

Unit Overview for the Trainer

This unit provides participants with an overview of employment. The unit focuses on the following key points:

- ▶ Getting and keeping a job is important for all adult refugees who are able to work. Employment is the fastest way to self-sufficiency and is necessary for success in the United States.
- ▶ Refugees play a central role in finding and keeping a job. An employment specialist will assist them in their search.
- ▶ Workers (or *employees*) in the United States have rights, such as the right to be paid for their work and to work in a safe environment. They also have responsibilities.

Finding and keeping a job is critical to a refugee's success in the United States. Government assistance is limited in time and amount, so it is important for refugees to find a job as soon as possible after they arrive in the United States. An employment specialist at the resettlement agency or at another agency will help refugees in the job search, but refugees must work closely with the employment specialist to find a job. And it will be up to the refugee to keep the job.

This unit includes three activity plans. The first provides an overview of the topic and contains the most important information. It is recommended that this activity be provided to all newly arrived refugees in R&P orientation sessions. The rest of the activities can be covered if there is a need for them and enough time.

At the beginning of each activity plan in this unit is a section titled *Introduction for the Trainer*, which highlights the plan's key concepts and main messages.

The three plans are as follows:

- ▶ *The Basics: Employment.* During this session, participants will discuss the importance of getting and keeping a job in the United States, even if the job pays only minimum wage and is not in the refugee's field of work. Participants will also learn that while they will receive help from an employment specialist, they play a central role in finding and keeping a job. Finally, the session will discuss employment rights in the United States and how workers have the right to be paid and to work in an environment that is safe and free from discrimination and harassment.
- ▶ *Working in the United States.* In this session, participants will discuss why having a job is important to them and their family. The reasons for working may be different for different families, depending on their situation, needs, and goals.
- ▶ *Finding a Job.* This session focuses on the three things to consider when looking for a job: ways to find a job, types of jobs, and ways to prepare for a job interview.

The following chart shows which *R&P Orientation Objectives and Indicators* are included in each of the activity plans in this unit.

	Content Objective	Learning Indicator	Activity Plan
Role of the Local Resettlement Agency	There are a number of organizations that will work alongside local resettlement agencies to assist with access to locally-available programs and provision of services	Participants can articulate that the local resettlement agency may assist refugees with access to other agencies or organizations for services	The Basics: Employment Working in the United States
	The local resettlement agency provides assistance to refugees through the provision of items and/or money to meet initial needs, a limited scope of services, and advocacy on refugees' behalf to receive services for which they are eligible	Participants can identify basic services provided by the local resettlement agency	The Basics: Employment
	Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency	Participants can affirm that refugees and the local resettlement agency work in partnership and have rights and responsibilities with respect to each other	The Basics: Employment Finding a Job
		Participants can articulate that they are ultimately responsible for their success	The Basics: Employment Finding a Job
	Refugee Status	There are <i>rights</i> related to refugee status	Participants understand that as refugees they are authorized to work in the U.S.
There are <i>responsibilities</i> related to refugee status		Participants recognize that refugee and public assistance are limited in scope	The Basics: Employment Working in the United States
English	Learning English will take time and the process may vary from person to person	Participants can acknowledge that they should not delay employment, enrolling in school, applying for assistance, or participating in community life until they have learned English	Working in the United States
U.S. Laws	The U.S. has many laws governing behavior in public	Participants understand laws and norms related to sexual harassment	The Basics: Employment

	Content Objective	Learning Indicator	Activity Plan
Employment	Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women)	Participants can list positive consequences of early employment and negative consequences of delayed employment or lack of employment	The Basics: Employment Working in the United States
		Participants can identify good interview skills such as firm handshake, eye contact, appropriate body language and also negative actions such as not answering questions well, stressing the need for a lot of money, or a disinterested expression	Finding a Job
		Participants can articulate that turning down any job could be used as a reason to lose benefits	The Basics: Employment
		Participants understand the importance of retaining their job	The Basics: Employment Working in the United States
	A person's initial job might not be in their chosen profession	Participants can articulate that employment is not static and that employment opportunities may expand based on skills acquired and good job performance	Working in the United States
		Participants can list positive consequences of accepting employment outside their chosen profession	The Basics: Employment
		Participants can identify types of jobs they may hold in the U.S. during the initial resettlement period	Finding a Job
	The refugee plays a central role in finding/obtaining employment in the U.S.	Participants can explain the role of the resettlement agency and various outside service providers in assisting them with employment services	The Basics: Employment Finding a Job
		Participants (if employable adults) can identify themselves as responsible for obtaining employment in the U.S.	The Basics: Employment Finding a Job
	A crucial way of finding better paying jobs is learning how to speak English	Participants can identify English language acquisition as a key to a better job	Working in the United States

	Content Objective	Learning Indicator	Activity Plan
Employment	There are general characteristics of U.S. professional and work culture to which refugees must adapt in order to be successful in finding and maintaining employment	Participants can identify appropriate and desirable workplace behavior	Finding a Job
		Participants can list effective ways to communicate with their employer and fellow employees	Finding a Job
		Participants can list aspects of U.S. professional and work culture that may differ from their homeland	Working in the United States
	Employees have rights as well as responsibilities in the workplace	Participants can acknowledge that they have the right to be paid for their work and to work in a safe environment free from discrimination and harassment	The Basics: Employment
		Participants can acknowledge that they have the right to understand how they will be paid and what benefits they might receive	Finding a Job
		Participants can list rights and responsibilities in the workplace	The Basics: Employment
Health	The U.S. has no universal health care system and refugee medical assistance (RMA) differs state by state. In many cases RMA is available for eight months	Participants can acknowledge that health insurance is generally tied to employment	Working in the United States
Budgeting and Personal Finance	Refugees are responsible for managing their personal finances	Participants can acknowledge that employable members of the family may all have to work in order to meet their financial needs	Working in the United States
		Participants can acknowledge that their financial obligations in the U.S. (e.g., rent, travel loan) will affect their ability to remit money to relatives back home	Working in the United States
Hygiene	There are norms and rules regarding public hygiene in the U.S.	Participants can identify expectations in the workplace and other public spaces regarding public hygiene	Finding a Job

	Content Objective	Learning Indicator	Activity Plan
Cultural Adjustment	There are cultural norms and expectations that are fairly widespread throughout the U.S.	Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance	Finding a Job
	The philosophies of self-sufficiency and self-advocacy are central to American culture and to refugees' cultural adjustment	Participants can acknowledge the importance of self-sufficiency	The Basics: Employment Finding a Job

Employment

The Basics: Employment

Introduction for the Trainer

Key Content

During this session, participants will learn why having a job is important, what they need to do to find a job, and what their rights as workers are.

Main Messages

Finding, getting, and keeping a job is critical to a refugee's successful adjustment and self-sufficiency in the United States. Although an employment specialist will help a refugee look for a job, the refugee must work closely with the specialist in the job search and perform well to keep the job. Trainers should stress that participants should accept the first job that is offered to them, even if it is not in their field, so that they can build a work history and begin to support their family. To build a good work history, refugees should stay in their job for at least 6 months.

Participants need to know that, for most refugees, public assistance is limited in the amount and the length of time it is given. They also need to know that if they do not take a job that is offered to them, they may lose public assistance.

Employees in the United States have the right to be paid for their work and to work in a safe and healthy environment.



25 minutes

Objectives

Participants will be able to do the following:

- ▶ Describe why getting a job is important
- ▶ State their responsibility to find a job
- ▶ State and explain the importance of staying at a job
- ▶ Describe the right to be paid for working and to work in a safe environment

Materials

- Basics of Employment Questions (included)
- Flipchart paper, markers, and tape

Key English Vocabulary

- ▶ *employer/employee*
- ▶ *employment*
- ▶ *job*
- ▶ *I need a job.*

Trainer's Introduction of Session to Participants

Supporting your family is important to your family's future and well-being in the United States. During this session, we will talk about why getting and keeping a job is important. You will receive help in your job search from a resettlement agency staff member or an employment specialist, but you must work closely with them to find a job. Workers in the United States have the right to be paid and to work in an environment that is safe and free from discrimination and harassment.

Introductory Exercise

Conduct a "think-pair-share" exercise by asking participants to think about why having a job is important.

Ask participants to share their thoughts about this with a partner. Bring the full group together and ask for highlights from the partner discussions. Record ideas on flipchart.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Divide participants into groups of four to five. Ask the groups to each choose a spokesperson who will share the highlights of their discussion.

Read the first Basics of Employment Question aloud. Small groups discuss the question for a few minutes.

Bring the full group together. Ask spokespeople to share highlights from their small group discussions with the full group. Record highlights on flipchart paper and discuss the responses to the question. Provide accurate information as necessary.

Continue with the rest of the Basics of Employment Questions in the same way.

When finished, debrief the activity with the full group using the questions below.

Debriefing Questions

- ▶ Why is it important to have a job in the United States?
- ▶ Who is responsible for finding jobs for you and members of your family?
- ▶ Why is keeping a job important in the United States?
- ▶ What is a right as a worker that you have in the United States?

Working With Individuals

When working with an individual, conduct the introductory exercise by asking the participant to think about why having a job is important. Discuss this with the participant. Then discuss the Basics of Employment Questions in the same way.

Variations and Considerations

If possible, group participants by language background for the activity so that they can communicate in a common language.

If needed, use translated versions of the Basics of Employment Questions.

Consider having small groups change the spokesperson for each Basics of Employment Questions during the activity.

Basics of Employment Questions

1. Who in your family has worked before?
2. Who in your family is able to work in the United States?
3. Who is responsible for you and your family members finding a job?
4. Once you have a job in the United States, why is it important for you to keep that job?
5. What rights do workers in the United States have?

Employment

Working in the United States

Introduction for the Trainer

Key Content

During this session, participants will learn about the importance of employment in the United States for them and their families.

Main Messages

Finding a job as soon as possible should be the goal of all refugee adults, both men and women, who are able to work. In many families in the United States, both spouses work. Employment will allow refugees to support themselves and their families, rather than have to depend on the government or others for support. This is critical since government assistance is limited and will end within months after the refugees arrive. Families may also want to save money for personal goals, such as education or support for relatives overseas. Here the trainer should convey to participants the importance of first meeting basic needs before spending money on other things.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify general reasons that employment in the United States is important
- ▶ Discuss specific reasons that it may be important for a family to have adults working

Materials

- Flipchart paper, markers, and tape
- Employment Reasons Signs (included)
- Employment Reasons Cards (included)
- Scissors
- Extra cards or printer paper cut to the size of the Employment Reasons Cards

Key English Vocabulary

- ▶ *bill*
- ▶ *health insurance*
- ▶ *pay*
- ▶ *I want to support my family.*

Session Preparation

Tape the Employment Reasons Signs at the front of the training space, with Most Important placed away from the Least Important sign.

Print the Employment Reasons Cards. Cut up the cards along the dotted lines. Make sure there are enough for each participant to have one. When working with a small group, plan for participants to have more than one card, or choose a smaller number of cards, selecting those that are relevant to the group. Make duplicate cards if working with a larger group.

Trainer's Introduction of Session to Participants

Employment in the United States is very important for a number of reasons. The reasons may be different for different families, depending on their situation, needs, and goals. Many families need more than one income, and both spouses work. During this session we will discuss some of the important reasons for adults in a family to be employed.

Introductory Exercise

Conduct a “think-pair-share” exercise by asking participants to think about why it may have been important to be employed in their home country or country of asylum, and why it is important to be employed now in the United States.

Ask participants to share their thoughts about this with a partner. Bring the full group together and ask for highlights from the partner discussions. Record ideas on flipchart.

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the Unit Vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Activity

Create additional Employment Reasons Cards for any reasons given by participants that are not included in the cards that come with this curriculum.

Distribute one Employment Reasons Card to each participant. Ask participants to come to the front of the room, one at a time. The trainer should read the card aloud. The participant then decides where the card should be placed in the area between the Most Important and Least Important signs. Once it has been placed, ask the full group if they agree with the placement of the card. Depending on the decision of the group, move the card or keep it in the same place. Stress that different families may consider one reason more or less important than another family.

As a full group, debrief the session using the questions below.

Debriefing Questions

- ▶ What is the most important reason for you to be employed? Why?
- ▶ What did you notice about others in the group? What were their most important and least important reasons for working?
- ▶ Why do you think different participants rated the reasons differently?
- ▶ Why do you think that many families in the United States need more than one adult to work?
- ▶ How does the importance of being employed in the United States compare to your home country or country of asylum?

Working With Individuals or Very Small Groups

When working with an individual or a small group, conduct the introductory exercise by asking participants why it is important to be employed in the United States. The trainer should brainstorm with participants. Record ideas that differ from those already listed on the Employment Reasons Cards on the extra cards. For the activity, remove some Employment Reasons Cards based on the needs and interests of the group. Place the Employment Reasons Signs apart from each other on a table or the floor. Spread out the Employment Reasons Cards on the table or floor in front of the group. Make sure everyone understands the cards. Together, the trainer and participants order the cards from the most important to least important reasons to be employed. The trainer should ask questions to guide the process of decision making. Debrief the session using the questions provided.

Variations and Considerations

If needed, use translated versions of the Employment Reasons Signs and/or the Employment Reasons Cards.

When working with enough literate participants, create a set of Employment Reasons Cards per each group of four to five people. Divide participants into groups of four to five with at least one literate participant in each group. Ask each group to elect a spokesperson. Distribute sets of Employment Reasons Cards. Small groups review their cards and order them from the most important to the least important reasons to be employed. Bring the full group together and ask spokespeople to bring the top five Employment Reasons Cards to the front of the training space and tape them to the wall in order of most important to least important.

The wall may look like this:

	Group A cards	Group B cards	Group C cards	Group D cards
Most Important	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
Least Important	5	5	5	5

Discuss the placement of the cards. Stress that one family may consider something more or less important than another. As a full group, debrief the session using the questions provided.

If there is enough time, have participants brainstorm things to consider about a job when accepting an offer. They might include child care, transportation, health insurance and other benefits, certification requirements for certain jobs, and so on. In small groups, participants discuss how these considerations might affect their work and family lives.

Most Important

Least Important

Employment Reasons Cards



To buy or save up for something my family really wants.



To earn money to go to school in the future.



To find a job in my field.



To gain respect in the community.



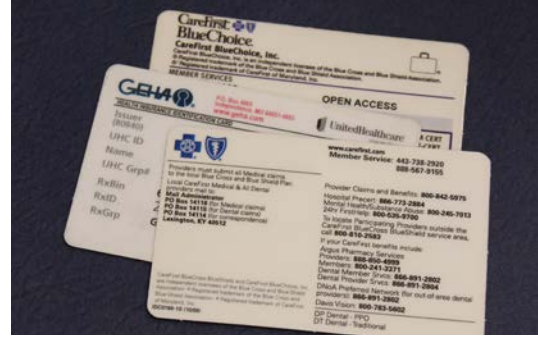
To gain valuable experience.



To gain work experience in the United States.



To get to know my community and the people in it better.



To have health insurance.



To interact with Americans.



To learn and practice English.



To learn more about U.S. culture.



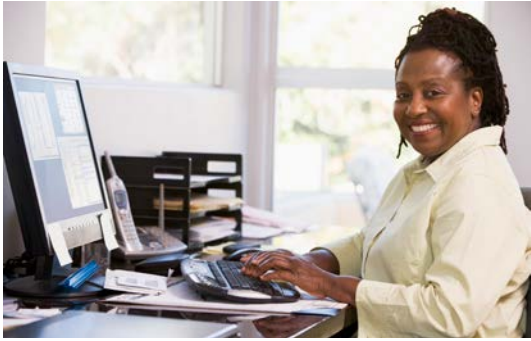
To set a good example for my children.



To stay busy.



To start on the path to a higher paying job.



To start on the path to a non-manual labor job.



To support my family.



To use my skills.

Employment

Finding a Job

Introduction for the Trainer

Key Content

This session looks at three things to consider when looking for a job: ways to find a job, types of jobs, and ways to prepare for a job interview.

Main Messages

Finding a job is important to refugees' success in the United States because it allows them to support themselves and their families. There are some common ways to look for jobs, such as working with an employment specialist and searching online. Trainers should stress that refugees, resettlement agency staff, and employment specialists must work together. They should also mention that finding a job may take weeks or months, and that refugees often start in entry-level jobs—jobs that don't pay much or require a skill. Refugees may have several job interviews and can prepare for them by learning common interview tips and continuing to learn English.



35 minutes

Objectives

Participants will be able to do the following:

- ▶ Identify employment as very important for their family's success
- ▶ State that they are responsible for working with employment staff to find a job
- ▶ Describe some ways to find a job in the United States
- ▶ Describe common jobs that refugees first get
- ▶ Describe appropriate dress and behavior for interviews

Materials

- Flipchart paper, markers, and tape
- Ways to Find Jobs Pictures (included)
- Common Jobs Pictures (included)
- Interview Preparation Headers (included)
- Interview Preparation Pictures (included)
- Optional: Preparing for an Interview Handout (included), 1 per participant
- Optional: Suggested Interview Questions (included), 1 per participant

Key English Vocabulary

- ▶ *interview*
- ▶ *make eye contact*
- ▶ *shake hands*
- ▶ *Thank you for meeting with me.*

Session Preparation

Tape the Interview Preparation Headers around the training space.

Find out what documents participants need to be able to work in your area.

Review the Ways to Find Jobs Pictures, the Common Jobs Pictures, and the Interview Preparation Pictures. Edit the material so that it reflects local reality. Cut out the Interview Preparation Pictures along the dotted lines.

Trainer's Introduction of Session to Participants

Finding a job is critical to your success in the United States. While you will have assistance from your resettlement agency or other services, you will play a big role in the job search.

During this session, we will talk about three important things to consider when looking for a job: ways to find a job, types of jobs you may hold, and ways to prepare for a job interview.

Introductory Exercise

Briefly review the key English vocabulary for this plan by saying the first word aloud in English. Participants say the word to a partner, and then all together as a group. Continue in the same way with the rest of the words and the sentence. Throughout the session, emphasize the words as they come up and use the sentence whenever there is an opportunity. If there is time (8 to 10 minutes), use the unit vocabulary found at the end of this unit to help participants better understand key English vocabulary words.

Based on what you found out during the session preparation, tell participants what documents they will need in order to work in your area.

Conduct a "think-pair-share" exercise by asking participants to think about different ways to find a job. Participants turn to a partner and share their thoughts. Bring the full group together and ask participants to share their thoughts and ideas. Record a list of ways to find a job on flipchart paper.

As ideas come up, show participants the matching Ways to Find Jobs Pictures. Add any to the list that are not already included.

Activity

Tell participants:

It is your responsibility to work with your case worker/manager or an employment specialist to find jobs to apply for. The agency or employment specialist will also help you with the application process. Remember that any English you have will help you find and get a job, so continue to study and practice using English.

When you look for a job, an employer will ask you, “Have you worked before?” It is important to take the first job you are offered, both to gain work experience and to earn money to support your family. Your first job will probably not be in the field you want to work in. However, after you have more experience in the United States and employers or colleagues who can recommend you, you will be able to apply for other jobs.

Divide participants into small groups of three to four people. Ask groups to choose a spokesperson. Hand out the Common Jobs Pictures among groups, giving each group the same number. Groups look at the pictures and say what the person is doing. Groups then guess what the person’s job is. Give groups a few minutes to discuss. Bring the full group together. Ask spokespeople to share the information their groups came up with.

Collect the Common Jobs Pictures and hand out the Interview Preparation Pictures to the small groups. Show participants the Interview Preparation Headers and describe the difference between the two. Give each group pieces of tape. Small groups look at the Interview Preparation Pictures and decide if the picture is showing behavior and dress that are *right* or *not right* for a job interview. Participants then tape the picture under the Interview Preparation Header they feel it belongs to.

Bring the full group together. Review the pictures with participants by asking if the pictures are in the right place and if any should be moved. The trainer should review the pictures and point out any that need to be moved. Move pictures under the correct headers as needed. Make sure that participants understand what they need to remember to do (and not do) as they prepare for a job interview.

Remind participants that having a job is very important for a family’s self-sufficiency.

Debrief the session using the questions below.

Debriefing Questions

- ▶ Why is having a job important?
- ▶ What is one way you will try to find a job?
- ▶ What are some jobs that you may be able to get soon?
- ▶ How will you try to find your first job?
- ▶ What are some things you will think about when you are preparing for an interview?

Working With Individuals or Very Small Groups

When working with an individual, the trainer should conduct the introductory exercise by asking participants about different ways to find jobs. As the participant mentions them, the trainer should place the Ways to Find Jobs Pictures on a table. The trainer should use the remaining Ways to Find Jobs Pictures as prompts for additional ways to find jobs.

Talk to participants about their responsibility in the job search, the importance of improving their English skills, and the importance of taking a job that has been offered.

Conduct the activity by showing the participant some Common Job Pictures and asking what job is being shown. Discuss as necessary. Then spread the Interview Preparation Pictures out on a table or the floor. Ask participants to decide whether the pictures show behavior or dress that is *right* or *not right* for a job interview. Then have the participants tape the pictures under the headers they belong to. Make sure they are correctly placed and that participants understand the interview preparations.

Debrief the session using the questions provided.

Variations and Considerations

If possible, group participants by language background for the activity so that they can communicate in a common language.

If needed, use translated versions of the Ways to Find Jobs Pictures, Common Jobs Pictures, Interview Preparation Headers, and/or Interview Preparation Pictures.

Consider making Preparing for an Interview Handouts for participants to take home with them, so that they have a reminder of what to do and not do as they prepare for an interview. If needed, provide participants with translated versions.

When working with a larger group of participants, multiple copies of the Common Jobs Pictures and Interview Preparation Pictures may be needed.

If there is enough time, have participants practice completing a job application. CWS Lancaster has developed a *Job Application Worksheet* that shows refugees the different ways information may be requested on a job application form (available for automatic download here: <http://goo.gl/AdfDuS>). A sample job application form is on page 11 of the Interfaith Refugee Ministries' *Job Readiness Curriculum*, available for automatic download here: <http://goo.gl/erZT70>.

Review the Suggested Interview Questions and make changes according to commonly asked questions in your area. If there is time, have participants practice interviewing each other. Use the Suggested Interview Questions, in English or translated. Talk about what participants should do to prepare for an interview. Participants may also find it helpful to take the Suggested Interview Questions home for practice.

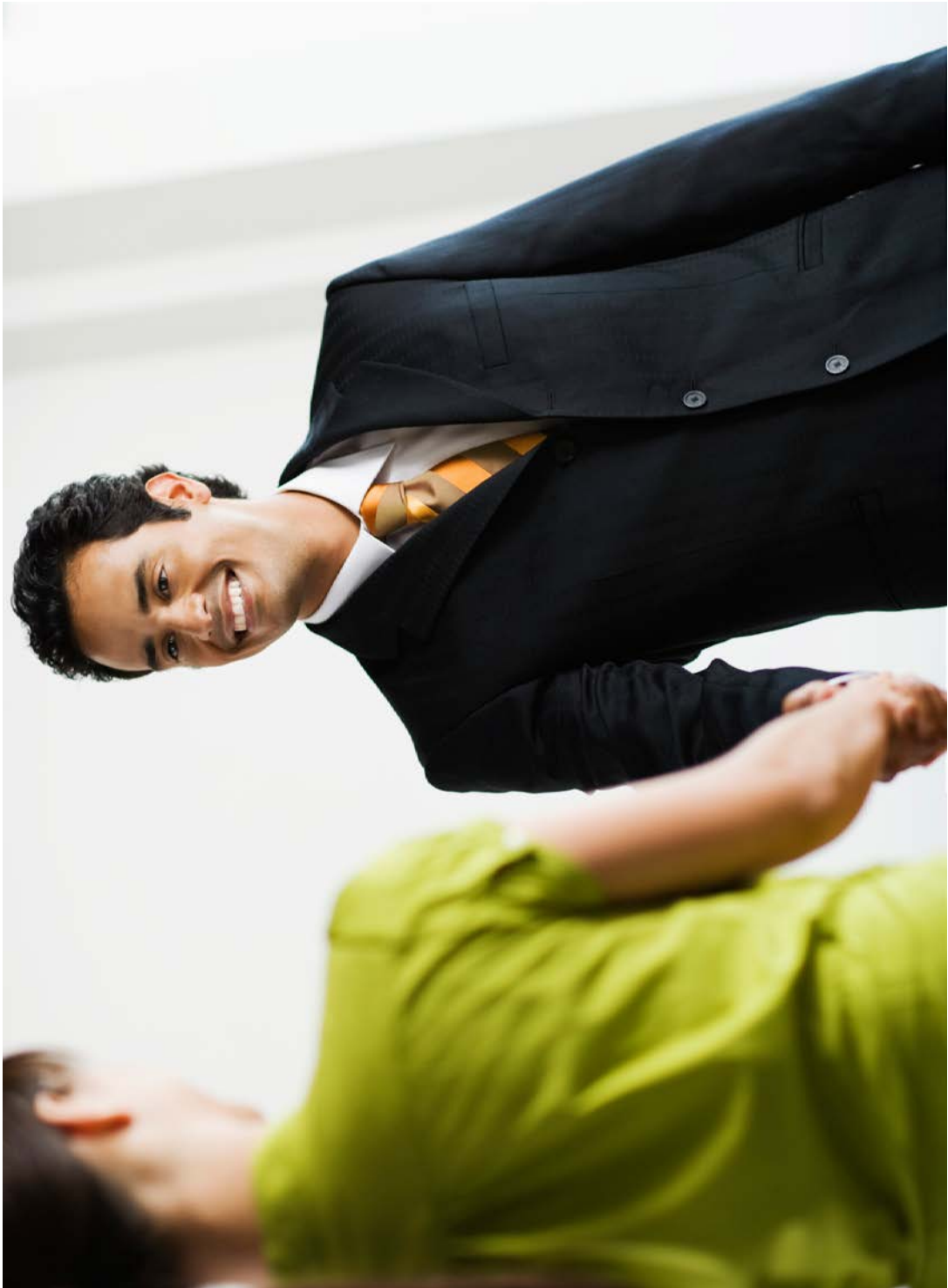
Consider addressing some of the issues and information discussed in this unit through critical incidents. Relevant critical incidents hosted on the COR Center website include the following (all available for automatic download at the URLs provided below):

- ▶ *Additional Responsibilities on the Job*: <http://goo.gl/vpozLn>
- ▶ *Advantages and Disadvantages in the Job Search*: <http://goo.gl/yM0sS1>

- ▶ *Employment and Professional Status:* <http://goo.gl/6Se2cb>
- ▶ *Finding Employment for All:* <http://goo.gl/lrJpVw>
- ▶ *Hard Work:* <http://goo.gl/6gQRcV>
- ▶ *Job Types and Searches:* <http://goo.gl/Xle83a>
- ▶ *Socializing at Work:* <http://goo.gl/E6caAK>
- ▶ *Studying Versus Working:* <http://goo.gl/Hbnq7b>
- ▶ *Transportation, Decisions, and Timelines:* <http://goo.gl/AsQtiD>

To highlight the importance of networking when looking for a job, consider using the *Where and How to Look for Work* activity plan from Resettlement Support Center Middle East and North Africa, available for automatic download here: <http://goo.gl/b6lzU5>. The *Finding Employment for All* critical incident noted above also focuses on networking, as does *An Employment Search Case Study*, available for automatic download here: <http://goo.gl/Kxg2Dr>.

Ways to Find Jobs Pictures



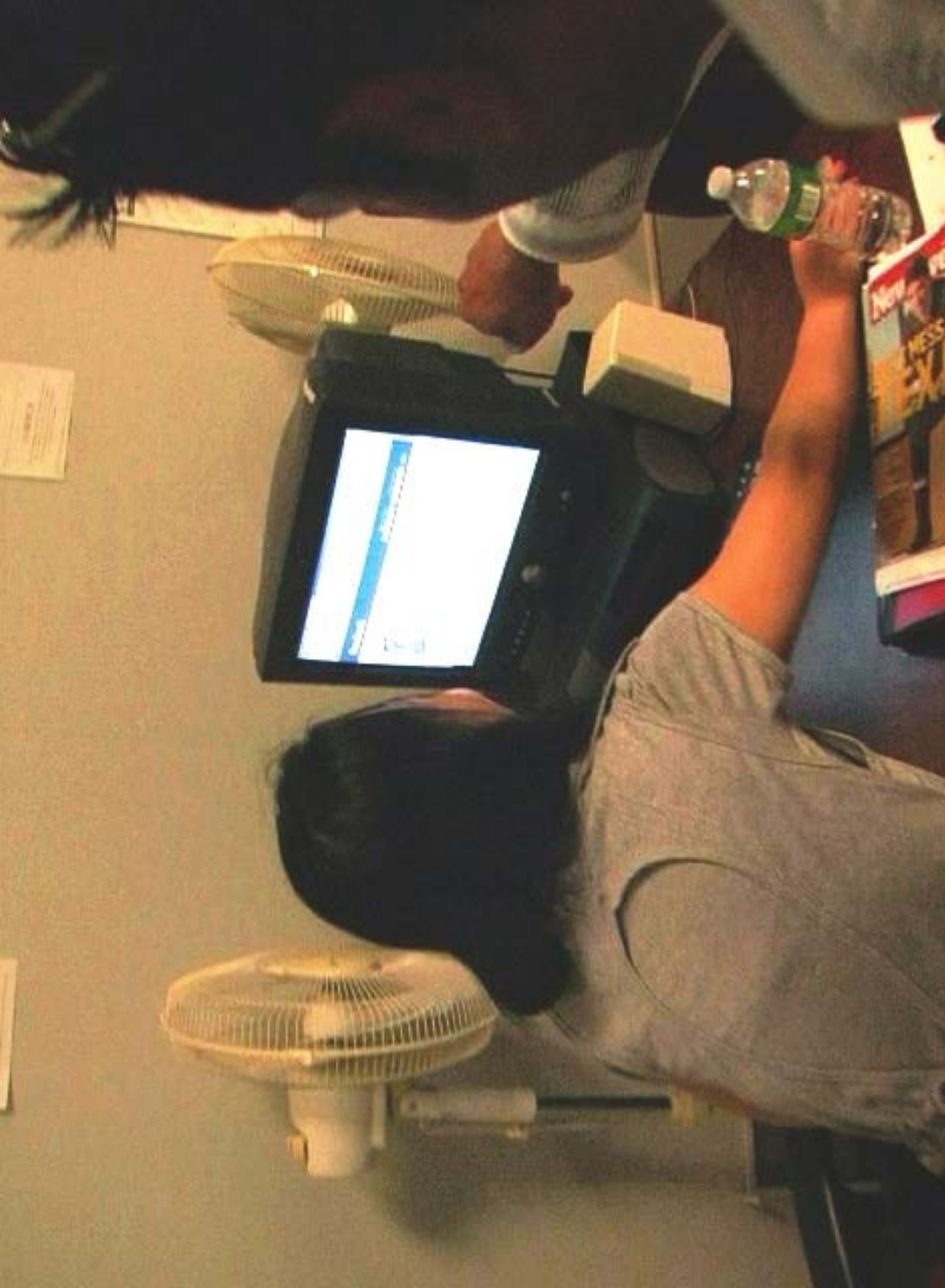
Employment specialist



Newspaper



"Now Hiring" signs



Online



People you know



Resettlement agency staff

Common Jobs Pictures



Assembling parts



Building things



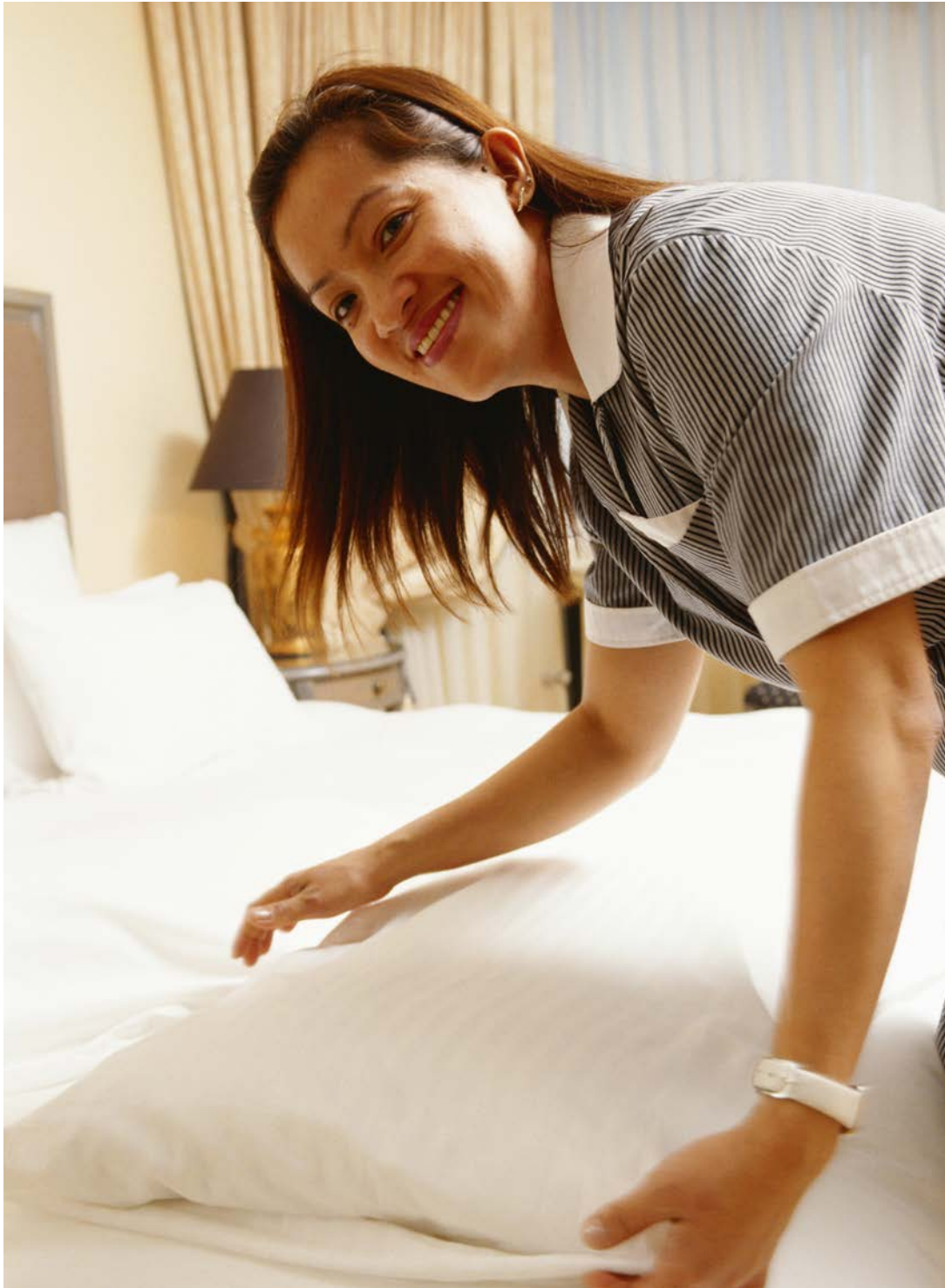
Caring for plants or yards



Cleaning floors



Making Your Way: A Reception and Placement Orientation Curriculum



Making beds



Preparing food



Providing in-home care



Sorting meat parts



Stocking shelves



Taking or giving money



Washing dishes



Washing laundry



Right



Not Right

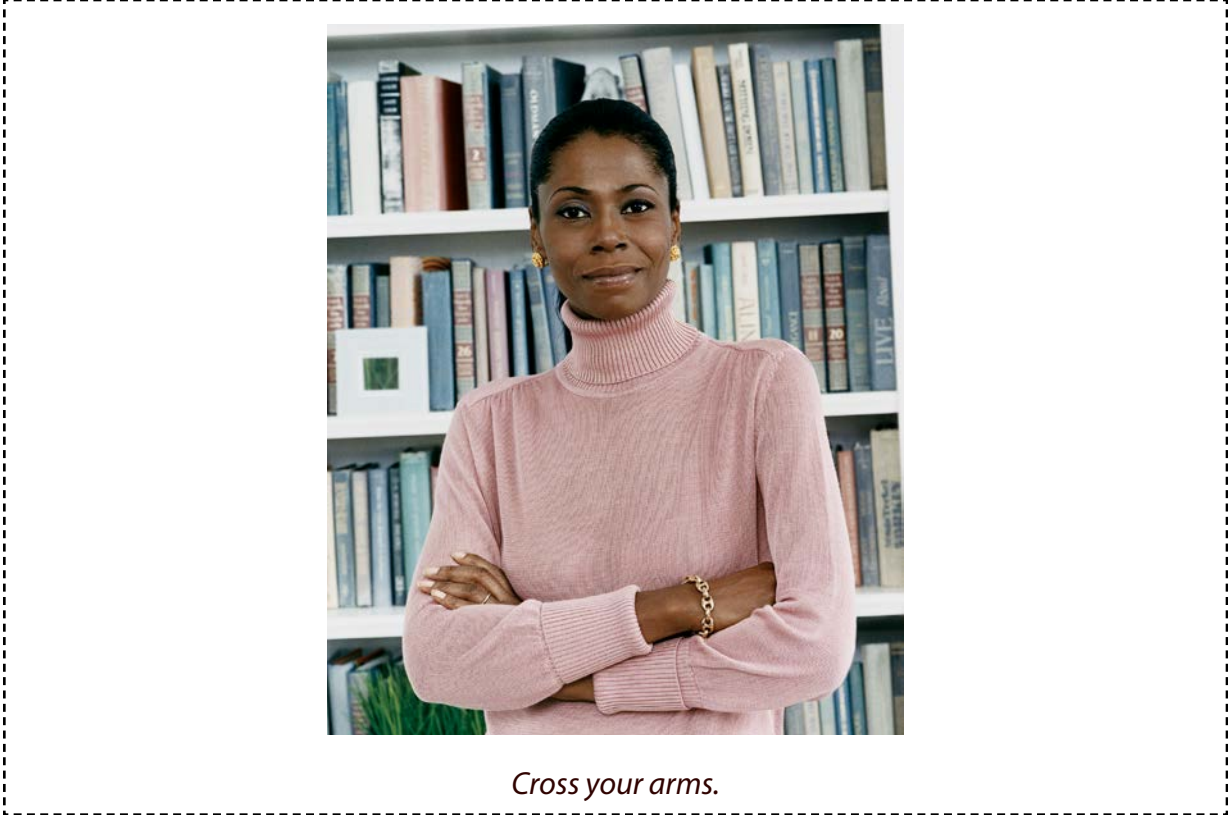
 Cultural Orientation
Resource Center

Making Your Way: A Reception and Placement Orientation Curriculum

Interview Preparation Pictures



Comb your hair and groom your beard.



Cross your arms.



Dress neatly.



Dress very casually.



Pick your nose.



Place your hands behind your head.



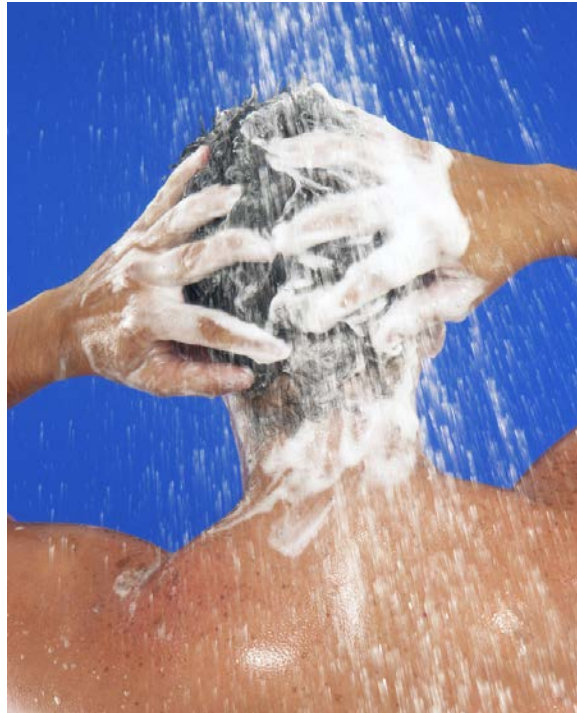
Place your hands in your lap.



Show interest in the position.



Show you don't care about the position.



Shower and be well groomed.



Smile, shake hands, and make eye contact.



Wear closed-toed shoes.



Wear shoes that are very casual.

Preparing for an Interview Handout

The following are things you should remember when you are preparing for an interview.



Dress neatly.



Place your hands in your lap.



Show interest in the position.



Shower and be well groomed.



Smile, shake hands, and make eye contact.



Wear close-toed shoes.



Comb your hair and groom your beard.

Suggested Interview Questions

Tell me about yourself.

Why do you want to work here?

What are your goals?

Where have you worked before?

What did you do well in your last job? What are your strengths?

What don't you do well? What are your weaknesses?

Do you prefer to work on a team or by yourself?

What do you do when you have problems with your co-workers?

Do you have a way to get to work on time every day?

Do you have any questions for me?

Employment

Unit Vocabulary

The following lists key English vocabulary words related to this unit. The words are in alphabetical order.

[The following paragraph consists of instructions for the trainer. If you choose to share the unit vocabulary with participants, we recommend removing the following paragraph.]

Introduce words by using the definition and contextual sentence. Omit words that participants already know. A partner talk is meant to be a brief two-minute exchange between participants and should include two to three terms that the participants easily understand. Encourage conversation and interaction, and focus on what participants already know about the word from its use during the session. Following the list of vocabulary words, there are two unit vocabulary worksheets for participants who would like to practice the words more.

Vocabulary Word	Definition	Context	Partner Talk
<i>application</i>	A form that you fill out with information about yourself when you want to work in a place.	Taw Meh filled out an <i>application</i> yesterday for a job in a grocery store near her apartment.	What <i>applications</i> have you filled out since you arrived in the United States? What kind of information did you give?
<i>bill</i>	A piece of paper listing items or services and their cost.	Having a job gives Faustin the money to pay his <i>bills</i> .	What <i>bills</i> do you have every month?
<i>dress code</i>	Rules that tell people what they can and cannot wear in a place or at an event.	The <i>dress code</i> for a workplace is often not written down. People just know what they should and should not wear.	How can you find out how you should dress on a job if there is no <i>dress code</i> written down?
<i>employee</i>	A person who works for a business or person for pay.	At some stores, <i>employees</i> wear uniforms.	Do you prefer to work alone or with other <i>employees</i> ? Why?

Vocabulary Word	Definition	Context	Partner Talk
<i>employer</i>	A person or business that pays others to work.	The Purdue Chicken Company is a big <i>employer</i> in many cities and towns.	How does a good <i>employer</i> treat her/his employees? What does s/he do? What does s/he not do?
<i>employment</i>	The condition of working somewhere, or being employed.	Erdan's <i>employment</i> history includes working as a teacher in Afghanistan and as an interpreter at the refugee center in Istanbul.	What is your <i>employment</i> history?
<i>entry-level job</i>	A job for beginners who learn skills and get experience while they work; a low-level job. It usually pays minimum wage, or slightly above.	Shirin's first job in the United States is an <i>entry-level job</i> ; she hopes that if she works hard, she can get a better job that requires more skill.	What might an employee learn at an <i>entry-level job</i> ? How could an <i>entry-level job</i> help employees in the future?
<i>harass</i>	To trouble or make threats against someone.	It is illegal for someone to <i>harass</i> others in the workplace.	If you are being <i>harassed</i> , what should you do?
<i>health insurance</i>	A system that pays a portion of people's health care costs. People pay into the system when they are well, and the system pays all or most of their health care costs when they are sick. Some employers pay all or most of their employees' <i>health insurance</i> costs.	Hani is happy because he found a job that pays for <i>health insurance</i> .	Why do you think <i>health insurance</i> is so important in the United States?

Vocabulary Word	Definition	Context	Partner Talk
<i>interview</i>	A meeting between a person who has applied for a job and the person who is offering the job. The person who wants the job must answer questions about her or his work experience and qualifications.	Boris has an <i>interview</i> today with the manager of the fast food restaurant near his apartment.	What should you wear to an <i>interview</i> ? Why?
<i>job</i>	Work that a person does on a regular basis and receives money for doing.	Both men and women usually have <i>jobs</i> in the United States.	What kind of <i>job</i> would you like?
<i>make eye contact</i>	The act of looking directly into someone else's eyes.	Americans usually <i>make eye contact</i> when they talk together.	When you talk to someone, do you feel comfortable <i>making eye contact</i> ? Why or why not?
<i>minimum wage</i>	The lowest amount per hour that an employer can pay an employee according to law. <i>Minimum wage</i> differs by state. In some jobs, like for waiters and housekeepers, workers get tips from customers. In these jobs employers do not have to pay the <i>minimum wage</i> .	Alice works at a factory and makes <i>minimum wage</i> . After she is there for one year, she will get a higher wage. Her brother Bakary waits tables and makes a lot of money in tips so he does not receive <i>minimum wage</i> .	What is <i>minimum wage</i> in your state?
<i>network</i>	To meet other people who may help you in your work or job search.	A good way to find a job is to <i>network</i> with people you know, such as people in your community.	Who can you <i>network</i> with to help you find a job?

Vocabulary Word	Definition	Context	Partner Talk
<i>newspaper</i>	A set of large sheets of paper with articles about recent events, advertisements, and other information. Some <i>newspapers</i> are posted online.	Arjun found a job by looking in the "Help Wanted" section of a <i>newspaper</i> .	Have you ever looked for a job in a <i>newspaper</i> ? Why or why not?
<i>now hiring</i>	This means, "We are looking for workers." The words are often seen on a sign in the window or the door of a business.	Alaso saw a sign in the window of McDonald's that said, " <i>Now hiring</i> ."	What would you do if you saw a sign " <i>Now hiring</i> " in the window of a business?
<i>online</i>	Connected to the Internet on a computer or telephone.	Sometimes you can find information about jobs <i>online</i> .	Do you like to go <i>online</i> to get information?
<i>pay</i>	To give money to someone or some organization for goods or services.	Many companies <i>pay</i> their employees twice a month.	When you get <i>paid</i> , what are some things you should do?
<i>shake hands</i>	To use your right hand to take the right hand of another person and move it up and down. In the United States, people shake hands when they first meet each other.	At the beginning of a job interview it is common for the interviewer to <i>shake hands</i> with the person s/he is interviewing.	How do people greet one another in places you have lived? Do they <i>shake hands</i> ? If not, what do they do?
<i>worker</i>	Someone who has a job.	Some <i>workers</i> have more than one job.	Why do you think a <i>worker</i> may need more than one job?

Employment Unit Vocabulary Worksheets

There are two unit vocabulary worksheets. **Worksheet 1** is for beginning-level English language learners, and **Worksheet 2** is for learners with more advanced English language skills.

The worksheets can be incorporated into an orientation session, or they can be given to participants to work on at home.

Employment Unit Vocabulary Worksheet 1

Directions: Match the words on the left to the pictures on the right. The first one is done for you.

Words

application

bills

pay

newspaper

online

interview

shake hands










make eye contact

Pictures



Employment Unit Vocabulary Worksheet 2

Directions: Yamina is looking for a job. Read the steps she went through to find a job. Then put them in order by writing the number in the blank. One is the first thing she does. Nine is the last thing she does. The first one is done for you.

 <input data-bbox="337 577 474 648" type="text"/> She asks about the job's health insurance .	 <input data-bbox="743 577 880 648" type="text"/> Yamina starts her first day as an employee .	 <input data-bbox="1149 577 1286 648" type="text"/> The job looks good so she completes an application and brings it to the employer.
 <input data-bbox="337 1056 474 1127" type="text" value="1"/> Yamina is networking by calling a friend who saw a job for Yamina in the newspaper.	 <input data-bbox="743 1056 880 1127" type="text"/> She goes to an interview and gets a job offer.	 <input data-bbox="1149 1056 1286 1127" type="text"/> Yamina accepts the job .
 <input data-bbox="337 1556 474 1627" type="text"/> They call her to set up an interview . After the call, she learns more about the employer and the job online.	 <input data-bbox="743 1556 880 1627" type="text"/> Yamina asks about the dress code .	 <input data-bbox="1149 1556 1286 1627" type="text"/> Yamina looks in the newspaper and finds the ad that says "Now Hiring."