

# Virtual EDS Schedule

## *Week one: Getting to Know You*

- *Orientation*
- *Goals Discussion & Formulation*
- *Discussing Skills and Attributes and Applying them to Work*
- *Personal Mission Statement*

## *Weeks two & three: (Digital) Pen to Paper*

- *Resume Development: Writing Bullets, Organizing information, Styles and strategies*
- *Cover Letter Development: Incorporating your Skills and Attributes, Establishing Your Brand*
- *Thank you Letter Development*
- *References Development*

## *Week 4: Let's Apply!*

- *Application Platforms and Tracking Systems and Profiles*
- *Reading Job Postings*
- *"Digital" Community Exploration*
- *Organizing your Job Search*
- *Job Search planning and pitfalls*
- *Common Issues*

### *Week 5: Interviewing – Earn an Offer!*

- *Difficult questions*
- *Dress for Success*
- *Tell Me about Yourself*
- *Two Step answers*
- *Improper questions*
- *Task & Salary Negotiation*
- *Mock Interviews*
- *Job Interview Feedback*

### *Week 6: You're Hired! Now What?*

- *Employer/Employee Expectations*
- *Assertiveness*
- *Time Management (At work and home)*
- *Disability Rights as an Employee*
- *Miscellaneous Lies and Tall Tales*

# Virtual EDS-WAT Workplace Behavior Skills

## Section 1 Corresponds with the Emotional Behavior Checklist – Levels of Vocational Activity

No.	Skill	Date	Status/Comments
	<b>Behavior Check List Skills</b>		
1	<b>Attendance</b> <ul style="list-style-type: none"> <li>• Reports to EDS/WAT at time and day specified in plan. Arrival is within 15 minutes of scheduled time.</li> <li>• Avoids absenteeism</li> </ul>		
2	<b>Punctuality</b> <ul style="list-style-type: none"> <li>• Arrives at work station and is ready to begin work within 15 minutes of scheduled start time</li> </ul>		
3	<b>Odd or Inappropriate Behavior</b> <ul style="list-style-type: none"> <li>• Any observable activity which results in the cessation of work on the part of the client or co-workers for more than a few minutes at a time</li> <li>• Demonstrates willingness to work and show initiative</li> </ul>		
4	<b>Communication skills as related to work needs.</b> <ul style="list-style-type: none"> <li>• The ability to communicate verbally or non-verbally information in a fashion that is understandable to supervisor or co-workers</li> </ul>		
5	<b>Stamina for participating in Virtual EDS/WAT</b> <ul style="list-style-type: none"> <li>• 1 ½ hours Tuesday, Wednesday, Thursday</li> <li>• Participates Tuesday-Thursday unless special arrangements have been made.</li> </ul>		

## Virtual EDS-WAT Workplace Behavior Skills

6	<b>Distractibility</b> <ul style="list-style-type: none"> <li>• Ability to maintain a consistent level of productivity regardless of disruptive influences in the environment</li> <li>• Takes responsibility for completion and quality of work</li> </ul>		
7	<b>Reaction to Unpleasant or monotonous tasks</b> <ul style="list-style-type: none"> <li>• Perseveres when work is difficult</li> <li>• Demonstrates persistence when learning is difficult</li> </ul>		
8	<b>Social Skills- in relations to co-workers- (Cooperates with Others)</b> <ul style="list-style-type: none"> <li>• Interacts with others in ways that are tactful, courteous, respectful, and friendly</li> <li>• Uses appropriate nonverbal communication (eye contact, ,gestures. posture)</li> <li>• Shares one's ideas, opinions, and interest, when appropriate</li> <li>• Demonstrates respect for others' ideas, opinions, and contributions</li> <li>• Shows respect for other's rights and property</li> </ul>		
9	<b>Recognition/acceptance of supervisory authority (Accepts supervision)</b> <ul style="list-style-type: none"> <li>• Seeks feedback</li> <li>• Accepts and uses constructive criticism</li> <li>• Initiates action in response to requests from others</li> </ul>		

## Virtual EDS-WAT Workplace Behavior Skills

10	<p><b>Hygiene, dress and grooming</b></p> <ul style="list-style-type: none"> <li>• Maintains a healthy lifestyle (e.g., no substance abuse)</li> <li>• Dresses appropriately – neat, clean work clothes (business casual if available), no sweats unless a snowy day, no tight fitting clothing, no revealing clothing</li> <li>• Hair – clean, trimmed and neatly combed or arranged.</li> <li>• Facial Hair (men only) - Freshly shaved; mustache or beard neatly trimmed</li> <li>• Fingernails – Neat clean and trimmed</li> <li>• Teeth – Brushed and fresh breath</li> <li>• Body – Freshly bathed/showered. (deodorant if allowed by culture)</li> <li>• Make-up (women only) use sparingly and be natural looking</li> <li>• Perfumes/Colognes/Aftershave – use sparingly or none at all. (This will be discussed but not observed due to virtual program)</li> </ul>		
11	<p><b>Ability to cope with work related problems (Frustration/Tolerance) (Resolves conflict)</b></p> <ul style="list-style-type: none"> <li>• Acknowledges conflict</li> <li>• Separates conflict from personalities</li> <li>• Identifies area of agreement and disagreement</li> <li>• Generates options for resolving conflict</li> <li>• Negotiates compromise and agreement</li> <li>• Identifies ways to prevent similar conflicts</li> </ul>		

## Virtual EDS-WAT Workplace Behavior Skills

12	<b>Personal Complaints</b> (Manages stress) <ul style="list-style-type: none"> <li>• Identifies factors that contribute to stress</li> <li>• Explains and uses strategies for managing stress</li> <li>• Identifies and uses support systems to alleviate stress</li> <li>• Talks openly about feelings when appropriate.</li> <li>• Identifies personal patterns in reaction to stress</li> <li>• Controls actions during stress (e.g. manages anger)</li> </ul>		
13	<b>Conformity to rules and safety practices</b> <ul style="list-style-type: none"> <li>• Follows rules and regulations</li> <li>• Understands rules and regulations</li> </ul>		
14	<b>Reactions to changes in the work environment</b> (manages change) <ul style="list-style-type: none"> <li>• Displays flexibility</li> <li>• Identifies and works to remove personal barriers to changes in job duties or tasks</li> <li>• Accepts new or changed responsibilities</li> <li>• Accurately describes recent changes in the workplace/EDS</li> <li>• Accurately describes anticipated/possible future changes.</li> <li>• Reflects on how change may affect one's job</li> </ul>		

## Virtual EDS-WAT Workplace Behavior Skills

15	<b>Amount of supervision required after the initial instruction period</b> (Manages time effectively) <ul style="list-style-type: none"> <li>• Amount of supervision required after the initial instruction period</li> <li>• Follows work schedules</li> <li>• Sets work goals</li> <li>• Prioritizes tasks</li> <li>• Organizes resources to complete tasks</li> <li>• Monitors progress and adjusts goals and tasks, as necessary</li> <li>• Completes tasks on time</li> <li>• Meets responsibilities of EDS/WAT independently</li> </ul>		
16	<b>Amount of tension aroused by close supervision</b> <ul style="list-style-type: none"> <li>• Ability to continue full productivity when close supervision occurs</li> </ul>		
17	<b>Request for assistance from supervisor</b> <ul style="list-style-type: none"> <li>• Asks for and receives help from supervisor and co-workers</li> </ul>		
18	<b>Reactions to criticism and pressure from supervisor</b> <ul style="list-style-type: none"> <li>• Ability to accept criticism and requests for increased productivity from supervisor in a manner that enhances productivity.</li> </ul>		

## Virtual EDS-WAT Workplace Behavior Skills

19	<b>Working method and organization of tools and materials</b> <ul style="list-style-type: none"> <li>• Organizes work tasks.</li> <li>• Keeps work area neat and clean</li> <li>• Completes work assignments on time</li> </ul>		
20	<b>Works in a diverse environment</b> <ul style="list-style-type: none"> <li>• Avoids use of stereotypical language or comments</li> <li>• Accepts changes in the make-up of the workplace</li> <li>• Accepts people of a variety of backgrounds, regardless of position</li> <li>• Demonstrates respect for individual differences (age, race, culture, gender)</li> </ul>		
21	<b>Participates as a team member</b> <ul style="list-style-type: none"> <li>• Listens to information provided without cutting off others</li> <li>• Works with others to help identify team goals</li> <li>• Helps to identify appropriate actions to meet team goals</li> <li>• Describe one's role in the team</li> <li>• Helps to meet team goals</li> <li>• Provides opinions and ideas when appropriate</li> </ul>		



# Virtual EDS-WAT Workplace Behavior Skills

## LIFE STYLE

1.	<b>Needs in personal life that impact workplace behavior if any:</b> <ul style="list-style-type: none"><li>• Physical</li><li>• Mental Health</li><li>• Dental</li><li>• Vision</li><li>• Hearing</li><li>• Functional Capacity</li><li>• Dietary</li><li>• Meditation Management</li></ul>		
2.	<b>Self-Care - Dealing with life stress to improve workplace behavior</b> <ul style="list-style-type: none"><li>• Exercise</li><li>• Reading</li><li>• Meditation/affirmation</li><li>• Re-directing negative self talk</li><li>• Other</li></ul>		

## Virtual EDS-WAT Workplace Behavior Skills

### Section II - Reflects Soft Skills that keep you from offending those you work with.

No.	Skill	Date	Status/Comments
	<b>Specific -Soft Skill Behaviors that need to occur, so you do not offend the people you work with These areas will be reviewed and discussed with clients</b>		
1	Personal telephone conversations/ including use of cell phone – need to occur during breaks or lunch only not during work time except for an emergency. In that case coordinate with EDS Staff		
2	Using the Internet or playing games on the computer should only be used during lunch or break		
3	Need to clean up after yourself in the staff kitchen		
4	Do not take work supplies from a co-workers desk or work area.		
5	Chew gum quietly		
6	Do not take the last of something without replacing it or asking staff assistance to replace this item		
7	Do not talk behind someone's back		
8	Do not ask someone to lie for you		
9	Do not blame someone else for something you did		

## Virtual EDS-WAT Workplace Behavior Skills

10	Do not take credit for someone else's work		
11	Do not ask staff or co-workers for money or to do something for you that you can do such as get you a snack.		
12	Do not try to convert others to your political or religious beliefs		
13	Do not tell offensive jokes or make offensive comments to others		
14	Do not complain about your office mates in EDS		
15	Do not gossip about others		
16	Do not have a condescending attitude towards others that you are somehow better than they are.		
17	Do not talk about non work related topics unless on break or at lunch		
18	Do not attend to personal business when on the job except for at lunch or break		
19			
20			

Created March 2009

Updated for Virtual Program May 2020

# JOB READINESS CHECK LIST

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No.	Skill	Date	Status/Comments
1.	Review with staff resources such as the O*Net online website <a href="https://www.onetonline.org/">https://www.onetonline.org/</a> to help create or update my resume and use Occupational Outlook Handbook (OOH) <a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a> and the Maryland Career and Workforce Information-Maryland Occupational Wage estimates <a href="http://www.dllr.state.md.us/lmi/wages/">http://www.dllr.state.md.us/lmi/wages/</a> to conduct employment research about the jobs I am looking for.		
2.	Create, revise or update my resume with assistance of staff.		
3.	Create, revise or update my cover letter with assistance of staff.		
4.	Create, revise or update my list of references. with assistance of staff.		
5.	Create, revise or update my thank you letter with assistance of staff.		
6.	Complete a sample detailed employment application. Review with staff to make sure all areas of information are complete and accurate. Original will be kept in file and a copy will be available as needed.		
7.	Demonstrate online job search skills for at least <u>3</u> job search sites such as Indeed, Washington Post or Craig's list.		
8.	Demonstrate how to go to at least <u>3</u> potential employer websites and locate job openings or careers and how to navigate the application process.		
9.	Discuss how to send <u>3</u> resumes via fax independently in a single day.		
10.	Demonstrate how to send <u>3</u> resumes via email independently in a single day as appropriate. (Will bcc staff)		

## JOB READINESS CHECK LIST

No.	Skill	Date	Status/Comments
11.	Discuss how to send <u>3</u> resumes and cover letters via mail independently in a single day.		
12.	Independently identify at least <u>3</u> appropriate job leads in a single day. (Review with staff to make sure all job leads are appropriate). Record information on Job Log and give Job Log to staff .		
13.	Complete at least <u>4</u> cold calls a week using the phone book or other listing such as the Guide to Retirement Living, or Chamber of Commerce listing and obtain contact info. Record information on Job Log and give Job Log to staff on a weekly basis and discuss how this went.		
14.	Review the want ads in an online newspaper such as the Washington Post or Employment Guide to job search for at least <u>30</u> minutes a week and identify at least <u>1</u> potential job. Record information on Job Log and give Job Log to staff.		
15.	Complete a minimum of <u>2</u> employment applications a week and send them out to prospective employers. Record information on Job Log and give Job Log to staff		
16.	Keep up to date job log for all jobs applied for and contacts made. This log will include all applications, resumes sent out every week and results of phone calls/ applications/resumes submitted, or interviews completed. <i>Need to review all job leads with staff prior to submission of resume or application.</i> This job log will be turned in reviewed with staff and when complete placed in my file.		

## JOB READINESS CHECK LIST

No.	Skill	Date	Status/Comments
17.	Contact the employer to check the status of my application approximately <u>5</u> business days after submitting my resume. Record information on Job Log and give Job Log to staff on a weekly basis.		
18.	Check my email every day to look for employer responses. Record information on Job Log and give Job Log to staff on a weekly basis.		
19.	Learn about the services of the Job Accommodation Network (JAN) at <a href="https://askjan.org/">https://askjan.org/</a> that can be provided to employers. Demonstrate how to use the website so that I will have information for the future if I need an accommodation for work and I am no longer working with the Outcomes Service.		
20.	Dressing for the interview and appropriate hygiene for the interview. Work with staff to determine appropriate attire and grooming for interviews based on the job I am applying for. Locate clothing at home for interview and let staff know what I will be wearing. Write down with or without the assistance of staff to place in my file what I will wear and grooming to take place before an interview.		
22.	Know the Employer - Independently go to an employer website that I either have an interview for or will be practicing a mock interview for to learn information about the company. Print out or note this information and give to staff or teammate to use during the mock or practice interview.		

# JOB READINESS CHECK LIST

No.	Skill	Date	Status/Comments
23.	Learn about factors to consider when determining Disclosing your Disability to an Employer including... Advantages and Disadvantages of Disclosure; Things to consider; Timing your Disclosure if you choose to disclose. Develop a plan to use. Write down this strategy with or without assistance from staff for my file		
24..	Work with staff to set up a minimum of <u>1</u> informational interview about the field I am interested in; go to informational interview; develop at least <u>6</u> questions to ask about the career field and report back after interview or have staff attend with me. Record information on Job Log and give Job Log to staff on a weekly basis.		
25.	Create a list of <u>5-10</u> potential questions to ask during an interview that will be used when interviewing. Most questions will be general in nature but <u>1</u> question will be more specific to the employer, and will be created based on research conducted above – (See Know the Employer)		
26.	Review answers to most commonly asked interview questions with staff. Complete a minimum of <u>1</u> mock interview per week. Review results with staff and write action plan with staff on what will be practiced prior to next mock interview.		
27.	Learn how to evaluate a job offer. Determine the criterion that is important to me and write these downs with or without the assistance of staff to place in file for deciding when to accept a job offer.		
28.			

Note: NA = in Status/Comments = Not applicable to participant

Created February 2009, updated May 2020