

ESOL Toolkit for Successful Job Seekers

MCAEL

Montgomery Coalition for
Adult English Literacy

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ESOL Toolkit for Successful Job Seekers

Designed to assist instructors in preparing beginning to low-intermediate adult English language learners to be successful when transitioning/utilizing workforce programs in Montgomery County and the broader DC Metro area.

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Introduction

Greetings,

This toolkit was created by a team of dedicated ESOL professionals who came together to address the issue of workforce transitions for adult ESOL learners in Montgomery County. There are over 20,000 individuals in English classes throughout the MCAEL network of English language providers, yet less than a hundred are being referred to workforce programs. The group met several times to discuss why there is such a disparity in the numbers, who are the learners in the programs, what workforce programs exist in Montgomery County and which ones could adult learners with a 4th-5th grade reading level access. The result of the conversations included the creation of a list of workforce programs with the audiences they serve, this toolkit and a group with knowledge of how important defining expectations for adult language learners is to the workforce transitions. The main idea that came out of the process is that a workforce solution for all ESOL learners is not a one-size fits all model.

The audiences the workforce programs work with broke down into four main groups:

- (1) Adult Learners in the “Mainstream Market” (not fully employed, lost their job/laid off)
- (2) Skilled Immigrants (working on translating/transferring credentials but needing work in the interim)
- (3) ESOL “Transitioners” (below NRS high intermediate with documentation/documents in progress)
- (4) ESOL Learners in the informal job market with no documentation

Note: These groups are not designed to group people for life. They were used to help the team talk about how to meet adult learners where they are now.

The team determined that the main focus of the group would be the “ESOL Transitioners” because this population made up the majority of individuals with whom the programs work. The group identified that the “ESOL Transitioners” will be most successful in many of the workforce programs if they are prepared to enter the mainstream workforce. An individual who is prepared to enter the mainstream workforce will have at least reading/speaking skills at high intermediate English (e.g. 4th-5th grade level reading and ability to speak clearly but not perfectly), has documentation/documentation is in progress, has computer skills – can navigate a computer and the internet, is self-motivated, has soft skills/interpersonal skills, has identified the supports the family will need and has the ability to ask for help.

After defining what the adult English language learners would need to be successful and identifying what workforce programs existed in the area, the following toolkit was created. It is hoped that this toolkit will help instructors in transitioning English language learners into workforce programs and the workforce.

Sincerely,

The ESOL/Workforce Team

Acknowledgments:

Thank you to Edwin Mayah and Yolanda Tully , MontgomeryWorks; Christine Neil, Literacy Council of Montgomery County; Anna DeNicolo and Judith Johnson, Charles W. Gilchrist Center for Cultural Diversity; Katherine Diaz and Julieta Machado-Pacanins, Spanish Catholic Center of Catholic Charities.

Photo Credit:

Stephanie Williams www.stephaniewilliamsimages.com

Workforce Learner Checklist

Skills for Workforce Success	
Step 1: Know yourself	Done
1. I have a list of my personal strengths, skills, interest and values.	
2. I have a list of possible jobs/fields of interest.	
3. I have matched my skills with jobs I am interested in.	
4. I can name at least two careers/fields/jobs I want to work in.	
5. I know what to do when I first meet an employer (smile, eye-contact etc.)	
Step 2: Get ready	Done
6. I have my resume.	
7. I have a cover letter.	
8. I have filled out a job application online.	
9. I prepared my "30-second speech" for employers.	
10. I have identified have three individuals who will be references (name & phone).	
11. I have practiced being in an interview.	
12. I have an interview suit/clothes that are appropriate to attend an interview.	
13. I have a neutral/professional e-mail address to give to employers.	
14. I have searched the internet for jobs.	
15. I have a list of organizations that hire someone with my background.	
16. I have registered at staffing agencies.	
17. I have sent an e-mail to an employer requesting a job interview.	



What an instructor can do in class to help learners be successful

Instructors can help learners to develop the skills they need by utilizing this toolkit. After piloting the toolkit, this area will provide examples of how instructors have used the toolkit.

COMING SOON

Sample Job Application

Created by <http://www.careerchoices.com/lounge/files/jobapplication.pdf>

PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address							
Name (First, MI, Last)				Social Security Number			
Mailing Address							
City, State, and Zip Code							
Telephone				Alternate Phone			
If under 18, please list age				Email			
Job Type							
Days/hours available to work							
<input type="checkbox"/> I have no preference.	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tues.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.	<input type="checkbox"/> Sat.	<input type="checkbox"/> Sun.
I am seeking a:		<input type="checkbox"/> Full-time job		<input type="checkbox"/> Part-time job		<input type="checkbox"/> Full- or Part-time	
How many hours can you work weekly?				Can you work nights?		Date available to begin	
Additional Information							
Have you ever been employed by this organization in the past?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.						<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please explain:							
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No				Driver's license number		Issued in what state?	
Have you had any accidents during the past three years?						How many?	
Have you had any moving violations during the past three years?						How many?	

Education				
School	Location (mailing address)	Years Completed	Major	Degree or Diploma
High School				
College or Business/Trade School				
Military				
Have you even been in the Armed Forces?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date entered	
Are you now a member of the National Guard?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Discharge date	
Specialty				

Work Experience

Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer? Yes No

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer? Yes No

Work Experience (continued)		
Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
May we contact this employer? <input type="checkbox"/> Yes <input type="checkbox"/> No		
References		
<i>Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.</i>		
1.		
2.		
3.		
4.		
<i>I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.</i>		
Signature	Date	

Resume Worksheet

The Following (work sheet) is designed to enable me to construct a professional functioning resume on your behalf. Please fill out this form entirely, neatly, and completely. **Do not leave any question blank.**

YOUR PROFESSIONAL OBJECTIVE & GOAL: "I desire to continue my professional career performing within the job-classification of: _____"

PERSONAL INFORMATION

YOUR NAME: (FIRST NAME) _____ (MI) _____ (LAST NAME) _____

YOUR STREET ADDRESS: _____ (APT. #) _____

ADDRESS LOCATION: (NW) _____ (NE) _____ (SE) _____ (SW) _____ [CHECK ONE]

CITY & STATE: _____ (ZIP): _____

YOUR (HOME) PHONE: (_____) _____ CELL: (_____) _____

E-MAIL ADDRESS: _____ (PRINT CLEARLY)

LIST YOUR (CURRENT) SKILLS

- | | | |
|------------|------------|------------|
| 1). _____ | 2). _____ | 3). _____ |
| 4). _____ | 5). _____ | 6). _____ |
| 7). _____ | 8). _____ | 9). _____ |
| 10). _____ | 11). _____ | 12). _____ |

LIST YOUR CHOICES FOR EMPLOYMENT

*** (Please Make Sure You Qualify For Your Choices)

PRINT THE (JOB CHOICE) YOU ARE STRONGLY HOPING TO GET: (This information is needed for your Cover Letter).

MY (FIRST) JOB CHOICE IS: _____

MY (SECOND) JOB CHOICE IS: _____

MY (THIRD) JOB CHOICE IS: _____

EDUCATION: (List Schools – Indicate If You Received a Diploma or Certificate)

Years Attended:	Name & Location Of School(s): City & State (Only).	Diploma (or) Certificate:
Senior High School:	Period Attended:	
COLLEGE:	Period Attended:	
VOCATIONAL SCHOOL:	Period Attended:	
TRADE SCHOOL:	Period Attended:	
TRAINING PROGRAM:	Period Attended:	

ACHIEVEMENTS / AWARDS / CERTIFICATES

Name: _____ Year Rec'd: _____

Name: _____ Year Rec'd: _____

JOB: (Last Job Held)

Name of the Company: _____ Your Title: _____

Job Location – (City & State) Only: _____
*(Example: Washington, DC, - Baltimore, Maryland, - Arlington, Virginia, etc)

Dates of Employment: (Month & Year Only): From: _____ (to): _____
*(Example: 03/2009 (to) 08/2011]

Brief Description of Your Job-Duties: _____

JOB: _____ **YOUR TITLE:** _____
(Name of Company)

JOB LOCATION – (CITY & STATE) ONLY: _____

DATES OF EMPLOYMENT - (Month & Year) Only: from: _____ (to) _____

DESCRIBE JOB DUTIES: _____

WHY DID YOU LEAVE – (BRIEF REASON): _____

JOB: _____ **YOUR TITLE:** _____
(Name of Company)

JOB LOCATION – (CITY & STATE) ONLY: _____

DATES OF EMPLOYMENT – (Month & Year) Only: from: _____ (to): _____

DESCRIBE JOB DUTIES: _____

Why Did You Leave – (Brief Reason): _____

JOB: _____ **YOUR TITLE:** _____
(Name of Company)

JOB LOCATION – (CITY & STATE) ONLY: _____

DATES OF EMPLOYMENT – (Month & Year) Only: from: _____ (to): _____

DESCRIBE JOB DUTIES: _____

Why Did You Leave – (Brief Reason): _____

LIST ANY ADDITIONAL COMMENTS:

**LIST OF (THREE) PROFESSIONAL REFERENCES &
PHONE NUMBERS (ONLY):**

*(DO NOT LIST FRIENDS OR RELATIVES)

Reference # 1: _____ (Name-Print)

Phone Number: _____

Reference #2: _____ (Name-Print)

Phone Number: _____

Reference #3: _____ (Name-Print)

Phone Number: _____

LIST YOUR HOBBIES: _____

**NOTE: IF YOU DO NOT HAVE AN (E-MAIL ADDRESS) - ASK YOUR CASE MANAGER
TO ASSIST YOU IN GETTING A (g-mail) ADDRESS.**

***Important:** When you get your (new) Resume & Cover Letter back it will be set up into a professional folder.
(All of your Resumes & Cover Letters should Be Set-up In This Fashion)...

Supplemental Vocabulary Skills List

Instructor's Resource. Not to be used as a worksheet for beginners or intermediate learners.

Transferable Skills Checklist

Key Transferable Skills

- | | | |
|--|---|--|
| <input type="checkbox"/> instruct others | <input type="checkbox"/> organize/manage projects | <input type="checkbox"/> public speaking |
| <input type="checkbox"/> negotiate | <input type="checkbox"/> manage people | <input type="checkbox"/> meet the public |
| <input type="checkbox"/> manage money/budget | <input type="checkbox"/> meet deadlines | <input type="checkbox"/> writing skills |

Skills Working with Things

- | | | |
|--|--|--|
| <input type="checkbox"/> assemble things | <input type="checkbox"/> operate tools/machines | <input type="checkbox"/> good with hands |
| <input type="checkbox"/> observe/inspect | <input type="checkbox"/> construct/repair | <input type="checkbox"/> use complex equipment |
| <input type="checkbox"/> build things | <input type="checkbox"/> drive, operate vehicles | |
| | <input type="checkbox"/> repair things | |

Skills Working with Data

- | | | |
|---|---|---|
| <input type="checkbox"/> analyze data | <input type="checkbox"/> locate information | <input type="checkbox"/> compile |
| <input type="checkbox"/> evaluate | <input type="checkbox"/> check for accuracy | <input type="checkbox"/> compare |
| <input type="checkbox"/> audit records | <input type="checkbox"/> manage money | <input type="checkbox"/> record facts |
| <input type="checkbox"/> investigate | <input type="checkbox"/> classify things | <input type="checkbox"/> synthesize |
| <input type="checkbox"/> budget | <input type="checkbox"/> observe/inspect | <input type="checkbox"/> take inventory |
| <input type="checkbox"/> keep financial records | <input type="checkbox"/> research | <input type="checkbox"/> scheduling |
| <input type="checkbox"/> calculate/compute | <input type="checkbox"/> count | |

Skills Working with People

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> lead | <input type="checkbox"/> persuade | <input type="checkbox"/> instruct |
| <input type="checkbox"/> confront others | <input type="checkbox"/> counsel | <input type="checkbox"/> interview people |
| <input type="checkbox"/> advising | <input type="checkbox"/> demonstrate | <input type="checkbox"/> negotiate |
| <input type="checkbox"/> care for | <input type="checkbox"/> supervise | <input type="checkbox"/> manage |
| <input type="checkbox"/> coach | <input type="checkbox"/> help others | <input type="checkbox"/> listen |

Skills Working with Words and Ideas

- | | | |
|--|---|---|
| <input type="checkbox"/> communicate verbally | <input type="checkbox"/> create new ideas | <input type="checkbox"/> remember information |
| <input type="checkbox"/> library/internet research | <input type="checkbox"/> public speaking | <input type="checkbox"/> edit |
| <input type="checkbox"/> correspond with others | <input type="checkbox"/> design | <input type="checkbox"/> write clearly |



Leadership Skills

- | | | |
|---|---|---|
| <input type="checkbox"/> arrange functions | <input type="checkbox"/> plan events | <input type="checkbox"/> initiate new tasks |
| <input type="checkbox"/> mediate problems | <input type="checkbox"/> direct others | <input type="checkbox"/> manage/direct others |
| <input type="checkbox"/> motivate people | <input type="checkbox"/> run meetings | <input type="checkbox"/> solve problems |
| <input type="checkbox"/> negotiate agreements | <input type="checkbox"/> influence-others | <input type="checkbox"/> explain things |
| <input type="checkbox"/> delegate | <input type="checkbox"/> make decisions | |

Creative/Artistic Skills

- | | |
|---|---|
| <input type="checkbox"/> dance, body movement | <input type="checkbox"/> drawing, art |
| <input type="checkbox"/> perform, act | <input type="checkbox"/> present artistic ideas |

Other Similar Skills You Have:

List the top five transferable skill you feel are most important for you to use in your next job on the Personal Career Profile Worksheet on Page 16.



Cover Letter Template

[Your Name]

[Street Address]

[City, ST ZIP Code]

November 25, 2013

[Recipient Name]

[Title]

[Company Name]

[Street Address]

[City, ST ZIP Code]

Dear [Recipient Name]:

I am writing in response to your ad in the Elm Street News. The position requirements and my skills are a perfect match.

As you'll see on my enclosed resume, I have the educational background, professional experience, and track record for which you are searching. In addition, I am motivated and enthusiastic, and would appreciate the opportunity to contribute to your firm's success.

I can promise that meeting with me will not be a waste of your time—and I will make myself available at your convenience, during or outside of normal business hours.

Sincerely,

[Your Name]

Interpersonal Skills

Employers confirm that clear, confident speech, eye contact, a smile and a firm handshake are essential attributes for successful job seekers – even for those who are learning English.

ESOL teachers can prepare their adult students for the US workplace in Basic and Beginning ESL classrooms by incorporating the following topics into their curricula.

Many of the topics below are covered in ESOL classes, however the adult learners might feel awkward, laugh nervously, and otherwise not gain full mastery of the skills. Whenever possible, seek to create a realistic scenario and allow plenty of time for practice. For example, when practicing telephone skills, one could set up a role play with real phones, and students have their backs to each other.

Role plays, mock interviews, line dialogues, skits and all manner of interactive exercises would all be effective means to work with students on these skills.

Nonverbal communication

- Eye contact
- Firm handshake
- Smile
- Strong voice

Basic Manners for the workplace

- Please
- Thank you

Greetings

- My name is (when to use first name only, when to use last name)
- I'm so sorry I'm late! There was an accident....
- How have you been? It's been so long....

Related Links

http://www.globaltalentbridge.org/toolkit/pdf/CH3_ESLStrategies.pdf

<http://www.esl-lab.com/vocab/v-workplace.htm#vocab>

http://bogglesworldesl.com/business_telephone_roleplay.htm

<http://www.esolcourses.com/content/englishforwork/jobvocab/jobsearhcvocab1.html>

Introductions in a professional setting

- Appropriate topics
- What information not to share

Basic Telephone Skills

- Calling
- Answering
- Taking a message
- Leaving a message – repeat the number

When you don't understand

- I'm sorry, I didn't understand. Could you repeat that?

Basic Customer Service

- How can I help you?
- May I place you on hold?

Workplace Norms

- Professional Attire
- Cell phone etiquette
- No children



Top 20 soft skills and “Good Employee” behaviors

<http://20topjobskills.wikispaces.com/>

1. **Arrive on time** – come to work and start a job exactly at the appointed time.
2. **Work well with others** – get along with coworkers, be a team player, be respectful and friendly.
3. **Question for understanding** – ask questions and check that people understand you.
4. **Follow directions** – listen to instructions and do your job exactly as it has been explained.
5. **Show initiative** – offer to do extra work.
6. **Ask questions about tasks** – ask questions when you do not understand how to do something.
7. **Complete work on time** - finish work before the appointed time or a deadline.
8. **Make suggestions** – recommend something, or give advice.
9. **Volunteer for difficult jobs** – offer to do a hard task without anybody asking you to do it.
10. **Manage time efficiently** – use time wisely.
11. **Be flexible**- be ready to work all shifts.
12. **Be responsible and reliable**- take a full responsibility for your work.
13. **Be able to solve problems on your own** - be ready to understand what the problem is and how to fix it.
14. **Have a positive attitude** - be friendly, do not complain.
15. **Be a fast learner** - learn how to do something new at work or use a new tool fast.
16. **Do a good job and be attentive to details** - know your job and the smallest details about it.
17. **Have good attendance**- do not miss a lot of days at work.
18. **Express yourself well**- improve your communication skills.
19. **Keep up-to-date and take classes** - learn new things about your job learn new methods and new ways of doing it.

Workforce Employment Readiness Resources

Textbooks:

Title	Level	Book #	Unit	Publisher
All Star (2 nd edition)	High Beginning	1	10	McGraw Hill
	Low Intermediate	2	10	
Future	High Beginning	2	8 & 12	Pearson Longman
	Low Intermediate	3	4 & 9	
Future <i>Transitions to Work</i>	Intermediate	<ul style="list-style-type: none"> • Food Services/Health Care • Hospitality • Manufacturing • Technology 		Pearson Longman
Side By Side <i>Plus</i>	High Beginning	2	8	Pearson Longman
	Low Intermediate	3	4 & 5	
Stand Out (2 nd edition)	High Beginning	1	7	Heinle Cengage Learning
	Low Intermediate	2	7	
Step Forward	High Beginning	2	4 & 5	Oxford University Press
	Low Intermediate	3	3 & 4	
Ventures	High Beginning	2	8	Cambridge University Press

Workforce Employment Readiness Resources

Other Series:

Saslow, J. (2005). Workplace Plus: Living and Working in English. White Plains, NY: Addison Wesley Longman, Inc.

Vacco, E. & Jablon, P. (2003). At Work in the U.S. - Reading and Language for Job Success. Syracuse, NY: New Readers Press.

Vacco, E. & Jablon, P. (2007). Conversations for Work. Syracuse, NY: New Readers Press.

Videos:

<http://video.about.com/esl/Learn-ESL--What-to-Expect-in-a-Job-Interview.htm#> (transcript also included)

<http://video.about.com/esl/Learn-ESL--Essential-Phrases-for-Job-Interviews.htm>

Behavioral Characteristics/Communicating at work

<http://20topjobskills.wikispaces.com/>

<http://www.fremont.k12.ca.us/Page/815>

<http://caw.aaca-boston.org/>

Workplace Ethics scenarios:

<http://wvde.state.wv.us/osp/Transition/student10%20Workplace%20Ethics.pdf>

GLOSSARY OF WORKFORCE TERMS AND JOB SEARCH VOCABULARY CHECKLIST

Section I---UTILIZING THE ONE-STOP CAREER CENTER

Listed below is a glossary of terms and phrases frequently used at the MontgomeryWorks One-Stop Career Centers that adult English learners should be familiar with when utilizing the centers for their job search.

Phase I-Intake:

- € **Enroll**---Sign up to participate in needed services
- € **Register**---Same as above, sign up to participate in needed services
- € **Registration form**--- Enrollment form providing background information on job seekers needed to be completed at the first visit in order for job seekers to visit or use the One-Stop Centers.
- € **Maryland Workforce Exchange (MWE)**---Job search database for the Maryland Department of Labor, Licensing and Regulation (DLLR pronounced as “dollar”) featuring a multiple job vacancies. Job seekers using the career centers are required to enroll in MWE in order to receive services. *A valid Social Security number is required to enroll on MWE.*
- € **New Customer Orientation**---Information session providing an explanation of the various services available at the career center.

Phase II--Resource Room:

- € **Core Services**—Job search assistance provided to job seekers in an area known as the “Resource Room” which consists of a job board with a listing of job vacancies, computers, a copier, fax machine and other resources and information to help job seekers in need of supportive services (i.e. clothing referrals, food bank information, housing assistance, shelters, literacy training, youth information, etc.)
- € **Job Board**---Listing of current job openings posted on a bulletin board in each career centers.
- € **Computer Station**---Computer workstation for customers to use while visiting the career centers to conduct their job search consisting of accessing job search websites, email, and word processing/Microsoft Office applications, and a typing tutor.
- € **Computer ID Number**---Confidential identification number for customers as their login to reserve and use a computer at the career center.
- € **Guest Computer ID Number**---Confidential guest code and “pass” for customers to use during their first visiting the career center and/or until their permanent Computer ID# is activated.
- € **Resource Specialist**---Professional staff at the career centers who work in the Resource Room who can assist job seekers with questions while they utilize the resource room.



Phase III—Computer Usage

Computer Hardware

- € **Mouse**—Hand operated device connected to the computer used on a flat surface that helps the user to control the operations on the computer.

Normally located to the right of the computer, the mouse helps you move items on the computer screen, and make selections by pressing the buttons on the mouse.



- € **Computer Screen or Monitor** --- Displays the information from the computer to the user. The screen or monitor looks similar to a television screen.



- € **Keyboard** ---Allows customers to enter information into the computer. The “keys” on the keyboard have the alphabet, numbers and symbols that are normally used when “typing” information. The keyboard has the same keys as a typewriter.



- € **Flash drive**---A small electronic device that allows customers to store documents and files used or created on the computer. This device plugged into the computers’ hard disk.



- € **USB**—A small portable electronic device that also works like a flash drive and stores information and documents from a computer.



Computer Functions

- € **Cursor**—A solid blinking symbol that indicates the position on a computer screen where the user can begin typing or perform other functions.
- € **Click or Clicking**—Act of pressing down on the right or left buttons on the computer mouse to make a selection or perform a function.
- € **Menu Bar**---Section on a computer screen or within a computer program that is located at the top of the screen or on the left side listing the program functions.
- € **Scroll or Scrolling**—The ability to move up, down or across the computer screen so that a line, text or image is visible on the screen. Requires use of the computer mouse and clicking on the right button of the mouse.
- € **Drag**---Moving an image or object on the computer display screen with the use of the computer mouse. The object on the screen is moved when the mouse button is held down and the mouse is moved.

Phase III—Computer Usage Cont.

- € **Highlight**—To select an object or text on the computer screen creating a “shade” or “shadow” over the object or text. This allows the user to perform a new function such as moving, copying or cutting the object or text.
- € **Save**--To store a document, data or information on a computer or electronic device.
- € **Delete**—To erase or remove a document or file on a computer or within a document.



- € **Attach**—Connecting a document or file to computer function (normally to an email message).
- € **Backspace**---Press the “backspace” key on the keyboard to move your cursor to delete a word spaces in between words.



Computer Terms

- € **Website**---An electronic “page” that is accessed through a computer and on the “Internet.” A website is the location where a company or employer will list job openings.



- € **Email**---Electronic messages sent from one user to others through a network, mostly done on the computer
- € **Internet**--An electronic communication network that connects computer systems worldwide.
- € **Online**—Controlled or connected to another computer or to another network.
- € **Database**---A set of information or data that is organized and stored on a computer or Online.
- € **URL**---An Internet address; usually directed to an organization or company (Example: the URL to MontgomeryWorks is <http://www.montgomeryworks.com>)

Vocabulary for a Job Search

The list below is phrases and vocabulary terms adult English learners and all job seekers should be familiar with when conducting a job search.

Job Search Terminology

Resume---Document used to represent a person’s work experience and skills.

RESUME SAMPLES

ALEX CONSULTANT
 9891 Oak Street • San Diego, CA 92121 • (619) 514-3701 • alex@alexconsult.com

A consulting position utilizing research and analysis, problem-solving, and leadership skills in a corporate environment.

Education
 Bachelor of Business Management Science
 University of California, San Diego
 Graduate Certificate: San Diego
 Major: CIS, 3.15

Professional Certifications, Accounting
 University of California, San Diego Extension
 Computerized Book-Keep System

Related Coursework
 • Financial Accounting
 • Financial Accounting
 • Decision Making University
 • Auditing

Financial Accounting
 • Cost Theory
 • Corporate Finance
 • Decision to be Business Entity

Skills/Qualifications
 • Experience involving tax law projects in tax auditing, cost accounting, and financial accounting system
 • Strong background in research and analysis developed through work experience and class work
 • Able to maintain in a busy work environment
 • Work effectively within a team as well as independently with minimal supervision
 • Proven leadership and public speaking abilities through student organizations and work experience
 • Proficient in Excel, Budgeting, Accounting, QuickBooks, Turbo Tax, Word, Excel, PowerPoint, Access, Outlook, ACT

Experience
Operations Assistant, Canyon State Capital Management, San Diego, CA (1994-1998)
 • Support 17 portfolio and trading subsidiaries with processing over 350 daily security transactions
 • Update trade orders to reflect processing procedures and modify account positions from investment
 • Analyze and monitor trading trade and settlement issues

International Executive Training Intern, Nicholas Applegate, San Diego, CA (1994-1995)
 • Analyzed market with multiple large volume trade orders from portfolio managers
 • Coordinated with operations regarding price discrepancies and trade issues between broker and trader
 • Coordinated operations to compare trade flow from different trading methods

Capital Growth Sector Analyst, Student Transition Investment Committee, San Diego, CA (1994-1995)
 • Made quarterly stock recommendations to over 140 clients within the financial industry
 • Delivered weekly sector reports as a 12 person committee
 • Won a national quarterly stock report

Organization
 • Alpha Kappa Psi College National Good Service Fraternity (1 year present)
 • Phi Kappa Phi Honor Society (Professional Business Fraternity) (1 year present)

JOAN E. JOBSEEKER
 E.jobseeker@comcast.net • (616) 355-0303 • New York, NY 10128
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FINANCIAL ANALYSIS & REPORTING

Multifaceted Financial Analyst who understands complex assignments, meets tight deadlines and delivers superior performance. Possesses practical knowledge in corporate finance and financial markets. Applies strong financial planning and analytical skills to inform senior management of key trends and reduce company expenditures by more than \$200,000. Operates with a strong sense of urgency and thrives in a fast-paced setting. **Fluent in Spanish.** Core competencies include:

Financial Reporting—Project Management—Financial Analysis—Financial Statements—Statistical Analysis
 Corporate Finance & Financial Services—Market Analysis—Client Relations—Strategic Planning—Forecasting

PROFESSIONAL EXPERIENCE

COMPANY ABC—New York, NY—2010—Present
 One of the largest global pharmaceutical companies, producing a portfolio of products and medicines that support wellness and prevention, as well as treatment and cures for diseases across a broad range of therapeutic areas.

Financial Analyst
 Prepares financial presentations for senior management by incorporating new and existing reports along with analysis of business trends for Company ABC's \$2.1 billion health segment. Supports the development of executive reports, presentations and articles regarding capabilities. Formulates annual operating budgets and monthly forecasts, and tracks team spending for budget exceeding \$1.5 million.

- Generated approximately \$400,000 in annual savings by employing a new procedure which streamlined the business's needs relationships
- Improved spending reports to enhance clarity of expense and increase efficiency for ten different groups
- Conducted financial analysis to support senior leadership with developing the business segment's long-range financial plan of more than \$20 billion over the next five years

ORGANIZATION XYZ—New York, NY—2008—2010
 Leading provider of investment advisory services with a core focus institutional investors such as such as Pension

Jack Brainley
 1011 Court Rd.
 Durham, NC 27707
 (919) 533-1234
 jackbrainley@comcast.net

OBJECTIVE
 Research/Investment

EDUCATION
 Optimal University, Ph.D. 2011
 Bachelor of Science in Decision Making Science
 Cumulative GPA: 3.4

- Dean's List 2 Semesters
- Optimal University Graduate Scholarship - awarded June 2009

EXPERIENCE
Optimal University Neuroscience Center Durham, NC 04/2010 - 04/2011
 Research Assistant

- Organize and prepare slides for seminars
- Run labors to study health of neurotransmission

SKILLS

- Editing software
- Working in groups
- Public speaking with great

ACTIVITIES
Optimal University Counseling Club 08/2010 - 08/2011
 President

- Worked many sessions with clients and group leaders
- Encouraged clients...

COVER LETTER SAMPLES

Cover Letter—Document included with a resume that explains a job candidates’ background and experience in more detail.

Interview—Meeting with a business or company to discuss a job candidates ability to do a specific job. Meetings can be face-to-face or over the telephone.



Professional Attire—Clothing that represents a business or work environment. Clothing that is not casual, like jeans, shorts, T-Shirts, baseball caps or sweaters, sneakers or boots.

EXAMPLES OF APPROPRIATE INTERVIEW ATTIRE




Women

Men



DO NOT WEAR!!!





Job Title—Term or phrase that describes the position or work that an individual performed at a company. (Example: Cashier, Customer Service Representative, Laborer)

Occupation—Describes an individual’s job or profession. (Example: Accountants, Teaching, Scientists)

Career---A job or profession (occupation) that an individual performs over a period of time.

Industry—Reference or classification of a group of companies or related or connected by their common business practices or activities.

Assessment--Evaluation of a person’s skills and abilities.

Job Readiness Workshop---A class or instruction that prepares individuals on topics related to looking for a job.

Soft Skills---Personal behaviors, attitudes, and communication that show an individual’s ability to interact with others.

Sell Yourself—Ability of an individual to talk about, discuss and/or share their skills, knowledge and capabilities to an employer. Process of convincing or persuading an employer about the skills an individual possesses.

60 Second Commercial---Brief verbal presentation that explains an individual’s skills, work history and experience related to a job.

Why Should I Hire You?—Potential interview question posed to a job candidate by an employer. A question that an employer is considering when they are interviewing job candidates.



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