

Mature Worker Pre-Employment Training Toolbox

FACILITATOR GUIDE



WorkSource
CALIFORNIA
Building Business and Careers



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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 Notice

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.

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:



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About this Guide

This Facilitator guide will walk you through each module of the Mature Worker Pre-Employment Training Toolbox course. This guide can be used in a group or individual setting.

You will see specific **Action Words** in the margin of each page, and the instructions in the blue text box to the right. Content that appears in the Participant Workbook will appear shaded, including any Homework assignments. See sample below:

Say:

Introduce yourself to the class.

Guide:

Take five minutes to learn about the person sitting to the right of you.

Here is a list of **Action Words** that you will see in this guide.

Say	The Facilitator relays the following text (non-verbatim) to the class.
Guide	The Facilitator directs the Participant(s) to the Workbook and guides through activity.
Ask	The Facilitator asks the following question.
Wrap it Up!	The Facilitator summarizes the key points and transitions to next topic or Module.
Board It!	The Facilitator notates comments or feedback on whiteboard or flipchart.
Note It!	The Facilitator should make a personal note about unique participant responses.

There will also be icons that you should be familiar with. They are defined below:



Icebreaker



Group Discussion



Workbook Reading or Assignment



Tip or Suggestion



Materials

And lastly, below is some information on your learners, duration of courses, and class size that you may find useful.

About the Learners

While the Toolbox material is geared toward Mature Workers ages 55+, the material will have broader application to other individuals you serve within your center.

About the Class Size

Class size will vary based on center scheduling and demand. For optimal results in a group format, 10-12 learners are recommended. However, given the flexibility of the Curriculum, a smaller group size would be acceptable.



Duration of Course

Group Modules: Each of the eight (8) modules will last approximately one to one and a half (1 to 1.5) hours in duration.

Individual Modules: Modules that are completed individually, with staff direction, will take approximately 30 minutes to complete.

MODULE 1:

FINDING YOUR NEW VOICE – COURSE INTRODUCTION





Module 1: Course Structure (Total: 90 minutes)

Introduction	This section will take approximately 5 minutes . In this section the learner will meet the Instructor and learn about their background. In addition, they will understand the Pre-requisites and the Workshop structure.
Objectives	This section will take approximately 5 minutes . In this section the learner will understand their objectives for the course.
Icebreaker	This section will take approximately 10 minutes . In this section the learner will participate in an activity related to connecting with their peers and/or the module topic.
Pre-Assessment Survey	This section will take approximately 10 minutes . In this section the learner will complete a Pre-Assessment Survey of prior knowledge of the module topic. Pre and Post Assessment Surveys are also used to measure the effectiveness of the curricula and/or live training.
Discussion on why participant wants/needs to work	This section will take approximately 10 minutes . In this section the learner discusses their reasons for wanting or needing to work, such as divorce, death of spouse, or “Empty Nest” syndrome.
Fears/concerns about working & job search process	This section will take approximately 15 minutes . In this section the learner will participate in an activity designed to assist them in expressing their personal fears.

“Mourning the loss” of previous life, career or field

This section will take approximately **15 minutes**. In this section the learner will review specific content on identifying their feelings, dealing with loss, staying motivated, and seeking assistance.

Mature Worker statistics

This section will take approximately **10 minutes**. In this section the learner reviews the current statistics and trends for all worker groups by age.

Use of positive affirmations

This section will take approximately **10 minutes**. In this section the learner practices verbal affirmations aloud in order to increase positive thinking. This section includes a Workbook assignment.

Articles designed to “boost” MW self esteem

This section will take approximately **15 minutes**. In this section the learner will review the top seven qualities defined in the article **“Benefits of Hiring Mature Workers.”**

Workbook Activity: Goal Worksheet

This section is part of an ‘outside of class’ Workbook assignment.

Homework - prep for Lesson 2

This section is part of an ‘outside of class’ Workbook assignment.



Introduction

Say:

Hello and Welcome to **The Mature Worker Toolbox Training** first Module: **Finding Your New Voice - Course Introduction**. My name is _____ and my background is (state brief Bio).

The Prerequisite for the module is a Pre-Assessment Survey of your prior knowledge on the topics to be covered.

The Workshop structure will be similar for each module. For this first module, we will start with an introduction to get to know each other a little better. Future modules will start with a *recap* of the previous module, and a sharing of your successes and progress since we last met. Once we've reviewed the *Objectives* for a module, a module could have a number of *discussions*, and some *exercises or activities*. Each module will generally end with a *homework* assignment as preparation for the next module.

<p>Ask:</p>	<p>Does anyone have any questions before we review the Objectives for this module?</p>
<p>Say:</p>	<p>The Objectives for this course are:</p> <ul style="list-style-type: none"> • To determine your comfort level with the job search process & your key reasons for working • To acknowledge specific areas that may negatively impact the job search process • To identify strategies for creating a positive mindset
<p>Say:</p> 	<p>Now that you know about me, let's begin with a group activity and get to know each other!</p> <p>Please stand up, move about the room and find a partner. It doesn't have to be the person next to you; choose someone who you don't know or who you know the least about in the room.</p>

	<p>This activity works well in small or large groups (i.e. 4-20 people). If you have an odd number, one group can be a threesome. Once everyone is in pairs:</p>
<p>Say:</p>	<p>You will have two minutes to discuss one of the following topics with your partner. This means you'll have about a minute each.</p>
	<p>Ideas for discussion (should last 2 minutes):</p> <ul style="list-style-type: none"> • Find three things you and your partner have in common. • Tell your partner about the first job you ever held. • Describe what you would do if you won the lottery? • If you could do anything you wanted, what would be your “ideal” job?
<p>Say:</p>	<p>Okay, let's see how we did! As we go around the room, I'd like you to introduce your partner - very briefly, please! And, share what you talked about. Who would like to start?</p>
	<p>If the group tends to be shy about speaking up, you should designate someone to get the ball rolling.</p>

Say:

As we work together throughout the course, we will follow a few guidelines to make sure your experience is meaningful.

Our Group Guidelines are:

1. Be present (e.g. pay attention).
2. Get involved (e.g. speak up and share if you are comfortable. Think of the “Stretch Rule” - for those that talk a lot, stretch yourself to talk less. For those that don’t talk, stretch yourself to share more with the group).
3. Be open to outcomes.
4. Create a safe environment (e.g. no judgment of others’ opinions, no sharing of information with other customers).

These guidelines can also be found in the Module 1 section of your Workbook. Do you all agree to follow the guidelines? Good - thank you.

	<p>In regards to all guidelines, unanimous agreement should be sought from the group.</p> <p>For guideline #4, let the group know that you will be working with the participant's case manager if they have one. Any information shared will only be in relation to moving the participant forward toward their career goals. If a participant has any concerns, they can speak with you directly after the class.</p>
Say:	<p>Before we move into the content of the module, I would like you to complete a Pre-Assessment Survey. There are no right or wrong answers. This will help us to better understand what your strengths are and what areas we need to put more focus on. You can find the Pre-Assessment Survey in the Module 1 section of your Workbook.</p>
Guide:	<p>Module 1 Pre-Assessment Survey in the Participant Workbook</p>

 <p>Say:</p>	<p>Let's discuss for a few minutes why you are returning to or looking for work.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board It!:</p>	<p>Capture participants' feedback on a flip chart or white board.</p>
	<p>Some responses you may hear are:</p> <ul style="list-style-type: none"> ✓ Death of spouse ✓ Divorce ✓ SSI/SSDI not enough ✓ Retirement of spouse ✓ "Empty nest" ✓ Want to continue learning ✓ Stay active ✓ No/limited retirement resources ✓ Economy ✓ Other

	<p>Some of your participants' reasons for seeking employment will be related to stressful situations (Death of spouse, Divorce, SSI/SSDI not enough, No/limited retirement resources, Economy) while others will be approaching from a more positive angle (Want to continue learning, Stay active).</p> <p>Be on the lookout for accompanying emotions as your participants give input. You might hear responses such as "I feel I have no choice but to look for work" and "It is unnerving to be re-entering the job market at a time that I thought I'd be relaxing and enjoying life."</p>
<p>Note-It!</p>	<p>Make a note below of those participants who could be resistant or unsure, and make sure you provide them "extra" support during the group, if needed. If the participant is assigned to a case manager, be sure to provide the case manager with an update, so the case manager can follow up with the participant next time they have a one-on-one session.</p>
	<p>Strips of paper and a hat or bowl for responses.</p>

<p>Say:</p> 	<p>Great job everyone. Now let's think about the fears and concerns we may have about working & the job search process.</p> <p>Pass out a strip of paper to each participant. Then launch with a discussion of input from the previous section. Create a non-judgmental, "safe" forum for participants to express their fears freely. Emphasize "no shame." Set an appropriate tone, e.g., settled, attentive, caring and serious. Having one's fears expressed and heard almost immediately cuts the fears in half.</p>
<p>Say:</p> 	<p>It is normal and natural that you are experiencing all sorts of different feelings about returning or going to work. A good way to start dealing with these feelings is to have them openly acknowledged, without worrying about being judged. So, let's lay them on the table! Without giving your names, please write down the following on the piece of paper provided: "I am most concerned about..." I am most fearful about..." as it relates to the job search process or having a job.</p> <p>Collect the pieces of paper in a bowl or hat, mix them around, then:</p>

<p>Say:</p> 	<p>Please take a piece of paper as the hat/bowl is passed around. As I call on you, please read the fear aloud. Tell us in your own words what the person seems most afraid of. Group, please don't comment on what the reader says, just listen.</p> <p>If the reader doesn't elaborate much on the fear, then ask them one or two questions. Avoid implying or showing your opinion as to the fear being expressed, unless the person is disrespecting or completely misunderstanding someone's fear. If the person doesn't elaborate after one or two questions, leave it and move on. When all the fears have been read out and elaborated on:</p>
<p>Ask:</p> 	<p>Now that you've heard what your fellow job seekers fears are, how do you feel? Did you notice any similarities in the issues the group is concerned about?</p> <p>Keep the discussion brief, but give each participant a voice.</p>

<p>Wrap it Up!</p>	<p>Thank you for sharing, everyone! We will work as a group in the next seven weeks to address these concerns. In addition, you are more than welcome to speak individually to me, or your case manager, if you have one, to discuss any concerns in more detail. Remember that you are not alone. Now let's move on now to the next section of this module.</p>																																				
<p>Guide:</p>	<p>Module 1 section entitled "Mourning the Loss' of Previous Life, Career or Field."</p>																																				
	<p>'Mourning the loss' of previous life, career or field.</p> <p>Circle the words that may describe how you feel:</p> <table border="0"> <tr> <td>Overwhelmed</td> <td>Disgusted</td> <td>Resentful</td> <td>Embarrassed</td> </tr> <tr> <td>Tense</td> <td>Demoralized</td> <td>Vindictive</td> <td>Humiliated</td> </tr> <tr> <td>Sad</td> <td>Irritable</td> <td>Frustrated</td> <td>Obsessed</td> </tr> <tr> <td>Dull</td> <td>Disbelieving</td> <td>Depressed</td> <td>Panicky</td> </tr> <tr> <td>Tired</td> <td>Anxious</td> <td>Negative</td> <td>Worried</td> </tr> <tr> <td>Hurt</td> <td>Confused</td> <td>Shaky</td> <td>Trapped</td> </tr> <tr> <td>Guilty</td> <td>Distracted</td> <td>Powerless</td> <td>Stupid</td> </tr> <tr> <td>Moody</td> <td>Angry</td> <td>Immobilized</td> <td>Pessimistic</td> </tr> <tr> <td>Relieved</td> <td>Excited</td> <td>Upbeat</td> <td>Determined</td> </tr> </table>	Overwhelmed	Disgusted	Resentful	Embarrassed	Tense	Demoralized	Vindictive	Humiliated	Sad	Irritable	Frustrated	Obsessed	Dull	Disbelieving	Depressed	Panicky	Tired	Anxious	Negative	Worried	Hurt	Confused	Shaky	Trapped	Guilty	Distracted	Powerless	Stupid	Moody	Angry	Immobilized	Pessimistic	Relieved	Excited	Upbeat	Determined
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Say:

Whether you are changing careers, were laid off, are coming back into the workforce after a long absence or are entering the workforce for the first time, the job, career or lifestyle you had before is now part of your past. It's completely normal to "mourn the loss" of who you were and what you associated yourself with. After all, it's been what's defined you for some time. One of the things that may be challenging, at least at first, is figuring out what's next.

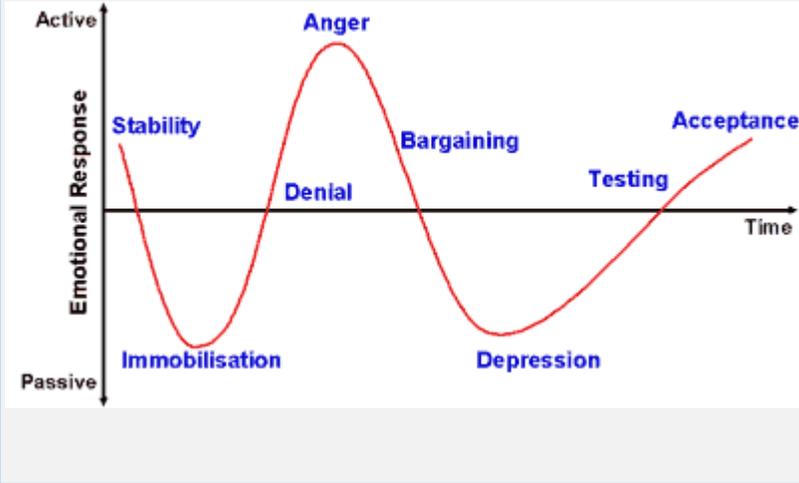
When you meet someone for the first time, what's one of the first things someone asks you? Can anyone call out the answer?

Yes! "What do you do??" is frequently the first thing someone wants to know when they are introduced to you. How do you answer when you are in a sense "reinventing" yourself?

Referring to the list of emotions in your workbook, check off the words you identify with. As we work through the course, it will be interesting to look back and check your progress as you move forward and become more comfortable with your new direction.

<p>Say:</p>	<p>Let's take a moment to review the five stages of loss documented in your Workbook.</p>
<p>Guide:</p>	<p>Module 1 section entitled, "Five Stages of Loss" in Workbook.</p>
	<p>The Five Stages of Loss</p> <p>Denial: Example - "Everything is fine."; "This can't be happening. Not to me!"</p> <p>Anger: Example - "Why me? It's not fair!"; "I will not accept this!"</p> <p>Bargaining: Example - "Just let me live to see my children graduate."; "I'll do anything . . ."</p> <p>Depression: Example - "I feel so bad...why should I bother?"; "I'm going to fail anyway . . . What's the point?"</p> <p>Acceptance: Example - "It's going to be OK."; "I can't fight it so I may as well prepare for it."</p>

<p>Say:</p>	<p>What you go through during this transition period is similar to the Five Stages of Grief, originally introduced by Elisabeth Kubler-Ross in 1969. Through the years, it's been found that a person can go through these stages even when something positive happens, but still produces some sort of change or loss. You won't necessarily experience all of the stages (let's hope not!). And, most people don't go through stages in order. But understanding what is normal can help get you moving forward more quickly.</p>
	<p>You may ask students to take a look at the five stages in the workbook and consider which, if any, they have experienced ... or are perhaps are going through now. Share any experiences you may have had related to the job search process as well in order to relate to the group.</p>

<p>Guide:</p>	<p>Module 1 “Grief Cycle diagram” in Workbook.</p>
<p>Say:</p>	<p>As you can see from the chart illustrating the Grief Cycle, there are many highs and lows in the process.</p>
	<p>The Grief Cycle</p> 
<p>Say:</p>	<p>Research - and our experience working with many job seekers - has shown that certain “survival” tips may help you. I will go through each one and explain a little further.</p>

<p>Guide:</p>	<p>Module 1 “Survival Tips” listed in Workbook</p>
 	<p>Survival Tips</p> <ul style="list-style-type: none">• Recover Gracefully• Finding Support• Stay Motivated• Network• Find the Silver Lining• Find Professional Help <p>Details for each Survival Tip covered on next page.</p>

Say:

Recover Gracefully

Every loss has a recovery period that may last weeks—or even months. Don't rush it. Give yourself time to grieve the loss, and express your feelings in healthy ways so they will pass more quickly. Many people who lose their jobs want to search for the next job right away, but it's better to take at least a few days to relieve your stress and deal with some of the feelings you may have first. Your job search will be much more effective.

Finding Support

Some people get their emotional batteries recharged by being quiet and alone. Others like to be with people. Develop a support system. It may include family members, children, your case manager, a pastor from church, or anyone in your life that can lift you up and provide you with positive feedback and support.

Stay Motivated

Keeping grounded is key. A daily routine will help you stay focused so simplify your life. Make a point of finding out what you can do without, without really missing it. Use the time to get yourself back in shape, catch up on sleep, or spend time with family and friends. Here's an idea - Do some volunteer work! Not only will it make a difference in the life of someone else, but it will also add to your resume. Getting out and staying motivated are excellent ways to build structure, and may provide that next important job lead.

Say:

Network

Look for opportunities to network in your area. Visit various groups and join those with which you feel comfortable. It only takes one lead or personal contact to help you land your next job.

Find the Silver Lining

When all else fails (and even when it doesn't!), write out a list of everything you're grateful for. This may help to put things into perspective. While it may be hard to initially find the silver lining, this may be an opportunity for you to do something that you've always wanted to do!

And finally... never hesitate to **Find Professional Help**. If you are finding that you can't do this on your own, there are plenty of resources that can provide you with the support you need.

<p>Say:</p>	<p>With one call to the American Psychological Association (APA), you can get:</p> <ul style="list-style-type: none"> ✓ "Talk to Someone Who Can Help" - a free brochure on getting help, with answers to your questions about psychological counseling and therapy. ✓ "The Road to Resilience" - a free booklet about dealing with difficult events. ✓ A referral number for your state's mental health association. Call to get names of therapists near you, who can help with your issue. Most states will also refer you to therapists who can help at low or no cost. <p>The WorkSource Center also has listings of available counseling services if you feel you need additional assistance in that area. Check with you group facilitator or your case manager for more information. They are there to support you as well. In your own time, you may want to read the article "What to Do with the Rest of Your Life" by Robin Ryan. You'll find it in the Appendix of your workbook.</p>
<p>Wrap it Up!</p>	<p>On that positive note, we'll move on to the next section. The fun stuff - Statistics! I want to make sure everyone understands the workforce trends for the future.</p>
<p>Guide:</p>	<p>Module 1 section entitled "Mature Worker Statistics."</p>



% Distribution of the Labor Force by Age



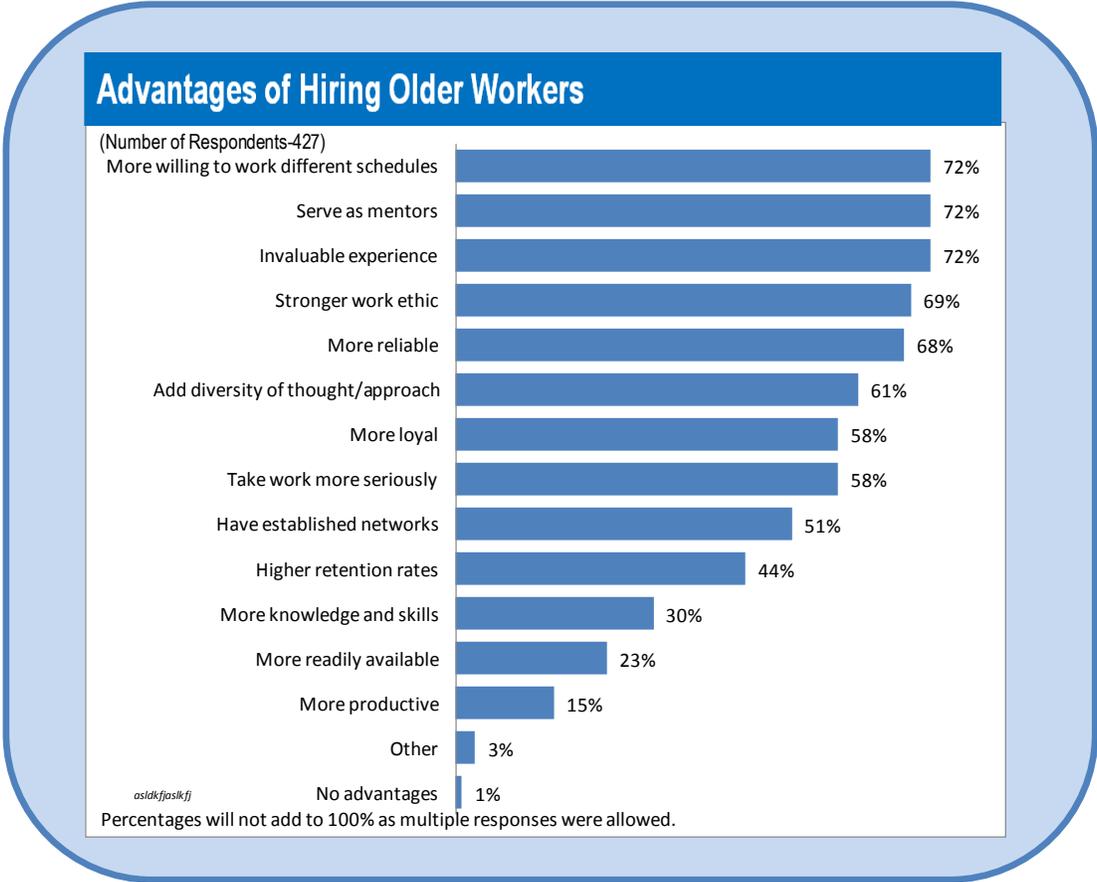
Say:

According to a U.S. General Accounting Office (GAO) Report, in the 21st century, older Americans are expected to make up a larger share of the U.S. population and live longer than previous generations. By 2030, 20% of the population will be 65 or older, compared to just 12% today. As shown in the chart, from the year 2000 all the way to 2010, the number of mature workers will increase from 18.2 million to 26.6 million. That’s a 46% increase!

It has been predicted that mature workers would spend more years in retirement - but that was before the economic downturn. Because of financial uncertainty, many more people ages 55+ WILL be working beyond retirement age.

Say: (contd.) However, there is positive and inspiring news. It has been determined that mature workers, age 55 and older, have the exact qualities employers are now looking for such as responsibility, loyalty, and dedication.

Guide: Module 1 graph entitled “Advantages of Hiring Older Workers.”



Wrap it Up!

From the graph you can see some of the advantages identified by employers related to hiring older workers, including higher retention rates and productivity. In addition to having knowledge of these very positive statistics, it’s important for you to believe you will be successful. In this next section we will learn some strategies for positive thinking, which may be helpful to you.

<p>Say:</p>	<p>You may want to read the following articles that explain how valuable you are to the workforce:</p> <ul style="list-style-type: none"> • Benefits of Hiring Mature Workers • 12 Benefits of Hiring Older Workers • Why You Should Hire a Mature Worker <p>You will find them in the Module 1 Appendix of your workbook.</p>
<p>Ask:</p>	<p>How many of you talk to yourself?</p>
	<p>Make a mental note of those who did not raise their hands.</p>
<p>Say:</p> 	<p>Those of you that didn't raise your hands may be thinking, "talk to myself, what does s/he mean, talk to myself? I don't talk to myself..." Yes, actually we're talking to ourselves all the time.</p> <p>On average, humans have 60,000 thoughts per day. Ninety-five percent (95%) of those thoughts are the same thoughts you had yesterday. But more importantly, 80% of those thoughts are negative!</p>

<p>Say:</p>	<p>What have been your thoughts about getting a job?</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board It!</p>	<p>Capture participants' feedback on a flip chart or white board.</p>
<p>Ask:</p>	<p>Since affirmations or statements we believe or want for ourselves are spoken aloud, let's say a few of the ones you've come up with out loud. How did that make you feel?</p>
<p>Guide:</p>	<p>Module 1 section entitled "Positive Affirmations"</p>
<p>Say:</p>	<p>Pretty awful, right? Let's turn these negative thoughts into positive affirmations. Repeat each of the listed positive affirmations after me.</p> <p>I know exactly what to say in a job interview!</p> <p>Employers want to hire me because I have so much great experience!</p> <p>I have a great job that I enjoy!</p>
<p>Ask:</p>	<p>Do you feel the difference in the energy in the room after saying those positive affirmations aloud?</p>
<p>Guide:</p>	<p>Module 1 section "Affirmation Process and Sample Quotes."</p>

<p>Say:</p>	<p>Remember, if you catch yourself having negative thoughts, one of the first steps to changing your thought process is to consciously tell yourself to STOP! It is probably very helpful to say it out loud first and then replace the negative thought with a positive one. Say it to yourself every time you catch yourself thinking negatively.</p> <p>Also remember that the word “not” can’t be included in an affirmation. For example, if I said “Don’t think about pink elephants,” you would naturally think about pink elephants.</p>
<p>Guide:</p>	<p>Module 1 Homework: Positive Affirmations</p>
	<p>Create 10 affirmations on your own.</p> <p>Rules for writing your own affirmations:</p> <ol style="list-style-type: none"> 1. Affirmations must be stated in the present tense 2. Affirmations must be stated in the positive 3. Be specific
<p>Guide:</p>	<p>Module 1: Goal Worksheet</p>

Wrap it Up!:

It is important that you complete all of the required homework assignments in your Workbook. Not only do they reinforce the material covered in the class, but they also prepare you for the content that will be presented in the next module. Your first assignment for this module is to come up with your own positive affirmations and practice them each day. Your second assignment is to complete the Goal Worksheet within the Module 1 section of your workbook. This will help you better define your skills, abilities, and what you're looking for in a job.

If you have any questions or need additional help outside of the workshop, you can reach me at (provide your contact information). I'm available (provide your schedule). Thank you everyone for being here today and for participating in today's class.

MODULE 2:

FINDING YOUR NEW VOICE - TRANSFERABLE SKILLS





Module 2: Course Structure (Total: 75 minutes)

Introduction	This section will take approximately 5 minutes . In this section the learner will review their homework from the last module and share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.
Objectives	This section will take approximately 5 minutes . In this section the learner will understand their objectives for the course.
Discussion on types of jobs	This section will take approximately 10 minutes . In this section the learner discusses the five types of jobs and think about what type of job would be the best match for them.
Transferable Skills	This section will take approximately 15 minutes . In this section the learner will participate in a group activity that will help identify their own transferable skills.
Personal Values	This section will take approximately 10 minutes . In this section the learner will review the 9 personal values and try to define their top 3 personality traits that an employer would look for and desire in an employee.

O*Net

This section will take approximately **25 minutes**. In this section the learner will use the computer to navigate the O*NET website.

Additional Resources

This section will take approximately **5 minutes**. In this section the learner is provided with additional resources for skills training.

Homework: Transferable Skills Worksheet

This section is part of an 'outside of class' Workbook assignment.



NOTE: If a room needs to be reserved for the “hands-on” computer section of this module, please be sure to reserve the room in advance.



Introduction

<p>Say:</p>	<p>Hello and Welcome to the the Mature Worker Toolbox Training Module 2: Finding Your New Voice - Transferrable Skills. My name is _____. It's great to see everyone!</p> <p>The Prerequisite for this module is Module 1: Finding Your New Voice - Course Introduction. Before we get started, I just want to make sure everyone has completed their homework. You should have completed your 10 Affirmations and hopefully started practicing them. You also should have completed your Goal Worksheet in your Workbook. Each week, the homework you complete will work and build on a new skill. Does anyone have any questions?</p> <p>Great. So, let's get started. As I mentioned in last week's module, for the next seven weeks, we'll begin each module by sharing "wins" from the previous week. A win can be anything positive that happened or that you accomplished the week prior. It doesn't matter how big or small. Let's limit our sharing to about 30</p>
	<p>Do not allow the learner to minimize what they are sharing. For instance, if they start out with "it's really not that big of a deal, but..." stop them, and have them restart in a more positive way.</p>
<p>Say:</p>	<p>Let's review the Objectives for this module.</p>

<p>Say:</p> 	<p>The Objectives for this course are:</p> <ul style="list-style-type: none">• Identify specific job characteristics for your job search• Create a transferable skills worksheet for resume development• Identify additional resources for transferable skills search and skill training <p>The information from your Goal Worksheet will be used for this module. There are five types of jobs we will be reviewing. These are important in helping you determine what the best match is for <u>you</u>, based on your current situation and circumstances. This is something to think about as we complete this discussion. Can anyone name one of the types of jobs?</p>
<p>Guide:</p>	<p>Module 2 section entitled “Types of Jobs”</p>



You will need Permanent or White Board markers. Flip Chart or White Board.

Board It!

Capture participants' feedback on a flip chart or white board.



Full-time employment - a permanent full-time job is generally a 40+ hour work week and usually has benefits (such as health insurance). However, a temporary full-time job generally does not. The most common full-time work week in the United States is between 32-40 hours per week.

Part-time employment -is generally considered to be a job working 20 hours or less per week. Some employers consider 31 hours per week or less as part-time employment, but part-time hours vary based on the employer and their needs. Typically, part-time employees in the United States are not provided with benefits (such as health insurance), and earn less per hour.

A Temporary Job - is exactly that. Not permanent or full time. They are usually time-limited and are based on the employers needs, lasting from one day to one year. Most temporary jobs do not have benefits and some temporary jobs, especially through a “temp agency,” may lead to permanent employment with an employer.



Job Sharing - means dividing responsibilities & hours of one job between two or more people. They can share the job evenly or separate it into individual tasks that better suit each individual. If the job has unrelated tasks, those can also be divided.

The work week can be split in half and shifts can be alternated so one employee works three days one week and two the next. Job sharing employees must be able to coordinate their schedules to make sure someone is always on the job when they are required to be.

Flexible Schedule or Flex-Time - A flexible work schedule is an alternative to the traditional 9 to 5, 40-hour work week. It allows employees to alter their work hours and schedule. Under some employer policies, employees must work a prescribed number of hours per pay period and be present during a daily "core time."

Ask:

You can also find a detailed description of these in your Workbook. Now that you have an idea of what types of jobs are out there, let's discuss what an employer wants. Suppose an employer has a job opening & they are looking for a job candidate to fill the position. What do you think is at the top of their list?



The correct answer would be any type of skills, specifically skills that match the job opening or job responsibilities.

Say:

There are various skills an employer may be looking for. For example, how well you know Microsoft Office would be a 'hard skill.' How well you get along with others in a team environment would be considered a 'soft skill.' When you take soft skills from one job to another, they are often referred to as 'transferable skills.'

By definition, transferable skills are skills you've gathered through various jobs, volunteer work, hobbies, parenting or any other life experience that can be used in your next job or new career. As you move forward in the job search process, transferable skills are going to play a key role in developing your resume, cover letters and during interviews. Some employers may place a greater emphasis on soft skills, especially with so many people seeking jobs. Your ability to problem solve, be a team player, or your eagerness to learn may be just as important as the hard skills you possess.



Each Notetaker will need a pen and notepad for this activity.

Guide:

Module 2 section entitled “Transferable Skills”

Say:

Let’s complete a group activity that will help you identify your transferable skills! While job titles will disclose some of the skills you have, they certainly won’t disclose them all. It’s important to take each job or experience and break it down in an effort to discover the skills you actually used to do that job.

In this activity, one person in the group will play the **Job Hunter**, another person will be the **Notetaker**, and then a select number of you will be the actual **Interviewers**. Each **Interviewer** will be allowed to ask 1 question of the **Job Hunter**. Refer to your Workbook if you would like to view some sample questions.



- Ask for volunteers for the Job Hunter and Notetaker.
- Depending on the group size, five (5) participants maximum will play Interviewers.
- Interviewers take turns asking the Job Hunter questions using either the ones listed or additional questions.
- The goal of the Interviewers is to get the Job Hunter to provide the fullest, most descriptive answer possible.
- After 10 minutes, conclude the questioning & have the Notetaker read back all of the transferable skills that have been discovered!



Transferable Skills sample questions:

1. Your boss or supervisor always COUNTS ON YOU for something s/he thinks you're especially good at. What is it that s/he always counts on YOU for?
2. If you had to teach a brand new employee the "tricks of the trade" (i.e., how to do a GREAT job in your line of work) what do YOU do special that you could teach this eager, receptive new employee?
3. If you had to put together a TRAINING MANUAL for the kind of work you do best, how would you describe the MOST important thing it takes to do that job SUPERBLY?
4. When did you go above and beyond your job description, and MORE than earn your pay that day?



Transferable Skills sample questions (contd.):

5. What do you KNOW so well--or DO so well--that you could teach to others?
6. IF one of your co-workers were to BRAG about your skills, what would THEY say?
7. If one of your FRIENDS were to BRAG about you, what would THEY say?
8. If YOU felt totally comfortable bragging about yourself, what would you brag about? What are you most PROUD of?
9. What COURAGEOUS things have you done that you feel good about?
10. What DIFFICULTIES or barriers have you overcome to get where you are now?
11. What CREATIVE things have you done that you feel good about?
12. Describe something you DESIGNED, CREATED, BUILT, MADE, or FIXED, that gave you a strong sense of satisfaction. Tell WHY you felt so good about it.
13. What PRAISE, awards, or acknowledgment did you get from your employers or customers?
14. Name about FIVE QUALITIES or characteristics of OTHER PEOPLE that you most respect or admire.



Transferable Skills sample questions (cont.):

15. Think of a **PROBLEM** that came up that had other people stumped, but that **YOU** were able to resolve. What did you do? What does that say about your abilities?
16. If you suddenly had to leave the area for a while (say, to take care of an elderly or sick relative) what would your work buddies **MISS** about you while you're gone? How would their jobs be tougher, or less enjoyable, when you're not there to help?
17. Which of the qualities you named in Question #14 above are **ALSO** true about **YOU**? For each quality that's true of **YOU**, tell what you **DO** to express that in everyday life.

Say:

Okay, now that we have people in the roles of **Job Hunter, Interviewers, and Notetakers**, let's review how the activity will work. Once again, the **Interviewers** will take turns asking the **Job Hunter** questions using either the ones provided in your Workbook or additional questions you come up with. The **Notetaker** will write down the responses of the **Job Hunter**. The goal of the **Interviewers** is to get the **Job Hunter** to provide the fullest, most descriptive, answer possible.

	Watch the time for 10 minutes and monitor that the activity is being completed correctly.
Say:	<p>Okay, time is up. Job Hunter - How did that feel? Let's have the Notetaker read back all of the transferable skills that have been discovered during our activity.</p>
Wrap it Up!:	<p>Great job with the activity class! Let's talk about another type of skill that employers look for in potential employees. They include personal values or morals. These skills make up your individual personality traits. Take a moment to review the nine personal values in your Workbook and check off what you feel are your top three personality traits.</p>

<p>Guide:</p>	<p>Module 2 section entitled “Personal Values”</p>
	<p><u>The 9 Personal Values</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Honesty/integrity/morality. <input type="checkbox"/> Dedication/hard-working/work ethic/tenacity. <input type="checkbox"/> Dependability/reliability/responsibility. <input type="checkbox"/> Loyalty. <input type="checkbox"/> Positive attitude/motivation/energy/passion. <input type="checkbox"/> Professionalism. <input type="checkbox"/> Self-confidence. <input type="checkbox"/> Self-motivated/ability to work with little or no supervision.
<p>Say:</p>	<p>Good job. Evaluating yourself and identifying your strengths can be very helpful in writing your resume and also during the interview. If you would like to learn more about each of these values, a chart is located in the Appendix of the Workbook.</p>



Computer station per student. Login information, if applicable.
LCD Projector.
Permanent or White Board markers. Flip Chart or White Board.

Guide:

Module 2 section entitled “O*Net Instructions” (see Appendix)

Say:

Next, we will complete an online activity. We are going to visit a website called O*Net, which will allow us to look at specific jobs and get a detailed description of each. Each of you should have a particular job or jobs in mind that you are interested in applying for. That’s the job you’ll use for this exercise. I will demonstrate on the computer what you need to do and then each of you will try it with my assistance.

	<p>Instruction sheet is located in the Appendix of this guide.</p> <p>Demonstrate the activity on a computer with participants gathered around or utilizing an LCD projector. Direct participants to the Appendix so they can follow along during the demonstration.</p> <p>Once participants are at their computers, talk them through the steps again. Once the lookup is complete, the participants should be instructed to print out their results.</p> <p>NOTE: If you utilize another program similar to O*Net and would prefer to use it for this exercise, please feel free to substitute the instructions.</p>
<p>Guide:</p>	<p>Module 2 section entitled “Transferable Skills Worksheet”</p>
<p>Wrap it Up!</p>	<p>If you didn’t have the opportunity to print out your O*Net job description, please make sure you do that this week. We’ll be using it for Module 3 Technology Today. In the meantime, if you need additional assistance on the computer or using the Internet, you can contact (insert staff person or staff title to contact).</p> <p>Now that you know what you are looking for in a job, you know what skills an employer is looking for, and you are a pro at identifying and evaluating your own hard skills, soft skills and transferable skills, this week’s assignment is to complete the “Transferable Skills Worksheet.”</p>

Wrap it Up!**(continued)**

The worksheet can be found in the Module 2 section of your Workbook. Please turn to that page now so we can review the instructions together.

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 you are completing this worksheet, please don't limit yourself. This isn't just about work. 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 been involved with.

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.

Does anyone have any questions about the assignment? You did a great job today! See you next time. This concludes the Module 2 course.

MODULE 3: **TECHNOLOGY TODAY**





Module 3: Course Structure (Total: 70 minutes)

Introduction

This section will take approximately **5 minutes**. In this section the learner will review their homework from Module 2 and share any “wins” from the previous week. They will also understand the prerequisites, if any, for the current module.

Objectives

This section will take approximately **5 minutes**. In this section the learner will understand their objectives for the course.

Discussion on the Role of Technology in the Job Search and Workplace Today

This section will take approximately **15 minutes**. In this section the learner discusses the difference between the role of technology in the past and today. Students become familiar with the term Technophobia and learn about statistics regarding mature workers and technology.

Strategies for Overcoming Technophobia

This section will take approximately **10 minutes**. In this section the learner is provided with strategies for mastering various types of technology, from fax machines to photocopiers.

My Accomplishments Exercise

This section will take approximately **5 minutes**. In this section the learner documents all of their accomplishments, whether personal or professional.

Technology Resources

This section will take approximately **5 minutes**. In this section the center and other resources are reviewed letting the learner know of the level of support available to them.

Demonstration

This section will take approximately **10 minutes**. In this section the instructor conducts a demonstration on setting up an email account for the class.

Discussion on How We Learn

This section will take approximately **5 minutes**. In this section the participant will participate in a group discussion and take a quick survey on the different ways in which people learn.

Review Discussion on Role of Technology in O*NET Job Search

This section will take approximately **10 minutes**. In this section the top three tasks for conducting a job search online is discussed and a sample O*NET position is reviewed. During the review, the role of technology for this position is discussed. Additional Internet resources are also provided.

Plan of Action “To-do” list

This section will take approximately **5 minutes**. In this section the learner will list the skills related to technology they may need for their position and the resources available.

Homework: Complete Technology Plan of Action

This section is part of an ‘outside of class’ Workbook assignment.

Homework: Strategies for Addressing Technology Concerns

This section is part of an ‘outside of class’ Workbook assignment.



Introduction

Say:

Hello and Welcome to the **Mature Worker Toolbox Training Module 3: Technology Today**. My name is _____. Welcome Back!

The Prerequisite for this module is Module 2: Finding Your New Voice.

For homework, you should have completed the Transferable Skills Worksheet from Module 2, which will be used as a reference in this module. The goal was to 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. Did anyone have any a question about the homework?

Before we move forward, let's go around the room and share any "wins" from the previous week. Remember that these are important to acknowledge, no matter how big or small. Let's keep it to 30 seconds each so everyone gets an opportunity to share.

<p>Say:</p>	<p>Let's move on to reviewing the learning objectives for this course.</p> <p>They are to:</p> <ul style="list-style-type: none">• Describe the role technology (e.g. computer, copier, fax) plays in the job search process• Identify specific resources for computer/technology skill development• Develop a plan of action to address individual technology requirements <p>Does anyone have any questions before we begin?</p>
<p>Ask:</p>	<p>Before the Internet, job seekers generally did several things in a systematic manner to find employment. They prepared resumes, did research, contacted employers, engaged in networking, arranged job interviews, and pursued job leads from a variety of sources.</p> <p>Today's job seekers still engage in the same type of activities, but they now add online methods to the traditional process. Can anyone name at least one of these methods?</p>



You will need Permanent or White Board markers. Flip Chart or White Board.

Board It!:

Write some of the responses on the board.

Say:

That is correct. Some methods might include posting your resume into an online database or sending in your cover letter and resume by e-mail. While the Internet and the use of technology are not the only answer to the job search process, understanding the role technology plays in this process as well as in the workplace is integral to your success on the job.

While not all jobs require the use of technology, many require that you understand the “basics,” such as how to use e-mail or search for something on the Internet.

Today’s module will focus on how you can overcome what is commonly referred to as “Technophobia” or fear of technology, what role technology plays for you individually in your job search and on the job, and what specific steps you can take to address some of these areas.

Say:	<p>According to a 2009 study conducted by Pew Internet & American Life Project, the biggest increase in internet use since 2005 can be seen with older Americans aged 70-75. Twenty-six percent were online in 2005 with 45% online in 2009. That's almost a 20% increase! Of older boomers age 55-63, 70% go online while 79% of younger boomers age 45-54 reportedly go online. Let's review a few more statistics.</p>
Board It!:	<p>Ages 65 - 69 = 57% online Age 60-64 = 62% online Ages 55-59 = 71% online Ages 50-54 = 78% online Ages 45-49 = 80% online Usage = Younger Boomers have similar usage habits to Generation X & Y users</p>

Say:

According to clickz.com, **34%** of those 65 years and older have a computer in their homes. **Sixty-three percent** of boomers aged 55 - 64, a much larger number, have computers in their homes compared to 2005 U.S. Census Bureau statistics that show that 62% of all households have computers.

While many teen and Generation Y internet users age 18-32 are using the Internet for entertainment and communicating with friends and family, older Internet users are just as likely to use the Internet for e-mail, information searches and buying products. Health questions drove Internet users 73 and older to the Internet just as much as Generation Y users.

Baby Boomer Internet users (between 45 and 54 years old) were found to have habits more like Generation X Internet users (who are between 33 and 44 years old). For example 70-75% of each generation got their news online and over **43%** of both generations research online for jobs.

Say:

Think about the reasons you go online. Do you agree with those survey results?

You can best believe that in the very near future the statistics will be higher. From Internet to cell phones to voicemail, technology is all around us. The challenge is to find a way to embrace the positive side and minimize the down side, because technology is not going away.

<p>Say:</p>	<p>Let's take a moment to review a few simple steps that you can take to master any type of technology, whether it is a fax machine, copier, cell phone or any other tool you may be asked to use.</p>
<p>Guide:</p>	<p>Module 3 section entitled "Strategies for Overcoming Technophobia"</p>
	<ol style="list-style-type: none"> 1. Break it down. Don't overwhelm yourself with thinking you need to learn everything at once. Break down what you need to master into small chunks or pieces. 2. Only focus on what's useful. Based on the type of job you're seeking, you don't have to know everything. Perhaps you just learn how to send an e-mail or use the Internet for job search. If the job you're looking for doesn't require you to learn other things, is it really necessary? Probably not. 3. Build on your successes! Small victories or successes are going to help build your confidence. Once you gain confidence, the fear will start to go away. 4. Focus on what you know. You've already accomplished so many things in your life already. This took time, effort, and sometimes money to accomplish. If you can learn those skills, you can learn other things as well.



Helpful tips you can use to expand on each step.

1. Break it down.

It's almost like eating...would you put an entire ice cream sundae in your mouth all at once? No, you'd take small or medium size bites so you could enjoy each bite. Instead of learning everything in a day, schedule to do a small amount each day or each week until you're comfortable.

A simple strategy for getting comfortable on the computer is to start with something simple, like playing Solitaire. This will get you used to turning on the computer, moving around, and using the mouse without the added pressure of getting something "wrong."

2. Only focus on what's useful.

Focus on what is going to get you to your goal. Don't let yourself get distracted by things that aren't necessary. Approach learning to use technology with a plan, with each step having meaning and purpose, and only focus on those things that are going to help you.

3. Build on your successes!

Once you gain skills in one area, you can begin in another. Just like when we share our "wins" at the beginning of each module. After a while, you will have the confidence to master other things, but take it slow and keep it simple.

	<p>Helpful tips you can use to expand on each step. (contd.)</p> <p>4. Focus on what you know.</p> <p>If you've done one thing, what's to say you can't learn or do something else? If you've worked or been in a business or profession or conquered tasks at home, you undoubtedly have marketable skills. If you can learn those skills, you can learn other things as well.</p>
<p>Guide:</p>	<p>Module 3 section entitled "My Accomplishments"</p>
<p>Say:</p>	<p>Before we continue with our final two tips, I would like everyone to take five minutes to write down all of the things you have accomplished or learned, whether personal or professional. Really give this some thought. These accomplishments could range from raising children, graduating high school or college, learning how to use a cell phone, and anything else that took effort and determination on your part.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>

Ask:	Does anyone have any accomplishments they would like to share?
	<p>Encourage participants to be proud of their accomplishments and share with the class, no matter how big or small.</p> <p>Limit responses to three individuals and three minutes.</p>
Board It!:	<p>Write free online resource web site on board/flip chart along with any pertinent WorkSource resources and phone numbers that may be helpful.</p> <p>Free online resource: http://www.GCFLearnfree.org This site is offering computer and technology training free!</p>

Say:

Our next tip is to:

5. Get Help. You are not alone in your need to learn about technology. There are many resources out there that can assist you, including the staff at the WorkSource Center. Whether you are someone that prefers a 'hands-on' approach or you'd rather learn on your own, resources are available to assist you.

I've written some key resources, classes and phone numbers on the board/flip chart for you. The website listed offers the following online training FREE!

- **Getting Started** classes include: Computer basics, Windows, Internet Basics, E-mail Basics, and Internet Safety.
- **Using Office Software** classes include: Word, Excel, PowerPoint, Access, Microsoft Office, OpenOffice.org, Outlook 2003, and Publisher 2003.

There are resources for community college & Adult Education locations in the Resource Center, both providing low cost and no cost courses on computer literacy.

<p>Say:</p>	<p>If learning how to use a fax or copier is one of the skills you need to learn, this equipment is generally available at the WorkSource Center. While each fax and copier is different, you can gain valuable experience using what's available.</p> <p>The more you come in contact with the equipment, the greater your comfort level will be.</p>
	<p>Another suggestion would be to volunteer to do any needed copying or faxing for the Resource Room.</p>

<p>Guide:</p>	<p>Module 3 section entitled “Setting up an E-mail Account”</p>
	<p>One computer used for demonstration purposes. Must have Internet connection. Use of an LCD projector and screen is optimal.</p>
	<p><i>Optional:</i> If time permits, participants can follow along on their own individual computer and set up an email account.</p>
<p>Say:</p>	<p>One of the biggest concerns expressed by new customers is the fear of using the computer. A computer, like a drill or stapler or anything else you use regularly, is just a tool. Once you’ve learned the basics, like any other tool, there isn’t a lot you can do to hurt it. So let’s work on overcoming our fear of computers in a quick exercise. We will practice setting up an e-mail user account. Everyone gather around while I demonstrate.</p> <p>First of all, e-mail is a very effective and inexpensive way to keep in touch with people. Many of you may already communicate with family and friends and view pictures of nieces and nephews and grandchildren online. It’s quick 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 a cover letter and resume.</p>

<p>Say:</p>	<p>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 with Google, also known as a Gmail account. So let's get started!</p>
	<p>See Appendix for setting up an email account instructions. This is a duplicate of the participant Workbook instructions and screens.</p>
<p>Ask:</p>	<p>Does anyone have any questions about any of the steps we just completed for setting up a new e-mail account?</p>
<p>Say:</p>	<p>Great! Now one thing to remember after you set up your own e-mail account is to watch out for SPAM! Would anyone like to explain to the class what SPAM is?</p>
	<p>If no one volunteers, go ahead and offer the definition.</p>

<p>Say:</p>	<p>That is correct; SPAM is unsolicited advertisements in your inbox. It's much like the advertisements you receive daily in your mailbox.</p> <p>With e-mail SPAM, if you are unsure about a message or who sent it, the best thing to do is just delete the message. Just because it was mailed to you, doesn't mean it's from someone you know.</p> <p>If you do respond to a SPAM e-mail, you may find that you start receiving more because this has just confirmed that your e-mail is a valid one. And, some SPAM e-mails contain harmful viruses that can damage your computer. So again, the best suggestion is to just delete them.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Ask:</p> 	<p>Okay so let's move on to one more tip to mastering technology. But let's start with a question first. How do you learn best? Do you learn by: 1) Reading a manual or user guide, 2) Watching a video or demonstration, or 3) By doing, the hands-on approach?</p>
<p>Board It!:</p>	<p>Write the number of responses for the 3 methods of learning using a tally method.</p>

Say:

It's always interesting to see how we each differ in the way we like to learn. So, the last tip to mastering technology is to:

6. Understand how you learn best. Our society and world is constantly changing. What you knew and did before is great, but sometimes you need to learn something new. This means stretching or pushing yourself and it also means determining the best way for you to understand and learn information quickly and effectively.

As we saw from our discussion, not everyone learns the same way. Perhaps you prefer to just read instructions or maybe you learn best by actually doing something. Whichever way you learn best, create opportunities for yourself to learn in a way in which you're most comfortable.



You will need Permanent or White Board markers. Flip Chart or White Board.

Say:

We mentioned earlier that job search includes the traditional job search strategies coupled with using the computer. The World Wide Web offers a variety of resources for jobseekers. In order to make the best use of your time, before using online resources, have a plan of how you'd like to use it. Use your offline resources, such as networking, at least as much as your online resources, so there is a good balance.

So let's document the three things you will need to know how to do in order to use the computer for your job search.

Board It!:

Write the following 3 things on the board/flip chart:

1. Navigate with the mouse.
2. Open an Internet browser.
3. Utilize an e-mail account.

Guide:

Module 3 section entitled "Using the Computer for your Job Search"



1. Navigate around the desktop of the computer with a mouse. The desktop of a computer is generally the first screen you see once a computer is turned on. It usually has a number of icons or small pictures on it. Your mouse is the tool you use to navigate around the desktop and computer by pointing and clicking on the icons or small pictures you want to open or use.
2. Open up an Internet browser, such as Internet Explorer or Firefox, with your mouse and type in a URL, Uniform Resource Locator. The URL is the global address, located at the top of your browser, which is used to find documents or other resources on the World Wide Web. An example of a URL is: <http://www.google.com>.
3. Last, since you may be submitting your resume and cover letter online, having an e-mail address and knowing how to check for and send an e-mail would be extremely helpful.



Show the group what a desktop and mouse looks like. In order to assess if this skill is too basic, you could ask if everyone knows what a desktop and mouse are.

You could show the class one more time how to open up the Internet & also where the URL is located.

<p>Say:</p>	<p>Let me provide one more resource before we move onto the O*NET research we conducted in module 2.</p> <p>The following is a list our center has of available online resources. Another good place to start is at the Career Resource Library of America's CareerInfoNet at: http://www.acinet.org/acinet/library.asp. It includes many resources such as general information about job hunting, links to job banks, which have listings of available jobs, and employer research tools. The research tools will help you to learn even more about the employers you might apply with, which will prove very useful in job interviews.</p>
	<p>Provide group with handout for list of center resources.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board It!:</p>	<p>Write the URL on the board/flip chart: http://www.acinet.org/acinet/library.asp.</p>

<p>Guide:</p>	<p>Module 3 section entitled “O*NET Summary Report: Bank Teller position”</p>
<p>Say:</p>	<p>In order to determine what skills you need on your job, please refer to the O*NET information you gathered in Module 2 on the particular jobs you are looking for.</p> <p>You may be surprised to find that some jobs don’t require technology skills. Referring to the example in your Workbook for a Bank Teller position, you can see the O*NET information lists tasks, knowledge, and skills that a person would need for this position, including the Tools & Technology requirements. For this particular job, you can see that there are specific Tools, <u>as well as Technology</u>, a person applying for this job would need to know. Some of the Tools may be taught on the job and some they may need to know before being hired.</p>
<p>Ask:</p>	<p>Looking at the example, what Tools do you think a person would need BEFORE applying for this type of position?</p>
	<p>Some responses may include: how to use electronic mail software, such as Microsoft Outlook, as well as Office suite software, like Microsoft Office.</p>

Say:	<p>Very good. You will see that by being proactive and knowing ahead of time what the technology requirements are, a person could easily begin addressing some of those skills right away using the available resources.</p> <p>This way, they would go to a job interview prepared and have a clear understanding of what the job requires. Learning how to use some of these Tools or Technology may also give the job seeker an advantage over other job candidates. I believe “having a leg up” over the competition is the phrase that is often used.</p>
Guide:	Module 3 section entitled “Technology Plan of Action”

Say:

Our final task for this module is to complete a “Technology Plan of Action.” You will determine the Technology/Tool requirements for both online job search and the jobs you are interested in applying for.

Your first step is to take a look at your O*NET printouts from Module 2 and determine the type of Tools or Technology your particular job requires. Once you’ve determined that, write those down in your Technology Plan of Action. Next, write down any additional skills you’ll need for your online job search. Your final step will be to write down the resources you’ll use, based on your preferred learning style, to address those areas you scored a 3 or lower in. Let’s get started!



Walk around the room and assist with making notes for creating their Technology Plan of Action “to do” lists. Suggest that participants plot out the local resources available (based on their preferred learning style) to address any areas where they scored a 3 or lower on their comfort level. Provide guidance in this area.

Say:	<p>Complete as much of the plan as you can. If you run out of time, be sure to complete it before our class next week. Again, the goal of this exercise is for you to develop a plan of action on how you can proactively address technology requirements for your particular field BEFORE you get the job. Let's go through the second homework assignment.</p>
Guide:	<p>Module 3 section entitled "Strategies for Addressing Technology Concerns"</p>
Say:	<p>After you complete your Technology Plan of Action, please identify any skills or tools that you think you will still be learning or that may need to be learned on the job. This will help you to develop specific strategies for addressing technology concerns with an employer</p> <p>In your own time, you can review the following articles located in the Module 3 Appendix of your Workbook:</p> <ul style="list-style-type: none">• Today's Mature Workers Are Learning New Skills• Overcoming Myths about Mature Workers• Setting the Record Straight: Eight Myths about Older Workers

Wrap it Up!:

So there you have it class! You are now over Technophobia for good - or at least you're on your way! (laughter) You worked hard today and have lots of information to digest. Be sure to review your tips, tools, and resources again after you leave class. It usually takes at least 3 times for information to really sink in and 21 days to develop a new habit! Take it slow. If you have the opportunity to move forward on your plan, we look forward to hearing about it next class. Good luck and remember the WorkSource staff is here to assist you!

MODULE 4:

JOB SEARCH TOOLS & STRATEGIES





Module 4: Course Structure (Total: 80 minutes)

Introduction	This section will take approximately 5 minutes . In this section the learner will review their homework from the last module and share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.
Objectives	This section will take approximately 5 minutes . In this section the learner will understand their objectives for the course.
Overview of Laws to Protect Workers from Discrimination	This section will take approximately 10 minutes . In this section the learner will learn about the Age Discrimination Employment Act and the American’s with Disabilities Act Amendment Act, as well as appropriate and inappropriate questions regarding age and disabilities by an interviewer.
Age Discrimination	This section will take approximately 10 minutes . In this section the learner will participate in a discussion to determine ways to overcome reasons why employers don’t want to hire mature workers.
Gaps in Employment History and Age Discrimination Discussion	This section will take approximately 20 minutes . In this section the participant will learn methods of explaining gaps in employment history and how to address age discrimination issues.

**Job Search Methods
Assignment**

This section will take approximately **10 minutes**. In this section the learner will select the job search methods they would like to include in their job search strategy and document in their Workbook.

Importance of Networking

This section will take approximately **15 minutes**. In this section the learner will receive some tips about who, what, why, and where to network.

Myth “Busting”

This section will take approximately **5 minutes**. In this section the learners will discuss some of the myths about hiring mature workers.

Plan of Action “To Do” list

This section will take approximately **5 minutes**. In this section the learner will create a “to do” list on action items that still need completion from the module.

**Homework: Complete Plan of
Action**

This section is part of an ‘outside of class’ Workbook assignment. This includes attending any appointments that may have been set up with the Instructor or Case Manager.



You will need name tags for each participant in the class for one of the activities.

Make a selection of large-size nametags that read

My name is _____

[make some of each of the following]

and I need some advice about: _____

and I can help you with: _____

and I have trouble with: _____

and I know a lot about: _____



Introduction

Say:

Hello and Welcome to the **Mature Worker Toolbox Training Module 4: Job Search Tools & Strategies.**

The Prerequisite for this module is Module 3: Technology Today.

Before we move forward, let's go around the room and share any "wins" from the previous week. Remember that these are important to acknowledge, no matter how big or small. Let's keep it to 30 seconds each so everyone gets an opportunity to share.

Say:	<p>Let's begin by reviewing the learning objectives for this course. They are to:</p> <ul style="list-style-type: none">• Become aware of laws that protect you• Discuss ways to overcome reasons why employers don't want to hire mature workers• Learn methods of explaining gaps in your employment history• Select job search methods to include in your job search strategy• List good ways to network• Discuss myths about hiring mature workers <p>Does anyone have any questions before we move into our discussion on laws that protect you?</p>
Ask:	<p>So far you've learned all of the techniques for creating a positive mindset and identifying specific job characteristics for your job search. You've also learned about the technology skills you may or may not need to obtain a job.</p> <p>Before we move forward, it's important for you to know and understand the laws that protect you while you are looking for work.</p>

<p>Say:</p>	<p>There are several laws that protect workers from discrimination. Employers are expected to comply with these laws and adhere to fair hiring practices.</p> <p>Let me emphasize that we are not covering this material to encourage you to file a discrimination claim if you think that you didn't get hired based on your age. The intent is first to empower you through knowledge. Later in the session, we will cover ways to highlight your skills and experience to emphasize that you are qualified applicant, regardless of age.</p> <p>Let's review a few acronyms on the board/flip chart before we move on.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board It!:</p>	<p>Write the following acronyms and their meaning on the board. Leave room under each for further description.</p> <p>ADEA = The Age Discrimination in Employment Act EEOC = The Equal Employment Opportunity Commission ADAAA = American's with Disabilities Act Amendment Act</p>

<p>Ask:</p>	<p>How many of you are familiar with these acronyms?</p>
	<p>Wait for show of hands to continue.</p>
<p>Say:</p>	<p>Okay, great. Well, let's define each one. 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."</p> <p>According to the Equal Employment Opportunity Commission or EEOC Guidance, the ADEA protects employees and job applicants from age-related discrimination related to the following: (Link: http://www.eeoc.gov/laws/statutes/adea.cfm)</p>
	<p>Write under ADEA acronym from earlier.</p>
<p>Board It:</p>	<ol style="list-style-type: none"> 1. Job Notices and Advertisements 2. Pre-Employment Inquiries 3. Benefits

<p>Guide:</p>	<p>Module 4 section “The Age Discrimination in Employment Act (ADEA)”</p>
<p>Say:</p>	<p>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.”</p> <p>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.”</p> <p>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.”</p> <p><i>With that being said it is important to note that not all cases win. So keep that in mind when considering taking a claim to the EEOC.</i></p> <p>Source: http://www.eeoc.gov/laws/statutes/adea.cfm</p>

	<p>Provide resource link only if student(s) asks for it.</p>
<p>Board It!:</p>	<p>ADAAA</p>
<p>Ask:</p>	<p>Who's familiar with this acronym?</p>
	<p>Wait for show of hands to continue, and then call on someone to define it.</p>
<p>Guide:</p>	<p>Module 4 section entitled “Americans with Disabilities Act Amendment Act (ADAAA)”</p>
<p>Say:</p>	<p>Very good. The Americans with Disabilities Act Amendment Act (ADAAA), which replaced the American’s with Disabilities Act (or ADA) on January 1, 2009, protects people with disabilities from unlawful discrimination by employers with 15 or more employees, as well as employment agencies and labor organizations. In California, the Fair Employment Housing Act (FEHA) extends the law to employers with 5 or more employees.</p> <p>It is important to note the definition of a person with a disability. According to the EEOC: (Link: http://www.eeoc.gov/policy/docs/902cm.html):</p>

<p>Say:</p>	<p>“An individual with a disability is a person who:</p> <ul style="list-style-type: none"> • Has a physical or mental impairment that substantially limits one or more major life activities; • Has a record of such an impairment; or • Is regarded as having such an impairment.” <p>You may be wondering, “How can one become disabled?” A person may be born with a disability, or acquire one through an accident, medical issue, or even normal aging. If you are a person with a disability, the most important question to ask yourself when considering employment is “am I qualified for the job?”</p> <p>You also may be saying to yourself, “isn’t that the same thing a person without a disability should ask themselves?” It sure is! The difference is that a person may require legally mandated accommodations to perform the essential functions of the job.</p>
<p>Ask:</p>	<p>Do think that it is the employer’s responsibility to provide proper accommodations?</p>
	<p>Call on someone if no one volunteers to respond.</p>

<p>Say:</p>	<p>According to the EEOC, “A qualified employee or applicant with a disability is an individual who, with or without reasonable accommodation, can perform the essential functions of the job in question. Reasonable accommodation may include, but is not limited to:</p> <ul style="list-style-type: none"> • Making existing facilities used by employees readily accessible to and usable by persons with disabilities. • Job restructuring, modifying work schedules, reassignment to a vacant position; • Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters.” <p>These requirements for accommodations must be applied at all points in the employment process, from application through employment. So, the answer to the question is yes!</p>
<p>Ask:</p>	<p>How many of you think this is an appropriate question for an employer to ask a person with disabilities: “How severe is your Multiple Sclerosis?”</p>
	<p>Wait for show of hands before continuing.</p>

Say:

It is inappropriate for employers to “ask job applicants about the existence, nature, or severity of a disability.” It is appropriate for employers to ask about an applicant’s ability to perform specific essential job functions (that is the job exists to perform those functions).

Employers may ask new employees to have a medical examination only if ALL employees are asked to do the same, and it must be “job related and consistent with the employer's business needs.”

Now for the fun stuff again. Statistics! (laughter) In 2009, almost 21,500 disability-related discrimination charges were filed with the EEOC and almost 60 percent were deemed to have “no reasonable cause.”

(Link: <http://www.eeoc.gov/eeoc/statistics/enforcement/ada-charges.cfm>)

The reason for covering the charges found to have no cause is not to say the people are not discriminated against in employment. Surely, it exists, or there wouldn't be laws against it. However, it is important to remember that an employers' first obligation is to meet their business needs by hiring qualified candidates. If you go into the interview focused on your age or disability, you are not going to be focusing on your skills, talents and attributes that make you the best person for the job.

Wrap it Up!:

If you feel you have been discriminated against as an applicant or employee, you may contact the local EEOC office to discuss your claim with them. Both of these laws protect you from employer retaliation for filing a claim.

We've briefly discussed laws that protect workers from discrimination. Let's talk in a little more detail about age discrimination.

<p>Guide:</p>	<p>Module 4 section entitled “Age Discrimination”</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Say:</p>	<p>We just talked about ADEA. Do you remember what that stands for? That’s right: The Age Discrimination in Employment Act.</p>
<p>Ask:</p>	<p>What do you think are the reasons employers do not want to hire “mature” workers? Open your workbooks to Module 4 - there is space in your workbook to write these down.</p>
<p>Board It!:</p>	<p>Try to group their answers into the following reasons, leaving space below or to the right to write more later:</p> <ul style="list-style-type: none"> • More of an expense (higher salary, pension, benefit costs) • Not as capable or as qualified as younger workers • Job performance won’t be as good

Say:

Let's talk a little more about age discrimination before we look at ways you can address these issues.

First of all, you are not alone. There are a growing number of mature workers in the workplace. According to the U.S. Department of Labor Statistics:

- In 2008, there were almost 28 million Americans over 55 who were either working or seeking work.
- Mature workers also made up 18% of the workforce.
- Mature workers are getting new jobs at an annual rate of 4.1%.
This is more than double the rate in the general population.

Here are several ways in which workers age 40 and above are covered by law:

- 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.
- 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.

Ask:

In addition to the laws that provide assistance, let's see if we can come up with ways to deal with the reasons employers think they shouldn't hire a mature worker - whatever the age. You can write your responses next to the reasons you listed in your workbook. What are some ways you can overcome these reasons we listed?

Board It!

List their responses next to the appropriate reason. After they can't think of any more, list ones shown below.

More of an expense (higher salary, pension, benefit costs)	<ul style="list-style-type: none"> • Review with the employer the benefits of mature workers: commitment to career, hands-on experience, realistic expectations. • Let them know you are flexible and negotiable on salary.
Not as capable or as qualified as younger counterparts	<ul style="list-style-type: none"> • Project yourself as upbeat and flexible and back that up with proof of your skills and success.
Job performance	<ul style="list-style-type: none"> • Use storytelling techniques to back up your claims of your skills and performance on the job.
Other	<ul style="list-style-type: none"> • Consider working for a “mature worker friendly” employer. • Limit your experience on your resume. • Leave other experience off your resume or list without dates. • Consider using a functional or combination resume.

<p>Say:</p>	<p>Your workbook lists some resources about age discrimination, including:</p> <ul style="list-style-type: none">• Age discrimination issues• The Age Discrimination in Employment Act• What to do if your boss fails to abide by the Age Discrimination in Employment Act• Laws and regulations <p>The full articles are located in the Appendix of your workbook.</p>
	<p>The websites are listed in the workbook. The full articles are located in the Appendix of this Facilitator Guide and their Workbook.</p>

<p>Guide:</p>	<p>Module 4 section entitled “Explaining Gaps in Employment History”</p>
<p>Say:</p>	<p>Let’s review explaining gaps in employment history on your resume and addressing issues with age discrimination together. Additional strategies for making your age work for you are discussed in Module 5.</p>
	<p>You can read the introduction and then call on participants to read the numbered suggestions.</p>

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 Appendix).





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.

4. Often, it's easy to overlook the things you were doing while you 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.





Read the introduction to the “How to Address Age Discrimination” below. Then, have the participants read the 5 tips.



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 your 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.



Tips to Avoid Triggering Age Discrimination (continued)

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.

 <p>Ask:</p>	<p>How many of you are concerned about age coming up in the interview? And, why?</p>
	<p>Listen to responses of several students before continuing.</p>

Say:

I can understand your concerns. The key is to come prepared to counter some of the employers concerns. For example, anticipate any stereotypes and be prepared to respond! It's true that mature workers are often mistakenly seen as "stuck in their ways" or inflexible. Even though we know this isn't true, still show your confidence and flexibility during the interview process. You've already done this in your cover letter and resume. Let this shine through when you during the interview as well!

Also, mature workers or job seekers with a lot of experience often hear that they are "over-qualified" for a position. While they won't say it, an employers' real concern is that you'll get bored and not want to stay. Have a response prepared for this. Let them know you've thought about this before applying, and because you're committed to this type of work, you know your experience will be an asset! Be proud of what you've accomplished and show your willingness to share your experience and expertise.

Like your resume, be sure to skip using all dates. Summarize your experience and successes in a way that doesn't lead back to your age. I hope these tips made everyone feel better! Let's move on.

<p>Guide:</p>	<p>Module 4 section entitled “Identifying Concerns with Gaps in Employment”</p>
<p>Say:</p>	<p>The last area we’ll focus on related to interviewing is how to address any gaps in employment as well as any specific technology skills you may need to learn.</p> <p>Based on the areas you’ve identified, please list any areas related to gaps in employment or technology skills you believe you will need to address in an interview. You have room to document up to 5 issues. Any gaps in employment over the last 10 years that lasted more than two calendar years in length should be listed. Please refer to the guidelines in your workbook.</p>
	<p>Issue: _____</p> <p>_____</p> <p>_____</p> <p>Response:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

**Guidelines:**

- ✓ If you have been unemployed for two calendar years or more, you'll most likely need to address the gap in employment. Focus on the things you were doing during that time and how you can present them in a way that's relevant to the job you're seeking. This could include volunteer work, education, travel, a hobby or any other activity that relates to the job.

- ✓ If your gap doesn't relate to the job, do your best to answer the question honestly and with confidence. Try to avoid any references to illness, disability or rehabilitation. This usually peaks an employer's attention. Speak about something else you were doing during that time, even if it doesn't relate. You don't need to go into extensive detail.

- ✓ Just give enough information to sufficiently answer the question. Often, because people are nervous, they tend to say more than what's needed. Since this may be personal information you're sharing, you want to keep it as brief as possible.

	<p>Walk around the room to check and make sure each group member is drafting responses. If a participant is having challenges, provide brief input or ask the participant to see you after class for assistance with their personal responses.</p>
<p>Say:</p>	<p>Anyone interested in sharing their issue and response can do so at this time.</p>
	<p>Limit the responses to the available time (2-3 maximum).</p>
<p>Wrap it Up!:</p>	<p>Regardless of your issue, the best way to prepare is to practice what you're going to say. A good way to do this is to practice in front of a mirror or with someone you feel comfortable with. Either way, be sure to say the words out loud, so you can get comfortable with your responses. This will help you to express yourself confidently and also eliminate inappropriate or unnecessary responses.</p> <p>Does anyone have any questions before we proceed?</p>

<p>Wrap it Up!:</p>	<p>Now that you are armed with the knowledge to address age discrimination and gaps in employment, let's move into our activity on job search methods. As mentioned in previous modules, your job search should include a combination of online and offline activities. Let's look at a list of some potential places to begin your job search.</p>
<p>Guide:</p>	<p>Module 4 section entitled "Job Search Methods"</p>
	<p>Instruct class to complete list first before the worksheet.</p>
<p>Say:</p>	<p>Please circle at least 5-8 methods you would like to include in your job search strategy from the list provided in your Workbook. <u>After</u> you've circled the methods, write them down in the space provided in your workbook.</p>



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



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.com, LinkedIn.com, JobFox.com) *
25. Former employers
26. Fellow employees
27. Religious leaders (if you belong to a church or religious organization)
28. Informational interviews
29. Job Fairs

* A list of Social Networking sites can be found at:

http://en.wikipedia.org/wiki/List_of_social_networking_websites

Job Search Methods Worksheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Guide :	Module 4 section entitled “Research Company”
Say:	<p>You can also search for opportunities by location, profession, industry, occupation, full-time versus part-time, and so on. The “Research Company” section in your workbook summarizes some of the methods:</p> <ul style="list-style-type: none">• Online job-posting - from general job posting boards to specialized job boards for industries and occupations.• Employment agencies, placement firms, or headhunters that search for qualified candidates on the company’s behalf.• And, the old-fashioned newspaper or print ads. Keep in mind that a lot of people usually apply for those jobs.



Research Company

Search this online job-posting board:	For these types of jobs:
Monster.com CareerBuilder.com	Monster.com and CareerBuilder.com post many jobs for a broad range of job seekers.
HotelJobs.com TeacherJobs.com	HotelJobs.com and TeacherJobs.com are examples of specialized boards for industries and occupations.
TheLadders.com	TheLadders.com is a job-search engine that is based on an expected income level.
RetirementJobs.com AARP.org	RetirementJobs.com and AARP.org are job-search portals specializing in workers who are 50+.



Research Company (continued)

Search this online job-posting board:	For these types of jobs:
RetirementJobs.com, AARP.org, Monster.com, CareerBuilder.com, SnagAJob.com	RetirementJobs.com, AARP.org, Monster.com, CareerBuilder.com, and SnagAJob.com are good sites to look for hourly wage positions.
RetirementJobs.com, AARP.org, Monster.com, CareerBuilder.com, SnagAJob.com	RetirementJobs.com, AARP.org, Monster.com, CareerBuilder.com, and SnagAJob.com are also good sites to look for salaried positions (professional, senior technical, sales, managerial).
TheLadders.com, 6figurejobs.com, Execunet.com, Executive Search Online	The Ladders.com, 6figurejobs.com, Execunet.com, and Executive Search Online are sites you can use to search for higher paid salaried positions.



Research Company (continued)

Search for Employment Agencies or Placement Firms for:	Using...
Hourly wage positions	Hourly wage positions can be located using the Yellow Pages, online, through the One-Stop Center, or a local employment services agency.
Salaried positions	Salaried positions are found through employment agencies that specialize in specific industries or professions. The Yellow Pages, the Internet, or your own networking should reveal reputable agencies.
Higher paid, salaried positions	Higher paid, salaried positions are found through agencies that specialize in “retained search” or headhunter firms.



Research Company (continued)

Search on traditional print advertising for:	Using...
Hourly wage positions	Hourly wage positions can be found in the Classified or Help Wanted sections of major and local newspapers.
Salaried positions	Salaried positions can also be found in the newspaper, but you'll also want to look in the trade and professional journals relevant to your field.
Higher paid, salaried positions	Higher paid, salaried positions are not likely to be in job ads. Nonprofit, education, and health care positions are often advertised this way, however.

Say:

Now that you've identified both the online and offline methods you'll use for your job search, here are two additional things to keep in mind:

Number One. Don't limit your job search by only applying for jobs that meet your specific criteria. Approach the job search with an open mind. Often you won't find out what a job really entails until you go to the interview.

By submitting your resume for other jobs that you are qualified to perform, you'll increase your chances for getting an interview. And, you might be surprised to learn during the interview that the job will be something you'll really enjoy.

Number Two. While you do need to keep an open mind, please don't apply for jobs you're not qualified for. This is a waste of your time and the employers. Keep focused on the jobs that you are qualified to perform.



Provide additional job search resources that your center provides.

Say:	<p>Our center provides these additional job search resources... (List any staff in WSC that can provide assistance in their job search.)</p>
Wrap it Up!:	<p>Now... how do you find out what opportunities are available? How do you “get the word out” that you’re looking for employment?</p>

<p>Guide:</p>	<p>Module 4 section entitled “Importance of Networking”</p>
<p>Say:</p>	<p>Networking. There are many <i>ways</i> to network and many <i>reasons</i> to network.</p> <p>We know that just the thought of networking may make some people nervous. Let’s break it down and discuss the who, what, why, where, and when of networking to help you with this.</p>
	<p>Full articles about the key topics listed for the who, what, why, where, and when of networking are located in the Appendix of this Facilitator Guide.</p>
	<p>WHAT is networking? Networking means making connections with people. It’s probably the most important thing you can do to achieve professional success.</p> <p>WHY should I network? Eighty percent of all available jobs are not formally posted. Landing a position is more easily accomplished through word of mouth. Sixty percent or higher of all jobs are found by networking.</p> <p>WHEN do I network? 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.</p>

**WHERE** can I network?

- Online communities like AARP
- Networking and support groups
- Social networking sites (Facebook, LinkedIn, Five O'Clock Club, Women for Hire)
- Holiday gatherings
- Business socials or an association meeting or event
- Discussion boards on the internet (Job Search Forum, message boards)
- Professional associations
- Trade associations you belong to
- Give speeches to local clubs
- Join boards, such as at a local school or nonprofit organization
- Volunteer at a local nonprofit

WHO do I network with?

- Current and former colleagues
- Acquaintances from professional organizations
- Business associates of family and friends
- Neighbors, relatives, organizations, religious or community groups, book clubs, fellow volunteers
- Reconnect with old acquaintances



Make a selection of large-size nametags that read

My name is _____

[make some of each of the following]

and I need some advice about: _____

and I can help you with: _____

and I have trouble with: _____

and I know a lot about: _____

Say:

Choose a nametag that you would like to fill out. After you've filled it out, talk with two or three other people for 3 minutes each about what's on your nametags.



Have each participant choose a name tag and fill in the blanks.

Give the participants 10 minutes to talk to a couple of other people about what is on their name tag.

Bring the group back together and discuss these questions:

- Did you prepare a little speech or summary before you began talking with others?
- Was it easy for you to find something in common with the person you talked to?
- Did you obtain information even though you didn't need anything?
- Did you ask for advice or get advice just through casual conversation?

<p>Say:</p>	<p>How do you network? You just did!</p>
	<p>HOW do I network?</p> <ul style="list-style-type: none"> • Prepare an “elevator speech” (a 30-second summary of who you are and what you’d like to do professionally) • Build rapport by contacting people when you don’t need anything • Stay in touch every few months • Ask for advice, not a job • If you have news or a problem to solve, pick up the phone or send an email telling someone else about it • Follow up with a “thank you” or an email
	<p>Refer the participants to the Workbook where they can find resources and articles about networking.</p> <p>The full articles are located in the Appendix of this Facilitator Guide and the participants’ Workbook.</p>

<p>Guide:</p>	<p>Module 4 section entitled “Myth Busters”</p>
<p>Say:</p>	<p>Game time! Let’s play myth busters. Don’t worry, we won’t do any experiments like on the TV show, you’ll just mark your answers on the worksheet in your guide.</p> <p>Open your workbooks to the “Myth Busters” section. You’ll see a list of statements. Take a few minutes to read the statements and write “yes” it’s a myth or “no” it’s not a myth next to each statement.</p>
	<p>The full articles about these myths are located in the Appendix of this Facilitator Guide.</p> <p>First, have the participants fill in their worksheet by indicating ‘yes’ or ‘no’ next to each statement.</p> <p>Then, go around the room and have each person read a statement. Have the group determine if it is a myth or not.</p> <p>All statements should contain a ‘yes’ in the “Myth?” column.</p>
<p>Say:</p>	<p>Let’s go around the room. Each of you will read a statement and then each of you will write down if it’s a myth or not.</p>



KEY	Myth?	
	Yes	No
1. Mature workers are less productive.	X	
2. Mature workers are sick more often.	X	
3. Mature workers are more likely to leave employers.	X	
4. Mature workers are less competent.	X	
5. Mature workers are less capable of making decisions.	X	
6. Mature workers are less intelligent.	X	
7. Mature workers are inflexible and set in their ways.	X	
8. Mature workers don't learn as well.	X	
9. Mature workers are more expensive to employ.	X	
10. Mature workers are technology challenged.	X	
11. Mature workers aren't flexible or adaptable.	X	
12. Mature workers can't or won't learn new skills.	X	
13. Mature workers don't stay on the job long.	X	
14. Mature workers take more sick days than younger workers.	X	
15. Mature workers have more accidents.	X	
16. Mature workers are more expensive.	X	
17. Mature workers are less productive.	X	
18. Mature workers are not as creative or as innovative as younger workers.	X	

Say:

Hopefully you wrote “yes” to each of the myths listed on the worksheet. As you can see, there are a number of myths regarding mature workers in the job marketplace. Let’s put some facts behind the myths.

- Employees in their late 50s and 60s are found to be more conscientious and hard working than younger workers.
- 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 to 44.
- Studies prove that older employees are more capable of evaluating decisions than younger employees.
- Mature workers are just as adaptable once they understand the reason for change.
- Mature workers take fewer risks and statistically have lower accident rates than other groups.

It’s important to anticipate these misconceptions. Be prepared to demonstrate how you adapted to new challenges and managed change in a previous work environment or situation. For example, you could discuss a time where you took initiative to take a training program to stay up-to-date. Despite the myths, the important thing to remember is that you have a lot to offer! Don’t hesitate to share that in an interview.

Say:	<p>There are articles about myths and mature workers in Module 4 Appendix of your workbook that you can read on your own time.</p>
Wrap it Up!:	<p>This concludes this module for today. We've covered a lot of material today!</p> <p>In your Workbook, you'll find a Plan of Action to note appointments and potential opportunities to gain volunteer/ work experience and to start your job search. This is a fabulous way to network also!</p> <p>Also, for those of you with limited work histories I would be happy to work with you on opportunities to gain volunteer/ work experience. You can see me after the class and, if needed, we can connect with your case manager at the WorkSource Center.</p> <p>Thank you for your participation today!</p>



Offer to set up appointments with yourself and the case managers. Use lines below to jot down appointments.

APPOINTMENT LOG

Participant Name	Appointment	Date	Time

MODULE 5:

INTERVIEWING & JOB PLACEMENT ESSENTIALS





Module 5: Course Structure (Total: 80 minutes)

Introduction	This section will take approximately 5 minutes . In this section the learner will review their homework from the last module and share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.
Objectives	This section will take approximately 5 minutes . In this section the learner will understand their objectives for the course.
Company Culture - What Life is Like at Small, Medium, and Large Companies	This section will take approximately 15 minutes . In this section the learner will list strategies for job searching that fits their requirements and questions to ask when determining if the company is a good fit.
50 Best Companies for Mature Workers to Work For	This section will take approximately 5 minutes . In this section the learner will view a list of companies that were honored by AARP as the best employers for workers over 50.
Dressing for the Interview	This section will take approximately 10 minutes . In this section the learner will determine appropriate attire when interviewing.
Articles on Benefits of Hiring Mature Workers	This section will take approximately 5 minutes . In this section the learner will hear about some real life success stories of hiring mature workers.

**Understanding Employer
Expectations Activity**

This section will take approximately **20 minutes**. In this section participants will pair off with their Transferable Skills Worksheet from Module 2 and address questions about their skills and competence and how they meet or do not meet the employer’s expectations.

Job Retention Strategies

This section will take approximately **15 minutes**. In this section the learner will discover how to transition into the workforce, deal with stress at work, and how to retain their job.



You will need a computer with internet connection and an LCD projector.

Prior to class, go to CareerBuilder.com and search for all customer service jobs in Los Angeles. Determine which companies you will view during class.



You will need Permanent or White Board markers. Flip Chart or White Board.



You will need two Flip Charts or large sheets of paper filled out identically as shown below.

Transition Tip	Real-Life Example
1. Take some time	1. 2.
2. Conduct more research	1. 2.
3. Think about the details	1. 2.
4. Talk to the boss	1. 2.
5. Assess the culture	1. 2.
6. Connect with colleagues	1. 2.
7. Don't overdo it	1. 2.



You will need two Flip Charts or large sheets of paper filled out identically as shown below.

Stress Relieving Tip	Real-Life Example
1. Start your day off right	1. 2.
2. Be clear on requirements	1. 2.
3. Stay away from conflict	1. 2.
4. Stay organized	1. 2.
5. Be comfortable	1. 2.
6. Forget multitasking	1. 2.
7. Walk at lunch	1. 2.
8. Keep perfectionism in check	1. 2.
9. Listen to music on the drive home	1. 2.



Introduction

Say:

Hello and Welcome to the **Mature Worker Toolbox Training Module 5: Interviewing & Job Placement Essentials.**

The Prerequisite for this module is Module 4: Job Search Tools & Strategies.

You had an optional homework assignment to set up appointments and potential opportunities to gain volunteer and work experience. How did this go for everyone and were you able to get some networking in while doing this?

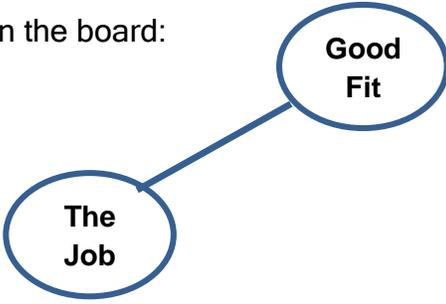
Before we move forward, let's go around the room and share any "wins" from the previous week. If you completed any of the technology steps on your own, such as setting up an e-mail account or an O*NET search, I'm sure you have a "win" to share. No matter how big or small, "wins" are critical to your success and confidence.



Allow 3 minutes for sharing.

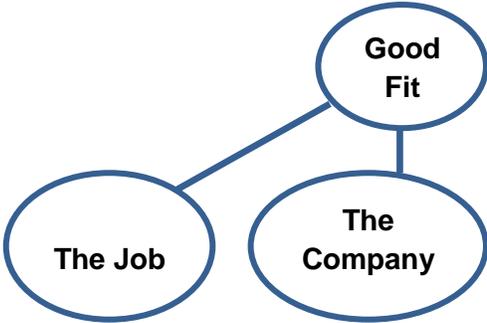
<p>Say:</p>	<p>The learning objectives for this module are to:</p> <ul style="list-style-type: none"> • Determine the company culture for which you are a good fit. • Look at a list of companies that were honored for valuing the 50+ workforce. • Learn the do’s and don’ts of dressing for interviews. • Describe employer expectations and how those can be addressed. • Plan for your transition to the workforce and job retention strategies. <p>So far you have learned some techniques for searching for a job, including an overview of the laws that protect you. You’ve also learned about the technology skills you may or may not need to obtain a job.</p> <p>Let’s move forward with researching companies to evaluate which one is going to be a good fit for you.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board It:</p>	<p>Write the following on the board:</p> <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; text-align: center;"> <p>Good Fit</p> </div>

<p>Say:</p>	<p>A position that's a "Good Fit" means that the job AND company itself are a good match. In module 4, we provided you with some methods for searching for jobs that fit your job search criteria, such as part-time, full-time, hourly, temporary, etc. Knowing what you want plays a big factor in making sure the job is a good match not only with your skills and abilities, but also on a personal level.</p> <p>Have you had a chance to use most of these search methods?</p>
	<p>Watch for nodding or a raise of hands.</p>
<p>Say:</p>	<p>For those of you that have - great! You've successfully searched for jobs based on your job requirements.</p>

<p>Board It:</p>	<p>Write the following on the board:</p> 
<p>Ask:</p>	<p>But what about “the company?”</p> <p>How would you go about determining if you are a fit for the company or the company is a good fit for you?</p>
	<p>Listen to several responses before continuing.</p>
<p>Say:</p>	<p>Good suggestions! You need to research the job, the employees, and the company in order to determine if that job and company would be a good fit for <i>you</i>.</p> <p>You want to feel comfortable at work - in that company, with your co-workers, with management - right? Fitting in with the company is essential for being productive and getting ahead.</p> <p>Let’s look at ways to research a company to determine if it’s a good fit.</p>

	<p>You will need a computer with internet connection and a projector.</p>
	<p>Access CareerBuilder.com and display a list of jobs for a particular industry, such as customer service jobs in Los Angeles.</p>
<p>Ask:</p>	<div style="border: 2px solid #4a86e8; border-radius: 15px; padding: 10px;"> <p>From this list, how do you think we find out information about the company that’s posting this job?</p> </div>
	<p>Listen to several responses before continuing. If a participant responds by saying “click on the company name,” perform this on CareerBuilder.com.</p>
<p>Say:</p>	<div style="border: 2px solid #4a86e8; border-radius: 15px; padding: 10px;"> <p>When I click on the company name, CareerBuilder gives me a brief overview of the company. Notice the link to the company website on the left side of the screen.</p> </div>
	<p>Click on the company website link.</p>

<p>Ask:</p>	<p>What information do you think we can get from a company website to help determine if this company is a good fit?</p>
	<p>Wait for responses.</p> <p>Provide these examples if they are not brought up during discussion:</p> <ul style="list-style-type: none"> • Size • Mission, vision and values statements • Purpose • Values • Benefits • History • Advancement opportunities • Financial status • Strategic plans/goals • Leadership • Diversity • Community involvement
<p>Say:</p>	<p>Good job everyone! 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 that aren't the same as your can be stressful and sometimes unrewarding. If you're planning to stay at a job long term, it's worth the effort to research it.</p> <p>The "Research Company and Assess Fit" section in your workbook lists other places you can look to research a company.</p>

Say:	So, now we have two ways to determine a good fit - the job and the company.
Board It:	Add “The Company” to your drawing on the board.  <pre>graph TD; Job((The Job)) --- GF((Good Fit)); Company((The Company)) --- GF;</pre>
Say:	Let's spend a few minutes talking about the actual size of the company. This will tell us a lot about the company and may help you narrow down your search even more.

<p>Ask:</p>	<p>How many of you prefer working for a large company?</p>
	<p>Wait for a raise of hands.</p>
<p>Ask:</p>	<p>How many of you prefer working for a small company?</p>
	<p>Wait for a raise of hands.</p>
<p>Ask:</p>	<p>How many of you just aren't sure?</p>
	<p>Wait for a raise of hands.</p>
<p>Say:</p>	<p>If you've had experience with one or the other, or this is your first time working, you'll want to weigh the pros and cons of working with both small and large organizations.</p> <p>Your Workbook lists some of the characteristics of working for small and large companies. Take a couple of minutes to put a checkmark next to all the characteristics that relate to things that you value or that are important to you. And, yes, you can have selections in both the small and large company columns.</p> <p>There's also room to write your own characteristics that you think are associated with a small or large company.</p>

Module 5 section entitled “Company Culture”



Characteristics of working for small companies (500 or less)	Characteristics of working for large companies (2,000 or more)
Greater chance of being noticed	May feel like a small piece of an overall puzzle
Don't get lost in the crowd	Benefits offered (health care packages, paid vacations, etc.)
Pay raises if you are a strong performer	May start with a higher salary
Able to learn new skills and handle a variety of projects	Greater access to training programs (onsite and in the community)
Ability to interact directly with top management	Less interaction with management due to many layers of management
Closer to decision makers and may have impact on decisions made	Not as involved with decision makers
Opportunities to advance may be a little more limited	More opportunity for career advancement
Managers and owners have the flexibility to make decisions quickly and on the spot	Decisions may involve several tiers of approval before something can be done

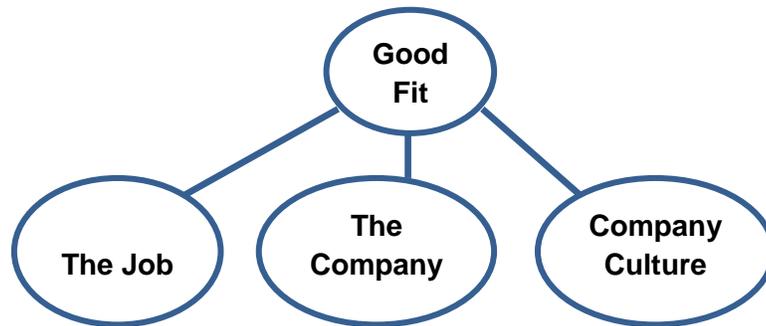
Say:

The characteristics that you just checked off help define the *culture* of a company.

Company culture is the way a company's owners and employees think, feel and act. It's the attitudes, experiences, beliefs and values of an organization.

Board It:

Add "Company Culture" to your drawing on the board.



<p>Ask:</p>	<p>What are some of the items that you added to the list?</p>
	<p>Allow 3 minutes for sharing.</p>
<p>Say:</p>	<p>Great contributions - thank you!</p>
<p>Ask:</p>	<p>How do you think you can find out the culture of the company you are interviewing for? How can you figure out what life may be like at this company?</p>
	<p>Wait for responses from the participants.</p>



Tips on answers and responses to answers:

Answer	Response to Answer
Look at their website	Yes - and we've already done that in this class. You may be able to learn a lot about the corporate culture on their website from their history, management quotes or stories...
Ask the interviewer some questions	The interview is a key opportunity to assess whether the organization is the right fit. Remember, the company is not only interviewing you, you are interviewing the company.
<p>Arrive early for the interview and observe:</p> <ul style="list-style-type: none"> • The workers interactions • The workers dress • The workstations 	<p>Absolutely - assess the job site.</p> <p>As you are being led to the interview room or waiting to be called in, observe!</p> <ul style="list-style-type: none"> • If you notice a laid-back corporate culture, this company may have open deadlines. • If you see that things are run on a pretty tight ship, you may be working on your own a lot without much outside assistance. • If you observe messy workstations, suits and ties, and little to no interactions between employees, this job may swamp you with work and not allow much time to socialize. • If everyone is working in close quarters, you'll need to consider if this is an environment you'd be comfortable in.

<p>Guide</p>	<p>Module 5 section entitled “50 Best Companies to Work For”</p>
<p>Say:</p>	<p>Twice a year, AARP lists the best employers for workers over 50 on their website. Your Workbook lists the companies and organizations in 2009 who value the 50+ workforce.</p> <p>On your own after class, visit this AARP website and the company websites to do some research on the companies that seem interesting to you. Practice what we’ve just learned about identifying their company culture and looking for job postings that fit your criteria.</p>
	<p>The complete articles from the website are located in the Appendix of this Facilitator Guide.</p>

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.
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 the workers that are 50+.

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

These companies joined with AARP in the AARP National Employer Team program because they recognize that mature workers make up a very important part of the workforce.

http://www.aarp.org/money/work/articles/national_employer_team.html (view the website for additional information)

Retail featured employers:

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

Health Care featured employers:

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

Caregiving featured employers:

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

Business and Marketing Services featured employers:

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





AARP National Employer Team program (continued)

Communications featured employers:

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

Federal Government featured employers:

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

Financial featured employers:

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

Hospitality and Other Industries featured employer:

- La Quinta Hotels

Staffing and Security Services 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 featured employers:

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

Guide :	Module 5 section entitled “Dressing for the Interview”
Say:	<p>Let’s keep going with how to prepare for an interview. What to wear...</p> <p>According to Kim Zoller at Image Dynamics, 55% of another person’s perception of you is based on how you look. If you are in doubt about how to dress for an interview, it is best to err on the side of conservatism.</p> <p>As you sit in front of an interviewer, they are assessing your appearance. And what they see can be almost as important as what you say.</p> <p>Your interview attire should be appropriate to your industry. But, whether your job is corporate and conservative or casual and creative, you should look professional and put together.</p> <p>You can use your clothing to express your personality, but your attire should be subtle. In other words, your skills and experience should stand out in an interview -- not your clothing.</p>

<p>Say:</p>	<p>Let's get into groups of 3 or 4. Take 5 minutes with your group to write down what you think the women's interview attire should be and what the men's interview attire should be. There is space in their Workbook in the section titled "Dressing for the Interview" to write your lists.</p>
	<p>How to Dress for an Interview</p> <p>Women's Interview Attire</p> <hr/> <hr/> <hr/> <p>Men's Interview Attire</p> <hr/> <hr/> <hr/>



Bring the group back together after 5 minutes to review their responses. Take 3 minutes to discuss as a group what a women’s interview attire should include. Start at the head and work your way down to the feet. Then, take 3 minutes to discuss men’s interview attire.

The lists should include:

Women’s Interview Attire	Men’s Interview Attire
Neat, professional hair style	Neat, professional hair style
Sparse make-up	Solid color, conservative suit
Solid color, conservative suit	White long sleeve shirt
Coordinated blouse	Conservative tie
Manucured nails	Neatly trimmed nails
Tan or light hosiery	Dark socks
Moderate shoes	Professional shoes
Portfolio or briefcase	Portfolio or briefcase
Limited jewelry	Very limited jewelry
Sparse perfume	Go easy on the aftershave

Ask:

We’ve talked about what you *should* wear. What do you think are some fashion don’ts?



Limit responses to a couple of minutes. The lists should include:

Women’s Fashion Don’ts	Men’s Fashion Don’ts
Short skirts	Ill-fitting suit
Open-toed shoes	Eccentric or flashy ties
Heavy make-up	Casual shoes
Floral prints	Turtleneck
Brightly patterned blouses	Polo shirt

Say:

Individual industries have certain dress codes.

Even though the dress code for on-the-job may be jeans, be sure to dress appropriately for the interview. For most jobs, dressing the way we just discussed is appropriate. For some jobs, like a construction job, it may be more appropriate to “dress down” a little for the interview.

Your Workbook lists some industries, examples of dress code for each industry, and some of the biggest mistakes interviewees make.

First impressions matter!

Guide :	Module 5 section entitled “Benefits of Hiring Mature Workers”
Say:	<p>Some of you may still feel concerned about competing with younger workers - the technology, meeting job requirements, the company culture - we’ve included some real-life success stories in your Workbook to help ease some of these concerns.</p> <p>The section in your Workbook entitled “Articles on Benefits of Hiring Mature Workers” contains three articles about companies that value mature workers and hire them for a reason.</p> <p>The first article, “The Value of Older, Mature Workers,” is about a large company, Roche Pharmaceuticals. Between 30 and 40% of Roche Pharmaceuticals employees are over the age of 50. They believe the value of mature workers is in their experience - the experience to mentor others and lend a different perspective. Because it can take 12 years in the pharmaceutical industry for a product to reach the market, having people with an extensive industry background is a real benefit. They believe the more experience, the better.</p>

Say:

The second article, “The Value of Older, Mature Workers,” is about a small business, Education Perspective, owned by Ray Rosen. Ray’s goal was to offer convenient and affordable tutoring to pre-K-12 students. She initially hired Ph.D. candidates and teachers on job leave for part-time work. But, the teachers expected more pay and the graduate students used it as a stepping stone for other jobs, sometimes leaving after forming relationships with students. She then turned to the senior center in her area and hired retired teachers. She found they were passionate about teaching, preferred flexible hours, and created long lasting relationships with the students.

The last article, “Retired Workers are often Great Employees,” is about Ralph Beck, a retired police sergeant. He traded his badge in for a mop. He talks about his part-time job at a middle school, what he likes about it, and how the school benefits from his employment as a mature worker. This article points out that one of the biggest advantages of hiring a mature worker, is the wealth of knowledge and dedication that he or she can bring to the post-retirement position.

You can enjoy reading these articles on your own. These will give you some good tips on the traits you can emphasize during a job interview.

Say:

Now that you have an idea of what you expect from the job and company (what is a “fit” for you), let’s try to understand more about what employer expectations are and what they want in an employee. There are a few key competencies or abilities that employers are looking for in workers, regardless of the generation they come from.

The first, and most obvious, is to be qualified for the job! You should have the basic skills required for the position. Beyond that, several surveys have shown that employers have identified other abilities or competencies an employee needs to be successful on the job.

Some of the basics include reading, writing, basic math and technology skills, plus any other specific job-related skills. These are considered “hard” skills. We discussed them briefly in Module 2 on Transferable Skills.

The second set of skills that employers are looking for are often referred to as “soft” skills. They’re called “soft” not because they are less important, but because they are harder to describe. In fact, many employers highly value these “unteachable” soft skills in new hires because they feel hard skills are teachable. These skills are the ones that are often perfected through life experience.



These articles are located in the Appendix of the Facilitator Guide.

<p>Guide:</p>	<p>Module 5 section entitled “Basic Competencies”</p>
	<p>This activity should last approximately 18 minutes.</p>
<p>Say:</p>	<p>When you go into an interview, it’s going to be important for you to be able to clearly communicate what your soft skills are. We’re going to do an exercise that’s going to help you identify what they are. Pair up with one other person and take turns discussing the following questions. You should take about 5 minutes each.</p> <ul style="list-style-type: none"> • What are ways that you have demonstrated these competencies or soft skills in your career? • Which ones are you most comfortable with? Least comfortable with? <p>It may be helpful for you to refer back to your Transferable Skills Worksheet from Module 2 for this exercise.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board it:</p>	<p>Write the following questions on the board/flip chart.</p> <ul style="list-style-type: none"> • What are ways that you have demonstrated these competencies or soft skills in your career? • Which ones are you most comfortable with? Least comfortable with?

<p>Ask:</p> 	<p>What did you learn about yourself?</p>
	<p>The following questions apply to the group as a whole. Take individuals responses for each.</p>
<p>Ask:</p> 	<p>Take a moment to brainstorm within your own groups in order to answer the following questions. Allow 2 minutes per question.</p> <ol style="list-style-type: none"> 1. What are things you can do to build these skills? 2. How can you communicate your soft skills to an employer?
<p>Say:</p>	<p>We've talked about a lot of the things you need to do to prepare... prepare for the interview, research the job and company, determine the culture of the organization, plan your attire...</p> <p>Guess what - there's more. You also need to prepare and plan how to transition to your new job and schedule, keep your job, and improve your work performance. Essentially, how to stay employed - because a lot will change if you have not been in the workforce for a while or if this is your first time working.</p>

<p>Guide :</p>	<div style="border: 2px solid #4a7ebb; border-radius: 15px; padding: 10px; background-color: #e6f2ff; text-align: center;"> <p>Module 5 section entitled “Job Retention Strategies-Transition”</p> </div>																
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<p>Say:</p>	<p>After months of sending resumes, interviewing and networking, you've found a job. You're excited, particularly in this employment market, but you're also a little nervous. Not only will the people, policies and procedures be new to you, but you'll also have to adjust to a different routine. Let's go through some things you can do to help get back into the swing of things and prepare yourself for your new job.</p> <p>Your group will read the tips listed in your Workbook in the section entitled "Making a Smooth Transition When You Return to Work" and write ONE, only one! real life example of for each tip. You have five minutes to write one example for each tip listed.</p>
	<p>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</p> <p>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.</p>



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.



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.

	<p>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.</p> <p>When starting a new position, first impressions count, and by preparing for the transition, you're more likely to begin on the right foot.</p>
<p>Say:</p>	<p>Now, move over to the other group's flip chart.</p> <p>Write another real life example of for each tip, but be sure not to duplicate what the other group already wrote. You have five minutes to write one example for each tip listed.</p>
	<p>You may either have the participants physically move, or move the paper from one group to the other.</p> <p>Come back as a group and take 5 minutes to read the examples listed by each group out loud.</p>

<p>Guide :</p>	<div style="border: 1px solid #4a7ebb; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p>Module 5 section entitled “Job Retention Strategies-Stress”</p> </div>																					
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Say:

Fantastic! These are great ways to get back into the swing of things and also to keep your job.

Now you're at your job - According to the CDC's National Institute of Occupational Safety and Health, studies have found the number of Americans who are "extremely stressed at work" range between 29% to 40%. I'm sure all of you have either experienced this in the past or seen others in this situation. That much stress can cause burnout and health issues - and possibly the loss of your job.

In the section of your Workbook entitled "Job Retention Strategies-Stress" you will see a list of strategies to reduce stress at work.

We will do the same thing as we did for the last activity. Get into your groups and list **ONE** real-life thing you can do for each stress management technique listed in your workbook. You have 5 minutes.



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.

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.

8. Keep Perfectionism in Check. Being a high achiever can help you feel good about yourself and excel at work. Being a perfectionist, on the other hand, can drive you and the people around you a little nuts. Especially in busy, fast-paced jobs, you may not be able to do everything perfectly. But striving to just do your best and then congratulating yourself on the effort is a good strategy. Your results will actually be better (perfectionists tend to stress about little mistakes and sometimes drop the ball because they can't do things well enough), and you'll be much less stressed at work. (Take this quiz to examine your perfectionism level, and to find strategies for overcoming perfectionism.)

	<p>9. Listen to Music on the Drive Home. Listening to music brings many benefits, and can offer an effective way to relieve stress after work. Combating the stress of a long day at work with your favorite music on the drive home can make you less stressed when you get home, and more prepared to interact with the people in your life.</p>
<p>Say:</p>	<p>Now, move over to the other group’s flip chart.</p> <p>Write another real life example of for each technique, but be sure not to duplicate what the other group already wrote. You have five minutes to write one example for each tip listed.</p>
	<p>Come back as a group and take 5 minutes to read the examples listed by each group out loud.</p>
<p>Say:</p>	<p>You’ll find an article in the Appendix of your Workbook that lists tips for staying employed and improving work performance. This article focuses more on career advancement, so you can read it outside of class.</p> <p>If you are ever having difficulty on the job or there are factors outside of work you need help with, be sure to contact your WorkSource Case Manager to discuss your situation <i>before</i> you quit or lose your job. We’re here to help!</p>

Wrap It Up!:

Your career planning doesn't end with professional resumes and fantastic job interviews. That's just the beginning - in this module we discussed how you determine if the company is a good fit for you and how the employer determines if you are a fit for the company.

Remember the diagram I drew? The job, company, and the company culture are all things you need to research to see if the company is a good match for you.

We also talked about the expectations of the employer - the hard skills and the soft skills. Soft skills are important to communicate to the employer during an interview because it demonstrates your experience.

Then, we moved on to getting the job and how to prepare for that transition: adjusting your routine, finding out the culture of the company, getting to know your colleagues, and how to deal with stress on the job. These are all things you need to consider and work on in order to keep the job you landed.

This concludes our module for today. There is no homework, but be prepared to share your "wins" next time we meet.



Remind the group of WSC services available to assist them, such as conducting practice interviews and one-on-one coaching.

MODULE 6:

INTERGENERATIONAL DIFFERENCE IN THE WORKPLACE



Facilitator Guide



Module 6: Course Structure (Total: 85 minutes)

Introduction	This section will take approximately 5 minutes . In this section the learner will review their homework from the last module, and share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.
Objectives	This section will take approximately 5 minutes . In this section the learner will understand their objectives for the course.
Generations Icebreaker Activity	This section will take approximately 20 minutes . In this section, the learner will participate in a Generations activity. Learners will break up into small groups, brainstorm about a situation based on their assigned generational group, and discuss results afterwards.
Overview and Discussion on How Generational Differences Impact Performance in the Workplace	This section will take approximately 10 minutes . In this section the learner will discuss what they learned from the icebreaker activity and what they now understand about the differences between the four generations.
Keeping Pace with Younger Co-Worker (Mentoring)	This section will take approximately 15 minutes . In this section, participants will role play a generation and discuss what we can learn from other generations and how to mentor other generations.

Multi-Generational Communication

This section will take approximately **10 minutes**. In this section participants will determine the best communication methods for each generational group. They will also identify similarities among the groups.

“What If” Scenarios Activity

This section will take approximately **15 minutes**. In this section the participants will read a scenario and provide feedback on how they might respond.

Lessons Learned

This section will take approximately **5 minutes**. In this section the participants will list the lessons they learned in this training session.



You will need name tags for each participant, each with a team number representing a generation written on the corner. An easy way to do this is to number the name tags sequentially - 1 through 4, repeating based on the number of participants in the class. The participants will be breaking out into groups with one person from each generation.

Team 1 - The Silent Generation

Team 2 - Baby Boomers

Team 3 - Generation X

Team 4 - Generation Y

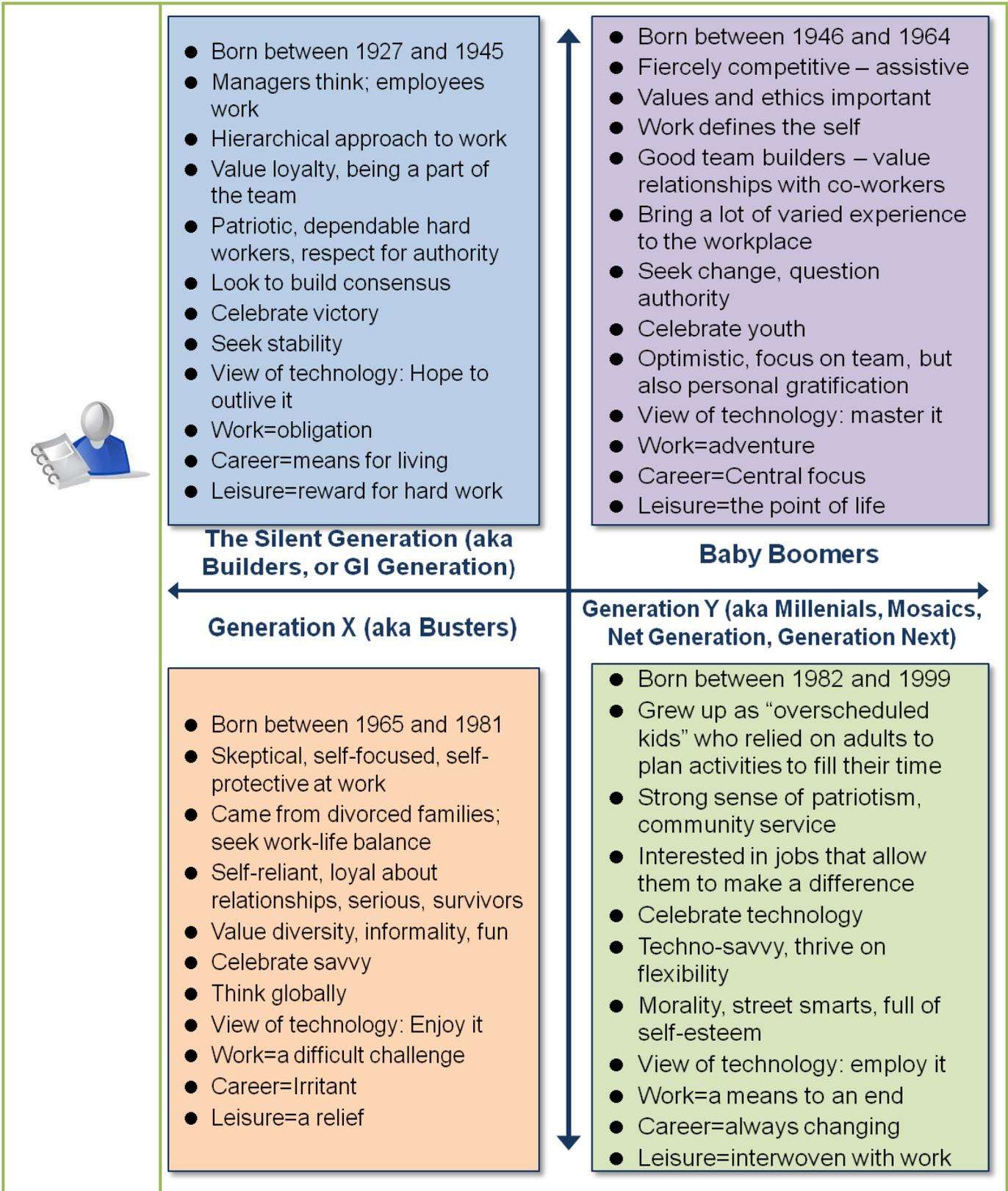


Introduction

<p>Say:</p>	<p>Hello and Welcome to the Mature Worker Toolbox Training Module 6: Intergenerational Difference in the Workplace.</p> <p>The Prerequisite for this module is Module 5: Interviewing & Job Placement Essentials.</p> <p>I hope everyone has begun researching companies and applying for jobs!</p> <p>Before we move forward, let's go around the room and share any "wins" from the previous week. Let's keep it to 30 seconds each so everyone gets an opportunity to share.</p>
	<p>Allow 3 participants to respond for 3 minutes total.</p>

<p>Say:</p> 	<p>The learning objectives for this course are to:</p> <ul style="list-style-type: none">• Distinguish key generational differences and how this may impact workplace performance.• Develop strategies for dealing with cross generational differences in the workplace.• Identify what you can learn from other generations and how to mentor other generations.• Determine the best communication methods for each generational group.• Practice effectively addressing workplace issues. <p>Let's break up into small groups for our starting activity.</p>
	<p>Break participants into groups by making sure one representative from each generation is seated together. There should be a number 1-2-3-4 in each group.</p>

Guide:	Module 6 section entitled “Generations Matrix”
Board It!:	1 = Silent Generation 2 = Baby Boomers 3 = Generation X 4 = Generation Y
Say:	Take a moment to review the characteristics of your generation, which is also written on your name tag. For example, if you have a one on your name tag, you are part of the Silent Generation. The matrix is located in your Workbook. You can take the next 3-4 minutes to do so.



Say:

There is one generation that is not listed on the Generations Matrix. Children born in or after 2000 are members of the newest generation, known as Generation Z. The actual start date of this generation is still being determined, but it currently consists of those youth 10 years of age and younger.

These youths are the first generation to be born into a digital world. They are the most electronically connected generation in history. If you have children or grandchildren, you probably know what I'm talking about.

Generation Z's families are smaller, their parents are older and most mothers are in the workforce.

They think this generation will be incredible achievers, leading the nation through issues like the aging population and climate change. Some sources say, because of what's already occurred during their lifetime - 9-11, the Gulf War - this generation will be very much like the Silent Generation.

We obviously didn't include this generation in our exercise because none are old enough to work.

<p>Say:</p>	<p>Okay, in your group you have one person from each generation.</p>
<p>Say:</p>	<p>As a group, you are going to plan an employee recognition event. Your job, as you're brainstorming with your group, is to do it from the perspective of the generation you belong to.</p> <p>So, even if you really belong to the Baby Boomer group, you'll need to think like a Generation Y person if you're assigned to that group. Does that make sense? Good luck!</p>
	<p>The brainstorming session should take approximately 10 minutes.</p> <p>Walk around the room and check in with each group to see if they have any questions.</p> <p>Provide the group with a 1-2 minute warning before their time is up.</p>
<p>Ask:</p> 	<p>Now let's discuss the various experiences everyone had adopting the generational role they were in. What conflicts did you have with each other? What surprised you the most? What did you learn from this experience?</p>



This discussion should last approximately 5 minutes.

Say:

Differences of any kind sometimes can make us uncomfortable. It's usually the things that are "unknown" that generally cause our discomfort. After all, we tend to view the world based on our own experiences. One might say we look at things through our own "lens." Anais Nin once said, "We don't see things as they are, we see them as we are." Does that make sense? Good.

Ask:



Knowing what we do about the Baby Boomer Generation, if you grew up in the Boomer Generation, you will probably value hard work, even associate yourself with your work. So, if you find yourself unemployed or even retired, your sense of self-worth may be affected.

As a Boomer, when you first entered the workforce, you may have looked at someone from the previous generation (the Silent Generation) as old-fashioned, out of touch, or too conservative. And they probably looked at you as self-absorbed, wanting to climb the ladder of success at all costs. Does any of this sound familiar?

Thinking about the activity we did at the beginning, what did you discover about generation X or Y that you didn't know?

	<p>Additional probing questions to get the discussion going and sustain the momentum:</p> <ul style="list-style-type: none"> ➤ How do you think it would be to work side by side with them? In what ways do your personal values conflict with the values noted for this generation? ➤ What values or characteristics do they have that made you feel uncomfortable or judgmental? (possible answers: they don't value hard work, work-life balance - what's that?, they're too focused on work being fun or easy) ➤ What qualities do you envy in them? (possible answers: not being so driven by work, comfort with technology, youthful energy) ➤ What do you think you could learn from them? (possible answers: technology skills, ways to work and have a life) ➤ What could they learn from you? (possible answers: the value of hard work, how to manage challenges)
<p>Say:</p>	<div style="border: 2px solid #4F81BD; border-radius: 15px; padding: 10px;"> <p>When you enter the workforce, you will have co-workers from many generations that you will need to work with. Mentoring across all generations has become an integral part of corporate culture.</p> </div>
	<p>Articles on mentoring are located in the Appendix of this Facilitator Guide.</p>

<p>Ask:</p>	<p>Do you think that companies and workers always want the older, more experienced worker to mentor the younger workers?</p>
	<p>Listen to their responses and ask why or why not?</p> <ul style="list-style-type: none"> • More experienced workers bring with them invaluable maturity and experience • Younger, new hires come into an organization with great state-of-the-art knowledge and technical expertise
<p>Say:</p>	<p>Mentoring is valuable at any age.</p> <p>Put on your “generation” hat again that you were assigned in the previous activity. Within your same groups, take 5 minutes to discuss the following questions (refer to the Generations Matrix if you need to):</p> <ul style="list-style-type: none"> • What would you learn from me (Silent Generation, Baby Boomer, Generation X, or Generation Y) as a mentor? • What is the best way to mentor me (as a Silent Generation, Baby Boomer, Generation X, or Generation Y person)?
<p>Ask:</p> 	<p>Any surprises or revelations as you talked about what you can learn from each generation?</p> <p>What differences did you find when discussing how to mentor different generations?</p>
	<p>This discussion should last approximately 5 minutes.</p>

	<p>Additional probing questions, if needed:</p> <ul style="list-style-type: none"> ➤ Would mentoring help a Baby Boomer that is unhappy with their company? (develop skills to help them succeed) ➤ Do you think mentoring in general helps with productivity? From the mentor’s point of view? From the mentee’s point of view? ➤ In addition to job tasks, what else can be learned from being mentored by someone from a different generation? (learn about the levels in the organization, communication strategies, life lessons, reduce conflict)
<p>Say:</p>	<p>We’ve learned that mentoring can go both ways.</p> <p>Mentoring and being mentored helps stimulate your brain and memory.</p>
<p>Say:</p>	<p>Based on our previous activities, we understand that each age group brings a different perspective, its own unique expectations, and its own culture. Let’s do an exercise about how this generational mix and different styles of communication can affect your daily work and job.</p> <p>Turn to the “Multi-Generational Communications” section in your workbook. Take 4 minutes to complete the matching exercise.</p>
	<p>The answers to the matching game are included in the Facilitator Guide, but not in the Workbook.</p> <p>Review the answers once the activity has been completed.</p> <p>Articles on Multi-Generational Communication are located in the Appendix of this Facilitator Guide.</p>



Generation	Characteristics	Comm'n Suggestions
Silent Generation	<ul style="list-style-type: none"> • Born 1927 - 1945 • Received news and information via radio • Prefer formal style of communication • Prefer face-to-face communication, but will use technology • Like content to include detail and data 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">C</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">F</div>
Baby Boomers	<ul style="list-style-type: none"> • Born 1946 - 1964 • Television came along • Embraced the use of technology for communication, but still prefer face-to-face • Prefer semi-formal style, but still want details • Relationship oriented • 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">A</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">H</div>
Generation X	<ul style="list-style-type: none"> • Born 1965 - 1981 • Technology boom with personal computers • Informal approach to communication, relying heavily on use of email • Direct style and get down to business quickly 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">E</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">J</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">B</div>
Generation Y	<ul style="list-style-type: none"> • Born 1982 - 1999 • Concept of internet was born • Information available 24x7 • Primary mode of communication is instant, using technology • Cell phones, text messaging, blogs, etc. • Get information when they want it • Took networking to a new level (social websites, Facebook, My Space, etc.) 	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">G</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">I</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 5px auto; text-align: center; line-height: 40px;">D</div>



Write each letter next to the appropriate generation on the previous page.

	Communication Suggestions
A	<ul style="list-style-type: none"> • Make presentations more of a conversation and less of a speech. • Link the selling of products or services to the business mission and impact on people.
B	<ul style="list-style-type: none"> • Determine next steps prior to a meetings conclusion. • Ask for their preference on moving forward.
C	<ul style="list-style-type: none"> • Contact directly when setting up meetings. • After a meeting, leave a copy of information with them and ask how they would prefer that you follow up.
D	<ul style="list-style-type: none"> • Don't pressure for on-the-spot decisions. • Allow time for reflection and further suggestions.
E	<ul style="list-style-type: none"> • Be direct and straightforward. • Show respect for their time, avoid too much small talk.
F	<ul style="list-style-type: none"> • Send them hand written notes. • Keep presentations more formal, with limited amount of flash. • Avoid the use of acronyms, slang and foul language.
G	<ul style="list-style-type: none"> • Take a positive, collaborative approach. • Ask for their ideas and input.
H	<ul style="list-style-type: none"> • Allow plenty of time for questions. • Solicit their opinion, ask for their input. • Use phone or email to set up meetings and follow-ups.
I	<ul style="list-style-type: none"> • Avoid treating them as a child or inexperienced. • Utilize technology as much as possible.
J	<ul style="list-style-type: none"> • When presenting, start with the bottom line. State expectations up front. • Do your homework and be well prepared.

<p>Say:</p>	<p>We've identified the differences in communication strategies, but there are similarities too!</p> <ul style="list-style-type: none"> • All generations overwhelmingly prefer fact-to-face discussion. • All age groups acknowledge that age-related differences affect the way people go about their work - most are willing to bridge those gaps. • Many groups think the differences among generations make the workplace more productive.
<p>Wrap it Up!:</p>	<p>You have a good handle of how to obtain the position and the expectations of an employer. You know how to utilize your transferable skills, and you understand some of the differences in multi-generational communication. The next question is really how to effectively deal with interview and workplace situations as they come up. This next activity will provide scenarios that we'll discuss to help you deal with these real-life situations.</p>
	<p>Each scenario (including the discussions after) should take approximately 5 minutes.</p>

<p>Guide:</p>	<p>Module 6 section entitled “What If” Scenarios</p>
<p>Say:</p>	<p>Please refer to your Workbook for a scenario description. I will need one volunteer to read each scenario. Who would like to read Scenario 1?</p>
	<p>Scenario 1: You have just been invited for a second interview for a job you really want. The screening recruiter in HR who interviewed you seems to be close to your age and you felt very comfortable with her. She seemed to be very easy going, patient, and a good listener. You have a good feeling about fitting in here.</p> <p>You arrive for the interview, dressed neatly and professionally. You are greeted by Tricia, a perky blond haired young lady. She is wearing a short skirt and knit top. You imagine that she is about 28 years old and assume that she is the assistant to the person you are meeting. You follow her to the office and she takes a seat behind the desk. You realize in that moment, if you get this job, she is going to be your new supervisor. Tricia is highly educated and skilled, as evidenced by the diplomas and awards hung on the wall.</p>



After the scenario is read, ask the group for feedback on the questions below:

- What was your initial impression of Tricia when you heard the scenario?
- What was it like to imagine a supervisor this much younger than you?
- How would you communicate with her based on her “generation?”
- When you think about your own career, what was it like for you if you were in a similar situation and had to supervise or direct the work of someone older?

Say:

Okay, here is Scenario 2. I need a volunteer to read Scenario 2.



Scenario 2: You have been hired as an administrative assistant at a construction company. You took a class in Microsoft Office. You got pretty good at Word, but struggled with Excel. You know the very basics about this program, but never learned the advanced stuff. Your new boss sends you an e-mail with an Excel file attached and asks you to make some charts and graphs related to profit and loss tabs for Friday’s meeting. You have three days to figure it out. What will you do?

Most of the people at this company are under 40 and you haven’t really connected with anyone yet, but you did chat with a nice young man, Adam, in the lunch room the other day. He works in the information technology department; you call him to ask his advice.



- How would you feel asking Adam for help?
- Have you ever been in a similar position with roles reversed (i.e., you had special knowledge to share with someone else)?
- What did you do in that case?
- What were the other options you could have used to deal with the issue?

Say:

Okay, here is Scenario 3, the final scenario. I need one more person to read the scenario. Who would like to volunteer?



Scenario 3: You are an accountant with 30 years of experience. You retired a few years, but you're bored just staying at home and could use some extra money, so you have decided to return to work. You are at a job interview. You have just learned how to use some accounting software that the company listed as a requirement in the job posting.

You even took a test on it and scored 90%.

The employer tells you that you are one of two final candidates. You are pretty sure the young woman you saw in the lobby was the other candidate.

	<ul style="list-style-type: none"> • What specific competencies or abilities would you focus on that would set you apart as the best person for the job? • Soft skills? • Hard skills?
<p>Wrap it Up!:</p>	<p>Adapting to work culture may involve a variety of changes for you, from understanding generational differences, to building your confidence and knowledge in your soft skills. This session used some of the skills or strategies you learned in previous modules, such as transferable and interview skills.</p> <p>All of the knowledge you are gaining in these sessions is meant to blend and build on each other so that you can celebrate your experience and re-invent yourself!</p>
<p>Ask:</p>	<p>What main things did you learn about how generational differences impact performance in the workplace?</p> <p>What key points did you take away from the mentoring section of this lesson?</p> <p>Any discoveries when we talked about multi-generational communication?</p>

Wrap it Up!

Let's review some key points to remember before we wrap up...

- ✓ People from different generations will have different values, skills, and competencies.
- ✓ Know where your judgments lie (they aren't disciplined enough, etc.) and remember you were once the younger worker with different values, too.
- ✓ Try to bridge the differences by valuing them - remember you may be able to learn from each other.
- ✓ Focus on the aptitudes and "hard" skills required for the job, but don't forget the value of your own experience and the "soft" skills you have mastered over the years.
- ✓ Find opportunities to highlight them and set yourself apart from the competition during an interview.

Thanks again for your participation in all of the activities. You'll see that you have no "official" homework for this module. Take the time this week to go back through your workbook and review the material from the previous modules. Remember, it takes at least three times before information really sinks in and 21 days to start a new habit. See you in Module 7!

MODULE 7:

COMMUNITY RESOURCES



Facilitator Guide



Module 7: Course Structure (Total: 65 minutes)

Introduction	This section will take approximately 5 minutes . In this section the learner will share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.
Objectives	This section will take approximately 5 minutes . In this section the learner will understand their objectives for the course.
Government Programs Discussions	This section will take approximately 25 minutes . In this section the learner will listen to a lecture on government programs and learn about the differences between programs, age requirements for retirement and associated resource information.
Disability Benefits 101	This section will take approximately 5 minutes . In this section the learner will learn to use DB101.org to answer questions about benefits and work.
Additional Overview of Available Resources	This section will take approximately 10 minutes . In this section the learner will be introduced to available resources, including available partner resources.

Addressing Health Concerns/Limitations

This section will take approximately **5 minutes**. In this section the learner will view an example of the physical requirements for a job on O*Net.

Resources I Need Activity

This section will take approximately **10 minutes**. In this section participants will complete column 1 only of the Resources I Need Worksheet.

Homework: Complete Resources I Need Worksheet

This section is part of an ‘outside of class’ Workbook assignment.

	<p>This is a standalone course. Although it’s recommended that it be delivered sequentially, it can be delivered by itself.</p>
	<p>Have a copy of any available resources, including partner resources.</p>
	<p>For the presentation on Social Security benefits and information, it’s suggested that you invite your local Work Incentive Planning and Assistance (WIPA) project or your local Area Work Incentive Coordinator (AWIC) to present that information.</p>



Introduction

<p>Say:</p> 	<p>Hello and Welcome to the Mature Worker Toolbox Training Module 7: Community Resources.</p> <p>Although you did not have a specific homework assignment in Module 6, does anyone have any “wins”, no matter how big or small, that they would like to share before we review the objectives for this module?</p>
	<p>Allow students to speak freely for 5 minutes.</p>
<p>Say:</p>	<p>Let’s review the learning objectives for this module.</p> <ul style="list-style-type: none"> • Define the impact work has on Social Security Benefits. • Choose community resources that will support you in your job search process. • Identify specific resources in your local community that you may need. <p>Now we can jump into our first discussion for today, Government Programs.</p>



Do NOT ask for a show of hands as to how many people are on public benefits. Asking them to disclose in public would be a violation of their confidentiality, especially as it relates to disability.

Say:

Making money affects most government programs. This includes:

- Section 8 or other subsidized housing
- In-Home Supportive Services (IHSS)
- Medi-Cal Health insurance
- Social Security Benefits

When people work, these benefits may change, especially Social Security payments. During this session, we are going to provide you with an overview of Social Security benefits and the community resources available to assist you as you return to work.

While we won't be going into the specifics of your particular situation, mainly because everyone's situation will be unique, we will provide you with referral information to specialists in the area who can assist you with your specific needs.

Any questions before we review how a Benefits Specialist can help you? Keep in mind that this next bit of information applies to those of you currently receiving Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI).

Say:	<p>A benefits counselor can help you determine how much money you'd like to live on and how making that much money affects your benefits.</p> <p>If you go back to work, especially if you are receiving Social Security benefits, and you don't get properly counseled or don't have the correct information, you may find yourself in an overpayment situation. An overpayment situation means that Social Security has paid you too much money. This often happens because people don't know how to report their wages to Social Security or because they are unaware of how work impacts their benefits. Our goal is to make this process easier so you know ahead of time what to expect.</p>
Guide:	Module 7 section entitled "SSI/SSDI Program Comparison"

Say:	<p>When you return to work, the rules of how your benefits will be impacted are based on the type of benefit you have. Some of you may have Supplemental Security Income or SSI, which is a benefit for qualified people with disabilities based on financial need.</p> <p>If you have worked a certain number of quarters prior to the onset of a disability, you may be receiving Social Security Disability Insurance or SSDI. SSDI is for wage earners that have worked and paid FICA taxes for specified periods of time.</p> <p>While we won't get into the specifics of each program, you can see a comparison between the two types in your Workbook.</p> <p>You can also find out more information about SSI in California by downloading their informational brochure at: http://www.socialsecurity.gov/pubs/11125.pdf</p>
Board It!	SSI in California http://www.socialsecurity.gov/pubs/11125.pdf



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

Guide:	Module 7 section entitled “SSI Retirement Age Requirements”
Say:	<p>Let’s move onto Social Security & Retirement age requirements. Anyone that has not yet reached retirement age follows the same rules for SSI and SSDI. Full retirement age is currently increasing from 65 to 67 years of age. To figure out when you reach full retirement age, you can visit: http://www.ssa.gov/pubs/ageincrease.htm, also listed in your Workbook.</p> <p>If you are receiving Social Security retirement (or survivors) benefits, you can also work. When you do, it could mean a higher benefit for you in the future. While you’re working, your earnings will reduce your benefit amount only until you reach your full retirement age. A basic breakdown of the age required to receive full Social Security Benefits is listed in your Workbook. Let’s review them together.</p>

To figure out when you reach full retirement age, you can visit the following webpage: <http://www.ssa.gov/pubs/ageincrease.htm>

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



<p>Say:</p>	<p>Starting with the month you reach full retirement age, you can get your full benefit check with <u>no limit</u> on your earnings.</p> <p>Social Security recommends that you contact them at the beginning of the year you reach full retirement to determine if you may be able to receive some or all of your benefits for the months before you reach full retirement. You can contact Social Security at: (800) 772-1213 or (800) 325-0778 TTY. The number is also listed in your workbook.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board it!:</p>	<p>Write Social Security and (800) 772-1213 or (800) 325-0778 TTY on the board/flip chart.</p>
<p>Ask:</p>	<p>How many of you have concerns about SSI/SSDI payments being stopped or about losing medical benefits when you start working?</p>

<p>Say:</p>	<p>Believe it or not, 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 once they start working.</p> <p>Meeting with a benefits counselor will help you to:</p> <ul style="list-style-type: none">• 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. <p>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 (or WIPA).</p>
<p>Ask:</p>	<p>Have any of you ever heard of the acronym WIPA?</p>

Say:

Well, 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.

In Los Angeles, there are several WIPA (Work Incentive Planning & Assistance) projects that provide services based on a beneficiaries zip code or location.

The breakdown for Los Angeles County is located in the Module 7 section of your workbook entitled “WIPA Resource Information.”

If you are comfortable using the Internet, you can also begin the process on your own by visiting the Disability Benefits 101 (DB101) website. I’ll write the website down for you. The web site allows you to predict what will happen with your benefits using your specific information.



You will need Permanent or White Board markers. Flip Chart or White Board.

Board it!

Write **Disability Benefits 101 (DB101)** and <http://www.db101.org> on the board/flip chart.

<p>Guide:</p>	<p>Module 7 section entitled “Disability Benefits 101”</p>
<p>Say:</p>	<p>Whether you are returning to work, changing jobs, or are interested in whether you qualify for certain health care or work incentives, the DB101 website is an excellent tool to answering your questions about benefits and work.</p> <p>DB101 brings together rules for health coverage, benefit, and employment programs that people with disabilities use. It provides tools for you to use, such as local benefit planners, benefits planning calculations, and provides information about laws, program rules, and services that support employment.</p>
<p>Guide:</p>	<p>Disability Benefits 101 (DB101) http://www.db101.org</p> <ul style="list-style-type: none"> • Brings together rules for health coverage, benefit, and employment programs that people with disabilities use. • Provides tools for you to use, such as local benefit planners, benefits planning calculations. • Provides information about laws, program rules, and services that support employment.
<p>Say:</p>	<p>Let’s review the resource contact information one more time for Social Security before we move on. This information is in your workbook.</p>

Guide:	Module 7 section entitled “SSI/SSDI Resource Information”
	<p>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</p> <p>You can also call Social Security’s national Toll-Free number at (800) 772-1213 24-hours a day using their automated telephone services to get recorded information.</p> <p>If you need additional assistance, Social Security representatives are available between 7am and 7pm Monday through Friday at the same number.</p> <p>If you are deaf or hard of hearing, you can call toll free at (800) 325-0778 TTY during business hours.</p>

<p>Say:</p>	<p>You can contact any of these resources on your own or if you're working with a case manager and you need additional assistance, you can ask them for a referral. Just be sure to get the appropriate counseling <u>before</u> you return to work. You'll be glad you did!</p> <p>Now, let me review the specific resources this center offers.</p>
	<p>Review your centers' partner information and other available services with the class. Try to present a handout of the available partners. Note: Each listed partner should include a brief description so it is clear to the participants what specific services the agency provides.</p> <p>TIP: If possible, invite partners from the various agencies to present about their services (2-3 minutes each), including the Title V representative, a program geared toward Mature Workers. This will allow the participants to connect a face/person with the program!</p>
<p>Say:</p>	<p>As a WorkSource Center, we have many other partners that provide services to you. It's important when you are working with us, that you share as much information as you're comfortable sharing about your situation. Everything you share with us will be kept confidential. Our goal is to use this information to <u>qualify</u> you for as many services or supports as needed to help ensure you're successful in your job search and on the job.</p>

<p>Guide:</p>	<p>Module 7 section entitled “Addressing Health Concerns/Limitations”</p>
<p>Say:</p>	<p>We’ve talked a lot about outside resources, government programs, benefits, talking with counselors... you should also look at the physical requirements of the type of job or actual job you are applying for.</p> <p>Most of you probably recall using O*Net to research potential jobs. Be sure to look at the physical requirements of the job to make sure it’s a good fit with your skills and abilities. The example in your workbook for an engineering position states that you need the “ability to see details at close range, be able to precisely coordinate movements of the fingers and manipulate or assemble very small objects.”</p> <p>This is very specific information. If you are someone that has difficulty with manipulating very small objects, but you meet the requirements of the position, this may be a time for you to brainstorm with your case manager about potential accommodations to help you perform the essential functions. The better prepared you are to discuss any potential limitations, the less likely the employer is to focus on them.</p> <p>Always read the job description and the requirements for the position and ask yourself: Can I successfully perform those tasks?</p>

<p>Guide:</p>	<p>Be sure to check O*Net (http://online.onetcenter.org) and make sure you can meet the job requirements. The example here for an engineering position states that you need the ability to see details at close range, be able to precisely coordinate movements of the fingers and manipulate or assemble very small objects.</p> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Abilities</p> <p>Near Vision — The ability to see details at close range (within a few feet of the observer).</p> <p>Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.</p> <p>Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.</p> <p>Written Comprehension — The ability to read and understand information and ideas presented in writing.</p> <p>Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).</p> <p>Oral Expression — The ability to communicate information and ideas in speaking so others will understand.</p> <p>Written Expression — The ability to communicate information and ideas in writing so others will understand.</p> <p>Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.</p> <p>Arm-Hand Steadiness — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.</p> </div>
<p>Guide:</p>	<p>Module 7 section entitled “Resources I Need”</p>
<p>Say:</p>	<p>You’ve heard a lot of information during this session, at this time, before you leave today, I’d like you to fill out column 1 of the Resources I Need section of your Workbook. This is the list of the specific resources you feel you need to be successful in your job search and on the job.</p> <p>For your homework, you will need to identify the agency and contact information for that particular resource and use the chart in your Workbook to document the results of your research.</p>



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

	<p>Help participants locate the resource and partner listing in your center. If possible, bring them into the classroom. Have everyone complete Column 1. Allow 10 minutes for this activity.</p>
<p>Say:</p>	<p>If you have identified benefits counseling as one of your resources, please connect with the local resource in your area this week to schedule an appointment. If you'd prefer to use the benefits planning tool(s) on the Disability Benefits 101 site, complete that either on your own or with your Case Manager and bring the results to our next class.</p> <p>Your job this week is to begin connecting with the local resources you need to be successful both on and off the job.</p> <p>If you come during the week to complete this exercise, feel free to ask any available staff in the Resource Center for help. That's what we're here for! Thank you everyone for your participation today.</p>
	<p>If applicable, help participants set up appointments or connect with Case Managers.</p>

MODULE 8:

ALTERNATIVE EMPLOYMENT





Module 8: Course Structure (Total: 60 minutes)

Introduction

This section will take approximately **5 minutes**. In this section the learner will review their homework from the last module, and share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.

Objectives

This section will take approximately **5 minutes**. In this section the learner will understand their objectives for the course.

Temporary Agency Discussion

This section will take approximately **10 minutes**. In this section the learner will listen to a lecture on temporary agencies and employment services.

Home-Based Businesses Discussion

This section will take approximately **10 minutes**. In this section the learner will learn the difference between a legitimate home-based business opportunity and a false one.

Tips and Resources for Self Employment

This section will take approximately **5 minutes**. In this section the learner can read in detail later about how to identify legitimate work-at-home opportunities.

**Self-Employment Web Site
Search Demo**

This section will take approximately **15 minutes**. In this section the Instructor will demonstrate how to search for job opportunities using Craigslist and Elance web sites.

Self-Employment Resources

This section will take approximately **10 minutes**. In this section the Instructor will guide participants to free resources for the self-employed and small businesses.

**Homework: Complete Alternate
Employment Assessment**

This section is part of an 'outside of class' Workbook assignment.



This is a standalone course. Although it is recommended that the modules be completed sequentially, this can be delivered by itself.



You will need a computer with internet connection and an LCD projector.



Introduction



Say:

Hello and Welcome to the **Mature Worker Toolbox Training Module 8: Alternative Employment.**

Your homework assignment in Module 7 was to complete your **Resources I Need** worksheet, identifying and making notes on the resources you need, and gathering information from the Resource Center, if needed. If anyone had any trouble with locating or getting through to any of the resources, please feel free to see me after the class, and I'll assist you in any way I can.

Let's go around the room and share any "wins" from the previous week before we review the objectives for this module.



Allow students to speak freely for 5 minutes.

Say:

The objectives for this course are to:

- Describe alternative forms of employment & what they entail
- Identify resources that assist in the pursuit of alternative employment
- (If applicable) Develop a plan of action to pursue alternative employment options

So let's get started!

<p>Say:</p>	<p>We covered types of employment in Module 2 on Transferable Skills. In this workshop, we'll look at alternate forms of employment. These are employment options other than traditional part and full-time jobs.</p> <p>Alternate employment may be a great option for someone who is looking to work part-time, work from home or has limitations on their ability to work a traditional full or part-time job. Perhaps you are ready to change your career and do something else you're passionate about. Or, maybe you live in an area where job opportunities are limited, and you need to explore other options to make a living.</p> <p>The reasons for pursuing alternate employment are varied. This module will provide you with a foundation and resources for making an informed decision about alternate types of employment.</p>
<p>Ask:</p>	<p>How many of you have heard of the term "temp agency" or "temp"?</p>
	<p>Ask for names of agencies. Note how many participants noted the same ones. Responses may include agencies such as: Apple One, Manpower, or Adecco.</p>

Say:

Temporary agencies are an excellent option for many job seekers. Depending on your local job market, working for a temporary agency may provide you with the income you need right now while looking for a permanent job. Many companies utilize temporary agencies with the goal of hiring a temporary worker (or temp) permanently. This is often referred to as a 'temp to perm' or 'temp to hire' position. By working as a temp, you have the opportunity ahead of time to see if a company is a good fit with your skills and abilities and also if the company has the qualities you're looking for.

A temporary agency is also a great choice if you can't commit to a long term job or just enjoy variety. Often, you will have the opportunity to work for multiple companies, gaining valuable experience, but also learning new skills. This type of work also provides you with the flexibility to say you're not available for specific jobs if your schedule doesn't permit.

Another benefit of working for a temporary agency is that it can help fill in the gaps of your resume. If you are someone that has large gaps in your resume or if you've been out of work for a while, this will provide you with recent experience to share with a potential employer.

<p>Say:</p>	<p>There are many temporary agencies to choose from. You will find a list of many of them just by searching your local Yellow Pages. Some have specialties or types of positions they place candidates in, such as banking, administrative, engineering.</p>
<p>Ask:</p> 	<p>I'm sure many of you have read newspaper or magazine ads, e-mails, and even heard radio ads about working from home. What are some of the topics for these home-based businesses and/or opportunities?</p>
	<p>Get everyone involved in the discussion and provide a sample if need be to get participants to begin responding. i.e. medical billing</p>

Guide:	Module 8 section entitled “Home-Based Businesses”
Say:	<p>You’ve undoubtedly seen or heard of these business opportunities from credible sources, and many of these ads <u>appear</u> to be legitimate opportunities. However, a large majority of work at home and home-based business opportunities are considered scams.</p> <p>In order to determine which opportunities are real and which ones are not, let’s review a list of some types of the top home-based businesses to be weary of together.</p>

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/e-mails to “make money fast”
- Envelope stuffing



Say:

Let me provide you with some tips on home-based businesses. These are also listed in your Workbook. If you are considering a home-based business opportunity, be sure to do your homework first. You should never have to pay for the chance to work or be asked to use your credit card to make purchases. 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. Approach home-based business opportunities with the utmost caution.

Your workbook lists 10 companies that only hire at-home workers and additional work-at-home tips and resources for you to read through and view. You'll also find resources for investigating home-based employment opportunities as well as resources to contact if you feel you have been a victim of a fraudulent job posted on a job search website.

For example, the Internet Crime Complaint Center is a website that gives victims of "cyber" crime a convenient and easy way of alerting authorities of suspected criminal violations.

The Consumer Action Website provides a list of state, county and city government consumer protection offices and their contact information. These consumer protection offices are familiar with

Guide:

Module 8 section entitled "Tips and Resources for Working at Home"

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

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.

Top 10 tips for identifying legitimate work-at-home opportunities:

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. 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.

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>

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.

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

- TDS Telecom (<http://www.careerbuilder.com/Jobs/Company/TDS>)
- Sprint (<http://www.careerbuilder.com/Jobs/Company/sprint>)
- Xerox (<http://www.careerbuilder.com/Jobs/Company/xerox>)
- Aetna (<http://www.careerbuilder.com/Jobs/Company/aetna>)
- Children's Healthcare of Atlanta (<http://www.choa.org/>)

Resources for Consumer Help

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

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.

<p>Say:</p>	<p>With that said, it is possible to work at home and do business for and with legitimate companies. One website that offers such opportunities is Elance. You should still do your homework and recognize the warning signs described above, but this site offers employment and/or opportunities to work from home.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Guide:</p>	<p>Module 8 section entitled “Website Forum”</p>
<p>Board it!:</p>	<p>Write www.elance.com on the board/flip chart.</p>
<p>Say:</p>	<p>The “Website Forum” section of your Workbook describes this service in detail. In short, 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. Once you’ve registered, you can browse any of the open projects posted by interested buyers and bid on the projects that interest you! There are many other sites that offer these types of opportunities.</p> <p>Gather around and I will do a quick demonstration of search for positions on each of these sites.</p>

	<p>You will need a PC with an Internet connection and browser and an LCD Projector, if available.</p>
	<p>Go to the Elance website and search for jobs. Ask participants for a suggested job category to search.</p>
<p>Guide:</p>	<p>Module 8 section entitled “Self-Employment Resources”</p>
<p>Ask:</p>	<p>Does anyone know what SBA stands for?</p>
<p>Say:</p>	<p>Very good, SBA stands for Small Business Administration. A very important resource for Small Businesses.</p> <p>If you are interested in self employment or starting your own business, there are many free resources available to help you. While starting a business does require hard work, motivation, organizational skills, and know-how, many people have started small businesses from an idea sparked by a hobby or interest.</p> <p>Starting a small business doesn’t have to be complex. Perhaps in your free time you enjoy needlepoint or building models from wood. Maybe you’re a great writer. Don’t rule out an opportunity to do something you enjoy. Take the time to investigate. Going into business for yourself may be the best decision you’ll make.</p> <p>Your Workbook lists several resources to get you started or at least help you determine if self employment is right for you.</p>

**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.

**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).

	Inform class of any additional resources for self employment that may be available through your WorkSource center.
Ask:	Does anyone have any questions about home-based businesses or self-employment before we continue?
	Address all questions before continuing. For subjects related to tax issues about self-employment, set up time to provide resource after class.
Guide:	Module 8 section entitled “Alternate Employment Assessment”

Wrap it Up!:

So what are the next steps?! Well, if you are interested in exploring an alternate form of employment further, take the next week to contact some of the resources described during this session. If you have a case manager, make an appointment to discuss your ideas with them.

Your final assignment, if you're interested, will be to complete the Alternate Employment assessment in your Workbook.

Before we conclude our session today, we'd like you to complete the Post-Assessment Survey in Module 8 of your workbook. Once you've completed it, please be sure to hand it in. This is how we tell if we're doing a good job teaching it. It will also help your case manager as they continue to work with you.

This concludes our session. As you go forward, remember to maximize your accomplishments. No win is too small, so be sure to celebrate them. And, use the resources you have at your disposal to enhance your skills and make your job search as simple as possible. The staff at the WorkSource Center are available to assist you. Don't hesitate to call on us. Good luck to all of you!

Self Employment Assessment

Read and answer the questions below. Each question in which you answered YES is equal to one point. Total your points in the right column.		Points
1	Do you hope to eliminate the negatives of being an employee?	
2	Do you have enough money to cover expenses for the first 1-3 years?	
3	Can you live without a steady paycheck, especially during the start up phase?	
4	If not to question 3, can you test out the strength of your interest by starting your business part-time?	
5	In your field, do you have a specialty or niche?	
6	Do you have a written business plan that projects first year profits or losses?	
7	Are you comfortable possibly waiting three to five years for success?	
8	Do you already have multiple connections in your community?	
9	When you're tired, can you still work effectively with potential and current customers/clients?	
10	Do you know enough about the computer to effectively conduct the day-to-day operations of your business?	
11	Can you invest in and afford to keep up with changes in technology?	
12	Do you have an accountant, attorney and other professionals to assist your business?	
13	Do you already have a professional network of supporters to make referrals to your business?	
14	Are you self-motivated and don't need prompting to get work done?	
15	Do you like to be in charge, making decisions?	
16	Do you enjoy working independently?	
TOTAL POINTS		





What Your Total Points Mean

If you scored below 10

Self employment may not be for you. You seem to prefer a more structured work environment, including knowing where your next paycheck is coming from. Knowing everything is in order let's you focus on the things you need to accomplish. You may have already known self-employment wasn't necessarily for you, but if you're convinced you still want to do it, you might want to consider doing some freelance work on the side. This will allow you to try it out without giving up the stability of your job.

If you answered YES on 10-12

It definitely sounds like you are considering self employment, but you may need to do a bit more planning before you take the next step. Look at the questions you answered No to and figure out why you answered that way. You may have answered No because of your current situation. Or, this could be how you really feel. Remember, self-employment isn't for everyone. But, if you want to get your feet wet and try it out, you may be able to make some changes in your current job - like asking your employer about telecommuting options or utilizing a flexible schedule. This will allow you to see if you prefer less structure and more flexibility.

If you scored above 13

Congratulations! It looks like self-employment would be a great option for you. While it's a big step, the end result may reap huge rewards! There are many resources out there to assist you as you move forward with your small business, such as the Small Business Administration or SCORE. Take advantage of everything that's out there to help make your business a success!

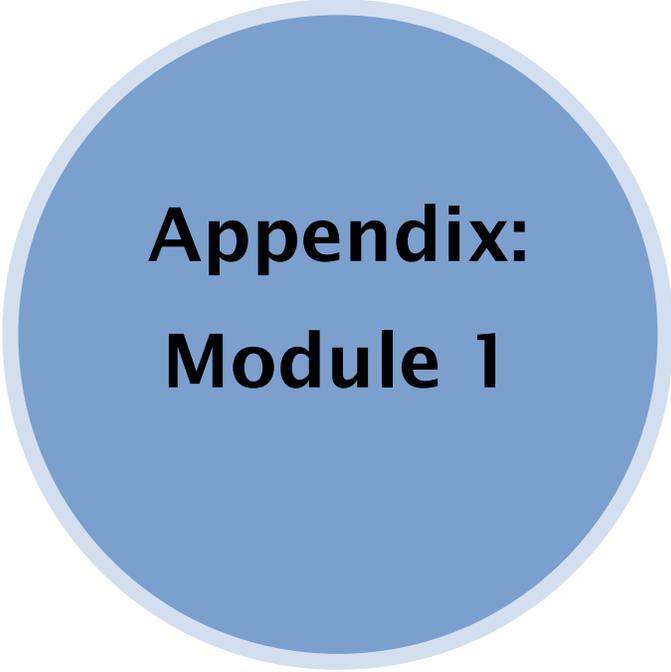
Post-Assessment Survey

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

Statement	Rating
1. I know exactly what type of job I am looking for.	
2. I know how the job skills I currently have relate to the positions I'm looking for.	
3. I understand the role technology (computer, copier, fax, etc.) plays in the jobs I am seeking.	
4. I am very comfortable using the technology needed for these jobs.	
5. I have a well developed cover letter that can be easily adapted to the various jobs I apply for.	
6. I have a resume that outlines my achievements as well as my responsibilities at each job.	
7. I feel confident that I know the best ways to look for employment in today's society.	
8. In a job interview, I feel very comfortable discussing how my skills & abilities relate to the job I'm applying for.	
9. (If applicable) In a job interview, I feel very comfortable addressing any gaps in my employment history if an employer asks.	
10. I understand generational differences as it relates to work and feel very comfortable working with employees of all ages.	
11. (If applicable) I understand completely how my Social Security benefits (pre-retirement & retirement) will be impacted by work.	
12. 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.	
13. I fully understand all of the employment options available to me aside from traditional part & full-time employment.	
14. I feel ready to work.	



APPENDIX



**Appendix:
Module 1**

What to Do with the Rest of Your Life

By Robin Ryan

What if you could write a whole new life for yourself? What would you change? Too many people never ponder these questions. They don't acknowledge that being happy, successful and enjoying a passionate career are all possible. You and you alone are responsible for creating your own future. So if you are looking for a new job, or are one of the millions of dissatisfied workers who is miserable at the job you currently have, then give serious thought to this life-shaping question:

What exactly are you going to do with the rest of your life? The weak economy does not mean doom and gloom, or that your dreams can't come true, unless you use it as your excuse for not succeeding.

Here are some key steps to get you on the right track fast.

Start with honest self-assessment. Analyze your current skill set, training level, and accomplishments to-date. Write down the aspects of the work you liked and what tasks or things you disliked. Investigate new fields, industries and potential careers by doing some research and also interviewing individuals who work at those types of jobs, or in fields of interest to you. Look at growth opportunities, salaries, benefits, and then determine the job title to target.

Use your passion as a decision-making tool. An important insight noted in our national top executive survey was that highly successful people work at their passion. It's that burning interest and enthusiasm that propels the extra efforts to excel in your job. Determine what your passion is. What do you love to do? To hear about? To talk about? If you love music, find a job in that industry. Remember, it's not just musicians, but others such as agents, directors, marketing and sales teams, business managers, etc. that are a part of the exciting music world.

Build a career on your strengths. You have natural talents you were born with. These talents are the things you find easy to do. Maybe it's teaching or writing. Maybe it's designing, building, or helping people. List all your talents, including things that others compliment you on. Build your career on these strengths and it will be easier to excel. You'll move up faster, find better jobs and be paid a higher salary. Incorporate your talents into any position you choose to go after.

Don't sabotage yourself. Many people prevent their own success. They find excuses, or blame others, for their own failures or mistakes instead of learning and improving from them. Their self-talk is all negative. "I'd never get a job like that." or "I'm not good enough." or "Why try; it's too hard." Reprogram yourself by reading and listening to success tapes. Avoid others who are "black cloud people;" people who rain on your dreams and efforts. You must avoid negative dialogue - it's poisonous to your dreams and future achievements. Instead, find supporters, new mentors, take classes, read books, listen to motivational tapes that teach effective ways to make your future and next job a real dream come true.

Credit to the Author:

Robin Ryan has appeared on **Oprah** and **Dr. Phil** and is considered to be **America's top career coach**. Robin has a busy career counseling practice providing individual career coaching, resume writing services, interview preparation, salary negotiations, and outplacement to clients nationwide. She is the best-selling author of: "60 Seconds & You're Hired!," "Soaring On Your Strengths," "What to Do With the Rest of Your Life," "Winning Resumes," and "Winning Cover Letters." A dynamic national speaker, Robin has spoken to over 1200 audiences sharing her insights on how to improve their lives and obtain greater success. Contact Robin at: **425.226.0414**, or email: robin@robinryan.com, or visit her website: <http://www.robinryan.com>

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Benefits of Hiring Mature Workers

By AARP.org

The benefits of hiring mature workers include:

Experience - Mature workers possess work experience and on-the-job education, which has honed their analytical and personal skills, making them cost-effective workers. They're willing to share this massive resource with your company to increase value and productivity!

Flexibility - Mature workers, especially those in "post-retirement" display a greater willingness to accept alternative work arrangements, such as part-time or contingent modes. They're willing to work with you to make your company the best it can be!

Loyalty - Mature workers are socially and economically stable, at a point in their lives where family transitions are minimal and when the priorities of valuable work and commitment to their job is high. They are thoroughly reliable. They'll outlast training in new skills and operations, and know the value of a good employer. They'll be there for you and will be solid pillars as you build your company!

Source: "New Opportunities for Older Workers", Committee for Economic Development, 1999

In an AARP survey of 400 companies with 50 or more employees, HR managers identified the top seven qualities present in mature workers:

1. Loyalty and dedication to the company.
2. Commitment to doing quality work.
3. Someone you can count on in a crisis.
4. Solid performance record
5. Basic skills in reading, writing and arithmetic.
6. Solid experience in job and/or industry.
7. Get along with co-workers.

Source: "American Business and Older Employees", AARP, 2000
<<http://matureworkersalliance.org/why.htm>>.

12 Benefits of Hiring Older Workers

By Stephen Bastien

Looking for dedicated, focused, loyal employees? Your search is over.

Employees. They're the one thing that businesses everywhere have a need for. And not just employees, but employees who are honest, responsible, dependable, loyal, focused, organized and mature.

Is this too much to ask?

U.S. employers spends millions of man hours each year placing ads, prescreening and interviewing candidates, and hiring and training workers, only to find that many of the employees they hire work for them for just a few months only to decide they don't want to "just be a clerk anymore" or feel "something better will come along" as they work their way up the corporate ladder.

So where can businesses find a dependable, steady workforce that has no plans to move up and out? A workforce dedicated to the job at hand and that takes pride in its work? Who will cost them less to hire, train and maintain?

The answer? Older workers.

Below are twelve reasons why hiring older workers can help you maintain a reliable, dedicated workforce and provide a significant cost savings for both the short and long term.

1. Dedicated workers produce higher quality work, which can result in a significant cost savings for you. 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.

2. Punctuality seems to be a given for older workers. Most of them look forward to going to work each day, so they're likely to arrive on time and be ready to work.
3. Honesty is common among older workers, whose values as a group include personal integrity and a devotion to the truth.
4. Detail-oriented, focused and attentive workers add an intangible value that rubs off on all employees and can save your business thousands of dollars. One business owner I know once told me that one of his older workers saved his company more than \$50,000 on one large mailing job. The 75-year-old clerical worker recognized that all the ZIP codes were off by one digit. Neither the owner's mailing house nor his degreed and highly paid marketing manager had noticed it.
5. Good listeners make great employees because they're easier to train--older employees only have to be told once what to do.
6. Pride in a job well done has become an increasingly rare commodity among younger employees. Younger workers want to put in their time at work and leave, while older employees are more willing to stay later to get a job done because of their sense of pride in the final product.
7. Organizational skills among older workers mean employers who hire them are less likely to be a part of this startling statistic: More than a million man hours are lost each year simply due to workplace disorganization.
8. Efficiency and the confidence to share their recommendations and ideas make older workers ideal employees. Their years of experience in the workplace give them a superior understanding of how jobs can be done more efficiently, which saves companies money. Their confidence, built up through the years, means they won't hesitate to share their ideas with management.
9. Maturity comes from years of life and work experience and makes for workers who get less "rattled" when problems occur.

10. Setting an example for other employees is an intangible value many business owners appreciate. Older workers make excellent mentors and role models, which makes training other employees less difficult.

11. Communication skills--knowing when and how to communicate--evolve through years of experience. Older workers understand workplace politics and know how to diplomatically convey their ideas to the boss.

12. Reduced labor costs are a huge benefit when hiring older workers. Most already have insurance plans from prior employers or have an additional source of income and are willing to take a little less to get the job they want. They understand that working for a company can be about much more than just collecting a paycheck.

Any business owner who's hesitant to hire an older worker should consider these twelve benefits. Older workers' unique skills and values--and the potential savings to your company in time and money--make hiring them a simple matter of rethinking the costs of high turnover in a more youthful workforce vs. the benefits of experience and mature standards older workers bring to the mix. You simply do not have the time or resources to deal with high employee turnover. The next time you need to make a hiring decision, you should seriously consider older workers: Their contribution to your company could positively impact your bottom line for years to come.

Credit to the Author:

Stephen Bastien is a business consultant and an expert on leadership and managing employees. He's the author of *Yes, One Person Can Make a Difference* and *Born to Be*. Having started several successful businesses, his current venture, Bastien Financial Publications, provides businesses with the latest developments on fast-growing and distressed companies nationwide through his daily newsletters. Visit his site for more information on his financial publications, books or consulting services.

"Bastien, Stephen." *Entrepreneur Magazine*. *Entrepreneur Magazine Online*. 20 Sep. 2006 <<http://www.entrepreneur.com/humanresources/hiring/article167500.html>>.

Why You Should Hire a Mature Worker

By Tom Tessin

Not so very long ago, people aged differently and had a decidedly different mindset from today's employees. The old stereotypical 'work-'til-you're-65 and then sit down until you die' mentality has gone by the wayside for a number of important reasons. For one thing, the job market has changed. Many people who intended to work for the same company until they retired found out to their chagrin that company-to-employee loyalty came up a bit short and found themselves searching for jobs in an uncertain market.

Mature Workers Have More Experience With Failure

That sounds negative, but it's not. Experience has also taught them that every time they have gotten knocked down, they always got up. Sometimes this supposed 'failure' led to unexpected opportunities or steered them into a job that became a satisfying or lucrative career. This pattern engenders confidence in one's view of the future. Nearly every bad experience has its upside, and more mature people have had it proven to them.

The Reliability Factor

The single best advantage mature workers have over younger ones is the reliability factor. Generally speaking, mature workers understand that in order to keep a job or move up is simply to reliably show up and do what is expected of them. There are so many fields in which mid-and-upper management decries the work ethic of younger workers. They'd like to hire and keep them, especially if they can do so for a lower wage, but the problems caused by younger, less reliable employees are overwhelmingly difficult to deal with.

Mature Workers Should Reenter The Workforce With Confidence.

Many companies in today's tougher economy are realizing the benefits in hiring mature employees. Their worth is being reevaluated and appreciated. Especially for entry-level jobs, there is an unprecedented need for just the qualities that mature workers possess. Go job-hunting with confidence and you'll be rewarded with success.

Credit to the Author:

Tom Tessin runs and operates T2 Web Network, LLC, a company that creates and maintains web properties across the globe.

"Tessin, Tom." Ezine Articles. 17 Nov. 2009

<<http://ezinearticles.com/?Why-You-Should-Hire-a-Mature-Worker&id=3182494>>.

Cutting Mature Workers Widens the Wisdom Deficit

By Alaina Love

Companies that cut seasoned employees without considering the wisdom and knowledge lost are making an expensive, if not disastrous, mistake, says Alaina Love .

In the deluge of head count slashing and budget cuts, companies may be making critical mistakes in shedding a vital asset: mature workers. The current economic climate is prompting organizations to reexamine priorities and jobs. In the talent hemorrhage pouring from the arteries of U.S. companies are employees who hold significant institutional wisdom and knowledge—the kind that cannot be easily replaced.

Over the last several weeks, I have heard story after story about long-term employees losing their jobs. Some were quickly replaced through outsourcing; others left gaping organizational holes that younger counterparts struggled to fill.

Chris is one of these displaced workers. After 30 years with a large telecom company, he had held on through a series of downsizings until one day it was his turn to be let go. After packing up the contents of his desk and three decades of memories, Chris took a job with a consulting firm that later won a contract with his former employer. Chris found himself working for the telecom firm again—but for far less pay, with a much bigger workload, and in a cultural environment that makes him feel like just another number.

He's now working with young, newly hired employees who have a fraction of his expertise, experience, and understanding of the company's history. There is no mechanism in place for a transfer of that knowledge. Imagine the impact on the company's business, especially in this economy, if those younger workers were to learn what Chris has mastered over the last 30 years. What if forward-thinking leaders inside the company created the kind of cultural environment where teams of workers willingly shared knowledge, successes, failures, and

lessons learned? Consider the impact of that type of knowledge transfer on customers—and ultimately, the bottom line.

How to make the most of experience

In our research with seasoned workers, we have found many employees age 50 and older with a strong drive to make continued contributions in their field. Most of the individuals we've interviewed have a firm sense of who they are, what their purpose is, and how they can make a difference. Better yet, many are willing to share their knowledge and to help develop others. This is a huge benefit to organizations, especially in a time where employee-development budgets are shrinking. To make the most of experienced workers, I offer these recommendations to corporate leaders:

1. Make strategic staff reductions that preserve the core business while you invest in the future.

Today's stark economic reality is requiring many organizations, especially those that have not carefully managed head count, to trim their workforce. This is an action that no good leader takes lightly. When considering cutbacks, be sure to carefully examine not just positions but also individuals' backgrounds so that the organization's most valued wisdom doesn't wind up walking out the door. It is essential to focus on future strategic growth areas as well as the core business so the talent you need for both is not lost in a tide of downsizing.

2. Rethink how you train leaders.

Teach them how to develop and support workers of all generations. If the Gen X'er in charge isn't figuring out how to learn the most from both Baby Boomers and Millennials, the business is suffering.

3. Create a "Corporate Wisdom Team" made up of contributors to the organization that have helped guide the business over time through multiple challenges and changes.

These are the employees whose wisdom cannot be replaced. They should be part of the team that guides the development of the company's next generation of leaders.

4. Solve the problem of organizational wisdom transfer.

Epochal later achievers

Baby boomers are part of a diverse national workforce, operating in an even more diverse global business environment. In the context of this economy, American companies need to work as a team to maintain and grow the U.S.-based knowledge necessary to compete with businesses in other parts of the world, such as China and Japan. These ancient cultures have learned how to harness wisdom and their successful companies have embedded it as a cornerstone of their organizations.

Recent reader mail for this column suggests a growing perception and concern that the value many employers place on older workers is decreasing. To such organizations, I offer the following historic facts for consideration:

At age 50 the philosopher Plotinus began writing his ideas, later published as *The Enneads*.

When John Locke was 54, he began publishing a lifetime of studies, including his essay, *Concerning Human Understanding*.

Samuel Adams, 50 years old, orchestrated the Boston Tea Party.

Henry Jay Heimlich at age 54 developed an emergency maneuver that has saved millions of choking victims.

Rachel Carson wrote *Silent Spring* at age 55 and became an early voice for environmental protection.

At age 55 painter Pablo Picasso completed his masterpiece, *Guernica*.

Clara Barton founded the American Red Cross at age 59.

Albert Einstein at the age of 59 achieved major advancements in his general theory of relativity.

Ludwig von Beethoven completed his *Ninth Symphony* at age 53.

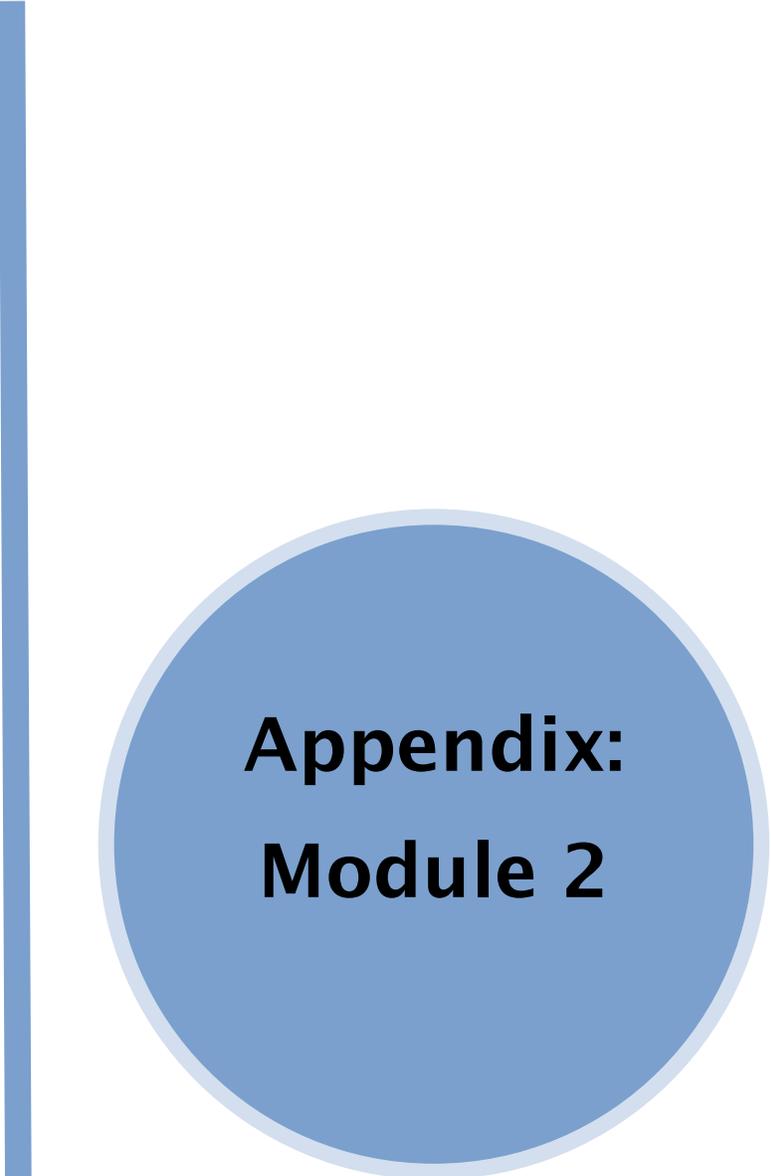
Benjamin Franklin at age 70 helped draft the Declaration of Independence.

We have an even more recent example of the power that the knowledge and wisdom of an older worker had on an organization's success. Like many of you, I was riveted on Jan. 15 by the footage of 58-year-old Captain Chesley "Sully" Sullenberger successfully landing USAir flight 1549 on the Hudson River, saving the lives of all 155 people on board. When remarking on the accomplishment in a recent interview, Sullenberger commented that he felt his "entire career" had prepared him for that moment. Had Sullenberger not been at the controls of the aircraft that day, the impact on passengers, their families, and USAir's future might have been disastrous.

Credit to the Author:

Alaina Love is a consultant, writer, speaker, and the president of Purpose Linked Consulting, a leadership and organization development firm. Prior to founding PLC, Love spent more than twelve years at Merck & Co., Inc. where she was executive director of human resources (worldwide), a research scientist and clinical researcher. Love now provides a broad range of leadership, team and organization development services to clients around the world, including The Passion Profiler™, a comprehensive tool used by PLC to assess individuals' work-related passions. She is co-author of the soon-to-be-published McGraw-Hill book, *The Purpose Linked Organization: How Passionate Leaders Inspire Winning Teams and Great Results*. The book identifies and explores the impact of the 'passion archetypes' of great leaders, provides a process for leaders to maximize the individual passions on their teams, and offers free access to the Passion Profiler™ online tool, where readers can discover their own passions and how to apply them to their roles at work.

"Love, Alaina." Business Week Magazine Online. 17 Nov. 2009
<http://www.businessweek.com/managing/content/feb2009/ca20090224_125654.htm>.



Appendix: Module 2

More on Personal Values

Honesty/Integrity/Morality	Personal integrity is probably the number one value employers respect, especially given all of the highly publicized corporate scandals in the news.
Dedication/Hard-Working/Work Ethic/Tenacity	There is nothing more desirable than a job-seeker that loves what they do and will keep at it to get the job done!
Dependability/Reliability/Responsibility	Are you someone that arrives every day, on time and ready to work and doesn't hesitate to take responsibility for your own actions? Tell about it!
Loyalty	A strong devotion or loyalty to a company, even during difficult times, says a lot about a job seeker. Keep that in mind.
Positive Attitude/Motivation/Energy/Passion	Have you ever noticed that the job seekers that get hired and the employees that get promoted are the ones that demonstrate a high level of enthusiasm and energy in both their actions and words?
Professionalism	Acting responsible and fair in all of your personal and work-related activities shows maturity and self-confidence. Avoid being petty at all costs.
Self-Confidence	If you don't believe in your skills, education and abilities, how will a prospective employer believe it? Let your confidence shine through!
Self-Motivated/Ability to Work with Little or No Supervision	Being a self-starter and working independently is an important skill - just like being able to work as part of a team.
Willingness to Learn	It doesn't matter how old you are or how much experience you have, you should always be willing to learn a new technique or skills. Jobs are constantly changing, and you need to show a willingness to grow with it.

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.

 [Find Occupations](#)

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

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>
89	51-9081.00	Dental Laboratory Technicians <small>in Demand</small>
80	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
55	29-1024.00	Prosthodontists
40	25-1071.00	Health Specialties Teachers, Postsecondary
35	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.

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>

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>

Quick Search by O*NET-SOC Code

Example #2 - Entering "41"

Keyword or O*NET-SOC code

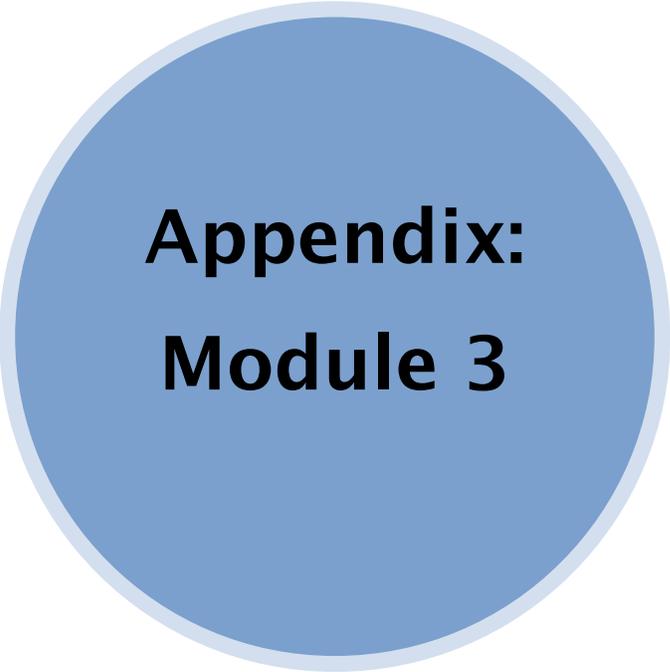
Examples: 25-1011.00, dental assistant

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 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.



**Appendix:
Module 3**

Setting Up an Email Account



Email 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, email 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 email, you will first need to set up an email account that is specific to you. Amongst the most popular free email 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.

Registering for your free e-mail address:

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.



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.

Gmail
by Google BETA

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, [create one in the field below.](#)

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). In this example, your name is 'joesmith' and the domain name is gmail.com.

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).

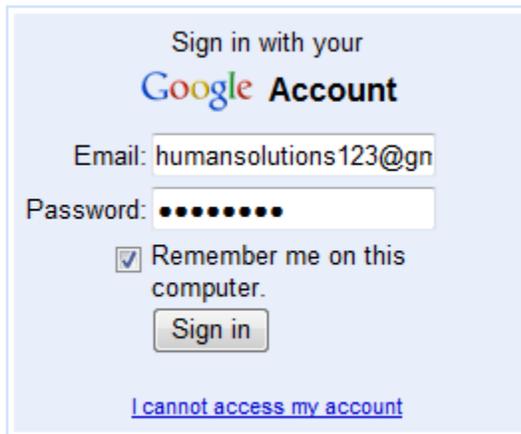
Once you've entered all of your information, it will automatically create your account. Your e-mail account will function much in the same way as your postbox, so mail will wait for you there until you come in to read it.

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.



Enter in your E-mail 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**.



Sign in with your
Google Account

Email:

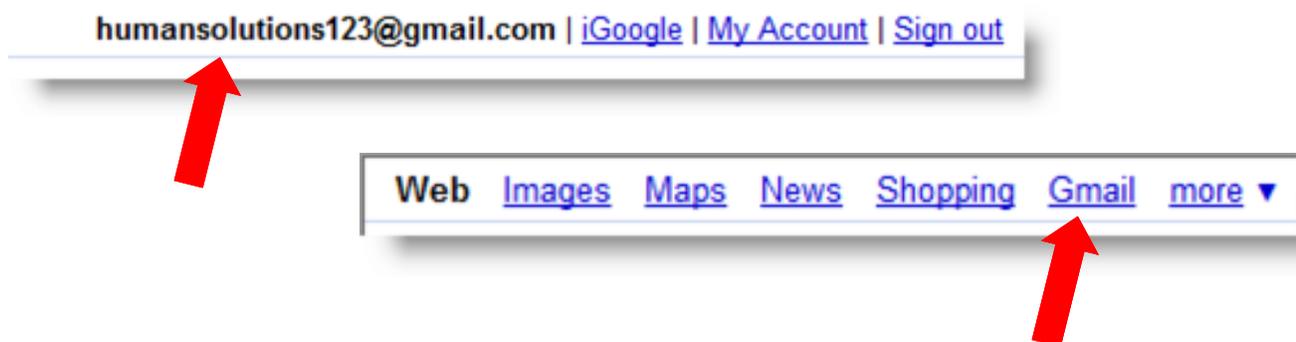
Password:

Remember me on this computer.

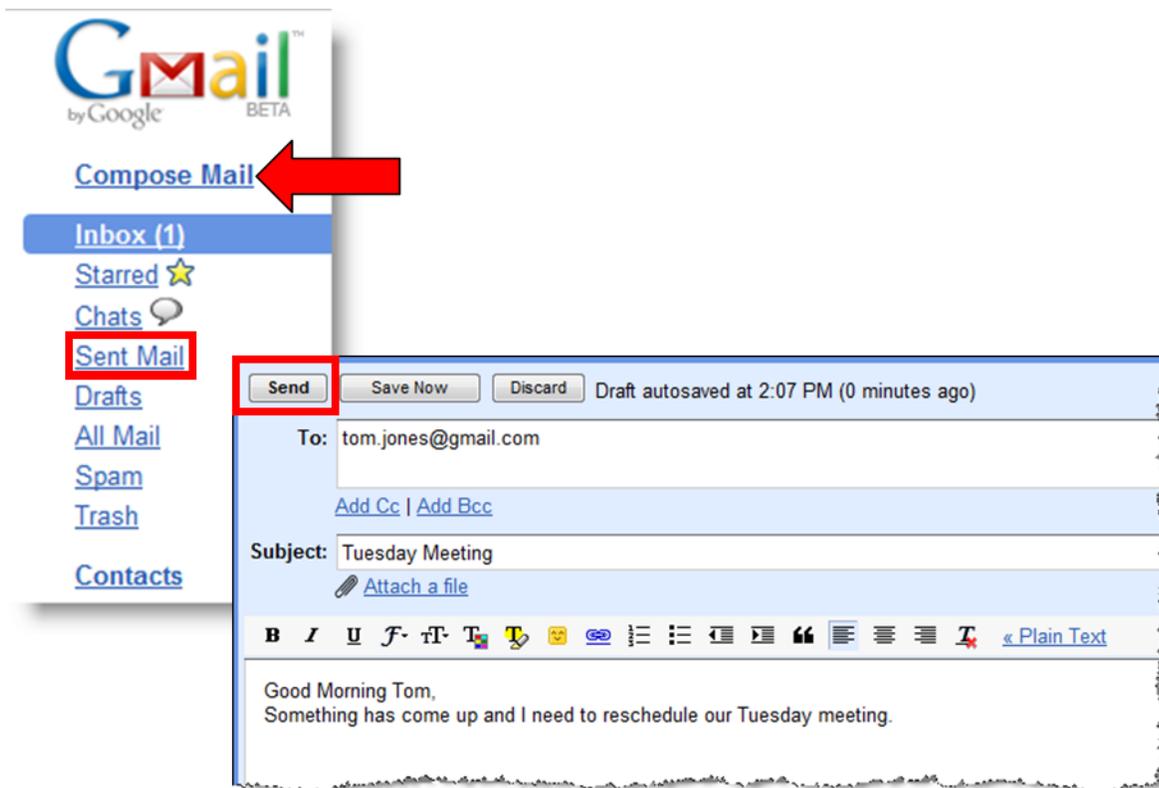
[I cannot access my account](#)

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!



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 receiver's 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, which is on the left side of the screen.

Today's Mature Workers are Learning New Skills

By Lisa Jordan, MS, CRC

Years ago, young people went to school, earned their high school diploma or college degree, and then went to work. After high school or college graduation, most adults never again set foot in a classroom. They worked their way up the corporate or blue-collar ladder for forty years and then retired. The skills they needed to learn they got on the job.

No longer! Today, there are more adults than traditional students enrolled in higher education. Even people approaching retirement age are taking adult education courses, earning degrees online, or brushing up on skills at technical centers. Businesspeople can be found earning their MBAs, nurses are adding to their skill set, and IT specialists are flocking to technical schools to earn higher certifications.

Education demographics are changing. As recently as 1997, twenty-one percent of employed older workers had less than a high school education, compared to only ten percent of those ages 25-64. By 2007, the gap had narrowed: of all older workers just thirteen percent had less than a high school education, compared with nine percent for younger workers.

Studies in Canada confirm the trend. Over the past ten years in both Alberta and British Columbia, the proportion of older workers with a post-secondary certificate, diploma, or bachelor's degree has increased to 59 percent. During that same time period, the proportion of older workers with less than a high school diploma dropped to 13 per cent in Alberta and 11 per cent in B.C. Higher education levels are associated with higher levels of mature worker employment and lower levels of unemployment.

Workplace demographics are changing, too. According to the U.S. Bureau of Labor Statistics, in the decade between 1977 and 2007, the civilian noninstitutional population age 65 and older increased by about 60 percent, while the civilian noninstitutional population age 16 and over increased 46 percent. Yet employment of people 65 and over doubled, while employment for people 16 and over increased by less than 60 percent. This means that more and more mature workers are finding and keeping jobs.

What Do These Changes Mean for Employers?

Mature workers are increasingly competitive in the job marketplace and are getting hired. They are better-educated than in the past and are succeeding in mastering today's job skills.

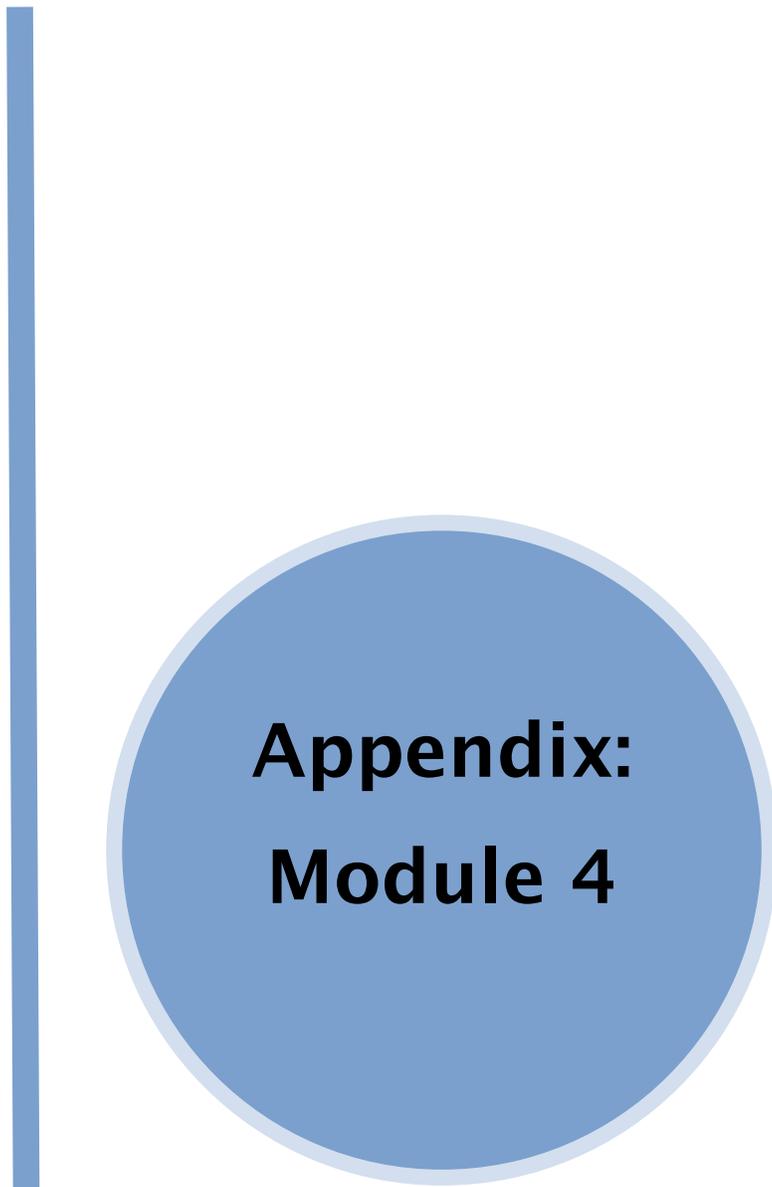
The Philadelphia Inquirer recently reported that one investment management firm has discovered that older workers hired as part-time telephone customer-service representatives often performed better than their younger counterparts. Upon completion of their training, they tend to outscore younger workers on the final exam. Older workers also are better able to handle aggressive or unhappy callers on the phone.

If you are an employer, to access a pool of motivated mature workers, contact your local WorkSource Center. Visit <http://www.worksourcecalifornia.com/> and click the Business Resources link on the left. Mature workers seeking employment may also visit the same site and click on Services for Job Seekers.

Lisa Jordan is president of Human Solutions LLC and is a recognized disability and workforce development expert. She specializes in identifying challenges and developing solutions to increase the comfort level, productivity and effectiveness of workforce development professionals working with a diverse clientele.

Learn more about Lisa at: <http://www.human-solutions.net>

Article Source: <http://www.articlesbase.com/human-resources-articles/todays-mature-workers-are-learning-new-skills-1293314.html>



**Appendix:
Module 4**

Age Discrimination: How Old is Too Old?

By Alison Doyle, About.com

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 sometimes 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?

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.

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).

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

Preventing Age Discrimination at Work

The Age Discrimination in Employment Act

By Dawn Rosenberg McKay, About.com

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.
- 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.

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

Your Job Search: Researching Jobs and Employers

By Bob Skladany, AARP.org

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 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.

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.

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.

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

Tips for Successful Networking

By AARP.org

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.

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+ (<http://www.aarp.org/community/profile/groups/index.bt?membername=TheWaterCooler>).
- The Riley Guide (<http://www.rileyguide.com/support.html>) lists networking and support groups by geographical area.
- What's better—traditional networking or online networking? Read what career expert Peter Weddle (<http://www.weddles.com/seekernews/issue.cfm?Newsletter=219>) has to say.
- Join social networking sites:
 - Facebook (<http://www.facebook.com/>)
 - LinkedIn: (<http://www.linkedin.com/>) Online network where professionals connect with each other for mutual support, contacts, projects, jobs.
 - Secrets of the Job Hunt (<http://www.secretsofthejobhunt.com/>)
 - Ryze Business Network (<http://ryze.com/>)
 - 40-Plus (<http://www.40plus-dc.org/>)
 - Five O'Clock Club (<http://www.fiveoclockclub.com/>)
 - Women for Hire (<http://www.womenforhire.com/>)
 - I-Village Job Seekers' Support Group (<http://messageboards.ivillage.com/iv-wdjobsupport>)

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

How to Use Job Search Networking to Find a Job

By Alison Doyle, About.com

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 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.

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.

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

Networking Tips for Introverts

By Bettina Seidman

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.
- 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 SEIDBET@aol.com.

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

Networking at 50-Plus

By Dan Woog, Monster Contributing Writer

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.

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.

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."

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

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.

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 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.

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<<http://wiserworker.com/resource-center/articles/2>>.

Setting the Record Straight: Eight Myths about Older Workers

By Barb Jaworski

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. I

It's time to dispel these myths and set the record straight. Let's examine the most popular myths.

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.

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.

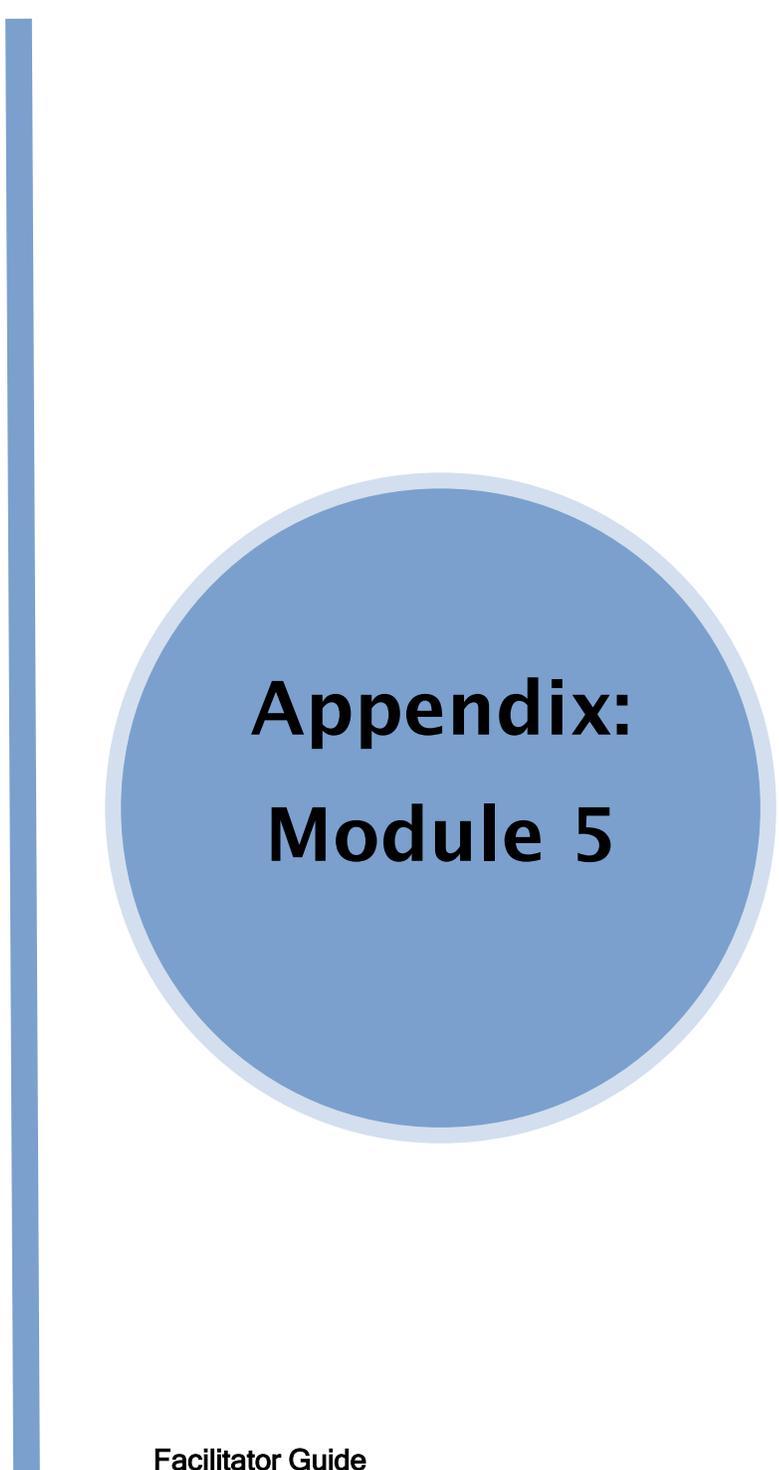
Myth #7: Older workers are less productive.

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>>.



**Appendix:
Module 5**

Interviewing Strategies - Do I Fit the Company?

By Debra Lea Thorsen

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 [sic] something you should be concerned about. 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?

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.

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 [sic] something to be concerned about.

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

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

Assess Company Culture to Find the Best Fit

By Michael Neece, Monster Contributing Writer

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.

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.

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

Finding a Job with the Right Corporate Culture

By Scott Brown

CAUSES OF CORPORATE CULTURE

The main driver of a company's culture is its senior management team. These people set the stated business objectives. They also set unstated guidelines by the way in which they manage people. For example, Jack Welch set a culture of people focused on competition and selling more than competitors when he set a business objective that all GE companies had to be #1 in their markets. Sam Walton set a corporate culture of attention to detail by visiting individual Wal-Mart stores personally and inquiring about minute issues.

COMPONENTS OF CORPORATE CULTURE

Sense of Urgency - While just about all business managers will tell you their objectives are important, there is often a discrepancy between what they say and the decisions they make. By asking employees to work however many hours it takes to finish projects and demanding that deadlines be met, managers create a corporate culture where performance is highly valued. Many managers, on the other hand, put a premium on employee comfort and low stress levels, and therefore do not demand that employees work harder or more hours to accomplish objectives. If you're a performance-minded person, there's a good chance you'll be unhappy in a comfort-minded company. People who are goal-oriented and who are looking to accomplish a lot in their careers can feel stifled by a corporate culture that does not want to "overwork" its employees.

Business Size - Business size has a major impact on job satisfaction. Working at a large company, you may feel distant from decision making and having an impact. However, large companies generally provide more opportunities for career advancement. Large companies can also provide more social interaction, opportunities for after-work activities, etc.

Business Philosophy/Identity - Most companies tend to have a unique identity and philosophy. For some companies, they pride themselves on giving back to the community. Some are focused on making as much money for their employees as possible. And others are focused on

providing a great work environment and being a place people want to work. Finding a business with a philosophy that matches your values will make getting up for work in the morning much more enjoyable!

Management Style - Some managers give their employees wide latitude to make decisions. Others want to be involved in details and have more control over everything that's going on.

Degree of Trust - In some companies, people openly trust each other and share information with their co-workers. At other companies, people are secretive and even distrustful.

Understanding of Personal Issues - It's possible for a company to be focused on performance, but to still be generous with its employees in times of personal need (such as when someone has a sick family member).

WAYS TO DETERMINE CORPORATE CULTURE

It's often possible to get a sense of a company's culture by looking at their web site. They may include speeches from their senior managers or news items discussing company initiatives that indicate cultural values. Before interviewing, it's a good idea to think about the values you'd want a company you work for to have, and if it's not obvious to you the company has them, ask the person you're interviewing with what the company's philosophy is on the issue. Ask for examples to be sure the interviewer isn't just selling you on the company and can provide facts to back up their assertions. By asking culture questions and showing that you are interested in making sure you and the company fit well together, you're also communicating to the interviewer that you're a professional and that you are looking for a job that really makes sense for you.

Scott Brown is the author of the Job Search Handbook (<http://www.JobSearchHandbook.com>). As editor of the HireSites.com weekly newsletter on job searching, Scott has written many articles on the subject. He wrote the Job Search Handbook to provide job seekers with a complete yet easy to use guide to finding a job effectively.

Source:

http://www.streetdirectory.com/travel_guide/189163/careers_and_job_hunting/finding_a_job_with_the_right_corporate_culture.html

Fitting Into Corporate Culture

By Robert Watson

When searching for a new job, one of the most often overlooked aspects of finding a new job is making sure that you can fit into corporate culture. One of the things that the hirers are looking for is a "good fit", which is their way of saying that you need to be a match for their corporate culture. Nobody wants you to come in and mess up the way that things have always been. In addition, they know that if you do not like the way that the company runs things, then you are likely to leave, costing them time and money.

Being a flexible and adaptable person is important, and it is something that most people can do, but it is something that you cannot often prove to the employer during the interview, where you can often only display one or two sides of your personality before looking like an actor, or a fake. Thus, if you want to be successful at your interview, and you want to show that you can fit in with corporate culture, then you want to take some time to observe the workers there, and their interaction. If you arrive between five and ten minutes early, you might be able to see the current employees at work. Watching their interactions, observing their dress, and taking a passing glance at their workstations should tell you a lot about how the company operates on a day-to-day basis.

Most of the time, you will be lead deep into the company's work area, where you will be interviewed in a conference room, which should give you some opportunity to assess the job site. Keep in mind what you have seen, and if you are tested on your at-work behavior, you can customize your answer to what you have seen. Noticing a laid-back corporate culture, you can answer confidently that you would rather have open deadlines on projects and that the company can count on you to finish projects on time. If you see that things are run on a pretty tight ship, emphasize your ability to work hard on projects without a lot of outside assistance and guidance.

If you are applying for a managerial position, see if you can spot how the people on your team might be. Sometimes you can spot problem employees, and if you are working in close quarters with others, you will need to take a close look at the cleanliness of your co-workers. If you find that you are unable to cope with them later, you'll likely have to find a new position.

You should use your observations to your advantage as well. If you notice that there are messy workstations, suits and ties, and little to no interactions between employees, you can determine that this job will probably swamp you with work, and not allow you too much time to socialize. For many people, that tells them that they may not want to work for this company, while others will love this kind of environment. If you use your head while making assessments of corporate culture, both you and the company will benefit.

Robert Watson is the author of the book Job Hunter's Handbook.

Source:

http://www.streetdirectory.com/travel_guide/192472/corporate_matters/fitting_into_corporate_culture.html

Benefits Of Working In a Small Company vs A Corporation

By Tony Jacowski

While many people may be tempted to take up the first job that comes their way to take care of the bills and huge student loans that need to be repaid, others may mull over this decision for quite some time and select a company that fits their goals and needs.

The job market today is extremely competitive, and if you want to work with a company that suits your job requirements, you will have to weigh the pros and cons of working with both small and big organizations.

Benefits of Working for Small Companies

You need to choose your work environment carefully where you can showcase your talents and pave your way to a fulfilling career. Working with a small company has its own advantages. When you choose to work for a smaller organization, you stand a greater chance of being noticed. You don't get lost in the crowd - and if you are strong performer, you will get faster promotions and pay raises.

Small companies are the ones that have a total workforce of five hundred or less. These companies are generally fast-paced and it is a lot easier to excel, provided you have the talent required to reach the top. If you lack specialization in a particular field, but have the ability to learn new skills and handle variety of projects, you can easily get a good job in smaller organizations. In fact, by being involved in multiple projects, you gain more experience and become more competent.

In the past, people chose large companies as they offered better job security. However, with the current trend of employee downsizing among large organizations, there is little or no job security in the first place. Unlike large companies, in small organizations you get to interact with the top management. This goes a long way in building a loyal and committed workforce.

Benefits of Working for Large Companies

Large companies usually have a workforce comprising of about two thousand or more employees who compete with one another to reach the top positions that are usually limited. Most people choose to work with large companies because of the benefits that they are offered. More than eighty percent of these companies offer health care packages to all their employees and their families. They may also offer other benefits such as paid vacations, paid holidays, retirement benefits, and full-coverage health insurance.

One of the biggest advantages of working with a large company is that generally, you can start off with a higher salary as compared to smaller companies. Large companies operate in a more structured manner and salary increments, bonuses and promotions are linked to the performance of the company and the organization. As an employee of a corporation, you have access to a variety of training programs that are designed to hone your business skills and upgrade your technical knowledge.

Since these companies have a wide network, you may get a chance to relocate to your favorite destination for better living opportunities. Large companies provide a stable work environment and the growth of the company largely depends on the team spirit of the workforce.

Your choice of organization should be based on quality of work experience you will gain rather than the size of the organization. If you have the talent and the expertise, you will quickly climb the corporate ladder irrespective of the size of the company.

Tony Jacowski is a quality analyst for The MBA Journal.

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

Source: <http://ezinearticles.com/?Benefits-Of-Working-In-A-Small-Company-vs-A-Corporation&id=919348>

2009 AARP Best Employers for Workers Over 50

By AARP.org

This biennial recognition program honors companies and organizations who value the 50+ workforce.

- [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.](#)

[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](#)

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

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

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

AARP National Employer Team

By AARP.org

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.

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;
- 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

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

Office administration
 Personnel management
 Document preparation
 Clerical services
 Customer service and sales
 Call center operations
 Mail room operations

Marketing Services

Merchandising
 Marketing
 Sales
 Management

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.

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

Engineers

Call center operations

Installation, maintenance, and repair

Technical operators

Information Technology specialists

Administrative support jobs

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. 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.

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 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 & Administration	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.

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.

Types of Jobs Available

Travel

Customer service

Logistics

Management

Light or delivery services truck drivers

Driver/sales workers or route drivers

Administrative support

Transportation / Trucking

Long-distance drivers

Flight attendants

Heavy truck and tractor-trailer drivers

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.

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

Dressing for Success: How to Dress for an Interview

By Alison Doyle, About.com

An article in U.S.A. Today spoke about candidates for jobs wearing jeans, purple sweat suits, and spike heels or sneakers. Other applicants weren't afraid to show pierced body parts and spiked hair. Still others chewed gum or showed up in rumpled clothes or with their pants falling down. One recruiter even told a candidate with his trousers down below his hips, to "Pull your pants up." According to the article, the outlandish dress costs some candidates the job.

Dress Your Best When Interviewing

Does it really make a difference how you dress for an interview? In many cases, it does. I'll never forget the gentleman I interviewed for an accounting position. He had been out of work for a few months and wanted to show me why. He took off his jacket, unbuttoned his shirt and started to pull down his pants (this is a true story) to show me the scar from a boat propeller that had injured him. He didn't get the job. Neither did the young lady in a bright red skirt so short and tight that she could hardly sit down!

In the conservative business climate I worked in at the time, appearances did matter. In other environments it isn't as important. However, it does make sense to dress your best for the interview, regardless of the dress code at the organization. If you're in doubt about how to dress for an interview, it is best to err on the side of conservatism. It is much better to be overdressed than underdressed (or undressed). If you're not sure, check with the person who scheduled the interview and ask.

According to Kim Zoller at Image Dynamics, 55% of another person's perception of you is based on how you look. Her Dressing for Success information gives some tips on how to look your best, without necessarily spending a lot of money. Here's a quick look at the basics:

Women's Interview Attire

- Solid color, conservative suit
- Coordinated blouse
- Moderate shoes
- Limited jewelry
- Neat, professional hairstyle
- Tan or light hosiery
- Sparse make-up & perfume
- Manicured nails
- Portfolio or briefcase

Men's Interview Attire

- Solid color, conservative suit
- White long sleeve shirt
- Conservative tie
- Dark socks, professional shoes
- Very limited jewelry
- Neat, professional hairstyle
- Go easy on the aftershave
- Neatly trimmed nails
- Portfolio or briefcase

Source: <http://jobsearch.about.com/od/interviewsnetworking/a/dressforsuccess.htm>

You Are What You Wear: Interview Attire Tips

By Caroline Levchuck

First impressions matter.

As you sit in front of an interviewer, she's assessing every part of you. And what she sees can be almost as important as what you say.

Your interview attire should be appropriate to your industry. But, whether your job is corporate and conservative or casual and creative, you should look professional and put together.

You can use your clothing to express your personality, but your attire should be subtle. In other words, your skills and experience should stand out in an interview -- not your outfit.

Investigate the Dress Code

A business suit is appropriate attire for most job interviews.

If you're not certain whether you should wear a suit, ask the recruiter about the company's dress code.

But, remember, an interview isn't just another day on the job. You need to dress to impress more than ever.

If the company attire is business casual, or even simply casual, you still should consider wearing a suit to the interview. You should also think about what other candidates might wear. You don't want to be remembered for being the only candidate who didn't dress up for the interview.

A good rule of thumb: If in doubt, wear a suit. It's generally better to be dressed too formally than too casually.

Fashion Dos

Take the guesswork out of interview attire with some general fashion dos. These tips will help you make a good impression at your interview -- regardless of your industry.

Suits in conservative colors, such as black and navy, are a safe choice for both men and women. Wear them with a white or solid-colored shirt for a tasteful, professional look.

If you want to use your attire to express your individuality, do so in a small, subtle way. Women can wear a piece of tasteful jewelry, and men can sport an elegant tie.

Fashion Don'ts

Just as a few fashion dos apply to interviews in any industry, there are also some don'ts that all job seekers should avoid. These fashion faux pas can make you look unprofessional.

For women, short skirts and open-toed shoes are not appropriate for interviews. Bare legs are also a no-no. Always wear skirts that come to or near the knee, closed-toed shoes and stockings. Avoid floral prints and brightly patterned blouses.

For men, an ill-fitting suit sends the wrong message and can imply that you're not attentive to detail. A few dollars spent on tailoring is well worth the expense.

Men should also avoid eccentric or flashy ties, since they can look unprofessional or overly casual. Other items to steer clear of include casual shoes and turtleneck or polo shirts.

It's All in the Details

Do you want to show an interviewer that you're detail-oriented? Use your interview attire to send the message.

Women should pay attention to their nail polish, makeup and purse. Keep your nails at a conservative length and avoid brightly colored polish. If you wear makeup, keep it subtle, and skip the perfume. Carry a simple handbag, and match it with your shoes or clothing.

Men should be sure that their nails are neat and clean. Match your shoes and socks with your suit, and be certain that your shoes are freshly shined. If you carry a briefcase or bag, it should be clean and well-kept.

You don't need to spend a lot of money to look professional. Choose your attire carefully and pay attention to small details, and you'll make a good first impression.

Source:

http://hotjobs.yahoo.com/interview/You_Are_What_You_Wear_Interview_Attire_Tips__20031021-1647.html?subtopic=Interview+Preparation

The Value of Older, Mature Workers

By AARP.org

A Large Company's Experience

As the director of human resources at Roche Pharmaceuticals in Nutley, NJ, Brad Smith believes his company would be hard pressed to develop and bring products to market without older workers.

"I don't think we'd be as successful in commercializing and developing our products," he says, adding that between 30 and 40 percent of the company's 5,000 employees are over the age of 50. "We're hiring people with 20+ years of experience in a specific area, who are very hard to find."

Like Smith, human resource professionals understand the unique contributions that mature workers bring to the table. Their real value comes from experience, which takes many forms. Sometimes that experience enables them to mentor other workers, lend different perspectives or introduce best practices from past employers. In the end, employers benefit because now they've built a collective body of knowledge that can blend old mistakes and successes with fresh ideas to streamline practices and produce more effective results.

Consider employers in the pharmaceutical industry. It can take 12 years to bring a product to market. Smith says people with an extensive industry background really understand the dynamics of this process, everything from research and development to manufacturing, often lending a bird's eye perspective.

"At every organization, there's a tendency to become narrow in your thinking, siloed in your specialty," he says. "I find that workers who have lots of experience can often see beyond that and see the big picture because they have such a breadth of knowledge and experience."

He estimates that more than half of Roche's positions require someone with extensive pharmaceutical or related industry experience. When it comes to hiring employees, he believes there's one golden rule most, if not all, industry recruiters subscribe to - the more experience, the better.

In a Small Business

Experience can be very powerful, especially when it is used to help small companies grow and position themselves in the marketplace. Ray Rosen discovered this after launching Education Perspective, a Boston tutoring service, in January 2007. Her company's goal was to offer convenient and affordable tutoring to preK-12 students.

Initially, she hired Ph.D. candidates at nearby colleges and teachers who were on job leave for part time work. But some teachers expected higher pay than most parents could afford. Worse yet, graduate students used the opportunity as a springboard for other jobs, sometimes dropping students after forming relationships with them. Concerned about the reputation of her fledgling company, Rosen had to change recruiting strategies and fast.

“Every experience has to be a positive one when growing a business, especially when you're dealing with children,” she says. “I've always been aware that baby boomers want to work after retirement. I had also been exposed to intergenerational learning many years ago [where retirees work with students in the classroom]. That made a big impression on me.”

Rosen contacted a local senior center that offered job assistance and began hiring retired teachers. Less than six months later, six out of her 10 employees were over the age of 55. They're perfectly suited for the job for many reasons. They're passionate about teaching and prefer flexible, part time hours, which works especially well during the summer months when business is slower.

Even better, many create long lasting relationships with these students, their siblings and parents. That approach translates into repeat business.

Rosen is grateful for the stability that older workers offer her company. In return, she says they're appreciative of the opportunity to actively work with students.

She says everything related to the future success of her business boils down to reputation. What better way to develop one than by hiring experienced and dedicated people?

Mature workers also bring...

Employers recognize the value of mature workers for their knowledge, experience and flexibility. There are other attributes that make mature workers an important commodity in the workplace. Here are additional examples shared by other employers:

- They serve as mentors, guiding younger or inexperienced employees
- They transfer their knowledge and life lessons to other workers
- They hit the ground running, requiring little, if any, training
- They share different perspectives from previous employers and experiences
- They tend to see the big picture, helping management make decisions that best meet company needs, both short and long term
- They add stability to the workforce
- They pay attention to detail, avoiding costly mistakes
- They recognize the importance of customer service
- They enhance the level of maturity in their workplace
- They come to work on time, preventing gaps in coverage and potentially the need for employers to pay overtime

Source: http://www.aarp.org/money/work/articles/the_value_of_older_mature_workers_1.html

“Retired” Workers are often Great Employees

By Laune Arendt

WHEN RALPH BECK RETIRED AFTER MORE THAN 32 years in law enforcement, he did something he never imagined he would be doing: he traded in his badge for a mop.

"I had no intention of doing anything when I retired," says Beck, who started off his law enforcement career as a member of the California Highway Patrol and recently retired as a sergeant for the Fox Point Police Department.

"But now I work about 12 hours a week in maintenance for the middle school doing whatever they need me to do."

Sometimes that means mowing the lawn. Other days, it is cleaning up the lunch room or using a little WD-40 on a stuck locker. Beck doesn't see the few hours he works as such a big deal.

"It breaks up my week" he says. "You can only putter in your basement for so long before there's nothing left to do."

Retired workers are not a new part of the workforce, but as a demographic group, they certainly will be growing during the next few years.

According to statistics supplied from the Department of Workforce Development, the first members of the demographic bulge known as the baby boom generation turn 59 years old this year; the youngest are celebrating their 40th birthdays.

The DWD reports that most people hope to partially retire at age 62 or earlier. Those that stay in the workforce are often motivated by a completely different set of job perks.

"The most appealing aspect of my part-time job is the flexibility," says Beck.

It is an advantage that can be beneficial for both the employee and the employer. Beck recently returned from an extended weekend trip to Arizona. Unlike a full-time employee, he did not use allotted vacation or personal time. he simply took the days off without penalty.

Last summer, Beck's primary job was mowing the various school lawns within the Grafton school district.

"We had a spell where there wasn't any rain at all and the grass stopped growing," says Beck. "I didn't put any hours in for a few weeks."

The give-and-take nature of employing a mature employee can have a distinct financial advantage for employers, as Beck exemplifies.

"At my age, I'm not really looking for career advancement," Beck says. "And I'm certainly not in it for the money. In fact, I've been setting my school pay aside to buy a new computer."

According to research released by the U.S. Department of Labor, mature workers have said that they typically want to keep working as long as their work is "interesting and challenging" and flexible.

Some still may be seeking full-time work with benefits that don't necessarily appeal to younger workers, such as elder or long-term care for their parents and wellness programs targeted at more mature bodies.

And the old assumption that mature workers are fearful of new technology and methods doesn't hold up any more. In fact, the American Society on Aging has reported that the fastest-growing group of Internet users are older than 50. The ASA also reports that, based on their research, 75% of mature workers agree that computer skills are necessary to work in the 21st century.

One of the biggest advantages to hiring a mature worker, particularly one with a desirable first career, is the wealth of knowledge and dedication that he or she can bring to a post-retirement position.

Though Beck has hung up his badge for good, he still uses many of his soft skills, such as time management and interpersonal skills, at the school.

"In my opinion, I think most people my age bring a good work ethic with them," he says.

"We understand the importance of being at work every day, of getting there on time and doing a good job. We're still good employees even though we are retired."

Laune Arendt is a contributing editor of Corporate Report Wisconsin. Send comments and suggestions to focus@wistrails.com.

A. "'Retired' workers are often great employees." Corporate Report Wisconsin. 2004. HighBeam Research. (November 16, 2009). <http://www.highbeam.com/doc/1P3-651765051.html>

Making a Smooth Transition When You Return to Work

By Robert Half International

The best way to return to work after a long break

After months of sending résumés, interviewing and networking, you've found a job. You're excited, particularly in this employment market, but you're also a little nervous. Not only will the people, policies and procedures be new to you, but you'll also have to adjust to a different routine -- one that involves once again setting the alarm for 6 a.m.

Following are some tips to help you get back in the swing of things and successfully prepare for your new role:

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.

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.

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.

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.

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.

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.

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.

When starting a new position, first impressions count, and by preparing for the transition, you're more likely to begin on the right foot.

Robert Half International is the world's first and largest specialized staffing firm, with a global network of more than 360 offices worldwide. For more information about our professional services, please visit www.rhi.com.

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

How to Deal with Stress at Work

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

According to research, the percentage of Americans who are stressed at work is high, and it's only getting higher. According to the CDC's National Institute of Occupational Safety and Health, studies have found the number of Americans who are "extremely stressed at work" range between 29% to 40%. And, in a poll on this site, over half of respondents are so stressed at work that they feel close to or consumed by burnout much of the time.

Unfortunately, work stress has significant health consequences that range from the relatively benign -- more colds and flus -- to the more serious, heart disease and metabolic syndrome. (See this article for more on job stress and health.)

Because stress at work is so common, finding a low-stress job may be difficult or impossible for many people. A more realistic choice would be to simply adopt more effective strategies to reduce stress at work. Here are some stress management techniques to try.

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.)

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!

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.

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.

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. (See this article on noise pollution or this one on creating an ergonomic workspace.)

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.

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. (See these tips on getting exercise for busy people.)

Keep Perfectionism in Check

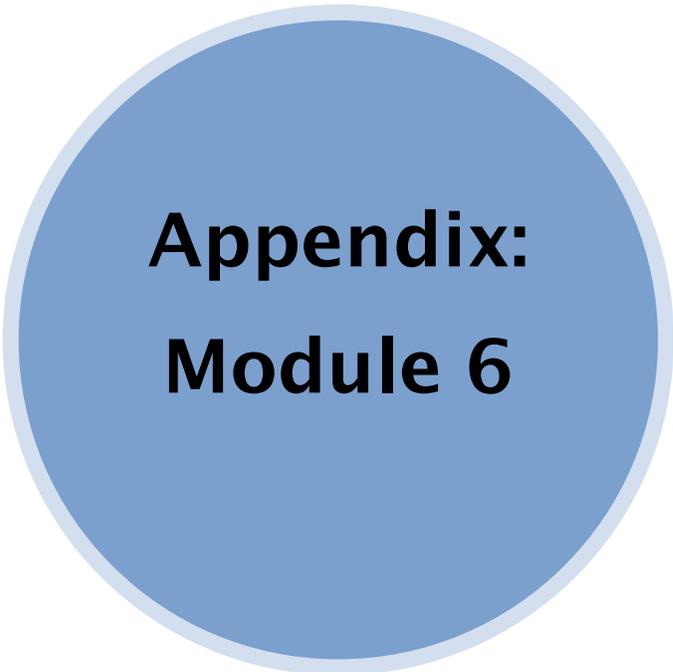
Being a high achiever can help you feel good about yourself and excel at work. Being a perfectionist, on the other hand, can drive you and the people around you a little nuts. Especially in busy, fast-paced jobs, you may not be able to do everything perfectly. But striving to just do your best and then congratulating yourself on the effort is a good strategy. Your results will actually be better (perfectionists tend to stress about little mistakes and sometimes drop the ball because they can't do things well enough), and you'll be much less stressed at work. (Take this quiz to examine your perfectionism level, and to find strategies for overcoming perfectionism.)

Listen to Music on the Drive Home

Listening to music brings many benefits, and can offer an effective way to relieve stress after work. Combating the stress of a long day at work with your favorite music on the drive home can make you less stressed when you get home, and more prepared to interact with the people in your life.

About.com Health's Disease and Condition content is reviewed by the Medical Review Board

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



**Appendix:
Module 6**

This Isn't Your Father's Mentoring Relationship

By Sacha E. Cohen

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.

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."

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.

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

By Roger Seip

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 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 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.

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

Source:

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

Mentoring and Baby Boomers

Why Mentor? Mentoring Is a Strategic Business Imperative

By Judith Lindenberger, MBA and Marian Stoltz-Loike, Ph.D., for About.com

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 savviness. 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.

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.

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.

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 intergenerational 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.

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.

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

Source: http://humanresources.about.com/od/coachingmentoring/a/mentoring_boom.htm
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Bridging the Generational Gap

By Kelly Services

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.

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.

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.

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

Communicating Across Generations

By Kim Huggins

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.

Baby Boomer

Baby Boomers were born between the years of 1946 to 1964. They are currently ages 43-61. 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.

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.

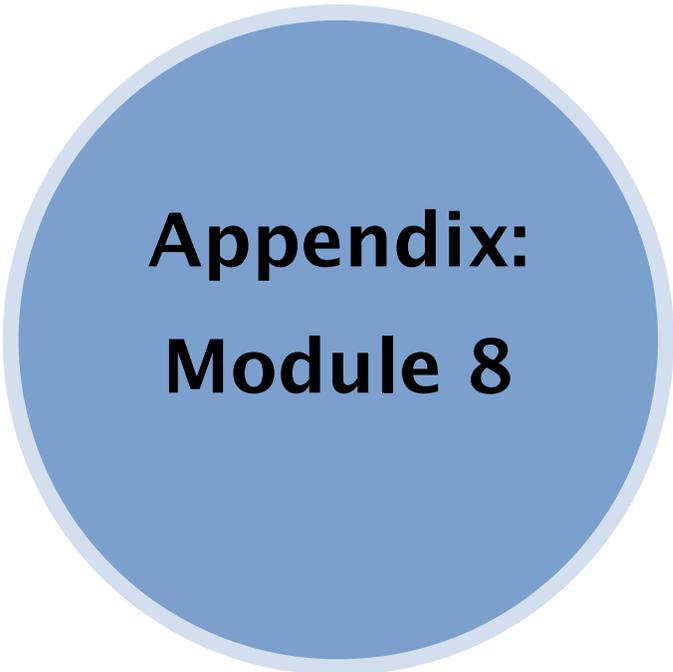
Communication Suggestions:

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>

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



**Appendix:
Module 8**

Who Hires Home-based Workers?

By Patrick Erwin, CareerBuilder.com writer

In the last few years, working from home has gone from being a rarity to a reality. With advances in technology, more people are able to link to work from their home computers or laptops. And as employees continue to crave flexibility and yearn for a better work/life balance, more people are working from home for at least part of their workweek.

Home-based companies

While many companies are allowing existing employees to transition to various telecommuting options, some companies are also building work forces that are made up solely of employees working from home.

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.

Employees need to meet some basic requirements, including having a telephone and access to a PC. Although the work is conducted from home, interviews for the job aren't always done remotely.

Working at home is a growing and legitimate opportunity, but workers should still beware of any job that asks you to invest money, provide access to a bank account or give up a great deal of personal information up front. These are indicators of a possible scam.

Traditional companies with home-based workers

Some traditional companies also have home-based workers in the mix as part of their overall staffing strategies. Companies as diverse as American Airlines, TDS Telecom, 1-800-FLOWERS, Sprint and Xerox have programs that enable traditional workers to transition to telecommuting or hire workers specifically to work at home.

Aetna is one of the companies that has developed and implemented such a program. "Our telework program started as a grassroots initiative to keep talented employees when there were site consolidations." Aetna Telework Program Head Eileen Lavin explains. The program, which started only a few years ago, has become very popular with employees. Lavin notes that since the inception of the program, participation has jumped 300 percent. Around 10,000 Aetna employees, or 27 percent of the company's work force, now work from home.

Lavin says that the company looks at several factors before transitioning a job or task to be done at home. Aetna ensures that the employee is an appropriate candidate to work at home. It also confirms that the home office is a stable, business-friendly environment. And most importantly, Aetna carefully considers whether the job is an appropriate choice to be performed by home-based workers.

Children's Healthcare of Atlanta is another company that is mixing traditional workers with employees who work from home. These home-based employees include medical transcriptionists and nurses who operate the hospital's Advice Line. Laurie Peterson, one of the Advice Line nurses, has been working for the company from home for 11 years. She takes calls that vary from minor questions to emergency situations, and provides callers with a recommended course of action based on their conversations.

Peterson says, "I really enjoy being able to use my nursing judgement and experience right here in the convenience of my own home. We get inquiries from people both locally and all over the world seeking help with their child's health problems. At the end of a shift, it's very fulfilling for me to know I've helped allay a parent's fears."

If you're a worker who wants to transition from commuting to the office to working at home, talk to your company. Think about these discussion points before approaching your boss:

- Talk to the company about how offering this option to you and other employees will benefit them. Money talks, so be sure to refer to any potential savings the company will see by implementing this program. With gas prices at a record high, you should also underscore your savings, as well as the environmental benefits of working from home.
- Not every job or every process can be done from home, so be ready with a plan. Identify jobs and transactions at the company that can be done easily, safely and securely from home

Patrick Erwin is a writer and blogger for CareerBuilder.com. He researches and writes about job search strategy, career management, hiring trends and workplace issues.

Source: <http://www.careerbuilder.com/Article/CB-971-Who-is-Hiring-Who-Hires-Home-based-Workers/>

What You Need to Know About Job Scams

By Rachel Zupek, CareerBuilder.com writer

Scenario: Imagine searching online for jobs one day, applying to a handful of them and hearing back from one of the employers. After an e-mail interview process, you are told that your new job as a finance manager requires you to transfer money deposits made to your personal bank account to a new account. You sign the contract and send it off via e-mail.

You receive your first assignment: Transfer money overseas. Upon going to the bank to make the transfer, you are arrested on the spot and charged with grand felony theft because the money you were about to forward was stolen. You are indicted by a grand jury for the theft and now, you're awaiting trial and facing prison time if convicted.

While the above situation is true, according to a report by the World Privacy Forum, it's also the worst case scenario to result from a job scam. Enticed by advertisements to work from home or make quick cash, more and more job seekers are falling prey to Internet employment hoaxes.

"Job scams target job seekers searching for high-paying, convenient opportunities," says Rosemary Haefner, Vice President of Human Resources for CareerBuilder.com. "They con workers into divulging personal information such as bank account or Social Security numbers. Instead of getting paid, the victim ends up losing their money, their identity or worse, they can end up in jail."

Read on to get a crash course in (almost) everything you need to know about job scams, according to the World Privacy Forum, a California-based public interest research group and the Better Business Bureau.

Types of scams

The most common type of employment swindle is a payment-forwarding or payment-transfer scam, of which there are many variations. All of these stings involve forwarding or wiring money from a personal bank account, a PayPal account or from Western Union to another account, which is typically overseas. Usually, the con artist pretends to be an employer and, after he wins the job seeker's trust, he tricks job seeker into giving up his or her bank account number. For compensation, the job seeker is told to keep a small percentage of the money. While the amount of the transfer varies, almost always the money is stolen.

Another typical ruse is reshipping. These scams begin with an employment offer, usually via e-mail, for a job forwarding packages. Victims receive packages at their homes and are

instructed to repackage and reship the parcels to another location, usually abroad. Frequently, the packages are stolen property.

A third set-up to be aware of is work-from-home opportunities, which generally promise quick cash and a lot of it. Victims have to pay a "registration fee" or a fee for training and/or equipment; often, the paid for materials aren't sent to the job seeker and refunds aren't available. Keep in mind that not all work-from-home opportunities are crooked, but take caution when applying for them.

Warning signs

Here are a few known "red flags" of phony job listings:

- A request for bank account numbers.
- A request for Social Security number.
- A request to "scan the ID" of a job seeker, like a drivers' license. Scammers will say they need to "verify identity" -- this isn't a legitimate request.
- A contact e-mail address that is not a primary domain. For example, an employer calling itself "Legacy Inc," will have a MSN hotmail e-mail address.
- Misspellings and grammatical mistakes in the job ad.
- A lack of interest in meeting the employee.

Tips to avoid scams

The following tips can help job seekers protect themselves from fraudulent job opportunities:

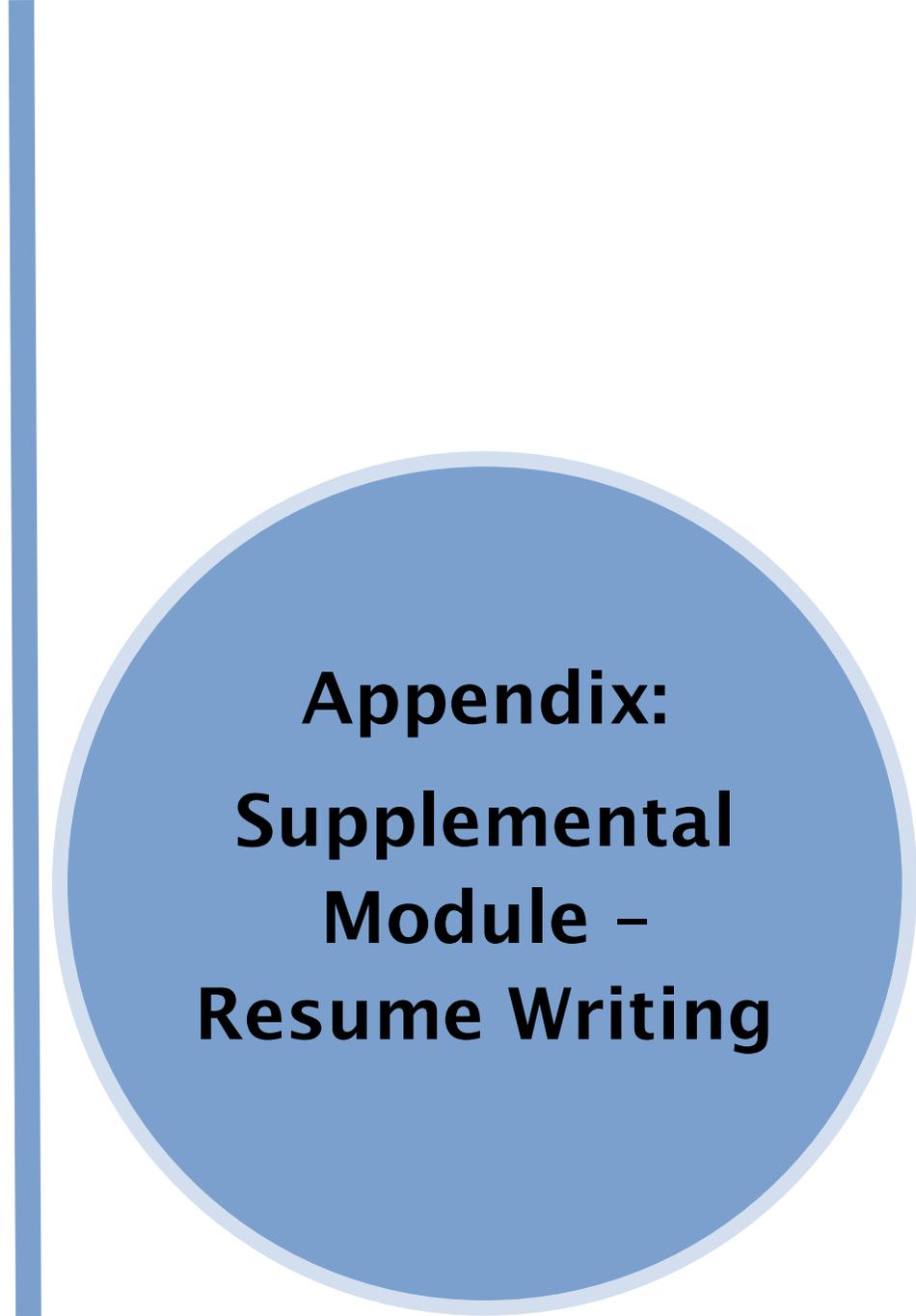
- Never give personal bank account, PayPal or credit card numbers to an employer.
- Do not transfer money and retain a portion of the payment.
- Never forward, transfer or "wire" money to an employer.
- Don't divulge private information such as a copy of your driver's license, passport or Social Security number.
- Do not re-ship products.
- Don't partake in cross-border action.
- Research the prospective company.

If you have questions about the legitimacy of a job listing, contact your Better Business Bureau, your state or local consumer agency or the Federal Trade Commission (FTC).

If you feel you have been a victim, file a complaint about fraudulent jobs posted on an online job search Web site by calling the FTC complaint line at 877.382.4357.

To find a consumer agency near you, visit www.consumeraction.gov/state.shtml.

Source: <http://www.careerbuilder.com/Article/CB-704-Job-Search-What-You-Need-to-Know-About-Job-Scams/>



**Appendix:
Supplemental
Module -
Resume Writing**

Supplemental Module - Resume Writing

Introduction	<p>This section will take approximately 10 minutes. In this section the learner will review their homework from the last module and share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.</p>
Objectives	<p>This section will take approximately 5 minutes. In this section the learner will understand their objectives for the course.</p>
Discussion on Types of Cover Letters and Do’s and Don’ts	<p>This section will take approximately 15 minutes. In this section the learner will participate in a discussion on the 3 types of cover letters and how to create a cover letter using their Transferable Skills Worksheet from Module 2. The dos and don’ts of creating a cover letter are also briefly reviewed.</p>
Cover Letter assignment	<p>This section will take approximately 15 minutes. In this section the learner will refer to samples in their workbook and complete a cover letter template and checklist using their job position printout from Module 3.</p>
Resume Types Discussion	<p>This section will take approximately 5 minutes. In this section the 3 top resume types are discussed, as well as a few tips on including personal information in a resume today and the repercussions.</p>

**Creating a Summary/Profile
Section**

This section will take approximately **5 minutes**. In this section each participant will review what to include in their Summary/Profile Section and reference samples in the Quintessential Guide to Words to Get Hired By, published by Quintessential Careers. Worksheets will be completed outside of class.

**Resume Tips: The
PPORTRAITS Principle**

This section will take approximately **10 minutes**. In this section each letter of the PPORTRAITS principle is defined, providing sound advice on resume writing.

**Homework: Resume
completion/bring to next Module**

This section is part of an 'outside of class' Workbook assignment.



Introduction

Say:

Welcome to the **Mature Worker Toolbox Training Supplemental Module - Resume Writing**.

The Prerequisite for this module is Module 3: Technology Today.

For this module you were to complete the Technology Plan of Action in your Workbook, as well note any Additional Strategies for Addressing Technology Concerns. You will also need to have your Transferable Skills Worksheet from Module 2 and your job summary printout from Module 3 handy for the cover letter section of this module. Did anyone have any questions about the homework?

Before we move forward, let's go around the room and share any "wins" from the previous week. Remember that these are important to acknowledge, no matter how big or small. Let's keep it to 30 seconds each so everyone gets an opportunity to share.

<p>Say:</p>	<p>Let's begin by reviewing the learning objectives for this course. They are to: Revised based on removal of "old" content</p> <ul style="list-style-type: none">• Explain the necessary components of a cover letter• Identify resume types and other factors to consider in individual resume development• Review the purpose of a resume• Create a summary/profile section for your resume• Define the PPORTRAITS principle• Develop a plan of action to revise/develop a new resume <p>Does anyone have any questions before we move into our discussion on cover letters?</p>
<p>Ask:</p>	<p>Does everyone remember our discussion on personal values and personal traits? Do you remember your top three values and traits and why an employer would find those intriguing? Keep these in mind as we develop our cover letters. What sets you apart from the rest of the applicants? Anyone can say they are organized and willing to go the extra mile, so how can you 'prove it' in your cover letter?</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>

Board It!	Write the three types of cover letters. Application, Prospecting, and Networking.
Say:	<p>Let's review the basics. A cover letter will typically accompany each resume that you send out. Its purpose is to interpret all of the factual information in your resume in a way that's personal and to the point. Some people make the mistake of sending the same cover letter for every position they are applying for. It's important to devote the proper time and effort into drafting something effective for each one.</p> <p>There are three types of cover letters: Application Letter, Prospecting Letter, and Networking Letter. The Application cover letter is your standard cover letter. It responds to a <u>known</u> job opening. A Prospecting cover letter inquires about <u>potential</u> positions with an employer. And lastly, a Networking cover letter requests information and possibly assistance in your individual job search. For purposes of this module, we're going to focus on the Application or standard cover letter.</p> <p>Does anyone have any questions before we continue?</p>

Board It!	<p>Write the following items to address in an Application cover letter.</p> <ol style="list-style-type: none">1) Why you are writing, 2) What you have to offer & 3) How you will follow up.
Say:	<p>In an application letter, you will address three things: Why you are writing, what you have to offer & how you will follow up. Let's elaborate on each of these items.</p> <ol style="list-style-type: none">1) Why you are writing: You need to indicate how you learned of the position. If you were referred, be sure to include the name of your contact, especially if the potential employer is also acquainted. Don't be afraid to start off with a strong statement about yourself.2) What you have to offer: When responding to an ad, whether it's online or elsewhere, refer specifically to the qualifications they are seeking, and illustrate how your specific skills and abilities relate to that position. If you are venturing out into a different industry, show how your education or work skills are transferable.3) How will you follow up? Close your letter by letting the employer know how they can reach you. Include your phone number and e-mail address. You may also want to indicate that your references are available upon request.



Suggest to students that they refer to their Transferable Skills Worksheet in Module 2 of the Workbook and make their cover letter relevant to the position they are applying for.

Say:

I'd like to take a moment to offer a few tips on addressing technology requirements and gaps in your employment history within your cover letter. I know this can be a big concern for some of you who have been out of the work force for some time.

Remember what we worked on in Module 3. If there are technology requirements that you are currently addressing, be sure to include how you're addressing it if it's a requirement of the job. If you have any gaps in your employment, and it's appropriate to explain it in the letter, please do so.

Gaps in employment are one of the first things employers notice. This is an opportunity for you to briefly address it. Remember, the body of your resume is your "proof" that you can perform the duties the employer is requesting. Including the impact or results of your previous efforts will help with providing that proof.

Guide:	Appendix: Module 4 section entitled “Cover Letter Do’s and Don’ts”
Say:	<p>Be sure to review the cover letter dos and don’ts in your Workbook. It is critical that you take the time to create an original letter that is spellchecked and proofed with no grammar, spelling or punctuation errors. Have someone else review it for you if that helps. Another pair of eyes never hurts.</p> <p>And lastly, 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. What a difference a name makes!</p> <p>Open up your Workbook so that you have some cover letter samples in front of you for the next exercise.</p>
Guide:	Appendix: Module 4 section entitled “Cover Letter Samples”

<p>Say:</p>	<p>Please take out your job printout which was part of your homework for Module 3.</p>
<p>Guide:</p>	<p>Appendix: Module 4 section entitled “Cover Letter Template” and “Cover Letter Checklist”</p>
<p>Say:</p>	<p>Use that printout as you work on the next exercise. Take a look at the job and write down in your workbook what the skills are the employer is looking for. Be sure to include the listed skills as well as other skills you think are important. Then, think about how your skills and abilities address those employer needs.</p> <p>I’ll be walking around the room if anyone needs assistance.</p>
	<p>Walk around the room checking in with the participants individually and offering assistance. Once each has had an opportunity to draft a sample letter, move onto the resume section.</p>



Cover Letter Template:

Ability/Skill/Education employer is seeking:

How I will address that:

Ability/Skill/Education employer is seeking:

How I will address that:

Say:

Next, begin drafting your sample cover letter using the Cover Letter Template. Use the skills you've identified in your workbook in the cover letter. You will want to continue working on this outside of class, but this will give you a head start.

When you're finished, be sure to reference the 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.

<p>Ask:</p>	<p>Okay, let's move onto creating our resume. Does anyone have any questions before we proceed?</p>
<p>Guide:</p>	<p>Appendix: Module 4 section entitled "Resume Types"</p>
<p>Say:</p> 	<p>There are a number of different types of resumes. Your particular situation will determine the best type of resume to use. For purposes of this module, we'll review the top three types together.</p> <p>Let's start with a Chronological Resume. A chronological resume is the most common type or the type that most people are familiar with. It starts by listing your work history, with the most recent position first. This type of resume works well with job seekers who have a strong, solid work history <u>without</u> significant gaps in employment.</p> <p>The next type of resume is the Functional Resume. This type is focused on your experience and skills versus your chronological work history. It is commonly used by job seekers who are changing careers or who have gaps in their work history.</p>

<p>Say:</p>	<p>The third type is called the Combination Resume. A combination resume is exactly what it says. It combines a listing of your skills and experience followed by your chronological employment history.</p> <p>This type of resume allows a job seeker to highlight the skills that are relevant to the jobs they are applying for while including the chronological work history which many employers prefer. There are samples of each of these resume types displayed in your Workbook as well.</p>
<p>Ask:</p>	<p>Can anyone explain the general rule presently on including personal information in a resume, such as sex, marital status, etc...?</p>
<p>Say:</p>	<p>That is correct, what was once acceptable is not anymore. Now, it's best that a resume only include relevant information about your professional background, skills, abilities, and other pertinent information that qualifies you for a particular job.</p> <p>While identity theft is certainly a concern, a bigger reason not to include personal information is what it's communicating to a potential employer. Your resume, along with your cover letter, is the first, and sometimes the only impression you leave with an employer. When in doubt, ask yourself: "How does this relate to the job?" If it doesn't, simply don't include it. Don't include hobbies either, unless, of course, they relate to the job.</p>

Guide:	Appendix: Module 4 section entitled “What to Include in a
Say:	<p>Before we discuss the available resume resources within the center, let’s spend a moment on what should be included in your summary/profile section. 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.</p>
	A “Tips and Samples for the Summary/Profile Section” page is included in the Appendix of this Facilitator Guide for your reference.
	Read the overview with the class together. Go around the room and ask volunteers to read 3-4 bullets each.



What to Include in a Summary/Profile

- 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.



What to Include in a Summary/Profile (continued)

- "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.
- 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.

What to Include in a Summary/Profile (continued)

- 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.



<p>Ask:</p>	<p>Does anyone have any questions before we continue?</p>
<p>Say:</p>	<p>When creating a Summary/Profile section, you want to select items that are going to focus on your unique selling points and the requirements of the job. Ideally, you should include three to five bullets in your summary. Be sure to include the strongest points that you have examples for.</p> <p>Quintessential Careers recommends that you begin your Summary/Profile section with a bullet point that describes your professional identity. In other words; <u>who</u> you are and <u>what</u> you can contribute.</p> <p>You can review the samples in your Workbook on your own.</p>
<p>Guide:</p>	<p>Appendix: Module 4 section entitled “Summary/Profile Worksheet”</p>
<p>Say:</p>	<p>At this time we are going to work on the Summary/Profile Section Worksheet. For those of you who would like to view the entire “The Quintessential Guide to Words to Get Hired By” on their own, the link is displayed in your Workbook in the Summary/Profile Section. Let’s take a few minutes to get started on this exercise. You can complete the rest outside of class.</p>

	<p>Walk around the room checking in with the participants individually and offering assistance. Time allotted is 5 minutes.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Board It:</p>	<div style="border: 2px solid blue; border-radius: 15px; padding: 10px; text-align: center;"> <p>Write the following letters on the board: P P O R T R A I T S</p> </div>
<p>Say:</p>	<div style="border: 2px solid blue; border-radius: 25px; padding: 20px;"> <p>Ahhh, don't let the letters deceive you. Each one holds a key tip to unleashing the power of your resume. Look at the letters carefully. Isn't your resume a portrait of you are, where you have been, and what you have accomplished. This is what is called the Portraits Principle.</p> <p>When you send your resume out, it must speak clearly for you. You can't explain inconsistencies, clear up confusion or fill in things that are missing. Your resume has to make your sales pitch in a clear and compelling manner within 20 seconds.</p> <p>Let's go through each letter and its valuable meaning together. We will begin with the first 2 p's.</p> </div>

Say:

How many pages should your resume be? You may have heard that your résumé should fit on one page. This is not true.

Recruiters or hiring managers don't care if your résumé is one or two pages long. But they do care whether it is easy to read and gives key information upfront. Your résumé can be one, two, or (occasionally) even three pages. The only rule is that the length should be appropriate for YOU. This is YOUR portrait.

Now what about the other P? What is your position? Think of a résumé as an advertisement for a product, only this time the product is you. Just like any other advertisement, positioning is everything. The person who receives your résumé will scan it quickly perhaps for no more than 20 seconds to determine whether you can help her company. Your job is to say quickly, clearly and loudly that you can! Determine your own positioning by spelling out your message at the start of the résumé and giving the reader your version of events upfront. It is important to use the first 1/3 of your résumé to create a compelling personal profile, which we have already worked on earlier.

Give me an R! Read-ability. Is your resume easy to read? At least 50% of the impact of your résumé derives from design. A strong résumé design will pull the eye through the document, making it easy to keep reading and will highlight your key strengths clearly. But if your résumé is badly laid out, disorganized or hard to read, it will be discarded before the reader knows how qualified you are.

Say:

What about the T? You should not be afraid to TOOT your own horn in your resume. Too many people play down their achievements. While you should never exaggerate on a résumé, you should definitely take credit for the things you've accomplished. Some people feel uncomfortable boasting on paper, preferring to explain in an interview. Don't be too modest, this is your portrait!

Give me another R! Is your content Relevant? Don't list your hobbies unless they directly support your qualifications for the position. Don't detail your marital status or the number of children you have. Don't mention non-professional affiliations such as political or religious volunteer work unless it directly relates to the position you are applying for. Any personal information runs the risk of turning the reader off.

A is for Achievements. Don't provide a laundry list of responsibilities without showing what results you achieved. Most employers already know what the main responsibilities of your job were. They want to know what makes YOU different from all the other applicants.

Say:

What's next? Ah yes, I. Are you Internet-ready? Meaning, of course, is your resume Internet-ready. You need to be ready to e-mail your resume as an attachment to a recruiter or employer, apply online, post to a job board and even convert to a text-only format for some employers. That means no bold, no italics, no formatting whatsoever. Are you ready?

Our last T stands for Typos. I hate to say it, but your résumé has to be perfect. Proofread it over and over again. When you are sure it's perfect, have other people proof it! If even one word is misspelled the reader will assume that you didn't know how to spell the word (which is bad) or that you didn't care (which is even worse!) Nothing puts the reader off more quickly than misspellings or typos.

Give me one final letter - - S! Does your resume contain Specifics? You must place your achievements in context by providing specifics. For example, don't say something vague like "contributed to product design." This tells the employer nothing about your actual contribution. Instead be specific about what you did: "Conducted market analysis for (name of product) to determine design and mechanics. Led changes to original design spec. despite initial developer objections. Received critical acclaim and sold over 4 million units." See how being specific makes a difference?

Wrap it Up!:	<p>I hope you found the PPORTRAITS principle valuable. Your resume and cover letter provide you one opportunity in front of a recruiter and/or employer to show a glowing portrait of yourself - <u>who</u> you are, and <u>what</u> you have to offer, and lastly what sets you apart from the rest. Invest the time to make it exceptional and you will see an immediate increase in the response rate.</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
Board It!:	<p>Write any of your center's resources for cover letter and resume writing on the board/flip chart.</p>
	<p>Share with the group the specific resources you have available within your particular center. This should include all software, specific resume writing workshops, and other available resources or staff assistance.</p>

Say:

This concludes this module for today. We certainly covered a lot of material! Anyone who did not complete their cover letter, summary/profile section, or resume content will need to do so as homework before our next class.

Tips and Samples for the Summary/Profile Section

When creating a Summary/Profile section, select items that are going to focus on your unique selling points and the requirements of the job.

Ideally, you should include three to five bullets in your summary. Be sure to include the strongest points that you have examples for.

Quintessential Careers recommends that you begin your Summary/Profile section with a bullet point that describes your professional identity - who you are and what you can contribute.

Samples below:

“Goal-driven achiever with strong organization skills who performs as both versatile individual and team player with ability to quickly assess, comprehend, and manage customer relations while upholding company values.”

“Confident interpersonal communicator with skills that lend themselves to building excellent rapport with staff, patients, and their families, including ability to adapt and respond calmly and effectively to rapidly changing situations.”

“Bi-lingual speaker with background rich in culturally diverse experiences and fluencies in English and Cantonese.”



**Appendix:
Supplemental
Module –
Interviewing
Strategies**

Supplemental Module - Interviewing Strategies

Introduction

This section will take approximately **5 minutes**. In this section the learner will review their homework from the last module and share any “wins” from the previous week. They will also understand the pre-requisites, if any, for the current module.

Objectives

This section will take approximately **5 minutes**. In this section the learner will understand their objectives for the course.

Overview of Laws to Protect Workers from Discrimination

This section will take approximately **15 minutes**. In this section the learner will learn about the Age Discrimination Employment Act and the American’s with Disabilities Act Amendment Act, as well appropriate and inappropriate questions regarding disabilities by an interviewer.

Job Search Methods Assignment

This section will take approximately **10 minutes**. In this section the learner will select the job search methods they would like to include in their job search strategy and document in their Workbook.

Additional Resources

This section will take approximately **5 minutes**. In this section the Instructor will provide additional job search resources for their center.

Discussion on Interview Preparation

This section will take approximately **20 minutes**. In this section the learner will review some common interview questions and practice responses with a partner. Additional resources with sample questions are provided. In addition, questions for the Interviewer are documented (samples also provided).

Discussion on Specific Strategies for Interviewing

This section will take approximately **20 minutes**. In this section all learners participate in a discussion regarding strategies for interviewing, including how to address gaps in employment and technology or skills issues. Learners must document all open issues and their responses.

Discussion on What Happens After the Interview

This section will take approximately **10 minutes**. In this section the learner will discuss and review the steps to follow after the interview, as well as email and voicemail tips.



Introduction

Say:

Hello and Welcome to the **Mature Worker Toolbox Training Supplement Module Job Search Tools & Strategies - Job Search & Interviewing Skills.**

The Prerequisite for this module is Module 4: Job Search Tools & Strategies - Resume Writing.

You had quite a few homework assignments to complete from that module: your Summary/Profile section, your Appointments and Opportunities notes, and your Plan of Action. All of these assignments focused on your personal traits and skills in detail, allowing you to create an intriguing and attention-grabbing cover letter and resume. Did anyone have any questions about the homework?

Before we move forward, let's go around the room and share any "wins" from the previous week. If you completed any of the technology steps on your own, such as setting up an e-mail account or an O*NET search, I'm sure you have a "win" to share. No matter how big or small, "wins" are critical to your success and confidence.



Allow 3 minutes for sharing.

Wrap it Up!

The learning objectives for this module are to:

- Describe the steps necessary for an effective job search
- Develop strategies for addressing employer questions during the interview process
- Create a plan for post-interview follow-up

So far you have learned all of the techniques for searching for a job, including the tools you need to obtain a job, such as a cover letter and resume. You've also learned about the technology skills you may or may not need to obtain a job.

Let's move forward with interviewing skills.

<p>Say:</p>	<p>So you are prepared for your job search. You begin applying to positions and you get that first phone call for an interview, and you begin thinking, “Yikes! What do I say? How do I respond? I am so nervous.” Well you can all relax, as that is what we are going to learn in this next discussion.</p>
	<p>The Appendix of this Facilitator Guide includes articles:</p> <ul style="list-style-type: none"> • Prep for the Top 10 Interview Questions • Interview Questions and Answers
<p>Ask:</p> 	<p>Who can tell me the best way to answer the question, “Tell me about yourself?” in an interview?</p>
	<p>Listen to several responses before continuing.</p>
<p>Say:</p>	<p>Tell me about yourself doesn’t mean sharing personal information about where you were born, how many kids you have, cats you have rescued, or the number of sit ups you can do.</p> <p>When an employer asks that question, you should hear it as, “Give me an overview of why you are qualified for this position.” Consider it a “verbal resume.”</p>

<p>Ask:</p> 	<p>What are the FOUR most important words in the following sentence? “Give me an overview of why you are qualified for this position.”</p>
	<p>Listen to several responses before continuing. Comment accordingly, depending on the responses.</p>
<p>Say:</p>	<p>Right! “Qualified for this position.” OR Those are all good answers, but from the employer perspective they are “qualified for this position.”</p> <p>They want to know if you can accomplish their business objectives. If it’s a customer service position you will want to tell them that you have X number of years as a customer service rep and won three “most cheerful” awards!</p> <p>Now how do you make this job-specific? Well, if you are applying for an accounting job, you will want to tell them things like the financial size of firms you have worked for in the past: “When I was at XYZ companies, I was in charge of a 13 million dollar budget.”</p>

<p>Ask:</p> 	<p>What would you tell them about if you were applying for a manager position?</p>
	<p>Listen to several responses before continuing. Comment accordingly, depending on the responses.</p>
<p>Say:</p>	<p>That is correct OR Not quite. If you are applying to be a manager, you will want to reference things like the number of people you managed, and business successes. “When I worked for ABC company, I had a staff of 15. We were able to reduce expenditures and increase sales by X percent per year, increasing the company’s overall revenues by X number of dollars.”</p> <p>Let’s complete an interviewing activity together. Everyone pick a partner and arrange your chairs so they are facing each other.</p> <p>Make sure you have a particular job in mind you’d like to apply for. Take turns being the employer and the applicant - about 2 minutes each - and practice your response to why you are qualified for the job. Remember to be specific and use examples that show your success!</p>

 <p>Ask:</p>	<p>How was that? What was easy or hard about it?</p>
 <p>Listen to several responses before continuing.</p>	
<p>Say:</p>	<p>One of the best ways to prepare for interviews...is to prepare for interviews! Write a cheat sheet for yourself and bullet point some of the assets you want to remember to bring to an employer's attention. And, practice, just like we just did.</p>

<p>Guide:</p>	<p>Module 5 section entitled “Prep for the Top 10 Interview Questions” from Monster.com (Located in Appendix of this guide)</p>
<p>Say:</p>	<p>Use the prep tips in your Workbook by Monster.com to help you prepare for interviews. (Link: http://career-advice.monster.com/job-interview-practice/Prep-for-the-Top-10-Interview-Quest/home.aspx)</p>
<p>Ask:</p> 	<p>Be honest. How many of you go to an interview with questions prepared for the employer?</p>
	<p>Listen to several responses and ask <u>why</u> to the students that respond before continuing.</p>

Say:

Another thing that impresses employers is to show that you prepared for the interview by having learned about them. No! Not the interviewer, the company. Visit their website, download the annual report. Think about how the job you are applying for fits into the overall scheme of the business.

Even if you are applying for a job that seems unrelated to the purpose of the business, show that you took an interest. If you are applying for the head custodian at a hospital, you can still find a way to comment on something about the hospital. “I noticed on your website that you won awards for employee safety. That’s really commendable. If I were hired into this position, what would you expect from me so that I can help the hospital maintain this status?”

<p>Say: (continued)</p>	<p>And secondly, this is an opportunity for you to show off more about yourself as a possible candidate and learn more about the employer. Remember that interviews involve 2-way communication. You want to make sure the job is a good fit for you, too.</p> <p>What you might be dying to ask is “How soon are you hiring” or “how much does the job pay?” Try to save those types of questions for later. At this point in the interview, you can learn more about the job, the company, and even the supervisor.</p> <p>A few sample questions are listed in your workbook.</p>
	<p>Mention that About.com has a web article Interview Questions to Ask the Interviewer that offers up some great suggestions, as well as questions not to ask.</p> <p>http://jobsearch.about.com/od/interviewquestionsanswers/a/interviewquest2.htm</p>
<p>Guide:</p>	<p>Module 5 section entitled “Sample Questions for the Interviewer”</p>

	<div style="border: 2px solid #4F81BD; border-radius: 25px; padding: 20px; background-color: #D9E1F2;"> <ul style="list-style-type: none"> How would you describe the responsibilities of the position? How would you describe a typical week/day in this position? Is this a new position? If not, what did the previous employee go on to do? What is the company's management style? Who does this position report to? If I am offered the position, can I meet him/her? <hr/> <hr/> <hr/> <hr/> </div>
<p>Say:</p>	<div style="border: 2px solid #4F81BD; border-radius: 15px; padding: 10px; background-color: #D9E1F2;"> <p>If you can think of any additional questions, take a moment to jot them down on the lines below the sample questions before we continue.</p> </div>
	<p>Allow 2 minutes for students to jot down their additional questions.</p>

<p>Ask:</p> 	<p>Can anyone think of some of the benefits of asking questions of the interviewer?</p>
	<p>Possible responses:</p> <ul style="list-style-type: none"> • It buys you more time in the interview and opportunity to bond with the interviewer. • A lot of people don't ask questions, so it will set you apart. • If the person is the supervisor you will report to, you can learn a lot about their communication style and if it's a good fit for you. • You can learn more about the workplace; you can uncover possible "red flags" - for example, if the position has high turnover there could be a problem. • You could learn that people in the company are promoted to better paying jobs and that's why there is high turnover.
<p>Say:</p>	<p>Very good class. And lastly, before we move into another activity I'd like to provide you with two more strategies for successful interviews.</p> <p>Practice interviews - sometimes call Mock interviews - give you a chance to refine your interviewing skills. As the old saying goes, "practice makes perfect." If you have been out of the interviewing game for a while, you may need to brush up. Check the calendar for practice interview opportunities, or if you have one, talk to your employment specialist to find time to practice. You can also practice with each other!</p>

<p>Say:</p>	<p>Informational interviews give you the chance to learn about an industry or occupation. The Quintessential Careers™ website located at http://www.quintcareers.com/informational_interviewing.html offers a tutorial. If you are a mid-life career changer, or are re-entering employment in a different occupation, it gives you the chance to learn more about the field of interest before committing to employment.</p> <p>Practice is going to be your number one way to prepare for the interview!</p>
	<p>You will need Permanent or White Board markers. Flip Chart or White Board.</p>
<p>Ask:</p> 	<p>If you were to give advice to someone going to an interview tomorrow, what are some of the things you'd tell them to do or say during the interview?</p>
<p>Board It!:</p>	<p>Write some of the responses on the board/flip chart.</p>



Additional items to be discussed if the group doesn't bring them up:

1. Don't contradict yourself - if you are interviewing with several people, be sure to keep your story straight!
2. Don't insult your former employer - even if they were absolutely terrible, don't mention it. If it's necessary to tell why you left that particular place of employment, find a positive way to share your need to move on.
3. Don't go to a job underdressed. Going to an office interview in jeans and a shirt probably won't go over very well. Dress the part at each interview.
4. Don't go overboard - it's not necessary to go into an interview smelling of perfume or aftershave. For women, the same goes for make-up. Keep it simple.
5. Don't show how desperate you are. The employer should believe you want the job because it's a good match you're your skills and abilities and because you will be an asset to the company. They don't need to know that you need the job to buy groceries or pay your rent - even if that's true.

<p>Ask:</p> 	<p>Can anyone name one thing you should send following an interview?</p>
	<p>Listen to responses before continuing.</p>
<p>Say:</p>	<p>Following an interview, be sure to send a thank you note to <u>everyone</u> that has assisted you with your job search, including the interviewers. The note can be handwritten on a professional thank-you card, word-processed, or e-mailed. Do your best to send the note within 24-48 hours. In addition to expressing your thanks, be sure to remind them why you are the best candidate for the position.</p> <p>Ensure that any contact information you've included is appropriate. This includes using an e-mail address that is for <u>business</u> use. Having an employer respond back to unemployed152@gmail.com may not be the best choice for an e-mail. A name that is close to your own name is a safe bet, such as johnsmith123@gmail.com. And lastly, if you have an answering machine or voicemail, make sure that it will pick up if your line is busy and that the message is <u>appropriate</u> for employers to hear.</p>
	<p>See Appendix for instructions on how to create a Job Club and conduct practice interviews.</p>

Guide:	Module 5 section entitled “Job Search Log”
Say:	<p>You will be applying for numerous positions. How on earth can you keep track of all of them? Sending out your resume to hundreds of places isn't going to be helpful if you don't know where they went. Keeping a log will help you to be more prepared if an employer calls you for an interview or to follow up with additional questions. There is nothing worse than responding back, “What job was this for again?”</p> <p>You can keep track of this information using the computer, or simply by writing it down in a notebook. This will provide you with a quick reference of all of the actions you've taken with a particular employer. It will also help you keep track of your progress toward job hunting success!</p> <p>The Job Search Log in your Workbook can help you keep track of the positions you have applied for. If you are job searching now, be sure to make a copy, complete it, and bring it with you to the next module, Module 6.</p>



Job Applicant Tracking System

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)

Wrap it Up!:

And lastly, some final tips on handling responses from employers who are responding with interest:

- ✓ If you have provided an employer with a list of references, be sure to let your references know that the employer may be contacting them. This way, they will be prepared to provide the employer with the information they need. Don't use anyone as a reference without knowing exactly what they will say. If a reference is questionable, don't use them.
- ✓ If you receive a job offer, take the time to consider it carefully. Evaluate the offer, and make an informed decision to accept or reject the offer. You don't have to say "yes" just because the job was offered. If after evaluating it carefully you choose to decline, do so politely.

Regardless of the job market, job searching isn't easy. When you've reached out to hundreds of employers without a response, it can be very difficult to keep going. Keep refining your interviewing skills and moving forward. Use all the job search tools available, and fine tune your job search methods if what you're doing isn't working. If you find your drive to move forward is waning, acknowledge all of the positive things you're doing to change your situation. Use your affirmations (from Module 1) to keep your attitude positive. Be open to all possibilities, and don't give up! See you next time!

Prep for the Top 10 Interview Questions

By Carole Martin, Monster Contributing Writer

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."

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?

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

Interview Questions and Answers

Job Interview Questions and Best Answers

By Alison Doyle, About.com

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?

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.

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?

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

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.
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.

JOB CLUBS

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.

Job Club Components

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

1. **Confidence building** - activities to help improve a customer's self esteem
2. **Skills analysis** - identifying transferable skills and corresponding opportunities
3. **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.
4. **Job Readiness Skills** - knowing and understanding the basics, such as completing applications or resuming and cover letter writing.
5. **Job Search Skills** - identifying all of the online and offline tools needed for an effective job search, including techniques for obtaining an interview.
6. **Interviewing Skills** - practice on how to effectively present yourself to an employer
7. **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.

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.

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.

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

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.