

HAVE YOU COMPLETED AN APPLICATION FORM?



COMPETENCY

CATEGORY: Job Attainment

CATEGORY

NUMBER: B.11

COMPETENCY: Complete application forms.

OBJECTIVE: Upon completion of this module, students will be able to complete application forms.



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INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity B.11-1			11
<ul style="list-style-type: none"> • Work Sheet—“Terms and More Terms” • Copies of sample application forms 			12
Learning Activity B.11-2			14
<ul style="list-style-type: none"> • Work Sheet—“Sample Application Form” 			15
Learning Activity B.11-3			16
<ul style="list-style-type: none"> • Computer with Internet access • Copies of student resumes from Module B.7 			
Learning Activity B.11-4			17
<ul style="list-style-type: none"> • Work Sheet—“Journal Writing” 			18
Learning Activity B.11-5			19
<ul style="list-style-type: none"> • Types of Support Linkages • Community Resources • Service Activity Action Plan 			20 21 22
Reading Activity B.11			24
<ul style="list-style-type: none"> • “Filling Out the Job Application” • Reading Recall 			25 27
Math Activity B.11			29
<ul style="list-style-type: none"> • Work Sheet—“Job Application Math” 			30
Pre-Assessment/Post-Assessment			33
Answer Key—Pre-Assessment/Post-Assessment			36
Answer Key—Learning Activity B.11-1			38
Answer Key—Reading Activity			40
Answer Key—Math Activity			42

INTRODUCTION

- State module topic and review module objective.

Note to Specialist: Make a copy of the work sheet for Learning Activity B.11-2. Fill out the application inappropriately, for example—missing information, spelling errors, poor grammar, with the use of slang, erasures, etc.

- Distribute copies of the work sheet for Learning Activity B.11-2 and ask the following questions:
 1. What is wrong with this application?

Note to Specialist: List these comments on the writing board.

2. What “picture” do you have of this applicant?
 3. Would you invite this applicant for an interview? Why or why not?
- This module will focus on how to complete a proper application form.

Administer Pre-Assessment

OUTLINE

- A. Types of application forms.
 1. The Standard Application Form (SAF) is a standard form devised and used by a number of employers and employment agencies.
 2. The SAF can be typed or handwritten; if an employer specifies one or the other, do as they have requested.
 3. The Employer Application Form (EAF) is used by employers who want more specific information that can be supplied on a SAF and provide their own customized form.

4. General format and layout are similar to the SAF; some are more complicated, others are simpler.
5. If employers ask you to use their own form then do so, and if you fill it in by hand print and use black ink.
6. Application forms usually have sections for the following information:
 - a. Personal details such as address and date of birth
 - b. Education
 - c. Activities and Interests
 - d. Other Qualifications and Skills
 - e. Work Experience
 - f. References
7. Some applications also provide spaces headed by open-ended requests such as “What job are you applying for, and why?” or “Indicate what you think makes you particularly suited to a career with...”
8. These are the most difficult parts of the form and it is essential to take your time when completing them.

B. The terms found on the application form.

1. Surname/Family Name—name common to all members of your family.
2. Forenames/Christian Names/Other Names/Given Names—the names given to you which make you different from other members of your family.
3. Maiden Name—female’s name before marriage.
4. Preferred Name—the name which you like to be called.
5. D.O.B.—date of birth

6. Home/Residential Address—where you live
7. Marital Status—whether you are single, married, widowed, divorced, separated. *This does not legally have to be completed.*
8. Religion—legally, you don't need to answer this question
9. Secondary Education—high school education
10. Post-Secondary Education—Technical College or University Education
11. Institutions Attended—names of places you went to school.
12. Dependents—the people who you support.
13. Spouse—your wife's/husband's name
14. Guardian—the person who looks after you if your parents do not.
15. Disability—medical or physical problem
16. Convictions/Offenses—those times you've been found guilty of trouble with the Law.
17. Next of Kin—your closest relative (wife, husband, father, mother, etc.)
18. Period of Notice/Availability—amount of time needed before you can start new job and/or leave old one.
19. References—those responsible people who can tell someone about your character and/or how well you might work.
20. Armed Service—any period of time spent in the Army, Navy, Air Force or Reserve Forces.
21. Citizenship—country of birth or of naturalization

22. Former Employer—previous person or firm you have worked for.
23. Work History/Experience—details of the places/jobs you have been employed.
24. Place of Birth—country/town where you were born.
25. Mother’s Maiden Name—your mother’s surname before she was married.
26. Occupation—what job a person does for a living.
27. Declaration—signed statement saying that all the information given is true and correct.
28. Signature—person’s name written (not printed) by him/her self.
29. N/A—not applicable, doesn’t apply to me.

COMPLETE LEARNING ACTIVITY B.11-1
“TERMS AND MORE TERMS”

- C. Completing a job application form—some suggestions.
1. Read over the entire application before you begin writing! This helps eliminate errors and gives you an overview of what is being asked.
 2. Fill out the application in ink, or use a typewriter. Never use a pencil or mix colors, stick to blue or black ink.
 3. Some employers will allow you to complete the application at home. If you do take it with you, be prompt in returning your completed application. Don’t have someone else deliver your application for you. Return it personally, and when you do, be prepared for a possible on-the-spot interview.

Note to Specialist: Refer to Module B.13—Complete a Job Interview.

4. Answer every question that applies to you. If a question does not apply, use “N/A” which means not applicable. If a section of the application does not apply to you, using one N/A in the first question of that section will get your point across. Don’t overuse N/A, but don’t leave any important questions unanswered either.

Note to Specialist: You might suggest that students write out answers on a blank sheet of paper or on an extra application form. This will help in completing the application form.

5. Spell correctly. If you don’t know how to spell a word, use another word that means the same thing. Your resume can help when spelling names and words you are not sure of.
6. Be as specific as you can about the type of work you want. When asked “job preference” or “position applied for” do not answer “anything” no matter how desperate you may be. An employer may feel that you are unsure of yourself or your goals.
7. If you have two choices, write them both. If you are willing to start “at the bottom” answer “entry-level job.”
8. Be neat! Avoid erasures, and if you have to erase, do it very neatly so it won’t be the first thing the employer will notice on your application form.
9. Before you use people as references, ask their permission. Be prepared to give information about at least three references on the job application. You will need to know their complete name, address and occupation. Incomplete reference information may send your application to the top of the rejection pile.
10. Double-check your application before giving it to the employer. If you have taken it home, have someone else check it over.
11. Always try to leave your application with the person who does the hiring. Ask when they will be making their decision and/or when you may call or come in for an interview.

12. Send in or drop off your application in a timely manner (Keep a copy for your records).

COMPLETE LEARNING ACTIVITY B.11-2
“SAMPLE APPLICATION FORM”

D. On-line applications

1. Some applications are available on-line.
2. In addition, most on-line applications can be sent electronically via the computer.
3. These on-line applications are completed just like the paper-pen copies that are available with this module.
4. When completing an on-line application be certain to read all the instructions before you begin.
5. Furthermore, it is probably best to review the complete on-line application **before** you start to complete it.
6. Most important, be certain you know how to “save” your application if you do not complete it in one sitting.
7. Lastly, be certain you double-check your responses **before** you send it!

Note to Specialist: If the applicant is selected for an interview, be certain your students know how to handle the interview request—See Module B.10—Use the Telephone to Arrange an Interview.

COMPLETE LEARNING ACTIVITY B.11-3
“ON-LINE APPLICATION”

COMPLETE LEARNING ACTIVITY B.11-4
“JOURNAL WRITING”

**COMPLETE LEARNING ACTIVITY B.11-5
"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY B.11
"FILLING OUT THE JOB APPLICATION"**

**COMPLETE MATH ACTIVITY B.11
"JOB APPLICATION MATH"**

Administer Post-Assessment

LEARNING ACTIVITY B.11-1
“TERMS AND MORE TERMS”

OBJECTIVE: To check students understanding of terms found on most application forms

RESOURCES:

- Work Sheet—Learning Activity B.11-1
- Copies of a sample application form

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity B.11-1.
2. Have students complete the work sheet.
3. Review the correct answers with your students.

LEARNING ACTIVITY B.11-1
“TERMS AND MORE TERMS”
WORK SHEET

DIRECTIONS: Match the terms in Column A with the definition in Column B. Place the correct answer in the space provided.

PART I

Column A

- ___ A. Surname/Family name
- ___ B. Forenames/ Christian Names / Other Names /Given Names
- ___ C. Maiden Name
- ___ D. Preferred Name
- ___ E. D.O.B.
- ___ F. Home/Residential Address
- ___ G. Marital Status
- ___ H. Religion
- ___ I. Secondary Education
- ___ J. Post-Secondary Education
- ___ K. Institutions Attended
- ___ L. Dependents
- ___ M. Spouse
- ___ N. Guardian
- ___ O. Disability

Column B

- 1. Your birthdate
- 2. High school education
- 3. Your wife’s/husband’s name
- 4. Name common to all members of your family
- 5. Female’s name before marriage
- 6. Medical or physical problems
- 7. The people who you support
- 8. The person who looks after you if your parents do not
- 9. The name in B which you like to be called
- 10. Names of places you went to in I & J
- 11. Tech., College or University education
- 12. Whether you are single, married, widowed, divorced, or separated
- 13. The names given to you which make you different from other members of your family
- 14. Where you live
- 15. You don’t need to answer this question

Part II

Column A

- _____ A. Convictions/ Offences
- _____ B. Next of Kin
- _____ C. Period of Notice/Availability
- _____ D. References
- _____ E. Armed Service
- _____ F. Citizenship
- _____ G. Former Employer
- _____ H. Work History/Experience
- _____ I. Place of Birth
- _____ J. Mother's Maiden Name
- _____ K. Occupation
- _____ L. Declaration
- _____ M. Signature
- _____ N. N/A

Column B

1. Any period of time spent in the Army, Navy, Air Force or Reserve Forces
2. Signed statement saying that all the information given is true and correct.
3. Previous person or firm you have worked for
4. Your closest relative-wife, husband, father, mother, etc.
5. Those times you've been found guilty of trouble with the Law
6. Those responsible people who can tell someone about your character and/or how well you might work
7. Not applicable, doesn't apply to me
8. Person's name written (not printed) by him/herself
9. Amount of time needed before you can start
10. What job a person does for a living
11. Country/town where you were born
12. Country of birth or of naturalization
13. Details of the places/jobs you have been employed in
14. Your mother's surname before she married.

(Source: Careers Online.com)

LEARNING ACTIVITY B.11-2
“SAMPLE APPLICATION FORM”

OBJECTIVE: To complete an application form

RESOURCES: Work Sheet—Learning Activity B.11-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity B.11-2.
2. Have students complete the sample application form.
3. Review and critique your student’s completed applications.

Note to Specialist: An alternative to the sample application form would be to have each student complete applications from local businesses.

LEARNING ACTIVITY B.11-2
“SAMPLE APPLICATION FORM”
WORK SHEET

Sample Application Form

Application for employment

We are an equal opportunity employer, dedicated to a policy of non-discrimination on any basis including race, creed, color, age, sex, religion or national origin.

PERSONAL INFORMATION

Date _____ Social Security # _____

Name _____

Last

First

Middle

Present Address _____

Permanent Address _____

Phone No. _____ Referred By _____

State Name and Department of Any Relatives, Other Than Spouse,

Already Employed By This Company _____

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So, May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION

Name and location of school

Circle Last Year completed

Did you Graduate?

Subjects Studied and Degree(s) Received

Grammar School _____ Yes__ No__ _____

High School _____ 1 2 3 4 Yes__ No__ _____

College _____ 1 2 3 4 Yes__ No__ _____

Trade, Business or Correspondence School _____ 1 2 3 4 Yes__ No__ _____

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____

Read _____ Write _____

Activities Other Than Religious (Civic, Athletic, etc.) _____

Exclude Organizations, the name or character of which indicates the race, creed, color or national origin of its members.

LEARNING ACTIVITY B.11-3
“ON-LINE APPLICATION”

OBJECTIVE: To complete an on-line application form

RESOURCES:

- Computers with Internet access
- Copies of student resumes from Module B.7

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Have students access an on-line employment application.

Note to Specialist: Access any Internet search engine such as Yahoo, Alta Vista. Use the key words “employment applications.”

2. Have students complete (but not send) their on-line application.

3. Have students print a “hard copy” of their application.

4. Critique student’s applications.

LEARNING ACTIVITY B.11-4
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY B.11-4
"JOURNAL WRITING"
WORKSHEET**

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY B.11-5
“SERVICE LEARNING”

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity B.11-5

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages” sheet).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources” sheet).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students) Division of vocational rehabilitation Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development.

Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)

SERVICE ACTIVITY ACTION PLAN

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY B.11
“FILLING OUT THE JOB APPLICATION”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity B.11

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity B.11.
2. Direct the students to read the activity.
3. Have students answer the recall questions and share their answers with the class.
4. Discuss the Reading Activity with the class.

“FILLING OUT THE JOB APPLICATION”

Three different young men came into my office today and applied for the job on the loading dock. Each one of them looked able to handle it. The second one, Bill, was very polite and well groomed and seemed to be bright. However, none of them even knew enough to fill out the forms correctly. They didn't have enough information.

Maybe they thought the forms were too difficult. If that's the case, they would never be able to do the shipping forms and probably couldn't fill out their own time cards! If they thought that it was a *bother* to answer the questions completely, then I don't want to *bother* them by hiring them. After all, there is a certain amount of paperwork required in nearly every job.

I overheard the first applicant asking my secretary, “Is all this stuff necessary?” He was the one who couldn't recall his Social Security number. We wouldn't be able to pay him without it. He had worked in two other places, and he listed their names, but there were no addresses and no employer names. How am I supposed to judge what kind of worker he is? There were no references, except a high school teacher. Who could tell me whether this fellow would be on time for work, if he would be a good worker, or if he would be easy to get along with? Sure, I could ask his teacher about some things like his grades and attitude, but what I want to know is how well he will fit in with my company.

I have been without a dock supervisor for two weeks. It would have been great to hire one of these boys. I'm surprised that they came here to apply for work without the necessary information. I understand that they were young and that none of them had a great deal of experience. But all of them had held summer jobs, and they could have used their bosses as references. Under the heading “Work Experience,” the third one just wrote, “I worked at the ocean.” That's all! There was no name or address of the job or the employer. What good is that to me?

Well, I heard my secretary tell one of them, as he was leaving, that perhaps he should get his facts straight and try again. We don't normally allow this. I think she knows how much we need a reliable person on the loading dock. She felt, like me, that any of them could handle it. I would have hired the first one through the door today if he had only prepared himself for the questions.

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. The three boys couldn't fill out the forms correctly because they
 - a. _____ didn't have enough information.
 - b. _____ dropped out of school.
 - c. _____ didn't really want the job.

2. Two things the man would have liked to ask a reference about the boys were
 - a. _____ if they would get along with others.
 - b. _____ if they would be on time for work.
 - c. _____ what they wear to work.

PART II

DIRECTIONS: Match the following words from the story with their meanings.

- | | |
|--------------------|--|
| 1. _____ applicant | a. a person who will tell what kind of worker you are. |
| 2. _____ employer | b. a person who wants a job. |
| 3. _____ reference | c. a person who hires workers. |

PART III

DIRECTIONS: The words in the following sentences need to be put in the proper order. Write the sentences correctly on the lines. Don't forget capital letters and punctuation marks!

1. my collect in Social year Security uncle can another

2. asked a job to Rita teacher write her reference her for math a

3. some job any for applicant this experience have must work

4. is work to required he to a suit wear

MATH ACTIVITY B.11
“JOB APPLICATION MATH”

OBJECTIVE: To practice multiplication, division, and percentages

RESOURCES: Work Sheet—Math Activity B.11

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet to each student.
2. Have students complete the questions on the work sheet.
3. Review the answers with your students.

MATH ACTIVITY B.11
“JOB APPLICATION MATH”
WORK SHEET

DIRECTIONS: Bill is trying to fill out a job application form. He never realized he would need his math skills to help him get a job.

1. Bill is asked to write down how much he would like to be paid. He decides that \$6.85 an hour would be a fair amount.
- a. At that rate, how much will he earn each day, working an 8-hour day, 5 days a week?

- b. How much gross pay will he get per week?

- c. How much gross pay will he get per month, assuming there are 4 weeks in a month?

- d. How much gross pay will he get per year, assuming there are 52 weeks in a year?

2. It is March 24, 1999. Bill has to write his birth date, 11/18/81, on the application. Then it asks for his age in years and months. Can you figure out his age? _____ years _____ months.

3. The application asks how much he made on his last job. He earned \$130 per week, working 5 days a week, 4 hours a day.

- a. How much did Bill earn each day?

- b. What was his hourly wage?

4. If we assume there are 40 hours each week, 4 weeks in a month, and 52 weeks or 12 months in a year, answer the following problems:

- a. A person earning \$8,840 per year is paid how much each week?

- b. A person earning \$208 per week is paid how much each hour?

c. A person earning \$1,000 per month is paid how much each week?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What are the 2 types of application forms most commonly used by employers?

2. All application forms usually contain these 6 sections. What are they?

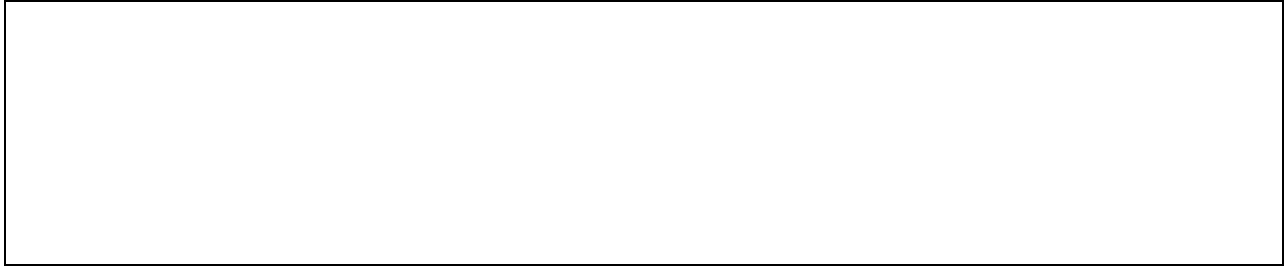
3. Define the following terms:

- a. Surname – _____
- b. Maiden Name – _____
- c. D.O.B. – _____
- d. Post-Secondary Education – _____

- e. Dependents – _____
- f. Spouse – _____
- g. Guardian – _____
- h. Period of Notice – _____
- i. References – _____
- j. Citizenship – _____
- k. Occupation – _____
- l. Declaration – _____
- m. N/A – _____

4. List 8 suggestions to follow when completing a job application form.

5. What is an “on-line application”?



Answer Key

PRE-ASSESSMENT **POST-ASSESSMENT**

1. What are the 2 types of application forms most commonly used by employers?
 - Standard Application Form (SAF)
 - Employer Application Form (EAF)

2. All application forms usually contain these 6 sections. What are they?
 - Personal details
 - Education
 - Activities/interests
 - Qualifications/skills
 - Work experience
 - References

3. Define the following terms:
 - a. Surname – Name common to all family members
 - b. Maiden Name – Female’s name before marriage
 - c. D.O.B. – Date of birth
 - d. Post-Secondary Education – Schooling after high school
 - e. Dependents – The people you support
 - f. Spouse – Your wife’s/husband’s name
 - g. Guardian – The person who looks after you if your parents do not

- h. Period of Notice – Amount of time needed before you can leave current job
 - i. References – People who can speak on your behalf
 - j. Citizenship – Country of birth or naturalization
 - k. Occupation – What job a person does for a living
 - l. Declaration – Signed statement that information is correct
 - m. N/A – Not Applicable
4. List 8 suggestions to follow when completing a job application form.
- Read over before completing
 - Use ink or a typewriter
 - If completed at home, return application personally
 - Spell words correctly
 - Be specific
 - Be neat
 - Ask permission before using names as references
 - Double check application
 - Send or drop off application in a timely manner
5. What is an “on-line application”?
- An application that is completed and/or submitted electronically

ANSWER KEY
LEARNING ACTIVITY B.11-1

PART I

4 A

13 B

5 C

9 D

1 E

14 F

12 G

15 H

2 I

11 J

10 K

7 L

3 M

8 N

6 O

PART II

5 A

4 B

9 C

6 D

1 E

12 F

3 G

13 H

11 I

14 J

10 K

2 L

8 M

7 N

ANSWER KEY
READING ACTIVITY

PART I

1. The three boys couldn't fill out the forms correctly because they
 - a. **X** didn't have enough information.
 - b. dropped out of school.
 - c. didn't really want the job.

2. Two things the man would have liked to ask a reference about the boys were
 - a. **X** if they would get along with others.
 - b. **X** if they would be on time for work.
 - c. what they wear to work.

PART II

- | | |
|----------------------------------|--|
| 1. <u> b </u> applicant | a. a person who will tell what kind of worker you are. |
| 2. <u> c </u> employer | b. a person who wants a job. |
| 3. <u> a </u> reference | c. a person who hires workers. |

PART III

1. my collect in Social year Security uncle can another
 - My uncle can collect Social Security in another year.
2. asked a job to Rita teacher write her reference her for math a
 - Rita asked her math teacher to write her a reference for a job.
3. some job any for applicant this experience have must work
 - Any applicant for this job must have some work experience.
4. is work to required he to a suit wear
 - He is required to wear a suit to work.

ANSWER KEY
MATH ACTIVITY

1.
 - a. \$54.80/day
 - b. \$274.00/week
 - c. \$1,096/month
 - d. \$14,248.00/year

2. 17 years, 4 months

3.
 - a. \$26.00/day
 - b. \$6.50/hour

4.
 - a. \$170.00/week
 - b. \$5.20/hour
 - c. \$250.00/week