



WorkSource
CALIFORNIA
Building Business and Careers

The STAFF RESOURCE GUIDE

**Resources to Support the
Mature Worker Training for Staff & Partners**

Creation Date: March 2010



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How to Use this Guide

This guide is an accompaniment to the Mature Worker Training for staff. Feel free to photocopy any of the pages from this guide, in order to hand out to customers or to use yourself.





Message from the Chair

It is often said that seniors are one of our Nation's most valuable human resources. According to the State of California, in 2008, there were approximately 3.6 million residents in Los Angeles County who are 45 years and older. As the baby boomer generation continues to join these ranks, the numbers will increase even more. The current economic crisis has forced many mature persons to reconsider retirement or extend their working careers, and has pushed even more to return to the workforce.

The Los Angeles County Workforce Investment Board (WIB) is proud to have established the first Mature Worker Council in the Nation in 2002. The Council is dedicated to advocacy for the mature worker and continues to address the continuum of employment-related services for the baby boomer generation.

In 2006, the Council launched a Mature Worker Pilot Project to address the workforce needs of the mature worker. I am pleased to present the curricula developed under this project, which is geared to increase the awareness of WorkSource Center staff and businesses, regarding the benefits and opportunities associated with our nation's growing mature workforce. We welcome you as you join us in rolling out the curricula.

The Mature Worker Council has great minds, addressing great challenges with great enthusiasm. The Council is dedicated to working toward great outcomes to benefit the Mature Workers of Los Angeles County.

Best regards,

Dr. Dennis Neder, Chair
Los Angeles County Workforce
Investment Board

Ted R. Anderson, Chair
Mature Worker Council

Disclaimer:

Information and resources related to mature workers including service providers, website listings, and other similar services is provided for informational purposes only. The County of Los Angeles does not research the information contained here for quality or accuracy. Therefore, the County of Los Angeles does not endorse, refer, or recommend any of the mentioned service providers. The County of Los Angeles does not assume responsibility for the use of the information provided or for reliance upon the information. The County of Los Angeles cannot guarantee the quality of the service provided by these providers and urges individuals to independently confirm information with the source.

Credits:

Sponsored by:



Los Angeles County Mature
Worker Council

Mission Statement:

To increase meaningful employment opportunities for Mature Workers to achieve economic security and independence.

Developed by:



714-826-7886 Voice
711 TTY/TRS
<http://www.human-solutions.net>



Aha! Worksheet



New things I've learned or things I would like to try:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.



Aha! Worksheet



New things I've learned or things I would like to try:

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Aha! Worksheet



New things I've learned or things I would like to try:

1.

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12.



Group Activity: Understanding Generational Differences

- Born between 1927 and 1945
- Managers think; employees work
- Hierarchical approach to work
- Value loyalty, being a part of the team
- Patriotic, dependable hard workers, respect for authority
- Look to build consensus
- Celebrate victory
- Seek stability
- View of technology: Hope to outlive it
- Work=obligation
- Career=means for living
- Leisure=reward for hard work

The Silent Generation (aka Builders, or GI Generation)

- Born between 1946 and 1964
- Fiercely competitive – assistive
- Values and ethics important
- Work defines the self
- Good team builders – value relationships with co-workers
- Bring a lot of varied experience to the workplace
- Seek change, question authority
- Celebrate youth
- Optimistic, focus on team, but also personal gratification
- View of technology: master it
- Work=adventure
- Career=Central focus
- Leisure=the point of life

Baby Boomers

Generation X (aka Busters)

- Born between 1965 and 1981
- Skeptical, self-focused, self-protective at work
- Came from divorced families; seek work-life balance
- Self-reliant, loyal about relationships, serious, survivors
- Value diversity, informality, fun
- Celebrate savvy
- Think globally
- View of technology: Enjoy it
- Work=a difficult challenge
- Career=Irritant
- Leisure=a relief

Generation Y (aka Millenials, Mosaics, Net Generation, Generation Next)

- Born between 1982 and 1999
- Grew up as “overscheduled kids” who relied on adults to plan activities to fill their time
- Strong sense of patriotism, community service
- Interested in jobs that allow them to make a difference
- Celebrate technology
- Techno-savvy, thrive on flexibility
- Morality, street smarts, full of self-esteem
- View of technology: employ it
- Work=a means to an end
- Career=always changing
- Leisure=interwoven with work

Discovery Form–Scenario

Meet John.

John is 48 year-old a high school graduate who has mostly worked manual labor his entire life. When he was younger, he got into some trouble, but has been working consistently for the past 12 years. He has a drivers license and has a clean driving record. John does have some trouble reading and writing, but enjoys working with people.

John's longtime goal has been to go back to school and work as a chef. He recently completed a Food Service Certificate and is looking to move away from Construction and enter the Culinary Field. In his words, his "body just can't take construction work anymore."

He came to the WorkSource Center seeking assistance with his job search. Because he's been out of work for the past three months while he attended school, he's also a little low on funds, and could use some help with transportation costs and interview clothing. When he finds a job, he may need assistance purchasing any necessary tools/cooking equipment for the position.

He's motivated to find a job and to start his new career!



Discovery Form—Blank

Discovery Interview Guide

Customer's Name: _____

Interview completed by: _____

Initial questions:

ABILITIES:

What are you interested in doing? _____

Why? _____

Life experiences and volunteer experience are also important. Describe any volunteer or life experiences you'd like us to know about or that you think would be helpful in looking for work. _____

What are your hobbies? _____

Education

Name of school & location	Dates Attended	Degree or certificate



Topic 2: Exercises

Work History

Employer	Job Title & Duties	Dates Employed	Reason for Leaving

What do YOU feel your strengths are? _____

What do YOU feel your weaknesses are? _____

Do you have any limitations/challenges that you feel may impact work (e.g. issues related to disability, medical appointments): _____

Topic	Barriers	Action Taken (What have you done to address this barrier?)
Housing		
Transportation (Including Driving Record)		
Criminal Record		
Personal Appearance		
Substance Dependence		
Support System (include Natural Supports)		
English Proficiency, Language		
Disability		
Other Barriers		

Financial Resources

GR \$ _____ SSI \$ _____ SSDI \$ _____ DPSS \$ _____

Other: _____ \$ _____

Other: _____ \$ _____

ASPIRATIONS:

What was your favorite job? _____

Why? _____

What was your least favorite job? _____

Why? _____

Would you like to work part-time or full-time? _____

Why? _____

What would you like to be doing 5 years from now? _____

Why? _____



ATTITUDES:

Why do you want to work (e.g. financial, housing, other)? _____

What kind of work environment would you be most productive in (e.g. outside/inside, hands- on, office work, variety of duties)? _____

Why? _____

Do you look forward to working? _____ Why? _____

Is there anything that would help you right now in the employment planning process? _____

Immediate Services Needs/Follow Up:

- | | |
|-------------------------------|------------------------------|
| _____ Benefits Planning | _____ Transportation voucher |
| _____ Basic Skills Assessment | _____ Other: _____ |
| _____ Interest Survey | _____ Other: _____ |
| _____ Clothing | _____ Other: _____ |



Discovery Form—Sample

**Discovery Interview
Example - John**

ABILITIES

What are you interested in doing? *Food service, prefers full-time.*

Why? *Can't work construction/manual labor anymore. Becoming a chef has been a lifelong dream..*

Life experiences & volunteer work:

Hobbies: *Used to build custom motorcycle frames.*

Work/Military/Training Experience

	Employer/School	Position or Type of Training	Duties/ Type of Degree	Reason for Leaving/ Did you graduate?
1.	Woodrow High School	High School	High School	Graduated
2.	Long Beach Harbor	Dockworker	Operated fork lift to load/unload freight	Fired for attendance
3.	Sacramento Salvage	General labor	Salvaged materials from demolished buildings.	Moved to Los Angeles
4.	Capital Construction	Metal worker	Installed rebar and metal framing	Found another position
5.	Juniper Industries	Construction	Built pre-fab homes	Attended culinary school
6.	Gourmet Culinary School	Food Service/Catering	Food Service Certificate	Graduated

Strengths: *Enjoys working with people*

Weaknesses: *Needs variety on the job, difficulty reading and writing*



Discovery Form—Sample

Barriers:

Topic	Barriers	Action Taken (What have you done to address this barrier?)
Housing	None identified	N/A
Transportation (Including Driving Record)	Has no car	Uses public transportation, will need assistance
Criminal Record	Petty theft conviction at age 21. No longer on record.	N/A
Personal Hygiene & Appearance	Visible tattoos	Wants to have tattoos removed, has improved appearance.
Substance Dependence	History of alcohol use, but does not appear to be an issue.	Will monitor
Support System (include Natural Supports)	Sister & brother Friends from motorcycle club	N/A
English Proficiency, Language	English comprehension below 8 th grade level.	Referred for Basic Skills training
Disability	N/A	N/A
Other Barriers	Low math & reading scores.	Referred for Basic Skills training



Discovery Form—Sample

Financial Resources

John is applying for DPSS General Relief (if he qualifies) until he finds employment

ASPIRATIONS

John is interested in obtaining a food service job. He recently completed culinary school and received a certificate of completion. He would like to continue his education after finding a job.

Favorite Job: *None stated.*

Least Favorite Job: *Majority of jobs I've held.*

Why? *I've only worked at manual labor, which lacked variety. I become bored very easily.*

Do you want a full-time or part-time Job? *Would like full-time job*

What do you want to be doing 5 years from now? *Wants to be a chef in a reputable restaurant in a large city*

Why? *Has always dreamed of working as a chef. Thinks it will offer him the variety of needs to feel satisfied on the job..*

ATTITUDES

Why do you want to work? *Has always worked. Enjoys being with people and feeling productive.*

What kind of work environment do you prefer? *Prefers working in a fast paced setting. Enjoys working with other people and would like to be part of a "team" environment. .*

Do you look forward to working?

Yes, but he expressed nervousness about working in a new position. John is used to always being successful at what he does.

Immediate help needed in employment planning process: *in initial interview, John simply stated he "wanted the WorkSource Center to get him a job as soon as possible." During process of obtaining Core Services, requested help in these areas (in progress):*

- Needs interview clothing, transportation voucher
- Basic skills assessment
- Referral for additional culinary training

Employ**ABILITY**

Topic 2: Exercises

Positive Personal Profile

Name: Aaron K.

Date of Birth: 04/15/54

<p><i>Interests</i> Loves anything related to travel, movies, and eating out at new restaurants.</p>	<p><i>Dreams & Goals</i> Is ready to try something new. Would like to work for a travel agency or something involving travel.</p>
<p><i>Natural Talents</i> Very detailed oriented Excellent "people" skills Adapts easily</p>	<p><i>Skills & Knowledge</i> Managing multiple projects simultaneously Word process & computer skills Very good memory, especially details</p>
<p><i>Positive Personal Traits</i> Outgoing, sociable Organized Flexible</p>	<p><i>Temperament</i> Likes to try new things Enthusiastic about work</p>
<p><i>Learning Styles</i> Learns by studying/researching topics of interest Learns through trying new things</p>	<p><i>Environmental Preferences</i> Indoors Active environment Work with people</p>
<p><i>Life Experiences</i> Has traveled a lot in the military and with his wife and adult children.</p>	<p><i>Work Experiences</i> Worked as an account executive for an international firm Retired U.S. Navy veteran</p>
<p><i>Values</i> Family, trying new things, seeing new places, strong work ethic</p>	<p><i>Support System</i> Very supportive family Veteran's Administration Friends</p>
<p><i>Specific Challenges</i> Requires daily medications for diabetes. Needs occasional break due to issues with stamina, which is generally worse in the evening hours.</p>	<p><i>Solutions & Accommodations</i> Allow for flexible work schedule, with breaks as needed Possible part-time position if stamina is an issue If needed, devise system for taking medications on time</p>
<p><i>Possibilities & Ideas</i> Research work in the areas of travel and hospitality (travel agencies, hotels, airports)</p>	

Topic 2: Exercises

Positive Personal Profile

Name: Julius		Date of Birth: 12/6/1958	
<i>Interests</i>		<i>Dreams & Goals</i>	
Music- Opera and Big Band, collects records and CD's Writing poetry Journaling		To publish his writing about his life and/or his poetry	
<i>Natural Talents</i>		<i>Skills & Knowledge</i>	
Friendly, when approached by others Quick witted Innovative Reflective		Computer skills; uses to write (slow pace) Very good at verbal descriptions, organizing thoughts & expressing humor Recalls names and facts about opera & jazz Has B.S. degree in English/Literature	
<i>Positive Personal Traits</i>		<i>Temperament</i>	
Independent Friendly Humorous		Thoughtful/reflective Determined Tenacious	
<i>Learning Styles</i>		<i>Environmental Preferences</i>	
Learns through observing people and things around him & through problem-solving for his own challenges. Self-reflective, musical & verbal-linguistic		Indoor setting Musical environment A setting conducive to writing Enjoys opportunities to interact with others	
<i>Life Experiences</i>		<i>Work Experiences</i>	
Listening to radio talk shows and music		Prior to accident, worked as an office manager in a local factory Following accident, has been able to secure freelance work as a writer/editor	
<i>Values...</i>		<i>Support System</i>	
Expressing thoughts and observations Independence Music Friendship		Lives alone and has 4 hours of paid assistance each day Considerate neighbors in the apartment complex Several close friends	
<i>Specific Challenges</i>		<i>Solutions & Accommodations</i>	
Uses manual wheelchair at all times due to car accident 15 years ago		Adaptive keyboard if computer use is required Job with telecommute option Work from home on independent writings Adaptive keyboard	
<i>Possibilities & Ideas</i>			
Explore possible writing & editing jobs with local publications. Conduct Internet research Disability advocacy			

Topic 2: Exercises

Positive Personal Profile

Name: Mabel M.		Date of Birth: 02/11/1948	
<i>Interests</i> Enjoys jigsaw puzzles, art, music & meeting new people		<i>Dreams & Goals</i> Wants to work in an office setting, preferably a large office	
<i>Natural Talents</i> Has great customer service skills Can solve complex puzzles & word problems Enjoys focusing on “details” of a project		<i>Skills & Knowledge</i> Has A.A. degree in Business Management Strong computer skills, including development of complex graphs	
<i>Positive Personal Traits</i> Has a great sense of humor Very outgoing Extremely organized		<i>Temperament</i> Likes to stay busy Prefers to work with others vs. alone Easy-going	
<i>Learning Styles</i> Has several ways of learning, but prefers to learn by watching.		<i>Environmental Preferences</i> Indoors, with ample interaction with others	
<i>Life Experiences</i> Utilizes public transportation to travel around the city		<i>Work Experiences</i> Majority of work experience is doing office related work (accounts receivable/payable, typing of company reports, etc.) Recently volunteered to staff IT Dept. help desk to troubleshoot staff computer issues	
<i>Values...</i> Independence Communication Friendships Keeping busy		<i>Support System</i> Currently lives with brother (after death of spouse) Other family support Church	
<i>Specific Challenges</i> Transportation—if job is located outside of local area Some grief issues associated with husband’s death		<i>Solutions & Accommodations</i> Locate position in local area & within walking distance of public transportation Provide with counseling resources upon request	
<i>Possibilities & Ideas</i> Explore office jobs focusing on Mabel’s strengths (e.g. paying attention to small details) Look for similar positions (outside of basic office) that would utilize transferable skills			

Positive Personal Profile

Targeted Employer Needs

Targeted Employer 1

Forecast is a rising star among high-technology corporations. Established in 1995, the corporation has around 1,500 employees. The company's primary objective is to act as a server for the delivery of any kind of software application a customer might need. A service provider visited the company's high-security computer facility, where she observed staff monitoring multicolored security codes on gigantic video screens. Several employees mentioned that tracking the lighted blips and configurations could get very tedious. One said, "Believe me, they start to look alike after a while. This is a burnout job." Another task observed was the manufacturing of electronic identification badges. This is a multi-step process that includes photography, scanning, programming of digital codes, and production of microchips that are then all assembled in ordinary-looking badges. In discussing the process with one of the managers, the service provider discovered that there are numerous tasks the engineers were constantly griping about. These tasks were considered to the engineers to be "busy work" and seemed to take up substantial portions of their day, especially the sorting of components and maintaining ample supplies.

Targeted Employer 2

A service provider knows the local newspaper's Managing Editor through their involvement in a Business Advisory Council. In a discussion about recent growth at the newspaper, the editor asked the service provider if she had any candidates that would be available to conduct internet research, and provide brief write-ups for the Travel section. He needed someone who could work independently and provide support to the travel reporters by researching information about locations and writing small copy to be used on the travel pages. The service provider knew of the perfect candidate.

Maryland WorkForce Promise
www.mdworkforcepromise.org

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Positive Personal Profile

Targeted Employer Needs

Targeted Employer 3

LiveSound, Inc. is a small audio engineering and recording company that was founded in 1982 by a brother and sister team who were reggae musicians from the Caribbean. The company employs 87 people and owns studios and performance venues in several cities across the U.S. Through a friend of a friend, a service provider made contact with LiveSound, Inc. He arranged to get a tour of one of the company's studios, and to talk with the assistant human resources director. After touring one of the recording studios they visited the business office. The business office looked chaotic - they are in the middle of replacing all of their computer equipment. Two days before, they lost a lot of data and were scrambling to recover it. In the meantime, the administrative staff were manually entering sales data for the past financial quarter. They are working around the clock and need help fast.

Targeted Employer 4

While participating in a Chamber of Commerce special event, a service provider became acquainted with a mid-level manager of a large resort hotel. She told the manager about her organization and gave him her card. Several days later, she received a call asking if she thought one of her jobseekers would be a good match for the concierge desk at the hotel, responding to guest re-quests for local sightseeing spots and restaurants. The hotel was seeking two part-time workers. Upon visiting the hotel and discussing the position, it was decided that one of her jobseekers would be best suited to the morning shift. In addition to answering phones, guest questions, and providing advice on local attractions and events, the service provider also learned that the hotel had a difficult time keeping brochures, maps, and other printed materials on hand and organized.

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Positive Personal Profile

Task List Exercise

Task List 1

Provide one-on-one assistance to requests for local information/directions
Provide recommendations on local eateries
Organize/stock travel brochures
Create and maintain restaurant menu binder
Create and maintain binder of local sightseeing & activities.

Task List 2

Organize/maintain clean office space
Organize office records
Sort data
Record data via computer & generate accompanying reports

Task List 3

Monitor color coded signals
Inform manager of discrepancies in signals
Stock and replenish parts
Generate monthly reports on data & activities
Assemble badges
Maintain a clean area

Task List 4

Search World Wide Web for travel information
Provide information to enhance travel articles
Submit daily research and write-ups
Work with little supervision

Topic 2: Exercises

Positive Personal Profile—blank form

Name:		Date of Birth:	
<i>Interests</i>		<i>Dreams and Goals</i>	
<i>Natural Talents</i>		<i>Skills & Knowledge</i>	
<i>Positive Personal Traits</i>		<i>Temperament</i>	
<i>Learning Styles</i>		<i>Environmental Preferences</i>	
<i>Life Experiences</i>		<i>Work Experiences</i>	
<i>Values...</i>		<i>Support System</i>	
<i>Specific Challenges</i>		<i>Solutions & Accommodations</i>	
Possibilities and Ideas			
Maryland WorkForce Promise www.mdworkforcepromise.org			



Topic 2: Exercises

Sample Employment Proposal

March 15, 2007

Mr. Steven Botehie
Manager of Human Resources
Security Division
Forecast, Inc.
7533 Carroll Avenue
Trenton, New Jersey 08609

Dear Steve:

Greeting & Recap

It was a pleasure meeting you on Monday. I greatly appreciate the time you took giving me such a thorough tour of your headquarters, not to mention your arranging for me to visit the security division. That is truly an amazing operation. Thank you also for the opportunity to give you and your colleagues information about our organization and the services we offer companies such as yours.

What you observed:

During my visit with Kate Forbes and her colleagues, it seemed that there were two major discussion items: 1) a concern over the shortage of engineers to manufacture the security badges and 2) errors due to fatigue on the part of the personnel monitoring the tracer board. Once the processes were explained to me, I realized that many of the tasks might be undertaken by assistants to the engineers and the security staff, which would greatly free up your engineers to focus on the highly technical aspects of their jobs and provide more frequent breaks for the security staff. We could be a resource for you in addressing these needs.

Potential benefits of your services

Match applicant skills to specific tasks:

I currently represent a job candidate whom I would like you to meet. Although Ms. Mayfield has limited work experience, I can vouch for her dynamic personality and her tremendous desire to work for a company such as Forecast. I believe she is well-qualified to perform the following:

Request a meeting

- Monitor the codes on the tracer board as a relief worker
- Inform security manager of discrepancies in the lighted signals
- Stock and replenish component parts for security badges
- Assemble badges in preparation for programming by engineers
- Maintain a clean assembly area

Further Benefits

In the event you hire Ms. Mayfield, as with all of the job candidates we represent, Forecast would receive any necessary supports from our organization.

Next Steps and Closing

Steve, I look forward to discussing this proposal with you and arranging for you to meet Ms. Mayfield. I will call you next week. In the meantime, please do not hesitate to call me at 300-555-3535. My email address is Pamela.Jones@tci.com.

Once again, thank you.

Sincerely,

Pamela Jones
Recruitment Specialist

Enclosure: Resume for Ms. Mayfield
cc: Ms. Mayfield

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30-Second Pitch

30-Second Elevator Pitch

Preparing your *Pitch*

1. Know your audience

2. Know Yourself

- What are your key strengths?
- What adjectives come to mind to describe you?
- How are you unique?

3. Outline Your Pitch

- Who am I?
- What do I offer?
- What problem is solved?
- What are the main contributions I can make?
- What should the listener do as a result of hearing this?

4. Finalize Your Pitch

- Must have a “hook” to get attention
- Keep it to 120 words or less (30 seconds)
- Show passion!
- Tell a story
- Ask for something



JAN Bulletin

Ready or Not, Here it Comes

Updated: 01/14/09

www.jan.wvu.edu/bulletins/adaaa2.htm

BACKGROUND

On January 1, 2009, the Americans with Disabilities Act (ADA) Amendments Act of 2008 went into effect, making some major changes to the way the definition of disability has been interpreted in the past. The changes apply to both the ADA and the Rehabilitation Act. Very few people argue that these changes were not needed – the courts had interpreted the definition of disability so narrowly that hardly anyone could meet it – but the challenge now is understanding what the changes are and who is covered as of January 1st. We do not yet have any regulations nor do we have any court interpretation; all we currently have are the words of the Amendments Act and its legislative history. With that said, let's take a look at what we know so far.

OVERALL PURPOSE

According to Congress, the ADA Amendments Act was passed "to carry out the ADA's objectives of providing 'a clear and comprehensive national mandate for the elimination of discrimination' by reinstating a broad scope of protection to be available under the ADA." In other words, the purpose of the original ADA was to eliminate discrimination. However, if hardly anyone was covered, then hardly anyone was actually being protected from discrimination. So, in the Amendments Act Congress fixed the definition of disability to cover more people and as a result, prevent more discrimination. That means that once the Act went into effect, the question of who has a disability is no longer the main focus; instead, the focus is on whether discrimination occurred.

1. New Definition. Basic Three-Part Definition Will Stay the Same

Definition: Disability.

"(1) Disability.--The term 'disability' means, with respect to an individual--

(A) a physical or mental impairment that substantially limits one or more major life activities of such individual;

(page 1)

Laws: ADA Overview

(B) a record of such an impairment; or

(C) being regarded as having such an impairment."

The Amendments Act did not change the actual definition of disability – the definition is exactly the same as it was. What *did* change is the meaning of some of the words used in the definition and the way those words are to be applied to individuals.

2. Substantially Limits. Will Not Be As High a Standard

Definition: None Yet, EEOC Writing Regulations.

In the Amendments Act, Congress expressly gave the Equal Employment Opportunity Commission (EEOC) the authority to revise its regulations regarding the definition of substantially limits to make them consistent with the Act's purpose. In the past, the EEOC regulations had defined substantially limits as "significantly restricted," but Congress told the EEOC, that is too high a standard – go back and make it an easier standard to meet. The EEOC is working on the revisions, which will be available on the EEOC and JAN Websites when final. However, it is not a quick process to revise regulations so we do not expect them to be available in the immediate future.

In the meantime, we have to go with what is available. We know that the substantially limited standard is not supposed to be as hard to meet and that more people are supposed to be covered, but what else do we know?

3. Mitigating Measures. Will Not Be Considered

Definition: Mitigating Measures, Things Such As:

"(I) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;

(II) use of assistive technology;

(III) reasonable accommodations or auxiliary aids or services; or

(IV) learned behavioral or adaptive neurological modifications.

(page 2)

Laws: ADA Overview

Except:

(ii) The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity."

Another thing we know is that when determining whether a person is substantially limited in a major life activity, we ignore the beneficial effects of mitigating measures *except* ordinary eyeglasses or contact lens. In the past, the U.S. Supreme Court held the opposite, that you do not ignore mitigating measures. This holding resulted in a lot of people not being covered by the ADA – people with conditions such as epilepsy, diabetes, and mental illness, who controlled their symptoms through measures like medication, good diet, and regular sleep. Prior to the Supreme Court holding, few people questioned whether individuals with these types of conditions had disabilities, but after the holding it was clear that many of them did not, at least not under the ADA definition. The Amendments Act rejected the Supreme Court's holding regarding the use of mitigating measures.

For example, a person with epilepsy who takes medication to control her seizures will most likely be covered under the first part of the new definition of disability because we will consider what her limitations would be without her medication.

And note that the Amendments Act states that we ignore the *ameliorative* (i.e. beneficial) effects of mitigating measures; if the mitigating measure itself causes any limitations, then those *will* be considered.

Now we know:

- the substantially limits standard is not as high a standard as it was; and
- when considering whether a person is substantially limited, we ignore the beneficial effects of any mitigating measures (except ordinary eyeglasses and contact lens) the person uses.

4. Major Life Activities. Will Be Expanded to Include Bodily Functions

Definition: Major Life Activities.

"(A) In general.--For purposes of paragraph (1), major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
(page 3)

Laws: ADAAA Overview

(B) Major bodily functions.--For purposes of paragraph (1), a major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions."

In the past, there was some debate over what activities were considered "major life activities" for ADA purposes, but one of the most confusing issues was whether someone with a medical condition that only affected internal functions would be covered. Conditions such as gastrointestinal disorders, cancer, sleep disorders, and heart disease often only affect bodily functions without producing any outward limitations and courts grappled with whether bodily functions were classified as major life activities. Now Congress has cleared up the confusion by specifically stating in the Amendments Act that bodily functions are indeed major life activities.

For example, a person with insulin-dependent diabetes will most likely be covered under the first part of the new definition of disability because we will consider what his limitations would be without his insulin and because endocrine system function is definitely considered a major life activity as of January 1, 2009.

Another thing the Amendments Act states is that an impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability.

Note that the lists provided in the definition of major life activity are not exhaustive; they are just examples of some of the activities that can be considered.

Now we know:

- the substantially limits standard is not as high a standard as it was;
- when considering whether a person is substantially limited, we ignore the beneficial effects of any mitigating measures (except ordinary eyeglasses and contact lens) the person uses; and
- when considering whether a person is substantially limited in a major life activity, we can consider bodily functions as well as other major life activities, and having one major life activity substantially limited is enough.

5. Episodic or in Remission. Limitations Will Be Considered As If Active

In the past, a person whose condition was in remission or whose limitations came and went might not have been covered by the ADA, depending on how long that (page 4)

Laws: ADAAA Overview

person's limitations were in an active state. This meant that a person with, for example, mental illness, might not be entitled to accommodations in the workplace when his condition was active because he did not meet the ADA's definition of disability. Congress addressed this in the Amendments Act by stating that "an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active."

For example, a person with Crohn's disease who has periodic flareups that require hospitalization will likely be covered under the first part of the new definition of disability because we will consider what his limitations are during his flareups and because bowel function is definitely considered a major life activity as of January 1, 2009.

Now we know:

- the substantially limits standard is not as high a standard as it was;
- when considering whether a person is substantially limited, we ignore the beneficial effects of any mitigating measures (except ordinary eyeglasses and contact lens) the person uses;
- when considering whether a person is substantially limited in a major life activity, we can consider bodily functions as well as other major life activities, and having one major life activity substantially limited is enough; and
- when considering whether a person whose condition is episodic or in remission is substantially limited in a major life activity, we consider the person's limitations as they are when the condition is in an active state.

6. Regarded As. Will Be Very Broad, With No Substantially Limits Requirement

Definition: Regarded As.

"(A) An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

(B) Regarded as does not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less."

The Amendments Act makes regarded as coverage under the ADA very broad. To be covered, an individual only has to establish that an employer discriminated against him (page 5)

Laws: ADAAA Overview

because of a medical condition, whether he actually has one or the employer just thought he did. He does not have to meet the substantially-limited-in-a-major-life-activity standard. One exception under regarded as is that impairments that are transitory (lasting or expected to last 6 months or less) *and* minor are not covered. Arguably, impairments that are transitory or minor, but not both, will be covered.

For example, if an employer denies employment to a job applicant solely because the applicant has had back problems in the past, without looking at whether he can safely perform the job, the applicant will most likely be covered under the regarded as part of the definition.

Congress broadened coverage under the regarded as part of the definition to help address the prejudice, antiquated attitudes, and the failure to remove societal and institutional barriers that still exist.

Now we know:

- the substantially limited standard is not as high a standard as it was;
- when considering whether a person is substantially limited, we ignore the beneficial effects of any mitigating measures (except ordinary eyeglasses and contact lens) the person uses;
- when considering whether a person is substantially limited in a major life activity, we can consider bodily functions as well as other major life activities, and having one major life activity substantially limited is enough;
- when considering whether a person whose condition is episodic or in remission is substantially limited in a major life activity, we consider the person's limitations as they are when the condition is in an active state; and
- regarded as is very broad, does not require individuals to meet the substantially-limited-in-a-major-life-activity standard, but does not include impairments that are transitory *and* minor.

REASONABLE ACCOMMODATION

The Amendments Act did not change the definition of reasonable accommodation. However, the Act does clarify that only individuals who meet the first (actual disability) and second (record of a disability) parts of the definition are entitled to accommodations; individuals who only meet the third part (regarded as) are not entitled to accommodations. Even though the definition did not change, it is clear that with a broader definition of disability, more focus will be placed on providing reasonable accommodations.

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Laws: ADA Overview

One thing to keep in mind regarding a request for reasonable accommodation is that the accommodation does not have to be tied to the substantially limited major life activity that established that the employee has a disability. For example, a person with cancer may establish that she has a disability because she is substantially limited in normal cell growth, which is listed as a major life activity under the “bodily functions” category in the Amendments Act. However, her accommodation request is related to fatigue and nausea resulting from her medical treatment. Once the employee establishes that she has a disability, then the employer must consider providing accommodations for any limitations she has as a result of her impairment, not just the limitation that established her disability.

Another thing to keep in mind is the flexibility built into the reasonable accommodation obligation under the ADA. For example:

- employers can choose among effective accommodation options and do not always have to provide the requested accommodation,
- employers do not have to provide accommodations that pose an undue hardship,
- employers do not have to provide as reasonable accommodations personal use items needed in accomplishing daily activities both on and off the job,
- employers do not have to make an accommodation for an individual who is not otherwise qualified for a position, and
- employers do not have to remove essential functions, create new jobs, or lower production standards as an accommodation.

Topic 3: Resources

Laws: ADA/AA Overview

Reasonable Accommodation Resources:

The EEOC has many publications to help employers understand reasonable accommodation under the ADA and the Rehabilitation Act:

Reasonable Accommodation and Undue Hardship under the ADA at:

<http://www.eeoc.gov/policy/docs/accommodation.html>

Practical Advice for Drafting and Implementing Reasonable Accommodation Procedures under Executive Order 13164 at:

http://www.eeoc.gov/federal/implementing_accommodation.html

Establishing Procedures to Facilitate the Provision of Reasonable Accommodation- Policy Guidance on Executive Order 13164 at:

http://www.eeoc.gov/policy/docs/accommodation_procedures.html

EEOC's Internal Accommodation Procedures at:

http://www.eeoc.gov/policy/docs/accommodation_procedures_eeoc.html

This information is subject to change. For the most up-to-date information, please visit: <http://www.jan.wvu.edu>.

Laws: FEHA Overview



California Department of Fair Employment & Housing

Disability Under the [Fair Employment](#) and [Housing Act](#): What You Should Know About the Law

In 1974, California passed its first law intended to ensure that individuals with disabilities are protected in the workplace. Since then, California has been at the forefront of guaranteeing that persons with disabilities have equal access to employment.

For answers to your particular questions, you should consult an attorney or employment relations specialist for advice. You can also contact DFEH for information at (800) 884-1684.

California disability laws are intended to allow persons with disabilities the opportunity for employment. To meet this goal, California's laws have historically offered greater protection to employees than federal law. Yet, because most news coverage focuses on actions taken by the U.S. Congress and court decisions interpreting the federal Americans with Disabilities Act (ADA), many employees and employers in California are not aware that California's laws are broader in many aspects. For example, the ADA defines disability as "a physical or mental impairment that substantially limits one or more major life activities." However, under California law, disability is defined as an impairment that makes performance of a major life activity "difficult." Thus, under California law, persons with a wide variety of diseases, disorders or conditions would be deemed to have a disability who, under the definitions set forth in the ADA and the United States Supreme Court's narrow interpretations of that statute, might not be considered "disabled" and therefore denied protection.

WHAT CHANGES DO I NEED TO KNOW ABOUT?

In 2000, the state legislature passed the Prudence K. Poppink Act that made significant changes to the state's disability laws. It amended existing provisions of law and reemphasized previous legal and policy positions. These legislative amendments took effect on January 1, 2001.

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Laws: FEHA Overview

Some of the important changes are as follows:

- The Legislature found and declared that the laws of this state provide protection independent of the 1990 ADA and has always afforded broader protection than federal law.
- The definitions of mental and physical disability were amended to prevent discrimination based on a person's "record or history" of certain impairments.
- Physical and mental disabilities include, but are not limited to, chronic or episodic conditions such as HIV/AIDS, hepatitis, epilepsy, seizure disorder, multiple sclerosis, and heart disease.
- The Legislature clarified that the definitions of physical and mental disability only require a "limitation" upon a major life activity, not a "substantial limitation" as required by the ADA. They further stated that when determining whether an employee's condition is a limitation, mitigating measures should not be considered, unless the mitigation itself limits a major life activity.
- "Working" is a major life activity regardless of whether the actual or perceived working limitations implicate a specific position or broad class of employment. Whereas, under the ADA, the mental or physical disability must affect a person's ability to obtain a broad class of employment.
- An employer or employment agency cannot ask about a job applicant's medical or psychological condition or disability except under certain circumstances. In addition, it is illegal to ask current employees about these conditions unless the condition is related to the employee's job.

WHAT DOES THE LAW REQUIRE OF EMPLOYERS?

An important aspect of complying with California law is knowing what is required by state law. When it comes to applicants and employees with disabilities, the FEHA generally requires two things of employers. Those requirements are:

1. Employers must provide reasonable accommodation for those applicants and employees who, because of their disability, are unable to perform the essential functions of their job.
2. Employers must engage in a timely, good faith interactive process with applicants or employees in need of reasonable accommodation.

However, before engaging applicants or employees, the employer should have some understanding of what constitutes a "disability" under state law. Before an applicant or employee must be reasonably accommodated, he or she must establish that they have a disability as defined under the Fair Employment and Housing Act.

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Laws: FEHA Overview

WHAT IS A DISABILITY UNDER THE LAW?

The Fair Employment and Housing Act basically defines two categories of disability: mental disability and physical disability. Each category contains its own specific definitions. Additionally, under the FEHA, an employee with a “medical condition” is also entitled to accommodation.

The following are the specific definitions of physical disability, mental disability, and medical condition as outlined in the FEHA:

Physical Disability— Having any physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss that affects one or more of several body systems and limits a major life activity. The body systems listed include the neurological, immunological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine systems. A physiological disease, disorder, condition, cosmetic disfigurement, or anatomical loss limits a major life activity, such as working, if it makes the achievement of the major life activity difficult.

When determining whether a person has a disability, an employer cannot take into consideration any medication or assistive device, such as wheelchairs, eyeglasses or hearing aids, that an employee may use to accommodate the disability. However, if these devices or mitigating measures “limit a major life activity”, they should be taken into consideration.

Physical disability also includes any other health impairment that requires special education or related services; having a record or history of a disease, disorder, condition, cosmetic disfigurement, anatomical loss, or health impairment which is known to the employer; and being perceived or treated by the employer as having any of the aforementioned conditions.

Mental Disability—Having any mental or psychological disorder or condition, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities, that limits a major life activity, or having any other mental or psychological disorder or condition that requires special education or related services.

An employee who has a record or history of a mental or psychological disorder or condition which is known to the employer, or who is regarded or treated by the employer as having a mental disorder or condition, is also protected.

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Transferable Skills: Transferable Skills Worksheet

Listed Skill: _____

Give specific examples of how you've excelled using this skill:

Listed Skill: _____

Give specific examples of how you've excelled using this skill:



Transferable Skills: Instructions for Using O*NET

O*NET Instructions

Quick Search

Quick Search can be used to locate occupations using a keyword or O*NET-SOC Code.

Quick Search by Keyword

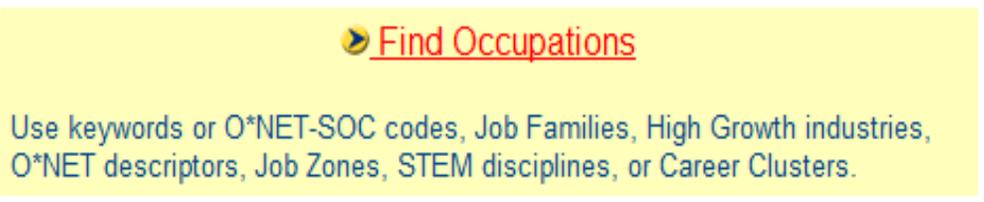
You can enter a word, phrase, or title to search for an O*NET-SOC occupation. To narrow or broaden the scope of your search, you may wish to experiment with the word, phrase, or title you submit. Your search results are displayed as a list of occupations ranked based on how well they matched the keyword. Each occupation on your list is provided a score. Click on the score provided at the left of the screen to view the matches to the keyword(s) you entered.

Relevance Score - The search strategy used in the keyword search employs a combination of occupational information, such as associated alternate titles, description, and tasks. A raw score is calculated based on the number of matches across the different data elements and their respective weights. This maximum score becomes the normalization factor. The scores are translated to a 0 to 100 relevance ranking by the following formula: $\text{relevance ranking} = (\text{score} / \text{maximum score}) * 100$. Thus, the occupation with the highest relevance ranking will be 100. Those occupational titles receiving less than the maximum score will receive a lower ranking. The lowest possible ranking is 0.

In the following example, the user enters the keyword "dental", to search for a "Dental Laboratory Technician".

Step 1:

Click the **Find Occupations** link from the O*NET Home Page.

A yellow rectangular button with a blue arrow icon pointing right, followed by the text "Find Occupations" in red. Below the button, there is a line of blue text: "Use keywords or O*NET-SOC codes, Job Families, High Growth industries, O*NET descriptors, Job Zones, STEM disciplines, or Career Clusters."

[Find Occupations](#)

Use keywords or O*NET-SOC codes, Job Families, High Growth industries, O*NET descriptors, Job Zones, STEM disciplines, or Career Clusters.

Laws: FEHA Overview

It should be noted that under **both** physical and mental disability, sexual behavior disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from the current unlawful use of controlled substances or other drugs, are specifically excluded and are not protected under the FEHA.

Medical Condition—Any health impairment related to or associated with a diagnosis of cancer or a record or history of cancer, or a genetic characteristic.

A “genetic characteristic” can be a scientifically or medically identifiable gene or chromosome or an inherited characteristic that could statistically lead to increased development of a disease or disorder. For example, women who carry a gene established to statistically lead to breast cancer are protected under state law.

Keep in mind, however, that Government Code section 12940(o) makes it an unlawful employment practice for an employer to subject, directly or indirectly, any applicant or employee, to a test for the presence of a genetic characteristic.

In determining a disability, an employer may only request medical records directly related to the disability and need for accommodation. However, an applicant or an employee may submit a report from an independent medical examination before disqualification from employment occurs. The report must be kept separately and confidentially as any other medical records, except when a supervisor or manager needs to be informed of restrictions for accommodation purposes or for safety reasons when emergency treatment might be required.

WHAT CAN BE DONE FOR AN APPLICANT OR EMPLOYEE WITH A DISABILITY?

Once a disability that is protected under the law is established, an employer is obligated to provide a reasonable accommodation unless the accommodation would represent an undue hardship to the business operation.

In the process of determining a reasonable accommodation, an employer must enter into a good-faith, interactive process to determine if there is a reasonable accommodation that would allow the applicant or employee to obtain or maintain employment. The first step of the “interactive process” is the determining the “essential functions” of the position. When determining whether a job function is essential, the following should be taken into consideration: (1) the position exists to perform that function; (2) there are a limited number of employees available to whom the job function can be distributed; or (3) the function is highly specialized.

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Laws: FEHA Overview

Evidence of whether a particular function is essential includes the employer's judgment as to which functions are essential; a written job description prepared before advertising or interviewing applicants for the job; the amount of time spent on the job performing the function; the consequences of not requiring the incumbent to perform the function; the terms of a collective bargaining agreement; the work experiences of past incumbents in the job; or the current work experience of incumbents in similar jobs.

Once an employer has evaluated the position and the essential functions of the position, he or she should begin the process of determining reasonable accommodation by engaging in good-faith interaction with the employee.

WHAT IS A REASONABLE ACCOMMODATION?

Reasonable Accommodation

Reasonable accommodation is any appropriate measure that would allow the applicant or employee with a disability to perform the essential functions of the job. It can include making facilities accessible to individuals with disabilities or restructuring jobs, modifying work schedules, buying or modifying equipment, modifying examinations and policies, or other accommodations. For example, providing a keyboard rest for a person with carpal tunnel syndrome may qualify as a reasonable accommodation. A person with asthma may require that the lawn care be rescheduled for a non-business day.

WHAT IS THE INTERACTIVE PROCESS?

Interactive Process

State law incorporates guidelines developed by the Equal Employment Opportunity Commission in defining an "interactive process" between the employer and the applicant or employee with a known disability.

The guidelines include: consulting with the individual to ascertain the precise job-related limitations and how they could be overcome with a reasonable accommodation; and identifying potential accommodations and assessing their effectiveness.

Although the preferences of the individual in the selection of the accommodation should be considered, the accommodation implemented should be one that is most appropriate for both the employee and the employer.

Laws: FEHA Overview

WHAT IS GOOD FAITH?

Good Faith

Federal courts have provided an interpretation of “good faith,” essentially stating that an employer and employee must communicate directly with each other to determine essential information and that neither party can delay or interfere with the process.

To demonstrate good-faith engagement in the interactive process, the employer should be able to point to cooperative behavior that promotes the identification of an appropriate accommodation.

MUST AN APPLICANT OR EMPLOYEE ALWAYS BE ACCOMMODATED?

The FEHA does provide legal reasons an employer can permissibly refuse to accommodate a request for reasonable accommodation from an applicant or employee.

One of the legal reasons is whether the accommodation would present an undue hardship to the operation of the employer’s business.

If an employer denies accommodation because it would be an “undue hardship,” it must be shown that the accommodation requires significant difficulty or expense, when considered in the light of the following factors:

- The nature and cost of the accommodation needed;
- The overall financial resources of the facilities involved in the provision of the reasonable accommodations, the number of persons employed at the facility, and the effect on expenses and resources or the impact otherwise of these accommodations upon the operation of the facility;
- The overall financial resources of the employer, the overall size of the business with respect to the number of employees, and the number, type, and locations of its facilities;
- The type of operations, including the composition, structure, and functions of the workforce of the employer; and
- The geographic separateness, administrative or fiscal relationship of the facility or facilities.

For example, an applicant with a severe vision impairment applies for employment with a small market that has only four other employees. The applicant requires assistance to work the register by having another employee present at all times. The business in question would not have to provide the accommodation if, for example, it could not afford the cost of the additional staff or could not afford the cost of remodeling to accommodate two employees at the same time.

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Laws: FEHA Overview

WHAT QUESTIONS MAY BE ASKED OF AN APPLICANT OR EMPLOYEE?

What questions may be directed to an individual depends, largely, upon whether the individual is an applicant for a position or is currently employed by the employer.

Pre-employment Inquiries

Prior to employment, it is unlawful for an employer to require an applicant to attend a medical/psychological examination, make any medical/psychological inquiry, make any inquiry as to whether an applicant has a mental/physical disability or medical condition, or make any inquiry as to the severity of the disability or medical condition.

However, an employer may inquire into the ability of an applicant to perform job-related functions and may respond to an applicant's request for reasonable accommodation or require a medical/psychological examination or make an inquiry of a job applicant *after* an employment offer has been made but *prior* to the start of employment provided that the examination or inquiry is job-related and consistent with business necessity and all new employees in the same job classification are subject to the same examination or inquiry.

Post-employment Inquiries

If the individual is a current employee, the employer may not require any medical/psychological examination of an employee or make any of the following inquiries:

- Medical or psychological;
- Whether an employee has a mental/physical disability; or
- The nature or severity of a physical disability, mental disability, or medical condition.

However, an employer may require any examinations or inquiries that it can show to be job-related *and* consistent with business necessity. Furthermore, an employer may conduct voluntary medical examinations, including voluntary medical histories, which are part of an employee health program available to employees at that worksite.

Laws: FEHA Overview

WHAT ARE THE REMEDIES AVAILABLE UNDER THE FAIR EMPLOYMENT AND HOUSING ACT?

Under the Fair Employment and Housing Act, if an employer fails to reasonably accommodate an applicant or employee, the Fair Employment and Housing Commission can order the employer to cease and desist the discriminatory practice; to hire or reinstate; and award actual damages including, but not limited to, lost wages; emotional distress damages; and administrative fines not to exceed \$150,000.00. If the matter is heard in civil court, the damages would be unlimited.

IF DISCRIMINATION HAS OCCURRED, WHAT CAN BE DONE?

If an applicant or employee believes they have been discriminated against or denied reasonable accommodation for their disability, they should first try to work with the immediate supervisor to resolve the issue. If there is still no resolution, they should contact the employer's reasonable accommodation coordinator, a human resource representative or the person in charge of accommodation issues. Again, both the applicant or employee and the employer must engage in a good-faith interactive process to determine an appropriate resolution.

If the issue is still not resolved, the applicant or employee can contact the Department of Fair Employment and Housing at any time during the process and file a complaint. However, they have only one year from the date of harm (denial of accommodation, discharge, etc.) to file a complaint with the Department.

CONCLUSION

Accommodation of persons with disabilities on the job is important to the maintenance of good employer/employee relations. Understanding the duties and responsibilities of employers and supervisors to provide accessible workplaces is critical to ensuring that physical or mental limitations are not insurmountable barriers to those willing to work.

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Laws: FEHA Overview



If you require further information,
please contact the department toll free at:

(800) 884-1684 For Employment

(800) 233-3212 For Housing

TTY (800) 700-2320

Or

Visit our website at:

<http://www.dfeh.ca.gov>



Laws: ADEA Overview

The Age Discrimination in Employment Act (ADEA)

According to the U.S. Department of Labor, The Age Discrimination in Employment Act (ADEA), passed in 1967, “protects certain applicants and employees 40 years of age and older from discrimination on the basis of age in hiring, promotion, discharge, compensation, or terms, conditions or privileges of employment.”

According to EEOC Guidance, (Link: <http://www.eeoc.gov/types/age.html>) the ADEA protects employees and job applicants from age-related discrimination related to the following:

- 1. Job Notices and Advertisements.** Employers are not allowed to exclude applicants based on age. However, “A job notice or advertisement may specify an age limit only in the rare circumstances where age is shown to be a “bona fide occupational qualification” (BFOQ) reasonably necessary to the normal operation of the business.”
- 2. Pre-Employment Inquiries.** While it is not expressly illegal to ask age-related questions, such as date of birth before employment, “requests for age information will be closely scrutinized to make sure that the inquiry was made for a lawful purpose, rather than for a purpose prohibited by the ADEA.”
- 3. Benefits.** In 1990 the Older Workers Benefit Protection Act was passed and prohibits employers from denying benefits to older workers. Not wanting to have cost of benefits be a disincentive to hire older workers, Congress added that, “in limited circumstances, an employer may be permitted to reduce benefits based on age, as long as the cost of providing the reduced benefits to older workers is the same as the cost of providing benefits to younger workers.”

Please note that not all cases win. So keep that in mind when considering taking a claim to the EEOC. In 1997, over 19,000 claims were filed and 10,000 were found to have no reasonable cause. (Link: <http://www.eeoc.gov/stats/adea.html>)

Assessment: Pre-Assessment Survey

PRE-ASSESSMENT SURVEY

Use the **Rating Scale** below to complete the survey. Enter your responses in the last column on the right.

Strongly Disagree 1 2 3 4 5 6 7 8 9 10 **Strongly Agree**

Statement	Rating
I know exactly what type of job I am looking for.	
I know how the job skills I currently have relate to the positions I'm looking for.	
I understand the role technology (computer, copier, fax, etc.) plays in the jobs I am seeking.	
I am very comfortable using the technology needed for these jobs.	
I have a well developed cover letter that can be easily adapted to the various jobs I apply for.	
I have a resume that outlines my achievements as well as my responsibilities at each job.	
I feel confident that I know the best ways to look for employment in today's society.	

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Topic 3: Resources

Assessment: Pre-Training Survey

Strongly Disagree 1 2 3 4 5 6 7 8 9 10 Strongly Agree

In a job interview, I feel very comfortable discussing how my skills & abilities relate to the job I'm applying for.	
(If applicable) In a job interview, I feel very comfortable addressing any gaps in my employment history if an employer asks.	
I understand generational differences as it relates to work and feel very comfortable working with employees of all ages.	
(If applicable) I understand completely how my Social Security benefits (pre-retirement & retirement) will be impacted by work.	
I have all of the supports necessary to meet my basic needs (housing, food, transportation, clothing, education, etc.) during and after the job search process.	
I fully understand all of the employment options available to me aside from traditional part & full-time employment.	
I feel ready to work.	

Assessment: Goal Worksheet

Goal Worksheet

Your Skills & Abilities:

What are you interested in doing? If you do not have a specific job in mind, state your field/s of interest (for example, working with figures). _____

Why? _____

Life experiences and volunteer experience are also important. Describe any volunteer or life experiences you'd like us to know about or that you think would be helpful in looking for work. _____

What are your hobbies? _____

Education

Name of school & location	Dates Attended	Degree or certificate



Assessment: Goal Worksheet

Goal Worksheet

Work History

Employer	Job Title & Duties	Dates Employed	Reason for Leaving

Are you a United States Veteran with an honorable discharge? _____

What Branch? _____

What were your responsibilities/job? _____

What do YOU feel your strengths are? _____

What do YOU feel your weaknesses are? _____

What technology do you already know how to use? (check all that apply)

- Use a computer
 - Use an e-mail program (e.g. Microsoft Outlook, Gmail, Yahoo)
 - Use Microsoft Word
 - Use Microsoft Excel
 - Use Other Microsoft programs (PowerPoint, Access, other)
 - Use Other computer software: _____
- Type WPM: _____ (words per minute)
- Use a fax machine

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Assessment: Goal Worksheet

Goal Worksheet

Do you have any limitations/challenges that you feel may impact work (e.g. issues related to disability, medical appointments): _____

What You're Looking For:

What was your favorite job? _____

Why? _____

What was your least favorite job? _____

Why? _____

What type of company or business would you like to work for (small, medium, large and single owner, non-profit, corporation)? _____

Why? _____

Would you like to work part-time or full-time? _____

Why? _____

Would you like a set schedule or flexible schedule? _____

Why? _____

What time of day do you prefer working (8am-5pm), evening (2pm-11pm) or swing shift (11pm-8am)? _____

Why? _____

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Assessment: Goal Worksheet

Goal Worksheet

What kind of work environment would you be most productive in (e.g. outside/inside, hands- on, office work, variety of duties)? _____

Why? _____

How far are you willing to travel to work?

- 0 - 10 miles
- 11 - 25 miles
- 26 - 50 miles
- 51 + miles

Why? _____

What would you like to be doing 5 years from now? _____

Why? _____

How You're Feeling:

Why do you want to work (e.g. financial, housing, other)? _____

Do you look forward to working? _____ Why or why not? _____

Is there anything else that that would help you right now in the employment planning process?

- Housing/Shelter resources
- Food Bank resources
- Counseling resources
- Health Care resources
- Understanding the impact of work on Social Security benefits

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Transferable Skills: Transferable Skills Worksheet

Transferable Skills Worksheet

Instructions: The following is a worksheet to help capture the skills you've developed from all aspects of your life that are transferable or applicable to the job(s) you are applying for.

When completing this worksheet, be sure not to limit yourself to just your work experience. Include activities such as classes/workshops, volunteer work or community service, travel, projects, parenting, hobbies, sports, caring for a family member, or any other relevant activity you have participated in.

If you are looking at jobs in more than one field, it may be helpful to make a copy of this worksheet, and use a separate copy for each job you apply for.

1. Communication Skills (ability to listen, write & speak effectively): Give specific examples, especially examples of how you've excelled using this skill:

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Transferable Skills: Transferable Skills Worksheet

2. Interpersonal Skills (ability to relate to your co-workers by responding appropriately to the needs, feelings & capabilities of others): Give specific examples, especially examples of how you've excelled using this skill:

3. Teamwork Skills (ability to work effectively with others in a professional manner while attempting to achieve a common goal): Give specific examples, especially examples of how you've excelled using this skill:



Transferable Skills: Transferable Skills Worksheet

4. Leadership Skills (ability to inspire or influence others toward achieving a common goal or objective, including mitigating conflict): Give specific examples, especially examples of how you've excelled using this skill:

5. Computer/Information Technology Skills (basic understanding of computer hardware/software, especially word processing, spreadsheets, & email): Give specific examples, especially examples of how you've excelled using this skill:



Transferable Skills: Transferable Skills Worksheet

Now, identify your skills in the second tier of most-in-demand skills:

6. Adaptability/Flexibility Skills (ability to manage multiple assignments & tasks, set priorities & adapt to changing conditions & work assignments): Give specific examples, especially examples of how you've excelled using this skill:

7. Problem-Solving Skills (ability to find solutions to problems using creativity, reasoning, & past experiences along with available information & resources): Give specific examples, especially examples of how you've excelled using this skill:



Transferable Skills: Transferable Skills Worksheet

8. Organizational Skills (ability to design, plan, organize & implement projects & tasks within an allotted timeframe, including setting goals): Give specific examples, especially examples of how you've excelled using this skill:

9. Analytical Skills (Ability to assess a situation, seek multiple perspectives, gather more information, & identify key issues to be addressed): Give specific examples, especially examples of how you've excelled using this skill:



Transferable Skills: Transferable Skills Worksheet

10. Multicultural Sensitivity/Awareness (ability to demonstrate a sensitivity & awareness to other cultures, abilities, age or other differences in the workplace):
Give examples specific examples, especially examples of how you've excelled using this skill:



Transferable Skills: Transferable Skills Worksheet

Now, list skills specific to the job/type of job you're applying for. Get this information from the employment ad, job posting, or job description for the position.

Listed Skill: _____

Give specific examples of how you've excelled using this skill:

Listed Skill: _____

Give specific examples of how you've excelled using this skill:



Topic 3: Resources

Transferable Skills: Instructions for Using O*NET

Step 2:

Type 'dental' into the **Keyword or O*NET-SOC code** search box and then click the **Go** button.

Find Occupations

Keyword or O*NET-SOC code

Examples: 25-1011.00, dental assistant

Enter a word, phrase, or title to search for an O*NET-SOC occupation. Enter a full or partial O*NET-SOC code to look up occupations by code.

Step 3:

This search returns occupations which contain the keyword "dental" in their occupational information. An occupation like "Dental Laboratory Technicians", which contains the word "dental" in its title, receives a high score. An occupation like "Medical Secretaries", which contains the detailed work activity "maintain dental or medical records", receives a lower score.

In this search, the occupation "Dental Laboratory Technicians" appears near the top of the list. (Note: Updates to databases used in the keyword result may alter items displayed in the example below.)

Select the **Relevance Score** to view the specific items matched by your search within the occupation.

Relevance Score	Code	Occupation
100	31-9091.00	Dental Assistants <small>In-Demand</small>
99	51-9081.00	Dental Laboratory Technicians <small>In-Demand</small>
90	29-1021.00	Dentists, General <small>In-Demand</small>
87	29-2021.00	Dental Hygienists <small>In-Demand</small>
83	29-1022.00	Oral and Maxillofacial Surgeons
58	29-1023.00	Orthodontists
56	29-1024.00	Prosthodontists
40	25-1071.00	Health Specialties Teachers, Postsecondary
36	49-9062.00	Medical Equipment Repairers <small>In-Demand</small>
33	43-6013.00	Medical Secretaries <small>In-Demand</small>
31	11-3011.00	Administrative Services Managers <small>In-Demand</small>
31	11-3051.00	Industrial Production Managers
31	11-9111.00	Medical and Health Services Managers <small>In-Demand</small>
31	11-9199.99	Managers, All Other
31	25-1194.00	Vocational Education Teachers, Postsecondary
31	29-1029.99	Dentists, All Other Specialists
31	31-9099.99	Healthcare Support Workers, All Other
31	41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products <small>In-Demand</small>
31	43-4171.00	Receptionists and Information Clerks <small>In-Demand</small>
31	51-1011.00	First-Line Supervisors/Managers of Production and Operating Workers

For any occupation listed, select its title to view more information about the corresponding occupation.

(page 2)

Transferable Skills: Instructions for Using O*NET

Quick Search by O*NET-SOC Code

Example #1 - Enter an 8-digit O*NET-SOC or partial code to list matching O*NET -SOC occupations. For example, entering a complete code of "41-3031.00":

Keyword or O*NET-SOC code

Examples: 25-1011.00, dental assistant

Enter a word, phrase, or title to search for an O*NET-SOC occupation. Enter a full or partial O*NET-SOC code to look up occupations by code.

This search yields a single entry for **Securities, Commodities, and Financial Services Sales Agents**, as shown below.

Quick Search for:

41-3031.00

1 O*NET-SOC code matching "41-3031.00"

Code	Occupation
41-3031.00	Securities, Commodities, and Financial Services Sales Agents <small>InDemand</small>

Transferable Skills: Instructions for Using O*NET

Quick Search by O*NET-SOC Code

Example #2 - Entering a partial code of "41-3031"

Keyword or O*NET-SOC code

Examples: 25-1011.00, dental assistant

Enter a word, phrase, or title to search for an O*NET-SOC occupation. Enter a full or partial O*NET-SOC code to look up occupations by code.

This partial search yields the 3 matching O*NET-SOC occupations listed below.

3 O*NET-SOC codes matching "41-3031"

Code	Occupation
41-3031.00	Securities, Commodities, and Financial Services Sales Agents <small>InDemand</small>
41-3031.01	Sales Agents, Securities and Commodities <small>InDemand</small>
41-3031.02	Sales Agents, Financial Services <small>InDemand</small>



Topic 3: Resources

Transferable Skills: Instructions for Using O*NET

Quick Search by O*NET-SOC Code

Example #2 - Entering "41"

Keyword or O*NET-SOC code

41

Examples: 25-1011.00, dental assistant

Enter a word, phrase, or title to search for an O*NET-SOC occupation. Enter a full or partial O*NET-SOC code to look up occupations by code.

This search will yield a list of all 24 O*NET-SOC occupations within this group.

Code	Occupation
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers <small>InDemand</small>
41-1012.00	First-Line Supervisors/Managers of Non-Retail Sales Workers
41-2011.00	Cashiers
41-2012.00	Gaming Change Persons and Booth Cashiers <small>InDemand</small>
41-2021.00	Counter and Rental Clerks <small>InDemand</small>
41-2022.00	Parts Salespersons
41-2031.00	Retail Salespersons <small>InDemand</small>
41-3011.00	Advertising Sales Agents
41-3021.00	Insurance Sales Agents <small>InDemand</small>
41-3031.00	Securities, Commodities, and Financial Services Sales Agents <small>InDemand</small>
41-3031.01	Sales Agents, Securities and Commodities <small>InDemand</small>
41-3031.02	Sales Agents, Financial Services <small>InDemand</small>
41-3041.00	Travel Agents
41-3099.99	Sales Representatives, Services, All Other
41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products <small>InDemand</small>
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products <small>InDemand</small>
41-9011.00	Demonstrators and Product Promoters <small>InDemand</small>
41-9012.00	Models
41-9021.00	Real Estate Brokers <small>InDemand</small>
41-9022.00	Real Estate Sales Agents <small>InDemand</small>
41-9031.00	Sales Engineers <small>InDemand</small>
41-9041.00	Telemarketers
41-9091.00	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers <small>InDemand</small>

For any occupation listed, select its title to view more information about the corresponding occupation.

(page 5)

Technology Needs: GCF Learn Free Handout

COMPUTER TRAINING

Now on the web!

<http://www.gcflearnfree.org/computer/>

Offering the computer and technology training you need for life – absolutely FREE! Whether you're new to the computer, returning for review, or want to use technology to enhance your skills, GCFLearnFree.org has something for you.

Getting Started Training Topics include:

- Computer Basics
- Windows
- Internet Basics
- E-mail Basics
- Internet Safety
- Mozilla Firefox
- Computer Basics (Old Version)

Instructors review your assignments & answer questions on the Discussion Board.

Office Software Training Topics include:

- Word
- Excel
- PowerPoint
- Access
- Office
- OpenOffice.org
- Outlook 2003
- Publisher 2003

Why take a FREE Online Class?

- ⇒ Explore the computer and technology skills you are looking for with the support of an online instructor.
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- ⇒ Lessons, quizzes, and assignments are posted EACH WEEK.
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GCF
LearnFree.org®

:ON THE WEB!

<http://www.gcflearnfree.org/computer/classes.asp>

Technology Needs: Setting up an E-mail Account

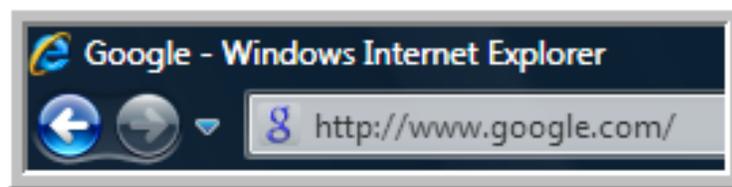
Setting up an E-mail Account

Instructions: E-mail is a very effective and inexpensive way to keep in touch with people - much quicker than sending a letter and far less expensive than a long distance call. In today's job market, e-mail is commonly used to communicate with a potential employer, whether it's to ask questions about a particular job or to send in your cover letter and resume.

To send or receive e-mail, you will first need to set up an e-mail account that is specific to you. Amongst the most popular free e-mail providers are: MSN.com, hotmail.com, yahoo.com, and Google.com. Today we are going to review the basics of setting up an e-mail account using one of the many free providers available online.

When you visit the homepage of the e-mail provider, you will generally see an option to register for a new account.

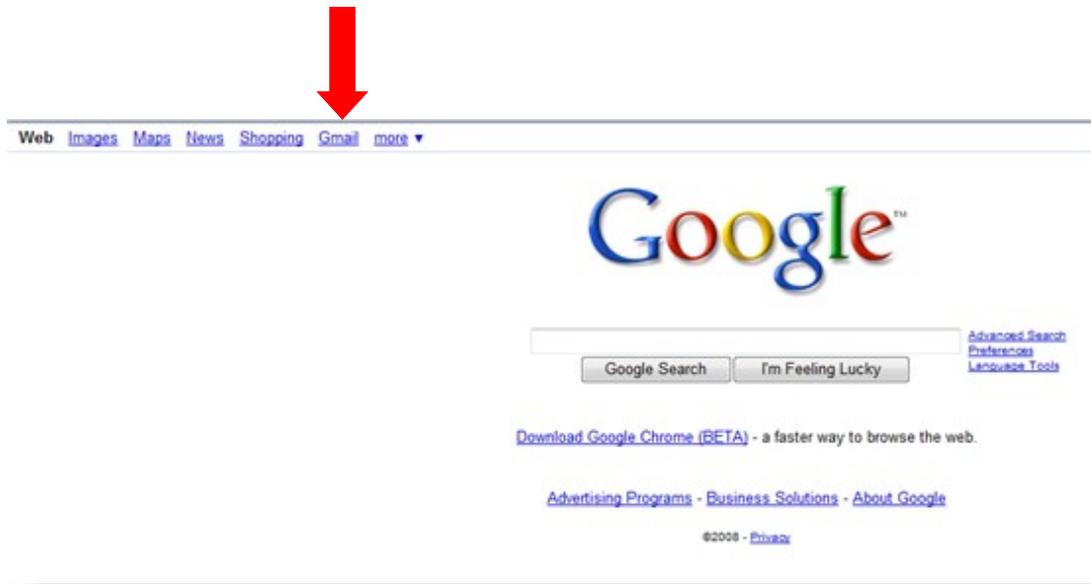
For this example, we are going to teach you how to sign up for a Gmail account at [Google.com](http://www.google.com). To get to the website, you will need to open up your internet browser, type in: <http://www.google.com>, and hit return on the keyboard.



Technology Needs: Setting up an E-mail Account

This will take you to the **Google.com** homepage. There, you will see **Gmail** written in the top left hand corner of the homepage screen.

Click on **Gmail** and you will be taken to a screen that allows you to sign up for a new account.



Look for **Sign up for Gmail**, which should be located in the bottom right sign of the screen.

Technology Needs: Setting up an E-mail Account

Here you will enter in your personal information and desired Login Name. Typically, an e-mail consists of two parts: your name and the domain name (e.g. joesmith@gmail.com) Since in this example your name is 'joesmith' and the domain name is gmail.com.

Create a Google Account - Gmail

Create an Account

Your Google Account gives you access to Gmail and [other Google services](#). If you already have a Google Account, you can [sign in here](#).

Get started with Gmail

First name:

Last name:

Desired Login Name: @gmail.com
Examples: JSmith, John.Smith

Choose a password: [Password strength:](#) _____
Minimum of 8 characters in length.

Re-enter password:

Remember me on this computer.

Creating a Google Account will enable Web History. Web History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Web History.

Security Question:

If you forget your password we will ask for the answer to your security question. [Learn More](#)

Answer:

Secondary email:

This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, [you may want to add another email address.](#)

Technology Needs: Setting up an E-mail Account

You can choose what you'd like your name to be, but have several options in mind if it turns out someone else is already using that name. If your first choice is already taken, the registration page will usually provide you with an alternative. Or you could add a number that will be easy for you to remember, such as your birth month or an anniversary date (e.g. joesmith0419@gmail.com).

Once you've entered all of your information, it will automatically create your account. Your e-mail account will function much in the same way as your postbox, so mail will wait for you there until you come in to read it.

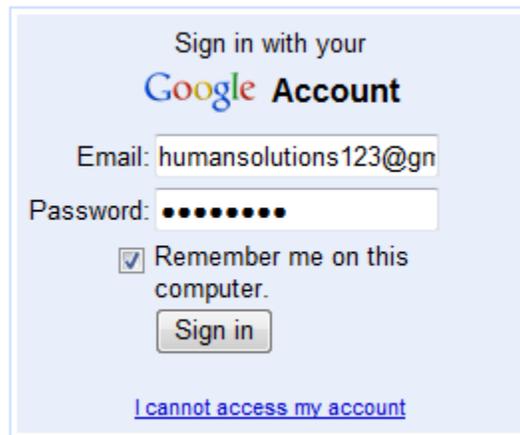
Sending an E-mail

Now that you have your account set up, you can go ahead and send your first message. To sign in to your Gmail account, type <http://www.google.com> into your internet browser and hit return. In the top right hand corner of the screen, you will see the words [Sign in](#). Click on that link.

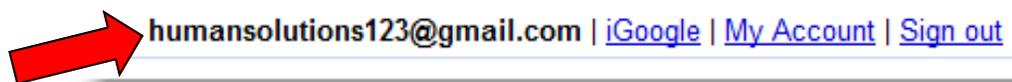


Technology Needs: Setting up an E-mail Account

Enter in your Email address (e.g. joesmith@gmail.com) and your password, which you created during the registration process. Once you've entered that information, click on the button that says **Sign in**.

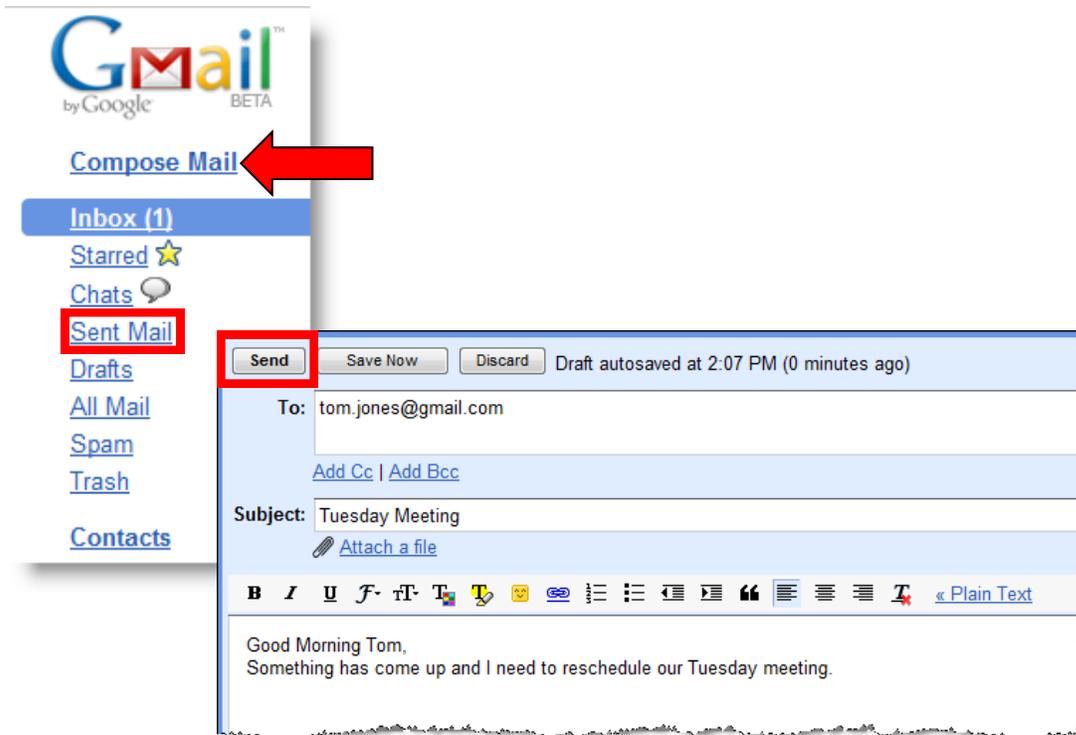


This will take you back to the homepage of Google.com. But, you will see your e-mail address on the top right hand side of the homepage. This means you have successfully logged in. Next, click on the **Gmail** button located on the top left side of the screen. This will take you into your Gmail mailbox!



Technology Needs: Setting up an E-mail Account

To compose a message, click on the **Compose Mail** button located on the top left side of the screen right above the word **Inbox**. You will see a screen that looks like this:



Carefully type in the e-mail address of the person you are sending an e-mail to in the **To:** box.

Next, choose a title for your message, and enter it into the **Subject:** box. When the e-mail arrives at the receivers mailbox, it will show who it's from and what the message is about.

In the large white text box, type in your message. It can be as long or as short as you'd like. When you are finished typing in your message, be sure to click the Check Spelling button on the right. Then, just click **Send**, which is located at the top left side of the message. It will usually take a moment or two for the message to leave, but it should be received on the other end almost immediately or within a few minutes. A copy of your message will be saved in the **Sent Mail** folder,

Resume Writing: Cover Letter Dos & Don'ts

Cover Letter Dos & Don'ts



- ❖ Make sure that you spell check and proofread **everything!**
- ❖ Keep your letter focused and to the point. Your cover letter should fit on one page, so keep each paragraph to three or four sentences max.
- ❖ Don't use a form letter! This is the quickest way to get your resume tossed out. Your cover letter should be written for each position you seek.
- ❖ Even if an employer doesn't request a cover letter, send one anyway!
- ❖ If you can find out who the person responsible for hiring is, personalize your letter by including their name.
- ❖ If you have to send a cover letter by e-mail, make sure to keep it short and to the point. Don't attach any files unless an employer asks you to.
- ❖ Keep copies of all of your letters. This will make it easier for you to edit an existing letter if you apply for a similar position.

Resume Writing: Cover Letter Samples

Cover Letter Sample—General/Adminin.

About.com: Job Searching

Sample Cover Letter Administration / Business

General / Administrative / Business Cover Letter

By Alison Doyle, About.com

Sample Cover Letter - General / Administrative

Review more [cover letter examples](#)¹.

Your Name

Your Address

Your City, State, Zip Code

Your Phone Number

Your Cell Phone Number

Your Email

Date

Dear Hiring Manager,

I was excited to read about the Administrative Assistant job opening at XYZ company. I have several years of experience in a variety of fields including insurance and finance.

In addition to my extensive office experience, I have strong communication, customer service, and administrative skills. My broad background makes me an excellent candidate for this position.

Thank you for your consideration. I look forward to hearing from you to arrange an interview.

Sincerely,

Your Signature

Your Typed Name

Resume Writing: Cover Letter Samples

Cover Letter Sample—Customer Service

About.com: Job Searching

Sample Cover Letter - Customer Service

By Alison Doyle, About.com

Sample Cover Letter - Customer Service

Your Name
Your Address
Your City, State, Zip Code
Your Phone Number
Your Cell Phone Number
Your Email

Date

Dear Hiring Manager,

In today's customer service oriented society, timely, friendly, proactive service is sought to enhance future business growth. Customer loyalty is always impacted when you employ the right service retail professional to represent you when assisting your valued customers.

My long term experience in the service industry has taught me how to meet and exceed each customer's expectations with service that sells! I have assisted all types of customers in all types of settings. I realize that acquiring and maintaining loyal repeat business as well as spreading the word of your business through these loyal patrons is of the utmost importance in every company. Positioning a company for better exposure and greater marketability is a task that I have performed with success many times.

I am an excellent trainer who achieves ongoing success with her teams by building morale, maintaining teams' self-confidence and training them to build the sale by improving their people skills.

It would be a pleasure to interview with you and I look forward to hearing from you soon.

Very Sincerely,

Your Signature

Your Typed Name



Resume Writing: Cover Letter Samples

Cover Letter Sample—Entry Level Finance

About.com: Job Searching

Sample Cover Letter - Entry Level Finance Position

By Alison Doyle, About.com

Sample Cover Letter - Entry Level Finance Position

Review more [cover letter samples](#) ¹.

Your Contact Information

Address
City, State, Zip Code
Phone Number
Cell Phone Number
Email

Employer Contact Information

Name
Title
Company
Address
City, State, Zip Code

Date

Dear Mr./Ms. LastName,

I am very interested in the entry-level position that is available at ABC Investment Partners. I recently graduated from XYZ University College and am actively seeking employment with firms in the San Francisco area. My courses in investments, finance and business have given me a solid base upon which I plan to build to build my career.

During my college internships, I dealt with a variety of budgets and conducted market research while handling numerous administrative duties. The experience allowed me to learn important skills and to develop the confidence needed to succeed in a competitive environment.

I have enclosed my resume for your review. Thank you for your time and consideration.

It would be a pleasure to interview with you and I look forward to hearing from you soon.

Sincerely,

Your Signature

Your Typed Name



Resume Writing: Cover Letter Samples

Cover Letter Sample—Teaching Asst./Tutor

About.com: Job Searching

Cover Letter Sample Teaching Assistant / Tutor

By Alison Doyle, About.com

Review more [cover letter samples](#) ¹.

Sample Cover Letter - Teaching Assistant / Tutor

Your Name

Your Address

Your City, State, Zip Code

Your Phone Number

Your Email

Date

Name

Job Title

Company

Street

City, State Zip

Dear Mr./Ms. LastName,

Please accept my application for the teaching assistant position advertised on Craig's List. I would like to continue to develop my teaching skills while creating a challenging and fun learning environment for students. The middle school age group is particularly appealing to me, because students are very impressionable, interesting in learning, and open to new concepts.

I am very qualified and would be an asset to the school because of my experience working as a teaching assistant for XYZ School. I have worked with both elementary and middle school teachers, as well as camp directors to develop curricula that meet the needs of students. I enjoy tutoring students and helping them build confidence in their ability to achieve, both academically and socially. In addition, I have artistic and computer skills that will be an asset when developing class projects.

I have attached my resume for your review. Thank you for considering my application. I would appreciate the opportunity to interview and look forward to hearing from you in the near future.

Sincerely,

Your Signature

Your Typed Name

Resume Writing: Cover Letter Checklist

Cover Letter Checklist



- Your personal information is correct.
- The employer name and contact is correct.
- If possible, you've addressed the letter to an individual.
- The first paragraph mentions the position you're applying for and where you found the listing - if you were personally referred, be sure to include the name.
- You've customized your letter to the job you're applying for.
- Your letter is organized, clear, and concise.
- You've explained any gaps in employment, if necessary.
- The font is preferably 12 points (no smaller than 10 points) and you've used a readable font (Arial, Times New Roman).
- You've read your cover letter aloud to make sure there are no missing words.
- The paper you've printed on is a good quality and matches your resume.
- The letter is signed if it's being mailed.

Resume Writing: Explaining Gaps in Employment History

How to Explain Gaps in Employment History

Sometimes gaps in employment just can't be avoided. Sometimes, it's by choice. Other times, it's not. How you explain your particular gap in employment depends on your particular situation.

Here are some suggestions for addressing these gaps:

1. When listing the dates on your resume, you don't have to list the month/year if you were in a position that lasted multiple years. For example, if you worked from May, 2003 to February, 2007, you could just say 2003-2007. This would give you some flexibility in covering the gaps if they occurred for several months between jobs.
2. The format or type of your resume can make a difference in minimizing gaps. Be sure not to bold the dates or use a font that is smaller than the one used for the company name or job title. This will draw attention to the dates, making the gaps more obvious. You can also elect to use a combination resume and include a Summary Statement and Career Highlights section at the start of the resume (refer to sample of Combination Resume in workbook since it was included in previous section).
3. It's not necessary to include all of your experience on your resume, especially if you have a long work history. For a managerial or professional position, it's okay to omit jobs that are more than 15 years old. For a technical job, you can omit jobs older than 10 years old. For a high tech job, you can omit jobs that are 5 years or older.

(page 1)

Resume Writing: Explaining Gaps in Employment History

4. Often, job seekers overlook the things they were doing while they weren't in a paid position. Be sure to include other experience while you weren't employed. Perhaps you were volunteering or were taking care of a sick family member. All those experiences count as work and should be included in your resume. List them the same way you list other jobs - with the job title, company name, job description and dates you were employed. If you took a class, you can list that in the Education section of your resume.
5. Generally, there isn't a place on your resume to record the reason you were out of work. As mentioned previously, use your cover letter to help explain the gaps in your resume. This will provide the employer with an explanation of why you were out of work.
6. Always tell the truth. If you lie on your resume, it is only a matter of time before the employer finds out. The first place he/she may find out is during an interview when you've forgotten what you included in your resume. Employers also verify work history and for some jobs, do background checks. Don't get caught. If working at a particular job is that much of a stretch, find a position that is a better match for your skills and abilities.

Resume Writing: Age Discrimination

Tips to Avoid Triggering Age Discrimination

Another issue that often comes up is how to address age discrimination. Despite laws that prohibit it, polls show that 70% of executives believe that age discrimination has increased in the last five years. Keep in mind that age discrimination doesn't just impact job seekers over 55. Age discrimination can even occur for people in their thirties or forties. Here are some strategies you can use to address age discrimination in your resume:

1. As mentioned earlier, limit your experience. If it's important to include your experience beyond the dates previously specified, list your experience in an "other experience" category and leave off the dates.
2. This is an instance when you may want to consider using a functional resume versus a chronological resume. An example can be found in the Appendix of the workbook.
3. Exclude dates whenever it's appropriate. One place that often "ages" job seekers is the education section. Don't include your graduation year, especially if it was a long time ago.
4. Include in your cover letter your interest in learning and willingness to be flexible. Be prepared to give examples of your flexibility.
5. Keep your skills up to date. Follow the Technology Plan you created in Module 3 to ensure you keep up with what's needed on the job.

Resume Writing: Age Discrimination

Age Discrimination: How Old is Too Old?

By Alison Doyle, About.com

<http://jobsearch.about.com/cs/careerresources/a/agediscriminat.htm>

Believe it, or not, job seekers are reporting age discrimination beginning as early as the mid-thirties. By the time you reach your forties, you can be considered washed up in some industries. There are strategies you can use to help mitigate discrimination issues. There are also laws that prohibit employment discrimination because of age.

Age Discrimination Issues

In addition to being considered "old," experienced candidates are some times considered more of an expense (higher salary, pension, benefits costs, etc.) than a younger applicant would be.

If you are middle-aged, or even younger, keep in mind that, as GO60.com reports, you are not alone:

- There are over 16 million Americans over 55 who are either working or seeking work.
- Older workers are getting new jobs at an annual rate of 4.1 percent. This is more than double the .8 percent rate in the general population.
- Older Americans make up 10 percent of the workforce, but account for 22 percent of the nation's job growth.
- By 2015, the number of employees over 55 will reach a record 31.9 million, compared to 18.4 million in 2000.
- Extensive research has found no relationship between age and job performance.

Job Search Options

What options are there for those potential employees considered "old" by hiring managers and companies? How can you address the perception that older workers are not as capable or as qualified as younger counterparts?

(page 1)

Resume Writing: Age Discrimination

Consider working for an "older worker friendly" employer. The AARP has compiled a list of the 15 Best Companies for Older Workers.

Joyce Lain Kennedy's Resumes for Dummies provides resume writing tips for older workers:

On your resume limit your experience to 15 years for a managerial job, 10 years for a technical job, and 5 years for a high-tech job

Leave your other experience off your resume or list it without dates in an Other Experience category

Consider using a functional resume rather than a chronological resume

Interview Success

Job Interviews for Dummies, also by Joyce Lain Kennedy, recommends emphasizing the positive when interviewing:

Project yourself as cheerful and flexible and back that up with proof of your skills and success

Review the benefits of older workers - commitment to a career, hands-on experience, a track record of success, stable, realistic expectations - and think about how they apply to you

Use storytelling techniques to back up your claims of these skills

Let potential employers know that you are flexible. Even though you may have earned six figures in the past, perhaps you no longer need to or you would be willing to accept a lower salary to get your foot in the door. If that's the case, mention in your cover letters, when salary requirements are asked for, that yours are flexible or negotiable, based upon the position and the entire compensation package, including benefits.

(page 2)

Resume Writing: Age Discrimination

Age Discrimination Law

Finally, if you believe you have been discriminated against because of your age, here are the protections provide by age discrimination law. The Age Discrimination in

Employment Act of 1967 (ADEA) protects certain applicants and employees 40 years of age and older from discrimination on the basis of age in hiring, promotion, discharge, compensation, or terms, conditions or privileges of employment. The law is enforced by the Equal Employment Opportunity Commission (EEOC).

Any individual who believes that his or her employment rights have been violated may file a charge of discrimination with EEOC.

Alison Doyle is a job search expert with many years of experience in human resources, career development, and job searching, with a focus on online job searching, job search technology, social media, and professional networking. She has covered job searching for About.com since 1998. Alison is the author of Internet Your Way to a New Job: How to Really Find a Job Online (2009) and the About.com Guide to Job Searching (2006).

(page 3)

Resume Writing: Age Discrimination

Preventing Age Discrimination at Work

The Age Discrimination in Employment Act

By Dawn Rosenberg McKay, About.com

http://careerplanning.about.com/od/federallawsus/a/age_discriminat.htm

Those of us who equate age with experience may be surprised to learn there are some employers who will choose not to hire someone or promote someone because of that person's age. Age discrimination is illegal though, and those who make employment decisions based on age are in violation of the Age Discrimination in Employment Act (ADEA).

What is the Age Discrimination in Employment Act?

The Age Discrimination in Employment Act (ADEA) of 1967 prohibits employers from discriminating against employees, or job candidates, on the basis of age. This law covers workers who are 40 years of age and older. An employer must have at least 20 workers to be covered by this law. The Equal Employment Opportunity Commission (EEOC) enforces the Age Discrimination in Employment Act.

How Does the Age Discrimination in Employment Act Protect You?

According to the Equal Employment Opportunity Commission (EEOC), the Age Discrimination in Employment Act makes it unlawful for an employer to make employment-related decisions based on an employee's or a prospective employee's age. Here are several ways in which workers age 40 and above are covered:

- An employer can't make hiring decisions based on an applicant's age and he or she can't discriminate based on age when recruiting job candidates, advertising for a job or testing applicants.
- An employer can't fire a worker because of his age.
- An employer can't use age to classify, segregate or limit an employee if this will negatively affect the employee's status or deprive him or her of opportunities.
- An employer can't use age to determine an employee's pay.

(page 1)

Resume Writing: Age Discrimination

- An employer can't deny benefits to an employee because of the employee's age. In some circumstances, however, the employer may provide reduced benefits to older workers if the cost of providing those reduced benefits matches the cost of providing benefits to a younger worker. In other words, the cost of providing the benefits to older workers and younger workers must be the same.
- An employee may take age into account when making an employment-related decision only if it is in regard to an authentic qualification necessary for the business's operation.

What To Do If Your Boss Fails to Abide by the Age Discrimination in Employment Act?

Regardless of the fact that the Age Discrimination in Employment Act was signed into law in 1967, employees continue to discriminate on the basis of age. In Fiscal Year 2006 (October 1, 2005 to September 30, 2006), the EEOC received 16,548 complaints about age discrimination (Age Discrimination in Employment Act (ADEA) Charges Equal Employment Opportunity Commission). If you experience age discrimination at work or in the hiring process go to the EEOC Web Site and read the rules for Filing a Charge of Employment Discrimination.

Dawn Rosenberg McKay has been the Career Planning Guide on About.com since 1997. She ran a job and education information center at a large public library for over five years, working with clients who were going through career transitions, such as career change and job loss. Dawn also assisted new high school and college graduates during the transition from school to starting a career. She has led workshops on resume writing, job interviewing, networking and job searching on the Internet. Dawn is a member of the National Career Development Association (NCDA). She is also the author of The Everything Practice Interview Book and The Everything Get-a-Job Book, both published by Adams Media, as well as several civil service test preparation books that were published by Peterson's and Pearson Education.

Resume Writing: What to Include in a Summary/Profile

What to Include in a Summary/Profile

The Summary/Profile section can be used with any of the resume types. The Quintessential Guide to Words to Get Hired By, published by Quintessential Careers, provides an excellent overview of what the Summary/Profile section can contain.

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The Quintessential Guide to Words to Get Hired By is available online and can be accessed at no charge at: <http://www.quintcareers.com/>

[Quintessential_Careers_Press/Words_Hired_By/](http://www.quintcareers.com/Quintessential_Careers_Press/Words_Hired_By/)

.....

- Title/functional area/level of your current position and/or position you seek.
- Number of years of experience (which, for age-discrimination reasons, should not exceed 15-20; "15+" is a good guideline for mature workers).
- Industry you're in or seeking to be in.
- Core competencies/areas of expertise/strengths/specialization for that field.
- Highlights of accomplishments, especially used to demonstrate skills and competencies you've used throughout your career.
- Top business, leadership, craft-related skills, both "hard skills" and "soft skills" (refer to Module 2 - Transferable Skills). If you include "soft skills," be sure to include examples to substantiate them.
- "Value-added" information: Skills/accomplishments/experience that add to your value because they are not necessarily expected of someone with your background (e.g., operations manager with deep knowledge of IT).
- Any advanced degrees, certifications, or licenses that are integral to the type of job you seek.

(page 1)

Resume Writing: What to Include in a Summary/Profile

- Language and international business skills, if relevant.
- Technical/computer skills, instead of burying them at the bottom of your resume (Exception: IT professionals, who should place IT skills in a separate section).
- Personality/management style: This is an opportunity to share something personal in a professional context that allows the employer to catch a glimmer of what your personality is like.
- Possibly affiliations if integral to the job, otherwise in a separate section.
- Any extremely prestigious colleges, employers, or clients.
- Keywords/buzzwords from ads or job postings you're responding to.
- Quantification whenever possible, using numbers for, e.g., revenue generated, size of accounts, typical budgets, money saved, etc.
- Positive quotes/testimonials from supervisors, clients, taken from memos, letters, or performance evaluations. Awards you've earned, such as Employee of the Month and President's Club, can also be listed in the Summary/Profile section to give them more up-front attention than if they were listed in their own section.

Additional Tips!

1. Select items that are going to focus on your unique selling points and the requirements of the job.
2. Include three to five bullets in your summary. Be sure to include the strongest points that you have examples for.
3. Begin with a bullet point that describes your professional identity - who you are and what you can contribute.

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Resume Writing: Resume Writing Resource

Easy Resume Creator Pro

URL: <http://www.winresume.com>

With **Easy Resume Creator Pro**, you can find, track and apply for position tasks in seconds, without having to jump through hoops. You can even follow up on the application effectively and efficiently.

Let **Easy Resume Creator Pro** help you define your career objective and reel in those monster jobs. The resume builder and cover letter builder help you write a resume and cover letter that emphasize your current career level, background, and career objectives. **Easy Resume Creator Pro** lets you build a resume in the Microsoft Word, HTML, ASCII, and HR-XML formats.

Feature Highlights include:

- ◆ Professional Templates & Samples
- ◆ List of Action Words
- ◆ Spell Checker
- ◆ Miscellaneous career-related resources
- ◆ Contact organizer
- ◆ Links to multiple job boards

Resume Creator

Interviewing Skills: Job Search Methods

Job Search Methods

Instructions: Please circle at least 5-8 methods you would like to include in your job search strategy from the list below.

1. Newspaper ads
2. Magazine ads
3. Professional & Trade Association job finders
4. Job Search Engines
5. Job Banks - online sites where you can post your resume
6. CalJobs - sponsored through the Employment Development Department in California
7. Company Websites - job postings are often listed on company websites
8. In person cold canvass - visit employers to determine vacancies
9. Telephone cold canvass - call employers by phone
10. Temporary agencies
11. Executive search firms - also called "headhunters." These agencies help employers identify persons for specialized jobs.
12. Volunteer work
13. Part-time work experience
14. Temporary or summer work
15. Join a 40-plus or 65-plus group - they are located in most major cities or areas & can often provide job related referrals
16. Join a job club or job search group
17. Tell family, friends, & acquaintances

(page 1)

Interviewing Skills: Job Search Methods

18. Federal job centers
19. Membership services (for those associated with professional organizations)
20. Federal civil service offices
21. County or City personnel office
22. Internships (if available)
23. Networking & Mixers (in person)- be specific who you will be networking with
24. Networking (online) - you can create a profile online highlighting your experience & expertise & connect with others in your industry (e.g. Facebook, LinkedIn, SocialCV, JobFox)
25. Former employers
26. Fellow employees
27. Religious leaders (if you belong to a church or religious organization)
28. Informational interviews
29. Job Fairs

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Interviewing Skills: Prep for the Top 10 Interview Questions (Monster)

Prep for the Top 10 Interview Questions

By Carole Martin

Monster Contributing Writer

<http://career-advice.monster.com/job-interview-practice/Prep-for-the-Top-10-Interview-Quest/home.aspx>

Too many job seekers stumble through interviews as if the questions are coming out of left field. But many interview questions are to be expected. Study this list and plan your answers ahead of time so you'll be ready to deliver them with confidence.

What Are Your Weaknesses?

This is the most dreaded question of all. Handle it by minimizing your weakness and emphasizing your strengths. Stay away from personal qualities and concentrate on professional traits: "I am always working on improving my communication skills to be a more effective presenter. I recently joined Toastmasters, which I find very helpful."

Why Should We Hire You?

Summarize your experiences: "With five years' experience working in the financial industry and my proven record of saving the company money, I could make a big difference in your company. I'm confident I would be a great addition to your team."

Why Do You Want to Work Here?

The interviewer is listening for an answer that indicates you've given this some thought and are not sending out resumes just because there is an opening. For example, "I've selected key companies whose mission statements are in line with my values, where I know I could be excited about what the company does, and this company is very high on my list of desirable choices."

What Are Your Goals?

Sometimes it's best to talk about short-term and intermediate goals rather than locking yourself into the distant future. For example, "My immediate goal is to get a job in a growth-oriented company. My long-term goal will depend on where the company goes. I hope to eventually grow into a position of responsibility."

Interviewing Skills: Prep for the Top 10 Interview Questions (Monster)

Why Did You Leave (Or Why Are You Leaving) Your Job?

If you're unemployed, state your reason for leaving in a positive context: "I managed to survive two rounds of corporate downsizing, but the third round was a 20 percent reduction in the workforce, which included me." If you are employed, focus on what you want in your next job: "After two years, I made the decision to look for a company that is team-focused, where I can add my experience."

When Were You Most Satisfied in Your Job?

The interviewer wants to know what motivates you. If you can relate an example of a job or project when you were excited, the interviewer will get an idea of your preferences. "I was very satisfied in my last job, because I worked directly with the customers and their problems; that is an important part of the job for me."

What Can You Do for Us That Other Candidates Can't?

What makes you unique? This will take an assessment of your experiences, skills and traits. Summarize concisely: "I have a unique combination of strong technical skills, and the ability to build strong customer relationships. This allows me to use my knowledge and break down information to be more user-friendly."

What Are Three Positive Things Your Last Boss Would Say About You?

It's time to pull out your old performance appraisals and boss's quotes. This is a great way to brag about yourself through someone else's words: "My boss has told me that I am the best designer he has ever had. He knows he can rely on me, and he likes my sense of humor."

What Salary Are You Seeking?

It is to your advantage if the employer tells you the range first. Prepare by knowing the going rate in your area, and your bottom line or walk-away point. One possible answer would be: "I am sure when the time comes, we can agree on a reasonable amount. In what range do you typically pay someone with my background?"

If You Were an Animal, Which One Would You Want to Be?

Interviewers use this type of psychological question to see if you can think quickly. If you answer "a bunny," you will make a soft, passive impression. If you answer "a lion," you will be seen as aggressive. What type of personality would it take to get the job done? What impression do you want to make?

Interviewing Skills: Sample Questions for the Interviewer

Job Interview Questions

By Alison Doyle
About.com

<http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest.htm>

Job interviews are always stressful - even for job seekers who have gone on countless interviews. The best way to reduce the stress is to be prepared. Take the time to review the "standard" interview questions you will most likely be asked. Also review sample answers to these typical interview questions. Then take the time to research the company. That way you'll be ready with knowledgeable answers for the job interview questions that specifically relate to the company you are interviewing with.

Interview Questions: Work History

- Name of company, position title and description, dates of employment.
- What were your expectations for the job and to what extent were they met?
- What were your starting and final levels of compensation?
- What were your responsibilities?
- What major challenges and problems did you face? How did you handle them?
- Which was most / least rewarding?
- What was the biggest accomplishment / failure in this position?
- Questions about your supervisors and co-workers.
- What was it like working for your supervisor? What were his strengths and shortcomings?
- Who was your best boss and who was the worst?
- Why are you leaving your job?
- What have you been doing since your last job?
- Why were you fired?

Interviewing Skills: Sample Questions for the Interviewer

Job Interview Questions about You

- What is your greatest weakness?
- What is your greatest strength?
- Describe a typical work week.
- Do you take work home with you?
- How many hours do you normally work?
- How would you describe the pace at which you work?
- How do you handle stress and pressure?
- What motivates you?
- What are your salary expectations?
- What do you find are the most difficult decisions to make?
- Tell me about yourself.
- What has been the greatest disappointment in your life?
- What are your pet peeves?
- What do people most often criticize about you?
- When was the last time you were angry? What happened?
- If you could relive the last 10 years of your life, what would you do differently?
- If the people who know you were asked why you should be hired, what would they say?
- Do you prefer to work independently or on a team?
- Give some examples of teamwork.
- What type of work environment do you prefer?
- How do you evaluate success?
- If you know your boss is 100% wrong about something how would you handle it?
- Describe a difficult work situation / project and how you overcame it.
- Describe a time when your workload was heavy and how you handled it.
- More job interview questions about your abilities.
- More job interview questions about you.

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Interviewing Skills: Situational Interviews

Job Interviews: Acing the Situational Interview

Courtesy of ARA Content

(ARA) - The phone rings. It's a recruiter calling to let you know that all that hard work on your resume paid off and they're inviting you to come in for an interview. You're psyched up, until you hear about this new situational interviewing taking place—now, you're psyched out.

While situational interviews may be drastically different from what you know of standard interviews, they're not impossible to conquer. Instead of a recruiter asking you factual questions—such as, "So, what makes you experienced for this position?" or emotional questions like, "What would your coworkers say about you?"—they ask situational questions. In situational interviews, the recruiter is looking to glean how a candidate handles real work situations, his or her problem-solving style, and what the potential employee's personality is really like.

To prepare for a situational interview, it's not important to study your resume, but do study the buzz words in the job description. Look for qualifications that stand out, like time management, ability to multitask, autonomy, etc. These are key traits you'll want to convey during your interview, and you'll have to do so by illustrating the characteristics and giving specific examples, instead of just saying you possess them.

Snelling Staffing Services has compiled a list of some of the most common situational interview questions that a candidate is likely to be asked.

1. Describe a challenging work situation. What did you do to solve the problem, and what was the outcome?
2. Tell me about a time when you had to think on your feet and reach a decision quickly.
3. In your experience speaking with clients and customers, tell me about an instance when communication became challenging and how you overcame that.

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Interviewing Skills: Job Search Log

4. Give an example of a time you were able to be amiable and warm as a communicator.
5. Describe a time when you were successful working in an unstructured environment.
6. Tell me about a time you had a conflict with a co-worker and how you resolved it.
7. Can you describe a situation in which you had to think outside the box to solve a problem for a co-worker, client or customer?
8. Describe an instance in which you have disagreed with instruction or criticism from your boss and how you approached the situation.
9. Tell me about a time in which you had to really manage your time well, how you went about doing so, and how you were able to meet your goal.
10. Can you tell me about an instance in which you were able to positively motivate others?

In preparation for the interview, candidates should read through situational questions and focus on coming up with multiple scenarios from work history to illustrate his or her abilities. Tell your stories aloud. Keep your answers on target, make the scenarios relevant to the question and focus on the positive outcome. To structure your answer, focus on the following order: situation, action, and outcome. If you keep the order in mind, the story should naturally progress to become well-rounded and on point.

Ask a friend or family member to ask you questions throughout the days or weeks leading up to your interview so that you can become comfortable telling your stories. Focus on keeping your answers positive and avoid the standard interview pitfalls. Never use profanity, bad-mouth a former or current employer, or lie.

Even if you're not interviewing now, keep a running list of examples from your current employment to draw upon down the road. Once you've gotten your stories straight, they should be just as familiar as your resume.

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Interviewing Skills: Sample Questions for the Interviewer

Job Interview Questions about the New Job and the Company

- What interests you about this job?
- Why do you want this job?
- What applicable attributes / experience do you have?
- Are you overqualified for this job?
- What can you do for this company?
- Why should we hire you?
- Why are you the best person for the job?
- What do you know about this company?
- Why do you want to work here?
- What challenges are you looking for in a position?
- What can you contribute to this company?
- Are you willing to travel?
- Is there anything I haven't told you about the job or company that you would like to know?

Interview Questions: The Future

- What are you looking for in your next job? What is important to you?
- What are your goals for the next five years / ten years?
- How do you plan to achieve those goals?
- What are your salary requirements - both short-term and long-term?
- Questions about your career goals.
- What will you do if you don't get this position?

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Interviewing Skills: Job Search Log

Job Search Log

Employer Name & Address	Telephone & E-mail	Application Status (submitted resume, applied online, other)	Interview Schedule (date interview scheduled)	Follow Up Activities (e.g. thank you note)



Interviewing Skills: How to Create a Job Club

Job Club Information

Organizing a Job Club

What is a Job Club?

A Job Club is an organized group of job seekers who work together to obtain competitive employment opportunities. Generally, this is done under the leadership of a staff member who facilitates group sharing, provides learning experiences related to seeking employment, as well as additional information, training or materials needed to obtain employment.

Planning for a Job Club

Job Clubs should be focused and organized. This means that those planning it will need to determine what the objectives of the Job Club will be. Some things to consider are:

- What services will be provided?
- When & where will meetings be held?
- How long will each meeting last?
- How many sessions will be held?
- Who will facilitate the Job Club & are other staff needed?
- What equipment or materials are needed?
- How many job seekers will be optimal for the group?
- What kind of documentation will be kept?
- Will there be any type of evaluation completed?
- How and who will complete any follow-up activities?

Job Club Objectives

It will be important to decide what you want your Job Club to achieve. Is it just to help job seekers get a competitive job or to provide a network of mutual support for those involved? Make sure you decide the overall purpose before moving further in the planning process so each step can be guided by your objectives.

Interviewing Skills: How to Create a Job Club

Job Club Components

It has been shown that successful Job Clubs include training and experience in the following areas:

- Confidence building** - activities to help improve a customer's self esteem
- Skills analysis** - identifying transferable skills and corresponding opportunities
- Job counseling** - setting employment goals, identifying barriers, and developing a plan to overcome them. For a WorkSource Center, this could be developing an Individual Employment Plan.
- Job Readiness Skills** - knowing and understanding the basics, such as completing applications or resuming and cover letter writing.
- Job Search Skills** - identifying all of the online and offline tools needed for an effective job search, including techniques for obtaining an interview.
- Interviewing Skills** - practice on how to effectively present yourself to an employer
- Group Support System** - giving and getting feedback, sharing experiences

Things to Consider:

- Logistics:** Meetings should be scheduled when it's convenient to the job seeker. Remember that this may mean scheduling meetings at a time when job seekers will have access to computers, printers, fax machines, etc. Be sure the meeting time and location is consistent.
- Job Club Facilitator:** The Job Club Facilitator should have knowledge of the local labor market and know how to use effective training and facilitation techniques. They should also be well versed in the roles of other staff members and have access to local speaker, employers or other needed community resources.
- Funding:** The Job Club may be something you are able to provide to everyone under Universal Access services. If not, determine how partner agencies can play a role in supporting the Job Club. If funding is an issue, this could be a service only available to those customers enrolled in Intensive or Training Services. If possible, consider co-enrollment of customers in other programs offered through Title V and Department of Rehabilitation.

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Interviewing Skills: How to Create a Job Club

Operating a Job Club

Selecting Job Club Members

The ideal customers for Job Club are those that are ready and eager to find employment. Small groups of eight to 15 are considered optimal, but Job Clubs can range in size from five to 10 people.

Job Club Sessions

Job Club sessions can vary. They may last from two weeks to 90 days, depending on the availability of the Job Club Facilitator, access to space, materials, etc. They can be run daily, weekly, bi-weekly, or monthly depending on the design you select. An intense Job Club could run three days a week for a certain period, and then meet one day bi-weekly. Other options may be to run a group weekly. Sessions should always include time for participants to share their job search experiences, any “wins” or successes they may have had, and at the end of the session an opportunity to share about any employers that may have opportunities that may be of interest to the group. Some Job Clubs require participants to bring a certain number of leads to each meeting, even if it doesn’t apply to their particular job search. Be sure to decide the ground rules up front.

Record Keeping

A good rule of thumb when providing any type of service is to document, document, and document! Be sure to record the names of those in attendance at each meeting, the activities you completed during the sessions, and any additional information that may be helpful to the case manager if the participant(s) are enrolled in Workforce Investment Act (WIA) or any other partner services. Each job seeker should be completing a daily/weekly Job Search Log, which at a minimum should include: their name, date & type of job search activity, company name & contact information, outcome of the activity, and amount of time spent. In addition, if this is an enrolled customer, copies of these files should be included in the main case file. If it’s not possible to input the data right away, a system should be developed to keep the case manager abreast of the activities and progress the participant is making.

(page 3)

Interviewing Skills: How to Create a Job Club

Follow-Up Activities

Don't forget to do follow-up after the participant has been placed or has exited the Job Club. Please follow WIA guidelines for follow-up and determine if follow-up is to be completed by the Job Club Facilitator or the case manager. If other partner agencies are involved, be sure you understand their follow-up requirements. Follow-up activities may be able to be done jointly.

Evaluations

It's always best to evaluate the services you are providing. Job Club services are generally evaluated by a participant's success in obtaining competitive employment. Other things that can be looked at are the type of jobs that have been obtained, how long it took, whether they are full or part-time, rate of pay, and benefits information. Participant satisfaction should be done on a regular basis.

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Interviewing Skills: Strategies for Conducting Practice Interviews

Practice Interview Guidelines: How to Set Up a Practice Interview Session



Getting Ready:

6-8 Weeks Prior

Form a Practice Interview planning team consisting of staff members, business advisory council members, partners and local businesses.
Establish a date for your event. Plan it at well enough in advance so that there is plenty of time to schedule guest interviewers, rooms, prepare materials and generate interest among your program participants.

4- 6 Weeks Prior

Request involvement of business advisory council, partners, and local businesses to serve as guest interviewers
Establish schedule, flow of interviews and room assignments
Determine budget and allocate resources
Design promotional flyer and begin promoting the event
Hold Interviewing skills classes
Register participants for event

2-4 Weeks Prior

Continue to register participants for the event
Plan for food and refreshments for guest interviewers
Establish schedule; plan for breaks for interviewers

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Interviewing Skills: Strategies for Conducting Practice Interviews

1 Week Prior

Make event signage: directional signs to interview rooms, interview room labels, etc.

Provide front desk staff with information about the event flow

Confirm interviewers: send sample interview questions and tip sheet for interviewing persons with disabilities in advance

Copy interview schedules and interview rating forms

Prepare event sign in sheet

Day of Event

Arrive early to verify correct room set-up

Place refreshments in a convenient place for interviewers to access

Hang directional signs

Situate guest interviewers in assigned rooms

Coordinate a sign-in table for interviewees and interviewers

Place a copy of each interview schedule and a place a sufficient number of evaluation forms in each interview room (have name and time filled in), along with pens/pencils

Be available to answer questions and concerns

Evaluation - at a minimum, the event should include a practice interview evaluation form so the participants can be provided with feedback from the interviewer.

Additionally, it's recommended that an overall event evaluation be completed by both the participants and the guest interviewers.

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Job Search Tools & Strategies: Networking

Tips for Successful Networking

By: AARP.org

http://www.aarp.org/money/work/articles/successful_tips_for_networking.html

Simply put, “networking” means “making connections with people.” It’s probably the most important thing you can do to achieve professional success. Your network includes business acquaintances and personal and community contacts.

Why network? According to BH Careers International, 80 percent of all available jobs are not formally posted. Landing a position is more easily accomplished through word of mouth.

You should always be networking, no matter what your current job status. You never know when you will need to call on your contacts or when they may have a lead on an exciting new opportunity.

Getting Started

- Prepare an "elevator speech," a 30-second summary of who you are and what you'd like to do professionally.
- Always have business cards with you and an updated résumé you can send upon request.
- Think of every place you go as an opportunity to meet people. That way, you can expand your network seamlessly.

Building Your List

- Write down the names of current and former colleagues, acquaintances from professional organizations, and the business associates of family and friends. Many companies count on employee referrals as a major source of new hires.
- Cultivate your personal network—neighbors, relatives, organizations, religious or community groups, book clubs, or fellow volunteers. Look to all generations for networking opportunities.
- Fill in the gaps by reconnecting with old acquaintances, getting involved in the committees of your favorite organization, or volunteering.

(page 1)

Job Search Tools & Strategies: Networking

Making Contact

- Build rapport by contacting people when you don't need anything.
- Stay in touch every few months, and your conversations can be purely social.
- Ask for advice, not a job. Draw out stories about your contacts' professional experiences.
- After you've met someone knowledgeable and interesting, send a quick e-mail or a handwritten note saying how much you enjoyed meeting the person. If you want to learn more from him or her, propose lunch or coffee and say when you'll follow up.
- When someone helps you, say, "Thank you!"

Online Networking

- Join the Online Community on AARP.org. Sign up with a group and chat with other 50+ workers at The Water Cooler—Your Place for Job Talk at 50+.
- The Riley Guide lists networking and support groups by geographical area.
- What's better—traditional networking or online networking? Read what career expert Peter Weddle has to say.
- Join social networking sites:
 - Facebook
 - LinkedIn: Online network where professionals connect with each other for mutual support, contacts, projects, jobs.
 - Secrets of the Job Hunt
 - Ryze Business Network
 - 40-Plus
 - Five O'Clock Club
 - Women for Hire
 - I-Village Job Seekers' Support Group

Job Search Tools & Strategies: Networking

How to Use Job Search Networking to Find a Job

By Alison Doyle, About.com

<http://jobsearch.about.com/cs/networking/a/networking.htm>

Even though job search networking is one of the most successful ways to find a new job, it can sound intimidating and sometimes seems a little bit scary. It doesn't have to be. My father ended up in a conversation on an airplane with someone who was looking for an aeronautical engineering job. My dad happened to be in the same field and ended up assisting the person in getting a new job. Sometimes, that's all it takes. I've been offered jobs on more than one occasion simply because a friend or acquaintance knew my background and skills.

Informal Job Search Networking

Try job search networking, it really does work. At at least 60% - some report even higher statistics - of all jobs are found by networking. Develop contacts - friends, family, neighbors, college alumni, people in associations - anyone who might help generate information and job leads. You can take a direct approach and ask for job leads or try a less formal approach and ask for information and advice. Contact everyone you know. You may be surprised by the people they know. Make yourself pick up the phone and call. It helps to assign yourself a quota of calls to be made each day. The more phone calls you make the easier it will become.

Email is a perfectly acceptable way to network as well. Keep your message brief and to the point and be sure to check your spelling, grammar, and punctuation.

(page 1)

Job Search Tools & Strategies: Networking

If you are attending a holiday gathering or any other type of party, it is appropriate to mention in casual conversation that you are seeking employment. Accept all the invitations you receive - you never know where or when you might meet someone who can provide job search assistance! My stepson was not only offered a co-op position by one of my friends that he met at a birthday party at our house, he was also remembered a year later when the company was hiring.

Formal Job Search Networking

Formal networking works too - try going to a business social or an association meeting or event. You'll find that many of the participants have the same goals you do and will be glad to exchange business cards. If you're shy, volunteer to work at the registration table where you can greet people as they come in or bring a friend to walk around the room with you - there's security in numbers.

As well as networking the old fashioned way, use the internet to network. Visit discussion boards like the Job Search Forum to network with career professionals and other job seekers. Use Vault's message boards or visit one of the sites, like LinkedIn, that focus on online job search and career networking.

If you belong to a professional association visit its web site for career assistance. Are you a college alumnus? Contact the Career Services office at your alma mater - many universities have online career networks where you can find alumni who will be thrilled to help you with your job search.

Networking Tips for Introverts

By Bettina Seidman - September 30, 2008

<http://www.jobsinthemoney.com/news.php?articleID=694>

Effectively building - and leveraging - a network of professional contacts is essential to your ultimate success. But if glad-handing isn't your style, networking can look like a high hurdle. The good news: There are several ways to make effective networking more comfortable.

The Myers-Briggs Type Indicator, a widely used inventory, defines people according to where they get their energy on the extrovert-introvert scale. Typically, extroverts get theirs from interaction with other people and taking initiative in work and personal situations, while introverts tend to get energy from thoughts, memories, and feelings.

Conventional wisdom says extroverts jump into networking easily. However, the reality is that introverts are often more successful because they prepare so well. Extroverts are often so used to "winging it," that they often don't develop good contacts and good information.

If you're an introvert, here are some tips to improve your networking:

- Don't try to become a master networker overnight. Instead, take baby steps. If networking hasn't been a regular part of your life, take it slowly and build confidence.
- Don't assume you're bothering people. Most will be glad to hear from you based on a mutual contact, friend or colleague.
- Rely on your supporters. Network first with mentors, close colleagues, and friends.

Job Search Tools & Strategies: Networking

- Remember all the times when you have been successful in other group endeavors.
- Try to take a colleague, friend or manager to meetings or conferences so you'll know at least one person there.
- Don't underestimate the power of listening. It is a valuable and appreciated talent.
- Make the most of what you know. Take the time to read an industry newsletter in advance of attending a business/social event or in preparation for an informational interview with a contact, so that you will be comfortable sharing the tidbits you have learned.
- Develop a well-crafted pitch, focused on your goal and what you bring to the table.
- Rehearse, rehearse, rehearse. Many people get tongue-tied when meeting someone new, so practice what you plan to say.
- If you have news or a problem to solve, try picking up the phone and telling someone else about it.
- Attend events that have a purpose. If you're uncomfortable at gatherings set up solely for networking, try to attend those that have a purpose - listening to a speaker, for example - since they tend to have a planned agenda.
- Reach out as often as you can, by picking up the phone or sending an e-mail.
- Try to get out of the office. It helps to get away from your desk, get out of your comfort zone, and walk around. Almost all encounters are worthwhile.

Bettina Seidman is a Manhattan-based career management coach working with clients locally in person, and across the U.S. by telephone. Contact her at SEID-BET@aol.com.

Job Search Tools & Strategies: Networking

Networking at 50-Plus

By Dan Woog, Monster Contributing Writer

<http://career-advice.monster.com/job-search/professional-networking/networking-at-50-plus/article.aspx>

You're working on your job search. You've done your due diligence and understand the importance of professional networking, but if you're over 50, the traditional networking rules of going to professional meetings and handing out business cards won't be enough. Experience is a good teacher. Here are some lessons older job seekers may not realize they've learned

Know Your Sweet Spot

First, you must be clear about what type of job or company you're networking for, says Keith Ferrazzi, author of *Never Eat Alone and Other Secrets to Success, One Relationship at a Time*. Younger applicants are generally broader in scope. However, "the more ambiguous you are, the tougher it is," Ferrazzi says. "Older folks should have a clear understanding of their sweet spot -- where they'd be good and why. When you're over 50, you've got credibility. Give clarity to the experience that's behind your focus."

"Ask anyone who cares about you," Ferrazzi adds. "You never know who'll play golf tomorrow with the person you talk to today. You don't know who your dentist knows or who your brother-in-law knows at work." These people have "a higher level of confidence recommending someone over 50 than someone who's stretching for a job," he says. Besides, they have more contacts than younger people.

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Job Search Tools & Strategies: Networking

Be Your Age, Just Don't Act It

Older people tend to be more reserved when asking about potential contacts or jobs. "Get over it," Ferrazzi says. "Act like a young person." But, notes Daniel J. Kadlec, author of *The Power Years: A User's Guide to the Rest of Your Life*, "never appear desperate. You want people to recognize your accomplishments and professionalism before they recognize you're job hunting. Of course, you're not; you're simply open to new opportunities."

Find a Mentor, Be a Mentor

Ferrazzi encourages more than reaching out to younger people -- ask them to mentor you. Jack Welch, former chairman and CEO of General Electric, had a 25-year-old mentor and assigned 20-something mentors to his top executives. "Don't be embarrassed to ask how the world works today," says Ferrazzi. In return, you can mentor your mentors by offering your own experience.

Not Your Mother's -- or Father's -- Networking

One way the world works, of course, is online. "This is not your mom-and-pop networking anymore," says Jean Cummings, a personal branding strategist and resume consultant who works with many over-50 executives. "Today, the Internet is key, even for job seekers who did not grow up with it." Business Web sites like LinkedIn and social sites like Eons are "good ways to connect with people in your target companies and in your field."

So is the Business Network International, which bills itself as "the world's largest referral organization" and includes regional chapters and vast databases. In addition, the AARP has business and social community boards.

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Job Search Tools & Strategies: Networking

Make Time for Face Time

After identifying contacts, arrange face-to-face meetings, Cummings says. If the organization where you seek to work is accessible, such as a local business or small company, simply walking in is an effective way to get a brief interview, she adds.

"You'll immediately separate yourself out from those who only send paper and electronic resumes," she says.

When reaching out to contacts, "articulate your personal brand," Cummings says. "Put the emphasis on what you uniquely bring to a job in terms of experience, wisdom, savvy and knowledge. Offer a sense of the challenges and opportunities their organization may be facing, and your thoughts on how you can improve their ability to make money, save money, limit risk, innovate and solve problems."

Don't apply only for posted jobs, Cummings says. "Since you're able to talk the language of your business or industry, and you're up on the latest trends, ask your contacts about jobs still in proposal or development stages," she says. "You could help create your own new job."

Cummings also suggests networking through trade associations you already belong to. Call people with whom you've worked on past projects. Many association Web sites have active discussion and bulletin boards.

Kadlec offers these additional hints: "Raise your profile by authoring an op-ed in your local newspaper, or maybe even a regular column. Give speeches to local clubs. Join some boards, and help out with a charity. These are all good ways to impress people who may be in a position to hire or recommend you."

Your Job Search: Researching Jobs and Employers

By: Bob Skladany | Source: AARP.org | November 17, 2008

http://www.aarp.org/money/work/articles/researching_jobs_and_employers.html

Remember when looking for a job meant scanning the newspaper and circling the openings with a red pen? Or remember when you could just walk into the lobby of a company and fill out an application?

Those days are over. Welcome to the brave new world of job searching. Sure, the old methods still work on rare occasions; but otherwise, there's a new approach to researching jobs.

Online Job-Posting Boards

Employers now post their openings on the Internet. Think of online job boards as the electronic version of the Help Wanted section of the newspaper. You can search for opportunities by location, profession, industry, occupation, full-time, or part-time. You can even find jobs within a 10-mile radius of your ZIP code.

Large, generalized job-search engines, such as Monster.com and CareerBuilder.com, post many jobs for a broad range of job seekers. There are specialized boards for industries and occupations, such as HotelJobs.com and TeacherJobs.com. There are also job-search engines or portals based on expected income levels. For example, TheLadders.com only promotes itself to people earning "over \$100,000."

Finally, there are job-search portals specializing in the 50+ worker, including RetirementJobs.com and AARP.org. Employment Web sites focused on older candidates are more likely to have openings that appeal to the needs and interests of age-50+ workers. Such sites also feature employers who are actively seeking older workers.

Determine which job sites to use based on the kind of employment you're looking for; for instance:

1. Hourly Wage Positions (administrative, clerical, manual labor, trades, personal service and technical): Whether looking for full-time or part-time, year-round or seasonal work, job-seekers searching for hourly wages should consider visiting

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RetirementJobs.com and AARP.org; Monster.com and CareerBuilder.com; and possibly SnagAJob.com.

Most major employers also maintain their own career-center areas on their Web sites. To find these areas, search by company name and locate the "Jobs," "Careers," or "Open Position" pages.

2. Salaried Positions (professional, senior technical, sales, supervisory, managerial): You can find postings for salaried positions paying \$30,000 to \$70,000 on the same job sites as hourly positions. However, if this is your income category, extend your search to include profession, occupation, and industry-specific job boards. Also be sure to check the job postings at the Web site of your industry trade group or professional association.

If you have an interest in a public service or government position, try USAJobs.gov, the official employment Web site for the U.S. government.

3. Higher-Paid Salaried Positions (senior professional, upper management, executive): These are salaried positions generally paying more than \$70,000. You can find announcements for these types of openings on some of the sites previously mentioned. More than likely, however, you will have to look at others as well. One of the more popular sites is TheLadders.com (only \$100,000+/yearly jobs). There are also 6figurejobs.com, Execunet.com, and Executive Search Online.

Employment Agencies and Placement Firms

Employment agencies, placement firms, and "headhunters" search for qualified candidates on behalf of employers. You are advised not to pay recruiters for their services; instead, the hiring companies pay them substantial fees. The placement professional's job is to locate and screen candidates to present to the employer. The type of agency you use depends upon the type of employment you seek.

1. Hourly Wage Positions. You can locate agencies in the Yellow Pages, online, through your state's Career One-Stop branch, or a local employment services agency. Many community-based social service agencies also maintain lists of employers seeking referrals.

The most common employment agency is the so-called "temporary" staffing agency. Staffing firms hire you and then place you out on short-term assignments. However, they often provide "temp to perm" jobs, which begin as temporary assignments but may evolve into regular employment.

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2. Salaried Positions. Employment agencies for higher-paying positions often specialize in specific industries or professions, although some major firms perform placement services in broad occupational areas. The Yellow Pages, the Internet, or your own networking should reveal the most reputable and effective agencies in your location, industry, or profession. Such agencies are called "contingent-fee placement" firms, because typically, they get paid only if they place a candidate in a job.

Government-run employment offices seldom offer salaried or higher-paid jobs.

There is also an emerging category of temporary or contract-staffing agencies that fill higher-paid positions. These firms match candidates to professional and managerial positions that are paid by the hour, under contract, for fixed periods of time.

3. Higher-Paid, Salaried Positions. Agencies that can help you find these jobs are generally specialized "retained search" or headhunter firms. "Retained search" refers to how these types of agencies are paid for their services. These firms receive payments in advance in order to generate candidates and keep part or all of their retainers, even if they do not produce the final candidate. There are online lists of retained search and specialized employment agencies. Your own personal networking can get you in contact with such firms.

Traditional Print Advertising

Online job postings have not completely displaced print advertising. Newspapers, trade magazines, and professional journals continue to post ads for open positions and are worth a look.

1. Hourly Wage Positions. Check out the Classified or Help Wanted sections of major and local newspapers. Smaller employers in particular still use newspapers, because they are low-cost and reach specific labor markets. Larger employers often post online and in newspapers, so be sure to check the good old Sunday want ads.

2. Salaried Positions. You can still find openings in the newspaper, but you'll also want to look in the trade and professional journals relevant to your field. For example, if you're searching for a sales management position, in addition to SalesJobs.com, you'll want to review Sales & Marketing Management Magazine.

In addition, there's an association and magazine for virtually every industry, profession, and major occupation. Find association listings online or by using a library resource, such as the Encyclopedia of Associations.

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3. Higher-Paid Salaried Positions. It's pretty unlikely that you'll find job ads for highly paid positions, although nonprofit, education, and health care positions are often advertised this way. Searching for executive positions, you may have better luck with trade magazines and professional journals.

The Old-Fashioned Way: Contact Employers Directly

Contacting employers directly requires doing more research, but many people still find their jobs this way. Spend some time in the local library or online searching for addresses, phone numbers, and e-mail information for local employers. Again, how you conduct your search varies based on the job you want:

1. Hourly Wage Positions. You can sometimes walk into an employer's facility—be it a store, factory, or office—and ask for an employment application. You may be able to complete it on the spot, in writing; the prospective employer may also ask for a résumé or work history. Be ready, too, to be placed at a computer and asked to complete your application online.

2. Salaried Positions. Particularly when applying directly, be prepared to do more research for salaried jobs. Employers will probably direct you to apply via their career Web pages. But don't stop there. Find out who handles recruiting for the position, and if possible, the name of the hiring manager. This will take a few phone calls or e-mails and networking, but don't quit. Your chances of securing an interview are much better if you can communicate with an actual person. Continue to research the employer. You have to walk the line between being persistent and being a pain in the neck, but know that persistence pays off.

3. Higher-Paid Salaried Positions. You can try the methods suggested for lower-paying positions, but the time-proven way to get interviews for higher-paying jobs is through networking and connections. Start working the phones and visiting social-networking sites, such as LinkedIn. You'll be amazed at how often you can find someone who knows someone where you want to work.

Bob Skladany is the chief career counselor for RetirementJobs.com.

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Interviewing Strategies - Do I Fit the Company?

Debra Lea Thorsen

<http://www.jobbankusa.com/CareerArticles/Interview/ca70104a.html>

When you are interviewing for a new job, it is often difficult to tell if you are a good fit with a company. Often times, employees will put on their game faces and act happy even if that is not the entire story. And fitting in with a company's culture is imperative for getting ahead there and enjoying the corporate game. Many of my coaching clients like the work they do, but do not enjoy the work environment in which they do it. So, how do you tell if it is going to be a good fit?

Here are 5 questions that I recommend asking everyone that you meet within your prospective company:

1. What is the company's purpose?

If you ask five different people this question and get similar answers, then you can get a good idea of the company's purpose. You can then compare it to your personal purpose and mission statement and see if there is a good fit. If you haven't written your purpose or mission statement, now is a good time to write a Personal Purpose and Mission Statement.

If you ask five different people what the company purpose is and you get five completely different answers, then this should be a red flag. Interpreting this information will require you to use your intuition, because it could mean many things.

It could mean that the leadership of the company does not communicate effectively and clearly. It could mean that the only purpose of the company is to make money and the other purposes are secondary. It could mean that there is a lack of leadership in the company. What do you think this means?

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2. What is the mood of the company?

Ask people what is the mood of the company. This might take a little explaining, but you can get some valuable information from these answers.

Places, organizations, days, and times of day all have moods. You may notice that Monday morning and Friday afternoon have different moods. Also note that New York City has a different mood than the Bahamas. If you work for a company, you may notice that there is a certain mood that permeates the organization.

Moods are contagious. If you spend 40 plus hours working in a company, chances are that you will begin to absorb the mood of the company at some point. This is great if your company's mood is one of excitement or ambition. Not so great if your company's mood is one of resignation or frustration.

3. What are the values of the company?

As with the first question on purpose, you should get similar answers from everyone that you ask. Maybe not the same exact words, but the flavor of the responses should be similar. And watch out for cliché's like "superior customer service" and "being the world class supplier of technology solutions". Also, pay attention to the emotional responses and body language of the people you ask this question. Do their emotions and body language seem in sync with their answers?

What you want to know is, "Are the values of this company in alignment with my values?" They don't need to be identical. But, there will be problems if they are in conflict with your values. If you aren't clear on your personal values, now is a good time to clarify your values.

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4. How would you characterize the leadership style of the CEO?

There are lots of leadership styles in the business world today. They run the continuum from command-and-control leadership to collaborative. The CEO's leadership style will set the tone for the whole organization. It doesn't necessarily mean that if the CEO has a command-and-control style your immediate boss will, but you will know what it takes to succeed and thrive at this company.

If you learn that the CEO is a real command-and-control type and you are comfortable being part of a hierarchy, then no problem. But, if you are a free spirit who likes a lot of independence, this might be a red flag.

5. Do the leaders at this company walk their talk?

You might not get a straight answer on this one, but it is definitely worth asking. One of the biggest issues that I find in companies is leaders who say one thing and do something else.

Before you go on the interview, spend some time envisioning the work environment in which you will thrive. What does an optimal work day look like? The clearer and more detailed your picture is the better. With a clearer picture of what you are looking for, you can view the company you are interviewing with a discerning eye.

Debbie Thorsen is a certified coach who helps people reframe problems and situations in a positive way so that action and learning is possible. She often sees new and exciting opportunities where her clients feel hopeless and stuck.. Debbie can be reached at coach@corporaterebels.com

Assess Company Culture to Find the Best Fit

By Michael Neece, Monster Contributing Writer

<http://career-advice.monster.com/job-interview/Interview-Preparation/Assess-Company-Culture-Best-Fit/article.aspx>

Landing a great job involves more than interviewing well, getting an offer and earning a paycheck. While it's the interviewer's responsibility to assess your skills and experience, it's up to you to determine whether a particular employer is aligned with your core values and beliefs.

Working at a company with values inconsistent with yours is stressful, unrewarding, even depressing at times. No matter how great the position and salary, if you're working in a caustic, understaffed and unethical culture, you'll feel unfulfilled.

The job interview is your best opportunity to assess the work environment and organizational norms. But how can you assess the culture while you're being interviewed?

Organizational culture is dictated by the values, behaviors, beliefs and norms that permeate the group. Culture is expressed through the words and behaviors of each employee. Company or department leadership sets the overall tone.

Recruiters and managers often say that a candidate "fits" or "doesn't fit" to explain why a candidate should be offered a job offer or not offered one. What interviewers are really saying is the candidate fits or doesn't fit into the company culture. Many companies, in an effort to perpetuate their corporate cultures, hire people they feel fit and reject candidates whom they think do not fit their culture.

You should be sure the culture works from your standpoint as well. Rarely will you find a work environment totally aligned with your values, but you should be able to find organizations where the culture and your values can coexist.

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Interviewing & Job Placement Essentials: Research Company and Assess Fit

Be a Keen Observer

Here are some of the things to be cognizant of during your interview experience:

- How are you treated while interviewing?
- What phrases do the interviewers use frequently?
- Is there a theme or unspoken tone to the questions asked?
- How does the environment feel to you?
- How prepared are the interviewers? Are they on time?
- Were you given an interview schedule?
- Were you treated like a prisoner or a guest?
- Are your responses to questions treated with suspicion or professional curiosity?
- How considerate is the company recruiter?

Ask for Details

Of course, digging up facts about company culture doesn't have to be an altogether clandestine effort. You can simply ask questions about organizational culture. Here are a few to consider:

- What three words or phrases would you use to describe the company or department culture?
- How does the company (team) handle conflict or differing opinions?
- How does the company recognize employee accomplishments?
- Does the company have a code of ethics?
- Please describe the leadership or managerial style at your company.
- What qualities do the most successful employees in your company possess?
- What is the company's attitude toward professional and educational advancement?

Job interviews are business events where your talents are evaluated -- and they are also your opportunity to evaluate how the company's culture complements your values. Be sure to make the observations and ask the necessary questions to make a good assessment of whether the culture is the right fit for you.

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2009 AARP Best Employers for Workers Over 50

http://www.aarp.org/money/work/best_employers/best_employers_list_2009/

This biennial recognition program honors companies and organizations who value the workers that are 50+.

1. Cornell University
2. First Horizon National Corporation
3. National Institutes of Health
4. The YMCA of Greater Rochester
5. National Rural Electric Cooperative Association
6. S. C. Johnson & Son, Inc.
7. Massachusetts Institute of Technology
8. Stanley Consultants
9. Brevard Public Schools
10. George Mason University
11. City of Glendale, Arizona
12. Securian Financial Group
13. Dept of Veterans Affairs, Veterans Health Admin.
14. Nevada Federal Credit Union
15. Pinnacol Assurance
16. Oklahoma City University
17. Intuitive Research and Technology Corporation
18. Blue Cross and Blue Shield of North Carolina
19. DentaQuest
20. Adecco Group North America
21. Manheim
22. Commonwealth of Massachusetts--Executive Branch
23. Lee County Electric Cooperative
24. Virginia Commonwealth University
25. GlaxoSmithKline
26. The Aerospace Corporation
27. ACUITY
28. Harvard University
29. Pepco Holdings, Inc.

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Interviewing & Job Placement Essentials: 50 Best Companies to Work For

30. F.E.G.S. Health and Human Services System
31. San Antonio Lighthouse for the Blind
32. Horizon Blue Cross Blue Shield of New Jersey
33. University of Pittsburgh
34. Solix Inc.
35. Avis Budget Car Rental, LLC
36. S&T Bank
37. Michelin North America
38. Pearson
39. Corinthian Colleges, Inc.
40. FCCI Insurance Group
41. Hanson Professional Services Inc.
42. Union Bank
43. MEI Technologies, Inc.
44. Intel Corporation
45. FINRA
46. Winston-Salem Industries for the Blind, Inc.
47. GA Department of Human Resources
48. Express Employment Professional
49. Prestige Services, Inc
50. University of St. Thomas

AARP also recognizes the top 15 Hospitals/Health Care Organizations that value workers that are 50+.

- | | |
|--|--|
| 1. Atlantic Health | 9. University of Texas M. D. Anderson
Cancer Center |
| 2. Lee Memorial Health System | 10. West Virginia University Hospitals |
| 3. Mercy Health System | 11. Pinnacle Health System |
| 4. Bon Secours Richmond Health
System | 12. Northern Michigan Regional Health
System |
| 5. Jennings Center for Older Adults | 13. MidMichigan Health |
| 6. WellStar Health System | 14. Central Florida Health Alliance |
| 7. Scripps Health | 15. Saint Vincent Health System |
| 8. TriHealth, Inc. | |

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Interviewing & Job Placement Essentials: 50 Best Companies to Work For

AARP National Employer Team

By: AARP.org | Source: AARP.org |

http://www.aarp.org/money/work/articles/national_employer_team.html

These companies, formerly known as Featured Employers, joined with AARP in this program because they recognize that older workers make up a very important part of the workforce. They want to hire older workers because they know that we bring leadership, experience, and skills to do the job.

Retail

The retail industry is one of the biggest employers in the country. Retailers sell goods and products to consumers. There are many different kinds of retailers, including department stores, specialty stores, discounters, catalogs, Internet sites, independent stores, chain restaurants and grocery stores. Retailers have a real need for employees who have good people skills.

Many salespersons work evenings, weekends, and long hours from Thanksgiving through the beginning of January, during sales, and in other peak retail periods.

Types of Jobs Available

Salespersons	Cashiers	Counter and rental clerks
Purchasing manager and buyers	Merchants	Administrative support
Industry experts	Pharmacists	Skilled artisans

Unique Features

There are a lot of opportunities for part-time and temporary work in retail. These jobs are great for people who want more income each month.

Featured Employers

- The Home Depot
- Borders Group
- CVS/pharmacy
- Walgreens
- Toys R Us / Babies R Us
- Staples, Inc.

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Interviewing & Job Placement Essentials: 50 Best Companies to Work For

Health Care

Health care is one of the biggest businesses in the country. It's also growing at a very fast pace, and there are lots of job opportunities in this area. Most health care companies employ either doctors, dentists, or health workers. The health services industry includes anything from small-town private practices with small teams to busy inner-city hospitals that provide thousands of different kinds of jobs.

Health care includes the following nine kinds of companies: hospitals, nursing and residential care facilities, offices of physicians, offices of dentists, home health care services, offices of other health practitioners, outpatient care centers, other ambulatory health care services, medical and diagnostic laboratories.

Types of Jobs Available

Nurses	Doctors	Paramedics
Administrative support	Housekeepers	Phlebotomists
Dietary and clinical technicians	Lab technicians	

Unique Features

The health care industry is facing a shortage of workers, especially nurses. There are lots of opportunities in this field.

Featured Employers

- WellStar Health System
- Johns Hopkins Medicine
- Quest Diagnostics
- Scripps Health
- Universal Health Services

Caregiving

The Caregiving industry is a smaller part of the Health care industry and is made up of businesses that provide care giving services to adults as well as infants and children.

There are a number of trends that contribute to the rapidly increasing demand for caregiving services to adults:

- The cost of institutionally-based healthcare continues to climb;
- More and more seniors are opting to remain in their comfort of their homes as long as possible;

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Interviewing & Job Placement Essentials: Research Company and Assess Fit

- More and more boomers who need care for aging parents live long distances from those parents; and
- Advances in in-home medical technologies are making in-home caregiving more feasible and cost-effective.

In addition, in many homes both parents work outside the home so, parents need caregiving services for their children, and many employers now offer caregiving services to children and seniors as an employee benefit. Thus, the caregiving industry provides many new employment opportunities for mature workers.

Adult caregiving organizations frequently offer free training to those who want to provide hands-on personal care, homemaker and companion services. These services often supplement home-based skilled nursing in the home, services done by trained professionals under a doctor’s prescription. Those skilled services include physical therapy, counseling, occupational and vocational therapy and high-tech care, such as intravenous therapy.

Organizations that provide caregiving services to children provide care to preschoolers, but often care for older children when they are not in school. They may also offer pre-kindergarten educational programs. And there are opportunities to provide home-based personal and medical care for children with special needs.

Types of Jobs Available

Child care worker	Baby sitter
Infant nurses	Nannies
Homemaker/ Housekeepers	Teachers
Administrative/Support Staff	Corporate/Regional Management
Home Health Aide	Home Care /Visiting RN, LPN
Companion Caregivers	General Office
Nurse Aide/Personal Care Assistant	Marketing Professional
Staffing/Service Coordinator	Outside Sales Professional
Certified Nurse Assistant	

Featured Employers

- Bright Horizons Family Solutions
- Home Instead Senior Care
- Right at Home
- Synergy HomeCare

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Interviewing & Job Placement Essentials: Research Company and Assess Fit

Business and Marketing Services

The business services (also called “business process outsourcing”) industry provides routine support for the day-to-day operations of companies that don't want to do those jobs themselves. The support may be administrative or managerial. Depending upon the types of job, they may be located on- or off-site. For instance, mail room services may be on-site at the company needing the service while call centers may be at the business service company.

The marketing sales industry includes merchandising service organizations, event marketing and demonstrations. These are the companies that help other companies sell their products.

Types of Jobs Available

Business Services	Marketing Services
Office administration	Merchandising
Personnel management	Marketing
Document preparation	Sales
Clerical services	Management
Customer service and sales	
Call center operations	
Mail room operations	

Unique Features

Jobs in business and marketing services may involve traveling around and working in different places day-to-day.

Featured Employers

- AnswerNet Network
- News America Marketing
- Pitney Bowes, Inc.
- APAC Customer Services, Inc.
- Sitel, Corp.



Interviewing & Job Placement Essentials: Research Company and Assess Fit

Communications

There are many different types of jobs in communications. Two important areas are telecommunications and cable communications. Both of these industries offer many services to the public. Some of these services include television, Internet and phone. Many people who work in communications know a lot about technology. There are also people who work in this industry who provide administrative support for their companies.

The marketing sales industry includes merchandising service organizations, event marketing and demonstrations. These are the companies that help other companies sell their products.

Types of Jobs Available

Customer service representatives	Technical operators
Engineers	Information Technology specialists
Call center operations	Administrative support jobs
Installation, maintenance, and repair	

Unique Features

The communications industry is changing at a fast pace. Workers in this industry will constantly learn new skills during their career.

Featured Employers

- AT&T
- Comcast Cable Communications, Inc.
- Verizon

Federal Government

The Federal Government is the Nation's single largest employer. Its essential duties include defending the United States from foreign aggression and terrorism, representing U.S. interests abroad, enforcing laws and regulations, collecting income taxes, and administering domestic programs and agencies. In 2004, the Federal Government, excluding the Postal Service employed about 1.9 million civilian workers, or about 1.3 percent of the Nation's workforce.

Due to the wide range of Federal jobs, working conditions are equally variable.

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Interviewing & Job Placement Essentials: Research Company and Assess Fit

While most Federal employees work in office buildings, hospitals, or laboratories, a large number also can be found at border crossings, airports, shipyards, military bases, construction sites, and national parks. Work environments vary from comfortable and relaxed to hazardous and stressful.

Even though the headquarters of most Federal departments and agencies are based in the Washington, D.C. area, only 1 out of 6 Federal employees worked in the vicinity of the Nation's Capital in 2004.

Types of Jobs Available

Life, physical, and social science occupations

Lawyers, judges, law clerks and related workers

Computer specialists

Accountants and auditors Office and administrative support occupations

Electronic equipment mechanics, installers, and repairers

Correctional officers and jailers, detectives and criminal investigators, and police officers

Featured Employers

- Internal Revenue Service
- Peace Corps
- Office of Disaster Assistance (SBA)

Financial

Finance and insurance companies offer financial services. This is one of the largest businesses in the country. There are many different kinds of companies in this industry. Some offer financial advice, some offer banking, and others offer insurance products. While many workers in this industry work for large or small companies, others are their own boss.

Interviewing & Job Placement Essentials: Research Company and Assess Fit

Types of Jobs Available

Financial services sales agents	Brokerage clerks
Customer service representatives	Accountants and auditors
Financial managers	Financial analysts
Personal financial advisors	Bank tellers
Loan and credit clerks	General office clerks
Bookkeeping	Accounting
Auditing clerks	

Unique Features

There are many jobs in this industry. While some positions require a lot of experience and skill, others are good for individuals who want to start a career.

Featured Employers

- MetLife, Inc.
- New York Life Insurance Company
- Principal Financial Group
- SunTrust Bank

Hospitality and Other Industries

There are several different types of employers in the hotels and other accommodations industry category that cater to the varying needs of the customers that use their services. This industrial sector includes all types of lodging services, from luxurious five-star hotels to youth hotels and RV parks. In 2006, approximately 62,000 establishments provided overnight accommodations to suit many different needs and budgets.

The majority of establishments in this category are hotels and motels that can be classified as full-service or limited service. Full-service properties offer a wide range of services to their guests and include at a minimum a restaurant, beverage-service options, and room service. Larger properties typically include retail shops of some kind, whether they are gift shops, newsstands, or convenience shops. Many offer laundry and valet services, fitness centers and/or health spas, swimming pools, and beauty salons. Limited-service hotels are freestanding properties that do not have

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on-site restaurants or the other services that full-service hotels offer, because those with limited service also have small staffs consisting of front-desk and housekeeping workers. Limited-service hotels do, however, typically offer continental breakfasts, vending machines, Internet access, and possibly unattended swimming pools.

Types of Jobs Available

Housekeeping	Food Preparation	Food Service
Chefs	Head Cooks	Wait Staff
Baggage Porters	Cashiers	Counter and Rental Clerks
Front Desk	Office & Admin	IT Staff
Management, Business, & Financial Operations		Other

Unique Features

There are many opportunities for seasonal and part-time work in the hotels and other accommodations industry. To attract and retain workers, the industry is placing more emphasis on training and retaining workers. Additionally, new hotels are expected to open providing additional job opportunities.

Featured Employers

La Quinta Hotels

Staffing and Security Services

Staffing companies employ workers who then work for other employers. For example, while the worker does the day-to-day work for Company A, they actually get their paycheck and benefits from Company B (the staffing company). Many jobs for staffing companies are temporary. Employees who work for a staffing company may end up working for many different companies during their time there. There are staffing companies for every profession, ranging from entry-level to highly skilled. Some staffing companies offer staffing security services for client companies.

Types of Jobs Available

Construction laborers	Human resource specialists
Office & administrative support	Office clerks
Labor relations managers & specialists	Supervisors & managers
Personal and home care aides	Receptionists
Professionals and executives in nearly every major industry	

Job opportunities in the security services include security officers, supervisors and managers.

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Interviewing & Job Placement Essentials: Research Company and Assess Fit

Unique Features

While many job opportunities are for temporary, or 'temp' workers, these jobs often turn into full-time, regular employment. Working for a staffing company is a great way to try different kinds of work.

Featured Employers

- Adecco
- AlliedBarton Security Services
- Express Employment Professionals
- Kelly Services, Inc.
- Manpower, Inc.
- Robert Half International
- Spherion Corporation
- Vedior North America

Transportation and Travel

The transportation industry is made up of companies that provide transportation of passengers and cargo. There are also lots of support activities for different kinds of transportation. Transportation companies use equipment or transportation related facilities to move goods from one place to another. The type of equipment depends on the mode of transportation. Different kinds of transportation include air, rail, water, road, and pipeline. The trucking industry is a big part of the transportation industry and delivers everything from automobiles to canned foods. Firms of all kinds rely on trucks for pickup and delivery of goods because no other form of transportation can deliver goods door to door.

The travel services industry helps people get from one place to another. Travel services is an industry that is made up of lots of different parts. These parts include transportation, retail, and service industries.

Interviewing & Job Placement Essentials: Research Company and Assess Fit

Types of Jobs Available

Travel	Transportation / Trucking
Customer service	Long-distance drivers
Logistics	Flight attendants
Management	Heavy truck and tractor-trailer drivers
	Light or delivery services truck drivers
	Driver/sales workers or route drivers
	Administrative support

Unique Features

The increased use of rail, air, and ship transportation requires truck drivers to pick up and deliver shipments. There is a big need for long-distance drivers because these drivers transport perishable and time-sensitive goods more efficiently than other kinds of transportation.

Featured Employers

- Avis Budget Group / ABG
- Schneider National, Inc.



Making a Smooth Transition When You Return to Work

Robert Half International

<http://www.careerbuilder.com/Article/CB-1399-Changing-Jobs-Making-a-Smooth-Transition-When-You-Return-to-Work/?pf=true>

1. Take some time. You probably have a routine you've followed since you've been out of work -- or perhaps a lack of routine was your routine. If you have the flexibility, give yourself a week, or at least a few days, to prepare for the transition. You might start waking up earlier to get used to your new schedule or plan a trip to the new museum exhibit you've been hoping to catch. However you choose to spend your time, your goal should be to start your new position well-rested and ready to go.

2. Conduct more research. You probably learned a good deal about your new employer in preparation for the job interview. Now that you've been hired, look for additional information about the firm on the Web and ask your boss for materials that might help you prepare for your new role, such as the employee handbook or background on a large project you'll be contributing to right away. Also, tap your network to see if you have any connections to current employees.

3. Think about the details. Before you start your new role, take care of all the little things, such as taking your clothes to the cleaners or doing a dry run of your commute. Though small, these tasks are important, and you don't want them to slip through the cracks. After all, you wouldn't want to be late on your first day of work because you didn't realize there was construction on your commute route.

4. Talk to the boss. It's essential that you and your manager are on the same page once you start your new job. Plan to meet with your supervisor during the first few days to discuss your responsibilities and how your position fits into the grand scheme of things. Ask what your priorities should be and how your performance will be evaluated.

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Interviewing & Job Placement Essentials: Job Retention

5. Assess the culture. In your new role, spend some time studying the work habits of your colleagues. Note when people arrive and leave, the preferred communication style, and whether people take work home. Adjust your own habits accordingly.

6. Connect with colleagues. Make a point of getting to know those with whom you'll be working. That means speaking to them for a longer period of time than the introduction you'll likely get on your first day. You might, for instance, arrange to meet a member of your team for coffee or lunch for a more extended conversation. Your goal is twofold: You want to learn specifics about the other person's role, how his or her responsibilities affect your own and how you can most effectively work together. You also want to get to know him or her on a personal level -- after all, you'll be working together every day. While you want to focus first on your immediate team, don't limit yourself to these individuals -- it's helpful to get to know people you'll interact with in other departments as well.

7. Don't overdo it. Begin your new position with a can-do attitude and a desire to pitch in where needed. But don't bite off more than you can chew. You need time to get acclimated to the company and position. Let your supervisor know when you're ready to take on more, but don't volunteer for new projects if you're not completely confident you can handle the extra work. Although you want to be perceived as a go-getter, failing to meet expectations at the outset will have the opposite effect.

How to Deal with Stress at Work

By Elizabeth Scott, M.S., About.com Guide

http://stress.about.com/od/workplacestress/a/stress_work.htm

1. Start Your Day Off Right. After scrambling to get the kids fed and off to school, dodging traffic and combating road rage, and gulping down coffee in lieu of something healthy, many people come in already stressed, and more reactive to stress at work. In fact, you may be surprised by how much more reactive to stress you are when you have a stressful morning. If you start off the day with good nutrition, proper planning, and a positive attitude, you may find the stress of the workplace rolling off your back more easily. (See this article for morning stress relief strategies.)

2. Be Clear on Requirements. One of the factors that contributes to job burnout is unclear requirements. If you don't know exactly what's expected of you, or if the requirements keep changing with little notice, you may find yourself much more stressed than necessary. If you find yourself falling into the trap of never knowing if what you're doing is enough, it may help to have a talk with your supervisor and go over expectations, and strategies for meeting them. This can relieve stress for both of you!

3. Stay Away From Conflict. Because interpersonal conflict takes a toll on your physical and emotional health, and because conflict among co-workers is so difficult to escape, it's a good idea to avoid conflict at work as much as possible. That means don't gossip, don't share too many of your personal opinions about religion and politics, and try to steer clear of colorful office humor. Try to avoid those people at work who don't work well with others. If conflict finds you anyway, try these conflict resolution strategies.

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4. Stay Organized. Even if you're a naturally disorganized person, planning ahead to stay organized can greatly decrease stress at work. Being organized with your time means less rushing in the morning to avoid being late and rushing to get out at the end of the day. Keeping yourself organized means avoiding the negative effects of clutter, and being more efficient with your work. For more on organization, visit About.com's Personal Organization site.

5. Be Comfortable. Another surprising stressor at work is physical discomfort. You may not notice the stress you experience when you're in an uncomfortable chair for a few minutes. But if you practically live in that chair when you're at work, you can have a sore back and be more reactive to stress because of it. Even small things like office noise can be distracting and cause low-grade frustration. Do what you can to ensure that you're working from a quiet, comfortable and soothing workspace.

6. Forget Multitasking. Multitasking was once heralded as a fantastic way to maximize one's time and get more done in a day. Then people started realizing that when they had a phone in their ear and were making calculations at the same time, their speed and accuracy (not to mention sanity) suffered. There is a certain kind of frazzled feeling that comes from splitting one's focus that doesn't work well for most people. Rather than multitasking, try a new strategy known as chunking [sic] setting aside blocks of time to focus on specific tasks.

7. Walk at Lunch. Many people are feeling ill effects from leading a sedentary lifestyle. One way you can combat that, and manage stress at work at the same time, is to get some exercise during your lunch break and perhaps take short exercise breaks throughout the day. This can help you blow off steam, lift your mood, and get into better shape.

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

This Isn't Your Father's Mentoring Relationship

By Sacha E. Cohen, November-December 2003

<http://www.aarpmagazine.org/lifestyle/Articles/a2003-09-17-mentoring.html>

Mentoring across all generations has become an integral part of corporate culture

The concept of "reverse mentoring" gained widespread attention when Jack Welch, then-chairman of GE, instructed several hundred of his top managers to work with younger employees to learn about the Internet. These days, it doesn't matter whether it's a Generation Xer helping a baby boomer learn a new technology or a 62-year-old manager passing on leadership tips to a 26-year-old colleague—mentoring is valuable at any age.

Three years ago, Janice Davis, 57, a marketing analyst at The Hartford Financial Services Group, realized there was a lot she didn't know about intranets, extranets, and the Internet. So she turned to a colleague, 30-year-old Christine Castonguay, a web marketing consultant, for help. Davis asked if she could sit in on intranet design meetings, and she also began working directly with Castonguay to put some of her marketing projects on the corporate intranet.

"Usually, I'm the mentor, and I like that a lot, but it's really nice to have other people teach me things," says Davis. "There are many people here that give of their time and explain things. It's amazing how much people love to tell you what they know about. For me, it's about being excited about learning something new."

Castonguay has also benefited from her role as teacher. "When you work in a large corporation and you're one of the younger individuals, it's nice that people see value in your capabilities and they come to you and you have a feeling of expertise and knowledge," she says.

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She also learned that visual instruction—at the computer, walking Davis through the site—worked best, rather than "telling" via email. "Face-to-face communication and having visual representation is critical," Castonguay says.

Beverly Kaye, co-author of *Love 'em or Lose 'em: Getting Good People to Stay* (Bennet-Koehler, 1999), says it's important for workers to seek mentors up and down the corporate ladder—including people who report to you and employees in other departments. "There are many golden opportunities for seasoned employees to learn new tricks, update their skills, and stay on top of changes in their field," she says.

It's also important to be very specific about what you want to learn from your mentor. Suggests Kaye, "You might say 'I watched the way you put together that presentation, and I'd love to know how you did it.'" Then, ask what you can do for that person in return.

Kaye also points out the importance of looking at new hires as potential mentors. "New hires come into an organization with great state-of-the-art knowledge and technical expertise," she says. "But often we move too quickly to inculcate them into our way of doing things." Instead, ask the new employee about what his or her old organization did well. "You can learn from this, and you'll make the new hire feel good at the same time," explains Kaye.

A mentoring relationship is most likely to flourish if the participants understand what's important to different generations. For some people—most often, those born between 1925 and 1942 (the Silent Generation)—sharing their vast knowledge and learning new things are vital. "Try a give-and-take mentoring relationship; you provide training or insights into new aspects of work for your Silent protégé, and they share their historical knowledge of your company or workplace," advises Kaye. "When mentoring Silents, give them specific goals and action plans to reach those goals and set up regular times to meet. They are comfortable with ground rules and definite steps."

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Others—such as many baby boomers, who have dominated the workplace for many years—may view change as painful but inevitable. (Boomers, however, known for redefining themselves and their careers, often make ideal candidates for mentoring, explains Kaye.) "Instead of losing these valued employees to new ventures, consider working with them to discover ways to rejuvenate their current position," she says. Try an informal mentoring relationship in which you "engage in casual conversations and spontaneous meetings rather than keeping set appointments." And some employees—think Gen Xers, born between 1965 and 1976—are quite adaptive, even if they often work independently. They don't like to be micromanaged, but they do appreciate giving and getting feedback. A good way to begin a mentoring relationship with these folks is to set expectations and guidelines for measuring progress. They like to handle challenges with minimal supervision but appreciate support and suggestions.



Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Use It or Lose It: Maintain Your Competitive Edge as You Age

Roger Seip

<http://www.diversityworking.com/communityChannels/matureWorker/newsComment/story.php?ncid=150>

If you believe that accelerated loss of your mental acuity is inevitable with age, and that the loss of your competitive edge is certain to accompany that memory loss, you're not alone. But you are wrong. Age does have some effect on memory, but it's not an especially significant factor. Nonetheless, people tend to use their age as an excuse for poor or weakened performance. In fact, the opposite is true: For most people in business, the prime earning years are their 40s and 50s because they have invaluable maturity and experience. However, sometimes people in middle age enter a very self-defeating cycle, doubting themselves and losing confidence in their abilities.

Be Like Mike...With Your Brain

No matter what your age, developing or training the memory is, in many ways, like playing a sport. Consider basketball: Although certain individuals are undoubtedly genetically more gifted ballplayers - they're 7 feet tall, extremely strong, very fast, and have great hand-eye coordination - anyone can learn to play basketball reasonably well, with training and a lot of practice, even if you're 5'2" and not much of a jumper. People commonly misperceive memory as a talent, not a skill. While some people do possess the genetic gift of a brain wired for superior recall, the truth is that everybody can make major improvements in their memory function with training and practice regardless of age, education, IQ, or any other factor. You're not going to be a superstar professional athlete without some God-given talent, but most people, when it comes to using their brains, don't need to be superstars; they just want to lead productive lives. And that is definitely achievable.

Older Really Can Mean Wiser

Age is a factor in training your physical body, and it's no different when training your brain. Although few people can run a mile faster at age 40 than they could at age 20, if you're motivated and committed, you can still run a pretty darn fast mile at

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age 40. Your results will be quicker and more dramatic when you're younger, but a very inspiring key difference between athletic training and brain training is that while you can't get stronger, faster, and more coordinated as you get older, it's totally realistic to expect to continue to grow wiser - more effective mentally - in later years. Wiser is fine, but doesn't everyone inevitably get more forgetful when they age? Yes, hormonal changes as we age do have some impact on our memories, but people tend to blow this factor way out of proportion and make it way more of an issue than it really is. In most cases, you're actually not more forgetful than you ever were; you just notice more when you are forgetful. You know the phenomenon where you walk into a room and then you can't remember what you walked into the room for? That's known as 'walking into the hereafter.' Because you walk in and you think, "Now what was I here after!?" You don't walk into the hereafter any more now than you did when you were seventeen, but you're more aware of it now when you do. Why? For one thing, you hear doctors say, "Vigilantly watch for short term memory loss, because if it starts happening more, you may need a check-up for Alzheimer's." We're hyper-aware, therefore, of every time we have a "hereafter" moment, and this fearful mindset about getting Alzheimer's disease in turn makes us notice even more every time it happens. The other reason you may feel more forgetful, even though you're not, comes from the power of negative thinking. Many people create a sort of self-fulfilling prophecy in which they subconsciously create their own forgetfulness, actually starting to forget more because they believe aging will make them forget more often.

Six Steps to Sharpen Mental Function

As with sports, having a good memory is a matter of conditioning, commitment, and positive thinking. When you realize that you create the notions that your mental faculties decrease and you grow less effective as you age, then you have the power to change that idea. Once you've accepted that, you can keep your brain in top shape as you age by taking the following steps:

1. Remember: forgetting is no big deal

Because the language you use has been proven to become your reality, choose positive self-talk. You can convince yourself that anything is possible just as easily

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as you can talk yourself into believing that something is impossible when it's really not. Don't use language that makes a catastrophe of something that's really not a big deal. When you lose your keys for five minutes, for example, don't tell yourself, "Oh my God! I obviously have Alzheimer's!" when really you just lost your keys, a meaningless and common phenomenon you'd not have thought twice about a few years before.

2. Maintain a positive attitude...within reason

Zig Ziglar has famously said that a positive attitude will not help you do anything that you want to do. A positive attitude will not magically transform the talentless into superstars, nor will it make basketball great Shaquille O'Neal into a good horse jockey. But a positive attitude will help you do everything better than a negative attitude will.

3. Make little changes for a big difference

Remove the words "forget" and "forgot" from your vocabulary. Instead of saying, "I forgot her name," try saying, "I can't recall her name right now." It may sound like a silly little change, but you're actually re-training your brain. When you say, "I forgot," your brain processes, "Oh, I'm old and getting stupider by the second." But when you say, "I can't recall," you cut yourself and your brain some slack, making it much easier to recall the information later. This perception change will have an immediate effect on your ability to recall the information you're seeking.

4. Manage your stress in the moment

Stress is the number one killer of your recall. If you can't immediately remember something, don't freak out. Just take a deep breath and think positively that eventually you will remember. Tell yourself, "I know this. It will come to me."

5. Exercise your brain and body

Research shows that a combination of mental and physical activities can protect your memory and help keep you alert. Overall physical health will translate into overall mental health, better memory, and sharper mental faculties all around. Exercise maintains heart health and opens blood vessels; in turn, brain cells get the nutrients that ensure peak performance. Exercise your brain, too, by doing crossword puzzles, solving brain teasers or playing Sudoku. Mental games and exercises have been proven to have a definite effect on mental agility as people age. Reading good, challenging books that make you think is also an essential mental exercise to stay sharp. Also get sufficient sleep and take a vacation every once in awhile.

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6. Train your brain

Exercising a muscle means you're using it, but not pushing it beyond its limits. Training involves going beyond where you've ever gone before. To train a bicep to be stronger, for example, you have to lift a weight that's heavier than one you've lifted before, or you lift it more times than you previously have. You must push it beyond its current limits. It's the same with your brain; you must continuously challenge your brain by learning new things. It doesn't really matter what you learn: cooking, a foreign language, history - anything so long as it's new.

With the Brain, It's No Pain, No Gain

While it may be uncomfortable at times - just as when you're training your body to be stronger - you must choose the pain of discipline over comfort if you want to maintain a competitive edge. Growing pains aren't nearly as bad as losing out to your competition or feelings of decrepitude, uselessness, or regret. If you can endure a little bit of pain every day as you take the steps necessary to add mental acuity to the wisdom and experience you've acquired with age, you will find that old advertising slogan is true: You're not getting older. You really are getting better!

Roger Seip is the President of Freedom Speakers and Trainers, a company that specializes in memory training. To learn more, visit www.deliverfreedom.com call 888-233-0407, or e-mail info@deliverfreedom.com

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Mentoring and Baby Boomers

Why Mentor? Mentoring Is a Strategic Business Imperative

From Judith Lindenberger, MBA and Marian Stoltz-Loike, Ph.D., for About.com
http://humanresources.about.com/od/coachingmentoring/a/mentoring_boom.htm
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Today, in our love affair with what's new, what's cutting edge, and what's technologically cool, it's easy to forget that knowledge also comes with experience. It may require a few hours of e-training or a semester-long course to learn how an energy pump operates, but it takes years and years of experience to recognize the sounds of a pump that is not operating properly. The only way to shorten that learning cycle is to have someone with more experience help to accelerate learning.

Businesses idolize youth and technological savvyness. Firms recruit new (and less expensive) talent in the belief that that's the way to build a competitive edge. But companies also recruit and retain mature employees because of respect for their knowledge. The best companies today will help their organizations transform the way they think about all of their employees. Each person brings different knowledge to the organization. Each generation brings something different and valuable to your organizational operations.

We've worked with business people across generations for many years and whether you refer to their sharing of knowledge and information as love, passion, or, more traditionally, as mentoring, we've repeatedly tried to foster the powerful synergistic release of cross-generational sharing, learning, and performance.

Baby Boomers As Successful Mentors

This brings us to the topic of baby boomers as mentors. The youngest baby boomers (born between 1946 and 1964) have just turned 40 and the oldest baby boomers are in their late 50s. There are 76 million baby boomers and they represent a great deal of knowledge, talent, and experience.

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Many baby boomers are looking for new ways to work—and are considering different business responsibilities, new opportunities, ways to give back to their organizations, or avenues for working with younger employees. Research has indicated that baby boomers like collaborative learning and working in teams. Mentoring provides a great opportunity to utilize baby boomers, but only when companies recognize that mentoring is a significant piece of a strategic plan to ramp up recruiting, retaining and increasing the knowledge and skills of talented employees.

Mentoring Helps Younger Workers Develop Their Talents

Younger employees routinely tell us of their disenchantment with their companies as they describe the onerous demands (and opportunities) placed on them by managers who may have confidence in their abilities, but lack the time or skills to help them succeed. Faced with frustration and afraid that they will fail, many of these younger employees tell us that they are planning to move on and look for a more supportive business environment. In fact, the average 30 - 44 year old has had up to ten different positions.

Most businesses could use their more experienced baby boomers, who have deep knowledge, impressive networks, and broad-based business experience, to buffer younger employees against frustration, focus on their career paths, and find places to acquire the skills-based knowledge necessary to succeed.

To be effective, mentoring needs to be done strategically and creatively. Here are some benefits and guidelines about mentoring from our experience.

Mentoring Guidelines

Make mentoring a strategic business imperative. Studies show that there is a positive correlation between a positive mentoring experience and an increase in productivity, employee retention and job satisfaction. Effective mentoring, however, is a tremendous time commitment on the part of the employee and the mentor.

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It will not work unless the company strategically acknowledges the value of mentoring by adjusting the mentor's other business responsibilities. Modeling from the top also works well. If your head of operations at a particular location is a mentor, it sends a powerful message to employees about the value placed on mentoring, and also the focus on people as the most important part of your business.

One senior VP at a financial services firm regularly mentors five or six people ... unless he feels that his skills set does not match the mentee's goals. Then he will recruit a more appropriate mentor for that individual. He sets stretch goals for his mentees and then provides them with tools and strategies to meet those goals. He often encourages them or selects them to present in front of senior management using their new skills.

Provide new perspectives. Encourage older workers to stop defining themselves in terms of their job titles and start reflecting on skills they have built, and knowledge that they have amassed. Today, jobs are about more than just upward mobility. Mentors can share their vision and career histories so that younger employees understand what they can learn through lateral career moves and on the job experience.

Share information. Mentoring can help boomers quickly learn about other levels within the organization. Says one mentor at a Fortune 1000 company, "As a leader, it has helped me to see the obstacles we inadvertently put in people's development." Mentoring can also help mature employees learn from and understand other generations. For instance, younger employees can help baby boomers with technical skills or provide marketing insights about a new generation of buyers.

Build skills. Mature workers benefit from being mentors by having the chance to learn more about and practice listening and coaching - skills which require maturity, confidence and experience to fully employ.

Reduce generational conflict. Most frequently reported generational conflicts are differing expectations regarding work hours, certain behaviors at work (e.g., use of cell phones), and acceptable dress. Another common issue is feeling that co-workers from other generations do not respect one another. Organizations can reduce generational friction with effective communication, team building, mentoring and recognizing the efforts of all workers.

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Enable knowledge transfer. Baby boomers retire, they take with them volumes of experience and information. Good working relationships between older and younger generations are critical in ensuring that this institutional knowledge is not lost as mature workers retire. The greater the mix of generations in an organization's workforce, the more important knowledge transfer becomes and the more powerful inter-generational synergy can be.

For example, younger employees often push back on managers, questioning the corporate rules and regulations. Typical questions may include, "Why do we have to come to work at 9 am?" or "If I come in late, why can't I make up the time?" **Mentors can often manage, explain and process this information differently and at times more effectively than managers.**

During the 1980s and 1990s many companies laid off significant numbers of employees. **Now organizations are faced with large numbers of employees getting ready to retire and the need to onboard younger workers and quickly move them up to supervisory and managerial positions.**

Younger managers may come to their new positions with little or no business-related experience and have trouble building their own credibility and integrating and respecting the knowledge and talent of mature subordinates. **Mentors can help these new managers develop business-related understanding** and strategize about using the talents of more experienced employees.

In our experience, we have seen baby boomers who are reluctant to mentor younger employees because they are afraid that once they share their knowledge, they will become extraneous and lose their jobs. In fact, in today's fast-paced business environment, it is the SMEs (subject matter experts) who can capably and articulately share what they know who are the most valuable to their organizations. Here are some tips for encouraging baby boomers to pass on organizational knowledge.

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Reward, don't punish, mature employees for mentoring. To entice baby boomers to become mentors, organizations should reward and recognize them for their contributions. Talk up mentoring in meetings, in speeches, in newsletters, in performance appraisal discussions and include mentoring in corporate awards programs. And, most important, don't replace mature mentors with their mentees before they retire or mentors will quickly conclude that being a mentor is a very bad idea.

Ask mature employees about someone who enabled them to succeed. In one study of people who had experienced effective mentoring, half of them said the mentoring experience "changed my life." Those are powerful words. It is equally powerful to know that you were the person who changed someone else's life.

Share mentoring results. Study after study in which mentors and mentees are asked how satisfied they are with the relationship report that the mentors are more satisfied. It just feels good to help someone else. Says one mentor; "It has been rewarding to be able to help people at critical stages of their career by helping them analyze where they are in their careers. Mentoring gets people in the right groove for long term career success."

Encourage mentors to pass on their life lessons. A key component of domestic saving in the United States in future decades will be the personal saving rate. That rate will depend on a number of factors, especially the behavior of baby boomers. As a mentee commented, "My mentor has helped me think about the future and gave me advice like start saving for your retirement today. The two percent on the personal side is really powerful."

Continue mentoring past retirement. The trait most attributed to baby boomers is the willingness to give maximum effort. Baby boomers are also rated as highly results-driven, very likely to retain what they learn; and low on their need for supervision. Many baby boomers plan to work at least part-time past the traditional retirement age. These characteristics show baby boomers to be eager workers who may be well suited to be brought back as consultants and mentors after their retirement.

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Mentoring is a process that is compatible with baby boomers' values and work style. Mentoring involves being collegial, talking, sharing (not telling), and developing solutions together. It is also optimistic, which is typical of most baby boomers' outlook on the world. We've found that when generations work together in strategic, business-related activities such as mentoring, everyone benefits. The mentee builds new business knowledge, and the mentor often gets reenergized and reengaged in business opportunities. We find unique satisfaction in nurturing these synergistic relationships.

One last point: **The business knowledge of 20-year-olds and that of 50-year-olds is profoundly different.** The technology facility and ability to multi-task among 20-somethings is unparalleled and impressive. But the knowledge, experience, creativity, and business acumen of 50-somethings is also unparalleled and equally impressive in a very different way. **Cross-generational mentoring provides one of the most significant ways for integrating these diverse abilities.**

As author Studs Terkel, now more than 90 years old, said, "Think of what's stored in an 80- or a 90-year-old mind. Just marvel at it. You've got to get out this information, this knowledge, because you've got something to pass on. There'll be nobody like you ever again. Make the most of every molecule you've got as long as you've got a second to go."

Judith Lindenberger is a two-time recipient of The Athena Award for Excellence in Mentoring and president of The Lindenberger Group, LLC. Contact her at 609.730.1049 or info@lindenbergergroup.com. Marian Stoltz-Loike, Ph.D., is the President of SeniorThinking. Contact her at Mstoltz-loike@seniorthinking.com

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Bridging the Generational Gap

Kelly Services

<http://www.careerbuilder.com/Article/CB-1409-The-Workplace-Bridging-the-Generational-Gap/>

Despite any sweeping changes that recent economic challenges have brought to the U.S. business landscape, many dynamics remain the same. Time passes, eventually to a brighter future. And with it, the generational shift in our workplace marches on, revolutionizing the way we all work together.

Most everyone recognizes the three main generations in the American workplace today: Gen Y (18-29), Gen X (30-47) and baby boomers (48-65). We understand that each age group brings a different perspective, its own unique expectations and its own culture. But how does this generational mix really affect our day-to-day affairs? And how can employers effectively manage a work force across multiple generations, with differing opinions and conflicting styles of communication?

No matter the age bracket -- to attract and motivate the best talent available today, companies must communicate a value proposition and actively engage employees in their work. But there are some key factors that managers should address in juggling their needs, according to the latest findings from a recent international workplace survey by Kelly Services.

Understanding the differences

The study concludes that differences in communication style and attitudes toward rewards are key factors that managers should address when addressing the needs of the three main generations. The Kelly Global Work Force Index obtained the views of nearly 100,000 people in 34 countries, including more than 13,000 across the United States.

When receiving rewards and bonuses, the younger workers of Gen Y largely prefer cash payments, while many older workers opt for nonmonetary rewards such as time off work and training opportunities. Baby boomers tend to be the most tolerant of generational differences. That group was also the most positive about the benefits to productivity of diverse input spanning all generations of the work force.

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Recognizing the needs and preferences of employees from different generations, cultures and life stages will go a long way toward ensuring that they are effectively engaged. Mike Webster, Kelly Services executive vice president and general manager, says that generational differences can sometimes cause friction between employees, but may not be as difficult to manage as is often imagined.

Leveraging the similarities

"A range of views and opinions from different perspectives is more likely to produce creative and innovative approaches. It is worth recognizing the differences in people's needs at different stages of their life and career in order to best manage a range of age groups in today's workplace," Webster says.

The survey discovered that although Gen Y is increasingly using instant messaging, all generations overwhelmingly prefer face-to-face discussion when communicating with colleagues, over any written or electronic formats. And workers share more common ground than they tend to think.

All age groups across the spectrum readily acknowledge that age-related differences affect the way people go about their work. But most are willing to bridge any perceived gaps -- with 72 percent saying they adapt their communication styles when dealing with colleagues from a different generation. Key findings from the U.S. show:

- Workers in the South are the most positive about the workplace benefits of generational differences, and those in the Midwest are the least.
- Respondents in the Northeast are the most concerned about the way they are being managed and rewarded.
- In the West, the greatest incidence of generational conflict in the workplace occurs among Gen X.

Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Bridging the gap

Baby boomers say they understand the generational differences better than their younger counterparts in Gen Y or Gen X. Yet across all age groups, the survey concluded that 39 percent of U.S. respondents actually think the differences among generations make the workplace more productive -- whereas just 22 percent thought that they interfered with productivity. An additional 26 percent said they make no difference.

Webster says it is important that employers recognize and effectively manage the key differences among generations in order to achieve a harmonious balance and a productive work environment, concluding, "Managers who can juggle the generational differences and harness the benefits will have a great advantage over their competition."

Kelly Services is a world leader in work-force management services and human resources solutions, providing employment to nearly 650,000 employees annually--with skills including office services, accounting, engineering, information technology, law, science, marketing, creative services, light industrial, education and health care. For more information, please visit www.kellyservices.com.

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Communicating Across Generations

By Kim Huggins

<http://ezinearticles.com/?Communicating-Across-Generations&id=1733210>

Today's workplace is made up of employees from four generations. Each generation has their own expectations and preferences when it comes to their work environment. For many reasons including technology, modifications to organizational structures and working arrangements, communication at work has changed significantly. The days of using face-to-face communication as the primary mode of sharing information are long gone and various other forms have taken its place. The challenge is that not everyone wants to be communicated with and to in the same way. Therefore, it is critical to understand the communication preferences of each generation and take them into consideration when conducting business. Let's explore the four generations, their history and some suggestions for communicating effectively with each of them.

Traditionalist

This generation was born before 1946. The radio was a large part of their lives and often information regarding world news and events was received this way. You may hear traditionalist talk about sitting around as a family after dinner and listening to the radio.

Many of the communication preferences that the traditionalists were raised with still exist for them today. They prefer a more formal style of communication. While traditionalists do utilize technology for work purposes, they still prefer communication to take place face-to-face, over the phone or through conventional mail systems. They also like the content of the information they receive to provide detail and data.

Communication Suggestions:

1. When setting up meetings contact them directly via phone or through their administrative assistant.
2. After a meeting, leave a copy of information with them and ask how they would prefer that you follow-up.
3. Send them hand written notes.
4. Keep presentations more formal, with limited amount of flash.
5. Avoid the use of acronyms, slang and foul language.

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Baby Boomer

Baby Boomers were born between the years of 1946 to 1964. The television came along during this generation and the way information was received took on a new meaning. Baby Boomers recall the black-and-white television with the turn dial and only three main channels. This generation has certainly embraced the use of technology for communication purposes but when surveyed, their preference is still face-to-face. In the workplace, they are disappointed with the amount of face-to-face communication that has been replaced by technology. They tend to prefer a more semi-formal style but often want details. Baby Boomers are very relationship oriented so it's important to take time to establish rapport and show a personal interest in them.

Communication Suggestions:

1. Make presentations more of a conversation and less of a speech.
2. If you are selling a product or service, link it to the business mission and impact on people.
3. Allow plenty of time for questions.
4. Solicit their opinion, ask for their input.
5. Use phone or email to set up meetings, follow-up.

Generation X

Gen Xers were born during the years of 1965 to 1981. There was quite a technology boom during this generation with the advancement of the personal computer in the early 1980's. Gen Xers have a more informal approach to communication and tend to rely heavily on the use of email. They also have a more direct style and like to get down to business quickly.

Communication Suggestions:

1. Be direct and straightforward.
2. Show respect for their time, avoid too much small talk.
3. When presenting, start with the bottom line. Tell them up front what you need or expect from them.
4. Do your homework and be well prepared.
5. Determine next steps prior to a meetings conclusion and ask for their preference on moving forward.

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Workplace Culture: Keep Pace with Younger Co-Worker (Mentoring)

Generation Y

Gen Y was born during the years of 1982 to 2000. The concept of the internet was born and information is now available 24 hours a day, 7 days a week. The primary mode of communication for Gen Y is instant and through the use of technology. They have cell phones, text messaging, instant messaging and blogs, just to name a few. They are very accustomed to getting information when they want it and have taken the concept of networking to a whole new level with social websites such as Facebook, My Space and Twitter.

Communication Suggestions:

1. Take a positive, collaborative approach.
2. Ask for their ideas and input.
3. Avoid treating them as a child or inexperienced.
4. Utilize technology as much as possible.
5. Don't pressure for on-the-spot decisions, allow time for reflection and further suggestions.

Building your awareness and understanding of the four generations and their preferences related to communication styles can be extremely beneficial in the business world. Everyone has less time on their hands. Use these communication suggestions to help enhance existing relationships and bridge gaps when forming new ones.

Kim Huggins is the President of K HR Solutions, LLC based in Harleysville, PA. Her company offers services in the areas of organizational effectiveness, leadership development and team dynamics. Kim is a nationally recognized trainer and speaker on the topic of Generational Differences. <http://khrsolutions.com>

Article Source: http://EzineArticles.com/?expert=Kim_Huggins

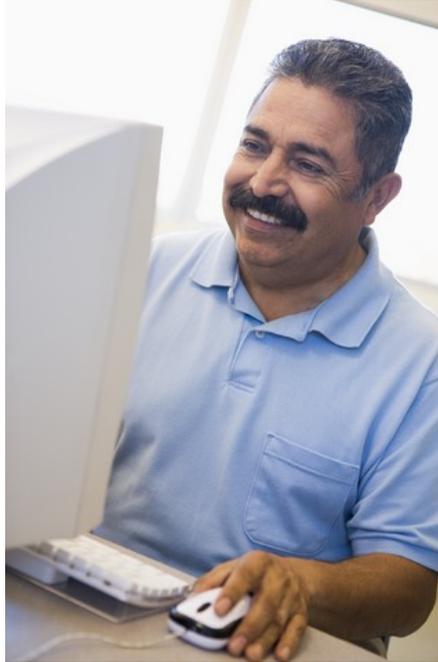
Social Security Benefits: SSI /SSDI Program Comparison

SSI/SSDI Comparison	
Supplemental Security Income (SSI)	Social Security Disability Insurance (SSDI)
Needs Based	Wage earners who paid FICA taxes
\$845 per month for individual; \$1,407.20 per month for couple (2010) *Other living situations will differ	Maximum monthly benefit: varies
Financial limitations (\$2,000 resource limit for individual; \$3,000 for couple)	No financial limitations
Automatic "No Share of Cost" Medi-Cal	Automatic Medicare after 24 months
Check arrives on the 1 st of each month	Check arrives on the 3 rd or on a following Wednesday
SSI Work Incentive Program	SSDI Trial Work Period
Annual financial review	Scheduled medical reviews

Topic 3: Resources

Social Security Benefits: SSI /SSDI & Disability Resource Information

Disability Benefits 101 (DB101) located at: <http://www.db101.org> allows you to predict what will happen with your benefits using your specific information.



If you'd like to apply for Disability Benefits or if you'd like to file for Retirement Benefits, you can do so online at: <http://www.ssa.gov>

Information about calling Social Security's toll-free number, (800) 772-1213:

-  If you have a touch-tone phone, you can get recorded information and some services 24-hours a day including weekends and holidays.
-  If you need an appointment or to speak to a service representative, call between 7 a.m. and 7 p.m. on business days.
-  If you are deaf or hard of hearing, call our toll-free TTY number, (800) 325-0778, between 7 a.m. and 7 p.m. on business days.

Social Security Benefits: SSI Retirement Age Requirements

Age To Receive Full Social Security Benefits	
Year of Birth	Full Retirement Age
<u>1937 or earlier</u>	65
<u>1938</u>	65 and 2 months
<u>1939</u>	65 and 4 months
<u>1940</u>	65 and 6 months
<u>1941</u>	65 and 8 months
<u>1942</u>	65 and 10 months
<u>1943--1954</u>	66
<u>1955</u>	66 and 2 months
<u>1956</u>	66 and 4 months
<u>1957</u>	66 and 6 months
<u>1958</u>	66 and 8 months
<u>1959</u>	66 and 10 months
<u>1960 and later</u>	67



Social Security Benefits: WIPA Overview & Resources

Work Incentive Planning & Assistance projects (WIPA)

One of the biggest concerns expressed by people receiving Social Security benefits is the fear that their SSI/SSDI payment will stop or that they will lose their medical benefits.

Meeting with a benefits counselor will help you to:

- ◆ Answer questions about Social Security work incentives.
- ◆ Understand the programs available to help you maintain your medical benefits as an eligible person with a disability
- ◆ Plan how work incentives & other federal, state & local assistance plans can help you return to work
- ◆ And, any other questions related to benefits and work.

In every state, there are programs funded by the Social Security Administration that provide free benefits planning services. They are called Work Incentive Planning & Assistance projects (WIPA). The benefits counselors are called Community Work Incentives Coordinators (CWICS). Most of these programs are run by community organizations, and provide SSA beneficiaries with disabilities FREE access to benefits planning and assistance services.

If you are comfortable using the Internet, you can also begin the process on your own. Disability Benefits 101 (DB101) located at: <http://www.db101.org> allows you to predict what will happen with your benefits using your specific information.

In Los Angeles, there are several WIPA projects that provide services based on a beneficiaries zip code or location.

LA County

AIDS Project LA

611 S. Kingsley Drive

LA, CA 90005

213-201-1365

Website: <http://www.apla.org>

Areas Served: San Bernardino County & parts of LA County

Social Security Benefits: WIPA Overview & Resources

Familia Unida

4716 E. Cesar Chavez Avenue,
Building A
LA, CA
323-261-5565
877-298-3267

Website: <http://www.msfamiliaunida.org>

Areas Served: Serving the counties of– Imperial, Kern, San Luis Obispo, Santa Barbara, Ventura, and parts of LA County.

Goodwill Southern California

342 N. San Fernando Road
LA, CA 90031
323-223-1211
323-539-2081 TTY

Website: <http://www.goodwillsocal.org>

Areas Served: San Bernardino County & parts of LA County

Human Potential Consultants, LLC

500 E. Carson Plaza Drive #127
Carson, CA 90746
310-756-1560

Website: <http://www.hpcemployment.org>

Areas Served: Serving parts of LA County: Avalon, Bellflower, Carson, Compton/Rancho Dominguez, East Rancho Dominguez, Compton/Rosewood, El Segundo, Gardena, Hawthorne (Hollywood Park), Hermosa Beach, Inglewood, Lawndale, Lennox, Lomita/Rancho Palos Verde, Long Beach, Lynwood, Manhattan Beach, Norwalk, Palos Verde Estates/Rolling Hills, Redondo Beach, San Pedro, Signal Hill, South Central (City of LA), Torrance, Watts (City of LA), Willowbrook, and Wilmington (City of LA).

Social Security Benefits: Resources I Need Worksheet

Resources I Need...				
	Resource	Address	Phone	Notes:
1.	Benefits Planning:			
2.	Housing/Shelter:			
3.	Food Banks:			
4.	Transportation			
5.	Other:			
6.	Other:			
7.	Other:			

Alternative Employment Options: Home-Based Businesses

Important Information About Home-Based Businesses

In order to discern which opportunities are real and which ones are not, the following is a list of some of the top home-based businesses to be weary of:

- ❖ Craft Assembly
- ❖ Medical Billing
- ❖ E-mail processing
- ❖ Paying for lists of companies that are looking for people with skills like you
- ❖ Any business that asks you to call a “900” number for more information
- ❖ Typing at home
- ❖ Some multi-level marketing opportunities
- ❖ Chain letters/emails to “make money fast”
- ❖ Envelope stuffing

Hot Tips!

- ❖ If you are considering a home-based business opportunity, be sure to do your homework first by researching the company!
- ❖ You should never have to pay for the chance to work or be asked to use your credit card to make purchases for a business!
- ❖ Any ad claiming that you’ll “get rich quick” or only need to work a few hours a week to make “lots of money” is generally a **red flag** or something you should be concerned about!

Top 10 Tips for Identifying Legitimate Work-at-Home Opportunities

Alexandria, VA, Jun 17, 2009 (PRWeb.com via COMTEX)

1. A legitimate work-at-home opportunity won't ask you for any sort of "affiliation fee"--if you are asked to spend any money, it should be directly attributed to something you receive for the cost (i.e. training, background or credit check, "starter kit" for direct sales).
2. Do an Internet search on any company that you are speaking with about working at home, and see what is being said about the company in blogs, on twitter, and in the mainstream media.
3. If the company promises unrealistic salaries (such as \$5k/week with no experience!), it is too good to be true.
4. Most legitimate organizations don't advertise work-at-home opportunities via infomercials, a sign-taped to a lamp-post, stop sign, or other such venue, or via spam e-mail!
5. Always check with the Better Business Bureau and other consumer advocacy organizations (www.bbb.org).
6. Look for a job with a defined job description and scope of work.
7. Ensure that the company is a corporate entity with a physical address, phone number, and business history. If there is no headquarters office, be wary.
8. 8.If the company can't provide employee or customer names, or you have no direct contact within the company or otherwise can't speak with a "real person", stay away!
9. Utilize resources such as the Telework Coalition (www.telcoa.org), Women For Hire (www.womenforhire.com) and Rat Rate Rebellion (www.ratracerebellion.com) for honest, unbiased advice.

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Alternative Employment Options: Tips and Resources

10. Always trust your gut. If intuition (and common sense) tells you that the opportunity is too good to be true, it probably is. "Working from home is a great way that allows hundreds of thousands of people every year to make money, even if they live in an economically depressed area. Telecommuting is also a great way to save money on fuel costs due to a lack of commute," said Mary Naylor, CEO of VIPdesk. "Working with virtual call centers, doing direct sales, and medical transcription, are three areas in which someone can successfully work from home, but it is absolutely imperative that anyone interested in working from home do their due diligence."

Read the full story at <http://www.prweb.com/releases/2009/06/prweb2543414.htm>.

"Top 10 Tips for Identifying Legitimate Work-at-Home Opportunities." PRWeb. 2009. HighBeam Research. (November 15, 2009). <http://www.highbeam.com/doc/1G1-201889722.html>

As telecommuting becomes a viable option for many workers, unfortunately work-at-home (<http://www.vipdesk.com>) scams increase in numbers. Savvy workers, however, can avoid being taken advantage of by a work-at-home scam, while still finding great opportunities to earn money from the comfort of their own home office.

VIPdesk (<http://www.vipdesk.com>), the award-winning pioneer of virtual contact center services, has been working with home-based customer service representatives for over 10 years, and has identified the following 10 tips that can help a potential telecommuter identify legitimate work-at-home opportunities.

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Alternative Employment Options: Tips and Resources

Here is a sample of 10 companies that only hire at-home workers:

- **Alpine Access** is a call center company that uses customer service representatives that work from home. Employees use their own telephones and computers. The company provides representatives for clients like Office Depot and J. Crew.
- **Convergys** hires home-based call center agents who provide support in customer service, and also supplies sales agents or help desk staff for companies.
- **Extended Presence** provides their clients with outbound sales agents and marketing support staff who work from home.
- **Internet Girl Friday** provides information technology support as well as administrative services for clients nationwide.
- **LiveOps** provides customer service support for a variety of major corporations.
- **Spheris** provides support to medical professionals. Their services include medical transcription and clinical documentation.
- **Staffcentrix** supplies virtual assistants for business clients, including CEOs and upper management of major corporations.
- **VIPDesk** provides call center support and also offers a home-based concierge service to clients.
- **VoiceLog** provides representatives to perform verifications for transactions done online or by telephone. Many states require changes to telephone service and other remote transactions to be verified by a third party, which VoiceLog provides.
- **West At Home** also hires home-based customer service agents. They cater to a specific range of industries, specializing in health care and pharmaceutical support, as well as the hospitality industry.

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Alternative Employment Options: Tips and Resources

Here are some traditional companies that include home-based workers as part of their workforce:

- TDS Telecom
- Sprint
- Xerox
- Aetna
- Children's Healthcare of Atlanta

Resources for Consumer Help

Use the following resources if you have questions about the legitimacy of a job listing or want to report fraudulent jobs.

Investigating Internet job listings

If you have questions about the legitimacy of a job listing, contact:

- Your local Better Business Bureau. Company reports can be accessed online at: <http://search.bbb.org/>.
- Your state or local consumer agency.
- The Federal Trade Commission (FTC) <http://www.ftc.gov/>.

You can also check these consumer-run "tipoff" sites:

- <http://www.ripoffreport.com/default.aspx>
- <http://www.sitejabber.com/reviews>
- <http://www.scamraiders.com/forum/categories/employersjobs-1/listForCategory>

Alternative Employment Options: Tips and Resources

Investigating work-at-home offers

Home employment schemes are one of the oldest and most widespread kind of consumer fraud. You can investigate advertisements for home employment at:

- <http://ag.ca.gov/consumers/general/workhome.php> Outlines fraudulent work-at-home schemes.
- <http://www.ag.ca.gov/consumers/general.php> California DOJ, Office of the Attorney General Consumer Alerts and Information (e.g. work at home and pyramid scheme scams).
- www.snopes.com Dispels rumors and urban legends, including work at home scams.

Reporting fraudulent job postings

If you feel you have been a victim of fraudulent jobs posted on an online job search Web site:

- Call the FTC complaint line at 1-877-382-4357 (1-877-FTC-HELP); TTY: 1-866-653-4261.
- Contact the Internet Crime Complaint Center at <http://www.ic3.gov/default.aspx>.
- To find a consumer agency near you, visit www.consumeraction.gov/state.shtml.

Alternative Employment Options: Elance



Elance Information

Elance: is a website forum, a marketplace that allows people from all over the world to actively participate in the buying and selling of services. Elance is a subscription based website located at <http://www.elance.com>. Once you've registered, you can browse any of the open projects posted by interested buyers and bid on the projects that interest you! As a member, you also have your own personal store front where you can tell about yourself and showcase any services you provide.

Project categories (available project) include the following:

- **Web & programming** (e.g. web design)
- **Design & Multimedia** (e.g. graphic design, brochure design, voice talent, video)
- **Writing & Translation** (e.g. copywriting, writing articles, ghostwriting, editing & proofreading)
- **Administrative Support** (e.g. data entry, research, transcription, mailing lists, bulk mailing, word processing)
- **Sales & Marketing** (advertising, telemarketing, research & surveys, business plans)
- **Finance & Management** (e.g. accounting, consulting, financial planning, budget & forecast)
- **Legal** (e.g. contracts, litigation, wills & trusts)
- **Engineering & Manufacturing** (e.g. interior design, industrial design, architecture)

A majority of these positions allow you to do the work needed from home. The majority of communication between you and a potential buyer will be done online or by telephone. It's an excellent opportunity for people with skills in a certain area to work from home at a legitimate home-based business - your own!

Alternative Employment Options: Self-Employment Resources

Self-Employment Resources

USA.gov

U.S. General Services Administration

Office of Citizen Services and Communications, Suite G-142

1800 F Street, NW, Washington, DC 20405

(800) 333-4636

Website: http://www.usa.gov/Business/Self_Employed.shtml

Provides a variety of resources on self employment, such as: financial assistance, copyrights, business plans, and start-up basics.

Small Business Association

(800) 827-5722 SBA Answer Desk

(704) 344-6640 Answer Desk TTY

E-mail: answerdesk@sba.gov

Website: <http://www.sba.gov/>

The SBA helps Americans start, build and grow businesses. Field offices and partnerships with public and private organizations provide services to people throughout the United States, Puerto Rico, the U. S. Virgin Islands and Guam.



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Alternative Employment Options: Self-Employment Resources

Start-Up USA

VCU-RRTC

1314 West Main Street

P.O. Box 842011

Richmond, Virginia 23284-2011

(804) 828-1851

(804) 828-2494 TTY

Website: <http://www.start-up-usa.biz/>

Provide self-employment technical assistance, resources & training.

SCORE

1175 Herndon Pkwy., Suite 900

Herndon, VA 20170

(800) 634-0245 or (703) 487-3612

Website: <http://www.score.org>

WSCORE "Counselors to America's Small Business" is a nonprofit association dedicated to educating entrepreneurs and the formation, growth and success of small business nationwide. SCORE is a resource partner with the U.S. Small Business Administration (SBA).



Center Self-Evaluation: Assessing Workforce Development Systems

Assessing Workforce Development Systems

Benchmarks for Mature & Older Workers
Developed by the National Association of State Units on Aging
With Support from the Retirement Research Foundation
Reprinted November 1999

The National Association of State Units on Aging, established in 1964, is a national, non-profit organization providing general and specialized information, technical assistance and professional development support to state agencies on aging. NASUA's membership is comprised of the 57 state and territorial government agencies designated by the governors and state legislatures to serve as the focal point for issues affecting older citizens in the state. NASUA is the articulating force at the national level through which the state agencies on aging join together to promote social policy responsive to the needs of an aging America.

Through its National Clearinghouse on State and Local Older Worker Programs, the Association conducts research and policy analysis on workforce development issues affecting mature/older workers; tracks policy and program developments; facilitates best practice exchange across states; and serves as liaison between state agencies on aging and a variety of national organizations and federal agencies.

The Retirement Research Foundation of Chicago, endowed in 1978 by the late John D. MacArthur, is the nation's largest private foundation exclusively devoted to aging and retirement issues. It makes approximately \$8 million in grants each year to support programs, research, and public policy studies to improve the quality of life of older Americans.

NASUA is grateful to the U.S. Department of Labor, Employment and Training Administration, for enabling the Benchmarks to be updated and reprinted for on-going dissemination to the field.

Center Self-Evaluation: Assessing Workforce Development Systems

INTRODUCTION

As we approach the year 2000, a number of powerful economic and social forces are reshaping the American workplace and the work experience of millions of Americans. Yet, most of the policies and programs currently in place to assist the American worker through this rapid transformation were designed in another time--the 1930s and 1960s--when workers faced a very different set of challenges and opportunities. As a result, policymakers in the public and private sectors are in the process of re-examining and redesigning those policies and programs. Unfortunately, despite the increasing significance of mature and older workers in the workforce, their unique needs, preferences and interests are being neglected in these workforce reform efforts.

In July of 1997, with funding from The Retirement Research Foundation, The Clearinghouse on State and Local Older Worker Programs, a component of the **National Association of State Units on Aging (NASUA)**, launched a national initiative to develop and disseminate the information, strategies, and tools needed to influence the future direction of workforce development reform to benefit mature and older workers. More specifically, the goal of this effort, "Reform of State Workforce Development Systems: Accent on the Mature and Older Worker," is to equip state and local policymakers, administrators and advocates with the policy options, program models and service delivery strategies they need to influence the future design and operations of employment and training programs.

The critical first step in this two year initiative is the development of a set of benchmarks and their concomitant indicators which can be used to assess the strengths and weaknesses of workforce development reform efforts in responding to the needs and preferences of mature and older workers. NASUA is pleased herein to provide you with this analytical advocacy tool.

The benchmarks and indicators are organized around the structure, organization and operation of the various components of the reformed workforce development systems--state and local task forces/boards; One-Stop career centers; labor market data, information and analysis; outreach and recruitment; job development; public-private sector collaboration; linkages with human service and aging service systems; and performance goals/measures. They were developed collaboratively with federal, state and local administrators, providers and advocates of mature and older worker programs and services.

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NASUA wants to especially acknowledge the assistance in developing the benchmarks of the many state agency on aging older worker specialists who have been and will continue to be critical to the success of this initiative. Likewise, we want to thank NASUA's Workforce Development Committee which serves as the overall advisory committee to this national effort. Finally, without the support of the Retirement Research Foundation this important work would not have been possible.

**Assessing Workforce Development Systems:
Benchmarks for Mature and Older Workers**

1. The State Workforce Investment Board (WIB) includes individuals knowledgeable of mature/older worker issues.

INDICATORS

- 1.1 Are mature/older workers represented on the state WIB?
- 1.2 Are state aging network representatives included on the state WIB?
- 1.3 Do mature/older worker advocates serve on the state WIB?
- 1.4 Are businesses and industries with experience employing mature/older workers included on the state WIB?
- 1.5 Are providers of education, training and community service employment to mature/older workers represented on the state WIB?

2. The Local Workforce Investment Boards (WIB) include individuals knowledgeable of mature/older worker issues.

INDICATORS

- 2.1 Are mature/older workers represented on the local WIBs?
- 2.2 Are aging organizations included on the local WIBs?
- 2.3 Do mature/older worker advocates serve on the local WIBs?
- 2.4 Are businesses and industries with experience employing mature/older workers included on the local WIBs?
- 2.5 Are providers of education, training and community service employment services to mature/older workers represented on the local WIBs?

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3. The State Workforce Investment Board (WIB) incorporates mature/older worker issues and needs in its strategic plans and in performance goals.

INDICATORS

- 3.1 Does the process for developing the plan provide opportunities for input on mature/older worker issues?
- 3.2 Does the strategic plan specifically mention mature/older workers?
- 3.3 Does the strategic plan broadly address mature/older worker issues?
- 3.4 Are there performance goals focused on mature/older workers?

4. The Local Workforce Investment Board incorporates mature/older worker issues and needs in its strategic plans and in performance goals.

INDICATORS

- 4.1 Does the process for developing the plan provide opportunities for input on mature/older worker issues?
- 4.2 Does the strategic plan specifically mention mature/older workers?
- 4.3 Does the strategic plan broadly address mature/older worker issues?
- 4.4 Are there performance goals focused on mature/older workers?

5. The staff of the One-Stop Career Centers are adequately prepared to serve mature/older workers.

INDICATORS

- 5.1 Does the One-Stop have a training curriculum for its staff which includes mature/older worker issues?
- 5.2 Are staff trained in mature/older worker issues in general?
- 5.3 Are staff trained on how to adapt specific job functions to effectively serve mature/older workers?
- 5.4 Are mature/older worker issues included in the ongoing training of existing and new personnel?
- 5.5 Do aging agencies provide training for One-Stop staff on a regular basis?
- 5.6 Does the composition of the staff include mature/older workers?

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6.Specialized assistance is available for mature/older workers to effectively utilize the One-Stops.

INDICATORS

- 6.1 Are there special orientation sessions for mature/older workers on how to use the various resources and services of the One-Stop?
- 6.2 Are intake and assessment forms and processes used which have been normed for mature/older workers?
- 6.3 Do staff assist mature/older workers in learning to access and use computerized information resources and library materials?
- 6.4 Do staff conduct database searches for mature/older workers unable to use the technology?
- 6.5 Do staff assist mature/older workers develop resumes and interviewing skills?
- 6.6 Are staff available to assist mature/older workers to access supportive services that may be required in order for the job seeker to be employed?
- 6.7 Are mature/older workers employed in the One-Stop?
- 6.8 Is there a mature/older worker specialist who provides tailored assistance to mature/older workers?
- 6.9 Are orientation/training activities for mature/older workers based upon adult learning principles?

7.The One-Stop accommodates mature/older workers and other individuals with sensory impairments and physical limitations.

INDICATORS

- 7.1 Does the One-Stop use methods, materials and equipment that are proven to be successful in accommodating persons with disabilities?
- 7.2 Is specialized assistance/equipment used in training/orientation sessions to accommodate the hearing impaired?
- 7.3 Is computer hardware available that accommodates mature/older workers and other individuals with visual impairments and other physical disabilities?
- 7.4 Are the computer images--colors, font size, contrast, textures, artwork, sound, etc.-- designed to accommodate mature/older workers and other individuals with vision impairments?

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7.5 Are software orientation sessions held for individuals with visual impairments?

7.6 Does the One-Stop comply with all ADAAA requirements?

8. The One-Stop databases contain information and resources that are relevant to mature/older workers.

INDICATORS

8.1 Does the database contain job opportunities inclusive of, but not limited to, businesses and industries that have traditionally hired mature/older workers, including small businesses?

8.2 Does the database contain information related to part-time and/or seasonal work appropriate for mature/older workers?

8.3 Does the database contain employment and training providers with experience in serving mature/older workers?

8.4 Does the database contain training and support groups for becoming an entrepreneur?

8.5 Does the database contain aging services--transportation, housing, caregiver supports, etc.--that may be needed by mature/older job seekers in order to work?

8.6 Does the database contain other resources--i.e. adult education, literacy training, vocational rehabilitation, etc.-- that may be needed by mature/older job seekers in order to work ?

8.7 Does the information available on employment and training providers include their success rate in placing mature/older workers in jobs?

8.8 Does the database contain listings of professional employment services, both public and private, to meet the needs of professional, management and technical mature/older workers?

9. The One-Stop has an outreach and recruitment plan that includes mature/older workers as a target audience.

INDICATORS

9.1 Is there a written outreach plan?

9.2 Was the plan developed with input from those knowledgeable on how best to reach and serve mature/older workers?

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- 9.3 Does it include activities targeted to mature/older workers?
- 9.4 Do One-Stop promotional materials mention mature/older workers?
- 9.5 Are there opportunities for satellite One-Stop centers at sites which serve mature/older workers?

10. The One-Stop has an outreach and recruitment plan targeting minority mature/older workers.

INDICATORS

- 10.1 Does the One-Stop's written outreach plan include specific activities targeted
 - 10.2 Was the plan developed with input from those knowledgeable about how best to reach and serve this population group?
- 10.3 Does the plan provide opportunities for the participation of minority education and training providers?
- 10.4 Does the One-Stop have the capacity to communicate with mature/older workers in the primary language spoken in their homes?
- 10.5 Have the One-Stop staff received ethnic and cultural sensitivity training?
- 10.6 Does the One-Stop provide services in a culturally sensitive manner?

11. One-Stop job development efforts include a focus on job opportunities for mature/older workers.

INDICATORS

- 11.1 Do job developers actively educate employers about the myths and realities of mature/ older workers as employees?
- 11.2 Is there a specialist in mature/older worker job development?
- 11.3 Are mature/older workers provided equal access to all job opportunities?
- 11.4 Are mature/older workers being trained for jobs available in the local job market?

12. The labor market information and analysis provided by the One-Stop is useful to mature/older workers.

INDICATORS

- 12.1 Is statistical information provided by age group?
- 12.2 Are special analyses prepared for mature/older workers?

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- 12.3 Is there a focus on mature/older workers in analyses of specialized businesses or industries?
- 12.4 Does the labor market information include specific data on employed mature/older workers and what kind of jobs they have?
- 12.5 Do the analyses provide information on which industries are specifically recruiting mature/older workers?

13. The One-Stop has the necessary linkages and partnerships to ensure the availability of specialized training for mature/older workers.

INDICATORS

- 13.1 Does the One-Stop have working relationships with providers of employment and training services -- community colleges, universities, non-profits, businesses -- with experience and success with mature/older workers including those providing services under the Older Americans Act Senior Community Services Employment Program (SCSEP)?
- 13.2 Does the One-Stop provide technical assistance to employment and training providers on adapting training to more effectively serve mature/older workers?
- 13.3 Does the One-Stop team with aging agencies to provide technical assistance to employment and training providers?

14. The One-Stop maintains strong linkages with the aging service system to facilitate access to supportive services needed by older persons in order to work.

INDICATORS

- 14.1 Is there a memorandum of understanding between the One-Stop and the Area Agency on Aging?
- 14.2 Is there a written referral agreement between the Area Agency on Aging and the One-Stop?
- 14.3 Do the One-Stop and Area Agency on Aging staff have regular meetings?
- 14.4 Does the Area Agency on Aging provide training and regular updates to the One-Stop staff on aging services?
- 14.5 Does the One-Stop staff provide training and regular updates to the Area Agency on Aging staff on the local job market and on employment and training activities?

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15. The Senior Community Service Employment Program is linked to the One-Stop.

INDICATORS

- 15.1 Is there a memorandum of understanding between the One-Stop and the SCSEP sponsors in the area?
- 15.2 Is there a written referral agreement between the SCSEP sponsors in the area and the One-Stop?
- 15.3 Can a mature/older worker gain access to SCSEP through the One-Stop?
- 15.4 Does the One-Stop refer mature/older workers to SCSEP?
- 15.5 Can SCSEP enrollees gain access to other employment and training services through the One-Stop?
- 15.6 Is there a SCSEP representative in the One-Stop?
- 15.7 Does SCSEP provide specialized services in support of mature/older workers at the One-Stop?

16. Economic Development Agencies are linked to the One-Stop.

INDICATORS

- 16.1 Can a mature/older worker access the Economic Development Agency through the One-Stop?
- 16.2 Is information on small business, microenterprise development, and second careers available to mature/older workers through the One-Stop?



Center Self-Evaluation: Assessing Workforce Development Systems

17. The One-Stop collects and reports data on its operations which includes a focus on service to mature/older workers.

INDICATORS

- 17.1 Does the One-Stop conduct customer satisfaction surveys which indicate the level of satisfaction of mature/older workers?
- 17.2 Does the One-Stop provide information on the percent of mature/older workers utilizing One-Stop services who get placed in a job?
- 17.3 Does the One-Stop provide after-placement information on salaries/wages and benefits of mature/older workers using One-Stop services?
- 17.4 Are mature/older workers served at least in proportion to their representation in the local labor market?
- 17.5 Does the One-Stop provide data on the success of employment and training providers in placing mature/older workers?

18. Performance measures demonstrate how well the workforce development system responds to the needs of mature/older workers.

INDICATORS

- 18.1 Were the performance measures developed with input from those knowledgeable about the needs of mature/older workers?
- 18.2 Do performance measures include a focus on service to mature/older workers?

**National Association of State Units on Aging, 1225 I Street, N.W., Suite 725,
Washington, D. C. 20005, (202) 898-2578**



Additional Resource Sheet

Additional Resources

The Quintessential Guide to Words to Get Hired By contains 8 chapters on a variety of topics related to cover letters and resume writing.

http://www.quintcareers.com/Quintessential_Careers_Press/Words_Hired_By/

The Nine “Best Practices” of HIGHLY EFFECTIVE SCSEP Projects - Lessons in What Makes These Projects a Success.

This report was put out by the National Council on Aging, Inc. A joint effort of the Workforce Development Division and Research & Demonstrations Division.

<http://www.ncoa.org/Downloads/BestPractices.pdf>

A Protocol for Serving Older Workers

The protocol was developed by the Employment and Training Administration (ETA) The protocol outlines a set of action steps that key stakeholders need to embrace to achieve the stated goal of connecting employers to older workers and older workers to jobs. These strategies will help address potential worker shortages by providing workforce services to older Americans and exploring ways for engaging older workers in response to the rapidly changing skills demands of business.

http://www.doleta.gov/Seniors/other_docs/ProtocolBook.pdf

Report of the Taskforce on the Aging of the American Workforce - February 2008

Due to the aging and retirement of the Baby Boomer generation and the dramatic demographic transformation that is occurring in the United States, an interagency effort was launched in May 2006 to focus on the aging of the American workforce and the impact of this demographic change. This report address the taskforce’s two goals: (1) identifying strategies to enhance the ability of older Americans to remain in or re-enter the labor market and pursue self-employment opportunities, and (2) identifying strategies to enable businesses to take full advantage of this skilled labor pool.

http://www.doleta.gov/reports/FINAL_Taskforce_Report_2_27_08.pdf

Current Strategies to Employ and Retain Older Workers - January 2008

The following report was prepared by the Urban Institute for the U.S. Department of Labor, Employment and Training Administration. The report describes current strategies used by employers to help attract and retain older workers and by non-profit organizations, educational institutions, and the government to facilitate their employment.

http://www.doleta.gov/reports/Employ_Retain_Older_Workers_FINAL.pdf

Additional Resource Sheet

Overcoming Myths about Mature Workers

by Brad Taft, MBA, CMF

Why are some employers reluctant to hire older workers? A number of myths regarding mature workers prevail in the job marketplace. By identifying these misconceptions and understanding the facts to dispute them, job seekers can challenge these fallacies and strengthen their candidacy for career opportunities.

Myths and biases prevail due to ignorance. Everyone involved in the employment process must do their part to expose these misconceptions and bring the facts to light. The senior managers of companies must educate their workers, especially recruiters and supervisors who make hiring decisions, to have an open mind about hiring mature workers. Job seekers, with the help of career counselors, need to take an assertive approach to discussing these myths and to communicating their positive attributes that are in direct opposition to popular myths.

Here are 10 myths and biases and statements to dispute them:

Myth #1: Mature Workers are Less Productive

According to the Department of Labor, employees in their late 50's and 60's are more conscientious and hard working than younger workers. Productivity is a character trait - not a generational trait.

Myth #2: Older Workers are Sick More Often

According to the American Council of Life Insurance, workers 45 and older call in sick an average of 3.1 days per year compared to an average of 3.8 days for those 17-44.

Myth #3: Mature Workers are More Likely to Leave Employers

The opposite is true. In fact, according to the National Association of Working Women, women over 45 are 88% less likely to leave voluntarily than younger counterparts.

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Myth #4: Older Workers are Less Competent

According to the Andrus Gerontology Center, the average age of candidates for top positions has increased steadily over the past 15 years. [sic] According to a Los Angeles County Mature Worker Council survey, mature workers were more highly educated than those under age 45 and bring a great deal of know-how to the workplace.

Myth #5: Mature Workers are Less Capable of Making Decisions

Utter nonsense. Studies prove that older employees are actually more capable of evaluating decisions than younger employees. However, they usually take a little longer because experience has taught them the wisdom of caution.

Myth #6: Mature Workers are Less Intelligent

Studies clearly indicate that perception, emotional stability, motivation and fund of knowledge are far more important to intellectual functioning than age. In fact, the ability to use an accumulated body of general information to make sound judgment and solve problems keeps rising with healthy people. (Harvard study.)

Myth #7: Older Workers are Inflexible and Set in Their Ways

When people control their hours, exercise autonomy and find opportunities to learn, the more likely they are to continue working and make a strong contribution to their organization, according to the Center on Aging at Boston College and the Families and Work Institute. There is ample evidence that well-balanced people who like their jobs are better contributors, are more productive and more flexible in their willingness to meet new challenges.

Myth #8: Mature Workers Don't Learn as Well

People who stay engaged in life will continue to adapt and learn. California State University compared the grades of students age 18 to 25 and others aged 49 to 72. There were no significant differences in the grades. In fact, the only difference was that the older people completed the learning experience at a significantly higher rate.

Myth #9: Older Workers are More Expensive to Employ

The hardest myth to debunk. For example, health insurance costs less for a 55 year old employee than for a 35 year old with 2 dependents. Healthcare costs are

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dependent on the individual. Regarding pay scales, it is time for employers to realize that the only way for compensation to go is not "up" but, in today's economy, compensation needs to be market-driven at any age. In the global economy of the 21st century, both organizations and individuals must break the link between pay and seniority.

Myth #10: Older Workers are Technology Challenged

This is true from the standpoint that younger employees have grown up in a technology driven society, but studies show that the fastest growing group of Internet users are 55 years of age and up. All that's needed is a little amount of focused education. Job seekers need to anticipate what misconceptions prospective employers may have and then make statements that refute these common myths and biases. For example, one strategy to overcome Myth #7 is to be prepared to demonstrate how you adapted to new challenges and managed change in previous work environments. Regarding Myth #8, discuss a time where you took the initiative to take a training program or a college course in order to stay up with advancements in your function.

All stakeholders will benefit when the majority of myths and biases about older workers can be struck down. Be assertive in communicating the facts that support your candidacy!

Brad Taft, MBA, CMF, is president of Taft Resource Group in Scottsdale, Arizona and provides career transition consulting to individuals. He specializes in assisting mature workers in achieving continued career success with a strategic planning approach. He is co-author of *Boom or Bust!: New Career Strategies in a New America* (Cambridge Media, LLC, 2006), a Career Management Guide for Baby Boomers and older workers. Learn more about Brad at www.AgelessInAmerica.com and contact him at BradTaft@agelessinamerica.com.

"Taft, Brad" Wiseworker.com Resource Center. 17 Nov. 2009 <<http://wiserworker.com/resource-center/articles/2> >.

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Additional Resource Sheet

Setting the Record Straight: Eight Myths about Older Workers

Talent shortage of unprecedented proportions is about to strike our workforce. Two ways to combat this threat to corporate wellbeing is to retain older, skilled and experienced workers as long as possible and by hiring more mature individuals. Yet few organizations are doing this, thanks in part to some enduring myths about the older worker.

The simple fact is that the first wave of Baby Boomers, that huge demographic born between 1946 and 1966, turned 60 this year. In just five short years, 41 percent of our working age population will be over 40. Over the next two decades, millions, yes millions, of Boomers will be leaving the workforce, many of those well before the traditional age of 65. Why is this such a problem? Well the Baby Boomers remain the largest demographic in history and there aren't enough younger people to fill those millions of vacancies - especially vacancies requiring a high degree of skill. Certain sectors are already feeling the pinch - healthcare, oil and gas, construction and energy in particular.

So doesn't it make sense to persuade older, skilled employees to stay with the company for as long as they are capable of performing their job? Doesn't it make sense to hire older workers to fill key skilled positions? Doesn't it make sense to initiate succession planning and mentoring programs within the organization pass on the valuable industry knowledge possessed by older employees? So why isn't this happening? Why do so many employees over 40 feel insecure? Why do employees discriminate against older workers, coaching their language in favour of "fresh, energetic and enthusiastic" (read younger) recruits? The answer is simple: there are many myths and stereotypes regarding older workers that are, for the most part, untrue.

It's time to dispel these myths and set the record straight. Let's examine the most popular myths.

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Myth #1: Older workers aren't flexible or adaptable. They resist change.

Reality: Older workers are just as adaptable once they understand the reason for the change. They are more likely to ask why because they have seen past changes in processes and procedures abandoned in mid-stream when they didn't bring expected rewards quickly enough. Studies show that a younger worker can be just as "strong-willed" as an older worker.

Myth #2: Older workers can't or won't learn new skills.

Reality: Studies show only negligible loss of cognitive function of people under 70. While older workers sometimes do take longer to absorb completely new material, their better study habits and accumulated experience actually lower training costs. Those over 50 are proving their ability to learn new skills by becoming the fastest growing group of Internet users.

Myth #3: Older workers don't stay on the job long.

Reality: Workers between 45 and 54 stayed on the job twice as long as those 25 to 34, according to the Bureau of Labor Statistics. And a survey of workers over 40 by AARP found that 76 percent intend to keep working and earning after the traditional retirement age of 65. Those who intend to "retire" from their current job/career plan on launching an entirely new job or career.

The Baby Boomers are, on average, a healthy and active cohort and can expect to remain so well into their 80s.

Myth #4: Older workers take more sick days than younger workers.

Reality: Attendance records are actually better for older workers than for younger ones. In fact, 80 percent of all older workers have no chronic health problems

Myth #5: Older workers have more accidents.

Reality: Older workers account for only eight percent of workplace injuries. Older workers take fewer risks and statistically have lower accident rates than other groups.

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Myth #6: Older workers are more expensive.

Reality: The costs of more vacation time and pensions are often outweighed by low turnover among older workers and the fact that higher turnover among other groups translates into recruiting, hiring, and training expenses. And while individual health, disability and life insurance costs do rise slowly with age, they are offset by lower costs due to fewer dependents. Overall, fringe benefits stay the same as a percentage of salary for all age groups.

While workers with tenure are entitled to more vacation time and pension costs related to the number of years worked, replacing workers is not cost free.

Myth #7: Older workers are less productive.

Reality: Productivity is not a function of age. In fact, mature workers produce higher quality work, which can result in a significant cost savings for employers. Stories abound of highly committed older workers finding others' potentially costly mistakes regarding everything from misspelling of client names to pricing errors and accounting mistakes.

Myth #8: Older workers are not as creative or as innovative as younger workers.

Reality: Eighty percent of the most workable and worthwhile production ideas are produced by employees over 40 years old.

"Jaworski, Barb" Workplace Institute. 17 Nov. 2009 <<http://www.workplaceinstitute.org/node/25>>.

Additional Resource Sheet

Benefits of Hiring Mature Workers

Mature workers:

- Have experience in a specific area.
- Introduce best practices from past employers
- Have a collective body of knowledge that can blend old mistakes and successes with fresh ideas to streamline practices and produce more effective results
- Tend to see the big picture because they have such a breadth of knowledge and experience; helping management make decisions that best meet company needs, both short and long term
- May prefer flexible, part time hours
- Serve as mentors, guiding younger or inexperienced employees
- Transfer their knowledge and life lessons to other workers
- Hit the ground running, requiring little, if any, training
- Share different perspectives from previous employers and experiences
- Add stability to the workforce
- Pay attention to detail, avoiding costly mistakes
- Recognize the importance of customer service
- Enhance the level of maturity in their workplace
- Come to work on time, preventing gaps in coverage and potentially the need for employers to pay overtime
- Are learning technology—the fastest growing group of internet users are older than 50
- Provide a wealth of knowledge and dedication
- Bring a good work ethic with them



This WIA Title I financially assisted program or activity is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.