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RURAL LABOR MANUAL:

Guide to the Conduct
of Specific Community
Educational Programs



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RURAL LABOR MANUAL:

GUIDE TO THE CONDUCT OF SPECIFIC COMMUNITY EDUCATIONAL PROGRAMS

UNIT I: INTRODUCTION

Often community leaders and others involved in community development efforts discover that identification and analyses of community problems lead to frustration because no one knows how to "get on with it." Resource personnel are frequently confronted with these frustrations in the form of requests to supply lists of alternative "things that we can do." The Rural Labor Manual represents an attempt to respond to these needs by providing some alternative educational programs with which to approach rural labor problems. Educational programs outlined in the Rural Labor Manual are intended to be program suggestions which are complete enough to be used as presented or which can be modified to fit the community's situation.

Most rural and urban labor problems and programs are similar. However, because of sheer lack of numbers, rural labor market problems may seem exaggerated relative to the number of individuals affected. Evaluation of rural labor programs must carefully avoid over-emphasizing numbers served.

Defining Rural Labor Needs

Many rural communities experience a disproportionate share of unemployment and underemployment resulting from numerous adverse socioeconomic conditions. At the same time, lack of national economic growth and stability has placed greater pressures on all realms of employment. Competition for new industry and employers has heightened. Many families have pressed additional family members into the labor force as secondary wage earners to produce the means

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with which to confront inflationary pressures. These economic events coincide with increasing emphasis on local initiative and self-determination by Federal and State funding programs.

In the Employment Act of 1946, Congress recognized that employment was a public responsibility and accepted the responsibility for the employment and employability of the American people. Through numerous publications and press releases, the American people are constantly reminded of the importance of the employment of its citizenry. Unemployment statistics are reported as an indicator of the economic vitality of the nation and as an index of the "well-being" of its citizens.

Recent events have contributed to the need for local initiative in developing rural labor programs:

1. Labor force composition has altered as a result of increased participation by females;
2. Farm laborers have been displaced by mechanization of agricultural production;
3. Stagflation resulted in a higher level of unemployment and inflation;
4. Consolidation of state employment service operations and elimination of the Rural Manpower Services Division of the Department of Labor left many rural areas without a full-time local employment service; and
5. Federal manpower efforts were combined into a single decentralized funding program, Comprehensive Employment and Training Act (CETA), which requires local input.

In addition to these events, continued efforts to decentralize the nation's population through industrialization of rural areas force community leaders who are concerned with the local labor market conditions to become better informed about alternative labor market strategies.

Anyone undertaking an analysis of local labor market conditions needs to be familiar with three types of unemployment: frictional, structural and cyclical unemployment. (1) Frictional unemployment may be defined as a situation in which it takes time for jobs and people to get together. Once communication is established and resources mobilized, frictional unemployment can be minimized. (2) Structural unemployment is caused by technological innovations within the society which require new skills on the part of the existing labor force. Structural unemployment can be reduced by educational and retraining efforts. (3) Cyclical unemployment exists when there are more people looking for jobs than there are jobs available and can be reduced through national or local efforts to increase the demand for workers.

Identification of the type of unemployment existing in a given community requires analysis of employment and unemployment trends. To provide insight into rural labor problems, unemployed individuals can be classified according to causation which includes voluntary unemployment, temporary unemployment, laid-off, fired, new entrant and reentrant. The local labor force also can be broken down into its components as follows:

1. Age and sex;
2. Educational level attained;
3. Skills presently possessed;
4. Types of persons unemployed or underemployed and their names and addresses.
 - a. Minorities;
 - b. Handicapped;
 - c. Persons with obsolete skills;
 - d. Persons with all other kinds of skills.

This information can be compared with characteristics of the currently employed labor force and existing vacancies, that is:

1. Number presently employed by occupation and rate of turnover in each occupation;
2. Openings presently existing; and
3. Projections of future needs by occupation.

Identifying Resources

Programs to alleviate rural labor problems by combating the various types of unemployment include those which promote job creation, market efficiency, and market stability. Such programs must recognize that job-search procedures used by most individuals center upon door-to-door unsolicited contact. Programs emphasizing the improvement of individuals job-search skills must be given high priority.

Many strategies designed to improve local labor markets require few resources, but are unlikely to be initiated by outsiders. Rural community leaders often must design a labor program without the direct assistance of a local labor expert (either public or private). Therefore, a task force (or ad hoc committee) approach to the analysis, design and implementation of rural labor programs is desirable.

Organizing for rural labor programs should be undertaken along the guideline established for all community development activities. The essential steps include:

1. Form study group;
2. Define problems (be prepared to redefine problems in light of subsequent investigations);
3. Collect and analyze data;
4. Set goals (include both short- and long-range goals);

5. Develop alternatives (include those that meet technical, economic, political, social and moral standards); and
6. Formulate action plan (include assigned responsibilities and implementation procedures).

Special efforts should be made to include local business leaders, area manpower coordinators and State employment service personnel in the organizational structure. Since many educational programs are designed to reach large audiences and ultimately will require the use of facilities which can accommodate these audiences, the inclusion of school officials, local press representatives, elected officials and various civic organizations' representatives may facilitate the final success of the established programs. The Texas Employment Commission, the Texas Industrial Commission and the Texas Education Agency may provide necessary data as well as contribute to some phases of the local labor program.

Labor Terminology

The Bureau of Labor Statistics has detailed guidelines for deciding who is employed, unemployed and not participating in the labor force. The guidelines apply only to survey data collected on individuals 16 years of age and older. Perhaps the most important point to emphasize is that interviewees are never asked to classify themselves, nor, in fact, are they directly classified by the interviewer. Instead, a carefully structured questionnaire is filled out for each eligible person with the final classification done by computer according to established criteria.

Each month, the Bureau of Labor Statistics publishes labor market data derived from the Bureau of Census monthly current population survey (CPS). Once each month, in the calendar week containing the 19th of that month, the CPS is administered to a sample of the population scientifically selected to represent the civilian noninstitutional population of the United States. The CPS is designed to ascertain the employment status, during the calendar week

containing the 12th of the month, of all individuals sixteen years of age and older residing in the interviewed household. The following definitions are the result of the classification method established by the Bureau of Labor Statistics:

Employed are all those who during the week of the survey:

1. Did any work at all as paid employees, or in their own business or profession or on their own farm, or who worked 15 hours or more as unpaid workers in an enterprise operated by a member of the family;
or
2. Did not work but had jobs or businesses from which they were temporarily absent because of illness, bad weather, vacation, labor management disputes, or for personal reasons, whether or not they were paid by their employers for the time off and whether or not they were seeking other jobs.

Unemployed are those who did not work during the survey week, made specific efforts to find a job within the preceding four weeks and were available for work or would have been available during the survey week except for temporary illness. Also included as unemployed are those who did not work at all, were available for work and

1. Were waiting to be called back to a job from which they had been laid off; or
2. Were waiting to report to a new wage or salaried job within 30 days.

Discouraged workers are people not in the labor force who want a regular job now, either full-time or part-time and whose principal reason for not looking for work is that:

1. No work is available in the individual's line of work or area;
2. The individual had tried but could not find work; or
3. Lacks necessary schooling, training, skills, or experience;

4. Employers think individual is too young or too old; or
5. Has other personal handicaps in finding a job.

Other labor market concepts include:

Underemployed people are those who are currently employed in an occupation which is not commensurate with the individual's skills and education, thus resulting in lower compensations to the individual.

Economically disadvantaged individuals are generally defined as those who receive income lower than that established by the poverty guidelines or who receive cash welfare payments.

Hidden unemployment generally includes those individuals who are classified as discouraged workers and those who are included among the underemployed.

Voluntarily idle are people who choose not to participate in the labor force and are unavailable for employment.

While numerous occupational and industrial classification systems are utilized by labor analysts, comparisons of local labor market data to other published data inevitably lead to confusion unless a common base is established. It is recommended that the Census Occupational Classification System and Standard Industrial Classification System be adopted where appropriate.

For most survey purposes broad categories may be adequate. For instance, the major occupational categories are professional, administrative, sales, clerical, craftsmen, operatives, transport operatives, non-farm laborers, farm laborers, service workers and private household workers. The major industrial categories are: agriculture, forestry and fisheries, mining, construction, manufacturing, transportation, communications, utilities and sanitary services, wholesale and retail trade, finance, insurance and real estate services and government.

Current Manpower Training Legislation

Historically, government sponsored manpower training programs have not been readily available in rural areas. With a national policy of full employment of the able-bodied labor force, with a significant portion of the labor force inadequately educated and trained to function in existing jobs, with constant advances in technology making many existing jobs obsolete and creating new jobs, there is an ever-increasing need for manpower training programs in rural areas.

The Comprehensive Employment and Training Act (CETA) of 1973 established a new Federal manpower revenue-sharing program to replace the numerous categorical programs and to provide locally directed manpower training programs. The purpose of CETA is:

1. To provide training and employment opportunities to increase the earned income of economically disadvantaged, unemployed, or underemployed persons;
2. To establish a flexible, coordinated and decentralized system of federal, state and local programs so that services will lead to maximum employment opportunities and enhance self-sufficiency; and
3. To provide for the coordination of programs under CETA with other social service, employment and training programs, economic development, community development and related activities, such as vocational education, vocational rehabilitation, public assistance, self-employment training and social service programs.

The legislation is divided into eight parts or titles, each with a specific purpose.

Title I sets forth the administrative provisions governing programs under the other titles.

Title II establishes programs administered by State and local prime sponsors to provide comprehensive employment and training services for economically disadvantaged persons.

Title III establishes national programs administered by the Secretary of Labor (a) to provide employment and training services for groups of persons with disadvantages in specific and general labor markets or occupations; (b) to provide comprehensive employment and training programs for American Indians and for migrant and seasonal farmworkers; (c) to provide research and technical assistance programs and to evaluate activities under CETA.

Title IV established a broad range of coordinated employment and training programs for youth.

Title V establishes a National Commission for Employment Policy to examine issues of development, coordination and administration of employment and training programs and to advise the President and the Congress on these issues.

Title VI authorizes temporary employment in public service jobs during periods of high unemployment.

Title VII authorizes activities to increase the involvement of the private sector in employment and training.

Title VIII establishes a Young Adult Conservation Corps to provide conservation work on public lands and waters and other benefits to youth.

Anyone developing a rural labor program may find it necessary and helpful to use this source of funding. It is recommended that anyone who is interested in using CETA funds begin the process by contacting the local county judge and exploring the proposed project or activities with this local contact. (Establishing the need for these funds may require analyses similar to that suggested above.) Ultimately, a prime sponsor must approve any proposal.

When applying for CETA funds from a prime sponsor (either a proposal for funding and supervision or merely funding of a work site), the following steps are recommended:

1. Contact the county judge to explore the proposed project;
2. Find out who the prime sponsor in your area is;
3. Find out who the prime sponsor's CETA planner is;
4. Make an appointment to talk to the planner;
5. Talk with the planner;
6. Become familiar with CETA in your area;
7. Find out the CETA funding process for your area;
8. Determine the method for submitting your funding application;
9. Complete and submit your application; and
10. Be visible and act on a year-round basis.

MANPOWER COMMITTEE

A special manpower task force or committee usually needs to be established. Special efforts should be made to include local business leaders, area manpower coordinators and State employment service personnel in the organizational structure. Since many educational programs are designed to reach large audiences and ultimately will require the use of facilities which can accommodate these audiences, including school officials, local press representatives, elected officials and various civic organizations' representatives may facilitate the final success of the established programs. The Texas Employment Commission, the Texas Industrial Commission and the Texas Education Agency may provide necessary data as well as contribute to some phases of the local labor program.

Most manpower projects will involve the following phases:

1. Initiate idea including problem specification.
2. Gain approval of idea from both formal and informal approvers.
3. Establish a task force of persons with interest, expertise, position, and other considerations.
4. Create widespread public awareness of the need to do something.
5. Receive a commitment from the public to do something.
6. Determine the goal.
7. Evaluate alternative ways to reach the goal.
8. Decide on the most acceptable means for reaching the goal.
9. Develop a plan of action.
10. Obtain resources locally and/or from outside sources.
11. Carry out the action plan.
12. Evaluate the product and process.

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UNIT II: LABOR SURVEYS

Before starting a rural labor program, justification for the program must be established. To make a sound decision, it is not necessary that decision-makers have all the facts. It is necessary, however, to establish the credibility and quality of the information on which decisions are based.

In deciding which rural labor program is to be undertaken, the community leaders must (1) gather factual information about local labor markets, (2) test the credibility and quality of the information that they have gathered and (3) redefine local labor problems in light of the information that has been gathered. Prior to launching a data-gathering process, decision-makers must

UNIT II: LABOR SURVEYS

determine what use will be made of the data which in turn determines how precise the data must be. To determine the need for original research, decision-makers must decide how valuable past history is relative to the problem as originally defined. Is information on past history easy and inexpensive to obtain? How detailed must the breakdown in data be in order to shed light upon the undefined problem?

To obtain factual information about local labor market conditions, a steering committee can be appointed to seek the assistance of resource persons in identifying the questions for which they need answers. This steering committee can develop a list of questions that must be answered in order to make a decision and a list of resource persons and their occupations or special knowledge which can be brought to bear upon the problem.

Information can be gathered quickly and inexpensively by contacting individuals whose job or study resulted in a large amount of actual information being collected on local labor market conditions. These resource persons may be willing to provide their insight to the committee directly or through

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individual interviews. Library research augmented by information gathered from other institutions or public service organizations may also provide helpful information. Usually, there are persons in the community or in a nearby community who have worked on the same problem previously or who have had a similar experience elsewhere. These "experts" are an extremely valuable source of information.

To develop an appropriate solution, it is important that information gathered be highly credible. Information must be accurate and present all sides of an issue. Factual information such as technical information providing specifications and/or standards, statistical information and financial information should be carefully separated from personal opinions expressed by community residents. While opinions are an extremely important source of information and ultimately may determine the support community leaders are willing to provide, biased information must be removed if the proposed solution is to succeed. (This includes information which is heavily biased in favor of preconceived solutions.) Once accurate information has been collected, original statements of the problem must be clearly restated in light of the information gathered.

Throughout the data collection process, committee members must focus upon trends and temporary conditions which provide insight into current local labor problems. It is extremely important that information be gathered concerning job search procedures used by both local employers and job seekers as well as information concerning labor force participation. Trends and sudden changes experienced in these 2 areas provide the keys to understanding which program may be most helpful.

Frequently, these analyses may be accomplished through utilization of existing data. State employment services periodically provide a breakdown of local labor force for selected counties, including: (1) total work force,

(2) unemployed, (3) total employment, (4) total manufacturing employment, (5) total nonmanufacturing employment, (6) total government employment, (7) all other nonagricultural employment and (8) total agricultural employment. This data may be compared with information obtained from business and industry such as: (1) number of individuals presently employed by occupation and rate of turnover in occupation; (2) openings presently existing by occupation; and (3) projection of future needs by occupation.

As a result of sudden changes in local labor market conditions and/or historical patterns which no longer coincide with recent experience, research may be necessary to collect the data directly. There are several data collection techniques that may be used. The method most commonly used is a survey of businesses and industries in the local area combined with a survey of local labor force characteristics and any secondary data which may be available.

Individual Labor Supply Surveys

Communities involved in the location of new industries may receive a specific request from a prospective employer to provide detailed information regarding specific skills which the local labor force may possess and willingness of local workers to seek employment. Design of the actual survey instrument must be based on the expressed needs of the prospective employer.

The survey method chosen will depend upon the availability of financial support and response time required by the employer. Several methods can be utilized including direct mailout, questionnaires, utility mailouts, newspaper surveys, group surveys and telephone surveys.

Since it is assumed that the employer's request is based on the desire to hire additional workers, individual labor surveys should avoid sampling the total population. Attempts should be made to solicit responses from the entire local labor force.

In order to provide the employer with occupational information for his follow-up, a labor supply survey should include: name, present address, address at which one can be contacted, telephone number, telephone number at which one can be contacted, interest in work as related to specific industry, minimum wage willing to accept, desire for a full-time, part-time day or evening job, length of time willing to work, present employment status including full-time/part-time employment, length of present employment, two prior jobs, length of employment in each job and employer's specified job experience.

Anyone designing a labor supply survey must be aware of Federal and State legislation prohibiting the collection of certain personnel data. State employment service personnel should be consulted with regard to the final questionnaire construction.

Labor Inventories

A labor inventory ascertains potential labor force by occupational skill levels available within a given geographic area.* It consists of summaries of potential employees by age, sex, skill, educational level, income earning, present employment, occupational aspirations or distance willing to commute. Other information desired by those conducting the survey may be included to provide comprehensive labor market data.

The primary need for a labor inventory is to provide detailed information, unavailable from other sources, for attracting industry or stimulating industrial expansion of current operations (data collected often composes major portions of "community profile"). A labor inventory provides a basis for understanding the skills of the local work force and their potential for new skills, training and employment. In addition, state agencies use inventory data for program

*This material was abstracted from FACT SHEET L-1095, Texas Agricultural Extension Service.

development training. Public service institutions use inventory information to determine staffing needs and local economic development programs.

It should be noted that information from an inventory must be combined with additional labor market data to provide employers an accurate assessment of local labor market conditions. A complete labor market profile might include: elements of labor unrest, history of labor disturbances, prevailing wage scale, average work schedules, labor productivity, worker attitudes and training facilities.

If labor market conditions remain static, a well-conducted inventory may be accurate in rural counties for 1 to 3 years. However, an inventory may be dated within a few months. Factors determining how long an inventory is valid include:

1. Migration in and out of the area;
2. New opportunities for employment within the labor market area;
3. Shut down of an operation utilizing large amounts of labor; and
4. Changes in the agricultural production situation.

Labor markets often cross county lines and encompass parts or all of more than one county. Potential labor supply areas usually encompass areas of 30 minutes commuting time and sometimes include areas up to 60 minutes away. The main point is that an inventory should at least be countywide even in major metropolitan areas.

Involvement of important key individuals within organized groups such as chambers of commerce, county program building committees, industrial foundations, city councils and commissioners' courts is extremely important to generate local support. Each local situation will be slightly different depending on the community structure. Other organizations such as the ministerial alliance, school systems, women's professional organizations, civic organizations, agricultural organizations and organized labor may provide valuable support.

Inventory initiation and coordination may be provided by the community resource development committee, chamber of commerce, any professional agricultural worker, the county rural development committee, a local Texas Employment Commission representative or any other interested person. Someone must be in charge who does have an understanding of the research requirements. The following outline may be useful as a guide for the person in charge.

Steps for Conducting Labor Inventories

I. Involve volunteers who can promote the inventory in the following ways.

A. Represent an advisory committee from different special interest groups.

1. Obtain volunteer interviewers.

2. Promote survey registration.

B. Inform citizenry through phone contact or meetings with organized groups.

C. Appeal to friends and neighbors through radio spots by identifying themselves and encouraging participation.

D. Contact local merchants about contributing merchandise for periodic free door prizes.

E. Work at designated interviewing locations, calling on people at home or meeting with groups.

F. Assist with checking inventory completeness.

II. Inform citizenry of inventory importance through various methods.

A. Report progress of the inventory through local news media.

B. Spread news of the inventory through church bulletins, pulpits, or newsletters.

C. Contact students and parents through school system letters and questionnaires.

- D. Maintain personal contact with local organizations.
 - E. Distribute flyers at business concerns.
 - F. Place posters in business windows.
 - G. Conduct a telephone campaign.
 - H. Make use of inserts in utility bill mailings.
- III. Conduct the actual inventory by one of the following procedures.
- A. Choose a desirable interview location.
 - 1. Set up interviews at strategic locations.
 - 2. Put a person in charge to assist the interviewer with filling out questionnaires.
 - 3. Locate inventories near public facilities or private settings which are basically places of high pedestrian traffic (city hall, fire station, chamber of commerce, stores, schools, etc.).
 - B. Involve organized groups such as church groups, home demonstration clubs, civic clubs and school classes in group registration.
 - C. Mail out questionnaires to be delivered to a central location.
 - D. Utilize door-to-door canvassing to obtain a complete census of the area.
 - E. One or more alternatives can be utilized together.

Sample questionnaires and assistance in questionnaire design can be obtained from the State office of the Texas Employment Commission, the Texas Industrial Commission and the Texas Agricultural Extension Service.

The key to a successful labor inventory is to organize and involve a large number of volunteers. A minimum of 50 people should probably be enlisted. Some situations may require several hundred volunteers over a period of a few days.

In supervising volunteers, a plan of work must be established that specifies who is in charge of each geographic area. Back-up support volunteers for answering questions, checking responses and providing adequate supplies must be available.

Depending on the number of volunteers, completion of the job within 2 weeks is possible. Allowing another 2 weeks for cleanup may be necessary. Enthusiasm will decline if the job takes too long.

Ultimately, it is less expensive to use volunteers than to hire a firm to conduct inventories. Participation and involvement generate more local interest especially where key community leaders cooperate in obtaining data. This interest may be sustained and provide the momentum for economic development.

The Texas Industrial Commission has developed a Labor Survey Methodology which is available to communities and other entities of government. Coding and analysis of data may be provided by T.I.C. after voluntary collection of data utilizing questionnaires and procedures prescribed by T.I.C.

Labor Demand Survey

Surveys of business and industry to determine the need for additional labor require detailed information regarding an employer's hiring practices, training programs, job turnover, occupational requirements, entry level wage and existing and/or projected vacancies. In many cases, because of the large number of local employers, a sampling technique must be used to provide reliable data. Surveys of this nature can be quite costly and many precautions must be taken to insure that complete and accurate data are collected. It is recommended that anyone wishing to undertake a labor demand survey contact The Texas Agricultural Extension Service or another organization with proven research capabilities in this area.

12. WORK EXPERIENCE:
 (Check one or more)
 PROF., TECH., MGR.
 CLERICAL, SALES
 SERVICE
 FARMING
 TRUCK DRIVER
 MEAT PROCESSING
 MACHINE TRADE
 STRUCTURAL WORK
 ASSEMBLY
 OTHER _____

13. I am interested in training in:
 (Check one or more)
 SEWING
 MACHINE TRADE
 ASSEMBLY WORK
 MEAT PROCESSING
 CLERICAL
 WAREHOUSE & TRUCKING
 MATERIALS & HANDLING
 WELDING
 MEDICAL SERVICES
 OTHER _____

MUST BE RETURNED BY _____ (date)
 (Your name will be held in confidence.)

NAME: _____
 ADDRESS: _____
 CITY: _____
 STATE: _____
 ZIP CODE: _____
 PHONE NUMBER: _____
 SEX: _____
 AGE: _____
 HIGHEST LEVEL OF EDUCATION: _____

LABOR INVENTORY QUESTIONNAIRE

A. NAME _____ B. Sex Male Female
 Last First Initial

C. ADDRESS _____
 No. and Street City County

D. AGE _____ PHONE NO. _____

E. EDUCATION: (How much formal education and training have I completed?) F. COMMUTING: To get work, I am willing to travel up to (check one)

1. _____ Highest year completed in elementary through high school.
2. _____ Highest year of college completed.
3. _____ Highest month of vocational/technical schools completed

1. _____ 10 miles one way
2. _____ 20 miles one way
3. _____ 30 miles one way
4. _____ Over 30 miles one way
5. _____ I cannot or would not commute

Other training: _____

G. Head of Household

1. Yes _____ No _____

H. I am immediately available for work on basis checked:

1. _____ Full time
2. _____ Part-time Type of Work: _____
3. _____ Summer _____
4. _____ Winter _____
5. _____ Night _____
6. _____ Not available _____

I. WEEKS WORKED in past 12 months for wages or profit:

1. _____ None
2. _____ 1 - 15 weeks
3. _____ 16 - 30 weeks
4. _____ 31 - 51 weeks
5. _____ 52 weeks (full year)

J. I am available to do FARM WORK for others as shown below:

1. _____ Year-round
2. _____ Part-time
3. _____ Summer
4. _____ Not at all

K. INCOME EARNED in past 12 months

1. _____ Less than \$500
2. _____ \$ 500 - \$ 999
3. _____ \$1,000 - \$1,999
4. _____ \$2,000 - \$2,999
5. _____ \$3,000 - \$3,999
6. _____ \$4,000 - \$4,999
7. _____ Over \$5,000

L. WORK STATUS: I am now a

1. _____ Farmer
2. _____ Student
3. _____ Housewife (with no job)
4. _____ Housewife (outside job)
5. _____ Businessman
6. _____ Wage earner
7. _____ Professional person
8. _____ None of the above

M. FOR STUDENTS ONLY

What is you school year now? _____
 What summer or part-time work do you have? _____
 Your favorite subjects _____
 Your worst subjects _____
 After finishing school, what job do you hope for? _____

Labor Inventory (continued)

N. JOB SKILLS that I possess are checked:

- | | |
|---------------------|--------------------------|
| Administration | Heavy Equipment Operator |
| Teaching | Assembly Work |
| Typing | Sewing |
| Shorthand | Electrical |
| Bookkeeping | Electronics |
| Selling | Welding |
| Beautician | Truck Driving |
| Farming | Carpentry |
| Mechanic | Registered Nurse |
| Machine Shop Trades | Licensed Practical Nurse |

O. List your present and/or most recent job (including self-employment)

Employing Firm _____ From (Mo. & Yr.) _____
 Your Title _____ To _____
 Duties _____ Present approximate
 _____ hourly earnings _____

Employing Firm _____ From _____
 Your Title _____ To _____
 Duties _____

P. Summary of other work experience _____

Q. Military Service Dates: From _____ To _____
 Describe duties _____

R. Are you looking for work? Yes _____ No _____

ANSWER THE FOLLOWING ONLY IF YES CHECKED ABOVE:

S. Describe the type of work desired _____

T. Do you want information on job training? Yes _____ No _____

U. Would you like to take an aptitude test? Yes _____ No _____

V. Date of Birth _____ Marital Status: Single Married Other

W. Describe any disability _____

X. Do you have: Driver License _____ Chauffeur License _____ Car
 Transportation _____

LABOR DEMAND
BUSINESS AND INDUSTRY SURVEY

Name of firm _____ Date _____

Address _____

Main function of firm or business _____

Name and title of person providing information _____

1. Average number of employees during the year: Male _____ Female _____
2. Maximum number of employees during the past year _____
3. Number present employees who have been with your company less than one year _____
4. What percentage of your employment needs require high school graduation as a minimum qualification? _____
5. What are the age requirements for employment in your company?
Minimum _____ Maximum _____
6. In general, how are your employees trained or prepared for their current positions?
On-the-job training _____ By other methods _____
Vocational programs _____
7. Would representatives from your business or organization serve on committees to work with school officials in advising the planning and operation of vocational programs? Yes _____ No _____
8. Would your organization accept students under a cooperative plan to provide them occupational experience in preparation for employment?
Yes _____ No _____
9. Would part-time adult courses be of value in upgrading or retraining your employees? Yes _____ No _____
If yes, list specific courses which would benefit your employees.

10. Please indicate on the reverse side and attached sheet your approximate employment needs in the occupational areas listed. If you need workers for occupations not listed, please indicate this need in Part H.

Labor Demand (continued)

Number additional workers contemplated to meet future expansion needs and normal employee attrition

	Within One Year	Within Three Years	Within Five Years
A. <u>Office Occupations</u>			
Secretary	_____	_____	_____
Stenographer	_____	_____	_____
Clerk	_____	_____	_____
Typist	_____	_____	_____
Clerk-Typist	_____	_____	_____
Bookkeeper	_____	_____	_____
Office Management	_____	_____	_____
B. <u>Agricultural Occupations</u>			
Farming	_____	_____	_____
Nursery Production	_____	_____	_____
Greenhouse Production	_____	_____	_____
Forestry	_____	_____	_____
Agricultural Sales	_____	_____	_____
Agricultural Mechanics	_____	_____	_____
Agricultural Processing	_____	_____	_____
C. <u>Service Occupations</u>			
Child Care	_____	_____	_____
Food Service	_____	_____	_____
Housing Service	_____	_____	_____
Industrial Sewing	_____	_____	_____
Clothing Occupations	_____	_____	_____
D. <u>Health Occupations</u>			
Medical Technology	_____	_____	_____
Dental Technology	_____	_____	_____
Practical Nursing	_____	_____	_____
Nurse's Aide	_____	_____	_____
Companion to Aged and Handicapped	_____	_____	_____
E. <u>Distributive Occupations</u>			
Sales-Retailing	_____	_____	_____
Merchandising	_____	_____	_____
Advertising	_____	_____	_____
Small Business Management	_____	_____	_____
F. <u>Technical Occupations</u>			
Chemical Technology	_____	_____	_____

Labor Demand (continued)

Number additional workers contemplated to meet future expansion needs and normal employee attrition

<u>Technical Occupations (continued)</u>	<u>Within One Year</u>	<u>Within Three Years</u>	<u>Within Five Years</u>
Mechanical Technology	_____	_____	_____
Civil Technology	_____	_____	_____
Electronic Technology	_____	_____	_____
Engineering Technology	_____	_____	_____
Data Processing	_____	_____	_____

G. Trade and Industrial Occupations

Diesel Mechanics	_____	_____	_____
Auto Mechanics	_____	_____	_____
Auto Body and Fender Repair	_____	_____	_____
Auto Service	_____	_____	_____
Masonry	_____	_____	_____
Carpentry	_____	_____	_____
Plumbing	_____	_____	_____
Building Maintenance and Repair	_____	_____	_____
Industrial Electricity	_____	_____	_____
Commercial Electricity	_____	_____	_____
Welding-Combination	_____	_____	_____
Sheet Metal Work	_____	_____	_____
Cabinet Making	_____	_____	_____
Business Machine Repair	_____	_____	_____
Machine Trades	_____	_____	_____
Printing	_____	_____	_____
Radio and TV Repair	_____	_____	_____
Small Appliance Repair	_____	_____	_____
Vending Machine Mechanic	_____	_____	_____
Drafting	_____	_____	_____
Commercial Art	_____	_____	_____
Air Conditioning and Refrigeration	_____	_____	_____
Painting and Paper Hanging	_____	_____	_____

H. Other Occupations (list)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I. What is the entry level wage for your largest employment category?

UNIT III: LOCAL EMPLOYMENT CLEARINGHOUSE

Employment services involve an array of human development activities.* However, the primary function is to facilitate the job clearing process, that is, employer-job applicant contact. Any local organization with adequate resources may act as a local employment clearinghouse by providing a liaison between a potential employer and the job seeker. A successful employment clearinghouse must aggressively perform both job development and job placement.

An essential ingredient in a market system is the ability of each market to "clear" itself, that is, eliminate shortages and surpluses. Buyers and sellers must communicate their needs and desires to exchange goods and services in order to negotiate mutually acceptable transactions. Without communication, a market system could not exist. While much emphasis has been placed upon the operation of commodity markets, it is frequently assumed, particularly at the local level, that the labor market will, with little assistance, "clear" itself.

UNIT III: LOCAL EMPLOYMENT CLEARINGHOUSE

State and private employment services generally are located in metropolitan areas where greater portions of the labor force reside. Rural employers and job seekers find it difficult to access these metropolitan services. Increased costs resulting from long distances and time expended may preclude the use of these services. In other cases, lack of awareness of services and the institutionalized performance of these services may preclude usage by the rural sector. (Rural communities may discover that existing agencies cannot deliver the quality of services expected because of institutional practices. Performance expectations of rural individuals often center on atmosphere, for example,

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warmth, friendliness, informality and personal attention rather than on administrative accuracy. These performance expectations may necessitate input by local citizens.)

Both employers and job seekers in rural areas may find it difficult to communicate their needs and desires without a local employment clearinghouse. Economic consequences of a lag in employment are lost profits and wages to firms and individuals and an eroded economic base in the community. Social consequences to unemployed heads of households and other individuals are well documented. Any community leader confronted with the difficulties of an employer finding suitable employees would not welcome the resultant economic stagnation. While an identifiable local employment clearinghouse cannot guarantee that such consequences will not occur, it may provide answers and assistance to those in search of a job. In addition, it may be a source of psychological comfort which is often instrumental in determining residency for both the employer and employee. Community leaders may view the need for a local clearinghouse as part of supportive services to local business or industrial development efforts. In any case, the maintenance of the dignity of employment is sufficient cause to examine current labor market practices and support the establishment of a visible local employment clearinghouse.

The local employment clearinghouse provides the employer and job seeker several benefits including:

1. Reduced information cost by providing a local source to both,
2. Potential understanding and encouragement during the job search, and
3. Evidence of a community concern for the economic well-being of its citizens.

It also provides community leaders an opportunity to design a delivery system capable of meeting the unique requirements of their community.

Suggestions for the Establishment of Local Employment Clearinghouse

An employment service will require: at least one individual to assist in the clearinghouse process; a private office (preferably) for consulting and interviewing job applicants; an advisory committee; appropriate forms and office supplies; and a telephone. Funding of the employment clearinghouse is possible through a variety of ways depending upon the level of services to be provided and available resources. A nonprofit or break-even operation may be funded through donations, local contributions or existing federal or state manpower programs. Local civic groups and county and city governments may provide office space and contribute to other overhead expenses. (Fee assessment on employer or employees may provide additional funds, although this may necessitate the alteration of the profit status of the organization.) Organization, training assistance and employment forms may be available through the Texas Employment Commission, the federal and state manpower coordinators and the Texas Agricultural Extension Service.

To accomplish both job development and job placement functions, clearinghouse personnel must identify, contact and enlist both employers and job seekers. An advisory committee becomes invaluable for pointing out practical approaches to consider. By adopting marketing and sales techniques utilized by successful sales organizations, a professional employment service can be organized. Employment personnel usually will divide the work day between job development (employers) and job placement (applicants). A routine of mornings devoted to contacting employers and afternoon devoted to interviewing job applicants has proven successful in employment clearinghouses.

Essentially "problem solvers," clearinghouse personnel must be able to convey benefits and advantages of the service to both the potential employer and the job applicant. Once this ability has been developed, a systematic

procedure for contacting both parties will complete the essentials for a successful employment clearinghouse.

Employment personnel must become acquainted with existing and potential employers and be familiar with the general economy of the area. They should canvass the entire business community as soon as possible. However, before these employer visits, a proposed route should be examined and the nature of the information to be gathered should be determined.

Job order forms may be developed to record the following information:

1. Business identification, including the individual in charge of hiring personnel,
2. Number of employees,
3. Number of vacancies,
4. Nature of the business and skills required by employees,
5. Number of personnel to be hired in the near future and
6. Any employment difficulties encountered by the employer.

The job order form or a summary of vacancies may be filed by date of anticipated vacancy for future reference. Any leads obtained during the job development process must be followed up.

Much of the success of the employment service depends on employer awareness of the available service. This is one of the advisory committee functions. In addition, standard media such as press releases, radio programs and informational brochures along with supplements such as fact sheets supplied to each employer upon initial contact are useful. Advertisements may be placed in local newspapers indicating the availability of the service and requesting that pertinent information be mailed to the employment service.

Mere contact of the employer does not guarantee the success of the employment clearinghouse. The successful employment service must sell itself, its

ideas and its services. Preparation is the key to successful interviewing, and references which discuss proper interviewing techniques should be readily available in local libraries.

To assist job applicants in their search for suitable employment, job application forms are needed to record personal information, employment history and other relevant information about the individual. (It is suggested that the employment service be a referral system and, as such, maintain all records in confidentiality.) Employment personnel may also wish to record the course of action suggested to the job applicant and all contacts with and for applicants. This will allow the employment service to evaluate its success in the job placement effort.

Employment personnel should discuss alternatives for the job applicant. Each job applicant should be encouraged to register with the state employment agency and utilize its professional counseling services. Employment personnel also should discuss procedures which may assist in the job search such as proper interviewing and application procedures.

The success of the employment clearinghouse also depends on public awareness of the available service. In addition to the advertising methods mentioned above, posters can be placed in areas of high pedestrian traffic and presentations can be made to explain manpower programs to civic groups as well as county and city officials. The advisory committee will want to help set up places for programs to be presented. Ultimately, a newsletter or radio program may be developed to outline relevant legislation as well as local programs, and to indicate vacancies or occupancy skills available.

While records and paper work should be minimized, a simple cross reference file to maintain multiple classifications of job applicants is necessary. Once a vacancy has been identified, employment personnel should coordinate

this information with skills indicated by job applicants. Alertness to all sources of information can lead to effective job placement. Job banks maintained by other agencies should be accessed. The traditional sources of job vacancies include newspapers, radio and television advertisements, but the creative local employment personnel will be alert to marriage announcements, military inductions, retirement announcements, new contracts or business expansion notices which provide leads to potential vacancies. Telephone directories, professional lists and other employers provide additional sources of job information. Some of the records developed by the employment clearinghouse itself can be translated into job placement information.

In addition to job development and placement functions, the employment clearinghouse personnel should become familiar with existing vocational training programs and the guidelines for the establishment of new programs. Federal, state and local supportive services to assist the employer and job seeker, such as industrial start-up training and on-the-job training, should be investigated thoroughly. These may include counseling for personal problems and income maintenance programs including drug and alcohol abuse, welfare requirements, mental health counseling and vocational rehabilitation.

Once a local employment clearinghouse becomes visible to the entire community, it may serve as a catalyst to the development of other manpower programs such as manpower inventories for industrial development efforts, job readiness clinics or summer youth employment services. The successful local clearinghouse may become the center of the local labor market. As such, it must strive to meet the needs of all its clients--employers and job seekers.

Summary: How to Initiate and Conduct
A Local Employment Clearinghouse

PURPOSE: To provide employers and job seekers in rural areas an identifiable means to communicate their employment needs and desires.

TYPES OF SERVICES: (1) Job development (employer contact); (2) Job placement (worker contact).

BENEFITS TO PARTICIPANTS: (1) Cost of locating employees and finding suitable employment reduced for local employers and job seekers; (2) Job seekers obtain actual employment and develop job search skills; and (3) Community economic base enhanced by local labor market improvement.

POTENTIAL AUDIENCE: Primarily local employers; frequently strong interest will be expressed by community leaders concerned with plight of local job seeker.

REQUIRED RESOURCES: Employment aide; facilities for confidential interviews; advertising media; employment forms; telephone.

DEMONSTRATION PROJECT: Employment Division
Burnet County Chamber of Commerce
Burnet, Texas 78611

ORIGIN: Many rural communities do not have a local full-time employment service. Their economies may not be diverse and dynamic enough to support a private employment service. On the other hand, their size and proximity to metropolitan areas may preclude full-time public employment services.

Without local full-time employment services, rural employers and job seekers find it difficult to exchange information regarding employment needs and desires because of the lack of an "identifiable" marketplace. Employers lose profits and job seekers forego wages when vacancies are left unfilled.

Communities need a highly visible, continuous means of exchanging employment information to sustain their economies. Rural communities may need to organize a local employment clearinghouse to assist both employers and job seekers.

HOW PROJECT FUNCTIONS: A local employment clearinghouse acts as a liaison between potential employers and job seekers. To provide continuity, one person must be responsible for contacting both employers and job seekers. Confidence and support must be solicited from both groups to insure successful job development and job placement.

The clearinghouse concentrates upon the development of a systematic procedure for contacting both parties involved in the labor market. (While career counseling and testing are important, these aspects of employment services are best suited to professional organizations.) Clearinghouse personnel may divide the workday between job development (employers) and job placement (applicants).

Records and paperwork should be minimized; job order forms and applications must provide minimum information necessary to allow clearinghouse personnel to make referrals upon identifying a vacancy. Rural employment clearinghouses need a simple cross-reference system upon which to base referrals.

Success depends upon public awareness. By fully utilizing an advisory committee and by adopting marketing and sales techniques used by most businesses, local employment clearinghouses can be created with minimum resources.

Local civic and business organizations may wish to donate office space and additional overhead expenses incurred. However, any organization with adequate resources may act as the local employment clearinghouse.

SUGGESTIONS FOR ADAPTATION TO YOUR COUNTY: Employers and job seekers must be contacted to determine the need for such a service. Caution must be exercised. Needs may be temporary and easily accommodated through other labor market "clearing" processes. Experienced state employment service personnel can be valuable resources at this and other stages of the project.

Steps to be taken:

1. Determine the need for a clearinghouse.
2. Check with formal and informal approvers about the idea.
3. Select an advisory committee. Some potential committee representatives include:
 - a. Employers
 - b. Appropriate Chamber of Commerce committee
 - c. Industrial Development Board
 - d. Governmental units
 1. County Commissioners' Court
 2. City Council
 3. School District
 - e. State and Federal agencies
 1. Texas employment agency representative
 2. Manpower
 3. Older Americans programs
 4. Welfare
 5. Other Human Resource Development

f. County Program Building Committees

1. Community Development
2. Family Living
- g. Religious body such as local Pastors Association
- h. Any other group concerned with job development or worker placement
- i. Ex-officio members
 1. County Extension Agent(s)
 2. Chamber of Commerce manager or president if no manager exists.
 3. Others as appropriate depending on how the Employment Clearinghouse coordinator is paid.

4. Select the most acceptable alternatives.

5. Develop a plan of action.

- a. Where to house the coordinator.
- b. Selecting a coordinator.
- c. Training for coordinator.
- d. Types of forms to use.
- e. Accountability for coordinator.
- f. Periodic evaluation of progress.
- g. Decision to continue, revise or discontinue procedure.

Sample Forms

SUGGESTED UTILIZATION OF FORMS

Form 1 - Job Applicant Questionnaire--to be completed by applicant during initial visit. If the applicant is unable to complete the questionnaire, the interviewer will need to assist but should keep in mind that completion of questionnaires is completely voluntary. The interviewer may wish to take this opportunity to provide the job applicant with instructions in various job search techniques including the proper filing of a job application.

Form 1a - Referral Card--to be provided to job applicants upon referral to a specific employer. This card not only introduces the job applicant to the employer but also provides the employer with a reminder that the service exists.

Form 2 - For Office Use Only--to be completed by interviewer upon initial and subsequent visits with applicant as well as by any employment service personnel who make referrals. In order to determine the eligibility of a job applicant for CETA programs, the interviewer must compare family income data to current poverty level guidelines. It is recommended that such income data be collected at or during the initial job interview. Employment personnel can make relevant comparisons and when appropriate, make referrals to CETA personnel.

Form 3 - Job Applicant Status--to be completed by employment service personnel. Form should be constantly updated; once each month the status of each application should be authenticated (primary follow-up of applicants).

Form 4 - Information Sheet--to be provided to each employer by interviewer upon initial visit and to other interested parties upon request.

Form 5 - Employer Questionnaire--to be completed by interviewer during initial employer contact. Interviewer should record any peculiarities regarding the employer's work or interview requirements.

Form 6 - Employer Contacts and Job Development Record--to be completed by employment service personnel. Form should be constantly updated; once each month the status of each employer should be authenticated (primary follow-up of employers).

Form 7a - Monthly Summary of Employment Activities--to be completed by employment service personnel at end of each month, merely numerical record of activities (consists of three parts).

Form 7b - Placement Report: Service Placements Only--to be completed by employment service personnel at the end of each month, summary of actual placements made by employment service (nature of placement should also be indicated, that is, full-time or part-time).

Form 7c - Placement Report: Self-placements Only--to be completed by employment service personnel at end of each month; records those applicants who indicated during follow-up that they had obtained employment on their own.

(It should be noted that, in addition to formalized follow-ups suggested by these forms, any personnel making a referral should follow-up such referrals

with both employer and applicant as soon as possible. A local employment clearinghouse must emphasize quality as well as quantity; satisfaction of employers and employees is a must for continued operations to be supported.)

CAUTION: Federal and state legislation prohibit the collection of certain personal data. Alterations of current legislation and constant reinterpretation of existing regulations necessitate review prior to designing employment forms.

For Office Use Only:
Date Hired _____
Employer _____

JOB APPLICANT QUESTIONNAIRE

Today's Date _____

Note: I understand that the information provided shall be utilized by employment service personnel for referral to potential employers and social service agencies for the purpose of my obtaining employment. I understand that the information provided is completely voluntary and that I may refuse to answer any question.

I. PERSONAL INFORMATION

A. Name _____ Do you have a Soc. Sec. card? ___ M ___ F ___

B. Address _____ Town _____ Zip Code _____

Telephone number _____
How long have you resided in this county? _____
In which county and/or state did you previously reside? _____

C. Where can you be reached, other than listed address: Give two:

1.	Name _____	Address _____	Telephone _____
2.	Name _____	Address _____	Telephone _____
3.	_____ (Babysitter's name if any)		

D. General Health (indicate any physical handicap) _____

E. Date of Birth: Mo. _____ Day _____ Year _____

F. How much formal education and training do you have?

_____ Highest year completed in elementary through high school.
_____ Highest year completed in college.
_____ Highest month completed of vocational/technical school.

II. EMPLOYMENT PREFERENCES

A. Do you want employment for: ___ Full-time ___ Part-time ___ Summer Only

B. For what kind of work are you best qualified? _____

C. For what type(s) of work are you applying? _____

Job Applicant Questionnaire (continued)

III. EMPLOYMENT INFORMATION

- A. Are you currently employed? _____ If not, how long unemployed? _____
B. Relevant Employment History (including self-employment:) Most recent first:

1. Employer _____ From _____ To _____
Mo./Day/Year
Kind of Business _____ Address _____
Job Title _____ Duties _____
Beg. Wage _____ End Wage _____ Reason for Leaving _____

2. Employer _____ From _____ To _____
Mo./Day/Year
Kind of Business _____ Address _____
Job Title _____ Duties _____
Beg. Wage _____ End Wage _____ Reason for Leaving _____

3. Employer _____ From _____ To _____
Mo./Day/Year
Kind of Business _____ Address _____
Job Title _____ Duties _____
Beg. Wage _____ End Wage _____ Reason for Leaving _____

4. Have you received special training? _____
Describe, include military training:
What type? _____ Where conducted? _____ When? _____

5. Do you hold any special license (for example, LVN, plumber, welder certification)?
Do you hold commercial and/or chauffeur driver's license? _____

6. Have you registered with TEC? _____

IV. OTHER INFORMATION

A. Do you have any occupational barriers, for example, lack of transportation? _____

B. How did you learn of the Employment Service?
Applicants _____ Outreach _____ Other _____
Employer _____ City/County Official _____
TV/Radio _____ Newspaper _____

COUNTY
EMPLOYMENT DIVISION

We would like to refer the above named individual to you for employment.

We are delighted to be of service to your organization. If we can be of further assistance, please phone _____.

EMPLOYMENT AIDE

Form 1A (3x5 card) and name card.

Looking For A Job ?

See

Burnet County Employment Clearing House Coordinator

Rachel Inman

At

Burnet Chamber of Commerce

306 West Polk

Call

756-4297

Burnet County
Employment Clearinghouse
Burnet Chamber of Commerce

316 W. Polk • P.O. Box 27 • Burnet, TX 78611

Rachel Inman
Coordinator

Phone
(512) 756-4297

Sponsored By:

JOB APPLICANT STATUS

Applicant's Name	Pending	Training Enrollee	Referred	Direct Job Placement	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

INFORMATION SHEET

The _____ County Chamber of Commerce is a nonprofit, voluntary organization of citizens who are investing their time and money in a community development program. This organization functions via working committees to provide a medium through which people can take effective action for the progress of the community.

It has long been the desire of this organization to assist in the delivery of public services absent in _____ County. Surveys have indicated the desire of area residents for an established local employment service. Consistent with the aims of the Chamber of Commerce, an Employment Division has been established at our headquarters, _____ Avenue.

The objectives of the Employment Division are to provide a full range of employment services to the residents of the county and to provide educational services in support of job development. Emphasis is placed upon coordination of activities with county agencies to avoid duplication of services.

Manpower services conducted by the Employment Division are available to all persons who are seeking suitable employment or who need training to develop skills that will enable them to become employed. A file of applications for those persons seeking employment or training is maintained and every effort is made to meet requests from employers for qualified workers.

Employers who are in need of workers and persons wanting more information on services available should contact:

_____ County Chamber of Commerce
Employment Division
_____ Avenue
_____, Texas _____
Phone: _____

Date _____

EMPLOYER QUESTIONNAIRE

I. Business name _____

Address _____

Phone _____

Employee Supervisor _____

II. Type of Business _____

- | | |
|--------------------------------------|---------------------------|
| a. Agriculture, Forestry and Fishing | g. Retail |
| b. Mining | h. Finance, Insurance and |
| c. Construction | Real Estate |
| d. Manufacturing | i. Services |
| e. Transportation and Communication | j. State Agencies |
| f. Wholesale | k. Federal Agencies |

III. Current Number of Vacancies? _____

No. Employees Desired	Required Skills
-----------------------	-----------------

_____	_____
_____	_____
_____	_____

IV. Do you expect to hire additional people in the near future? _____

No. Employees Desired	Required Skills
-----------------------	-----------------

_____	_____
_____	_____
_____	_____

V. When do you prefer to interview applicants? _____

VI. Are any special tests, for example, typing, shorthand, required of applicants? _____

VII. When does your work day begin and end? _____

COMMENTS: _____

COUNTY
EMPLOYMENT CLEARINGHOUSE

MONTH YEAR

PLACEMENT REPORT
CLEARINGHOUSE PLACEMENTS ONLY

Summary:

No. of Applicants _____

No. of Placements _____

No. of Employer Visits _____

No. of Follow-up Contacts _____

TYPE OF
POSITION*
F P S

	NAME	SEX	EMPLOYER NAME	JOB TITLE	TYPE OF POSITION*		
					F	P	S
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							

* F = Full-time
P = Part-time
S = Short Term or Seasonal

SIGNATURE _____

RECORD OF CONTACTS WITH EMPLOYEE AFTER ORIGINAL PLACEMENT

EMPLOYEE NAME _____
 ADDRESS _____ PHONE _____

7 Days	60 Days	6 Months	1 Year
A. Date _____	A. Date _____	A. Date _____	A. Date _____
B. _____ Employer	B. _____ Employer	B. _____ Employer	B. _____ Employer
_____ Address	_____ Address	_____ Address	_____ Address
_____ Phone	_____ Phone	_____ Phone	_____ Phone
C. _____ Job Title	C. _____ Job Title	C. _____ Job Title	C. _____ Job Title
D. Still have this job? ____ Yes GO TO E. ____ No GO TO G.	D. Still have this job? ____ Yes GO TO E. ____ No GO TO G.	D. Still have this job? ____ Yes GO TO E. ____ No GO TO G.	D. Still have this job? ____ Yes GO TO E. ____ No GO TO G.
E. Job satisfactory? ____ Yes ____ No			
F. Pay Rate _____ per: hr wk mo yr STOP INTERVIEW!!!	F. Pay Rate _____ per: hr wk mo yr STOP INTERVIEW!!!	F. Pay Rate _____ per: hr wk mo yr STOP INTERVIEW!!!	F. Pay Rate _____ per: hr wk mo yr STOP INTERVIEW!!!

G. Reason for leaving job? ____ Pay too low ____ Dispute with boss ____ Unpleasant work ____ Laid off ____ Other _____ (Specify)	G. Reason for leaving job? ____ Pay too low ____ Dispute with boss ____ Unpleasant work ____ Laid off ____ Other _____ (Specify)	G. Reason for leaving job? ____ Pay too low ____ Dispute with boss ____ Unpleasant work ____ Laid off ____ Other _____ (Specify)	G. Reason for leaving job? ____ Pay too low ____ Dispute with boss ____ Unpleasant work ____ Laid off ____ Other _____ (Specify)
H. Date you left the job? _____			
I. Are you employed now? ____ Yes Fill out B&C for next contact ____ No STOP INTERVIEW!!!	I. Are you employed now? ____ Yes Fill out B&C for next contact ____ No STOP INTERVIEW!!!	I. Are you employed now? ____ Yes Fill out B&C for next contact ____ No STOP INTERVIEW!!!	I. Are you employed now? ____ Yes Fill out B&C for next contact ____ No STOP INTERVIEW!!!

COUNTYWIDE EMPLOYMENT SERVICE
OPENS APRIL _____ AT CHAMBER OF COMMERCE OFFICE

Residents of _____ County have gained a new ally in their battle to seek and find suitable employment. The _____ County Chamber of Commerce has established an Employment Division to provide a clearinghouse for local employers and job-seekers.

The _____ County Chamber of Commerce is a nonprofit, voluntary organization of citizens who are investing their time and money in a community development program. This organization functions via working committees to provide a medium through which people can take effective action for the progress of the community.

Recent surveys, conducted with the assistance of the Texas Agricultural Extension Service, established the need and desire for a local employment service. Since the Chamber felt that such a public service was consistent with its goals, an Employment Division has been established at its headquarters located at _____.

The objectives of the Employment Division are to provide, free of charge, a full range of employment services to the residents of the county and to provide educational services in support of job development. Several activities are planned with the assistance of the Texas Agricultural Extension Service. Emphasis is placed upon coordination of activities with county agencies to avoid duplication of services.

Manpower services conducted by the Employment Division are available to all persons who are seeking suitable employment or who need training to develop skills that will enable them to become employed. A file of applications for those persons seeking employment or training is to be maintained and every effort is to be made to meet requests from employers for qualified workers.

Employers who are in need of workers and persons wanting more information on available services should contact _____, Employment Division, _____ Chamber of Commerce, telephone _____.

DO YOU NEED GOOD WORKERS?

EMPLOYMENT DIVISION, _____ County Chamber of Commerce assists employers in hiring and training workers. All services are offered free of charge. If you have any job openings or training needs, please fill out and mail the bottom half of this form to:

EMPLOYMENT DIVISION
_____ County Chamber of Commerce
_____ Avenue
_____, Texas _____

or call:

Tel. _____

Name of Firm _____

Individual to Contact _____

Employer Address _____

Phone _____ The Best Time to Call Is _____

COUNTYWIDE EMPLOYMENT SERVICE
OPENS APRIL AT CHAMBER OF COMMERCE OFFICE

LOOKING FOR A JOB?

If you are presently looking for a job, just fill out this form. You will be contacted by phone or in person about job openings in and around _____ County by a representative of the _____ County Chamber of Commerce, EMPLOYMENT DIVISION. The Employment Division provides free assistance to _____ County residents in finding jobs. Please fill out the bottom of this form and mail to:

EMPLOYMENT DIVISION
_____ County Chamber of Commerce
_____ Avenue
_____, Texas _____

or call:

Tel. _____

Name of Firm _____

Individual to Contact _____

Employer Address _____

Phone _____ The Best Time to Call Is _____

Type of Job Desired:

1. _____

2. _____

UNIT IV: EMPLOYMENT CLINIC OR JOB FAIR

Employment clinics, often referred to as job fairs, are conducted primarily to facilitate the job searching process, that is, employer/job/applicant contact. Any local organization may sponsor a "one-shot" job match. However, a successful employment clinic must identify a well-defined labor market segment to serve.

Often a particular segment of the labor market requires short-run and immediate assistance to find suitable employment. Both employers and job seekers in rural areas may find it difficult to communicate their seasonal needs and desires. In addition, sudden changes in rural employment occasioned by industrial start-ups or shutdowns may require intense short-term assistance for both employers and

UNIT IV: EMPLOYMENT CLINIC

Job matches may provide the necessary means for communication among employers and job seekers during these times. Community leaders may desire to organize an employment clinic to meet these short-run needs or to openly express interest for the employment needs of a particular segment of the labor market.

Youth, older adults, minorities and handicapped may require special attention in the labor market. As the trend toward greater labor force participation by women continues, special needs of employed mothers and wives may be met by an employment clinic.

Even though an employment clinic is merely a "one-shot" job match, employers and job seekers derive several benefits, including:

1. Reduced information costs by providing maximum exposure during a brief time;
2. Potential understanding and encouragement during the job search;
3. Acquisition of job-search skills and procedures suitable for continued job-search efforts; and

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4. Evidence of a community concerned for the economic well-being of its citizens. An employment clinic provides community leaders an opportunity to design an employment aid capable of meeting the unique requirements of their community.

"One-Shot" Job Match

An employment clinic requires the sponsoring organization to enlist the cooperation of employers who have been identified as those seeking the skills and qualifications possessed by the target applicants. (An employment clinic can be conducted for the benefit of the entire labor market; however, in most instances it will be designed to meet the needs of a specific segment of the labor market or target group.) Generally both employer and applicant enthusiasm must exist for the project to be successful. A well-defined target applicant allows employers to identify specific vacancies which the target applicant might be able to fill. A closely defined target applicant encourages members of this labor market segment to participate and singles out this group for special community concern.

Once the need for an employment clinic has been established and the support of employers enlisted, an employment clinic should be designed around the specific needs of the target applicant. During this planning phase of the employment clinic, the need for job-search training should be evaluated. Job applicants with little prior job-search experience, new labor market entrants and reentrants may require educational programs with emphasis upon completion of job applications and the interview process.

Next, the specific needs of both employers and job applicants must be determined. Employers who initially expressed an interest must be surveyed to determine their willingness to participate actively in the employment clinic. Since the employment clinic is a "one-shot" job match, unnecessary paper work

should be avoided. Employers need only to indicate their willingness to participate, the length of time they are willing to do so and the general occupational skills required by their firm.

Job applicants may be required to complete an application form prior to the actual employment clinic. Completed applications, which state any special proficiencies, skills or other job qualifications, may be matched to employer requirements prior to the actual job match. As an alternative, applications may be completed and matched to employer needs at the job clinic. This procedure requires sufficient help during the job match to assist the interview match-up, employer orientation and job application completion.

In either case, employers should not be expected to participate until a list of interviewees is supplied. In most instances, a fifteen minute interview should be sufficient to establish the need for follow-up contact by any employer. Each employer should be assigned a private, numbered room for conducting interviews. This number can be supplied to the job applicant for the specific purpose of an interview. Great care should be taken to insure that all applicants participate in at least one interview. It is recommended that employers indicate to the interviewee the outcome of the interview and the steps the job applicant should take.

Even though a job applicant may not find suitable employment, valuable information can be gathered from employers conducting the interviews. Employers should be requested to complete an evaluation of each applicant stating the strengths and weaknesses as perceived by the employer.

The length of an employment clinic is determined by the number of participants, employers and job applicants willing to take part in the job match. Since employers are essential to the success of this project, the timing of the job match should coincide with the employer's free time. In some instances,

several short sessions may be more desirable than a single affair. In most rural situations, a single evening devoted to the job match should be sufficient.

Once an employment clinic has been conducted, all participating employers should be recognized. Recognition in the form of personal letters to representatives of the firms who acted as interviewers should be augmented by news articles and press releases providing the overall results of the employment clinic. Letters to interviewers should request suggestions for future employment clinics as well as give results and recognize the contribution that each firm made toward the success of the employment clinic.

A successful employment clinic may serve as a catalyst to the development of other manpower programs. Assistance for the development and conduct of the employment clinic and other manpower programs should be sought from the Texas Employment Commission, the federal and state manpower coordinators and the Texas Agricultural Extension Service. NOTE: The following summary and forms refer to one target audience--youth.

Procedures and forms can easily be modified to fit other target audiences.

Summary: How to Initiate and Conduct Youth Employment Clinic

PURPOSE: To provide job placement activity for youth seeking summer or permanent employment.

BENEFITS TO PARTICIPANTS: (1) Youth obtain actual employment and develop job-search skills; (2) employers reduce disruption of business routine in order to interview; (3) high school officials recruit additional employers for on-the-job training programs; and (4) community displays commitment to youth as well as improves local labor market efficiency.

POTENTIAL AUDIENCE: Primarily local high school officials and students; local businesses and community leaders must be willing to support efforts.

REQUIRED RESOURCES: Advertising media; facilities capable of accommodating interviewers; application forms.

DEMONSTRATION PROJECT: Rusk County Extension Office
Henderson, Texas 75652

ORIGIN: Often a particular segment of the labor market requires short-run and immediate assistance to find suitable employment. Full-time employment offices may not be equipped to accommodate a sudden surge in applicants and the opportunity to be of service may have passed by the time preparations are made.

Traditional needs for summer youth employment allow advance preparations for at least a "one-shot" placement activity. Youth need to acquire job-search experience which requires employer participation. High school advisors of on-the-job training programs need employer contact to convey merits of program participation in their programs. Both of these needs can be met by a placement activity which emphasizes suitable summer employment.

HOW PROJECT FUNCTIONS: A youth employment clinic is a "one-shot" attempt to provide an employment clearinghouse aimed primarily at youth seeking summer employment. The required time depends upon the number of applicants and employers participating. If a rigid interview schedule is observed, all applicants should have an opportunity to interview with the majority of employers.

Each applicant will be requested to complete two application forms. One form is placed in an alphabetical file for future duplication or reference and the other accompanies each applicant to individual interviews. Facilities should be utilized which allow employers private interviewing space, for example, school rooms, partitioned auditorium, etc.

Employers need not procure copies of applications during interviews but merely list those individuals whom they would like to follow-up. At the end of the clinic, employers may obtain copies of desired applications or may request that certain applicants contact them on a specified date. Each applicant will receive a notice thanking them for participating and containing any employer requests for follow-up.

Prior to the youth employment clinic, advisors may desire to provide educational programs concerning job-search procedures. Special emphasis may be placed upon completion of job applications and the interview process.

Also, high school advisors for on-the-job training programs may want to meet with employers prior to the clinic. Since these employers have indicated an interest in youth employment, they represent an excellent audience from which to recruit additional employer participants for ongoing programs.

SUGGESTIONS FOR ADAPTATION TO YOUR COUNTY: Since both youth and businessmen are necessary ingredients for a successful clinic, it may be desirable to co-sponsor such an activity with a youth organization and civic organization. However, in a primarily agricultural county, the Texas Agricultural Extension Service may sponsor the clinic or other organizations familiar with both segments may provide the leadership.

CHECK LIST OF TASKS TO BE ACCOMPLISHED

(Start at Least Three Months Prior to the Actual Event)

ITEM

WHO TO DO IT

WHEN TO BE DONE

Investigate the possibility of a co-sponsor(s) such as Chamber of Commerce, civic or service group or a youth organization.

Clear with school superintendent, principal, and counselor.

Enlist support of employers.

Prepare contact letter for students.

Prepare application forms for businesses and students and where appropriate, clear letters and application forms with TEC.

Obtain literature about proper interviewing techniques from TEC for distribution at event.

Arrange for facilities.

Publicize event in all types of news media.

Arrange for a program on how to conduct oneself in interview.

Have a program coordinator.

Establish a system for matching employers and students.

Have employers and students arranged for second and third interviews where appropriate.

Use blackboard or overhead projector to notify students of interviews times and locations.

Have a Master of Ceremonies to announce all activities.

Prepare name tags for all employers and students.

Prepare evaluation procedure for event.

ITEMWHO TO DO ITWHEN TO BE DONE

17. Take pictures of event.
18. Write follow-up letters to employers who participated.
19. Determine appropriate follow-up procedure for those who do not receive employment.

The day (or evening) of the job fair:

1. Each employer to have separate room. All need to be briefed together about the procedures to be used for the activity.
2. Use a numbering system on forms for setting up and scheduling interviews.
3. Have a blackboard at the central location for posting interview times and places.
4. Have a microphone for announcements.

Follow-up possibilities after the job fair:

- a. Send copies of applications to employers who ask for them.
- b. Establish a rent-a-kid procedure.
- c. Write a news release on job fair results.
- d. Write to youth who were involved to ascertain follow-up results.

Sample Forms

SUGGESTED UTILIZATION OF FORMS

- Form 1: Occupational Interests of Firm - to be completed by employer; primary indicator of interest to interview.
- Form 2: Interview Schedule - to be provided each firm.
- Form 3: Interview Report - to be completed by interviewer; an assessment of each job applicant (primary follow-up).
- Form 4: Interview Appointment - to be provided each job applicant.
- Form 5: Job Application - to be completed by all non-office occupation job applicants.
- Form 6: Job Application - (Office Occupations Only) - to be completed by all office occupation job applicants.
- Form 7: Occupational Interests of Students.
- Form 8: Survey of Employer Interest at a Job Fair.

(Note: Exhibits 1 through 4 represent sample correspondence which may accompany forms and are placed at appropriate distribution points.)

Dear Sir:

The staff and faculty of the _____ Independent School District wish to acknowledge the contribution you and your firm have made to the _____ public schools and encourage your continuing support.

As you may be aware, for the _____ past years our high school has administered an Employment Clinic for high school students and interested employers in the local and surrounding communities. This affords employers an occasion to get together with graduating students, as well as other students seeking employment and hold short interviews with various applicants throughout the day. Results from these occasions in the past indicate continuation of the project is warranted.

This year our Employment Clinic is planned for _____, in the gymnasium of the _____ High School, _____ Street. Individual interview stations will be arranged for representatives from each employing firm and students with appropriate skills and/or interests will be scheduled as requested. Information relative to the student applicant will be available prior to the interview. No promise of employment is expected at this initial interview; however, you may wish to invite qualified applicants to additional interviews with your firm.

It should be noted that the _____ public schools operate training programs for over 24 occupations plus cooperative on-the-job training in many other areas. These programs provide training and academic knowledge, skills and experience students need for entry-level employment.

To assist us in planning, please indicate your interest in participating by completing and returning the enclosed form. Please check the occupation(s) in which your firm is interested and indicate the number of student applicants you would like to interview in a particular area. If you return this form in the enclosed, self-addressed envelope, we will keep you informed of our plans and additional details will be provided at a later date.

Sincerely,

Employment Clinic Coordinator

Enclosure

Exhibit 1

OCCUPATIONAL INTERESTS OF FIRM

Please mark the occupational areas with which your firm is concerned and for which it wishes to interview high school students. Mark the number of students you plan to interview and whether you wish to consider them for full-time, part-time and/or summer employment. If your firm is interested in an area not listed below, indicate the specific occupation(s) in the space provided at the bottom of the list.

Occupational Training Programs	Occupational Interest of Firm	Number of Students to be Interviewed	Openings by Type of Employment		
			Full-Time	Part-Time	Summer
Agricultural Related Occupations					
Appliance Repair					
Automotive Related Occupations					
Building Trade (Carpentry, Painting, Plumbing, Masonry, etc.)					
Child Care and Development					
Cooking and Baking					
Commercial Art					
Cosmetology					
Dry Cleaning					
Electrical Trades					
Electronics (Radio and TV Repair)					
Electronic Data Processing					
Health Occupations (Nurse's Aide, Dental and Medical Assistant, etc.)					
Machine Shop					
Metal Work					
Office Occupations					
Secretarial - Typing and Shorthand					
General Office Clerk - Filing and Office Machines					
Receptionists and Information Clerk					
Bookkeeping					
Photography					
Printing					
Refrigeration - Air Conditioning					
Sewing and Dressmaking					
Small Engine Repair					
Welding					
Wholesale and Retail Sales and Services					
Wood Work					
Other (specify):					

Our firm will be interested in having a representative present to interview students _____
 Company _____ Representative _____
 Address _____ Phone _____

We would like to have more than one interviewer _____ Indicate Number _____
 Our firm will be unable to participate. Comment _____

MEMORANDUM TO: Interviewer(s)

FROM: Employment Clinic Coordinator

SUBJECT: Employment Clinic

DATE:

Thank you for your interest and response to our invitation to participate in the Employment Clinic program scheduled for _____ in the main gymnasium at _____ High School. An interview station will be assigned to you when you arrive for your interviews. Your first interview is scheduled for 9:00 a.m. If you will report to room 163 prior to your first interview, a list of applicants, interview times, job applications and interview report forms for each applicant will be provided.

Thank you again for your support and cooperation. Please feel free to call on use for any further information you may desire or any suggestions/comments you may have.

MEMORANDUM TO: Interviewers

FROM: Employment Clinic Coordinator

SUBJECT: Employment Clinic Progress

DATE:

You have been assigned interview station #_____ in the main gymnasium for job interviews with students today. Attached is a list of those students who are scheduled for an interview with you and the time each student has an appointment. Also attached are the students' job applications for your review prior to the interview. Some students may be scheduled for more than one interview. If so, these students should take their application with them to the next interviewer.

We have attached an interview report form for each applicant scheduled for interviews with you. It would be most appreciated if you would fill out a report on each student and deposit the completed forms in room _____ when all applicants have been interviewed.

Each student scheduled for interview(s) has been provided an interview appointment slip indicating the interview station, the firm conducting the interview and the time for the interview. Students have been requested to report for their interview at the appointed time only.

No promise of employment is expected at this initial interview. You may, however, choose to inform the applicant if there is any possibility of employment and, if so, what procedure is recommended--should they contact you or will they be contacted?

Thank you for your cooperation and participation in our Employment Clinic. We would like to have your reaction to the program. Feel free to inform us of any suggestions or comments you may have.

Exhibit 3

INTERVIEW SCHEDULE

FOR

Employment Clinic Coordinator

FROM:

SUBJECT:

9:00 -

9:15 -

9:30 -

9:45 -

10:00 -

10:15 -

10:30 -

10:45 -

11:00 -

11:15 -

11:30 -

11:45 -

1:00 -

1:15 -

1:30 -

1:45 -

2:00 -

2:15 -

2:30 -

2:45 -

Form 2

Exhibit 3

INTERVIEW REPORT

Please complete this sheet for each person interviewed. (This information is for the Employment Clinic coordinator's use and will be considered confidential.)

Check appropriate rating:

	Poor	Average	Good
Applicant's knowledge of occupation for which he is being considered			
General appearance			
Attitude and ambition			

Please mark items that apply: (Inform applicant of result)

Applicant does not meet job qualifications

Applicant is scheduled for additional interview

Applicant will be notified if future vacancy occurs

Applicant should contact us _____
Date/Place

COMMENTS: _____

Name of Student _____ School Attending _____

Skill/Occupation _____

Interviewer _____ Firm _____

(Please deposit in designated box on information desk.)

INTERVIEW APPOINTMENT

INTERVIEW APPOINTMENT

Name: _____

Name: _____

Occupation: _____

Occupation: _____

Station No.: _____

Station No.: _____

Firm: _____

Firm: _____

Time: _____

Time: _____

Date: _____

Date: _____

INTERVIEW APPOINTMENT

INTERVIEW APPOINTMENT

Name: _____

Name: _____

Occupation: _____

Occupation: _____

Station No.: _____

Station No.: _____

Firm: _____

Firm: _____

Time: _____

Time: _____

Date: _____

Date: _____

JOB APPLICATION
(Print Name and Address Only)

Please Print

Grade (Currently Enrolled) _____ Sex _____ Date _____

Name _____ Telephone _____ School _____
Last First Middle

Address _____ Date of Birth _____
Street No. City State Zip

VOCATIONAL COURSES: (List course)

Are you interested in permanent, full-time, part-time, or summer work? _____
Indicate

Are you planning to continue your education? _____ Full-time _____ Part-time _____

If yes, where? _____ Major _____

What have you done to earn money during your school years? List below:

Employer	Address	Type Work	Salary	Length of Employ	Hrs. per Week

Do you have transportation? _____
Do you have a driver's license? _____ Has your driver's license ever been suspended? _____
Are you now under a doctor's care? _____

FACULTY REFERENCES

	Name	School
1.	_____	_____
2.	_____	_____

Write a short paragraph about your plans or desires for your future career.
(You may use the back of this sheet if more space is needed.)

Signature

Gentlemen:

The _____ Independent School District held its first Employment Clinic at _____ High School on _____. The purpose of this occasion was to give interested employers in the local area an opportunity to interview high school graduates and other students seeking employment. _____ representatives from business and industrial firms interviewed _____ students for full-time, part-time and summer employment. Approximately _____ percent of these students received a favorable response from the interviewers with the possibility of subsequent employment.

The success experienced was a result of your participation. Your representative, _____, was most cooperative and spent many hours talking to students who indicated a desire for employment. In addition, your representative provided us with a report on each student interviewed in order for us to evaluate the success of the program.

In our opinion, the effort was very worthwhile and we plan to make the Employment Clinic an annual project. We would appreciate any suggestions that would improve the program in any way from the interviewer's point of view. Please feel free to contact me or _____ for any comments you may have.

Thank you for your cooperation and the contribution you are making to the students and former students of the _____ Public Schools. We look forward to your continued support and unless we hear otherwise, your firm will be included on our mailing list again next year.

Sincerely,

Employment Clinic Coordinator

A Job Fair is being considered for Rusk County this coming May. Before planning the event, we need to determine the student interest level, as well as employer interest. If there is adequate enthusiasm from both parties, there will be a Job Fair in May, 1979.

The Texas Agricultural Extension Service and the Chamber of Commerces from Henderson and Overton will be co-sponsors. If the event is held, it would run from 6:00 p.m. until 10:00 p.m., with opportunities for students to interview with one or more potential employers.

No promise of employment is expected at this initial interview. It is to be a contact point for potential employers and qualified applicants, with further interviewing to take place at a later time.

To assist with developing plans, please indicate your interest by completing and returning the form. There will be a more detailed interest finder later on if their is sufficient interest.

Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, or national origin.

Form For Students - Please Return To Your Teacher

Grade (Currently Enrolled) _____ Sex _____ Date _____

Name _____ Telephone _____
(last) (first) (middle)

School _____ Date of Birth _____

Address _____
No. Street City State Zip Code

Are you interested in (circle one):

permanent full-time part-time summer

What type of work would you like if you could select the type you want most?

What type of work would you be willing to do?

SURVEY OF EMPLOYER INTEREST AT A JOB FAIR

1. Estimated number of job openings you might have after school is completed on May _____?
2. If there is another date when additional openings may exist, please indicate _____; number of openings at that time _____.
3. Are you interested in hiring teenagers for:

	YES	NO
a. part-time employment	_____	_____
b. summer employment	_____	_____
c. full-time employment	_____	_____
4. Would you like the Texas Employment Commission to screen job applications for you at the fair? YES _____ NO _____
5. What skills do employees who you consider hiring need? If you require different skills for part-time and summer employment compared to full-time employment, please indicate.

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UNIT V: JOB PREPAREDNESS CLINIC

Job preparedness clinics are conducted to educate individuals about procedures and techniques which may assist them in their search for suitable employment. Clinics should include training related to job search procedures, interview techniques and evaluation of the general labor market.

While many individuals may obtain employment counseling from state or private employment agencies, other individuals never receive instruction concerning the "job-seeking process." Individuals in rural areas, discouraged workers and those possessing little formal education should be considered prime candidates for job preparedness clinics. Area high schools, vocational schools and institutions may provide additional audiences.

UNIT V: JOB PREPAREDNESS CLINIC

Objectives of job preparedness clinics include persuading discouraged workers to reestablish efforts to obtain suitable employment, reducing duration of the job search and preparing the job-seeker for a highly competitive labor market during economic downturns. Achievement of these objectives provides a greater assurance that the clearinghouse process will be accomplished without institutional assistance.

A job clinic may utilize various formats; the format ultimately chosen is determined by the composition of the audience and available resources. Most individuals would probably prefer a single session conducted at night. However, successful full-day clinics have been conducted. Vocational institutions may prefer incorporating the job clinic into existing world of work programs. This may necessitate conducting several sessions and devoting more time to each topic.

Since participants will hopefully use information and skills acquired during these sessions to seek employment, direct involvement teaching methods

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Since participants will hopefully use information and skills acquired during these sessions to seek employment, direct involvement teaching methods

are preferred. Educational techniques may include: illustrated lectures, group discussions, work sessions to develop and exchange job search information, demonstrations, role playing and simulated practice.

Job Search Procedures

The job search procedure outlined below should be discussed during the job preparedness clinic.

How to Find Suitable Employment

I. Jobs Are Available

A. Department of Labor (BLS)--turnover

Applicants must be made aware that vacancies always exist because of employee turnover. The Department of Labor's Bureau of Labor Statistics is an excellent source of information which verifies this point.

B. Free Enterprise System--Why do Businesses Hire? The applicant's understanding of the basic production process in a free enterprise system promotes a healthy attitude toward "asking for the job." In other words, the applicant must understand that the employer needs and desires to purchase labor inputs.

II. Job Seeking--A Full-time Job

A. Initial Contacts

Personal Effort Job seekers should work as long and hard for themselves as they would for any other employer.

B. Follow-up

Applicants should adopt good salesmanship and realize that several follow-up contacts may be necessary to "sell" their services.

III. Personal Critique

A. Inventory Marketable Skills

An extremely important aspect of the job search is initial preparation.

Although it may be unpleasant, each applicant should critique the "product," that is, take stock of the services (skills) which he can offer to an employer.

B. Analyze Successes and Failures

The applicant should review all former employment, noting both successes and failures. Only after careful review of previous experience can an individual make an honest appraisal of employability.

IV. Determination of Course of Action

A. Training

B. Work Habits

Once an appraisal has been made, individuals can plan their own course of action. All options should be considered, including additional training and alteration of work habits.

V. Study Labor Market--When do Businesses Hire?

Applicants who have made a commitment and are prepared to begin the job search need to study the local economic scene. Familiarity with local businesses combined with national trends should indicate which employers are most likely to hire at any point in time.

VI. Avenues to Employment

A. Traditional (want ads, employment services)

B. Canvass Plants

C. Friends and Neighbors

D. Government

E. Innovative (self-employment, combining part-time)

Several sources of employment information are available to the job seeker including: (1) newspaper and radio want ads; (2) public and private employment services; (3) personal inquiries at local businesses; and (4) general announcements of expanding business. Applicants should be encouraged to utilize all information sources including friends and relatives. (Many applicants are hesitant to utilize the latter source unless this job search represents initial entry into the labor market.) Several applicants may find suitable employment by combining part-time positions to create full-time employment. A few applicants may find employment by establishing their own business.

Topics included in this outline provide the discussion-leader a distinct approach to the job search. First, the individual job seeker is encouraged to begin or continue the search for suitable employment. Second, this individual is asked to commit to an honest, full-time job search. Third, a plan of attack is devised based on proven principles. Finally, several sources of employment opportunities are explored.

Many professionals use personal resumes to assist them during the job search. Other applicants may find this instrument helpful, especially those who have special licenses and/or have served apprenticeships. Such a typed resume should be presented in outline form and contain the following information: (1) current address and telephone number; (2) personal history--date of birth, birthplace, marital status and health; (3) education (most recent first); (4) work and work-related experience summary; (5) work and work-related experience (most recent first); and (6) references--usually three good references will suffice.

Unfortunately, many individuals have not received instruction in the interview process and often become discouraged by their fear of employer interviews. Commitment and knowledge only prepare the applicant for the job search and the individual must ultimately meet an employer for a personal interview. It should be stressed that employers are often just as nervous about the interview as the applicant. Successful presentations at the interview often determine future employment.

Applicants should strive to be as personal as possible, that is, the interviewer's name must be remembered. However, the applicant should not waste the employer's time with idle chatter. Upon entering the office, the applicant should shake hands and introduce himself (herself) to the employer. A concise presentation of work and work-related experience should be made by the applicant. An applicant must strive to make a good impression by stressing former successes. If the applicant failed in previous employment, emphasis should be on an honest appraisal of the failure and assurance that work habits can and will be altered.

After an applicant evaluates the vacancy with the employer, the applicant should ask for this particular position if employment is desired. At the conclusion of the interview, the applicant should shake hands and thank the interviewer by name. As any good salesman knows, one seldom sells the product upon initial contact. The successful applicant follows-up immediately and maintains contact until suitable employment is obtained. If the applicant is turned down, he should request information about other job openings.

Obviously, many other issues concern the potential employee and may be legitimate topics for a job preparedness clinic. Career awareness and work habits are two such topics. Because of the length of time necessary to discuss these topics, it is suggested that separate educational programs be developed.

Also, participants in a job preparedness clinic should be made aware of existing educational services offered by state employment agencies as well as federal and state manpower programs.

Summary: How to Initiate and Conduct A Job Preparedness Clinic

PURPOSE: To provide job seekers information and training in job search procedures which may increase their effectiveness.

BENEFITS TO PARTICIPANTS: Job seekers are encouraged to (1) begin or continue the search for suitable employment; (2) inventory marketable skills and prepare course of action; (3) review interview techniques and use of written job qualifications; and (4) explore sources of employment.

POTENTIAL AUDIENCE: Primarily new labor market entrants and reentrants including recent graduates and housewives, although so-called "discouraged workers" may receive the greatest benefit.

REQUIRED RESOURCES: Facilities for group discussion; advertising media; duplication capabilities.

DEMONSTRATION PROJECT: Job Preparedness Clinic
Travis County Extension Office
Austin, Texas 78701

ORIGIN: Jobs are seldom waiting for people and employers rarely seek out individuals for employment. Individuals who give little forethought or planning to finding a job often discover that the job market is sown with blind alleys and reap only discouragement and bewilderment.

Job hunting is more difficult for those who do not follow a planned procedure. Numerous studies indicate that the vast majority of successful job searches were conducted without the aid of employment services. Knowing the steps to take, forms to prepare and action required can make the job search easier.

Rural community leaders recognize that local residents often undertake the search for suitable employment without the benefit of professional counseling. The many variables associated with landing a job can be taught in a job preparedness clinic.

HOW PROJECT FUNCTIONS: Individuals interested in obtaining a job should be invited to participate in the job readiness clinic. These individuals may represent a particular segment of the labor market such as women, recent high school graduates and minorities or may be composed of local unemployed. The clinic must be well advertised to insure participation by the target audience.

Job search techniques which can be learned readily are designed to help individuals help themselves. Analysis of the problem of finding a job starts with an understanding that jobs are always available and securing one is a job in itself. Individuals are encouraged to analyze objectively their experience, ability and potential for improvement. If time permits, group discussions can be quite helpful, even therapeutic when honest, objective evaluations are made.

Complete personal inventories should be used to determine a course of action. Those individuals who decide to enter the labor market should study local businesses to understand why firms hire and when vacancies are likely to occur. All avenues to employment should be explored.

Techniques of the job search should be explored including: (1) planning and preparation of resume; (2) preparation of letter of transmittal; (3) preparation of letter of application; (4) completion of job application; and (5) job interview techniques. All participants should be encouraged to practice the procedures and techniques presented. (Some groups may decide to form an active job club to provide continual support for job seekers.)

SUGGESTIONS FOR ADAPTATION TO YOUR COUNTY: Sooner or later most people are confronted with the need to find employment. Those who are unsuccessful are unlikely to request the community's assistance for education in the process of finding a job. Community leaders concerned with local labor market conditions must find these individuals. Several job preparedness clinics can be conducted, each aimed at a separate target audience.

Steps must be taken to:

1. Determine need for job search information;
2. Establish a committee consisting of representatives from agencies involved in preparing people for labor market entry as well as agencies interested in employment and training opportunities. Some to consider include:
 - a. vocational education (state, area and local systems)
 - b. human resources
 - c. Texas Employment Commission
 - d. CETA
 - e. Chamber of Commerce
 - f. older Americans programs
 - g. program building committee of the Extension service
 - h. training programs.
3. Contact and encourage participation of job seekers,
4. Arrange for discussion leaders
5. Arrange for facilities
6. Prepare educational aids.

5. What industries use your work skills? Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> a. Agriculture | <input type="checkbox"/> g. Wholesale, Retail Trade |
| <input type="checkbox"/> b. Mining | <input type="checkbox"/> h. Finance, Insurance, Real Estate |
| <input type="checkbox"/> c. Construction | <input type="checkbox"/> i. Service |
| <input type="checkbox"/> d. Manufacturing | <input type="checkbox"/> j. Government |
| <input type="checkbox"/> e. Transportation | |
| <input type="checkbox"/> f. Communication | |

6. Are you interested in additional skill training?

- a. Yes--specify what skills
- b. No
- c. Not sure

7. What personal physical characteristics might affect your gaining employment?

List:

a.

b.

c.

8. What personality or mental health characteristics might affect your gaining employment?

List:

a.

b.

c.

9. Most applicant job information is conveyed to employers through resumes, applications and interviews. List your good and bad experiences with these methods of conveying job information. (If you have no experiences, say so.)

Resumes

Good Experiences -

Bad Experiences -

Applications

Good Experiences -

Bad Experiences -

Interviews

Good Experiences -

Bad Experiences -

10. What wage do you want?

11. What psychological rewards (non-monetary) do you expect from a job?

12. What does a job mean to you?

13. What is your job choice (that is, what job are you looking for)?

14. Where have you been looking for a job recently?

RESUME OUTLINE

Name
Number and Street
City, State Zip
Telephone Number

PERSONAL DATA:

Age
Weight
Height
Marital Status
Residence
Type of Transportation

SKILLS AND ABILITIES:

(It is important to include all skills and abilities related to the job for which you are applying in this area.) Consider writing, photography, typing, shorthand, language, music or graphic arts.

WORK EXPERIENCE:

This section should include all previous employment and explain the following details:

- A. Starting and ending dates
- B. All skills used on the job
- C. Reason for leaving
- D. Name, address and telephone number of immediate superior

These must be complete for each job you have had.

OUTSIDE ACTIVITIES:

These could include clubs, organizations, volunteer work, etc.

HOBBIES AND INTERESTS:

This should explain what you enjoy doing in your spare time.

EDUCATIONAL BACKGROUND:

This should include all education you have had going back as far as high school. Latest school should be placed first. The following information should be included:

- A. Name, address and telephone number of school
- B. Years attended
- C. Highest grade completed
- D. Subjects studied (especially if job related)
- E. Other information such as night courses, scholastic honors, extra curricular activities, correspondence courses and seminars attended.

Exhibit 1

Name
Number and Street
City, State Zip
Telephone Number

(It is important to include this information at the top of the second page if there is one. The second page may become lost.)

REFERENCES:

Include here the names, addresses and telephone numbers of at least four persons who could serve as references for you. Former teachers, former employers, professional people, etc., are a few suggestions. These people should be familiar with the applicant's job-related qualifications and occupational aspirations. Here is a form that will be easy for a prospective employer to read:

NAME OF REFERENCE	Telephone Number
School, Business, etc., that he is from	
Number and Street	
City, State Zip	

Any other information that would show qualifications for the job is also very helpful.

For mothers and homemakers who have acquired a number of valuable skills, be sure to include these special talents. List such activities as money raising, entertaining for husband's business interests, leadership of various groups, organization of other programs, money management, caring for children or decorating for special events.

Certain "buzz" words are useful such as coordinated, designed directed, guided, implemented.



Ahead of time

- Know yourself; know why you have to offer.
- Write down the facts about yourself which you will need for the job application.
- Apply for a specific job, not "just anything."
- Learn something about the job and the company before you go to the interview.
- Dress in a little better clothes than those you expect to work in. Be neat and clean and do not drink the day of the interview.

At the interview

- Be 15 minutes early for the interview. If you are going to be late or cannot make it, contact the employer.
- Know something about the company. Be interested in the employer, his firm and the job.
- The employer may ask you to fill out a written application.
- Let the interviewer take the lead; talk enough but not too much; do not smoke; look at the interviewer; smile; be yourself.
- Arrange definitely when and how you will be told if you have been hired. Offer to contact the employer.
- Thank the interviewer when you leave.
- Even if you have been turned down, after an interval you may want to try this employer again. Persistency pays.
- If you have been turned down, ask the interviewer for leads to other job openings.

When you get the job

1. Earn your pay.
2. The company expects you to be productive.
3. If you goof off, are late or absent often, the employer may no longer need you.

Where is additional assistance available?

Each Texas Employment Commission office has publications available on how to prepare for the world of work.

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Helping
People**

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