** Federal laws that stop employers from discriminating against employees based on sex, race, color, national origin, and religion

**The Pregnancy Discrimination Act:** Federal law that employers cannot refuse to hire a woman because she is pregnant, or fire her because she becomes pregnant

**Age Discrimination in Employment Act:** Federal law that employers cannot request a certain age for a job or force someone to retire at a certain age. Employers can have applicants write their date of birth, but cannot use it in the hiring process

**Americans with Disabilities Act (ADA):** Federal law that makes it illegal to discriminate against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and places open to the public



**Fair Labor Standards Act or the Wages and Hours Bill:** Federal law that requires a federal minimum wage and discourages work weeks over 40 hours through time-and-a-half overtime pay

**Occupational Safety and Health Act (OSHA):** Federal law that prevents workers from being exposed to serious health risks and physical injuries at work

### Included Activities:

<b>8.1</b>	<b>What Are My Rights as a Worker?</b>	
	<i>*Workers' Rights in the U.S.-Worksheet</i>	8.1A
	<i>*Workers' Rights- Photo Cards</i>	8.1B
	<i>My Rights as a Worker- Worksheet</i>	8.1C
<b>8.2</b>	<b>8.2 Interview Practice: What can Employers Ask?</b>	
	<i>Interview Scenarios –Worksheet</i>	8.2D
<b>8.3</b>	<b>Workers' Rights Violations: Identifying Workplace Examples</b>	
	<i>Workers' Rights -Scenario Cards</i>	8.3E
<b>8.4</b>	<b>What Should I Do? Reporting Violations of Rights</b>	
	<i>Filing a Complaint- Guide</i>	8.4F
<b>8.5</b>	<b>Additional Resources</b>	

\*Indicates either that the activity works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 8.1 What Are My Rights as a Worker?

### Activity Overview

Participants will discuss fairness in the workplace and reflect on their experiences in different countries. They will learn protections offered to workers in the U.S. by seven common laws and start to explore the workers' rights these laws provide.

### Materials Needed

- Whiteboard and markers
- *Workers' Rights in the U.S. Worksheet* (8.1A)
- *Workers' Rights Photo Cards* (8.1B)
- *My Rights as a Worker Worksheet* (8.1C)

### Procedures

1. Write the words "Fair" and "Unfair" on opposite sides of the board. Ask participants to define these words and then have them stand up by the board. Read each scenario listed below and ask participants to stand by the word "Fair" if they feel the situation is fair, or "Unfair" if the situation is unfair. After they've decided, ask them why.
  - You offer to pay someone \$8 an hour to work at your company. Is that fair or unfair? Why?
  - A participant is pregnant. I tell them they can't come to class anymore. Is that fair or unfair? Why?
  - A participant is 60 years old and comes to class with younger participants. Is it fair or unfair? Why?
  - I give all participants \$20 except for those participants from Burma. Is that fair or unfair? Why?
2. Say, "Governments make rules about work so that companies will be fair to all employees no matter where they work. There are many laws that protect employees from unfair situations. These laws give workers **rights** (Powers or privileges that everyone should be morally or legally able to enjoy)."
3. Ask participants if they can think of a time something unfair happened at their job. What did they do about the situation? Were there laws that helped protect them?



4. Write "Discrimination" on the board and ask if anyone knows what this word means.

**Discrimination:** Unfairly treating one person or group of people differently from another person or group of people

Use one of the above "fair or unfair" scenarios to as an example of discrimination. Tell participants, "Many workers' rights rules and laws in the U.S. aim to protect employees from discrimination."

5. Pass out the *Workers' Rights in the U.S.* Worksheet and make sure participants have a pen or pencil. Ask them to take notes and tell them about the most common workers' rights in the U.S.:
  - [The Equal Pay Act of 1963](#): It is unfair to pay women and men different wages for the same job. When two people are hired for a job and have the exact same amount of education and previous experience, then they will start at the same salary.
  - The [Title VII of the Civil Rights Act](#) and [Civil Rights Act of 1991](#): Employers cannot discriminate against employees because of sex, race, color, national origin, or religion. You may have been treated badly in the past because of differences in race, religion, nationality, membership of a social group, or political opinion. Now that you are in the U.S., federal law protects you from being mistreated by an employer or co-workers.
  - [The Pregnancy Discrimination Act of 1978](#): Covers discrimination "on the basis of pregnancy, childbirth, or related medical conditions." Employers cannot refuse to hire a pregnant person or fire an employee who becomes pregnant.
  - [The Age Discrimination in Employment Act of 1967](#) (ADEA): Protects applicants and employees from discrimination based on their age. Under the ADEA, employers cannot:
    - Mention age or say that a certain age is preferred in job ads, or ask for date of birth or graduation date on a job application. The only question about age that is allowed is to ask if an applicant is over the age of 16 or 18, since there are different protections for young adult workers.
    - Force you to retire at a certain age.
  - [The Americans with Disabilities Act \(ADA\)](#): Ensures that people with disabilities have the same rights and opportunities as everyone else, including at work,

school, and transportation. Employers must provide reasonable accommodations to qualified job applicants or employees.

- [Fair Labor Standards Act or the Wages and Hours Bill \(FLSA\)](#): Requires a federal minimum wage—currently \$7.25 but higher in 28 states and Washington, D.C.—and discourages work weeks over 40 hours by requiring companies to provide time-and-a-half overtime pay. Employers must pay you at least \$7.25 for each hour of work you do (talk about the different minimum wage in your state if applicable).

You will also earn time-and-a-half for all hours worked in a week beyond 40 hours. If your job pays \$8 an hour, for example, but you work 45 hours in one week, you will be paid \$15 an hour for the extra five hours you worked.

- [The Occupational Safety and Health Act of 1970](#): Reduces the likelihood of workers being killed or seriously harmed at work. Employers must provide a workplace that is free from harmful things (called hazards), such as exposure to toxic chemicals, excessive noise levels, mechanical dangers, heat or cold stress, or unsanitary conditions. A few examples of OSHA requirements include:
  - Provide fall protection, such as a safety harness and lifeline
  - Prevent exposure to high levels of noise that can damage hearing
  - Prevent exposure to harmful levels of substances like asbestos and lead
  - Provide workers with helmets, eyewear, hairnets, and other needed safety equipment
  - Train workers using a language and vocabulary they understand about hazards and how to protect themselves

6. Review the names and purposes of the laws by holding up the *Workers' Rights* Photo Cards (8.1B) one at a time and asking participants to say which law the photo makes them think of.
7. Say, "These laws provide all of us with workers' rights; for example, as a client of our resettlement agency, you have the right to attend this class." Pass out *My Rights as a Worker* Worksheet (8.1C) and read the instructions together. Participants should match the worker rights with the corresponding law that provides those rights. Review together as a class.
8. Discussion questions:
  - What are some other rights you have in the United States?
  - Why is it important to have workers' rights laws?

- Which of these laws protect workers from discrimination?
- Are there other laws not mentioned today that you think might be important?
- Can you think of a situation that might break or violate one of these laws?

## Extension Options

- **Workers' Rights Expert:** Invite a local employment attorney willing to talk with the class in more detail about workers' rights. Ask around, search online, or check out [Workplace Fairness's directory](#).
- **Workers' Rights Videos:** Show one or more of the following videos in class and discuss takeaways as a group:
  - [Know Your Rights: Minimum Wage](#)
  - [Know Your Rights: Overtime](#)
  - [OSHA Know Your Rights](#)
- **FLSA Poster:** Print out the [FLSA Poster](#) (available in [nine languages](#) under "Posters") and pass it out to participants. Read it in class together if time allows, or make it homework for advanced English speakers. Ask participants what key points they learned and specific comprehension questions about the content.
- **Equal Employment Opportunity Poster:** Display this "[Equal Employment Is the Law](#)" [poster](#) in the classroom or pass around copies and provide additional discussion about protection from these types of discrimination.
- **Translated Information:** The Department of State offers a "[Know Your Rights](#)" [pamphlet](#) in more than 40 languages. Although the information is geared toward temporary workers, the initial introduction to workers' rights is valuable information to have translated.

**EMPLOYEE RIGHTS**  
**UNDER THE FAIR LABOR STANDARDS ACT**

**FEDERAL MINIMUM WAGE**  
**\$7.25** PER HOUR  
BEGINNING JULY 24, 2009

The law requires employers to display this poster where employees can readily see it.

**OVERTIME PAY** At least 1½ times the regular rate of pay for all hours worked over 40 in a workweek.

**CHILD LABOR** An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor. Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs with certain work hours restrictions. Different rules apply in agricultural employment.

**TIP CREDIT** Employers of "tipped employees" who meet certain conditions may claim a partial wage credit based on tips received by their employees. Employers must pay tipped employees a cash wage of at least \$2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least \$2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference.

**NURSING MOTHERS** The FLSA requires employers to provide reasonable break time for a nursing mother employee who is subject to the FLSA's overtime requirements in order for the employee to express breast milk for her nursing child for one year after the child's birth each time such employee has a need to express breast milk. Employers are also required to provide a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by the employee to express breast milk.

**ENFORCEMENT** The Department has authority to recover back wages and an equal amount in liquidated damages in instances of minimum wage, overtime, and other violations. The Department may litigate and/or recommend criminal prosecution. Employers may be assessed civil money penalties for each willful or repeated violation of the minimum wage or overtime pay provisions of the law. Civil money penalties may also be assessed for violations of the FLSA's child labor provisions. Heightened civil money penalties may be assessed for each child labor violation that results in the death or serious injury of any minor employee, and such assessments may be doubled when the violations are determined to be willful or repeated. The law also prohibits retaliating against or discharging workers who file a complaint or participate in any proceeding under the FLSA.

**ADDITIONAL INFORMATION**

- Certain occupations and establishments are exempt from the minimum wage, and/or overtime pay provisions.
- Special provisions apply to workers in American Samoa, the Commonwealth of the Northern Mariana Islands, and the Commonwealth of Puerto Rico.
- Some state laws provide greater employee protections; employers must comply with both.
- Some employers incorrectly classify workers as "independent contractors" when they are actually employees under the FLSA. It is important to know the difference between the two because employees (unless exempt) are entitled to the FLSA's minimum wage and overtime pay protections and correctly classified independent contractors are not.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.

 **WHD** WAGE AND HOUR DIVISION  
UNITED STATES DEPARTMENT OF LABOR

1-866-487-9243  
TTY: 1-877-889-5627  
[www.dol.gov/whd](http://www.dol.gov/whd)



WH0000 REV 07/16

# Workers' Rights Laws in the U.S.

What laws protect workers in the U.S. in these areas? Write down what you learn.

## DISCRIMINATION

- Wages based on gender
- Sex, race, color, national origin, or religion
- Pregnancy
- Age
- Disability

## FAIR WAGES

## SAFETY















## My Rights as a Worker

Workers' rights laws give you many rights as an employee. Match the rights with the corresponding law by drawing a line to connect them.

Equal Pay Act of 1963

I have the right to:

- Work and keep my job if I get pregnant
- Be hired for a job, even if I am already pregnant

Title VII of the Civil Rights Act and Civil Rights Act of 1991

I have the right to:

- Not to tell my employer my age
- Not to retire until I choose to

Pregnancy Discrimination Act of 1978

I have the right to:

- Work on machines that are safe
- Be protected from toxic chemicals
- Be trained in a language I understand

Age Discrimination in Employment Act of 1967

I have the right to:

- Receive at least \$7.25 per hour for every hour of work I complete
- Get paid time-and-a-half if I work more than 40 hours in one week

Americans with Disabilities Act

I have the right to be treated the same as people of other national origins and religions.

Fair Labor Standards Act or the Wages and Hours Bill

I have the right to equal opportunities at work and school if I have a disability.

Occupational Safety and Health Act of 1970

I have the right to the same pay as any man or woman with my same amount of education and experience.

## 8.2 Interview Practice: What can Employers Ask?

### Activity Overview

This activity helps participants identify which questions employers can ask during a job interview and which they cannot. Participants will read and act out scenarios as examples of when to report workers' rights violations. This activity also gives participants the opportunity to practice their interview skills again.

### Materials Needed

- Whiteboard and markers
- *Interview Scenarios* Worksheet (8.2D)
- Room for interview practice.

### Procedures

1. Have the class break into groups or remain as a whole to read the *Interview Scenarios* Worksheet (8.2D), then have the class read the interview scenarios. After reading each one, ask participants if the hiring manager is legally able to ask these questions.
2. Hold a group discussion about how to appropriately handle their response for each scenario. Here are some example answers:
  - "That is not information that you can use in the hiring process, according to..."
  - "According to \_\_\_\_\_, you may not use my religion to determine whether you will hire me. My hijab is an expression of my religious beliefs and is protected in the U.S."
  - "Can you please explain how that information is relevant to the position?"
3. Discussion questions:
  - Is it easy or difficult for you to have someone ask you these questions?
  - Why do you think employers will try to ask these questions?
4. Have the class break into pairs. Practice interviewing one another from the lesson learned in *Section 4: Interviewing*. This time, however, have participants practice responding to *illegal* questions.

### Background Information

Employers can ask for various information on job applications, such as birth date and gender, but the information cannot be used within the hiring process. Employers may also inquire about specific personal information for tax purposes such as if an applicant receives public benefits such as SNAP or cash assistance.

**Interview Scenario 1**

Abdi has been working hard applying for jobs. He is a 56-year-old Somali refugee. He has a wife and three children and is hoping to get a job quickly so he can pay his rent and bills. Abdi gets an interview with a restaurant for a dishwasher position. During the interview, the manager asks Abdi "Can you carry 45 pounds? This job requires a lot of heavy lifting." Abdi says he can lift that much. Then the manager asks Abdi "In what year were born?"

Are these questions legal? What should Abdi do in this scenario?

**Interview Scenario 2**

Amina is interviewing to be a secretary with an office. Amina has been in the US for 4 months and really needs a job. Amina is six months pregnant. She spent a lot of time preparing for her interview. Amina has five years of experience as a secretary and a degree from a university. On the day of the interview, Amina meets the hiring manager. The manager asks Amina about her education and previous experience. Amina gives a great answer. Then the manager asks Amina "Are you pregnant? Are you trying to have a family?"

Are these questions legal? What should Amina do in this scenario?

**Interview Scenario 3**

Samira has been in the US for six months and is looking for her first job. There is a job fair for multiple positions at a hotel near her house. Samira interviews for one of the front desk positions. Her English is very good and she has some previous experience. The interview is going really well until the hiring manager says, "We have a strict uniform policy at this hotel. Would you be willing to remove your hijab in order to work here?"

Are these questions legal? What should Samira do in this scenario?

**Interview Scenario 4**

Pierrot is interviewing at a factory today. He meets the hiring manager who asks him about his experience and then says, "This job requires a lot of lifting and carrying. Have you had any illnesses or operations?"

Are these questions legal? What should Pierrot do in this scenario?

**Interview Scenario 5**

Nicole recently found out that she got a job at the local library after arriving in the country just three weeks ago. She is coming to her new job today to complete hiring paperwork. The employer asks Nicole, "Are you a US citizen? You have a heavy accent. What country are you from?"

Are these questions legal? What should Nicole do in this scenario?

## 8.3 Workers' Rights Violations on the Job

### Activity Overview

This activity prompts participants to consider several examples of violations of U.S. workplace rights and to identify which laws have been broken. Participants will read and act out scenarios as examples of when to report workers' rights violations.

### Materials Needed

- Whiteboard and markers
- *Workers' Rights* Photo Cards (8.1B)
- One set of *Workers' Rights* Scenario Cards (8.3E)

### Procedures

5. Review workers' rights covered in the previous activity by holding up the *Workers' Rights* Photo Cards (8.1B) and asking participants to say which law each photo makes them think of.
6. Explain that participants will look at several workplace situations and determine if one of these laws has been broken. Split the class into five groups and give each group a *Workers' Rights* Scenario Card (8.3E). Give participants ten minutes to read the situation and prepare a short skit to share in front of class to demonstrate the scenario.
7. Invite groups to take turns sharing their skits and discussing their scenarios. After each skit is performed, ask the class, "Has a law been broken? If so, which one?"
8. Discussion questions:
  - Is it easy or difficult for you to say something when someone treats you unfairly? Why?
  - Why do you think workers' rights are sometimes violated?

**Workers' Rights Scenario 1**

Mohammed works as a dishwasher. He is the only person from Iraq that works in the kitchen, and the rest of his coworkers are American. Mohammed's coworkers call him names and refuse to help him empty the dishwasher. Mohammed reports to human resources that he feels mistreated by his coworkers. The human resources manager follows up with his manager, but it only makes things worse for Mohammed.

**Workers' Rights Scenario 2**

Mary works at a recycling plant and stands all day, sorting trash on a large conveyor belt. She is given protective headgear and eyewear, but the noise of the belt is very loud and affects her hearing. The employee asks management for ear plugs, but the employer refuses.

**Workers' Rights Scenario 3**

A job developer takes ten refugee clients to interview for housekeeping positions. Eight are men and two are women. The hotel manager interviews the clients and decides to hire all ten. Then the manager tells the two women they will need to remove their hijabs for work due to the hotel's strict uniform policy.

**Workers' Rights Scenario 4**

Mariam tells her manager that she is three months pregnant, and she would like to continue working until her baby is born. The manager is unhappy to hear the news and fires Mariam later that week without providing a reason.

**Workers' Right: Scenario 5**

Emmanuel is excited to start his new job as a cashier. His manager explains he will have one week of training. When Emmanuel receives his first paycheck, he's surprised to see that he didn't get paid for his week of on-the-job training. He asks his manager about it, but the manager insists that employees do not get paid for training.

## 8.4 What Should I Do?

### Activity Overview

Now that participants understand their rights as employees in the U.S., they will discuss how to respond and where to report a violation. They will look at the primary agencies that enforce workers' rights laws and review what information might be helpful when filing a complaint.

### Materials Needed

- Whiteboard and markers
- *Workers' Rights Scenario Cards* (8.2D)
- *Filing a Complaint Guide* (8.3E)

### Procedures

1. Ask participants, "How should you act if your rights are violated? Should you stop going to work? Fight back? Stay quiet? What should you do?" Let them know there are several ways to respond, but they need to speak up and do so professionally. Use the following talking points to start a conversation:
  - "What should you do if someone is treating you badly at work?"
    - *Talk with someone at your company first if possible. If coworkers are treating you unfairly, talk with the coworker or your manager. If there is an unsafe situation, talk with your manager. If your manager is treating you badly, talk with the HR Manager.*
    - *Keep any conversations professional and take an interpreter if necessary.*
    - *Make notes from any reports you make at the company, including the name of the person you talked to, the date, and a brief idea of what was said.*
    - *You can always call your resettlement agency if you have a question about an unfair situation. Your employment team can also help you talk with the employer.*
    - *If the situation does not improve or if you were wrongfully fired, you can contact one of several agencies that protect workers' rights. Each of these agencies has a dedicated phone number and website or local office you can visit to report abuses of worker's rights.*
    - *Complaints filed with any of these agencies are confidential, so your identity will be protected.*

### Background Information

When filing a complaint with the EEOC it is crucial to keep in mind that a complaint must be filed within a certain timeline from the date the discrimination took place. For example, with harassment claims, they must file within 300 days from the date of discrimination.

- *These agencies are required to investigate employers for any complaint they receive. If you are not sure if the employer is in violation of the law, then ask.*
- 2. Read one of the *Workers' Rights* Scenario Cards (8.3E) and ask a participant who they would talk to first and what they would say.
- 3. Pass out the *Filing a Complaint* Guide (8.4F). Ask participants to take turns reading the information aloud, explaining any new vocabulary words.
- 4. Split the class into five groups and give each group one of the *Workers' Rights* Scenario Cards (8.2D). Ask them to read the scenario and discuss how they would respond in that situation. Ask, "Who would you talk to first? How would you file a complaint? What agency handles the type of violation the employee encountered?"
- 5. Discussion questions:
  - If you think your rights may have been violated but you're not sure, what should you do?
  - Why should you talk to someone at your company first before filing a complaint?

### Extension Options

- **Filing a Complaint video:** Show one or more of the following videos in class and discuss takeaways as a group:
  - [Know Your Rights: How to File a Complaint](#) (DOL's WHD)
  - [Filing a Complaint with OSHA](#)

## Filing a Complaint Guide

If you experience:

Then contact:

**Discrimination because of your citizenship status or national origin when being hired or fired**



**[The Office of Special Counsel for Immigration-Related Unfair Employment Practices \(OSC\)](#)**

enforces antidiscrimination under the Immigration and Nationality Act. If you have experienced discrimination because of your citizenship status or national origin when being hired or fired, you should call the OSC. If an employer requests specific documents during the employment eligibility verification, Form I-9, or E-verify process, call the OSC.

**1-800-255-7688**

**Discrimination or harassment at work**



**[The U.S. Equal Employment Opportunity Commission](#)**

(EEOC) enforces federal laws prohibiting employment discrimination. File a report with the EEOC if you experience discrimination or harassment at work, including intentional or offensive behavior that makes it difficult to do your job.

A complaint must be filed in person at a local office, but you can start the process [online](#) or with a phone call. If you need an interpreter during the meeting, let EEOC know ahead of time so it can make arrangements.

**1-800-669-4000**

### Not being properly paid for all the hours you work



[The U.S. Department of Labor's Wage and Hour Division \(WHD\)](#) is responsible for administering and enforcing some of the nation's most important worker protection laws. WHD is committed to ensuring that workers in this country are paid properly for all the hours they work, regardless of immigration status.

**1-866-487-9243**

### A dangerous workplace



You have the right file a complaint and request an [Occupational Safety and Health Act \(OSHA\)](#) inspection of your workplace if you believe there is a serious hazard or your employer is not following OSHA standards. Workers do not have to know whether a specific OSHA standard has been violated to file a complaint. File a complaint as soon as possible after noticing the hazard, because OSHA citations may be issued only for violations that exist now or existed in the past six months.

**1-800-321-6742 or call your local [OSHA Office](#)**

## What information should you have?

When filing a complaint, it is always helpful if you have information and/or documents that will help the agency understand your case:

- Name and address of the company where you work.
- Names of people who know about what happened and information about how to contact them.
- Performance evaluations.
- If you have been fired, the letter or notice stating that you were let go.
- Records of conversations with coworkers and managers.

## 8.5 Additional Resources

**Higher** resources include the following:

- [Worker Rights Review](#)
- [New online service from the EEOC](#)
- [Religious Observance and Employment: Work Schedules](#)
- [Religious Observance and Employment: Headscarves](#)
- [Know Your Rights video in nine languages](#)
- [Free OSC spring webinar schedule](#)
- [Free Right-to-Work posters](#)

The [United States Department of Labor \(DOL\)](#) is the federal agency responsible for US workers. The DOL's website has a [summary of the major laws that protect workers in the U.S. workforce](#).

The **DOL's Wage and Hour Division (WHD)** has information on rights and filing a complaint:

- [Information You Need to File a Complaint](#)
- [Handy reference cards](#) (available in ten languages)
- [How to File a Complaint Flyer](#)
- [Investigative process](#)
- [Frequently asked questions](#)



The **U.S. Department of Justice Office of Special Counsel for Immigration-Related Unfair Employment Practices** offers these resources:

- [Overview of Immigrant and Employee Rights section](#)
- Worker Hotline: 1-800-255-7688
- [Frequently asked questions about name/social security number no-matches](#)
- [Cartoon examples of unfair practices and what the OSC does](#) (Translations available in Arabic, Spanish, Japanese, Chinese, Korean, French, Russian, Tagalog)

**Equal Employment Opportunity Commission (EEOC)** provides the following resources:

- [Facts about national origin discrimination](#)
- [How to file a charge of discrimination](#)
- [Workplace rights for Muslims, Arabs, South Asians, and Sikhs](#)
- [Federal laws prohibiting job discrimination](#)
- [Learn about the various types of discrimination prohibited by law](#)
- [Video series for working young adults](#)

**Workplace Fairness** is an online tool for free information about workers' rights, including:


- [Resources for working people](#)
- [Employee rights resources](#) (Spanish translations available)

**United States Citizenship and Immigration Services (USCIS)** has information about employee rights related to the I-9 and employment eligibility:

- [“How do I show my employer that I am authorized to work in the United States?” fact sheet](#)
- [Refugee Form I-94 automation information](#)
- [I-9](#)

The U.S. Department of Justice Immigrant and Employee Rights Section of the Civil Rights Division offers this [Right to Work poster](#).

IF YOU HAVE THE RIGHT TO WORK



Don't let anyone take it away.

There are laws to protect you from discrimination in the workplace.

You should know that...

In most cases, employers cannot deny you a job or fire you because of your national origin or citizenship status or refuse to accept your legally acceptable documents.

Employers cannot reject documents because they have a future expiration date.

Employers cannot terminate you because of E-Verify without giving you an opportunity to resolve the problem.

In most cases, employers cannot require you to be a U.S. citizen or a lawful permanent resident.


Contact IER

For assistance in your own language  
Phone: 1-800-255-7688  
TTY: 1-800-237-2515

Email us  
[IER@usdoj.gov](mailto:IER@usdoj.gov)

Or write to  
U.S. Department of Justice – CRT  
Immigrant and Employee Rights – NYA  
950 Pennsylvania Ave., NW  
Washington, DC 20530

If any of these things happen to you, contact the Immigrant and Employee Rights Section (IER).



— DEPARTMENT OF JUSTICE —  
— IMMIGRANT & EMPLOYEE RIGHTS SECTION —  
— CIVIL RIGHTS DIVISION —

Immigrant and Employee Rights Section

U.S. Department of Justice, Civil Rights Division

[www.justice.gov/ier](http://www.justice.gov/ier)



## Section 9: Succeeding in the Workplace

While most of the first sections of the job readiness curriculum focus extensively on the skills it takes to find a job, this section covers what clients need to expect once they start working. This section covers practical details such as knowing your supervisor's name and phone number, U.S. workplace culture and etiquette, and tips for on-the-job success that will benefit clients entering any field. First jobs in the U.S. give clients their first U.S. professional reference for

HIGHER, A TECHNICAL ASSISTANCE PROGRAM: Lutheran Immigration and Refugee Service received \$225,000 through competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant #90RB0049-02. The project is financed 100 percent with federal funds. The contents of the materials are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

their resumes and are an important building block for their careers. This section also focuses on the professional environment clients enter after starting their first job.

After clients have been in a job for six months and have earned a good reference, they may be ready for a job upgrade to another field of work, for a higher salary, or for better benefits. A change in job is a step along a client's career ladder; this is an opportunity for employment programs to reengage clients. This section also explores factors to consider when clients are thinking about changing jobs and the importance of following proper procedures when leaving a job. Following these steps will position clients on their way to a long and healthy career here in the U.S.

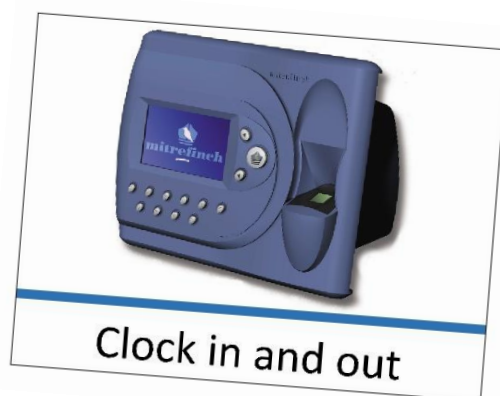
## Learning Objectives

After completing the activities in *Section 9: Succeeding in the Workplace*, participants will be able to:

- Record essential details about a new job.
- Identify appropriate times to call in sick and successfully practice doing so.
- Interpret a basic work schedule and understand schedule-related terminology.
- Model at least five attitudes or behaviors essential to success in a U.S. workplace.
- Give specific examples of professionalism in the workplace.
- Consider good and bad reasons to change jobs.
- Demonstrate a professional attitude and behavior when leaving a job.
- Identify the purpose of a resignation letter.

## Key Vocabulary

- **Work Schedule:** days and times you need to be at your job
- **Break:** Short break/rest at work
- **Clock in and out:** Recording the time you get to work and the time you leave. Also called "punching" in and out
- **Professionalism:** Behavior of a person who can do a good job and make appropriate workplace choices
- **Resign:** To choose to leave a job
- **Two Weeks' Notice:** Informing an employer of a job resignation two weeks before the last day of work; this is the standard timeframe in the U.S.



- **Resignation Letter:** note written by an employee informing the employer of his or her last day of work
- **Promotion:** advancement of an employee within a company to a position which might entail new job tasks. A job promotion may be the result of an employee's proactive pursuit of a higher ranking position or as a reward by employers for good performance. It is also typically associated with a higher rate of pay or financial bonus.

## Included Activities:

<b>9.1</b>	<b>What to Know about Starting Work: Critical Details for Your First Day on the Job</b>	
	<i>Listening Comprehension: First Day of Work - Worksheet</i>	9.1A
	<i>My Job - Cards</i>	9.1B
<b>9.2</b>	<b>Work Schedule: Break Times and Clocking In and Out*</b>	
	<i>True or False - Signs</i>	9.2C
	<i>Work Schedule - Worksheet</i>	9.2D
<b>9.3</b>	<b>Go to Work or Call in Sick? Identifying When to Call in Sick*</b>	
	<i>Go to Work or Call in Sick - Picture Cards*</i>	9.3E
<b>9.4</b>	<b>Calling Your Supervisor: Knowing What to Say on the Phone</b>	
<b>9.5</b>	<b>U.S. Workplace Tips: Attitudes and Behavior Essential for Success*</b>	
	<i>U.S. Workplace Tips - Cards</i>	9.5F
<b>9.6</b>	<b>Professionalism in the Workplace: How to Show You Can Do a Good Job</b>	
	<i>Professionalism in the Workplace - Infographic</i>	9.6G
	<i>Showing Professionalism at Work - Worksheet</i>	9.6H
<b>9.7</b>	<b>Workplace Situations</b>	
	<i>Workplace Etiquette - Situation Cards</i>	9.7I
<b>9.8</b>	<b>Asking Questions at Work: Clarifying Instructions</b>	
	<i>Asking Questions in the Workplace - Situational Stories</i>	9.8J
<b>9.9</b>	<b>Is it Time? When to Change Jobs</b>	
	<i>Changing Jobs - Situation Cards</i>	9.9K
<b>9.10</b>	<b>Don't Burn Bridges: How to Resign Professionally</b>	
	<i>Resignation Tips - Cards</i>	9.10L
<b>9.11</b>	<b>Writing a Resignation Letter</b>	
	<i>Resignation Letter - Examples</i>	9.11M
<b>9.12</b>	<b>Additional Resources</b>	

\*Indicates activity either works well for a wide range of English levels or that a beginner English level extension option is included. Non-asterisked activities are appropriate for participants with intermediate to advanced English levels.

## 9.1 What to Know about Starting Work

### Activity Overview

There are several logistics clients need to know when starting a new job: where to go, how to get there, the schedule, to whom to report, etc. In addition to ongoing cultural adjustments, navigating a new transportation system, and using a new language, refugee clients need to keep track of all of these details. This activity reviews what information is important and provides clients with a tool to keep track of critical details.

### Materials Needed

- Whiteboard and markers
- One copy of *Listening Comprehension: First Day of Work* Worksheet (9.1A)
- *My Job* Cards (9.1B)
- Pens or pencils
- Blank paper

### Procedures

1. Ask participants, “When you get a job, what do you need to know for your first day of work?” Solicit answers and write them on the board. Examples are:
  - *Where will I go?*
  - *How will I get there?*
  - *What time should I be there?*
  - *Who will I look for?*
  - *What should I wear?*

Ask participants, “Who will answer these questions?” Make sure participants understand that their boss or employment specialist will give them necessary details for their first day at work. Tell participants, “It can be challenging to remember all these details. Let’s practice listening and writing down important information about going to work.”

2. Provide paper and pens to participants. Read the story on the *Listening Comprehension: First Day of Work* Worksheet (9.1A) aloud twice. If possible, have a participant read the part of the second character. Alternatively, create a voice recording ahead of time with two people using a cell phone, and play the recording in class.
3. Check comprehension using these questions:
  - What is Juan’s new job?

- What day and time should he go to work? (Emphasize being early for your first day.)
  - Where will he go? How will he get there?
  - What should he wear?
  - What is his manager's name?
  - What could he ask on the phone if he doesn't understand?
4. Pass out one *My Job Card* (9.1B) to each participant. Explain that this is one way to keep important information with them at all times. Review each of the information fields, providing time for participants to complete the "Personal Info" section. Let participants know someone at the resettlement agency can help them complete the remaining sections when they get a job. Use the blank side to include agency contact information, then fold up the papers to show how it can fit in a wallet or purse.

Remind participants of the need to keep personal information protected. If they choose to write their social security number on this form, it is particularly essential that they do not lose it or openly share it with others.

5. Discussion question:
- What are some other ways you can be ready for your first day at work?  
(Examples: get enough sleep, drink plenty of water, have comfortable shoes, practice the bus ride, set an alarm, pack a lunch, etc.)

## Listening Comprehension: **First Day of Work**

Juan is excited to start his first day of work as a dishwasher. His employment specialist calls him to go over the details:

*(Telephone ringing)*

*Juan:* Hello.

*Amy:* Hi Juan, this is your employment specialist, Amy. How are you today?

*Juan:* Fine, thank you. How are you?

*Amy:* Just fine. Your new manager would like you to come to work this Saturday at 8:30 a.m. for your first day of work. You need to wear black pants, black shoes and a white shirt.

*Juan:* Okay, I will. Where should I go?

*Amy:* You will go to the Marriott Hotel at 1532 Main St., where you interviewed. Do you know how to get there?

*Juan:* Yes, you showed me the bus stop. I will take bus 94 from my house. Can you repeat the address?

*Amy:* 1532 Main St.

*Juan:* Okay, 1532 Main St., right?

*Amy:* Yes, that's correct. Tell the receptionist you are starting a new job and ask for David. David is your new manager.

*Juan:* Thank you, Amy.

*Amy:* You're welcome. Good luck at your first day of work! Bye.

*Juan:* Good-bye.

## Personal Info



### ABOUT ME

First Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

### MY ADDRESS & CONTACT INFO

Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Phone number: (\_\_\_\_) \_\_\_\_\_

Emergency contact name: \_\_\_\_\_

Emergency contact phone number:  
(\_\_\_\_) \_\_\_\_\_

## My Job

### ABOUT MY WORK

Company Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_



Street: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone number: (\_\_\_\_) \_\_\_\_\_

Transportation: \_\_\_\_\_

Job title: \_\_\_\_\_

Dress code: \_\_\_\_\_

### SCHEDULE

Start date: \_\_\_\_\_ Hours per week: \_\_\_\_\_

Call-in procedure when sick: \_\_\_\_\_

### PAY

Salary/Pay rate: \_\_\_\_\_

Date of first check: \_\_\_\_\_

Frequency of pay: \_\_\_\_\_

Benefits: \_\_\_\_\_

## Personal Info



### ABOUT ME

First Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

### MY ADDRESS & CONTACT INFO

Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Zip Code: \_\_\_\_\_

Phone number: (\_\_\_\_) \_\_\_\_\_

Emergency contact name: \_\_\_\_\_

Emergency contact phone number:  
(\_\_\_\_) \_\_\_\_\_

## My Job

### ABOUT MY WORK

Company Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_



Street: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone number: (\_\_\_\_) \_\_\_\_\_

Transportation: \_\_\_\_\_

Job title: \_\_\_\_\_

Dress code: \_\_\_\_\_

### SCHEDULE

Start date: \_\_\_\_\_ Hours per week: \_\_\_\_\_

Call-in procedure when sick: \_\_\_\_\_

### PAY

Salary/Pay rate: \_\_\_\_\_

Date of first check: \_\_\_\_\_

Frequency of pay: \_\_\_\_\_

Benefits: \_\_\_\_\_

## 9.2 Work Schedule

### Activity Overview

Participants will learn key terminology and expectations related to work schedules, break times, and clocking in and out.

Meal and rest break requirements vary by state, so check your state's specific laws below before going through this lesson:

- [Meal breaks](#)
- [Rest breaks](#)

### Materials Needed

- Whiteboard and markers
- Picture vocabulary cards from the *Additional Resources* section
- *True or False Signs* (9.2C)
- *Work Schedule Worksheets* (9.2D)



### Procedures

1. Introduce/review key vocabulary about time at work using the picture vocabulary cards:
  - **Work Schedule:** days and times you need to be at your job
  - **Break:** Short time of rest at work
  - **Clock in and out:** Recording the time you get to work and the time you leave. Also called "punching" in and out
2. Tape up the *True or False Signs* (9.2C) on either end of a wall or board. Check comprehension of these terms with a couple of examples, like "Today is Tuesday: true or false? My name is Joe: true or false?"
3. Ask participants to stand up. Explain that in this activity there will be several statements about work schedules. They should stand under the "True" side if the statement is accurate, or the "False" side if they do not believe the statement is correct. Give time for discussion after each statement.
4. Read and discuss each statement below:
  - *You can take a rest break at work whenever you need one.* (False – you should check with a supervisor before you take your break.)

- *You need to record the time you work by “clocking” or “punching” in when you arrive and out when you leave work.* (True. It is important to do this correctly because it is how your time is recorded for your paycheck.)
  - *You will receive one hour of pay for one hour of work.* (True. You are paid only for the time that you work.)
  - *You should not make personal phone calls when you are at work.* (True. When you are “on the clock,” you should not make phone calls or send text messages to friends or family unless it is an emergency.)
  - *You are on time for work if you walk in the front door when your shift starts.* (False. You should be clocked in and at your work station when your shift starts. Walking in the door at that time means you are late!)
  - *If your bus is running ten minutes late, you should call your supervisor.* (True. You should always call your supervisor if you are running even a few minutes late. Keep your supervisor’s name and phone number with you at all times.)
5. Pass out copies of the *Work Schedule* Worksheet (9.2D). Ask participants to review the example schedule. Remind participants of the differences between full time and part time, along with regulations that employees can work every day of the week. Review each employee’s schedule as a group and answer the questions.
6. Discussion questions:
- Who decides your work schedule? (Remind participants that their work schedule might change from day to day or week to week. The manager will decide the schedule, and they should always follow it.)
  - When will you get a break at work? You will usually get a 10- or 15-minute rest break after about four hours of work. (Check your state’s individual laws as mentioned in the activity overview.)

### Extension Options

- **Clocking in and out practice:** You can practice the habit of clocking in and out by having participants sign their names, arrival and departure times from job readiness class each day. Not only will it help you keep track of attendance, participants will become accustomed to looking at the time to record information related to their schedule.
- **Beginner activity:** If you have participants who need extra practice with telling time, days of the week, or months of the year, there are some free, downloadable activities at [K5Learning](https://www.k5learning.com) or [Education.com](https://www.education.com).

True

False

# Work Schedule

Read the sample work schedule and answer the questions below.

## Restaurant Schedule for Week of August 1 - 7

Employee	Sunday 8/1	Monday 8/2	Tuesday 8/3	Wednesday 8/4	Thursday 8/5	Friday 8/6	Saturday 8/7
Balek, L.	8 a.m. – 4 p.m.	10 a.m. – 6 p.m.	10 a.m. – 6 p.m.			4 p.m. – 12 a.m.	8 a.m. – 4 p.m.
Mu, M.			10 a.m. – 6 p.m.	10 a.m. – 6 p.m.	10 a.m. – 6 p.m.	10 a.m. – 6 p.m.	
Smith, E.		8 a.m. – 4 p.m.			8 a.m. – 4 p.m.		4 p.m. – 12 a.m.

- Which employees work part-time?  
\_\_\_\_\_
- Who works on August 1?  
\_\_\_\_\_
- Who works on Tuesday?  
\_\_\_\_\_
- How many hours will L. Balek work this week?  
\_\_\_\_\_
- Which days will E. Smith work this week?  
\_\_\_\_\_

What is your class schedule? Fill in the times that you will have class this week.

My Name	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Class Schedule for Week of \_\_\_\_\_

## 9.3 Go to Work or Call in Sick?

### Activity Overview

A common reason for losing a job is an employee not showing up to work without any advance notice. Use this activity to reinforce that there are only a few emergency situations where it is okay not to go to work, and even in those situations, clients *must* call their supervisors.

### Materials Needed

- Whiteboard and markers
- *Go to Work or Call in Sick* Picture Cards from (9.3E)

### Procedures

1. Write “Go to Work” on one side of the board and “Call in Sick” on the other side. Briefly act out calling in sick by showing a telephone, coughing/being sick, and calling a supervisor to say you cannot go to work today.
2. Pass out the *Go to Work or Call in Sick* Picture Cards (9.3E). Ask participants to look at their cards and think about the situation shown. They should decide what the right thing is to do: go to work or call in sick.
3. After giving participants a couple of minutes to think about their card, have them take turns showing their pictures to the class and sharing whether they would go to work or call in sick in that situation. Take time to brainstorm as a group about solutions for several of the challenging situations shown (i.e., What can you do if your child is sick? Who can help you? What’s another way you can get to work if your car won’t start?)
4. Remind participants that they should always have their supervisor’s name and phone number with them in case of an emergency. Let them know they must call their supervisor *every day* they are out sick (calling one time is not enough).
5. Discussion question:
  - Will you get paid if you don’t go to work?
  - What are some other things that might happen if you don’t go to work?

### Extension Options

- **Calling in sick practice:** Set the expectation for participants that they should call if they will be late or absent from a job readiness class and hold them accountable to this standard. Publicly commend students who call in for appropriate reasons.



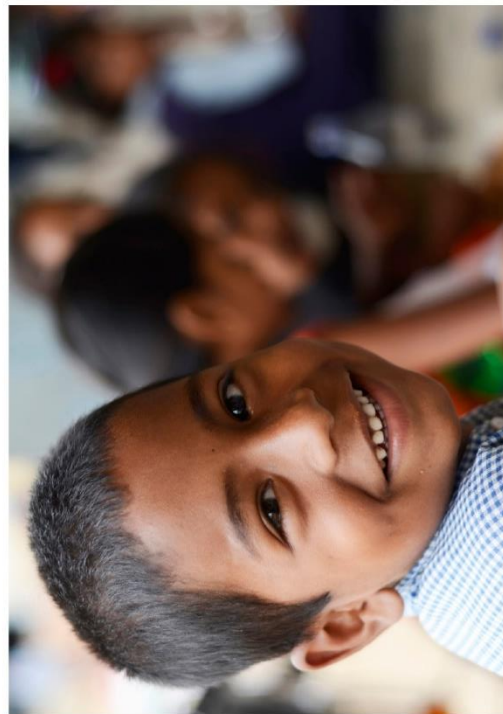
Today is my birthday.



My bus is late.



There is a problem with my car.



I need to take my child to school.



My child is sick.



I am at the hospital.



I have a doctor's appointment.



There is a lot of snow.

## 9.4 Calling Your Supervisor

### Activity Overview

Talking on the phone in a second language can be intimidating. Take extra time provide realistic practice because calling in sick or calling a supervisor when running late is such an important thing to do. This is a lesson worth repeating!

### Materials Needed

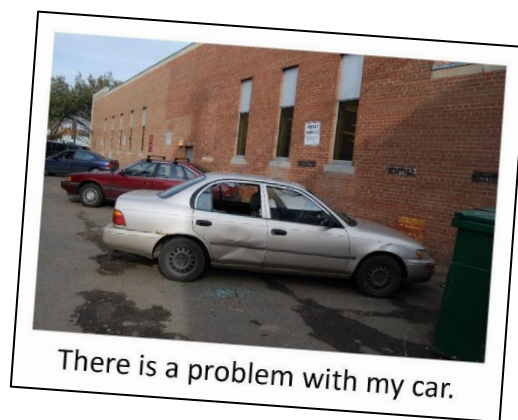
- Whiteboard and markers
- *Go to Work or Call in Sick* Picture Cards (9.3E)

### Procedures

1. Ask participants what they should say if they have to call their supervisor in an emergency situation. What information should they include in the conversation?
  - *First and last name*
  - *What the problem is*
  - *When you will be at work (if you know)*
2. Explain that participants will practice talking on the phone to a “supervisor” (you or a volunteer). They should say their first and last name, what the problem is, and when they will be at work (if applicable). Pass out the following cards from the *Go to Work or Call in Sick* Picture Cards (9.3E):
  - *There is a problem with my car.*
  - *I am at the hospital.*
  - *My bus is late.*

Participants can share these cards or think of additional emergency situations when they might need to call their supervisor.

3. Leave the instructor cell phone in the classroom and go use a landline or other cell phone outside the classroom. This works best when a volunteer can stay in the classroom to help with answering the phone, passing it around to participants, etc. The instructor calls the cell phone and asks for different participants, giving each an opportunity to explain their situation about why they will late or absent from work.
4. Discussion questions:
  - Is it easy or difficult for you to talk on the phone in English? Why or why not?
  - Why is calling your supervisor important?



## 9.5 U.S. Workplace Tips

### Activity Overview

Participants will practice modeling attitudes and behaviors valued in U.S. workplace culture by reviewing tips and applying them to a real-life situation in a short skit.

### Materials Needed

- *U.S. Workplace Tips Cards (9.5F)*

### Procedures

1. Ask participants, “What helped you be successful at your past job(s)?” Explain that all of these examples would be considered “tips” on how to succeed in that workplace.
2. Explain that a “tip” is a piece of advice; something you tell someone to be helpful. (If this is a new term, provide an example, such as, “A tip for doing well in Job Club is to be on time every day.”) Let participants know that there are several tips about working in the U.S. to share.
3. Ask participants to find a partner. Pass out at least one *U.S. Workplace Tip Card (9.5F)* to each pair. Give participants several minutes to read their U.S. workplace tips and prepare a short skit to demonstrate this idea, attitude, or behavior through a situation that might happen at work. Each pair will then teach the tip to their other classmates by acting it out.
4. Ask for participants to share their skits and read the tips. Ask clarifying and comprehension questions between participant “performances.”
5. Discussion questions:
  - What advice would you offer someone starting a job in your home country? Are these tips similar or different to the U.S.?
  - Were any of the tips surprising?
  - Have you noticed other things about American culture that is important for the workplace?
  - What are other ways you can learn the “culture” at your new workplace?

### Extension Options

- **Beginner English Option:** Participants can use the cards on page 18 to match situational photos with workplace tips.

### ***U.S. Workplace Tips***

Take every opportunity you can to learn.

Show up early, stay late and volunteer to help.

Get to know your coworkers.

If you are finished with your work, look for other work to do.

Do not be afraid to ask questions.



Admit if you don't understand something.

Never quit a job without having another.

Be enthusiastic.

Keep good relationships with all of your bosses and coworkers.

***U.S. Workplace Tips***

	<p>Take every opportunity you can to learn.</p>
	<p>Get to know your coworkers.</p>
	<p>Do not be afraid to ask questions.</p>
	<p>Admit if you don't understand something.</p>
	<p>Be enthusiastic.</p>

## 9.6 Professionalism in the Workplace

### Activity Overview

A 2012 study cited interpersonal skills, communication skills, appearance, time management, and work ethic as top traits of professionalism in the workplace.<sup>1</sup> This advanced activity reviews U.S. workplace tips and how they relate to qualities of professionalism.

### Materials needed

- Whiteboard and markers
- *U.S. Workplace Tips Cards* (9.5F)
- *Professionalism in the Workplace* Infographic (9.6G)
- *Showing Professionalism at Work* Worksheet (9.6H)
- Pens and pencils

### Procedures

1. Ask participants, “What is professionalism?” Professionalism is the “skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well.” How is professionalism demonstrated at work? Solicit answers.
2. Share the *Professionalism in the Workplace* Infographic (9.6G) with participants and go over it together.
3. Write the characteristics of professionalism on the board in a horizontal line to allow room for additional writing and cards to be taped up underneath:
  - *Interpersonal skills*
  - *Communication skills*
  - *Appearance*
  - *Time management*
  - *Work ethic*
4. Pass out the *U.S. Workplace Tips Cards* (9.5F) and ask participants to consider which professional behavior the tip matches. Invite them to tape up their tips under the matching category. Review and correct placement of any tip cards if necessary.
5. Pass out copies of the *Showing Professionalism at Work* Worksheet (9.6H) so participants can take notes of ways to show each trait. As you review each

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<sup>1</sup> 2012 Professionalism in the Workplace Study, Center for Professional Excellence at York College of Pennsylvania, retrieved from <https://www.ycp.edu/media/york-website/cpe/2012-Professionalism-in-the-Workplace-Study.pdf>

professionalism trait, break into groups for each skill and have participants brainstorm characteristics to demonstrate personal skills in the workplace. If needed, include these additional tips<sup>2</sup> as supplementary answers for demonstrating professionalism in the workplace.

**Interpersonal Skills:**

- Get to know your coworkers. Use time before work, during breaks, and when leaving to make friends with your coworkers. A smile and introduction go a long way!
- Keep good relationships with all of your bosses and coworkers. Do not engage in workplace gossip. Show respect and kindness to everyone.
- Don't hide or avoid your boss. Even if you don't speak much English, it is good if your boss sees you and talks to you. This will help your boss know that you want to learn and you like your job.

**Communication Skills:**

- Do not be afraid to ask questions. This shows that you are interested in the work, that you want to learn more, and that you care about doing things the right way.
- Admit if you don't understand something. This will ensure that you do things correctly and safely.
- Show confidence. Especially when you are starting a job, try to show confidence in your body language. Say "Hi," introduce yourself, keep your back straight, make eye contact. Show people that you want to be friendly.
- Use the American handshake. It is important to practice the "American" handshake. Look people in the eyes at interviews and when starting a new job. The less you know English, the more important it is to learn and practice these nonverbal skills.

**Appearance:**

- Dress for an interview. Wear clean clothes, avoid strong-smelling soaps, lotions or colognes, and avoid wearing hats.
- Follow the dress code at work. A dress code is a set of rules about what to wear. It can be written in a handbook or unspoken. Some jobs may expect everyone, including women, to wear pants. If you have a uniform, keep it clean. Be careful to use required safety equipment (gloves, hairnets, goggles).

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<sup>2</sup> Adapted from Higher's Online Institute for Learning Workplace Culture Module, Part 2.

- Dress for safety. Most jobs require closed-toe shoes or boots. Don't wear flip flops. If a job requires physical work, then protecting your toes is an important way to be safe.
- Always wear deodorant! Use deodorant every day. Another word for deodorant is antiperspirant. Your coworkers will be too embarrassed to tell you if they don't like body odor, but some of them will stay away from you or complain to your boss if they are offended.
- Wash your clothes often. Avoid wearing the same clothes two days in a row. Try to wash clothes often so they smell fresh.
- Learn from coworkers by watching and asking questions. Pay attention to what other people are wearing. If you have questions about what to wear, it is always okay to ask your boss or a coworker.

**Time Management:**

- Show up a few minutes early, stay late and volunteer to help. You should always arrive a few minutes early for work, especially when you are new. If you are late for work, your boss may believe that you don't care about your job or that you are lazy.
- If you need to miss work, talk to your boss in advance. If you have an important reason to miss work, like a doctor's appointment, you should ask your boss as soon as you know about the appointment. This includes going to work late or leaving work early.
- Call if you are going to be late. If the bus or bad traffic are going to make you even a few minutes late, call as soon as you know. Make sure you keep your supervisor's phone number with you.
- Work quickly and carefully. Be sure that you are doing the job as quickly as you can while doing the job correctly. If there is a quicker way to do a task, your boss will want you to learn it.
- It is better to wear a watch than keep looking at your cell phone.
- Make appointments. If you need to talk to your boss about something that takes time to discuss, you should make an appointment.

**Work Ethic:**

- Take every opportunity you can to learn. This shows you want to know more about the company and the work.
- Be enthusiastic. Show you are energetic about the work you are doing.
- If you are finished with your work, look for something to do. Ask a coworker if you can help with their work, or look for something that you know should be done and do it.

- Never quit a job without having another. Hiring managers do not like to see “gaps” in work history, and it will be difficult for you to pay your rent without steady income.
- Do personal things only when you are off the clock. Save personal things—eating, smoking, phone calls, talking to a friend—for breaks.
- Don’t take longer breaks than you are supposed to. Many work places have very strict schedules. Take breaks only when they are scheduled or when your boss tells you.
- Don’t make personal phone calls at work. Don’t make or accept personal phone calls from work unless it there is an emergency. If you have a cell phone, turn the ringer off during work or put it away.

6. Discussion questions:

- How is time management different in your home country?
- Can you think of more ways to show that you want to do a good job?

# PROFESSIONALISM IN THE WORKPLACE

-BY THE NUMBERS-



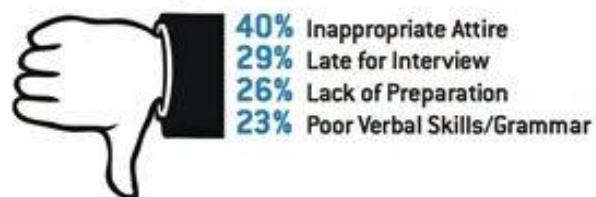
## Top Characteristics of Today's Professional



## IT Misuse on the Job



## Deadly Interview Mistakes



## Showing Professionalism at Work

Interpersonal skills, communication skills, appearance, time management, and work ethic are all ways to show professionalism at work. How can you show these characteristics at your job in the United States?

### Interpersonal Skills

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Communication Skills

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

### Appearance

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

### Time Management

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

### Work Ethic

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_

## 9.7 Workplace Situations<sup>3</sup>

### Activity Overview

Workplace etiquette is different in every culture. Participants will review several situations encountered by employed refugees on the job in the U.S. and discuss appropriate solutions.

*This activity was created and shared by International Rescue Committee (IRC).*

### Materials Needed

- *Workplace Etiquette Situation Cards (9.7I)*

### Procedures

1. Divide participants into five small groups. Tell them they will receive some problems to consider and that their answers/solutions will be presented to the whole class. When reading the situations, participants should begin by discussing if the incident is acceptable in their past country and then determine if they think if it would be acceptable in the United States.
2. Distribute one *Workplace Etiquette Situation Cards (9.7I)* to each group and allow them five minutes to come up with solutions. When ready, have each group present their situation and solution.
3. Encourage participants to comment on the solutions that other groups have presented and share any relevant personal experiences. Reinforce the material by asking the participants to share one workplace etiquette tip they learned through the situation cards.

### Extension Options

- **Homework:** Print out this [American Business Etiquette](#) article from New York International as a reading assignment for advanced English speakers. Ask them to present what they learned to the class the following day.

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<sup>3</sup> Lesson created by International Rescue Committee (IRC), with permission granted for use.

*Workplace Etiquette Situation Cards*

The resettlement agency employment specialist accompanied Sai Thong for an interview at a small sewing factory in town. After a successful interview, the factory hired Sai Thong and asked him to begin work the next day. Sai Thong thought that sewing jobs aren't suitable for male workers, so he sent his wife in his place the next day.

Maung Htun works as a prep cook in a restaurant. Today, Maung Htun woke up with a fever and could not go to work. Instead of calling in sick, Maung Htun asked his brother to work for him at the restaurant for a day.

April Paw goes to work by bus on a daily basis. Today she woke up ten minutes late and missed her usual bus. When she arrived at the bus stop, she had to wait 45 minutes for the next bus to arrive. She was very late. At work, she told her boss that it was the bus's fault for making her late.

Mumu works as a maid in a hotel. She doesn't speak much English, but she is taking a beginner's ESL class. This morning, Mumu felt very sick, but she was too shy to call her supervisor. Mumu thought this was all right because she planned to apologize to her supervisor the next day when returning to work.

Maung Oo's family has four children. He works as a bell boy at the hotel in town. His wife is taking care of their three-year-old daughter at home. Maung Oo wants to be the breadwinner as he has always been in his culture; however, it is very hard for the family to make ends meet. Fatima, Maung Oo's wife, wants a job of her own to help to support the family, but he is not comfortable with this.

## 9.8 Asking Questions at Work

### Activity Overview

Clients often hesitate to ask questions or admit when they don't understand. They might feel shy about speaking English, hesitate because of cultural differences, or simply feel it's inappropriate to ask questions. This activity reinforces that in the U.S., managers and coworkers expect employees to clarify instructions and ask questions at work.

### Materials Needed

- Whiteboard and markers
- *Asking Questions in the Workplace* Situational Stories (9.8J)

### Procedures

1. Ask participants what questions they use when they don't understand something. What questions do they use when they need help? Write examples on the board.
  - *Can you please speak slower?*
  - *Can you please repeat the instructions?*
  - *Can you please help me?*
  - *I don't understand. Can you please explain?*
  - *Repeating to confirm (for example, "Let me make sure I understand. You want me to move the blue chairs against the wall and put five together, right?")*
2. Pass out the *Asking Questions at Work* Situational Stories (9.8J). Ask participants to take turns reading and answering the questions about each situation.
3. Discussion questions:
  - Do you feel comfortable asking for help? Why or why not?
  - If someone doesn't ask for help or explanation at work when they don't understand, what might happen?

## Asking Questions at Work

1. Soe Reh started a job as a meat-cutter. On his first day of training, he notices that his manager talks very fast. Soe Reh is paying attention but can't understand everything.

*What should he do?*

2. Genet started a new job in laundry services. She went through training and thought she understood all of the instructions, but now she is having trouble operating one of the machines.

*What should she do?*

3. Hana is a housekeeper at a hotel. A guest stops her in the hallway and says something, but she does not understand.

*What should she do?*

4. Emmanuel is a cashier. A customer asks him, "Can you give me change in \$1 bills?" Emmanuel thinks he understands, but he's not 100% confident.

*What should he do?*

## 9.9 Is it Time? When to Change Jobs

### Activity Overview

In this activity, participants will explore changing jobs based on income and benefits. Given limited background information about a new job, participants will weigh the “pros” and “cons” of taking the new job, then make a decision regarding the job and their reasons for taking or not taking the job offered.

*This lesson was created by the International Catholic Migration Commission, Overseas Processing Entity, Zagreb, with permission granted for use.*

### Materials Needed

- Changing Jobs Situation Cards (9.9K)
- Whiteboard and markers

### Procedures

1. Tell participants that it is very common to change jobs after working for at least six months with a company. What are some reasons they might change jobs in the future? Solicit answers. Example answers include: *interested in another type of work, better pay, closer to home, and more opportunities for promotion.*
2. Before a client changes jobs, they should make sure the new job has the following:

#### **Positive Work Environment**

- Have you walked around the workplace? How do people interact? What is the professional atmosphere? Will you fit in?
- Will you be able to communicate openly with various levels of management? Is the environment collaborative?
- Are you going to be challenged at the new workplace? Will you be able to advance? Will you have the opportunity to earn more if you attain a higher degree or certification?

#### **Good Benefits**

- Does the employer offer good health benefits for your family?
- Does the employer offer other benefits that may be important to you? Examples of additional benefits include dental insurance, a vision plan, life insurance, tuition reimbursement, continuing-education reimbursement, on-site continuing



education, disability insurance, maternity leave, flexible working hours, on-site child care or reimbursement for child care, and job-sharing.

#### Time Off

- How many vacation, sick and personal days will you receive annually? How many paid holidays? How quickly will you accrue more vacation time?
- What is the employer's policy on leaves for the birth or adoption of a child or the illness of a close family member? Does the employer offer more than the twelve weeks of unpaid leave mandated under the Family and Medical Leave Act (FMLA)? Can you take additional time off if the need arises?

#### Improved Lifestyle

- Will your new commute be less time-consuming or less expensive than your old one?
  - How will the new job fit into your lifestyle? Will the job interfere with more important commitments or priorities in your life?
  - Does the new job put you closer to achieving your long-term goals?
3. Split the class into four groups and give each group one *Changing Jobs* Situation Cards (9.9K). Each group should discuss the situation on the card and answer the question asked. Remind the groups to think about the consequences of taking or not taking the new job.
  4. Give groups time for discussion, and then ask them to take turns reporting on their situation and decision. Ask groups questions such as:
    - How did you reach that decision? Did everyone in your group agree?
    - How do you know you made the right decision?
    - What are some other ideas for the person in this situation?
  5. Additional discussion questions:
    - Should you leave a job just because you don't like it?
    - What are some other reasons when it is good to look for a new job?
    - Should you tell your current boss when you are looking for a new job? Why or why not?

### Extension Options

- **Planned and Unplanned Consequences coin game:** Play [this game from Higher's website](#) with participants in your class for an interactive way to discuss how decisions like whether or not to change a job affect our path in life.
- **Guest speaker opportunity:** Invite clients who have been working in the U.S. for a few years to come back to class and share their stories of how they left their first jobs. There is nothing more powerful than testimony from a peer who has been through the process.

**Changing Jobs: Situation 1**

You are a computer programmer by profession and have a wife and two children. Right now you work as a driver, making \$12 an hour. It is a full-time job but offers no health coverage. You are offered a job as an assistant programmer. You will make \$9.50/hour and have health coverage for you and your family. The job offers the possibility of a promotion in the future.

Should you take the assistant programmer job? Why? Why not?

**Changing Jobs: Situation 2**

You are a mechanic by profession but are presently unemployed. You still have some money that you brought with you from Germany. You are offered a job in a fast food restaurant making \$7.35/hour.

Should you take the restaurant job? Why? Why not?

**Changing Jobs: Situation 3**

You work as a dishwasher at a Pizza Kitchen. One day someone calls you offering a job; the person says it will be a high-paying job. On the 5th of every month, you will receive \$2,500 in cash. To get the job, all you need to do is send an application fee of \$56.

Should you send an application? Why? Why not?

**Changing Jobs: Situation 4**

You are a certified nursing assistant (CNA) working in a hospital three blocks from your apartment. You are married with three children. Your husband is an electrician but is unemployed. He has been offered a job in another state. You could also work as a CNA there. Your children have made a lot of friends in your community. Your paycheck is not enough to support you without public assistance.

Should you and your husband move for new jobs? Why? Why not?

## 9.10 Don't Burn Bridges!

### Activity Overview

Participants will learn appropriate ways to leave a job in the U.S. through professional communication and considerate timing.

### Materials Needed

- *Resignation Tip Cards* (9.10L)
- Whiteboard and markers

### Procedures

1. Write the phrase, "Don't burn bridges," on the board and ask participants if they have heard this English idiom. Explain that this phrase is often said about changing jobs. It means that it is best to leave a job professionally without damaging your work relationships or reputation. Ask participants why this is important.
2. Explain that a letter of resignation is submitted when an employee resigns, and includes the last day the person will work. The last day should be at least two weeks into the future. This gives the old company time to find a replacement. Leaving in good standing means the company will be willing to hire another refugee, giving another person the opportunity to start a life here in the U.S. and also serve as a reference for the former employee.
3. Pass out at least one *Resignation Tip Card* (9.10L) to each participant; if there are not enough cards to go around, ask participants to work in pairs. Give participants several minutes to read their cards and think about how to explain their tip to the class.
4. Invite participants to take turns reading their tip card and explaining what they think it means and why it is important. Ask comprehension questions between cards, such as an example of the appropriate or inappropriate behavior related to each tip.
5. Discussion questions:
  - What other tips could help you leave a job on good terms?
  - How did you change jobs in your country?
  - What would you like coworkers to say about you after you have left a job?
  - Why is it important to make sure your new job is finalized before starting a new one? What do you need to have as "proof" that the new job will come through?

1. Don't quit your current job until all the details of your new job are finalized. You should have a signed offer letter or employment contract and a start date before resigning from your current job.
2. Tell your employer about your decision at least two weeks before your last day of work. This will help your employer start looking for your replacement.
3. Write a resignation letter. A resignation letter is a brief thank-you note that makes your resignation official. It should explain your gratitude for the opportunity to work at the company and with your boss. It should also include the date of your last day at work.
4. Tell your manager about your decision before anyone else. Do not say anything to coworkers until you've met with your boss. Also, think about what you will do if your boss offers you more money or a promotion to stay in your job.
5. Quit in person and bring your resignation letter with you. It's always best and most respectful if you resign in person. If your boss works in a different location, make a telephone appointment and then follow up with a brief email, attaching your resignation letter.
6. Ask your manager how he or she would like others to be told. Suggest that you tell coworkers individually and volunteer to write a short email your boss can send to your coworkers.
7. If you have mentors within the company, quickly schedule time to let them know you're leaving and why.
8. Stay professional. Be on your best behavior so you'll leave the company on a positive note, with the door open for future employment and having a good job reference.
9. Wait until after you've notified your boss and coworkers to clean out your workspace. Take personal items home and leave your workspace neat and clean for the next person.
10. Work as hard as you can until the final minute of your last day. This is the best way to leave on a positive note.

## 9.11 Writing a Resignation Letter

### Activity Overview

Participants will examine three sample resignation letters and discuss qualities of a professional two weeks' notice that maintains a positive work reputation. An extension option provides participants with the opportunity to try writing a resignation letter on their own.

### Materials Needed

- *Resignation Tip Cards* (9.10L)
- *Resignation Letter Examples* (9.11M)
- Whiteboard and markers

### Procedures

1. Review the previous lesson by asking participants what advice they would give a friend who is leaving their job. What resignation tips do participants remember? Review the *Resignation Tip Cards* (9.10L) as needed.
2. Explain that participants will read three example resignation letters. A **resignation letter** is a note written by an employee informing the employer of his or her last day of work. Here are several points to further explain a resignation letter:
  - A resignation letter should include your job title, the date of your last day of work, gratitude to your employer for the opportunity to work there, and your contact information.
  - The grammar and spelling in a resignation letter should be perfect. Have someone proofread it.
  - A resignation letter should be brief, typically not more than one typed page.
3. Pass out copies of the *Resignation Letter Examples* (9.11M). Ask participants to take turns reading each example aloud, and discuss these questions:
  - Which letters “burn bridges”? Why do you think that?
  - Which letter is most professional? Why?
  - What information should be included in a resignation letter? Is that information in the example letters? Where?
  - When is each employee’s last day of work? Did he or she tell her employer early enough? How do you know?
  - Did Tessa explain what she will do for work in the future? Is that okay?

## Extension Options

- **Practice Resignation Letter:** Give participants a hypothetical situation, such as the one below, and ask them to practice writing or typing up a resignation letter.  
You have been working at Papa John's Pizza as a delivery driver for 9 months but just accepted a new job as a driver at a retirement community. Write a resignation letter to your current manager, Tolu Yania, to let her know you are leaving your job.

## Resignation Letter Example #1

Dear Lisa,

I found a job with more money so sadly I am leaving after today. It's been 3 months since I started this job, but you have been a good friend to me. I liked the people here but I do need more money so I can buy a car. I wish you all the good luck. I will call you sometime soon.

Thank you,

Sonja

## Resignation Letter Example #2

Dear Manager,

I quit. I hate my  
job here.

Good luck without me!

-Toby

## Resignation Letter Example #3

Tessa Walu  
900 Walker St.  
Tampa, FL 32084  
(200) 123-0000

June 1, 2018

Mr. Kevin Jones  
Safeway Store  
132 Main St.  
Tampa, FL 32084

Dear Mr. Jones:

Please accept this letter as my notice of resignation from my position of head cashier at the Safeway Store. My last day on the job will be June 15, 2018.

I appreciate the opportunity to work with you over the past year. I really enjoyed serving customers as a cashier and was honored to receive the “Employee of the Month” award last January. Your strong management skills and the friendly team of cashiers will continue to help Safeway serve customers well in the months and years to come.

I wish you all the best in the future and will work hard so there is a smooth transition. I hope you may be willing to serve as a reference for me someday if the opportunity arises. You can contact me any time at [tessawalu@gmail.com](mailto:tessawalu@gmail.com) or (200) 123-0000. Thank you again, Mr. Jones.

Sincerely,

*Tessa Walu*

## 9.12 Additional Resources

### Higher Resources:

- The [Online Learning Institute](#) provides two interactive modules on workplace culture, which can be viewed as a class or is ideal for self-paced participants with strong English and computer skills
- [Communication Skills in 9 Workplace Situations](#)
- [Body Language in the U.S. Workplace](#)
- [Job Readiness 101: The Importance of Body Language](#)
- [Characteristics of Good Employees](#)
- [Practical Strategy for Working With Clients around Soft Skills](#)
- [Job Hopping and Upward Mobility](#)
- [Job Upgrade Strategies for Employment Professionals](#)
- [A Focused Approach on Job Upgrades and Skills Certifications](#)
- [Research Study Measures Economic Benefits of Job Upgrades into Professional Career Tracks](#)
- [Lateral Moves and the Definition of a “Good Job”](#)
- Higher online course: [From Short to Long Term Economic Integration for Refugee Employment: How to Use Theories of Change to Design a Job Upgrade Program](#)



**Cultural Orientation Resource (COR) Center** has several lesson plans related U.S. workplace success, including:

- [Dilemmas](#), a lesson prompting problem-solving and reflection on several workplace situations
- [Hassan's story](#)
- [Integrating Religious Clothing and Work Uniforms](#)
- [Employment and Professional Status](#)
- [Socializing at Work](#)
- [Additional Responsibilities on the Job](#)
- [Adjusting to Job Realities and Solving Problems](#)
- [Hard Work](#)

**Skills to Pay the Bills: Mastering Soft Skills for Workplace Success** is a [curriculum](#) developed by Department of Labor's Office of Disability Employment Policy (ODEP) to equip youth with soft skills necessary for job searches. Chapters related to success in the workplace include:

- [Communication](#)

- [Enthusiasm & Attitude](#)
- [Teamwork](#)
- [Problem Solving & Critical Thinking](#)
- [Professionalism](#)

### **eDiplomat: Global Portraits for Diplomats**

The Refugee Center offers several [tips for being successful at work](#).

University of Phoenix has developed an [infographic](#) highlighting their top ten skills for the successful 21<sup>st</sup> century worker.

JenniferESL offers two short videos on work schedules as part of an *English for Professionals* series:

- [Part one](#)
- [Part two](#)

The Muse offers an [infographic on the pros and cons of job hopping](#) (see image at right).

Two Minute English presents a business English lesson video, "[I've Decided to Leave My Job](#)."