



*Training for
Older Worker
Specialists*

Training Curriculum for Older Worker Specialists

One-Stop Centers are being implemented across the nation to create an integrated system of employment and training resources for employers and job seekers. At the same time, the United States is experiencing a rapid growth in the number of older workers and job seekers in the work force. The aging of the work force means that the One-Stop Centers will need to understand both the needs of mature workers and the value of those workers to the labor market in order to be responsive to this growing cohort of customers.

Colorado's Older Worker Network, a statewide group of older worker advocates, began to address this issue in 1997, with discussions centering on ways that the Network could provide assistance and resources to the One-Stop system. It was determined that the Older Worker Network can assist One-Stop Centers in two major ways. First, Senior Community Service Employment Program (SCSEP) enrollees can be trained and assigned to One-Stops to assist older workers in accessing the resources available there. In addition, older worker advocates can offer expertise and knowledge to help One-Stops to provide quality services geared to the mature worker. The product of these discussions and subsequent work sessions is this Older Worker Specialist Training Curriculum.

This curriculum is intended for use in training staff of One-Stop Centers as well as enrollees who are assigned to assist older workers in those centers. It is designed to provide information, a skill set and a sense of support for staff serving as older worker specialists in One-Stops. It will also provide a basis for individuals who will work with participants in the SCSEP or other older worker programs. In addition to providing the above mentioned training outcomes, this training will provide SCSEP enrollees working in One-Stops with opportunities to network with each other and to meet professional staff who will be available to support them in their work.

The training can be presented in a two-day session, or modules of the curriculum can be used individually to meet the training needs of One-Stop staff. All materials contained in this manual have been developed under Federal grants and are therefore in the public domain. The partners who developed this curriculum invite States and organizations around the country to use these materials in training older worker specialist staff. We wish you the best in your efforts to better serve the nation's older workers and the employers who hire them.

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Training for Older Worker Specialists Working in One-Stop Centers

Trainer's Manual

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*One-Stop
Centers
and the
Older Worker*

Introduction

To the Trainer

This curriculum is designed to provide information, a skill set and a sense of support for SCSEP enrollees and others working as older worker specialists in One Stop Centers. It will also provide a basis for individuals who will work with participants in the SCSEP or other older worker services. In addition to providing the above-mentioned training outcomes, this two-day session will provide individuals working in One-Stops with opportunities to network with each other and to meet other professional staff who will be available to support them in their work.

Welcome and warm up

The sessions will open with a welcome from the trainers and an opportunity for everyone present to be introduced. Everyone will be asked to give his or her name, organization and a brief answer to the question, "What was your very first job?"

Video

If possible, the sessions should begin with a video about "Workforce Development and Older Workers."

It is recommended that states using this curriculum, develop a means to demonstrate the commitment to workforce development and the importance of older workers in that effort. Some alternative methods include an appearance by an official who can represent the state's view or a letter from such an official inserted into the training manual.

Overview

An overview should be developed by your state using this curriculum. Since one-stop centers are being designed at the state and local level to meet each area's unique labor market needs, it is critical to have an overview of the system in which trainees will be working.

Other resources for trainees

Trainers using this curriculum should include a list of names, addresses and phone numbers of all trainees for future networking contact.

A resource list including the state's Job Services Centers, SCSEP projects, SDAs or Workforce Development Regions, Area Agencies on Aging and other work and community resources should be included in the manual. States with fully implemented One-Stop Centers will want to include that list.

Use of this curriculum

The partners who developed this curriculum invite states and organizations around the country to use these materials in training older worker specialist staff, being sure to customize for individual states or regions. We wish you the best in your efforts to better serve the nation's older workers and the employers who hire them.

Workforce Development System One Stop Centers and The Older Worker

DESCRIPTION OF MODULE:

This module describes the principles which guided the creation of workforce development systems and one stop centers and the core services available to the job seeker and employer utilizing one stop centers.

LEARNING OBJECTIVES:

The module will clarify the counselor's understanding of a workforce development system and, specifically, one stop centers, through:

1. An understanding of the principles behind the creation of workforce development systems.
2. An awareness of the strategic goals for the implementation of one stop centers.
3. The identification of core services available to all employers.
4. The identification of core services available to all job seekers.
5. Through an examination of the system, counselors will be expected to collaborate with and navigate through to provide and access comprehensive services for older workers.

NOTES TO TRAINER:

1. The trainer may use this module with a small or large group or work with a counselor on an individual basis.
2. The module may be presented by using either transparencies and an overhead projector, a laptop computer and LCD panel for a Power Point presentation, or as a handout when working with an individual counselor (or if none of the necessary equipment for the other types of presentation is available).
3. Presenters may choose to develop a generic overview of workforce development systems and one stop centers or to customize the presentation for a specific state system.
4. The presentation audience will/may involve counselors from more than one workforce development region, where one stop centers may operate differently from other centers in other regions. In this case, the trainer should allow time to lead a discussion (after the generic or specific state overview) where counselors would be asked to share information on how their specific one stop operates.

Why One-Stop Centers? (use with Overhead 2 Module I)

- Developed to provide a more responsive service system for both job seekers and employers
- Previous there were many separately funded workforce development programs, all with different eligibility criteria and access point
- Job seekers and employers had to "shop around" to find suitable programs
- Programs were centrally controlled and not viewed as being responsive to local economic and workforce needs
- There was duplication among programs
- Nationally the U.S. Department of Labor is promoting the consolidation of training and placement programs and advocating the development of one-stop centers

To Accomplish:

(use with Overhead 3 Module I)

- Improved customer service system; more responsive to job seeker, employer and national economic needs, by following a set of basic principles and setting strategic goals
- Integration of services across agencies and programs will replace fragmentation, duplication with coordination, co-location and a statewide computer system
- Access to core services will be assured for all job seekers and all employers
- Customer choice of services & information will range from self-service to more in-depth personal assistance
- Accountability will be results-oriented
- Flexibility will be possible through localized decision making

Strategic Goals

(use with Overhead 4 Module I)

- Increase customer satisfaction
- Reduce the amount of time it takes to fill employer job orders with qualified job seekers
- Reduce the time it takes to place job seekers into long-term employment
- Increase system-wide access to job opportunities
- Increase the skill level and diversity of job seekers using the system

How?

(use with Overhead 5 Module I)

- A statewide system of One-Stop Centers designed to provide customer access to as many programs as possible at one location
- Centers are locally controlled by local elected officials, county commissioners, and workforce boards composed of private industry, nonprofits, schools, etc. with the hope that local needs will be better addressed
- Each of the local workforce investment areas must have at least one One-Stop Center. They may have more, and can have as many single or multiple service offices as desired.

Core Services Available for all Job Seekers

Include:

(use with Overhead 6 Module I)

- Information about education and training opportunities
- Resource Library
- Access to America's Career Kit that includes:
 - (AJB) America's Job Bank (includes the State Job Bank)
 - (ATB) America's Talent Bank (where you can add your resume)
 - (ACINET) America's Career Info Net (shows employment trends)
 - (ALX) America's Learning Exchange (listing of educational opportunities)
- Skill assessment
- Employment-related resources such as resume preparation tools
- Job placement services
- Veteran's benefits and services information
- Information and referrals to a variety of community services, including programs for the employment of people with disabilities, welfare to work programs, senior programs, apprenticeships/internships, vocational rehabilitation, adult literacy, youth programs and student financial assistance
- Intake and eligibility determination for JTPA and other programs serving targeted population
- Services for unemployment insurance claimants, including work registration and assistance with obtaining suitable employment

Core Services for Employers Include:

(use with Overhead 7 Module I)

- Professional account managers, (personal representation), upon request
- Assistance with individual and mass recruitment
- Recruitment & referral of skilled applicants
- Regionalized labor market information
- Information about services for employers, including customized training, on-the-job training, financial assistance programs, etc.
- Access to Internet including America's Career Kit
- Layoff assistance
- Information about employment-related laws and other employment-related information, such as School-to-Career partnerships, vocation rehabilitation, adult literacy, etc

Additional Sources:

(use with Overhead 8 Module I)

- Other on-site sources will be a local decision and will vary from region to region. Some services which could be included:
 - ✓ Community college counseling and registration
 - ✓ Food stamps
 - ✓ Housing
 - ✓ Vocational rehabilitation

- Off-site services
 - ✓ Resource directories and actual referrals will be available, as needed, to community services, not on-site

Additional Services & Fee-for-Service

(use with Overhead 9 Module I)

Although One-Stop Centers will be uniform in image and core services, each region will customize service delivery to meet local needs. This could mean the inclusion of other sources, such as:

- ✓ other local services
- ✓ single parent/displaced homemaker
- ✓ food stamps
- ✓ and other self-sufficiency related services

One-Stop Centers will have the option to charge for additional services.

Job Seekers will choose the level of service they receive

(use with Overhead 10 Module I)

- Prescreened at the reception to determine initial part of registration and level of service need
 - ✓ If job-ready, they'll receive labor exchange services through Job Service. If work registration is required, for UI, they'll receive it through Job Service also.
 - ✓ If in need of job training, or other work readiness services, they will be sent to appropriate area.
 - ✓ TAA/NAFTA/jets youth
- JTPA eligible
 - ✓ Case management, assessment, training
- Older worker needing more than job referral
 - ✓ Older Worker Specialist or JTPA, determined by program eligibility
- Referral to outside agencies may need follow-up
- If interested in self-services, may use:
 - ✓ Other in-house services, self assessment, resource library or Internet

Job Seeker of One-Stop via:

(use with Overhead 10 & 11 Module I)

- Referral by other agency
- Word of mouth
- Signs, ads, etc

Older worker representatives must be aware of all services available in the one-stop and be able to assist their customers directly, or by obtaining the appropriate services.

This curriculum will help you prepare to operate within this environment.

Workforce Development System

*One-Stop Centers
and the
Older Worker*

Why?

- Developed to provide a more responsive service system for both job seekers and employers
- Previously there were many separately funded programs, with
 - ✓ different eligibility criteria
 - ✓ different entry points
- Job seekers and employers had to “shop around”
- Programs were not viewed as being responsive to local economic needs
- There was duplication among programs
- Nationally the US Department of Labor is promoting the consolidation of training programs and is advocating the development of One-Stop Centers

To Accomplish:

- Improved customer service system
- Integration of services across agencies and programs
- Access for all job seekers and all employers
- Customer choice
- Accountability will be results-oriented
- Flexibility through localized decision-making

Strategic Goals:

- Increase customer satisfaction
- Reduce the amount of time it takes to fill employer job order with qualified job seekers
- Reduce the time it takes to place job seekers into long-term employment
- Increase system wide access to job opportunities
- Increase the skill level and diversity of job seekers using the system

How?

- A statewide system of One-Stop Centers
- Centers are locally controlled
- Locations of One-Stop, Satellite or Extension Centers within each workforce region

Core Services Available for all Job Seekers, including:

- Information about education and training opportunities
- Resource Library
- Access to the Internet
- Skill Assessment
- Resume Preparation Tools
- Job Placement Services
- Veteran's benefits and services information
- Intake and eligibility determination for JTPA and other programs
- Services for unemployment insurance claimants

Core Services for Employers Include:

- Professional account managers
- Recruitment
- Regionalized labor market information
- Information about service for employers
 - ✓ customized training
 - ✓ on-the-job training
 - ✓ financial assistance programs
- Lay off assistance
- Legal and employment related information
- Vocational Rehabilitation

Optional Services:

- Local workforce regions may choose to offer additional services, such as:
 - ✓ community college counseling and registration
 - ✓ food stamps
 - ✓ housing
- Off-site services
 - ✓ resource directories and actual referrals will be available as needed to community services not on-site

Additional Services & Fee-for-Service

Although One-Stop Centers will be uniform in image and core services, each region will customize service delivery to meet local needs.

This could mean the inclusion of other sources, such as:

- Special services
- Vocational rehabilitation
- Single parent/displaced homemaker
- Food Stamps
- Other self-sufficiency related services

One-Stop Centers will have the option to charge for additional services.

Job Seekers will determine the level of service they receive:

- Prescreened at the reception
 - ✓ Those “job ready” receive labor exchange services
 - ✓ Those needing job training or other readiness services are sent to appropriate area
 - ✓ TAA/NAFTA/jets youth
- JTPA eligible
 - ✓ Case management – assessment – training
- Older Worker needing more than job referral
 - ✓ Older Worker Specialist or JTPA determined by program eligibility
- Referral to outside agencies
- Self Services
 - ✓ Other in-house services
 - ✓ Resource library
 - ✓ Internet

Older Worker Specialist:

- Knows services available in the One-Stop Center
- Knows resources available in community
- Assists older workers in accessing needed services

*Assessment
Process
and
Interviewing
the Older
Worker*

Materials in this module were developed by Margaret Auker of Green Thumb Employment and Training.

Assessment Process and Interviewing

DESCRIPTION OF MODULE:

This session addresses the assessment and interview process for the older worker who is entering the job market. It provides assessment information and questions employers may ask of potential employees.

LEARNING OBJECTIVES:

To improve the Older Worker Specialist's ability to assist older workers through the assessment and interview process.

1. Identify assessment instruments
2. Identify interview questions and assist workers with developing responses
3. Be knowledgeable about the different types of assessment instruments
4. Be knowledgeable about probing individuals for additional information that relates to their desire to work
5. Help prepare individuals for formal assessment and interviewing

TIMELINE:

- Lecture: 20 minutes
- Exercise: 15 minutes
- Review: "Tips for the Mature Job Seeker" 10 minutes

IDENTIFYING THE ASSESSMENT PROCESS

The assessment process can take many forms. In the Employment and Training field, there are assessment instruments, which may be used to determine the interests and skill level of the older workers seeking jobs. These assessment instruments include the TABE and GATB as well as others and are administered to assist employment personnel in learning more about the individuals they will be working with. In the One-Stop Center, individuals may take these assessment inventories prior to seeing the Older Worker Specialist, or the Specialist may refer customers to the assessment center where they will take them. Using these instruments may feel like "taking a test" for some older customers. The Older Worker Specialists will have completed the full assessment process including these instruments or inventories so that they can help explain the process to customers they will be serving.

Initial Interview with Customer

1. You **must** understand each of your customers. They must be able to express all of their feelings, which may include fear, anger, distrust, depression, denial and confusion to name but a few.
2. As an interviewer, to help determine options available to your customers, you need to be a **good listener** who will give feedback to them.
3. **Ask open-ended questions, such as:** "Tell me about your duties with your last job." "What are some of the skills that you think would help you find a new job now?" Usually such open-ended questions elicit a great deal of helpful information.
4. **Probe for hidden talents and skills.** Be aware that older workers were brought up in an era where it was considered overly forward, even arrogant, to "toot your own horn" or "brag on yourself". Thus older workers will often hide their talents and transferable skills. The interviewer will ask questions, and otherwise encourage the worker to describe their duties as listed in a job description, but also other tasks that required special talents and abilities. Examples: "When you worked for XYZ Company, as a secretary/receptionist, exactly what did you do? What machines did you use? Who did you work with? What other tasks did you have to do to get the job done that were not exactly in your job description?"
5. **Guarantee privacy.** Sometimes an interview is conducted within earshot of others. Often this does not matter, but you should ask the customer, "Would you prefer that we move to another place where we can talk privately?" You may find it necessary to ask this at some point during the interview when the person being interviewed might start revealing highly personal matters, such as marital or health problems.
6. **Ask an easy question first.** Be casual and relaxed as you gather information, such as name, phone number, address, etc. Use the same, casual approach, and work slowly into such questions as "Why did you leave your last position?" or "You noted on the application that you were fired from one of your previous jobs. Would you please tell me a little bit more about this?"
7. **Self-disclosure.** You are gathering a great deal of confidential information about a person that may make them feel vulnerable, it will ease your talks, and it is only fair, to tell them something about yourself. Example: "I noticed, on your resume, that there was a period of time that you appear to have been unemployed. I was out of work for several months a few years ago, and it wasn't any fun. I made a few mistakes on my last job and also during the time that I was out of work, but all in all, the bad times helped me get to where I am today. By the way, what did you do with yourself when you were between jobs?" Note that you don't have to do a true confessions "bit". Be empathetic and very general. Your customer will appreciate your sensitivity.

8. **Encourage the older worker to ask questions of you.** A simple way to do this is to say, "I sense that you may have a question or two of your own at this point. What questions do you have for me?"
9. **Be aware of your own prejudices.** We all have them. Perhaps the person being interviewed reminds you of someone who had given you difficulty in the past. Perhaps they are of a different race than you are, or have a different way of dressing. Keep remembering that you are reacting emotionally, and do your best to put your own preconceptions on hold.
10. **"Trust your gut reaction".** This might seem like a contradiction to the above, but it isn't. Your, so-called, "gut reaction" is actually an educated awareness below the levels of conscious perception and is a product of your experience. If you feel that someone is lying to you, or that some important factor is being concealed, it is sometimes possible to deal with this by openly sharing. You might say, "I'm feeling a bit bothered by something right now, that I can't quite put my finger on. Could you help me by explaining, in more details, that point we just went over?"
11. **Give undivided attention if possible.** Ideally there should be no interruptions. However, if you do not have that luxury, ask permission to take an essential phone call, etc. It will actually build rapport if you ask permission to take the call, get right to the point and tell the caller, "I'm in an important interview right now and will call you back later."
12. **The interview is a "two-way street".** The person being interviewed is evaluating the interviewer and the organization presented as much as the interviewer is evaluating the person being interviewed.
13. **Be careful of what you promise.** An offhand statement is often heard as a promise.
14. **Have a clear closure.** Be certain that there is an understanding of what happens next, and of the future timetable for actions.

Exercise: Break group into pairs. One will be the Interviewer, the other the Interviewee. Allow 5 minutes for the interview. The Interviewer asks questions from "Tips for the Mature Job Seeker." When time is called, switch roles.

Summary: Trainer asks group, as a whole, if any of the questions used were particularly difficult.

Tips for the Mature Job Seeker **

Common Interview Questions

Tell me about yourself.

- Keep it to the following work related factors:
 1. Your interest and experiences related to the job
 2. Your past work experience
 3. Your training or education
 4. Your strong interest and enjoyment of your work

Have you ever done this type of work before?

- Never say "No". No two jobs are exactly alike. What the interviewer wants to know, is whether you can learn the job in a reasonable time. Tell the interviewer about:
 1. Your past experience
 2. Your education and training related to the job
 3. Non-paid experience related to the job
 4. How quickly you have learned that type of work in the past

Why do you want to work here?

- The interviewer is attempting to learn whether you will be satisfied with your job and are likely to stay. You should mention as many positive features about the company as you can.
- The good reputation the company has and your pride in telling people you work there
- You heard the company is very fair and appreciates hard working employees
- You like this type of work and you feel you can do a good job

Why did you leave your last job?

- When the interviewer asks you about why you left your last job, he is trying to determine whether you had difficulties that may also arise in his company. This same question is also asked on application forms, so be sure you are saying the same thing on both. Employees usually leave a job for many reasons. You should mention only those that are favorable to you.
- Common reasons for leaving a job are:
 1. company had a cut-back or lay off
 2. it was a seasonal or temporary job, or it was only part time
 3. the company was not doing well
 4. you wanted to get into a different line of work, for which you are more qualified
- Avoid saying that you were fired by mentioning other factors involved, such as the job was not sufficiently oriented to your training and abilities.
- If you were fired for medical reasons, explain that these have been professionally taken care of. If you were fired because of family problems, assure the employer that these have been resolved. Whatever reason, explain, in a positive manner, how the situation has been corrected.

What kind of salary do you need?

- The interviewer is attempting to determine whether your expectations are too high for them. By naming a salary at this stage of the hiring process, you can only hurt yourself. If you mention a lower salary than the interviewer has in mind, you may be hired at a level less than is standard and below what you might have obtained. If you mention a higher salary, it might be more than the interviewer was thinking of paying and he will terminate the interview and decide he can't afford you.
- "I know you pay what is fair based on my qualifications and the company's standard salary level for that position."

Should we hire you instead of someone else?

- The interviewer is asking you, in a sense, to help him make the decision for him. If you have to think a long time, he will feel the reasons are not obvious. Some responses will be:
 1. I'm friendly and I get along with everybody
 2. I'm experienced and very good at this type of work
 3. I'm conscientious and efficient

4. I like this company and would enjoy working here
5. I'm dependable and don't take time off

How much were you absent from work in your last job?

- This question is designed to determine if the employer can depend on you. If you were absent a good deal, tell the interviewer what the reason was and why you feel it will no longer be a problem.
- "I was out for a gall bladder operation, but I am cured and that's no longer a problem. I'm in great health and don't expect to be taking any days off."
- Stress what your past reliability has been and give assurance of your future reliability.

How is your health?

- This has the same intent as the previous question; i.e., How reliable an employee will you be? The interviewer wishes to know whether you are likely to be absent because of health problems.
- "My health is excellent"
- "I have no health problems that will interfere with my work."
- "I don't let small things interfere with my job."

When are you available to work?

- The interviewer is probably anxious to fill the position, but also looking to be sure you are prepared to go to work, preplanned baby sitting, transportation, etc.
- "I would like to start as soon as possible."

What are your strengths?

- The interviewer is looking to see what you consider to be important and to see if these factors are consistent with the rest of the interview. Mention your positive aspects:

- | | |
|----------------|-------------------------------------|
| 1. Your skills | 5. Organization |
| 2. Reliability | 6. Pride in a job well done |
| 3. Experience | 7. Ability to get along with people |
| 4. Enthusiasm | |

What are your weaknesses?

- Do not describe any possible weaknesses when asked this question. Respond by telling him: "I have no weaknesses that will prevent me from being a good employee."

What are your long-range goals?

- The interviewer is trying to find out if you are serious about staying with the company, and also looking to advance.
- "I see no reason why I won't be with this company for a long, long time. I know I will be very happy here."
- "This is just the job I enjoy doing, and I don't see any reason for leaving."

Are there any questions that you have?

- This is often the final question that an interviewer will ask and is often asked merely as a gesture of courtesy. You should respond by giving him a compliment, such as:
 1. "No. I have no questions. You have done a complete job in describing the job and the company."
 2. "You have been very thorough and I understand the position. I would like the job."

Assessment Process

Formal Assessment

- Locate the Assessment Center at the One-Stop
- Interest Inventory
- Tools to help guide customers to jobs they will enjoy
- Instruments measuring skill levels
- Older Workers will want to experience the formal assessment opportunities

Informal Assessment

- Responding to questions
- Discussion of the customer's goal of obtaining a job

Interviewing

Initial interview with customer at the One-Stop Center

- Be a good listener
- Ask open ended questions
- Probe for information if necessary
- Be aware of your own prejudices
- Develop your own interview style
- Develop rapport with the customer to help them feel comfortable with the One-Stop environment

Job Interview Questions

- Help customers prepare for job interview, Practice is okay!
- Help customers develop responses to some of the questions employers might ask
- Interviewing for a job with an employer should be a two-way street

Counseling the Older Worker

Materials in the Counseling the Older Worker section were taken from "Employment and Aging Linkages," a training curriculum developed by the Colorado Governor's Older Worker Task Force through grant #08AM0052/01, awarded by the Administration on Aging, U S Department of Health and Human Service. This section was authored by Jo Bourn.

Counseling the Older Worker

DESCRIPTION OF MODULE:

This module addresses working with the older worker who is entering the job search process. It provides materials for career assessment and samples of job searching information.

LEARNING OBJECTIVES:

To improve the counselor's ability to assist the unemployed older worker, you should:

1. Identify reasons for entering the job market
2. Identify the emotions involved
3. Be knowledgeable about the types of jobs and education available
4. Identify various information needed in order to enter the job market
5. Develop job search techniques
6. Develop on-going support groups

NOTES TO TRAINER:

1. The counselor can do this module with a large or small group, or on an individual basis.
2. The module is broken into six components. Hand outs or materials to be used with components are at the end of the module.
3. For the introduction to this session, prepare in advance, a flip chart listing the learning objectives and age identification and types of older workers.
4. During discussion of counseling steps, the trainer uses program notes, and asks trainees to write down information on each step.
5. For the lecture on entering the job market use an overhead visual of the reasons for the older person to be entering the job market. As the trainees see the visual the trainer will discuss each point. Trainer will encourage trainees to add to the list. These points will be written on a flip chart.
6. For the lecture on attitude adjustment; (emotions involved), use a prepared flip chart listing emotions. As each point is discussed, encourage the trainees to share examples of experiences they have had with customers. If they have no examples, the trainer will want to share situations they have experienced with customers.
7. For the lecture on types of jobs and education use a flip chart to list jobs and education available as identified by trainees.

8. For the exercise on job search techniques distribute the case study and “Fifty Ways to Get a Job”.
9. During the support group lecture use an overhead listing reasons for job support group.

TIMELINE:	MINUTES
Lecture: Introduction and Overview	5
Lecture: Reasons for Entering the Job Market	10
Lecture: Attitude Adjustment: Emotions Involved	10
Lecture: Types of Jobs and Education Available	10
Lecture: Career Assessment	5
Lecture: Job Search Techniques	10
Exercise: Job Search Techniques	30
Lecture: Support Groups	10
Total	90

Resources for Trainer:

Handout #1 – Counseling Steps

Handout #2 – Barriers to Older Person Seeking/Finding Employment

Handout #3 – Fifty Ways to Get a Job

Handout #4 – Case Study

Introduction & Overview

This section addresses working with the older worker who is entering the job search process. It provides materials for career assessment and samples of job searching information to improve the counselor's ability to assist the unemployed or underemployed individual:

- identify reasons for entering the job market
- identify the emotions involved
- be knowledgeable about the types of jobs and education available
- identify various information needed in order to enter the job market
- develop job search techniques
- develop on-going support groups

Reasons for Entering the Job Market (use with Overhead 1 Module 3)

Counselors who are working with the older person returning to the workplace are working with a special type of person. The age identification for this group is:

- anyone over the age of 40 is protected by the ADEA
- 55-65 - younger/older worker
- 65+ - older/older worker

They also fit into either:

Dislocated Worker: the worker who has been let go or had a lower status rating from their company/industry.

Displaced Homemaker: have been in the home for a long period of time and are needing a source of income.

All of these people are in transition. Many times the transition they are involved is not by their choice. They are having a life situation, which is causing this change. The transition is causing the change, which is giving them a need to become employed and earn money.

Issues that you may be dealing with are that some of these people have never looked for a job. Some of these people have never had to earn money, many of these people felt that when they came to this place in their life, they would be retiring and doing the things they had envisioned retired people do.

All of these people are dealing with emotions. That requires sensitivity from us as counselors to the unique and special needs of each of these people. We need to deal with each person as an individual with concern, respect and dignity. A major responsibility is to deal with their attitude and assist them with attitude adjustment when necessary.

The counselor's role is to identify the different emotions and attitudes with each individual and assist them to adjust their attitude to project a positive, active person who will succeed in the job and assist the employer to have a good employee.

Some attitudes counselors watch for are negativity, lack of self esteem and self worth, depression, anger, denial, lack of understanding for competing for a job, lack of self responsibility, lack of self respect, and lack of understanding as to their place in the family, community and workplace.

Your customers will be coming to you needing assistance that is supportive and needing to understand their personal feelings and their career/job fears. It will be critical that you do not pass judgment on these people, but rather that you put your customer at ease, and assist them in developing a trust in you as a person.

You must **understand each of your customers**. These people must be able to express all of their feelings. These feelings will range from fear, anger, hate, distrust, depression, denial, and confusion to name a few.

As a counselor, you must be a good listener who will give feedback to your customer. This feedback will encourage them as to their options and make them feel as good as possible about themselves and the job search they are going through.

- **Establish rapport.** As you interact with each customer you will be able to establish a healthy rapport which will provide the personal and job support they need. However, you are cautioned to keep enough space and not become emotionally involved with them.
- **Setting a goal.** Each customer must establish goals - these goals must be set relevant to their career/job seeking and the end result is to see them working. As your customer is setting goals they should include both short and long term. The goals will have a personal affect, as well as an affect on their family and/or significant others. Do not be surprised if you find that they want you to play an active role in helping them establish these goals. Be certain the goals are manageable and realistic.
- **Clarifying issues.** It is important that you assist each customer in the classifying of the issues. As the issues are clarified the goals and objectives might need to be altered.
- **Finding alternatives.** As you and your customer are going through the process of clarifying issues it will be necessary for you to assist in establishing alternatives and options.

- **Exploring alternatives.** The alternatives and options that you and your customer establish can be the opportunities that will enable your customer to realize other job careers. Look at each of these for the positive and/or negative effect it will have with the original goals.
- **Reaching a conclusion.** Your customer and you need to establish time frames as you are setting the goals. It will be important for you to keep them on track and meet the time frames and guidelines you establish together. If it is necessary to develop alternatives be certain to re-evaluate and re-establish new time frames.
- **Provide closure.** Be very certain that you work with each of your customers to close the process. It will be important for you to assist your customer. Do not set the goals and closures that you expect. You are the helper or assistant. Your values and goals must not have too much of an influence on your customer. Be certain that you support your customer and their needs.

As we are counseling our customers toward these specific goals, we will also be assisting them through a process of creating options and choices.

An area that we need to capitalize on, and to remind our customers of (one-on-one or in groups) is that our age can be an asset, not a liability. Individual attitudes make a difference.

Utilizing a good skills and abilities assessment will give us a great deal of information on helping our customer create choices and options for career directions, as well as duties, skills, and responsibilities needed. This process can also give our customers a tremendous ego boost in recognizing strengths and assets they possibly haven't used for a long time, as well as current updating of strengths. The assessment process is an important part of evaluation for the preparation of the job search. It is important that each customer can identify their:

- **skills**
- **personal values**
- **work environment values**
- **job values**
- **salary needs**

as well as being able to understand any limitations they have, whether physical, mental, or emotional.

As our customer is able to work through this assessment and evaluation process and put value on themselves, their strengths, their needs and their limitations, it will also allow them to expand their thinking to getting a job. As you are getting a job there are certain guidelines and techniques that a job searcher must understand.

As we as counselors start the job search, our customer must be aware of job descriptions, employers in the community, as well as the special skills/assets and strengths they have. Hopefully the counselors will have access to a resource center (the One-Stop Center) and utilize the Dictionary of Occupational Title (DOT), Occupational Outlook Handbook, and Guide for Occupational Exploration (GOE). Each of these, plus many more books, articles and computers can give us support as we take our customer through this search.

It is very valuable for customers to start the process by identifying, on a legal pad, all of the personal and professional reasons why someone should hire them. These reasons can include different types of office equipment they can operate - different types of machinery they can operate - different professional and career skills that have been used - to words such as honesty, dependable, maturity, stability, ability to work independently or as a team member, ability to take a project from concept to completion, etc. As this list is being established it could be used for the resume, cover letter, as well as for the action interview and informational interview.

As your customer becomes familiar with the job description they will recognize skills they have used that are necessary in a new type of position. Sometimes we as counselors must use creativity in helping our customer recognize how to transfer skills.

As you are developing the job list it is important to contact all local, county, state and federal job agencies. Also, some other places are service organizations, local churches, colleges and technical schools, individual companies, etc. Please advertise what you are doing and try to get pictures, as well as written material. The more visible you and your customer are, the more possibilities of employers.

A special recognition to these employers is important.

(Refer to handout #1 - Counseling Steps)

Attitude Adjustment: Emotions Involved

It is very important for each counselor to understand each of these emotions and be able to recognize when their customer/counselee is in this phase of emotions. Also, as a good counselor, it will be necessary to get them from one emotion into the next step, which will assist them in the necessary decision-making process.

We, as counselors, must confront the customer in a gentle way. We must keep them on track with the issues of "getting a job." If they wander from the issues let them express emotions and recognize and accept, but then pull them back.

Each customer/counselee will have a different situation so the length of time and your expectations will vary with each customer. Hopefully, most of the customers will have dealt with the worst of the emotions before they start this process. However, it is not uncommon for them to revert back from time to time. The emotions probably won't stop until they actually have the job.

Emotions Involved:

- **Anger**
- **Fear**
- **Confusion**
- **Concern**
- **Loss of identification**
- **Denial**

The trainer will assist the trainees to identify the different types of jobs available in their area. As the trainer names the types, the trainer, or the writer will write them on a flip chart. If they have not identified the ones in the area, refer to the prepared list in the module.

(Refer to handout #2 - Barriers)

Types of Jobs and Education Available

Each customer/counselee will be seeking different types of jobs. The rule of thumb is that the younger/older person will be seeking a full time job, while the older/older person will be seeking employment that will supplement a pension and/or established income. This is not always the situation, so listen well to what your customer/counselee is saying and if you are not positive what their need is, ask. Talk about different types of jobs and get their feedback. Write it down, and before they leave the session repeat what they have said.

Types of Jobs Available:

1. Full-time
2. Flex jobs
3. Part-time
4. Shared
5. Temporary/Permanent
6. Flex-time
7. Temporary/temporary
8. Volunteer

Each counselor has a responsibility to assist each customer/counselee with available information regarding re-training. All of these programs should be relatively short term.

The trainer will assist the trainees to identify the different types of education available in their area. As the trainee lists the types of educational opportunities, the trainer, or the writer will write them on a flip chart. If they have not identified those in the area, the trainer will refer to the list in the module.

Some options are:

- 1. community college**
- 2. technical school**
- 3. adult education programs**
- 4. temporary services**
- 5. intern programs**
- 6. cooperative education programs**
- 7. on-the-job training, etc.**

Job Search Techniques

The trainer can use these job searching techniques as options to assist the trainee in the job search process. It will be important to have the trainer and trainee identify which of these (and hopefully most of them) will be most helpful to assist the trainee.

These steps must be done with a positive attitude, creating many options, with an awareness of the sincere fear these people are dealing with. Sometimes it will seem extremely elementary. However, remember many of these people have never looked for jobs. Their needs and understanding of where they are and the steps to take are very basic.

Job searching techniques include:

- where to look for jobs/ who's looking for my skills: determined by evaluating their education, clarifying their values, assessing their physical and emotional limitations, and defining their financial needs
- transferring skills
- resume writing/cover letter/references/salary history
- informational interviewing

- follow up (send "thank you" notes) and follow out
- networking in job search - join associations
- mentoring

At the time of the preparation for the interviewing, it is important to discuss the job description so the customer/counselee understands clearly what the job responsibilities are and how their skills and abilities can fit with this job.

Another issue that should be discussed at this time is the salary history - the salary range for the position and the negotiating skills that may be important in order to get the position and feel comfortable with the situation.

The informational interview can be a valuable way for the counselee to experience interviewing - find out about jobs and get first hand information about the job, the experiences necessary and possibly getting an "in" to actually getting the job. It is a positive and non-threatening way.

Networking is a way to assist the customer/counselee to meet and gain confidence for the job searching steps. The networking can be either planned or incidental. As this process is transpiring, many times a mentor will surface, which can give the customer/counselee the one-on-one command to personalize this search.

The mentor can be someone who has gone through the job search process as an older worker, it could be someone with the company the customer/counselee is attempting to get into, or it could be a person the customer/counselee trusts. The networking and mentoring can make a significant difference with the job search process.

Exercise: Job Search Techniques

The trainer will divide the large group into three smaller groups by having each person count off; 'one-two-three' and starting over again. (If the group is large, trainer may divide the group again for a total of six smaller groups.)

Trainer will distribute a specific case study to each group.

Refer to handout #4 - Case Study

Case Study - Identify a leader and recorder immediately and spend 15 minutes describing the different ways to look for a job. If the group has difficulty coming up with ideas, trainer will distribute handout number 3, Fifty Ways to get a Job. The recorder writes the ideas on a flip chart. The appointed leader will present the ideas in the large group discussion - after the 15 minute time frame.

Trainer will notify each group after 5 minutes and 10 minutes have passed.

Support Groups (use with Overhead 2 Module 3)

Reasons for Support Groups

Joining associations can also provide contacts that can assist the customer/counselee.

The support groups should meet once a week. It can be an opportunity for the customer/counselee to talk about that week's job search experiences - what has worked and what has not worked - to have the opportunity to update information about new jobs - to re-energize with positive information and set goals for the coming week. Also, at these meetings people who are placed in jobs, can come and share their experiences.

Follow-up groups are also important to help keep spirits up, discuss problems, and assist through this transition.

A very valuable part is to keep an open-door policy at all times, for the customer/counselee and significant other. The issues that arise need immediate, personalized attention.

On-going support groups serve to feed not only the available jobs information, but also supporting the emotions, is critical. Be certain that your group does not get into a "gripe session," but rather keep it positive. Assist in evaluation of the last week, set goals for the coming week and be alert for additional individualized attitude adjustment sessions. Keep a current referral base and new positions availability.

Summary and wrap up

Trainer will summarize main points of the session and review the use of handouts.

Counseling Steps

Career Counseling Handout #1

1. Understanding the customer. (Attend to the feelings. Allow customer to express.)
2. Establish rapport.
3. Define the problem.
4. Setting a goal.
5. Clarifying issues.
6. Finding alternatives.
7. Exploring alternatives.
8. Reaching a conclusion (making decision).
9. Providing closure.

Barriers to Older Persons Seeking Employment

Career Counseling Handout #2

1. Employer bias (against older workers).
2. Impact of wages on social security and other public benefits.
3. Income or assets make most older people ineligible for public programs.
4. Reluctance of older persons to relocate to where jobs are.
5. Older persons don't want to take jobs away from younger workers.
6. Older persons don't believe they will be "hired" because of age.
7. Some are too proud to say they "need to work."
8. Certain jobs are seen as low in status.

Fifty Ways To Get A Job

Career Counseling Handout #3

All things being equal, the more job-seeking techniques used, the better your chances of locating a truly appropriate position. The following ways can be used. They are not listed in any order of priority.

1. Newspaper: Place or answer an ad in the newspaper.
2. Magazine: Place or answer an ad in a periodical.
3. Read the Professional and Trade Association Job Finder (available from the Garrett Park Press, Garrett Park, Maryland 20896).
4. Job banks: Use services that list candidates for jobs.
5. Job registries: This is another form of a job bank.
6. Clearinghouse of jobs: Use employment services that list candidates and vacancies.
7. Clearinghouse of jobs: Use employment services set up in conjunction with national or regional meetings of professional organizations.
8. Cold canvass in person: Call on employers in the hope of finding a vacancy appropriate for your skills, personality, and interests.
9. Cold canvass by telephone: Call employers to identify organizations with appropriate vacancies.
10. Alumni office contacts: School or college alumni offices may suggest former students in a position to help you.
11. Public career and counseling services: Use state employment and other public career-oriented services.
12. Private career and counseling services: The fees charged by these organizations might be more than justified by the job search time saved.
13. Employment agencies: These may charge a fee or a percentage commission - but only if you take a job through them.
14. Executive search firms: These are headhunter organizations retained by employers to identify persons for specialized jobs.

15. Volunteer work: Millions have begun their careers by first gaining experience or a "foot in the door" through unpaid work.
16. Part-time work experience: A part-time job may be easier to obtain than full-time work and may lead to a permanent position.
17. Temporary or summer work: These provide experience and an introduction to the employer's organization.
18. Join a 40-plus group: Most cities have these job clubs that specialize in older workers.
19. Join a 65-plus group: These organizations provide jobs and other services for senior citizens.
20. Join a job search group: Sharing job searching experiences can provide new ideas and psychological support.
21. Tell friends and acquaintances: Most studies show that friends and family are the best single source of job leads.
22. Federal job centers: These offices located in major cities, are a good source of job leads. Look them up in the telephone book under U.S. Government.
23. Computerized placement services: Many organizations inventory candidates and employers by computers to make job matches.
24. Social agency placement services: Along with social services, many of these groups now provide job counseling and placement assistance.
25. Membership services: Many professional and other organizations maintain employment assistance programs to aid their members.
26. School or college placement service: Both current students and alumni generally are eligible for help from these groups.
27. Association placement services: Many professional and other organizations include employment assistance as part of their service program.
28. Trade placement services: In many occupations, an organized placement program operates.
29. Professional placement services: Use professional career placement specialists, particularly if seeking a high-level job.

30. Hotlines: Use these answering services maintained by community organizations or libraries.
31. Federal civil service offices: Contact employment offices of federal agencies in your area of interest.
32. State merit service offices: Get in touch with appropriate state government agencies.
33. County or city personnel office: File for suitable openings with agencies of local government.
34. Internships: Use a paid or unpaid short-term internship to gain experience and make contacts.
35. Work-study program: Use a cooperative work-study program to gain experience and to make contacts in a field of prime interest.
36. Networking: Expand contacts that may help you by working with peers, supervisors, friends, and others.
37. Mentor: Cultivate an older, more experienced person to whom you turn for advice. Such a mentor may take a special interest in your proper placement.
38. Television job and career announcements: Don't overlook ads placed on career-related bulletin boards.
39. Radio job and career announcements: Many employers, with numerous jobs, use radio to help solicit candidates for them.
40. Bulletin board posting: Check ads placed on career-related bulletin boards.
41. Check the College Placement Annual, published by the College Placement Council (P. O. Box 2263, Bethlehem, PA 18001).
42. Check in-house job vacancies: Most progressive employers now post all vacancies for their current employees to examine and apply for. This permits maximum use of upward mobility techniques.
43. State divisions of rehabilitation services offer disabled persons extensive job counseling and placement services.
44. Former employers: Don't hesitate to ask former employers for help.
45. Fellow employees: Persons who work with you might know of suitable vacancies in other offices or organizations.

46. Personnel office counseling: Many times, the personnel office will counsel with you about career paths or other jobs in your organization.
47. Religious leaders: Often ministers, rabbis, and priests know of potential employers among their members.
48. Library resources: Check Moody's Industrials, the Fortune 500 list, and other library reference books for employment suggestions.
49. Overseas work: Major religious groups and other international agencies may hire for jobs in other countries.
50. Sponsored interviews: If possible, have persons you know set up employment contacts for you.

Case Study

Career Counseling Handout #4

Mary is a 53-year-old woman who is coming into the job market seeking a position that will give her full time work with a benefit program.

She has a 9th grade education - she likes working with her hands and likes to be involved with people.

Her health has been very poor. She has a hearing loss in one ear, she is a controlled diabetic by having one shot of insulin per day, and she had by-pass surgery in 1983. Because of complications, she has serious problems with her legs. Consequently, she needs a position with more sitting than standing.

Mary's work experiences have varied from drapery making out of the home, office cleaning, and school crossing guard.

The things she liked best were sewing, assembling things, and being able to finish one project before starting another one.

Mary is getting a divorce; she has two grown children who are independent. There is serious concern that her income and benefits will be ending at the time of the divorce. Her needs and expectations are minimal; however, because of her tremendous fears and depression she cannot envision being self-supporting.

Reasons Older Workers Enter/Return to the Job Market

- Death of spouse/divorce
- Supplement social security
- Retirement of spouse
- "Empty Nest"
- Want to continue learning
- Stay Active
- No retirement resources
- Others?

Reasons for Support Groups

- Keep people on track
- Share experiences
- Provide networking opportunities
- Provide feedback
- Share info about job openings

Accessing Community Services

Exploring the Internet

Networking

Accessing Community Services Exploring the Internet Networking

DESCRIPTION OF MODULE:

This module addresses methods and resources, which can be used to expand the resources available to the Older Worker Specialist. This module will help to define *who* and *where* the Older Worker Specialists are, and how to work with them as a networker for support and training. Also provided will be information on the other community resources and the value of working with them.

LEARNING OBJECTIVES:

The module will present information to assist the counselors to understand responsibility in working with other Older Worker Specialists and other community agencies by:

1. Providing information on who the Older Worker specialists are.
2. Providing information on technical assistance resources.
3. Providing information on other community resources and using local resource directories.
4. Emphasizing the role of the specialist as the in-house advocate for Older Workers.
5. Providing information on use of the Internet.

NOTES TO TRAINER:

1. The trainer may use this module with a small or large group, or work with a counselor on an individual basis.
2. Transparencies are available and copies are available to be handed out for resource materials for the counselors.
3. It is suggested that the trainer take time to ask trainees to discuss their own local resources and networking experience or ideas.
4. A "getting to know you" exercise is included and should be given at the beginning of the session as a warm-up. This can be given during the discussion of the support network.

5. During the Senior Providers discussion, distribute the statewide list referenced.
6. During the Technical Assistance section, distribute the list of technical assistance resources.
7. During the Internet portion of the training, the trainer should facilitate a discussion of Internet experiences by the trainers, to elicit comments on success stories using the Internet for Older Workers or employment related issues. During this discussion the trainer will distribute the list of Internet addresses developed by the Department of Labor and Employment

TIMELINE:

ACCESSING COMMUNITY RESOURCES	Minutes
Introduction	2
Who and Where	10
In-House Advocate	3
Internet	15
Community Outreach	4
Area Agencies On Aging	5
Total	40

NETWORKING	Minutes
Introduction and Definition	2
“Getting to know you” exercise	10
Support Network	5
Senior Providers	5
Technical Assistance	5
Total	25

Accessing Community Resources

I. Introduction - (use with Overhead 1 Module 4)

The purpose of this module is to provide information to the Older Worker specialist regarding Accessing Community Resources.

- a. To explain why this is such an important part of the position.
 1. Because of the variety of needs, the older worker applicant will bring problems to the interview, (many of which must be resolved before the applicant can successfully seek employment), which the older worker specialist cannot deal with personally.
 2. How program productivity will increase with adequate information to assist applicants in resolving such issues as transportation, clothing, etc.
- b. To provide an overview of whom the resources might be within the One-Stop Center and elsewhere in the community.

II. Who and Where are the resources? - (use with Overhead 2 Module 4)

The Older Worker Specialist can be the one-stop provider of information for the applicants regarding the local resources for almost any problem.

- a. **Place of Employment (the local One-Stop Center).** It is important that the specialist knows and understands the in-house system. One-Stop Centers should include, at a minimum: Job Service and JTPA programs. They may include local community-based organizations (CBOs) and other services as determined by the local workforce region. Services **must** include Assessment, Testing, Counseling, Training, Job Referrals, Job Development, Workshops, Resource Centers and Job Placement. Older Workers and Displaced Homemakers are two targeted populations, which must be specifically included in the service delivery plan.
 1. **Job Service** will include automated labor exchange (job placement), Labor Market Information, Veterans services, youth services and Trade Adjustment Assistance (TAA) and North American Free Trade Agreement (NAFTA-TAA) programs. They also include information and assistance with unemployment insurance and with Internet job search tools, including Statewide Job Service listings and America's Job Bank.

2. **Training Programs** will be available through the Job Training and Partnership Act (JTPA) Program as well as testing, assessment and counseling for those applicants who meet eligibility guidelines. In general these will include dislocated workers, economically disadvantaged, some older workers and at-risk youth.
3. **Community Based Organizations** will include specialized services to various targeted populations such as older workers, displaced homemakers, welfare clients, food stamps recipients, ex-offenders, disabled, etc. Which community based programs will be included in the one-stop will be a local decision.

b. Resources Outside of the One-Stop Center

1. **Resource Guide for Local Community Services** It is important to develop a resource guide that includes all of the programs and services, within the effected community, that are available to the Older Workers. The One-Stop Center may have such a guide developed, as the theory behind one-stop development is that a staff will have the necessary information to assist a customer in obtaining any service needed, even when not available at the Center. Such referrals can be done electronically or through the use of a local resource directory.
2. **Know the Older Worker-Friendly employers** In the end Job placement and self-sufficiency is the name of the game. It is very important to be familiar with employers who have the types of jobs needed by your customers, are willing to train or are otherwise able and willing to work with your customers. Employer issues, such as location on transportation routes, flexible scheduling, etc. are important issues with which the specialist should be familiar.

III. In-House Older Worker Advocate/Liaison - (use with Overhead 3 Module 4)

The Older Worker Specialist will serve as the Older Worker Advocate/Liaison within the One-Stop through the following:

1. Educating the staff.
2. Ensuring that main stream services are being offered and provided to all Older Worker customers.
3. Updating staff on current Older Worker issues and resources.

4. Actively participating in all office discussions, meetings and planning sessions.
5. Representing Older Worker issues and specific needs.

IV. Internet - (use with Overhead 4 Module 4)

All Older Worker Specialists will receive training on how to access information on the Internet.

V. Community Outreach - (use with Overhead 5 Module 4)

Utilize local office staff to promote Older Worker programs with employers, i.e., distribute resumes through job development. Provide list of skill assessments to the staff for placement services.

Attend community functions to share information regarding how the program operates, and what type of workers and services are available.

Develop local brochures and/or newsletters to distribute to the community. These documents could include, but not limited to: Older Worker information, success stories, employer recognition, one stop services, or whatever appears to be of interest in the local communities.

VI. Area Agency on Aging - (use with Overhead 6 Module 4)

Older individuals coming into the One-Stop Centers may have responsibility for caring for an older parent, a sick spouse or other family member. Area Agencies on Aging across the state can provide resources such as congregate and home-delivered meals, transportation to doctor or shopping, homemaker or chore service or respite care. In addition to providing these services, the Area Agency on Aging is networked with many other services to help caregivers. In addition, where job seekers are concerned with care of parents out of state, the Administration on Aging provides a national Eldercare Hotline to link long-distance caregivers with services for the aging.

Eldercare Locator: 1-800-677-1116

Networking

Definition

Define who the Older Worker Specialists are, as a group. How were they selected? What were the criteria for selection to receive the training? The specialists are believed to have skills or interests that can benefit the older worker applicant. Their role is changing. They must be interested and involved, have the ability to mentor and provide support and relate well with others.

Networking Exercise

This exercise asks participants to meet and quickly interview other participants to identify people who match a list of traits. Its purpose is to get participants in touch with as many people in the room as possible.

Steps:

1. Give each participant the Scavenger Hunt list.
2. Explain that they are to interview other participants, and put the name of anyone who matches a trait, on their list in the blank provided.
3. Allow a maximum of 10 minutes. (This will be a noisy, active exercise.) The first person to complete the full list, or the one with the most names listed, should be given a prize. Inexpensive items, such as candy bars, party favors, etc. work well.
4. Facilitator asks groups what they learned about networking from this exercise, (allow 5 minutes)

Scavenger Hunt list attached

Support Network

Let the class know that a list of attendees will be distributed including names and phone numbers. Attendees are encouraged to call each other for advice, best practices ideas, useful counseling techniques, etc.

Senior Providers

Provide a list of state-wide Senior Providers, including SCSEP projects, JTPA Older Worker Contractors, 40-plus groups and other agencies providing services to older workers. Participants are encouraged to add local information to the list and to make regular use of it.

Technical Assistance

Establish a list of Technical Assistance resources available in your state: i.e., Aging and Adult Services Division, your state's Department of Labor and Employment, your state's Community College and Occupational Education System, and the AARP State Office. Participants are encouraged to contact these offices with questions.

Facilitator should allow the group to discuss other resources for networking that have not been mentioned.

NETWORKING EXERCISE

"Getting to Know You" Scavenger Hunt

Circulate around the room and find a person who meets as many of the descriptions listed below as possible. Put their name in the appropriate blank.

1. Person born on the 15th of any month _____
2. Person with two or more grandchildren _____
3. Person who married their high school sweetheart _____
4. Person who has a horse _____
5. Person who reads romance novels _____
6. Person who loves liver and onions _____
7. Person who talks to their dog or cat _____

Accessing Community Resources

PURPOSE

To provide information on how to access community resources for the Older Workers

Who and Where are the Resources?

The One-Stop Center - know the in-house system

- ◆ Job Service
- ◆ Training Programs
- ◆ Community based organizations

Resources outside the One-Stop Center

- ◆ Resource guide for local community service
- ◆ Know the older worker-friendly employers

In-House Older Worker Advocate/Liaison

- ◆ Educates the staff
- ◆ Ensures mainstream services provided to older workers
- ◆ Updates staff on current older worker issues and resources
- ◆ Actively participates in office meetings
- ◆ Represents older worker issues and specific needs

Internet

All SCSEP Older Worker Specialists will be trained on the Internet

Community Outreach

- ◆ Use local office staff to promote older workers with employers
- ◆ Distribute resumes through job developers
- ◆ Attend community functions to spread the word about your program
- ◆ Develop brochures or newsletters, or ask for a place in a One-Stop brochure or newsletter

Area Agency on Aging

- ◆ Information and programs available to provide help to caregivers of elderly persons
- ◆ Eldercare Hotline for help with out-of-state parent care

Legal Issues:

Age Discrimination in Employment

The Americans with Disabilities Act

Grievance Procedures

Materials in the Age Discrimination in Employment section were taken in part from "Employment and Aging Linkages," a training curriculum developed by the Colorado Governor's Older Worker Task Force through grant #08AM0052/01, awarded by the Administration on Aging, U S Department of Health and Human Services. Authors of the Age Discrimination module include: Carol Betz, Steve Growth and Melissa Neumiller.

*Age Discrimination
in Employment*

Age Discrimination in Employment

TIMEFRAMES:

1. Introduction	5 minutes
2. Lecture	25 minutes
3. Discussion/Q and A	15 minutes
4. Group Exercise	15 minutes
Total	60 minutes

LEARNING OBJECTIVES:

To improve the participant's ability to:

- understand the Federal Age Discrimination in Employment Act of 1967 (ADEA);
- provide additional ADEA resources

INTRODUCTION:

Perhaps the most serious employment barrier cited by advocates for older persons is age discrimination.

Many employers hold stereotypes that lead to age discrimination. The stereotypes are reflected in attitudes, policies and practices effecting every aspect of employment; hiring, training, promotion, lay-off, firing and retirement. No segment of business or industry is entirely free of age discrimination. Moreover, certain categories of older workers (e.g. women, minorities) may face additional barriers that need to be addressed if their contributions are to be maximized.

In 1993, the EEOC handled 19,884 age discrimination complaints (which represents an increase of 32% over 1989). As the American population ages and as people need or want to work longer than in the past, age discrimination in the workplace is becoming a more significant issue.

NOTES TO TRAINER:

Option 1:

It is recommended that two trainers be used in the ADEA module; one as a general facilitator and one representative of State Civil Rights Office or EEOC Commission to present the legal information. At this point, the facilitator should introduce the ADEA speaker (Lecture time 30 minutes)

Option 2:

The video, Age Discrimination: Legal Protections and Processes may be used in place of the lecture. (30 minutes)

Whichever option is used, an additional 15 minutes should be allowed for questions and answers.

Small Group Exercises (15 minutes)

Determine how many small groups you will have and make up duplicate sets of questions for each group. You may want to presort attendees into small groups by color coding their name tags. Each group should select a leader to lead the discussion on each question and to report back to the main facilitator. **Discussion time for each question 5 minutes.**

Questions for small groups to address:

1. How would you tell mature job applicants to respond to the statement "you're over-qualified?"

Notes to trainer -

If an older job applicant is told "you're overqualified," they often are being written off as too old. In response the applicant should stress their qualifications for the job and the fact that they are committed to the position. The applicant has nothing to lose by showing a little bit of nerve and really pushing the employer to consider their candidacy seriously.

2. The older job seeker tells you she wants to lie about her age. She looks much younger and feels that her chances will be better if she presents herself as younger.

Notes to trainer -

You should point out that the customer could lose the job if it is discovered that they gave false information in the application process. They will have to present two pieces of data for their 1-9's at hire and most people's drivers licenses contain the birth date of the driver.

Most importantly, the group should discuss self-esteem issues and should point out the positive attributes of the older job applicant. Emphasize his/her positive attributes, not age.

Age Discrimination

A good defense against age discrimination is an understanding of the law.

Under the ADEA it is illegal for an employer to:

- **Specifically exclude older workers when recruiting employees.**

For instance, an employer may not place a classified ad stating "teenagers preferred" or "recent college graduate," nor may an employer recruit exclusively from local high schools.

- **Pay workers (or refuse to hire them) solely on the basis of age.**

An employer may not use the excuse that an older worker will "retire in a few years."

- **Pay workers differently on the basis of age.**

This doesn't always take the form of a difference in salary. Other forms may also be illegal. For example: less sick leave or severance pay or "stretched out" pay increases.

- **Refuse to train seniors based on age.**

An employer can't use the rationale that younger workers will "be with the organization longer", and so, are worthy of more training.

- **Deny a promotion because of age.**

Seniority sometimes doesn't work for seniors. They get unfairly labeled as "unpromotable" because "they've been on the job too long to do anything else."

- **Discharge workers on the basis of age.**

If a company encounters hard times, it cannot discharge employees with the most seniority (and highest salaries) who tend to be older employees, to save money.

- **Mandatory retirement.**

Certain executives and high policy-making employees may be exempt from this law, but generally ADEA prohibits forced retirement.

- **Demote older workers based on age.**

Some employers' common tactics to force a worker to retire, including giving seniors smaller accounts, restricting their sales territory, or "laterally transferring" them in actions that amount to demotions.

- **Transfer, or refuse to transfer, seniors, based on age.**

A union hiring hall can't give referral preference to "a journeyman under 55". An employment agency can't try to fill a request for "a receptionist under 40".

- **Retaliate against workers who complain about age discrimination.**

It is also illegal to fire a supervisor who refuses to demote a senior.

Certain situations are exempt from the ADEA. In some instances, age can be a legitimate qualification for employment.

For example:

- If age is a reasonable qualification necessary to the operation of the business, it is legal. Obviously, it would not make sense to hire a senior male for a television commercial to model young boys' clothing.
- Providing a different level for a bon fide employee benefit can be legal. Normally, life insurance premiums increase with age, and a senior may get less coverage than a younger worker for the same premium.
- Giving a benefit on the basis of seniority can be legal. A 40-year-old employee, with 10 years experience, may get two weeks vacation while a 50-year-old, with five years seniority, may get one week.
- Mandatory retirement at age 65, of executive or high policy employees is legal. That person must qualify for an employer-paid pension.
- Hiring on the basis of ability, regardless of age, is legal. If a senior performs poorly, he or she may be fired or demoted.
- Job elimination is legal. The ADEA says nothing substantive about this, so employers usually go this route to lay off or discharge seniors.

What To Do About Age Discrimination:

If you believe you are a victim of age discrimination, you can pursue your rights under the ADEA. You should:

- Get as many relevant facts as possible in writing. Keep a diary, take notes, make copies of all correspondence relating to the requirements of your job, your qualifications and your performance.
- Discuss the situation with your employer. Talk it over, but don't make accusations. Keep a copy of all your performance evaluations, and memoranda concerning them. Respond quickly to all inaccurate evaluations or memoranda concerning your performance.
- Try to resolve the matter informally. Aim to do this in early discussions with your employer without bringing in a lawyer.

If this fails:

- File a charge with the EEOC within 180 days of the alleged discriminatory incident: (300 days in states that have age discrimination laws).
- Go through your agency's normal equal opportunity process if you're a federal employee, or notify the EEOC of your intent to file a lawsuit. Thirty days after notifying the EEOC, you can file suit against the federal agency.
- File your own lawsuit if the EEOC does not pursue the charges in court or if 60 days have passed since you filed the charge.
- File as soon as possible. You can only get back-pay for two years before the suit is filed, (or three years if the employers' violation is willful.)
- Don't hire an attorney in an age discrimination case until you have decided to file a lawsuit.
- Pick an attorney through legal aid groups or from law firms that specialize in employment discrimination cases. Local bar associations may also have referral services for attorneys skilled in ADEA. Also, look up recent age discrimination cases in a local law library to get the name of an experienced ADEA attorney in your region.

- Deal with the court's ruling realistically. If you win a lawsuit, the court usually awards back-pay and attorney's fees. The court may also order that you can get your old job back or be paid until you find a comparable position. You can ask for liquidated damages, (up to twice the amount of back pay), if you can prove that your employer willfully violated the ADEA. If you lose, (and more recent cases were decided in the employers' favor than the employees'), accept the decision and get on with your life.

You can get information about the ADEA enforcement through the local EEOC office listed in the United States Government section of the phone book or write EEOC at 2401 E Street, NW, Washington, D.C. 20507.

From: Getting A Job After 50. John S. Morgan, copyright 1987, by Petrocelli Books, Princeton, New Jersey, pp. 196-199

Lecture: Summary/Wrap-Up (5 minutes)

Age prejudice starts operating around forty, but people who don't see themselves as too old can do very well. Bias against you isn't as much of a problem as your believing it. Here are ways of coping:

- Adopt a mental attitude that aging is nothing more than being around longer, resulting in greater experience. Project the right image.
- Consider job hunting as a change from one activity to another, having nothing to do with your age.
- Make your job hunting age neutral. Never refer to your age yourself; if others, particularly potential employers, do so, reply in terms of experience rather than age.
- Use "firing" and all its synonyms as sparingly as possible in your vocabulary. Instead, use "career change", "new direction", "new mode", etc.
- Remember that aging is a fact of life, for you and everyone else. Program yourself for it as a natural event.
- Make job hunting and/or career changing the role for you. Avoid limbo.
- Join an organization representing seniors, preferably one representing job hunting seniors.

The U.S. Equal Employment Opportunity Commission

Contacting the EEOC

Headquarters

U.S. Equal Employment Opportunity Commission
1801 L Street, NW
Washington, D.C. 20507

Phone: (202) 663-4900

TDD: (202) 663-4494

Field Offices

To be automatically connected with the nearest EEOC field office, call:

Phone: 1-800-669-4000

TDD: 1-800-669-6820

*Americans with
Disabilities Act*

Americans with Disabilities Act (ADA)

TIMEFRAMES:

Approximately one hour should be scheduled for this overview of the Americans with Disabilities Act.

LEARNING OBJECTIVES:

To provide the participant with a basic knowledge of:
Rights provided by the ADA regarding employment
Responsibilities of employers under the ADA
How to access additional information, technical assistance regarding the ADA.

INTRODUCTION:

Over 43 million Americans with physical or mental impairments that substantially limit daily activities are protected under the ADA. These activities include working, walking, talking, seeing, hearing, or caring for oneself. People who have a record of such an impairment and those regarded as having an impairment are also protected.

The ADA has five titles:

Title I - Employment (All Title II employers and private employers with 15 or more employees)

Title II - Public Services (state and local government including public school districts and public transportation)

Title III - Public Accommodations and Services Operated by Private Entities

Title IV - Telecommunications

Title V - Miscellaneous Provisions

NOTES TO THE TRAINER:

Option 1:

Because of the complexity of the Americans with Disabilities Act, it is recommended that an ADA expert be brought in to conduct this session and to deal with questions that will arise about the law. A list of nationwide sources of ADA technical assistance is included at the end of this module.

Option 2:

If an ADA specialist cannot be assigned to conduct this session, the materials in the module may be used along with the videos that are listed at the end of this module. ADA videos may be accessed through the Regional ADA Assistance Centers.



North Dakota, South Dakota, Montana, Wyoming, Utah, Colorado
800-949-4232

An Overview of the Americans with Disabilities Act

Over 43 million Americans with **physical** or **mental** impairments that **substantially limit** daily activities are protected under the ADA. These activities include working, walking, talking, seeing, hearing, or caring for oneself. People who have a record of such an impairment and those regarded as having an impairment are also protected. The ADA has the following five titles:

- Title I - Employment (all Title II employers and private employers with 15 or more employees)
- Title II - Public Services (state and local government including public school districts and public transportation)
- Title III - Public Accommodations and Services Operated by Private Entities
- Title IV - Telecommunications
- Title V - Miscellaneous Provisions

The following is a brief summary of some of the major requirements contained in the ADA statute. To determine all of the requirements that a covered entity must satisfy, it is necessary to refer to the regulations, guidelines, and/or technical assistance materials that have been developed by the Department of Justice (DOJ), the Equal Employment Opportunity Commission (EEOC), the Department of Transportation (DOT), the Federal Communications Commission (FCC), and the Architectural and Transportation Barriers Compliance Board (the Access Board). In addition, the Internal Revenue Service (IRS) has developed regulations on the tax relief available for certain costs of complying with the ADA, such as **small business tax credits**.

Title I - Employment

Title I of the ADA prohibits discrimination in employment against people with disabilities. It requires employers to make **reasonable accommodations** to the **known physical or mental limitations of a qualified applicant or employee**, unless such accommodation would impose **an undue hardship on the employer**. Reasonable accommodations include such actions as making worksites accessible, modifying existing equipment, providing new devices, modifying work schedules, restructuring jobs, and providing readers or interpreters.

Title I also prohibits the use of employment tests and other selection criteria that screen out, or tend to screen out, individuals with disabilities, unless such tests or criteria are shown to be job-related and consistent with business necessity. It also bans the use of pre-employment medical examinations or inquiries to determine if an

applicant has a disability. It does, however, permit the use of a medical examination after a job offer has been made if the results are kept confidential; all persons offered employment in the same job category are required to take them; and the results are not used to discriminate.

Employers are permitted, at any time, to inquire about the ability of a job applicant or employee to perform job-related functions. The EEOC is the enforcement agency for Title 1.

Title II - Public Services

Title II of the ADA requires that the services and programs of local and State governments, as well as other non-Federal government agencies, shall operate their programs so that **when viewed in their entirety** are readily accessible to and usable by individuals with disabilities.

Title II entities:

- do not need to remove physical barriers, such as stairs, **in all existing buildings**, as long as they make their programs accessible to individuals who are unable to use an inaccessible existing facility.
- must provide appropriate auxiliary aids to ensure that communications with individuals with hearing, vision, or speech impairments are as effective as communications with others, unless an undue burden or fundamental alteration would result.
- may impose safety requirements that are necessary for the safe operation of a Title II program if they are based on **actual risks** and not on mere speculation, stereotypes, or generalizations about individuals with disabilities.

In addition, Title II seeks to ensure that people with disabilities have access to existing public transportation services. All new buses must be accessible. Transit authorities must provide supplementary paratransit services or other special transportation services for individuals with disabilities who cannot use fixed-route bus services, unless this would present an undue burden.

Title III - Public Accommodations

Public accommodations include the broad range of privately owned entities that affect commerce, including sales, rental, and service establishments; private educational institutions; recreational facilities; and social service centers. In providing goods and services, a public accommodation may not use eligibility requirements that exclude or segregate individuals with disabilities, unless the requirements are "necessary" for the operation of the public accommodation. As an example, restricting people with Down's Syndrome to a certain area of a restaurant would violate Title III. It also requires public accommodations to make reasonable modifications to policies, practices, and procedures, unless those modifications would fundamentally alter the nature of the services provided by the public accommodation.

Title III also requires that public accommodations provide auxiliary aids

necessary to enable persons who have visual, hearing, or sensory impairments to participate in the program, but only if their provision will not result in an undue burden on the business. Thus, for example, a restaurant would not be required to provide menus in Braille for blind patrons if it requires its waitpersons to read the menu. The auxiliary aid requirement is flexible. A public accommodation may choose among various alternatives as long as the result is effective communication.

With respect to **existing facilities** of public accommodations, physical barriers must be removed when it is "**readily achievable**" to do so (i.e., when it can be accomplished easily and without much expense). Tax write-offs are available to minimize the costs associated with the removal of barriers in existing buildings or in providing auxiliary aids, including interpreters for the deaf. Modifications that would be readily achievable in most cases include the ramping of a few steps. However, **all construction of new building facilities** and alterations of existing facilities in public accommodations, as well as in commercial facilities such as office buildings, must comply with the ADA Accessibility Guidelines (ADAAG) so they are accessible to people with disabilities. New privately owned buildings are not required to install elevators if they are less than three stories high or have less than 3,000 square *feet per* story, *unless* the building is a shopping center, mall, or a professional office of a health care provider.

Title III also addresses transportation provided by private entities.

Title IV - Telecommunications

Title IV of the ADA amends the Communications Act of 1934 to require that telephone companies provide telecommunication relay services. The relay services must provide speech-impaired or hearing-impaired individuals who use TTYs or other non-voice terminal devices opportunities for communication that are equivalent to those provided to other customers.

Title V - Miscellaneous Provisions

This title addresses such issues as the ADA'S relationship to other laws including the Rehabilitation Act of 1973, requirements relating to the provision of insurance, regulations by the Access Board, prohibition of State immunity, **inclusion of Congress as a covered entity**, implementation of each title, promotion of alternative means of dispute resolution, and provision of technical assistance.

**For additional information and answers to your questions,
call 1-800-949-4232.**

**Disability and Business
Technical Assistance Centers
(DBTACs)
(800) 949-4232 (V/TT)**

**Call toll-free above for information, materials or technical assistance on the ADA.
This number will automatically route your call to the DBTA in your region.**

Region 1 (CT, ME, MA, NH, RI, VT)

New England DBTAC
Adaptive Environments Center, Inc.
374 Congress Street, Suite 301
Boston, MA 02210
(617) 695-1225 (V/TT)
(617) 482-8099 (fax)
adaptive@adaptenv.org
<http://www.adaptenv.org>

Region 2 (NJ, NY, PR, VI)

Northeast DBTAC
United Cerebral Palsy Associations of
New Jersey
354 South Broad Street
Trenton, NJ 08608
(609) 392-4004 (V)
(609) 392-7033 (TT)
(609) 392-3505 (fax)

Region 3 (DE, DC, MD, PA, VA, WV)

Mid-Atlantic DBTAC
Transcen, Inc.
451 Hungerford Drive, Suite 607
Rockville, MD 20850
(301) 217-0124 (V/TT)
(301) 217-0754 (fax)

**Region 4 (AL, FL, GA, KY, NC, SC,
MS, TN)**

Southeast DBTAC
United Cerebral Palsy Association, Inc.
1776 Peachtree Road, Ste. 208N
Atlanta, GA 30309-2351
(404) 888-0022 (V/TT)
(404) 888-9091 (fax)
sedbtac@ucpa.org
<http://www.ucpa.org/SEDBTAC.html>

Region 5 (IL, IN, MI, MN, OH, WI)

Great Lakes DBTAC
University of Illinois/Chicago
Institute on Disability & Human
Development
1640 West Roosevelt Road
Chicago, IL 60608
(312) 413-1407 (V/TT)
(312) 413-1856 (fax)
greatlakes@uic.edu

Region 6 (AR, LA, NM, OK, TX)

Southwest DBTAC
Independent Living Research Utilization
2323 So. Shepherd Blvd. Suite 1000
Houston, TX 77019
(713) 520-0232 (V)
(713) 520-5136 (TT)
(713) 520-5785 (fax)
<http://www.bcm.tmc.edu/ilru>

Region 7 (IA, KS, MO, NE)

Great Plains DBTAC
University of Missouri/Columbia
4816 Santana Circle
Columbia, MO 65203
(573) 882-3600 (V/TT)
(573) 884-4925 (fax)
<http://www.dir.net/-adabbs>

Region 8 (CO, MT, ND, SD, UT, WY)

Rocky Mountain DBTAC
Meeting The Challenge, Inc.
3639 Sinton Road, Suite 103
Colorado Springs, CO 80907
(719) 444-0268 (V/TT)
(719) 444-0269 (fax)
<http://www.usa.net/ada-infonet>

Region 9 (AZ, CA, HI, NV, Pacific Basin)

Pacific DBTAC

Public Health Insurance

2618 Shattuck Avenue, Suite 301

Berkeley, CA 94704-1307

(510) 848-2980 (V)

(510) 848-1840 (TT)

(510) 848-1981 (fax)

<http://www.pacdbtac.org>

Region 10 (AK, ID, OR, WA)

Northwest DBTAC

Washington State Governor's Committee

On Disability Issues & Employment

P.O. Box 9046 MS 6000

Olympia, WA 98507-9046

(360) 438-4116 (V/TT)

(360) 438-3208 (fax)

<http://weber.u.washington.edu-atrc/NWD.html>

VIDEO LIST

GENERAL ADA:

"ADA: Access for Deaf Americans" (Gallaudet University) 68 mins.
General overview specifically for deaf audiences.

"Putting the ADA to Work For You" (American Occupational Therapy Assoc.) 13 mins.
Deals with Employment and Title III situations, particularly for Rehab Professionals.
[Open Captioned] (Order from American Occupational Therapy Assoc. at 800/755-8550,
Ext.195.)

"Real Life-The ADA" (ILRU) 30 mins. A 1995 presentation on public television. A
discussion of the ADA, hosted by Lex Frieden (Project Director for the DBTAC in
Houston, Texas), with Rick Douglas (Executive Director of the President's Committee
on Employment of People with Disabilities), Ralph Rouse (Regional Manager for the
Office for Civil Rights in Dallas, Texas), and Laura Rothstein (Professor of Law at the
University of Houston Law Center). [Closed Captioned] Order from ILRU, 2323 S.
Shepherd, Suite 1000, Houston, Texas 77019, 713/520-0232.

"The Basics of the ADA With Randy Dipner" (Meeting the Challenge) 60 mins. General
presentation of the three major Titles of the ADA.

TITLE 1:

"Bridging the Talent Gap" (Job Accommodation Network [JAN]) 23 mins. Discusses
accommodations and the services that JAN provides.

"Corporate EEO: The ADA" (Georgia Pacific) 45 mins. Definitions and actual examples
of reasonable accommodations from the Georgia Pacific company.

"Discrimination on the Job" (EEOC and the DC Bar) 25 mins. Discusses the four
employment laws that EEOC enforces.

"Employability: Integrating People With Developmental Disabilities Into the Workplace"
(Woolworth Corp) 25 mins. Employment/sensitivity specific to developmental
disabilities.

"Employment and the ADA: It's Your Opportunity" (Corporate Productions) 30 mins.
ADA information for the employee with a disability. [Closed Captioned.] (Order from
Inter'l Assoc. of Machinists and Aerospace Workers at 301/967-4500.)

"Hiring Individuals with Disabilities: It's Good Business" (Corporate Productions) 30
mins. ADA information for the employer, including accommodations. [Closed
captioned.]**

"New Access to the Workplace" (MTI Film & Video) 40 mins. This video explains this law, with emphasis on how it will affect employees and outlines steps to implement. Also dispels myths surrounding people with disabilities. [Open Captioned]** (Order from MTI Film at 800/621-2131. Cost is \$475.)

"No Barriers for Business" (Cornell University) 22 mins. Video on human resource practices and the ADA along with ten accompanying brochures produced by Cornell. Features Phil Kozak from Carolina Fine Foods company with a temporary disability. [Open Captioned] (Order for a charge from Cornell by calling 607/255-7727)

"Part of the Team" (Easter Seals) 17 mins. Working with employees with disabilities. (Order from National Easter Seal Society, 230 West Monroe Street, Ste 1800, Chicago, IL 60606. 312/726-6200. \$15.00 + \$4.95 S&H) [Open-captioned]

"The Ultimate Job Search: Job Search Tips for People with Disabilities" (National Veterans' Training Institute) 18 mins. [Closed Captioned] Topics covered are interview preparation, accommodations, misconceptions and successful interviewing techniques. (Can be ordered at 800/451-5759)

"Workplace of the Nineties" (TeleSensory) 10 mins. Adaptive equipment for the visually impaired.

TITLE II:

"ADA Title II: Avenues to Compliance" (LRP Publications) 35 mins. Steps for State and Local Governments to take to accomplish ADA compliance. [Open captioned]

"Work in Progress" (Adaptive Environments and Barrier Free Environments) 26 mins. How a city is making facilities and programs accessible. [Open captioned; audio descriptive and open captioned]

TITLE III:

"A Warm Welcome" (National Restaurant Association) 13 mins. Discusses communication and accessibility issues. [Closed Captioned.] (Order from National Restaurant Assoc., 1200 - 17th St. NW, Washington DC 20036, 202/331-5900. Cost is \$34.95 + \$5.50 P&H.)

"ACCESSIBLE DESIGN: History of Title III - 12 mins; and "ADAAG Standards" - 18 mins. (Access Board) [Open Captioned.]

"Improving Your Rural Business" (Purdue University) 14 mins. How to make rural business accessible. [Closed captioned] **

"Open for Business" (Disability Rights Education and Defense Fund [DREDF]) 15 mins. Business and the ADA. [Closed captioned; audio descriptive]

"Service Excellence: Patrons with Disabilities" [Intn'l Assoc. of Auditorium Mangers] 15 mins. How to serve patrons in the auditorium setting. [no captioning] ** (Order from Int'l Assoc. of Auditorium Managers, 214/255-8020.) (2 copies)

"Serving Customers with Disabilities" (Salenger Films) 15 mins. Customer service tips for people with disabilities. [Open captioned]

"The ADA Title III: Public Accommodations & Commercial Facilities" (BOMA) 60 mins. Open forum overview on Title III, questions and answers with audience participation. (Order from BOMA at 1201 New York Ave., NW Suite 300, Washington DC, 20005.)

TITLE IV

"Relay Service-Colorado" (Sprint) 11 mins. Information on the Relay Service.

COMMUNICATIONS:

"Communication Means Business" (American Speech-Language-Hearing Association) 18 mins. Achieving effective communication under the ADA. [Open captioned]

"Emergency Personnel Interaction with People Who Are Deaf" (University of Utah, Continuing Education Department) 13 mins. [Closed Captioned] Three emergency scenarios including police and ambulance situations. Includes video, trainers guide, sample handout, Dept. of Justice publication "Commonly Asked Q & A about the ADA and Law Enforcement. (Available for \$19.95 at 801/585-3093)

"Fire Safety and You" (Produced by Charlotte NC Fire Dept & the Program for Accessible Living) 19 mins. ASL presentation of fire safety. Voice and CC. (Can be ordered from Programs for Accessible Living in NC at 704/537-0550 for the cost of postage.)

"The 911 Operator and the TTY" (Ameritech and the Michigan State Steering Committee) 8 mins. [Open captioned]

SENSITIVITY:

"A VideoGuide to (Dis)Ability Awareness" (The Idea Bank) 25 mins. Sensitivity film addressing all major disabilities.

"All Ways Welcome" (Ontario Ministry of Tourism and Recreation) 18 mins. Humorous look at disability awareness.

"Nobody is Burning Wheelchairs" (National Easter Seal Society) 15 mins. Features people with disabilities including a deaf comedienne and a TV news reporter. [Open-captioned]

"Same Walk. Different Streets - Geri Jewell on Stage" (Milt Wright & Associates) 30 mins. Geri Jewell was the first performer with a disability to win a regular role in a television series (*Facts of Life*). "Geri uses her comedic talent to inspire appreciation of ability, diversity and human potential."

"Take Another Look - Police Response to Seizures & Epilepsy" (Epilepsy Foundation of America) 15 mins. For law enforcement personnel. **

"The Encounter" (State of Nebraska, Div. Of Rehab Svcs. for the Visually Impaired) 11 mins. Sensitivity film on interaction with visually impaired individuals.

"The Ramp of Hope" (Action Technology) 5 mins. A social statement against stereotypical discrimination and condescending attitudes toward people with disabilities.

"The Spirit of the Law (ILRU) 9 mins. Brief history of disability awareness.

"The Ten Commandments of Communicating with People with Disabilities" (Irene M. Ward & Assoc.) 26 mins. Communicating effectively with people with disabilities in different situations. [Version 1: Closed-Captioned; Version 2: Audio descriptive and open captioned] \$25 DEPOSIT REQUIRED ** (2 copies)

"Think Twice" (Rocky Mountain Brain Injury Center) 15 mins. Sensitivity film on brain injuries.

TRANSPORTATION:

"Providing Public Transportation to Everyone" (National Easter Seal Society) 15 mins. (Order from Easter Seal Society at 312/726-6200. Cost is \$35.)

"Safe Transport of the Public Under the ADA" (US Dept. of Transportation) 30 mins. To be used with Discussion Guide. Training video for transportation workers. **

MISCELLANEOUS:

"Accessible Sidewalks" 22 mins. Two separate programs: (1.) Design Issues for Pedestrians who are Blind (2.) Design Issues for Pedestrians who use Wheelchairs. [Open Captioned]

"Building & Remodeling for Access" 30 mins. Alterations for private homes. A copy of a TV "how-to" program that gives ideas to make a home accessible for wheelchair use. (\$15.45 - Order at 800/531-5599, or Hometime Video Publishing, Inc., Dept Q, 4275 Norex Dr., Chaska, MN 55318)

"Child Care and the ADA" (Beth Ann Car & Assoc.) 75 mins. total in 8 (7-10) minute segments. Segment titles are: Overview; Ensuring Access; Working with Parents and Community Resources; Situations and Solutions; Recognizing Disabilities; Behavior and Development Issues; Family Day Care Homes; and The Bottom Line. (Order from CTEC, Eastern Washington Univ., Attn: ADA Training Materials, 407 West Riverside, Ste 421, Spokane, WA 99201. \$85.00 for 8 tapes and a manual for each tape)

"Entrances to the Past" (US Dept. of the Interior & National Park Service) 28 mins. Accessibility and historic preservation. [Open captioned]

"Fair Housing Accessibility Guidelines" 28 mins. From HUD

"Retrofitting for Accessibility" (25 mins.) (National Center on Accessibility) Shows ADAAG standards and how to accomplish accessibility, particularly in regard to bathrooms, slopes, ramps, etc. [Open captioned] (Order from National Center on Accessibility, 5040 State Road 67 North, Martinsville, IN 46151, 800/424-1877. \$30)

"Right at Home" (Ward & Assoc.) 30-20-10 minutes versions. Rights of people with disabilities under the Fair Housing Act. Comes with a training manual [cc]

"Toward Universal Design" (Peter Voight & Assoc.) 15 mins. Discusses designing without architectural barriers. [Open captioned]

SPANISH:

"No Barriers for Business" (Cornell University) 22 mins. Disability non-discrimination in human resource practices across a number of specific functional areas. Also includes 10 ADA brochures on implementing the ADA in employment situations. (Order from Cornell) (Spanish Subtitles)

"The ADA: An Overview" (ILRU/ADA) 8 mins. (Order from ILRU, 2323 S. Shepherd, Suite 1000, Houston, Texas, 77019, 713/520-0232.

"The ADA: The Spirit of the Law" (ILRU/ADA) 8 mins. Brief history of disability awareness. (Order from ILRU at above address)

VIDEOTAPE SERIES FROM THE CENTER FOR UNIVERSAL DESIGN

#2: Accessible Route and Protruding Objects (1997, 17 mins. CC & Open Captioned)

#4: Accessible Parking and Curb Ramps (1997, 19 mins. CC & Open Captioned)

#6: Accessible Doors, Entrances, Egress, & Windows (1997, 16 mins. CC & Open Cap.)

Grievances

Grievance Procedures

NOTES TO THE TRAINER:

This segment is included to remind trainees of the importance of knowing local grievance procedures. In states where there is a uniform grievance system statewide, that system may be presented at this point.

Grievances in One Stop Centers

Be sure to learn your office's procedures for employee grievances, customer complaints, mediation, and other grievance procedures, if different from the uniform statewide system.

Senior Community Service Employment Program Grievances

If you are a Senior Community Service Enrollee working in a One-Stop or other employment program, you should be aware of your SCSEP project's grievance procedures. Any serious problems in the workplace should be discussed with your SCSEP project staff.

Employer Relations

Much of the information in this section is from "Helping Employers IS Helping Older Workers!" developed by the National Association of State Units on Aging supported in part by award number 90AM0458/01 from the Administration on Aging, Office of Human Development. Authored by Greg Newton, Newton Associates.

Employer Relations

NOTES TO THE TRAINER:

TIMEFRAMES:

Lecture/discussion:

Work within your Office's Employer Relations Plan	10 minutes
Marketing the Older Worker/Marketing Tools	15 minutes
Keeping Employers Satisfied/Follow Up	10 minutes
Total	35 minutes

LEARNING OBJECTIVES:

- To encourage participants to become an active part of the employer relations efforts of their one-stop center or employment program
- To provide skills and tools for developing and maintaining positive relations with employers

Employer Relations

INTRODUCTION:

There's more to the job than working with applicants. Building good relationships with employers is important to your success on the job.

LECTURE:

Work Within your office's Employer Relations Plan

Most one-stops and other programs will have employer relations staff (job developers) and/or a marketing plan to reach employers. Since you will be in contact with applicants and employers on a regular basis, you should become a part of this employer relations effort by:

- making sure that job developers in your office are aware of your job applicants and their needs.
 - make sure that everyone in the office is knowledgeable about your program and that staff who visit or contact employers have your program materials available to them.
 - keep everyone in your office aware of new developments in your program, and about older worker issues. Share information memos you receive from your program. Share news clippings about older worker issues.
 - if possible, accompany the job developer on an employer visit.
- **Discussion Point:** Are any participants here today already involved in a one-stop center or other employment program's employer relations efforts? How is it working?

Marketing the Older Worker to the Employer (use with Overhead 1 Module 6)

Talk about the applicant's skills. Don't focus on their age. You are working with job applicants who happen to be older, but your emphasis is on how they meet the needs of the employer.

Don't use stereotypes.

- **Question:** What are the positive stereotypes about the older worker? (Trainer may want to list on flip chart)
 - There are positive older worker stereotypes, for example: Reliable, good work ethic, dependable, punctual.....this may or may not be true about your individual applicant.

- **Question:** What are the negative stereotypes about the older worker? (Trainer may list on flip chart)
 - There are negative older worker stereotypes, for example: difficult to work with, know-it-alls, resist change.

Focusing on age by using positive stereotypes of older workers can result in the employer visualizing only the negative stereotypes. **It's best to avoid any kind of stereotype and to talk instead about the skills and abilities of the job applicant.**

- You are not marketing older workers. You are marketing qualified applicants who happen to be older.

Marketing Tools for an Effective Older Worker Effort

Here are some tools that job developers tell us have been useful to them:

- A list of past employer customers. Employers and businesses that have hired from you in the past.
- Quotes from satisfied employers and/or testimonial letters.
- Sample descriptions of job-seekers and/or mini-resumes.
- List of types of jobs customers get.
- Methods for Staying in Touch with Employers:
 - ✓ Thank you notes
 - ✓ Newsletters
 - ✓ Special Occasion Cards
 - ✓ Newspaper clipping of articles of interest to a particular employer
 - ✓ Offer to use good employers in publicity efforts
 - ✓ Awards and recognition

Keeping Employers Satisfied (use with Overheads 2 & 3 Module 6)

- Send the right person to the job interview
- Carefully screen applicants against the employers job requirements. The number one complaint of employers is that they often receive referrals of applicants who don't meet the minimum qualifications that they've included in their job listing. Such a referral is one of the quickest ways to lose an employer's business.
- Help the referred job seeker do his/her very best in the interview. Make sure that the applicant is truly interested in the job. Discuss the requirements and how the applicant can best present his/her skills, education, experience and interest.
- Promote the positive attributes of the job seeker when making the referral.

Follow up

- In all professions you are judged not just by what you say, but how you follow up.
- You need to follow up to find out how the interview went and if the applicant was hired.
- The follow up call is also a way to communicate to the employer your interest in and commitment to customer satisfaction.
- The follow up call can also be a good time to get additional job orders. Simply ask, "is there anything else I can do for you?"

Helpful Hints for Contacting Employers/Business Leads

The trainer should spend about 15 minutes highlighting the key points from this list of ***Tips for the Mature Job Seeker: Helpful Hints for Contacting Employers/Business Leads***, which is found at the end of this chapter. It should be noted that this list is taken from the NCOA Website and is one of many excellent resources that may be found on the Internet.

Personal Planning

Allow each trainee a 15-minute period to review the materials in the chapter and to make a list of ideas that he/she will implement back at the office. It will be helpful ask the group to share those tips and ideas that they plan to use on the job. Allow 5-10 minutes for group sharing.

Tips for the Mature Job Seeker

Helpful Hints for Contacting Employer/Business Leads

Before the Visit

- Brainstorm companies that would be likely employers for a specific participant you feel is job ready.
- Gather employer information from job banks.
- Select the workplaces you want to visit and let them know who you are.
- Send letter or brochure (use the bulk mail rate by sending 200 and expect a 1% return/response)
- Do a phone follow-up (use an "assumptive close" - "I can be there to speak with you about this...")
- Attach news clippings that might be appropriate research articles and success stories from local papers.
- Clip articles that would help an employer make a connection.
- Send mini-resumes, or better yet, brief descriptions of specific individuals.
- Send to nonprofit as well as private sectors.

Call potential employers who are interested in your services.

- Time your calls to suit the convenience of your employers. Calling when the employer is most receptive will bring you more business. Telemarketing professionals think Monday is the best day, followed by Tuesday and Thursday.
- Talk from the employer's point of view - what it is the employer needs. The only way you can solve your own problem is by helping the employer solve his/hers.
- Speak the employer's language. Use the terms and expressions employers use. If you understand his/her problems, you are bound to speak his/her language.
- Adapt your approach to the employer. Even the most carefully prepared talk has to be fitted to the employer's needs.
- Know who influences the hiring. It may be one person or several, but don't waste time with people who have no influence.
- Decide whom you wish to contact. When initiating a relationship, it might be helpful to consider whom you target within the company or agency. There are four possible primary targets. (Ideally you would want to talk to all, but you may be limited to one or feel it best to target just one.) They are:
- **The Coach:** This person would be a personal contact of yours within the company. It may be a personal friend or someone you have met in other ways. You would be receiving "inside" advice on employment needs. You can gain insight and an idea for the right approach.
- **The Economic Influence:** The person who decides how dollars will be expended for staff is the economic influence. This is usually the CEO of the company or agency. This person will have to be convinced of the economic feasibility of hiring a job ready older person.

- **The Technician:** This person is the head of Personnel or Human Resources Development. The main responsibility of the technician is to not make mistakes in hiring - to screen out people who might not be good employees. Technicians are not inclined to talk risks if they buy into the myths about older workers. When dealing with the technician, work quickly. Keep this person on your side.
- **The User:** The direct supervisor of the program participant you wish to place.
- Schedule the field visit. Don't "just drop in." Avoid visits on busy days.
- Be prepared. The staff person who is thoroughly familiar with the services and benefits of his program builds up employer confidence and his own prestige.
- Have faith in the performance record of your program. The more you believe in your service, the more conviction you will have in selling them.
- Don't be afraid to break with traditions. If you have "sales" aids, be ready to use them. And don't hesitate to try out your own ideas.
- Know the benefits your program offers. Tell the employers convincingly about the benefits that your program can afford (a pool of applicants to choose from, drawn from all over the area). Tell the employer the advantages of interviewing applicants your program has pre-screened. If the employer is having difficulty hiring qualified workers, suggest that he might like to consider establishing a training course in cooperation with JTPA or a vocational source. Remember the principle of "buyer's remorse." You don't want the employer to have regrets later on. Make sure that the buyer, the employer, remembers the benefits the day after your contact.
- Identify ways to make the employer feel that you are a helper. Friendly cooperation is the best means of gaining customers.
- Anticipate employer concern about hiring the older worker.
- Give information on what you can offer them (BENEFITS).
- Remember the three C's: communication, cooperation, and consideration.
- Remember the employer is not the villain in this situation.
- Plan your presentation (practice, role-play, write a phone script, etc.)
- Smooth your road with the proper preparation. The job developer, who is prepared, physically, morally, mentally, and materially, need have no fear of the tough employer.
- Know the clients you are presenting. Study their file.
- Telemarketing, in spite of it being unpleasant for some to do, is very efficient!

During the Visit

- Arrive on time.
- Be a welcome guest and a courteous one. Be alert to ways to relate to the person you have contacted. Notice what is displayed in the office. Relate to the person as an individual.
- Observe safety precautions relative to dress, handling materials, touching machines.
- Don't force yourself in if you are not wanted, but try to get a commitment to speak with this person at a later time.
- Don't underestimate the moral and ethical principles of the employer. Avoid profanity, rough language, and dirty stories.
- Don't expect free lunches or samples.
- Don't take along uninvited guests.

- Don't lag behind if in a group.
- Don't interrupt work or talk to employees on duty unless approval is given.
- Don't act like a labor or factory inspector.
- Don't presume to rate employer policies and programs.
- Don't introduce unpleasant or controversial topics.
- Don't jump to conclusions.
- Don't scatter your opinions around promiscuously.
- Don't argue with or try to educate or socialize employers.
- Don't comment on what you have observed in other plants; avoid comparisons.
- Don't ask impertinent questions or give advice; employers like to be complimented.
- Look on each objection or negative response as a "sales" opportunity. Know the objections and be ready with the answers. Remember the "selling" begins after the buyer has said "No."
- The primary objections an employer will present are related to: cost, product, and time. Isolate the objection so you can address it.
- Always dispose of an objection. You might think the employer had forgotten it, but it is likely to be the one objection he/she will remember after you have answered all the others.
- Do not overlook the chance to use successful case histories. It is easier to build customers out of prospects if you can show employers how your services have benefited others.
- Don't duck the hard ones. Every successful salesperson will tell you he/she learned more from the tough ones than he/she did from the easy ones. The path to placement penetration isn't the line of least resistance.
- Don't let the employer get your goat. Job developers must keep their tempers in the face of the roughest conditions.
- Be patient, persistent, and enthusiastic. These are the three character ingredients for which the job developer can find no substitute. Take away any one, and the other two become much less valuable.
- Don't be a softy. The voice with a smile wins, but behind the smile must be a purpose and a conviction. Remember there is no such thing as a closed door. Use your ingenuity and patience to find the key that will unlock the door.
- Don't stop trying too soon. Make sure the employer thoroughly understands every benefit the program can offer him/her.
- Don't betray confidences.
- Don't overstay your visit. Plan to leave on time. Employers are highly paid, busy people. Brief visits are appreciated more.
- Never leave without a referral...or two...or three.

After the Visit

- Show appreciation for courtesies received.
- Make certain that you follow-up - keep the "match" stuck together. Often the follow-up is more important than the initial call. Many job openings are lost because the worker did not follow-up.
- Don't overlook the little extras. Often a simple favor done outside the regular line of duty builds a friendship that makes a permanent customer.

- Qualify companies. Don't stay involved with a company that hires on OJT contract, then terminates, hires again, etc.
- Don't hesitate to use your satisfied employer to help you make other contacts. Ask for referral to another company - or companies.
- Always search for new business. Don't always concentrate on the same old standbys.

Good luck and if you would like additional information about NCOA's mature workforce programs, [contact us](#).

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Benefits and risks of Older Worker Stereotypes . . .

Should you refer *older workers*

Or

**Workers that just happen
to be older?**

The skills that employers say they want in job applicants . . .

- ✓ Knowing how to learn
- ✓ Competence: Reading, writing, computation.
- ✓ Communications: Listening and oral skills.
- ✓ Adaptability: Creative thinking and problem solving.
- ✓ Personal Management: Self-esteem and motivation.
- ✓ Influence: Organizational effectiveness and leadership.

(This list is from a United States Department of Labor study by the American society for Training and Development, "Workplace Basics: The Skills Employers Want.")

These skills include both tangible skills (i.e. *hard* skills) and intangible skills (i.e. *soft* skills). Many programs spend time only on developing participants' hard skills---even though employers value soft skills, at least as much. Does your program prepare job-seekers for employment by teaching them soft skills?

Make sure the first referral is the right referral . . .

- ✓ Make sure you got the right information on the original job order.
- ✓ Meet with the job-seeker you are referring, look for and confirm the intangible skills.
- ✓ If you are not sure, call the employer and ask.
- ✓ If you have no one, look for non-program participants to refer.
- ✓ Don't send anyone, if no one fits.

What one employer said . . .

" A recruiter's credibility is either made or broken by the referrals sent to you, not whether you hire them."

Glossary of Words, Acronyms and Terms Used in Workforce Settings

ADA	Americans with Disabilities Act
ADEA	Age Discrimination in Employment Act
AoA	Administration on Aging
AAA	Area Agency on Aging
BFOQ	Bona Fide Occupational Qualifications that have direct bearing on a person's qualifications to do a job.

Dislocated Worker a worker who has lost their job or been downgraded in their position through no fault of their own.

Displaced Homemaker A person who has worked in the home for a long period of time and is need of a source of income. And has had difficulty finding employment due to lack of current skills.

JTPA	Job Training Partnership Act
OAA	Older Americans Act - provides funding for SCSEP and Area Agency on Aging Programs
OJT	On-the-Job Training Program
RFOA	Legal term: Reasonable Factors Other than Age
SCSEP	Senior Community Service Employment Program
TANF	Temporary Assistance to Needy Families
WCC	Workforce Coordinating Council
W-to-W	Welfare-to-Work

NOTE: You should add additional acronyms and terms relevant to your state.

Some Favorite Web Sites Additional Resources

National Council on Aging

<http://www.ncoa.org>

Includes web site for National Association of Older Worker Employment Services.

Administration on Aging

<http://www.aoa.dhhs.gov>

Good source of information and resources for eldercaregivers

AARP/Employment

<http://www.aarp.org/programs/employment/empwhom.html>

AARP information for older job seekers

U.S. Department of Labor Employment and Training Division

<http://www.doleta.gov>

Green Thumb Employment and Training

<http://www.greenthumb.org>

U.S. Equal Opportunity Commission

<http://www.eeoc.gov>

NOTE: Add web sites for your local and state programs.