

Work Experience Customer's Manual

Customer's Name _____

Worksite _____

Worksite Supervisor _____

Counselor _____

Date _____

This manual was prepared by the staff of the National Child Labor Committee under a grant from the Rockefeller Foundation. As such those sections that did not conform to the conditions and rules of the Workforce Investment Act and the Virgin Islands were modified by staff of the Virgin Islands Department of Labor.

Youth Services
Customer's Manual
Table of Contents

Introduction	1
Orientation.....	1
Supervision	2
Conduct.....	3
Counseling	4
Lunch Hour.....	4
Holidays	4
Lateness.....	4
Absence	4
Payroll	5
Time Sheets	5
Paychecks.....	6
Termination	6
Evaluation	7
Grievance.....	7
Safety	8
Whom To Contact	9
Emergencies	9
Labor Market Orientation.....	11
The Resume.....	11
Tips On Filling Out Forms	11
Finding A Job	11
Dictionary Of Words Commonly Found On Application Forms.....	12
Job Application Form.....	15
Employment Barriers.....	17
Interview Checklist	17
Interview Questions And Tips.....	21
Learning The Job	24
Work Habits That Help	24
Attachments	29
Grievance Procedure	31
Chapter 15. Child Labor	32
Federal Child Labor Laws in Nonfarm Jobs	35
Acknowledgement Of Receipt Of Customer Manual And Grievance Procedure	37
Work Experience Contract	38

INTRODUCTION

The purpose of the Summer Employment Component and the Paid Work Experience Component of the Workforce Investment Act Youth Services (WIA Youth Services) and Summer Youth Employment (SYEP) is to provide each youth customer with a meaningful work experience in a realistic work situation to help them gain permanent employment.

Customers will receive vocational counseling and labor market orientation, which will help them prepare for the working world. In addition to this, the Department of Labor will provide at least twelve (12) months of follow-up services, as needed by each individual customer, to help the customer attain his/her career goal.

Included in this manual is information that will:

- ❖ Identify the customer's responsibilities as a WIA/SYEP Youth Services customer
- ❖ Make the customer aware of safety regulations that are designed to protect them on the job
- ❖ Show the customer how to prepare job application forms
- ❖ Show the customer how to prepare effective resumes
- ❖ Identify employment barriers
- ❖ Explain how to handle an interview
- ❖ Inform the customer about how to keep a job
- ❖ Help the customer develop good work habits and work ethics

ORIENTATION

All customers must go through an orientation program before reporting for work. During orientation the customer will be

- ❖ Introduced to the staff members who will be working with them
- ❖ Told about job site assignments,
- ❖ Given a copy of the WIA/SYEP Youth Services Manual,
- ❖ Told the beginning and ending dates of training.

SUPERVISION

A supervisor has been designated for each customer on the program. In order to make the experience learning one, customers will be given special attention to ensure that good working habits are being developed. Since for many customers this may be their first job, this should be a positive learning experience. Each supervisor will be available for assistance.

Each customer will receive the following instructions from his/her supervisor while working with the program:

1. The Introduction
 - A. Welcome
 - B. A comprehensive orientation to the rules of the job site and exactly what is expected. Detailed information concerning particular rules.
 1. The need for punctuality
 2. The need to do all assignments well the first time, so the work does not have to be redone
 - C. Knowing that most customers lack work experience, some will require more detailed explanation than is customary.
 1. Explanation and demonstration of the job
 2. Explanation and demonstration of safe working habits and discussion of safety rules
 3. A tour of the work area including introductions to co-workers
 4. Question and answer period
2. The Work Experience Contract

After the youth and the worksite supervisor have reviewed the Work Experience Contract (located in the Appendix), both should sign it. The contract should be removed from the manual and copied so that the customer, the supervisor and the Counselor have a copy for their files

3. The Job
 - A. During the initial stages, the supervisor will be available for guidance. The customer should be encouraged to ask questions that may be necessary for understanding directions and/or the job.
 - B. After the customer functions more independently, the supervisor will be available for assistance when needed. At the worksite,

customers will receive the respect given to other employees. They will be well supervised, kept busy and be allowed to use free time constructively. They will be exposed to experiences that will help them learn and grow.

CONDUCT

Customers are expected to conduct themselves in a manner befitting their position on the job and as a member of the WIA/SYEP Program. The following is a list of *Do's* and *Don'ts*:

DO

- Be on time
- Dress neatly and appropriately
- Call before 8:15 a.m. if you have a problem getting to work on time
- Ask your supervisor if you have any questions about the job
- Take your responsibilities seriously
- Make an effort to get along with co-workers
- Be careful with company property
- Observe safety rules and regulations
- Follow instructions carefully
- Respect what is seen and heard on the job by not repeating it elsewhere!***

DON'T

- Loaf on the job
- Take long lunch breaks or work breaks
- Smoke or eat while on the job
- Be hostile or belligerent
- Be dishonest
- Quit your job without calling your counselor and job-site supervisor

COUNSELING

Counselors will be assigned to the customers. They will be checking on a regular basis to see how customers are progressing, or as frequently as the need may determine. Counselors will be guiding customers through the manual. Should a customer have difficulty while working, contact the counselor as soon as possible.

LUNCH HOUR

The first day on the job, the lunch hour will be discussed. It will be clearly defined exactly when customers can leave for lunch and when they are expected to return. If you are late returning from lunch, you will be asked to explain the tardiness. If tardiness occurs persistently, the counselor will be alerted.

HOLIDAYS

Customers should observe all Local and Federal holidays but will not be paid for this time. However, with the permission of the worksite supervisor and the VIDOL Youth Team, the customer can make up that time by working additional hours during that same time period. Customers in a worksite that is open on Local and Federal holidays will be compensated at regular time once VIDOL Youth Team is notified by the worksite.

LATENESS

The hours of work decided upon at the time of the initial meeting between the customer and their supervisor are the hours that are expected to be worked. Inconsistencies in the reporting working hours are discouraged in an attempt to foster some degree of discipline and responsibility on the part of the youth. ***Tardiness will not be tolerated.*** The first time a customer is late, s/he will be questioned and the missed time may be made up. If tardiness continues, the customer will be docked pay for the time missed. Constant tardiness will lead to termination from the program.

ABSENCE

Something may come up during the program that will require the customer to miss work. If the customer must be absent from work because of an emergency, the supervisor must be notified by telephone at once and advised when you expect to report to work.

It is the customer's responsibility to let the job site supervisor know as soon as possible that s/he will be absent. If the customer knows in advance of his/her intended absence, s/he must inform the worksite supervisor. If the customer

does not have advance notice that s/he will be absent, s/he must call the supervisor as soon as such information is known.

The following are examples of excusable absences:

- A visit to the doctor or going to the hospital. *A written excuse from your doctor must be brought in when you return to work in order to be allowed to make up time*
- Going to appear in court. *You must show proof before date of your court appearance.*
- Death in the immediate family (parent, grandparent, brother, sister, or child).

Any absence from work that has not been approved or which is not considered an excusable absence will be considered an unexcused absence. The following are examples:

- Missing a bus or catching a late bus
- Oversleeping
- No money to get to work
- Forgetting to report to work

PAYROLL

Customers will be paid biweekly, at a rate to be announced, ***only for those hours worked.*** WIA/SYEP Youth Services has asked the supervisor to maintain time and attendance records marking actual and projected hours during the pay period. All customers are allowed to work up to thirty (30) hours per week (unless otherwise arranged) commencing on the first date of employment and ending on the last date of employment.

TIME SHEETS

Supervisors will fill in hours worked on a daily basis and the total amount of hours worked. The Time Sheet will be in a place that is known by the customer as well as the supervisor. If the supervisor plans to be out of the office on the due date of the Time Sheet, arrangements will be made so that it will be completed and signed.

When a customer does not work the number of hours projected on the Time and Attendance Record, an adjusted payroll document must be submitted for the time period

in question. However, if this not possible, the Supervisor or his/her designee is required to prepare the adjusted payroll for the following period.

In order to avoid problems with time sheets being unsigned on Fridays, another responsible person will be designated as an alternate. ***Only the supervisor's signature or that of the alternate will be acceptable on the Time Sheet.***

Time sheets are to be completed, signed, and submitted on the Friday before every government pay week. ***If the Time Sheet is not submitted on time, it will result in the customer not receiving a paycheck.***

PAYCHECKS

All paychecks for customers must be picked up the VIDOL office. Other than extraneous circumstances, only the customer may accept the check. If a customer desires a family member to receive their payroll check, that individual **must** present a signed letter from the customer and a **valid**, official identification. This verification will be retained for the record.

TERMINATION

Customers may be terminated if they:

- Are constantly tardy
- Have unexcused absences
- Fail to do the job assigned or follow instructions
- Are dishonest
- Are disrespectful
- Falsify information on time sheets or other forms
- Endanger the lives of others
- Steal or receive stolen property while on the job or during counseling sessions
- Use, sell, or receive any form of narcotics or alcoholic beverages while on the job or during counseling sessions
- Fail to return to the worksite on Friday afternoon after receiving a paycheck

The job site supervisor may not terminate a customer from the Employment Program, unilaterally. However, the supervisor may recommend to the Counselor that

the customer be transferred or terminated from the job site. When this happens, the counselor will make the necessary transfer or termination through the Program Administrator.

EVALUATION

The Worksite Supervisor will evaluate each customer's performance during the interview process and at the worksite. Customers will also be asked to complete an evaluation on the following topics:

- ❖ The worksite
- ❖ The worksite supervisor
- ❖ The counselor
- ❖ The WIA/SYEP Youth Services program

GRIEVANCE

Grievance procedures for customers are as follows:

- ❖ Each customer has the right to register a grievance.
- ❖ The worksite supervisor is expected to deal with any grievance with respect to unfair treatment.
- ❖ If the grievance is not resolved within five (5) working days, the customer may request, in writing, an informal hearing with the person designated by the work sponsor.
- ❖ Customers should not let anyone discourage them from requesting a hearing or appealing, by threat or other means.

For more information about the grievance procedure, see the procedure at the end of the manual. The customer should remove the *Acknowledgement of Receipt of the Customer Manual and Grievance Procedure*) from the back of this manual, sign it and give it to the Counselor for the files.

SAFETY

There are certain jobs that youth cannot do because of Federal or Local laws or regulations. Customers should be aware of the restrictions.

1. If you are **under 16**, *you may not*:
 - a. Operate power-driven machinery, such as a lawn mower
 - b. Wash windows on the outside of a building from windowsills, ladders or scaffolds
 - c. Cook
 - d. Load or unload goods from trucks
 - e. Repair machines
2. If you are **under 18**, *you may not*:
 - a. Do any kind of construction work
 - b. Clean or paint outside of a building from an elevated surface
 - c. Work in any operation involving use of power-operated machines on metal or woods
 - d. Work in any operation involving power-driven hoisting machines, such as cranes
 - e. Work as a helper on motor vehicles
 - f. Clean, wipe, or oil machinery
 - g. Pack paints
3. If you are **under 21**, *you may not*:
 - a. Work on hoisting machines on which people are allowed to ride
 - b. Work as an operator of a crane

More information on the child labor laws can be found in the attachments. If, at any time, you are asked to work with machinery that is in violation of Federal or Local law or regulations, contact the Counselor as soon as possible.

WHOM TO CONTACT

There will be times when a counselor is unavailable. If the customer feels it is important to speak with someone immediately, call the Virgin Islands Department of Labor Youth Team at **773-1994 ext. 2140** (*St. Croix*), or **776-3700 ext. 2080** (*St. Thomas*).

EMERGENCIES

In case of an emergency, such as an accident on the job, the Counselor must be notified immediately.

We hope that you have
a productive and enjoyable
work experience!

**The Department of Labor's
Workforce Development Unit/Youth Job Development**

On St. Croix:

4401 Sion Farm
Christiansted, VI 00820

773-1994 ext 2140

On St. Thomas:

53A, 54AB Kronprindsens Gade
Charlotte Amalie, VI 00802

776-3700, ext 2080 & 2099

LABOR MARKET ORIENTATION

THE RESUME

So many youth are really turned off just by the word resume. Because of this, we are going to refer to a resume as a Self Information Sheet (SIS) and that is exactly what a resume is. A resume (SIS) need only consist of

1. Personal information – birthdate, health, height, weight
2. Education
3. Work or volunteer experience
4. Special skills, interests or hobbies
5. References

It is always helpful to the employer if you include a brief statement about your career goal.

Now that doesn't sound that difficult, does it? You need only to concern yourself with those five categories.

TIPS ON FILLING OUT FORMS

The most common errors youth make in filling out forms involve inappropriate use of upper and lower case letters. Neatness cannot be stressed enough. You should practice your printing before you fill out applications. Before putting pen to paper, you should be certain you are placing the correct answer on the correct line. A messy form can easily lose a job.

It is extremely important for you to be able to fill out job application forms neatly, completely and correctly. Now is the time for you to learn the correct spelling of the names of relatives and references, and to compile a list of the addresses and phone numbers you will be asked to supply. To make sure that you understand the terms on application forms, there is also a sample Application for Employment in the back of this *Manual* which your counselor will help you complete.

FINDING A JOB

Where to look:

1. Federal, state and local employment agencies

2. Private employment agencies
3. National, state and local newspapers
4. Magazines and trade journals
5. Personal contacts with the personnel directors of a company.
6. Postings, bulletin boards in banks, food stores and community centers

DICTIONARY OF WORDS COMMONLY FOUND ON APPLICATION FORMS

Here are the meanings of some words or terms that appear in many employment applications. Go over the list and try to understand the meaning of each word or term. This dictionary may help you to fill out job applications.

ACADEMIC STANDING	Either your school grades or your rank in the class. Typical answers might be "C average," or "top quarter of the class."
ACCURATE	Correct. True. In filling out an application form you should be ACCURATE in every respect.
ADDRESS	The location at which you receive your mail.
ALIEN	Someone born in a foreign country who has not become a citizen of the United States.
APPLICATION	A form to fill out for a job.
BONDED	Insured against stealing or losing the company's money. Bank employees and department store clerks are usually BONDED.
CAPACITY	Job title or role. If you were asked in what CAPACITY you were last employed, your answer might be "mechanic."
CHRONIC AILMENT	An illness that is continuous or lasting: for example heart trouble.
CONCISE	Brief; cut short; to the point. For example, if you were asked to be CONCISE in describing the duties of your previous job, you would mention only the important duties.

DATA	Information factual materials. Employment DATA would mean information about past jobs.
DEPENDENT	A person who relies on or depends upon you for financial support. For example, your children are your DEPENDENTS.
DISABILITY	An illness or physical condition which makes a person unable to work which makes a person unable to work with adaptive equipment or support. For example, blindness.
DISCHARGE	Firing or dismissal from employment or release from the Armed Forces.
EARN	To gain for services rendered.
EDUCATION	Formal schooling and training of the intellect.
EXPECT	What you hope to accomplish or achieve.
FORMER	Coming before in time. If you are asked to give the name of a FORMER employer as a reference, name a person you have worked (or in the past).
GARNISHMENT	A legal deduction from an employee's pay check to pay back money that is owed to a creditor.
GOAL	The kind of work you would like to be able to do eventually.
GRADUATE	One who has finished a particular course of study; for example, a high school, trade school or college GRADUATE.
HEALTH	Condition of your physical well being.
INCLUSIVE	Including what is written; usually refers to dates.
INCOME	All monies acquired through work or services rendered.
JOB TITLE	Designated name of job.
LEGIBLE	Clearly and neatly written, easy to read.

MAJOR	A particular area of study in college; for example, economics, biology, history.
MARITAL STATUS	Whether you are single, married, divorced, widowed, or separated.
MINIMUM	Lowest or least. The MINIMUM salary you would accept would be the lowest amount of money you would work for.
MINOR	A person who has not yet reached legal age, in most states the age of 21. If asked how many MINOR children you have, you include only those under 21.
NAME	Your full descriptive given symbol; what you are called.
OCCUPATION	A particular field of work; job; for example, teaching, nursing.
PERMANENT ADDRESS	The address at which you always can receive mail, usually the place you live.
PERSONNEL	All of the employees of a company or organization. The PERSONNEL department has as its main concern the employees of the company.
PHYSICAL	An examination by a physician.
PHYSICAL LIMITATION	Any disability or chronic ailment; anything which might restrict or limit your activities; for example, having to wear glasses or having a bad back.
PLANS	Future expectations that you are striving for.
POSITIONS	Job; occupation. When asked what your last POSITION was, you would give your job title, such as "Credit Clerk."
PRINCIPAL	Most important; main. The PRINCIPAL duties performed in your last job would be the most important ones.
RECORD	Past performances in employment or criminal file.
REFER	To send or direct. An employment service might REFER you to a particular company where there is a job opening.
REFERENCE	Someone who knows you and can speak well of you; a person who knows of your character or ability.

RELATIVE	One's kin; person connected by blood; for example, mother, sister, uncle, grandfather. You are usually asked not to include RELATIVES as your references.
RELOCATION	Moving to another city or island.
RESUME	A summary of pertinent facts about yourself--your personal, educational and work history.
SALARY	Payment for services on a regular basis, usually weekly or biweekly, which is every other week.
SERVICE	A provided business or public SERVICE.
SKILL	A craft of talent with tools, machine or by hand.
SOCIAL	Public fellowship or used with security to gain a designated number (as in your "Social Security Number").
SPOUSE	Husband or wife.
STATUS	Level of admiration by co-workers, prestige of one's job.
SUPERVISOR	The person or boss directly over you who gives you your work and to whom you are responsible.
SUPPORT	To back up and supply confidence.
WAGES	Payment for services, usually on an hourly or piecework basis.

JOB APPLICATION FORM

A job application form is a blank form employees usually ask job applicants to fill out. Most job application forms ask for information on the applicant's education, previous employment, skills and interest, marital status and general health.

True or False:

- _____ 1. An application form should be filled in neatly and legibly.
- _____ 2. It is always necessary to fill out an application form when applying for a job.
- _____ 3. You must fill out all questions on an application form.
- _____ 4. A job applicant should have a Social Security Number.
- _____ 5. A job application form is filled out only when an applicant has a special job in mind.
- _____ 6. The number of dependents an applicant has may be important to an employer.
- _____ 7. The condition of your health influences the type of Job you are able to perform.'
- _____ 8. Whether or not you have ever been arrested should be of no concern to an employer.
- _____ 9. Information about previous employment at the firm can be omitted on an application blank if your work record there was poor.
- _____ 10. Much of the information on an application blank will duplicate the information on your resume.
- _____ 11. You must never accept a position at less salary than you state on the application form.
- _____ 12. You should be truthful-when you list the reasons why you left previous employers.
- _____ 13. It is advantageous for an applicant to be able to list the names of friends and relatives employed by the firm where he applying for a job
- _____ 14. Your hobbies and interests can tell an employer much about you.

EMPLOYMENT BARRIERS

Answer YES or NO to the following questions:

- _____ 1. Have you ever avoided a job interview?
- _____ 2. Have you ever left a job application incomplete?
- _____ 3. Have you ever lied on a job application?
- _____ 4. Have you ever had family problems that kept you away from work or school?
- _____ 5. Have you ever gone to work or school "high"?
- _____ 6. Have you ever been late to work or school twice or more in one week?
- _____ 7. Has poor health kept you out of work or school?
- _____ 8. Have you ever been fired from a job or expelled from school?
- _____ 9. Has anyone ever told you that you have a drug or alcohol problem?
- _____ 10. Have you ever lost a job because you were arrested?
- _____ 11. Have you ever had to take time off from work or school to go to court?
- _____ 12. Are there people riding your back to find work or return to school immediately?

If you answered YES to five or more of the above questions, you have a BARRIER TO EMPLOYMENT.

INTERVIEW CHECKLIST¹

You will blow your interview with:

- A POOR PERSONAL APPEARANCE. It gives the impression that you do not care about yourself. If you don't care about yourself, how can you be expected to care about your job?

¹ "Interview Checklist" has been taken from the *YES Booklet* written by Yvonne Still, copyrighted 1978.

- ☒ A KNOW-IT-ALL ATTITUDE. It make interviewers feel inferior sometimes; other times it makes them feel as if you are a conceited, over-bearing and over-aggressive bore. Where do you think that will get you?
- ☒ AN INABILITY TO EXPRESS YOURSELF CLEARLY. It calls into question whether you will be able to be understood by your fellow employees. If you have a poor voice quality, poor diction or poor grammar, ask your Counselor where you can get help NOW.
- ☒ NO PURPOSE OR GOALS. It presents an image of someone who merely takes what comes; a person who doesn't care enough about his life to plan for it.
- ☒ NERVOUSNESS. It shows a lack of confidence and poise. An interview session is always stressful. Breathe deeply through your nose. Sit back; fold your hands in your lap and uncross your legs.
- ☒ AN OVER CONCERN WITH MONEY. It gives the impression that you do not see your job as something you take pride in. Instead it is something to give you money to enjoy the time you spend away from it. You KNOW they don't want to hear that.
- ☒ AN UNWILLINGNESS TO START AT THE BOTTOM. It makes interviewers think you expect too much too soon. They don't want anybody coming into their offices once a week asking for a raise.
- ☒ A HABIT OF MAKING EXCUSES. It calls attention to the possibility that you cannot take responsibility for what happens to you. If you can't accept "what is" about you, who else can?
- ☒ A LACK OF COURTESY. It presents an image of you as an ill-mannered person who is a potential troublemaker.
- ☒ A NEGATIVE ATTITUDE TOWARD PAST TEACHERS OR FELLOW STUDENTS. It shows that you have not yet learned the golden rule of adulthood, "if you cannot say anything nice, don't say anything at all." Nobody wants a gossip around.
- ☒ A LACK OF VITALITY. It gives the impression that you are lazy. Fake feeling good and alive if you have to. You can always fall asleep after the interview.
- ☒ A HARD TIME LOOKING INTERVIEWER'S IN THE EYE. It makes them feel that you are as shifty as your eyes. Rightly or wrongly, THEY think this. Since YOU will be affected by what they think, practice a steady gaze. Make

sure you don't go to the other extreme either. If you stare at them, they won't think you are shifty, just crazy.

- A FAILURE TO EXPRESS APPRECIATION FOR THE INTERVIEWER'S TIME.** It gives the impression that you are the same ingrate that everybody else is. A thank you, in person, and a note following the interview, sets you apart and up front in the line.
- A RELUCTANCE TO ASK QUESTIONS ABOUT THE JOB.** It shows a lack of initiative and enthusiasm for working. It also sets you up for problems later when the job responsibilities are different than you had expected.
- VAGUE OR INDEFINITE RESPONSE TO QUESTIONS.** It makes the interviewer think that you are hiding something.
- LIMP HAND SHAKE.** It calls forth the image of a weak, slimy person. Superman or the Bionic Woman, they don't expect. Strong, capable, and confident men and women, they do.
- AN INDECISIVE ATTITUDE.** It shows that you cannot make a decision and that you will have to be supervised a lot.
- OVER CONCERN WITH FAMILY.** It gives the impression that you are not independent. When it comes to a choice between big job demands and little family wishes, they think you will bail out.
- SLOPPY APPLICATION BLANK.** It shows that you are careless with your pre-work responsibilities. Why should they think that you would be any better once you are on the job?
- NO INTEREST IN HIGH SCHOOL AND/OR COMMUNITY SERVICES.** It says that you are selfish and would not volunteer for any work unless you are paid for it. That may be how you feel, but they don't want to hear that.
- BRING LATE.** It displays a disregard for other people's time and commitments. And, it makes the interviewer think that lateness is normal for you.

You will impress the interviewer if:

- YOU ARE CLEAN AND WELL DRESSED.** The interview is the time for your best Sunday-Go-Meeting appearance. This means trimmed fingernails, polished shoes, neat hair, pressed clothes with no missing buttons or visible holes.
- YOU SMELL GOOD.** Use a mouth freshener and underarm deodorant.

- ☑ YOU GREET THE RECEPTIONIST WITH YOUR NAME AND THE NATURE OF YOUR BUSINESS AT THE COMPANY. Many interviewers use their receptionists as sounding boards. You need all the good words you can get.
- ☑ YOU GIVE THE INTERVIEWER A FIRM HAND SHAKE. This shows confidence and really good selling points in your favor.
- ☑ YOU DON'T CHEW GUM OR SMOKE DURING THE INTERVIEW. Even if they offer it to you, they will respect your refusal. Neither of these habits is attractive to watch even if they are comfortable to do.
- ☑ YOU GO WITH A SPECIFIC JOB IN MIND. The fact that you are specific about what you want to do is an indication of your knowledge of who you are and where you want to go.
- ☑ YOU ARE MORE INTERESTED IN WHAT YOU CAN DO FOR THE COMPANY THAN IN WHAT THE COMPANY CAN DO FOR YOU. Interviewers already know that you are looking for a good salary, decent working hours and any benefits that you can get. You don't have to tell them that.
- ☑ YOU ASK THE INTERVIEWER TO EXPLAIN THE DUTIES AND RESPONSIBILITIES OF THE JOB. This shows interest on your part and also gives you a chance to state just how much your abilities match those required in the job.
- ☑ YOU SPEAK UP FOR YOURSELF. When you let the interviewer know the qualifications and accomplishments that you can use to help the company, you are offering a product that is hard to refuse.
- ☑ YOU LET THE INTERVIEWER KNOW THAT YOU ARE A FAST LEARNER. Even if you don't have all the necessary skills for the job, your willingness to learn sets you apart from your competition.
- ☑ YOU ALLOW SEVERAL HOURS FOR THE INTERVIEW. If the interviewer is interested in you, you stand a good chance of getting a company tour and perhaps on-the-spot interviews from other staff members.
- ☑ YOU ASK THE INTERVIEWER WHEN IT WOULD BE CONVENIENT TO CALL BACK TO FIND OUT THE DECISION. The "don't call us, we'll call you" approach is practical for the interviewer, but not for you. Say that you will be out a lot looking for work, and you'd hate to miss the interviewer's call. The interviewer can hardly refuse such a sensible request, and now you're won't be sitting around waiting for a phone call that may never come.

- YOU REMEMBER TO THANK THE INTERVIEWER FOR TAKING THE TIME TO MEET WITH YOU. This also applies to the receptionist. A simple thank you goes a long way today because they are so rare.
- YOU SEND A THANK YOU NOTE TO THE INTERVIEWER THE SAME DAY OF YOUR INTERVIEW. When the interviewer receives the note that says, "Thank you for your interview. I am very interested in being a (JOB TITLE) in your company. I would appreciate you letting me know as soon as you have reached a decision. Sincerely, YOUR NAME, ADDRESS, and PHONE NUMBER," you will be a standout.
- YOU ASK THE INTERVIEWER TO REFER YOU TO ANOTHER JOB IF YOU ARE NOT HIRED. It doesn't always work, but you just might get another interview out of it.

INTERVIEW QUESTIONS AND TIPS

FREQUENTLY ASKED QUESTIONS AT AN INTERVIEW

1. Tell me a little about yourself?
2. How did you find out about this job?
3. Why do you think you might like to work for this company?
4. What skills can you bring to this company?
5. Would you relocate?
6. May we contact your references?
7. Have you ever been in trouble with the law?
8. When would you be able to start?

QUESTIONS FOR YOU TO ASK AT AN INTERVIEW

1. What is the starting salary?
2. What kind of benefits do you have?
3. What are the opportunities for advancement?
4. What is the expected dress?
5. What are the hours?

INTERVIEW TIPS

1. Find out something about the company (check the library, newspapers or Internet; read a booklet in the waiting room)
2. Be prepared to make an on-the-spot decision, if they offer you the job
3. Your A-T-T-I-T-U-D-E is most important
4. Never bring someone with you to an interview.

TIPS ON KEEPING THE JOB

Your experience in working during this work experience gives you a good opportunity to see for yourself why some people succeed on the job and why other people fail.

There are many reasons why people lose their jobs. Some of the reasons include:

- BEING LATE.** This shows a lack of commitment to your job. You are both undependable and inconsiderate of others.
- DRUGS OR ALCOHOL.** This clearly demonstrates that you are not in control of yourself. So, how can you control your job?
- PERSONAL PHONE CALLS.** This sets a bad example for other employees. It also takes productive time away from your job and a lack of productivity will not go unnoticed.
- ABSENTEEISM.** This causes you to lose track of what is going on in the job and puts you behind in your work.
- SLOPPY APPEARANCE.** This encourages people to think less of you because you don't seem to care about yourself.
- WASTING TIME.** This gives people the impression that you are a goof-off, not to mention that you are not producing in the job for which you were hired and are being paid.
- UNPRODUCTIVITY.** This bogs down other people's work and forces others to take up your slack.
- NOT GETTING ALONG WITH OTHERS.** This casts a shadow on everything else that you do. It shows immaturity and will hold you back from getting promotions.

- ☑ **STEALING.** This not only brings into question your morals at work, but also the legality of the world outside. Can it really be worth it?
- ☑ **UNCOOPERATIVE.** This causes people to see You as not only inflexible but as lazy.
- ☑ **IRRESPONSIBILITY.** This gives the impression that the dependability you claimed before you got the job was a fraud. Work is no place for people who can't follow through.
- ☑ **BRINGING PERSONAL PROBLEMS TO THE JOB.** This displays a real lack of sensitivity toward your supervisors and co-workers. Your hard-to-live-with problem becomes a hard-to-work-with problem.

Though there are many ways that you can be fired, there are two tried and true ways to keep your job and advance in it.

1. You can carry out your duties and responsibilities. It is necessary for you to:
 - A. Know what is expected of you. Never assume; always ask.
 - B. Ask your supervisor and co-workers for their suggestions on improving your performance.
 - C. Attend all staff meetings so that you know what is happening at the company and how it affects your own particular assignments.
 - D. Develop your skills. Never be satisfied with just an "OK" way of doing things. You are valuable when you are good.
 - E. Obtain additional job knowledge through formal education and training for your present job and the one you plan to obtain in the future.
2. You can cooperate with others. It is necessary for you to:
 - A. Understand your co-workers' duties and responsibilities depend on yours and how your duties and responsibilities depend on theirs.
 - B. Help others when they get in a bind. Nine times out of ten, they will be there for you when you hit a rough spot.
 - C. Accept greater responsibility when it is offered if you can handle it without hurting your present productivity. This generosity will most likely be rewarded.

- D. Ask for a heavier workload when your present job does not completely fill your workday. This shows commitment and leadership. These are two qualities that are essential for advancement.

- F. Share your ideas for improving the company with your supervisor. Even if you don't get the credit now, your supervisor will remember you for your help. As you become more and more indispensable, the two of you will rise together.

LEARNING THE JOB

Learning the job requires more than simply knowing how to perform an assigned task. A new employee is judged not only by his/her ability but also by his/her attitude.

Below is a list of attitudes an employee may have when he enters a new job. Draw a line through each one you think would be undesirable.

1. He shows interest in the firm
2. He does his job efficiently.
3. He performs his job well only under constant supervision.
4. He shows enthusiasm and willingness.
5. He is loyal to the organization for which he works.
6. He remains aloof from the other workers.
7. He is flexible and open-minded.
8. He views his job as a challenge and an opportunity.
9. He is suspicious and jealous of fellow workers.
10. He reports to work regularly and promptly.
11. He is creative and shows leadership.
12. He takes pride in his work.
13. He ignores company rules and regulations.
14. He learns his job well but shows no interest in the welfare of the business as a whole.

WORK HABITS THAT HELP

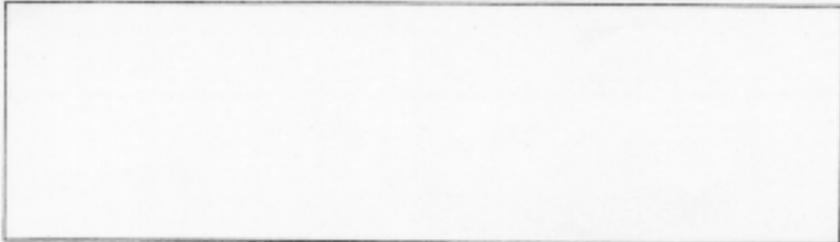
Ease into new work settings:

- It is natural to be nervous when starting a new job. Try to relax and do the best you can do.

- It may take some time before you feel comfortable with your new co-workers. Don't let that bother you.

- If your new co-workers play practical jokes on you or bother you, don't get upset. This probably happens to all new workers at first.

- You may not get to do the work you were hired for immediately. Show your new employer how good a worker you are by doing a good job at the task you are assigned.
- If you are having serious problems adjusting to the new situation, talk to your supervisor.



APPLICATION FOR EMPLOYMENT

NOTICE TO APPLICANTS

FEDERAL AND STATE LAW REQUIRES THAT ALL APPLICATIONS BE CONSIDERED WITHOUT REGARD TO RACE, RELIGION, COLOR, SEX, AGE OR NATIONAL ORIGIN. WE BELIEVE IN AND FULLY SUPPORT THE PRINCIPLE OF EQUAL EMPLOYMENT OPPORTUNITY AND WILL FULFILL OUR OBLIGATION TO THE FULLEST.

PERSONAL DATA

NAME _____ SOCIAL SECURITY NO. _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

TELEPHONE NUMBER _____ HOW LONG HAVE YOU LIVED AT PRESENT ADDRESS? _____

PREVIOUS ADDRESS _____ HOW LONG? _____
STREET CITY STATE ZIP

POSITIONS APPLIED FOR: _____ WORK SCHEDULE DESIRED: FULL TIME PART TIME

IF PART TIME, SPECIFY HOURS DESIRED BY DAY: SUN _____
 MON _____ WED _____ FRI _____
 TUES. _____ THURS. _____ SAT. _____

RATE OF PAY EXPECTED: START _____ 6 MO. _____ 1 YEAR _____

HOW DID YOU HEAR OF THIS OPENING? _____

HAVE YOU WORKED WITH US BEFORE? NO YES - WHEN/HOW LONG? _____

PREVIOUS JOB TITLE _____ REASON FOR LEAVING _____

LIST ANY FRIENDS/RELATIVES WORKING WITH US NOW _____

LIST ANY SPECIAL SKILLS YOU HAVE FOR POSITIONS APPLIED FOR ABOVE _____

IMPORTANT: DO NOT ANSWER QUESTIONS IN THIS AREA UNLESS ASKED NEXT TO QUESTION HAS BEEN CHECKED BY EMPLOYER. A CHECK INDICATES THE INFORMATION IS NEEDED FOR HIRING AND QUALIFICATIONS OR OTHER LEGALLY PERMISSIBLE REASONS.

ARE YOU OVER 21? YES NO (If No, hire is subject to minimum legal age verification.)

SEX: MALE FEMALE HEIGHT: _____ Ft. _____ In. WEIGHT _____ LBS.

MARITAL STATUS: SINGLE MARRIED SEPARATED DIVORCED WIDOWED
 No. YEARS MARRIED _____ No. of Dependents _____ (INCLUDE YOURSELF)

HAVE YOU EVER BEEN BONDED? NO YES - WHEN _____

HAVE YOU EVER BEEN CONVICTED OF A CRIME IN THE PAST 10 YEARS (Excluding Traffic Violations)? No Yes
 IF YES, LIST CONVICTIONS _____

DO YOU HAVE ANY PHYSICAL HANDICAPS PREVENTING YOU FROM DOING CERTAIN TYPES OF WORK? No
 Yes IF YES, DESCRIBE HANDICAP/LIMITATIONS _____

HAVE YOU HAD ANY SERIOUS ILLNESS IN THE PAST 5 YEARS? NO YES IF YES, DESCRIBE

EDUCATIONAL HISTORY

LIST EDUCATIONAL INSTITUTIONS BELOW - USE DUPLICATES WHERE YOU CHANGED SCHOOLS.

	NAME AND ADDRESS OF SCHOOL	CIRCLE LAST GRADE COMPLETED	GRADUATED	DEGREE/MAJOR GRADE POINT AVERAGE
ELEMENTARY		6 7 8 9	<input type="checkbox"/> YES <input type="checkbox"/> NO	
JR. HIGH		7 8 9	<input type="checkbox"/> YES <input type="checkbox"/> NO	
JR. HIGH		7 8 9	<input type="checkbox"/> YES <input type="checkbox"/> NO	
HIGH SCHOOL		9 10 11 12	<input type="checkbox"/> YES <input type="checkbox"/> NO	
HIGH SCHOOL		9 10 11 12	<input type="checkbox"/> YES <input type="checkbox"/> NO	
COLLEGE		1 2 3 4	<input type="checkbox"/> YES <input type="checkbox"/> NO	
COLLEGE		1 2 3 4 MASTERS _____ DR. _____	<input type="checkbox"/> YES <input type="checkbox"/> NO	
OTHER			<input type="checkbox"/> YES <input type="checkbox"/> NO	

EXPLAIN ANY SPECIALIZED TRAINING, ADDITIONAL SCHOOLING OR EDUCATIONAL AWARDS _____

PERSONAL REFERENCES	NAME	ADDRESS	RELATIONSHIP	PHONE NUMBER

LIST ONLY PERSONS WE MAY CONTACT - BE SURE TO INCLUDE PHONE NUMBER

ATTACHMENTS

GRIEVANCE PROCEDURE
VIRGIN ISLANDS CHILD LABOR LAW
FAIR LABOR STANDARDS ACT OF 1938
CHILD LABOR LAW
ACKNOWLEDGEMENT OF RECEIPT OF CUSTOMER MANUAL AND GRIEVANCE PROCEDURE
WORK EXPERIENCE CONTRACT

Workforce Investment Act/Youth Job Development & Training Program (WIA/YJDTP) Grievance Procedure

Step 1 Supervisor/Counselor

1. The aggrieved customer should present his/her grievance, either orally or in writing, to his/her immediate supervisor and the Workforce Development Unit/Youth Job Development (WDU/YJD) counselor.
2. The immediate supervisor shall, within five (5) working days of notification of the grievance, meet with the customer and his/her WDU/YJD representative to discuss the grievance. A decision regarding the disposition of the grievance should be conveyed in writing to the customer within two (2) working days following the conclusion of the meeting
3. If the grievance is settled at this point, no further action is taken.
4. If the customer has not heard from his/her supervisor within five (5) working days after submitting the grievance, the customer should present the grievance directly to the next in line of authority.
5. If the grievance is not settled at Step 1, the supervisor, or next person in line of authority, shall be obligated, within (5) working days, to arrange a meeting with WIA/YJDTP Grievance Officer and the customer, at which time the customer and his/her WDU/YJD counselor may present the grievance.

Step 2 Grievance Officer

1. Upon receiving notice of the grievance, the Grievance Officer may wish to investigate the grievance further before meeting with the aggrieved customer and his/her WDU/YJD Counselor.

The Step 2 meeting should take place within five (5) working days after notification of the grievance. The Grievance Officer may desire to have a member of management present at the discussion.

2. The Grievance Officer's decision should be conveyed in writing to the customer within two (2) working days following the conclusion of the meeting. If the grievance is settled at this step, no further action is taken. A copy of the Grievance Officer's decision is retained in the customer's file.
3. If the customer is not satisfied with the Grievance Officer's decision, the customer may appeal the decision, within five (5) working days, to the Commissioner of Labor.

Step 3 Departmental Hearing

1. The Commissioner of Labor shall assign the hearing to a designee from among the Assistant Commissioners, Directors and Departmental Adjudicator. The Hearing Officer will consider the customer's appeal at a hearing scheduled within ten (10) working days. The grievance hearing procedure shall include written notice of the date, time and place of the hearing, an

opportunity to represent evidence and a written decision.

2. The Grievance Officer shall submit all information available from Step 2 to the Hearing Officer. The hearing shall be conducted in accordance with the Rules and Regulations set forth in Chapter Three (3) of Title 24 of the Virgin Islands Code.
3. The Hearing Officer's decision shall be conveyed in writing to the customer within five (5) working days following the conclusion of the meeting in which disposition of the case is determined and a copy shall be included in the customer's record.
4. If the complainant does not receive a decision at this level within sixty (60) days of filing the complaint or receives a decision unsatisfactory to the complainant, the complainant has a right to request a review of the complaint by the Governor. The request for review shall be filed within ten (10) days from the date on which the complainant should have received a decision. The Governor, through his designee, the Commissioner of Labor, shall issue a decision within thirty (30) days. The Governor's decision is final.
5. Should the Governor, through his designee, the commissioner of Labor, fail to provide a decision as required, the complainant may the request, from the United Stated Secretary of Labor, a determination whether or not reasonable cause exists to believe that the Act or its regulation have been violated.

Chapter 15. Child Labor

SECTION ANALYSIS

- 401. Declaration of purpose
- 402. Definitions
- 403. Occupations in which minors may not be employed; findings and orders of Commissioner
- 404. Administration by, and regulations of, Commissioner; consultation with other officials
- 405. Nonapplicability to employment of minors under certain programs; notice
- 406. Violation of chapter or rules or regulations
- 407. Injunctive actions by Attorney General

HISTORY

This chapter was added by Act April 1, 1964, No 1112, § 1, Sess. L. 1964, p. 57. For effective date, see section 2 of such Act, set out as a note under section 401 of this title.

§ 401. Declaration of purpose

The Legislature hereby finds and declares that the public welfare requires that minors be protected from conditions of labor which have a pernicious effect on their health, morals and educational competence of youth, and to this end, the purpose of this chapter is to regulate the employment of minors in the manner herein set forth. —Added April 1, 1964, No. 1112, § 1, Sess. L. 1964, p. 57.

HISTORY

Effective date. Section 2 of Act April 1, 1964, No. 1112, Sess. L. 1964, p. 58, provided: "This Act [enacting this chapter] shall become effective on July 1, 1964, provided that the Commissioner of Agriculture and Labor commencing June 1, 1964, and at least once a week throughout such period shall cause to be published in newspapers of general circulation in the Virgin Islands a notice to all affected or interested persons calling attention to the provisions of this Act [this chapter]."

CROSS REFERENCES

Employment of children under age of 16 years in any occupation injurious to health or morals or hazardous to life or limb prohibited, see section 3 of 1954 Revised Organic Act of Virgin Islands (July 22, 1954, ch. 558, 68 Stat. 497), set out preceding Title 1.

§ 402. Definitions

For the purpose of this chapter, unless otherwise provided or the context requires a different construction, application or meaning—
Commissioner means the Commissioner of Labor or his authorized representative.

Education, Health, and Social Welfare mean respectively the Commissioners of such departments or their authorized representatives.

Minor means any person who has not reached the age of 18 years. —Added April 1, 1964, No. 1112, § 1, Sess. L. 1964, p. 57; amended March 17, 1965, No. 1343, § 6, Sess. L. 1965, Pt. 1, p. 81.

HISTORY

Amendments-1965. Substituted "Commissioner of Labor" for "Commissioner of Agriculture and Labor".

Effective date of 1965 amendment. Amendment of this section by Act March 17, 1965, as effective October 1, 1965, see section 9 of such Act (Sess. L 1965, Pt. 1. p. 82), and Act Aug. 26. 1965, No. 1498, Sess. L. 1965. Pt. 1, p. 452, the latter referred to in notes preceding section 351 of Title 3.

§ 403. Occupations in which minors may not be employed; findings and orders of Commissioner

(a) Except as hereinafter provided, no minor shall be employed or permitted to work in any occupation in the Virgin Islands, in or involving

- (1) heavy construction work;
- (2) the operation of power-driven, metal-forming, punching and shearing machines;
- (3) the making of alcoholic beverages in bottling plants;
- (4) electric and power generating plants;
- (5) steam laundries;
- (6) any quarry;
- (7) the operation of power-driven woodworking machines;
- (8) spray painting or occupations involving exposure to lead or its compounds, or to dangerous or poisonous dyes, and chemicals;

(9) any other business, industry or any other occupation that the Commissioner, upon investigation, and after public notice and hearing, shall find and by order declare to be particularly hazardous for the employment of minors, or detrimental to their health, safety, morals, or well being;

Provided, That such order of the Commissioner may be made on an industry or business basis specifying the occupations therein that are not covered, or on an occupational basis, irrespective of the industry or business in which the occupation is found; And provided further, That such order may be also made on the basis of sex or categories of age groups. —Added April 1, 1964, No: 1112, § 1, Sess. L. 1964, p. 57.

CROSS REFERENCES

Employment of children under age of 16 years in any occupation injurious to health or morals or hazardous to life or limb prohibited, see section 3 of 1954 Revised Organic Act of Virgin Islands (July 22, 1954, ch. 558, 68 Stat. 497.). set out preceding Title 1.

§ 404. Administration by, and regulations of, Commissioner; consultation with other officials

Except as herein otherwise specifically provided, the Commissioner shall administer the provisions of this chapter, and is authorized to issue, subject to the approval of the Governor, such regulations and orders consistent with the provisions of this chapter as may be necessary or appropriate to effectuate and implement the same. In the preparation of such regulations and orders the Commissioner shall consult with Education, Health, and Social Welfare, and with such other agencies of the territorial or Federal Government having to do with matters affecting the health, safety, morals or well-being as may be appropriate.—Added April 1, 1964, No. 1112. § 1, Sess. L. 1964, p. 57.

§ 405. Nonapplicability to employment of minors under certain programs; notice

The provisions of this chapter shall not apply to employment of minors under supervised on-the-job training programs, including apprenticeship or student-learner programs, authorized by law; Provided. That an employer shall prior to commencement of a minor's employment under such a program notify Education as to the same.—Added April 1, 1964, No. 1112, § 1, Sess. L. 1964, p. 57.

§ 406. Violation of chapter or rules or regulations

Any employer who willfully violates any provision of this chapter or of any rules or regulations pursuant thereto shall be guilty of a misdemeanor. —Added April 1, 1964, No. 1112, § 1, Sess. L 1964, p. 57.

§ 407. Injunctive actions by Attorney General

In addition to any other penalty specified by law, the Attorney General may bring action in any of the Courts of the Virgin Islands to restrain violations of this chapter.—Added April 1, 1964, No. 1112. § 1, Sess. L. 19 64, p. 57.

Federal Child Labor Laws in Nonfarm Jobs

The Fair Labor Standards Act of 1938 (FLSA), as amended, protects young workers from employment that might interfere with their educational opportunities or be detrimental to their health or well-being.

The FLSA applies to most of the workers in the U.S. It covers all workers who are engaged in or producing goods for interstate commerce or who are employed in certain enterprises.

Child Labor Standards for 16- and 17-Year-old Youths

Youths aged 16 and 17 may work at any time for unlimited hours in all jobs not declared hazardous by the Secretary of Labor. Hazardous occupations include: working with explosives and radioactive materials; operating certain power-driven woodworking machinery; metalworking, bakery, and paper products machinery; operating various types of power-driven saws and guillotine shears; operating most power-driven hoisting apparatus such as non-automatic elevators, fork lifts, and cranes; most jobs in slaughtering, meat packing, rendering plants, and the operation of power-driven meat processing machines when performed in wholesale, retail or service establishments; most jobs in excavation, logging, and sawmilling; roofing, wrecking, demolition, and shipbreaking; operating motor vehicles or working as outside helpers on motor vehicles; and most jobs in the manufacturing of bricks, tiles, and similar products.

Exemptions from some of the hazardous occupations orders apply for apprentices and students in vocational education programs.

Child Labor Standards for 14- and 15-Year-old Youths

Youths aged 14 and 15 may work in various jobs outside school hours under the following conditions: no more than 3 hours on a school day with a limit of 18 hours in a school week; no more than 8 hours on a nonschool day with a limit of 40 hours in a nonschool week; and not before 7 a.m. or after 7 p.m., except from June 1 through Labor Day, when the evening hour is extended to 9 p.m.

Workers 14 and 15 years of age may be employed in a variety of jobs: office work; various food service jobs, including cashiering, waiting on tables, washing dishes, and preparing salads and other food (although cooking is permitted only at snack bars, soda fountains, lunch counters, and cafeteria serving counters); sales work and other jobs in retail stores; errand and delivery work by foot, bicycle, and public transportation; dispensing gasoline and oil and performing courtesy services in gas stations; and most cleanup work.

Minors who are 14 and 15 years old may not work in the following jobs: manufacturing, mining, most processing work, and all occupations declared hazardous by the Secretary of Labor; operating or tending most power-driven machinery; public messenger service; and work connected with warehousing, storage, transportation, communications, public utilities, and construction (except office and sales jobs when not performed on transportation vehicles or on construction sites).

more . . .

Youths under 14 may work only if their jobs are exempt from the child labor standards or not covered by the FLSA. Exempt work includes: delivery of newspapers to consumers; performing in theatrical, motion picture, or broadcast productions; and work in a business owned by parents of the minor, except in manufacturing or hazardous occupations.

All states have child labor laws; when both state and federal child labor laws apply, the law setting the more stringent standard must be observed.

Federal law does not require age certificates or work permits. Employers may protect themselves from unintentional violations of the child labor laws by keeping on file an age certificate or work permit for each minor employed. Certificates and permits issued under most state laws are acceptable for this purpose.

The Wage and Hour Division of the U.S. Labor Department's Employment Standards Administration enforces the federal child labor laws. Employers may be fined up to \$10,000 for each minor who is the subject of a child labor violation.

For more information . . .

Contact the nearest office of the Wage and Hour Division, listed in most telephone directories under U.S. Government, Department of Labor, Employment Standards Administration.

Acknowledgement of Receipt of Customer Manual and Grievance Procedure

This is to acknowledge receipt of a copy of the Customer's Manual and Grievance Procedure for the Workforce Investment Act/Summer Youth Employment Plan.

Customer's Name

Date Received

Work Experience Contract

CUSTOMER RESPONSIBILITIES

I understand that my employer is depending on me to perform valuable services, so I will

- ❖ Maintain a good attendance record and arrive for work on time and prepared to work.
- ❖ Dress appropriately and present a neat appearance.
- ❖ Cooperate and be courteous to others.
- ❖ Show initiative by looking for things to do or learn.

Customer Signature

Date

EMPLOYER RESPONSIBILITIES

I understand that this individual wants to work and gain valuable skills for a productive future. By hiring _____, I will:

- ❖ Provide an environment that will help him or her to see the connections between school and work.
- ❖ Provide feedback on the individual's job performance throughout the employment period so that the person can learn and grow.

Worksite Supervisor

Date