**Supporting Material for Chapter 12: Gaining Employment**

**Exhibit 12.1. Job-Getting Skills Training Therapist Prompting Checklist   
for Initial Session.**

**Job-Getting Skills Training**

**Therapist Prompting Checklist   
Initial Session**

Client ID#: \_\_\_\_\_\_\_\_\_ Clinician: \_\_\_\_\_\_\_\_\_\_\_ Session #: \_\_\_\_\_\_\_\_\_\_\_  Session Date: \_\_\_\_\_\_\_\_\_

**Materials Required**

● Interviewing Skills Worksheet (ISW)

**Begin Time:**\_\_\_\_\_\_

**Rationale for Job Interview Solicitation (youth & adol. & adult sig. others)**

\_\_\_a. Ensure youth is interested in obtaining a satisfying job.

\_\_\_b. Query why a satisfying job would be important.

\_\_\_c. Solicit components of a dream job or career.

\_\_\_d. Solicit benefits of a dream job or career.

\_\_\_e. Solicit methods of making the dream job or career happen.

\_\_\_f. Determine solutions to obstacles involved in obtaining a “dream job.”

● Problem-solve if necessary.

\_\_\_g. State JG is designed to obtain job interviews.

\_\_\_h. State JG helps individuals learn how to present themselves well during interviews.

\_\_\_i. State JG has been successful w/others.

\_\_\_j. State why JG is expected to be particularly effective w/youth.

\_\_\_k. Solicit questions and provide answers as indicated.

**Modeling Solicitation of Job Interview (youth & adol. & adult sig. others)**   
[( video demonstrating a-d )](http://youtu.be/fZVCvi8jlek)

● Provide youth a copy of ISW.

● Model the following telephone interviewing components: [**( video of therapist modeling )**](http://youtu.be/as-Ts_5V1TQ)

\_\_\_a. Introduce self.

\_\_\_b. Solicit name of manager on shift.

\_\_\_c. Ask to speak w/manager.

\_\_\_ 1. If asked what it is regarding, state it is “personal.”

\_\_\_ 2. If unavailable, disclose that you will call back (do not leave a message to call back).

\_\_\_d. When manager answers do the following:

\_\_\_ 1. Introduce self.

\_\_\_ 2. Thank manager for taking call.

\_\_\_ 3. List a few qualifications or personal strengths.

\_\_\_ 4. Solicit an in-person interview to discuss qualifications.

\_\_\_e. If manager can’t arrange interview, attempt to schedule later time.

\_\_\_f. If not scheduled, solicit referral to other employers & verify it’s O.K. to reference manager.

**Youth Role-Play of Job Interview Solicitation (youth & adol. & adult sig. others)**

\_\_\_a. Instruct youth to solicit interview w/MHP pretending to be potential employer via phone using ISW.

\_\_\_b. Prompt or descriptively praise youth for performing each of the following:

\_\_\_ 1. Introduce self.

\_\_\_ 2. Solicit manager on shift.

\_\_\_ 3. Ask to speak w/ manager.

\_\_\_a. If asked what it is regarding, state it is “personal.”

\_\_\_b. If unavailable, disclose that you will call back.

\_\_\_4. When manager answers, do the following:

\_\_\_a. Introduce self.

\_\_\_b. Thank manager for taking call.

\_\_\_c. List a few qualifications or personal strengths.

\_\_\_d. Solicit an in-person interview.

\_\_\_i. If manager can’t arrange interview, attempt to schedule later time.

\_\_\_ii. If not scheduled, solicit referral to other similar employers.

**Youth Job Interview Solicitation w/ Potential Employer   
(youth & adol. & adult sig. others)** [**( video demonstrating a-c )**](http://youtu.be/cXsdR_fQcPM)

\_\_\_a. Instruct youth to solicit interview w/potential employer via phone using ISW.

\_\_\_b. Prompt youth in performing each of the following steps, if not initiated by youth:

\_\_\_ 1. Introduce self.

\_\_\_ 2. Solicit manager on shift.

\_\_\_ 3. Ask to speak w/ the manager.

\_\_\_a. If asked what it is regarding, state it is “personal.”

\_\_\_b. If unavailable, disclose that you will call back.

\_\_\_ 4. When manager answers do the following:

\_\_\_a. Introduce self.

\_\_\_b. Thank manager for taking call.

\_\_\_c. List a few qualifications or personal strengths.

\_\_\_d. Solicit an in-person interview.

\_\_\_ i. If manager can’t arrange interview, attempt to schedule later time.

\_\_\_ ii. If not scheduled, solicit referral to other similar employers.

\_\_\_c. Descriptively praise youth after call is completed.

**Preparation for Job Interview (youth & adol. & adult sig. others)**

\_\_\_a. Solicit youth’s understanding of how to dress for job interview, & assist when appropriate.

\_\_\_b. Indicate usually important to dress formally/conservatively (suit and/or tie for men, suit or dress for women).

\_\_\_c. Indicate to hide tattoos; don’t wear nose rings, hats, torn, ill-fitting, baggy, or worn clothing, or gaudy jewelry.

\_\_\_d. Solicit youth’s understanding of what to say during interview, and assist when appropriate.

● Generally keep conversation focused on youth’s strengths, being honest, being passionate about opportunities, stating positive qualities of employer and agency.

● Don’t speak derogatorily about other employers or other people.

\_\_\_e. Review responses to the following list of common interview questions w/youth, including potential solutions.

\_\_\_ 1. Tell me about yourself.

\_\_\_ 2. Why do you want to work here?

\_\_\_ 3. What are some of your strengths and weaknesses?

\_\_\_ 4. Why did you leave your last job?

\_\_\_ 5. Why should we hire you?

● State if offer is made youth should indicate happiness w/offer, but that hoping for more given personal strengths and qualifications.

**Youth’s Assessment of Helpfulness of the Intervention**

\_\_\_a. After stating youth should not feel obligated to provide high scores, as an honest assessment helps better address youth needs, solicit how helpful youth thought intervention was using the following 7-point scale:

**7** = extremely helpful, **6** = very helpful, **5** = somewhat helpful, **4** = not sure,

**3** = somewhat unhelpful, **2** = very unhelpful, **1** = extremely unhelpful

● **Record Youth’s Rating Here:\_\_\_\_\_\_**

\_\_\_b. Solicit how rating was derived, and methods of improving intervention in future.

**Therapist’s Rating of Youth’s Compliance With Intervention**

\_\_\_a.Disclose therapist’s rating of youth’s compliance using the following 7-point scale: **7** = extremely compliant, **6** = very compliant, **5** = somewhat compliant, **4** = neutral, **3** = somewhat noncompliant, **2** = very noncompliant, **1** = extremely noncompliant

● Factors that contribute to compliance ratings are:

● Attendance

● Participation and conduct in session

● Homework completion

● **Record Therapist’s Rating of Youth’s Compliance Here:**\_\_\_\_\_\_

\_\_\_b. Disclose youth’s compliance rating.

\_\_\_c. Explain how rating was derived, and methods of improving performance in future.

**End Time:**\_\_\_\_\_\_

**Exhibit 12.2. Job Interviewing Skills Worksheet.**

**Job Interviewing**

**Skills Worksheet**

Instructions: Follow these steps when attempting to set up an interview with an employer over the phone.

|  |
| --- |
| 1. Introduce yourself. |
| 2. Ask the name of the manager on shift. |
| 3. Ask to speak with the manager.  If asked why or what call is regarding, answer “it’s personal.”  If manager is unavailable, state that “you’ll call back.” |
| **4. When manager answers, do the following:**  Introduce self.  Thank manager for taking call (& state if someone referred you).  State a few qualifications or personal strengths:  a.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  c.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ask to schedule an interview to further discuss qualifications.  a. If scheduled: state you’re looking forward to the interview.  b. If manager can’t arrange interview: attempt to schedule a later time.  c. If manager can’t schedule later time: ask for referral. |
| Prepare for Common Interview Questions |
| 1. Tell me about yourself. |
| 2. Why do you want to work here? |
| 3. What are some of your strengths and weaknesses? |
| 4. Why did you leave your last job? |
| 5. Why should we hire you? |

Exhibit 12.3. Job-Getting Skills Training Therapist Prompting Checklist for Future Sessions.

**Job-Getting Skills Training**

**Therapist Prompting Checklist   
Future Sessions**

Client ID#: \_\_\_\_\_\_\_\_\_ Clinician: \_\_\_\_\_\_\_\_\_\_\_ Session #: \_\_\_\_\_\_\_\_\_\_\_  Session Date: \_\_\_\_\_\_\_\_\_

**Materials Required**

● Interviewing Skills Worksheet (ISW)

**Begin Time:\_\_\_\_\_\_**

**Youth Solicits Interview With Therapist’s Assistance   
(youth & adol. & adult sig. others)**

\_\_\_a. Instruct youth to solicit an interview w/a potential employer over the telephone utilizing the ISW as a guide.

\_\_\_b. Assist youth in performing each of the following:

\_\_\_ 1. Introduce self.

\_\_\_ 2. Solicit manager on shift.

\_\_\_ 3. Ask to speak w/manager.

\_\_\_a. If asked what it is regarding, state it is “personal.”

\_\_\_b. If unavailable, disclose that you will call back.

\_\_\_ 4. When manager answers do the following:

\_\_\_a. Introduce self.

\_\_\_b. Thank manager for taking call.

\_\_\_c. List a few qualifications or personal strengths.

\_\_\_d. Solicit an in-person interview to further discuss qualifications.

\_\_\_ i. If manager can’t arrange interview, attempt to schedule later time.

\_\_\_ ii. If not scheduled, solicit referral to other similar employer & verify it’s O.K. to reference the manager.

\_\_\_c. Review things to focus on during job interviews, as well as things to avoid during job interviews.

**Youth’s Assessment of Helpfulness of the Intervention**

\_\_\_a. After stating youth should not feel obligated to provide high scores, as an honest assessment helps better address youth needs, solicit how helpful youth thought intervention was using the following 7-point scale:

**7** = extremely helpful, **6** = very helpful, **5** = somewhat helpful, **4** = not sure, **3** = somewhat unhelpful, **2** = very unhelpful, **1** = extremely unhelpful

● **Record Youth’s Rating Here:\_\_\_\_\_\_**

\_\_\_b. Solicit how rating was derived, and methods of improving intervention in future.

**Therapist’s Rating of Youth’s Compliance With Intervention**

\_\_\_a.Disclose therapist’s rating of youth’s compliance using 7-point scale:

**7** = extremely compliant, **6** = very compliant, **5** = somewhat compliant, **4** = neutral, **3** = somewhat noncompliant, **2** = very noncompliant, **1** = extremely noncompliant

● Factors that contribute to compliance ratings are:

● Attendance

● Participation and conduct in session

● Homework completion

● **Record Therapist’s Rating of Youth’s Compliance Here:\_\_\_\_\_\_**

\_\_\_b. Disclose youth’s compliance rating.

\_\_\_c. Explain how rating was derived, and methods of improving performance in future.

**End Time:**\_\_\_\_\_\_