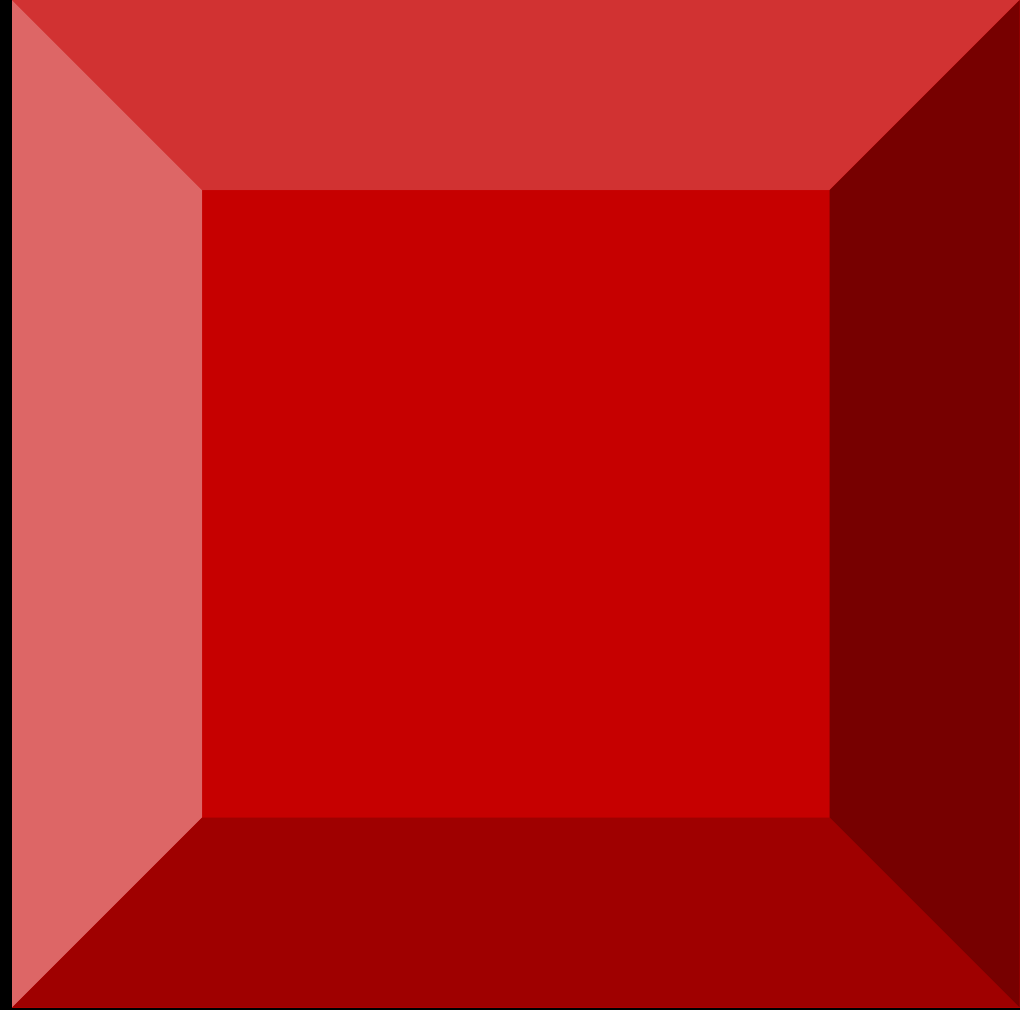**Division of Older Worker Programs**

U.S. Department of Labor

Employment and Training Administration

How To Help SCSEP Enrollees Find Jobs

Senior Community Service Employment

How to Help
SCSEP Enrollees Find Jobs

Third Edition September 2000

This is the second of three manuals designed to help Senior Community Service Employment Program practitioners raise their unsubsidized placement rates. The manuals are dedicated with love, admiration and thanks to Dorothy Thomas, who for twenty years has devoted her considerable talents and energy to training the National Senior Citizens Education & Research Center's SCSEP project directors and sponsors.

Dorothy has been the quintessential role model for the thousands of older workers and SCSEP practitioners throughout the country who know her through her work as a Senior AIDES Program representative and trainer.

HOW TO HELP SCSEP ENROLLEES FIND JOBS

ACKNOWLEDGMENTS

INTRODUCTION

Finding a job at any time in life is a tough, sometimes humiliating, experience. It requires motivation, energy, focus, and perseverance. This tough experience becomes even tougher for people over the age of 55 with limited or obsolete skills. They need all the help they can get to become job ready again. Those of us who work with the Senior Community Service Employment Program need to be ready to supply the kind of help that will allow enrollees to develop the attitudes and skills that will enable them to compete for jobs in today's demanding workplace.

Practical Suggestions for Increasing Unsubsidized Placements

Some SCSEP project directors have been remarkably successful in helping enrollees find jobs in a competitive marketplace. Their efforts have consistently paid off with high unsubsidized placement rates, putting older workers into jobs, improving their standard of living and allowing more eligible people to be helped through the program.
How project directors help SCSEP enrollees find jobs differs with each project's circumstances. Some projects have paid job developers and job club leaders; in others, the project director performs these functions; in still others, enrollees function as job developers and there is no functioning job club. Large urban projects function somewhat differently than rural projects where enrollees are widely dispersed. Each SCSEP project's unique situation determines the nature and kind of help it can offer in the job search process. What is clear, however, is that success in achieving a high placement rate is not always a function of project circumstances. Some project directors with minimal resources achieve high placement rates. The motivation and commitment of individual project directors are, by far, the major factors in achieving high placement rates.

Where the Suggestions Came From

This manual is one of three that compile the successful experiences of project directors and sponsors of the National Senior Citizens Education & Research Center's Senior AIDES Program. The manuals evolved from a series of workshops at NSCERC's 1997 project directors' training conference. Senior AIDE Program sponsors and project directors from twenty-seven states and the District of Columbia shared their personal experiences and the best practices that have helped them achieve and surpass SCSEP unsubsidized placement goals. They each participated in one of eight workshops:l

1. Motivation
2. Job Clubs
3. The Job Developer
4. Public Relations - Marketing Older Workers
5. Training
6. Unsubsidized Placement in Rural Areas
7. Developing Employer Relationships
8. Job Search Courses and Individual Job Search

"How to Help SCSEP Enrollees Find Jobs," presents material derived from the workshops on job clubs, the job developer, unsubsidized placements in rural areas, developing employer relationships and job search courses and individual job search.

Organization of This Resource Manual

"How to Help SCSEP Enrollees Find Jobs," is divided into four major sections:

- ► How to Organize and Operate a Job Club
- ► How to Select, Train and Utilize a Job Developer
- ► How to Train Individuals and Groups to Use Job Search Techniques
- ► How to Promote the Hiring of SCSEP Enrollees.

We hope that project directors will find this material useful in increasing the quantity and quality of unsubsidized placements, enabling SCSEP enrollees to live more satisfying and productive lives and permitting the SCSEP to serve more of the ever increasing numbers of deserving older Americans.

CHAPTER 1. HOW TO ORGANIZE AND OPERATE A JOB CLUB

A job club is an organized group of job seekers who work together under a leader to learn and practice the job search skills necessary to obtain unsubsidized jobs. It provides an opportunity for older job seekers to meet as a group to share and reveal needs, concerns and difficulties in securing unsubsidized employment. A job club facilitates group sharing, provides learning experiences with specific objectives, supplemented with job search skills, training and the materials to support networking methods to secure employment.

1.1 HOW TO ORGANIZE A JOB CLUB

Starting a job club requires a commitment of time, energy and, sometimes, money. You will need space for meetings and training, a group leader, and the materials and equipment necessary for participants to practice job search techniques.

The Planner or Planning Committee

The necessary planning can be accomplished either by the project director alone, a group of interested staff members, a group which includes SCSEP enrollees, or some combination of these. If possible, include some local employers in your planning efforts.

Planning the Job Club

Job clubs should be organized and focused. Adequate planning requires building a structure and honoring schedules. Some of the questions planners need to answer are:

- What services will be provided?
- Where will meetings be held?
- How long will each session last?
- How many sessions will be held?
- Who will lead the job club?
- What other staff will be required?
- Will JTPA or other employment and training staff/funds be involved?

- Where will the equipment and materials come from?
- How many participants will be involved?
- How will participants be selected?
- What kind of records will be kept?
- How will be results be evaluated?
- Will there be any follow-up activities?

Job Club Objectives

What do you want the job club to achieve? Some possible objectives for a job club are:

❖ To help each participant get an unsubsidized job.

❖ To provide a safe and comfortable environment to meet and reveal issues and concerns essential to employment;

❖ To develop an effective and productive job search game plan and time frame;

❖ To provide effective and efficient alternatives, options and resources that are helpful to securing a job;

❖ To provide instructional resources and information that will support and contribute to the requirements of older job seekers' employment goals;

❖ To provide a network of mutual support for older job seekers and utilize objectives and goals to obtain employment;

❖ To supply a supportive forum for older job seekers to share and reveal thoughts and feelings about job search stress and anxiety and hopefully reduce such stress through open and honest communication.

Job Club Components

Successful job clubs will include training and experience in the following areas:

1. **Confidence building** - providing positive reinforcement techniques to improve participants' self-esteem and decrease anxiety about job search;

2. **Skills analysis** - identifying job related transferrable skills and corresponding labor market opportunities;

3. **Job counseling** - setting realistic employment objectives, identifying barriers and developing methods to overcome them;

4. **Job readiness skills** - completing applications, preparing resumes and cover letters, providing equipment and supplies needed for typing, copying and mailing material to potential employers;

5. **Job search skills** - identifying the job market, networking, using the telephone as a job search tool, techniques for obtaining an interview.

6. **Interviewing skills** - presenting attributes to employers;

7. **Group support system** - sharing job seeking experiences; giving/getting feedback.

Logistics

Space available at times of scheduled meetings should be convenient to job club members and to the equipment and materials required for the job search process. Meetings may be scheduled at times when equipment and space are available.

Job club members need access to computers, printers, telephones, fax machines and copiers. Ideally, these would be located in or near the meeting rooms. If this is not possible, leaders need to make arrangements with other agencies, schools, libraries, or use other community resources. Telephones and directories are necessary for cold calling practice. The availability of video equipment for interviewing practice is important. Some projects share resources with other community agencies. It may be necessary to call upon local employers and ask for donations or equipment loans. Equipment can also be rented.

Resource materials such as newspapers, books, video tapes and other job search materials should be available for use by the leader and job club participants. Some projects have resource rooms, computer labs and banks of telephones for use by members. Others may have only one computer that is sometimes available, office telephones that are free only at odd hours and a single bookshelf to hold resources.

The Job Club Leader

The job club leader is indispensable to the success of the job search effort. The right person to lead a job club, whether the project director, a staff member or an outside contractor, should have at least these characteristics:

❖ Ability to use effective training techniques;
❖ Knowledge of local labor markets;
❖ Ability to facilitate mutual encouragement among older adults so they can deal with discouragement and rejection;
❖ Ability to work closely with a group for a continuous period of time. Trainer "burn-out" can be a problem because this position requires a great deal of energy and enthusiasm;
❖ Ability to work with a group of older individuals who have different needs;
❖ Ability to adjust to the different problems presented by rural and urban areas and knowledge of resources in these areas;
❖ Understanding older workers' abilities, skill in handling sensitivities about aging.

The job club leader will know how to utilize the project's job developer and other available staff members in the job club. Good leaders also know how to enhance their sessions using local speakers, employers and other community resources.

Paying for the Job Club

SCSEP projects often have JTPA grants for providing the training and materials required for the operation of job clubs. Project directors need to write proposals to pay the salaries of job club leaders and other job development staff, the rental of computers, printers, training related office supplies, videos and other training materials.

SCSEP legislation allows up to 500 hours per grant year of training that is consistent with the enrollee's IDP. Waivers for additional hours of training can be consider on an exception basis. The legislation also allows training costs, including tuition and transportation.

Participants' job search training time can be considered part of their regular 20-hours work week and paid accordingly.

Co-Enrollment in JTPA or Other Employment and Training Resources

Dual enrollment in SCSEP and JTPA is a common factor in successful job clubs. Sharing costs and staff expertise is beneficial to both programs.

A SAMPLE JOINT PROGRAM AGREEMENT

This agreement is entered into between _____ and _____
to promote coordination of resources between SCSEP and JTPA programs. The term of the
agreement shall commence on January 1, 1997 and will continue until either party terminates this
agreement by giving a 30 day written notice of cancellation.

COORDINATION OF SERVICES:

The parties agree to:

1.   Exchange information on services/training programs offered by each.

2.   Coordinate outreach, intake and assessments of program participants to the extent feasible.

3.   Jointly assess and evaluate the training needs of the participants and develop a joint
      Individual Service Strategy.

4.   Coordinate case management to determine appropriateness of referrals.

5.   JTPA services to eligible SCSEP enrollees include, but are not limited to, counseling,
      assessment, case management, classroom training, basic skills enhancement, job seeking
      skills, career counseling, job seeking skills, OJT and post placement follow-up services.

6.   Services available to JTPA program participants include, but are not limited to, employment
      counseling, case management, work experience, job development, job club, supportive
      services and follow-up services.

7.   _____ will provide the JTPA entity with a signed letter certifying
      eligibility for the SCSEP participant for the purpose of determining dual eligibility.

EVALUATION OF COORDINATION EFFORTS

   The parties will meet on a regular basis, not less than once each program year, to discuss
   issues related to the implementation of this agreement.

   Both parties affirm the non-financial nature of this agreement and further agree to hold each
   other harmless from any liabilities which are or may be implied.

SCSEP Operator   JTPA Program Operator

_____   _____

                                                     _____

Date: _____   Date: _____

All participants should register with the local job service and be oriented re: services.

1.2 HOW TO OPERATE A JOB CLUB

When your plans for setting up the job club are complete, you will need to select the participants and begin the sessions. The job club leaders will need to get to know the participants so they can tailor the handouts to the needs of each group. Handouts are particularly important in training older adults. The success or failure of the techniques used should be carefully documented and used in the planning future job clubs.

Selecting Participants

The ideal participants for job clubs are people who are job ready and eager to find unsubsidized employment. SCSEP enrollees who have marketable skills but have been unable to find jobs or those who have completed skills training are good candidates for job clubs.

Consideration should be given to those SCSEP enrollees who are most in need of finding unsubsidized jobs. They are not necessarily job ready and will require more services. The assessment process is most important here to determine how they can maximize their employment prospects. Issues such as homelessness, personal hygiene, and appearance need to be addressed. Cooperation with local social agencies will help provide basic services to these individuals. Your project could start a clothing closet so that suits and other clothing will be available for job interviews.

A SCSEP job club should accommodate both the job-ready and the job-needy. The interactions in job clubs seem to benefit both groups.

Job clubs range in size from five to 20 participants. Small groups of eight to 15 are considered most effective. Every job club needs rules and all participants need to understand the rules and to agree to the commitments expected of them. It is useful to have participants sign agreements specifying what they will get from the job clubs and what commitments they must make.

```
┌─────────────────────────────────────────────────────────────┐
│                 A SAMPLE JOB CLUB AGREEMENT                  │
│                                                             │
│ When you participate in the job club you will receive the following: │
│                                                             │
│ 1.   Assistance in resume development                       │
│ 2.   Assistance with sharpening your job interviewing skills │
│ 3.   Assistance in identifying the many skills you have to offer an employer │
│ 4.   Assistance with techniques to enable you to find more job leads and arrange │
│      more job interviews than you thought possible          │
│ 5.   Access to work space, telephones, directories and other resources to assist in │
│      your job search.                                       │
│                                                             │
│ Your ability to find a job depends on your level of commitment. You must follow the │
│ program and put forth your best efforts at all times. In order to participate in the job │
│ club you must make the following commitments:               │
│                                                             │
│   ❑ Arrive on time                                          │
│   ❑ Be an active and contributing member of the job club    │
│   ❑ Follow up on all job leads                              │
│   ❑ Go to all scheduled job interviews                      │
│   ❑ Actively participate in seeking employment              │
│   ❑ Work with the leader or job developer to develop a resume │
│   ❑ Work with the leader or job developer to sharpen your interviewing skills │
│                                                             │
│   I understand and accept the above provisions. I further understand that I │
│   may be terminated from the job club if I turn down a legitimate │
│   employment opportunity without a good reason.             │
│                                                             │
│                                                             │
│ _____          _____  │
│ Signature                                 Date              │
│                                                             │
│ Print Name                                                  │
└─────────────────────────────────────────────────────────────┘
```

The most successful participants are those who sign contracts outlining their goals and who maintain perfect attendance at job club meetings.

Job Club Sessions

Job club sessions last from two weeks to three months depending on the availability of the job club leader; access to space, materials and equipment; the number of possible participants to

be served and other project-specific factors. Job clubs are run daily, weekly, biweekly or monthly, depending on the designs. An intense job club could run three days per week for a period, then only meet one day biweekly. There are projects that have open-ended job clubs for two hours on alternate weeks throughout the year.

A SAMPLE JOB CLUB SESSION AGENDA

DAY ONE

1:00	Introduction	20 min.
1:20	Overview/Expectations	10 min.
1:30	Guidelines	25 min.
1:55	Communications/Listening Skills	25 min.
2:20	Break	15 min.
2:35	Ways to Find Employment (e.g., Networking)	45 min.
3:20	Introduction to Resource Room	25 min.
3:45	Wrap-Up - Summarize Day 1 and Discuss Day 2 Agenda	

Sessions should always include time for participants to exchange their job search experiences with one another, The end of the session provides and opportunity to share information about the employers who have been contacted and any job opportunities that may be of interest to the group.

AN EXAMPLE OF A LOW-COST JOB CLUB IN A RURAL AREA

A project director, in an area where enrollees live far apart and where there is no public transportation, plans a job club to accommodate these factors. She will be the job club leader and plans to work with small groups of about 6-10 enrollees. She will hold the sessions in several central locations which enrollees can reach by car pooling. Possibilities include senior centers, libraries and host agencies with meeting rooms.

The project director is planning to hold four sessions of each group and will use the four video tapes from "The Ultimate Job Search." These tapes cover starting the job search, job search techniques, resumes and cover letters and interviewing techniques. The tapes are inexpensive and can be purchased through the International Training Academy at the University of Colorado at Denver, Denver, CO 80217-3364. The set comes with a workbook which will be reproduced for enrollees' use.

Enrollees may be paid for the four hours of training as part of their 20-hour work week. Mileage costs may be reimbursed from the training component of the SCSEP budget.

Job clubs do not have to be complicated or expensive to be effective.

Record Keeping

Document. Document. Document. Records need to kept by the job club leader and the participants. Participants need to keep a job search log to be turned in with their time sheets. This log could record such activities as time spent researching companies, on informational and job interviews, answering want ads, working on resumes and cover letters, test times - any activity that relates to individual job search.

The job log should contain, at a minimum, the following information:

☐ Name of Participant
☐ Date of Activity
☐ Type of Activity
☐ Company Name and Address

☐ Company Phone Number
☐ Company Contact
☐ Outcome of Activity
☐ Amount of Time Spent

9

The files of participants who complete the job club should include documentation that they, at a minimum, had:

1. Completed an acceptable resume;
2. Completed a sample job application;
3. Participated in at least two interviews with prospective employers;
4. Completed at least one post interview self-evaluation checklist.

The job club leader will keep records which will be used to evaluate the success of the various techniques and job club contents and to provide any data required by JTPA.

Follow-Up Activities

Ideally, 30, 60, and 90-day follow-ups that include both job retention counseling and support services will be implemented and documented.

Evaluations

Job clubs are evaluated on the basis of the participants' success in obtaining unsubsidized employment. Other data that indicate the degree of success are the kinds of jobs gotten, how long it took to find the jobs, whether they are full or part time, the rate of pay, the amounts and types of benefits.

Participant satisfaction should be evaluated on a regular basis. The following are one project's forms for rating job club sessions.

RATING SHEET FOR INDIVIDUAL SESSIONS

Please rate the following aspects of the meeting and comment on your rating.

	Very Much	Somewhat	Not At All
The session encouraged my participation.			
I felt the subject matter met my needs.			
The pace suited me.			
The length was adequate.			
Good examples were used.			
Good visual materials were used.			
Meeting leader(s) used good presentation techniques.			
I liked the learning environment.			
Good practice materials and/or worksheets were used.			
I liked the starting time of the meeting.			
I liked the location of the meeting.			

COMMENTS:

WEEKLY JOB CLUB RATING SHEET

EVALUATION DATE _____

What did you find most helpful about the training sessions this week?

What did you find the least helpful about the training sessions this week?

What could have been done to make it more useful?

CHAPTER 2. HOW TO SELECT, TRAIN, AND USE A JOB DEVELOPER

The purpose of the job developer is to facilitate the independent job search of each SCSEP enrollee. A good job developer is important in efforts to increase unsubsidized placements.

2.1 HOW TO SELECT AND TRAIN A JOB DEVELOPER

Selecting and training job developers can be time consuming but the benefits far outweigh the costs. The right people will not only help enrollees find jobs, through their contacts with area employers, they will also be helping the program become more visible in the community.

The Qualities of an Effective Job Developer

Not everyone has the background and temperament to succeed as a job developer. It has been noted that good job developers are just like good job seekers:

- ❖ Both learn just as much about the target employer as possible.
- ❖ Both network to find the job markets.
- ❖ Both have excellent marketing materials.
- ❖ Both follow up employer meetings as soon as possible.
- ❖ Both stress their technical and personal skills.
- ❖ Both dress appropriate to the situation.

In addition, good job developers are:

Well organized	Enthusiastic	Computer literate
Self motivated	Patient	Sensitive
Full of energy	Positive	Good listeners
Good communicators	Unprejudiced	Able to cope
Flexible	Warm and caring	Self confident

Job developers need to be able to function with minimal supervision, relate well with and maintain the confidentiality of co-workers, enrollees and potential employers. They should be familiar with community resources and be able to see beyond the obvious and notice the potential in SCSEP enrollees.

A SAMPLE JOB DESCRIPTION

JOB TITLE: Job Developer
HOURS OF WORK: Usually 15-20 hours per week
RATE OF PAY: Open
SUPERVISION: Name of Supervisor

DUTIES AND RESPONSIBILITIES:

- Review enrollees personnel files for the purpose of determining skills, job interests, employment potential and selecting those enrollees that appear ready for the job market.

- Schedule and interview enrollees for the purpose of determining the aides employability, possible deterrents to employment, etc.

- Develop with the enrollees IDP's for job search activities including making sure the enrollees attend classes and training to further their employability.

- Become knowledgeable of the region's job market by checking job service records, daily newspapers, employer's possible job openings, etc.

- Establish and maintain employer contacts.

- Develop a network with other job developers.

- Provide director with a monthly analysis of job performance.

- Provide good public relations between enrollees, employers, and the community to keep the program in the eye of the community and the benefits that it provides.

CRITERIA FOR SELECTION:

Must be a responsible person that is self-motivated and able to work independently.
Must have good communication skills and skills to be a liaison between the enrollee and the employer.
Must have acceptable computer skills.

TRAINING: OJT provided through the agency and any available outside training.

EVALUATING YOURSELF AS A POTENTIAL JOB DEVELOPER

On a scale of 1-5, how would you rate yourself in the following qualities? Circle the appropriate self-rating. For example, in item #2, if you have very little energy most of the time, circle 1; if you generally have lots of energy, circle 5.

1.	Enthusiastic with a zest for life	1	2	3	4	5
2.	Full of energy	1	2	3	4	5
3.	Warm and caring	1	2	3	4	5
4.	Sensitive to the needs of others	1	2	3	4	5
5.	A good listener	1	2	3	4	5
6.	Has a good sense of humor, smiles easily	1	2	3	4	5
7.	Respects others' confidentiality	1	2	3	4	5
8.	Well organized	1	2	3	4	5
9.	Able to cope with difficult situations	1	2	3	4	5
10.	Relates well to co-workers	1	2	3	4	5
11.	Functions with minimum supervision	1	2	3	4	5
12.	Projects self confidence	1	2	3	4	5
13.	Feels positive about the future	1	2	3	4	5
14.	Able to learn new skills	1	2	3	4	5
15.	Able to cooperate with anyone	1	2	3	4	5
16.	Able to work in a crowded office	1	2	3	4	5
17.	Refrains from gossiping	1	2	3	4	5
18.	Refrains from complaining	1	2	3	4	5
19.	Patient with others	1	2	3	4	5

Who Are the SCSEP Job Developers?

In some SCSEP projects the project director is the job developer. In others it is a paid staff member or contractor. Some projects use the budget line item, "Other Direct Costs," to pay for a job developer. Many project directors have been successful in selecting and training SCSEP enrollees to be effective job developers. In some projects there are no specifically designated job developers.

If the job developer is a SCSEP enrollee there is difficulty keeping him/her. As discussed before, the very qualities that make good job seekers make good job developers. The better at their jobs job developers become, the more likely they'll find a good job for themselves and leave the program.

Getting Job Developers Started

In an ideal world - A job developer should have a separate, quiet, private space and a separate telephone. Space sharing works if the occupants have different hours. The job developer needs to be able to talk to enrollees and employers without being overheard. A dedicated telephone line allows potential employers to get through (or leave a message) to the job developer without going through a switchboard. Job developers need an automobile license and insurance. They need to keep track of their on-the-job travel expenses. They will require access to a computer and be able to set up files to track job search data and the records of individual enrollees. They need access to a copier and fax machine. When the budget allows, pagers are an efficient way of maintaining contact with enrollees, employers and the project director.

In the real world - Job developers can do a satisfactory job with minimal space, money and equipment. They will need some means of transportation for meetings with employers and enrollees and some office space for preparing reports and records.

Training a Job Developer

Unless the persons designated as job developers have prior experience as SCSEP job developers, they will require training. Even those with experience will need to familiarize themselves with the procedures specific to the project and with the abilities and needs of the project enrollees.

Project directors can provide an overview of what job developers must know. Those selected for the jobs must be self directed and able to do the research to find training opportunities and materials necessary to do the job. Some of the things they can do:

❖ Investigate all training opportunities for job seekers in the area and enroll in the training. Enroll in the JTPA courses offered for such subjects as resume writing, interviewing, etc.

❖ Utilize the facilities of the local job service office. Their computers list jobs available in the community. They have access to local job market data, names of employers, etc. Go to any classes being offered there.

❖ Utilize the public libraries. They have access to the Internet and to on-line data services. Some even have special services departments that will help find job and training opportunities. Hundreds of books are available providing information on all of the job seeking techniques.

❖ Go to the chamber of commerce for economic and employer data.

❖ Network with other social service agencies, especially those concerned with employment.

❖ Get to know the individual enrollees.

2.2 HOW TO USE A JOB DEVELOPER TO INCREASE PLACEMENTS

Job developers work best when their duties are clearly delineated. They should also be informed of the measures that will be used to evaluate their performance.

How Job Developers Work With SCSEP Enrollees

Job developers usually work with project directors to establish the job readiness of each enrollee. They do this by:

- Reviewing assessments and individual development plans (IDPs);
- Interviewing enrollees;
- Working with lists of job ready enrollees provided by the project director.
- Attending and participating in SCSEP meetings.

Job developers can then work with a specific number of job ready enrollees by:
- Reviewing assessments and IDPs with job ready enrollee;
- Clarifying enrollee's goals and identifying barriers to employment;
- Help in selecting employers to visit;
- Preparing enrollees for interviews;
- Discussing results of the interviews;
- Keeping project directors informed of activities.

Job developers will ensure that all marketable enrollees have resumes. Some help in developing resumes is available from local community colleges, job service offices and JTPA programs. Public libraries are a great resource for help in resume writing.

SAMPLE POCKET RESUME				
Education	Name and Address of School	How Long Attended	Year Graduated	Course or Degree
Senior H.S.				
Vocational				
College				
Business or Corres. Sch.				
Other Training				

WORK EXPERIENCE (EMPLOYMENT RECORD)

Employer's Name and Address	Name of Supervisor	From	To	Wage or Salary

Reference	Address	Phone Number

Job developers maintain records of enrollee job search efforts and progress by documenting job search activities and sharing this information to the project director.

Job developers can discuss job search techniques, job openings in the area and related topics in quarterly meetings.

A JOB DEVELOPMENT TEAM

Some projects use a team (the project director, the job developer and the enrollee) to find unsubsidized employment for the enrollee. Some of the team activities are:

1. Identifying six to ten enrollees that have been actively looking for jobs within the last 12 months;

2. Selecting three to five enrollees from this groups to work with by:

   o meeting separately with each
   o reviewing resumes and transferrable skills
   o reviewing to-date job searches
   o assessing marketable skills
   o identifying current employment goals
   o reviewing the job market
   o discussing real and self-imposed barriers
   o scheduling interview appointments with employers and making job referrals
   o monitoring follow-up of activities.

3. Conducting a two-month review and evaluation of team efforts with recommendations for future efforts;

4. Referring, where necessary and possible, enrollees for training and testing;

5. Successfully assisting in placing two of the enrollees in unsubsidized employment by the close of the current program year;

6. Identifying at least five local employers who indicate a willingness to hire seniors.

Other Activities for Job Developers

Accessing local labor market information	Use local job service offices, the Labor Department, regional community colleges, the chamber of commerce, labor unions, JTPA offices, local private industry councils, etc.
Investigating local training resources	Use the resources above.
Setting up job banks	Obtain listings from JTPA offices, local newspapers and the local job service office.
Participating in job clubs	Assist job club leader in job search activities.
Developing systems to inform enrollees of job openings	Put notices in with pay checks, call enrollees at host agencies, or request enrollees to come into the project office for face-to-face discussions.

Contacting Employers

After the local labor market has been assessed, specific employers can be located through the yellow pages of telephone books, the classified sections of newspapers, chambers of commerce, etc. A target list can be developed of those employers whose jobs most closely match the skills and abilities of enrollees. Some helpful activities for job developers:

Making a contact plan - Job developers need to adhere to a targeting schedule - with a specific day of the week set aside for employer contacts. The type of contact should depend on the specific situation. This is more appropriate for a large city than dropping in. The telephone should be used if job developers know the person or have enough information to discuss the needs of the company. Letters are good for introducing the program to an employer, followed up by a phone call. Dropping in is sometimes more effective in rural areas.

Creating a file for each employer - The file should contain names, addresses, telephone numbers, company data, kinds of employees wanted, copies of any letters sent or received, names and jobs of any enrollees hired, and a record of all contacts made with the employer and his representatives. An activity log should be taped to the inside cover with dates and results of contacts. The log should be updated periodically.

Developing an enrollee availability file - Job developers need quick access to the names and qualifications of job ready enrollees. At a minimum the file should include lists of:

20

o   Job applicants with recent, documented work experience
o   Job applicants who have been counseled in job coping, job keeping and the demands of today's workplace
o   Enrollees who have completed skill training or 502(e) work experience
o   Enrollees most in need of finding jobs.

Developing a list of the benefits of hiring older workers - There are a host of reasons that older workers make good employees, Among the reasons - mature work ethics, proven reliability, experience, willingness to learn, loyalty, punctuality, etc. The job developer should be prepared to dispel the common myths about older workers.

Cold Calling Employers

It is essential to establish contact with the person who has hiring responsibility and authority. The telephone is likely to be the most frequently used mode of contact. It is unlikely that job developers will make immediate contact with the right person. It is important to get the name and position of the person who does the hiring. Following is a possible script for job developers:

Example: "Hello, I'd like to speak with the personnel manager (or human resource director) - may I have his or her name, please?"

Once you have the right person, introduce yourself, your agency and the purpose of your call.

Example: "Hello, this is _____ from _____. I understand you are seeking candidates for a shipping clerk position and I have a person here with experience in that type of work."

Never ask for job openings, introduce the applicant by name or describe the applicant in terms of physical or personal characteristics. Your purpose is to obtain an interview for the enrollee by selling his skills.

Go on to describe applicants experience, training, motivation, etc. This statement must be well-planned and concise.

Example: (Direct experience and training): _____ has worked with multilith machines for four years, He has also completed a course in the operation and repair of that machine." or

(Training): "She has just completed a training course in business practices and is excited to put it to use on a job." or

(Personal qualities): She is an energetic easygoing woman who would like to learn restaurant work from the bottom up."

Anticipate the employer's objections and be ready to meet them with short, positive statements. If your agency has a job retention program, be sure to mention it. Never bring up a possible objection unless it is obvious. If the employer has a valid objection, retreat gracefully and ask if you can be of any other service.

When you get positive feedback, attempt to set up a specific appointment for an interview. Then quickly and courteously close the conversation.

A Plan for Job Developers With Limited Time or Who Serve Rural Areas

1. **Use the telephone.**

   Telemarket potential target employers to qualify their interest in working with you. If there is low interest, drop them from your target list.

   Call them when you have a particular job seeker you think would be of interest to a particular employer

   Call all target employers every few months to see if they currently have any job openings they would like to list.

2. **Use the mail.**

   Send mini-resumes of current job seekers to employers, and ask them to phone if they would like more information or a chance to interview one of them. Send questionnaires after referrals and after hires to assess satisfaction.

3. **Use the fax.**

   Accept job orders by fax. Send employers job order forms with your fax number. Send resumes of referrals or job seekers_ to employers by fax.

   Save your employer visit time for your most important targeted employer clients.

Following-Up

If the enrollee is hired, the job developer should call the employer to express his/her thanks and to inquire about additional job openings. When hires do not materialize, the job developer should call and try to determine what made the applicant unsuitable. Job developers should aim for continuing relationships with each employer contacted.

22

```
┌─────────────────────────────────────────────────────────────────────┐
│                   A Job Developer Evaluation Form                    │
│ NAME_____     │
│                                                                     │
│      1. Contact well planned?              1. YES ❑         NO ❑     │
│      2. Good voice?                        2. YES ❑         NO ❑     │
│      3. Proper introduction of self and agency?  3. YES ❑  NO ❑     │
│      4. Minimum of well-chosen words?      4. YES ❑         NO ❑     │
│      5. Created an interest?               5. YES ❑         NO ❑     │
│      6. Listened to employer to understand needs?6. YES ❑  NO ❑     │
│      7. Met objections in a professional manner?  7. YES ❑ NO ❑     │
│      8. Had all the facts?                 8. YES ❑         NO ❑     │
│      9. Any impertinence or impatience?  9. YES ❑     NO ❑          │
│                                                                     │
│ Comments: _____ │
│ _____ │
│ _____ │
│ _____ │
└─────────────────────────────────────────────────────────────────────┘
```

Thank You Notes Are Essential

Whether the employer contact is a brief telephone conversation or an extended interview, it is important that the job developer send a prompt letter of thanks. This is a good time to include a brochure and other information about the SCSEP and the types of job applicants available.

The purpose of the job developer is to facilitate the independent job search of each SCSEP enrollee. A good job developer is a useful ingredient in efforts to increase unsubsidized placements.

CHAPTER 3. HOW TO TRAIN INDIVIDUALS AND GROUPS TO USE JOB SEARCH TECHNIQUES

Job clubs and job developers are very useful in increasing unsubsidized placements in SCSEP projects. Many projects, however, have neither job clubs or job developers. In those cases, project directors must use other techniques to provide enrollees with the training they need to find unsubsidized jobs. Some of the ways they are doing this is with group job search workshops, individual training, self-directed search training and through job search training sessions at quarterly enrollee meetings.

3.1 HOW TO DESIGN A GROUP JOB SEARCH WORKSHOP

Job search workshops require the same kind of planning as job clubs. Those planning the workshops need to decide on the number of participants to be trained, a selection process, a time schedule and a workshop agenda. The way the job club is designed depends on the ingenuity of the project director and on the availability of staff and resources.

Planning A Job Search Workshop

The following is an example of a session from an annual workshop that has been successful in maintaining a high placement rate for attendees. The project director introduces the course at a quarterly enrollee meeting and provides a sign-up sheet for enrollees. Sixteen to twenty enrollees are selected, based on their motivation to find jobs.

The course lasts four hours a day, three days a week for 3 weeks. Enrollees are paid their regular wages. The project director teaches one-half the course; the rest is taught by a consultant.

EMPLOYMENT READINESS TRAINING

SESSION ONE

9:00 AM	**I.**	**WELCOME/PURPOSE**

    A. Introduction of self and training sessions
    B. Overview and objectives of session.

9:30 AM   II.   INTRODUCTIONS
    A. Name, birthplace,
    B. Present job and work history
    C. Type of job/career desired
    D. Greatest barrier to overcome today.

10:30 AM   III.   DISTRIBUTE AND REVIEW PACKET OF MATERIALS

10:45 AM   IV.   DISCUSSION: THE BRIDGE OVER TROUBLED WATERS
    A. Where am I now?
    B. Where do I want to go?
    C. How do I get there?

11:15 AM   V.   BREAK

11:30 AM   VI.   DISCUSSION: PERSONAL INVENTORY
    A. Participants discuss and record their abilities, skills, strengths and
        weaknesses
    B. Personal inventory handouts
    C. Discuss answers and relate to job search.

12:30 PM   VII   SELF ASSESSMENT/SUMMARY
    A. What did you learn that you didn't know before the session began?
    B. What was the most significant thing you will hold on to?
    C. What will you do to become more definitive about directing your job search?
    D. Home assignment for next session
    E. Closing remarks.

1:00 PM   VIII   END SESSION

Other sessions cover age discrimination, sources of employment, job applications, resumes, interviewing and job retention skills. Each session concludes with self assessments

and a home assignment which is due the next session. Participants are followed up one to two months after the workshops to review the success of job interviews.

When Working with Groups

- ❖ Select the most motivated, not necessarily the most skilled.

- ❖ Establish group rules.

- ❖ Design facilitator/enrollee roles.

- ❖ Provide information about the job market. Target job searches.

- ❖ Practice interviewing skills. Use videotaping.

- ❖ Teach resume writing skills. Provide samples. Utilize computers.

- ❖ Encourage the sharing of job leads.

- ❖ Provide opportunities to increase skills.

- ❖ Be generous with encouragement and support.

- ❖ Discourage negativity in group sessions.

- ❖ Provide an accountability structure - use contracts and reporting devices to keep enrollees focused on finding jobs.

Effective group performance requires careful planning and supervision on the part of the facilitator. Each group is different and has it's unique personality and needs. The facilitator needs to get a feel for this personality in the early sessions and adapt his/her methods and course content to the needs of the group.

Other Ideas

Use your local library - Many libraries now will provide training in using computers to find jobs. Contact your library and ask if you may bring in a group of enrollees for this training.

Make mandatory job search a program requirement - Requirements could include registration at the job service office with documented visits at least once per month and working with the job developer once per month.

Enlist the aid of local employers in a mentoring project - Employers are becoming accustomed to volunteering in their communities. In one area, the bank has enlisted the service of other local employers in setting up a mentoring project for SCSEP enrollees. Workers in area businesses work with individual enrollees to help them develop job seeking and job keeping skills. To foster a professional appearance, each enrollee will be provided with two interviewing outfits and whatever else is needed to make a favorable impression on employers.

Promote ESL classes for enrollees with language deficiencies - Employment opportunities for job seekers who are not proficient in English are severely limited.

3.2 HOW TO PROVIDE JOB SEARCH TRAINING TO INDIVIDUALS

Some project directors find it more productive to work with individual job seekers rather than groups. Individual job search training allows the trainer to start where the individual is and go from there. The individual approach is particularly effective for enrollees with lower skill levels. It also provides an opportunity to discuss personal issues such as hygiene and appearance in a private and confidential atmosphere.

Topics To Be Covered in Individual Sessions

❖ What is the enrollee's self image?

❖ Expectations of employers

❖ Physical, mental and emotional qualities affecting job choices

❖ The basics of a good resume and filling out applications

❖ Appearance in the workplace (One project director has a full length mirror in her office with the caption, "Would you hire this person?" Enrollees can analyze their own appearance and see for themselves how they'll look walking and sitting.)

❖ Body language and eye contact

❖ Speaking clearly and expressing abilities

❖ Choosing references and getting permission from references

❖   Dos and don'ts of interviewing

An individual session is excellent preparation for the enrollee targeted by the project director for a specific job. Before sending the enrollee on the interview, a project director can determine if the enrollee is suited to the job and if he/she is seriously interested in it. Sending the wrong person for a job interview damages the credibility of the project director in the minds of both employer and enrollee. The pre-interview meeting screens out those who are not qualified or who are not willing or able to put their "best foot forward" in the interview.

When Working with Individuals

❖   Clarify the purpose of the SCSEP

❖   Make expectations clear

❖   Provide job search information

❖   Motivate – eliminate fear; talk about money as a motivator; discuss advantages of age

❖   Identify problems/barriers to finding a job – use the IDP.

❖   Set realistic goals e.g., salary expectations (allow enrollees to work at their own pace)

❖   Set accountability standards (provide a structured way of keeping track of job search efforts – make a schedule for regular one-on-one progress meetings)

Follow-up forms help both the enrollees and the project director keep track of where the enrollees have been, whom they saw, and what resulted from the interview. A well-filled out form will help the enrollee avoid the same mistakes at the next interview. Project directors need to make spot checks to verify the accuracy of the forms and to maintain contact with the employer for future job openings.

EMPLOYMENT SEARCH INFORMATION SHEET

Name of Job
Seeker:_____

Date of
Interview:_____

Organization/Company:_____
____

Address and Telephone
No.:_____

Name and Title of
Interviewer:_____

Where Did Job Lead Come
From?_____

Results:

Were you asked to come in for another interview?   YES   NO

Were you hired?   YES   NO

When do you start _____
at what salary _____
how many hours _____
job title? _____

What do you think you did right?

_____
_____
_____
_____
_____
_____
_____
_____

What needs improvement?

_____
_____
_____

3.3 HOW TO DESIGN SELF-DIRECTED JOB SEARCHES

Ultimately, SCSEP enrollees are responsible for the success or failure of their job search efforts. The project director can steer enrollees toward available services and can provide support for their efforts, but it is up to individuals to take the steps necessary to get jobs. The seriously motivated will find the help they need, either in the project or outside. The country is flooded with self-help information that covers every aspect of the job search process. Project directors can direct enrollees to these sources and can act as resources and mentors.

Project directors can provide enrollees with the basic principles of self-directed job searches that will help enrollees choose a career field and find satisfying work in that field, based on their needs interests, skills and abilities. These searches succeed when enrollees:

1. Clarify their values and goals

2. Inventory their skills, aptitudes and interests

3. Identify what they want to do and determine if they are qualified and, if not, how they can become qualified

4. Conduct a planned, focused job search

5. Market only the skills they want to use in the job

6. Target the exact job they want

7. Spend maximum available time on job hunting

8. Continually increase contacts

9. Persevere until achieving goals

Some actions job seekers need to take include:

Self Assessments – Self-assessments are crucial to the job search. It requires people to define their strongest, most marketable skills, assess their interests and unique qualities and decide what is important to them in their work environments.

Employment Goal Setting – Enrollees should choose two or three jobs they would like

to do – jobs they are, or can become, skilled at. These jobs should meet their income or other work-related criteria.

Job Market Assessments – Enrollees need to research the organizations, businesses and agencies that have jobs like the ones they want. Besides using the classifieds, personnel departments and employment agencies, they should also identify the unadvertised job market where 80% of non-entry level jobs are found. Other places to be checked: religious, community and service organizations; college placement offices, professional journals, trade publications; and membership associations.

Developing Networks – The best jobs are filled by word-of-mouth. Besides informal networks of friends and acquaintances, contacts can be made through business and professional networks and support groups.

Conducting Informational Interviews – This requires contacting people who know about the kind of work an enrollee wants or the kind of organizations he/she wants to work in. It means calling them up and asking for a 20-30 minute interview to discuss the field. At this point it entails looking for information – not a job.

Interviewing – Enrollees need to make their valuable qualities clear to potential employers. They can prepare for interviews by asking friends to practice role playing with them.

Negotiating Salary – Job hunters need to be prepared to discuss salaries. Information about local rates for similar work can be had through employment agencies and network resources.

An Enrollee Action Plan

A basic plan of action project directors can give enrollees:

1. Decide on the types of jobs and working conditions that interest you.

2. Prepare a resume/job history.

3. Write a script of what you will say when asking for a job.

4. Make a list of contacts – friends, family, associates, club and church members, etc. who you can tell that you are looking for a job. Ask for their assistance. If they can't help you ask them to refer you to two people who can.

5. Send your resume to contacts. Answer ads, enclosing a cover letter selling your talents with your resume.

6. Make phone calls to business with the types of jobs you are looking for. Use telephone and business directories, libraries, etc. Ask for interviews.

7. Use the Internet. (Some Internet addresses follow)

8. Prepare for interviews by rehearsing responses.

9. When attending interviews:
   - Be on time
   - Dress neatly and appropriately
   - Be positive and enthusiastic
   - Be prepared
   - Be yourself
   - Sell yourself and your abilities.

10. Send a thank you letter immediately after an interview.

INTERNET EMPLOYMENT SERVICE ADDRESSES

The following is a list of Internet addresses that may assist persons who are seeking employment, information on the subject or a means of dialogue with others in those efforts. It should be noted that the Internet is a very fluid and ever changing "beast" and as time goes on, addresses may change or be removed rendering this list obsolete. Also, the presence of an address on this list is not necessarily an endorsement of that service or enterprise.

Alta Vista . . . . *http://altavista.digital.com/*
America's Job bank . . . . *http://www.ajb.dni.us/*
Best Bets from the Net . . . . *http://www.lib.umich,edu/chdocs/employment/*
Career Center . . . . *http.//www.asic.com/Career/career.html*
CNN Interactive . . . . *http://www.cnn.com/*
DEJA News . . . . *http://www.dejanews.com/*
E.Span . . . . *http://www.espan.com/*
IPA-Newsgroups . . . . *http://www.ipa.com/newsgroups.html*
IPA-The Employment Industry Resource . . . . *http://www.ipa.com/index.html*
J.O.B.S. Database . . . . *http://www.careermosaic.com/cgi-bin/rotate.jobs.pl*
Job Hunt . . . . *http://rescomp.stanford.edu/jobs/*
JobNet.Com (Philadelphia area) . . . . *http://www.jobnet.com*
JobWeb . . . . *http://www.jobweb.org/*
Labor Market Information *http://peter.itsc.state.md.us:81/*
Minnesota Job Bank . . . . *http://mn.jobsearch.org/mn.htm*
Minnesota-Area Employers . . . . *http://www.disserv.stu.umn.edu/mnemp/*
Mn. Dept. of Economic Security . . . . *http://mn.jobsearch.org/*
NationJob Online Jobs Database . . . . *http://www.nationjob.com/*
One Thousand Jobs . . . . *http://www.interbiznet.com/hunt/*
SkillsNet (electronic resume matching) . . . . *http://mn.jobsearch.org/skillnet/skllsnt.htm*
The Riley Guide . . . . *http:www.jobtrak.com/jobguide/*
The Monster Board! *http://www3.monster.com:80/home.html*
The Twin Cities Free Net . . . . http://freenet.msp.mn.us/
Top 25 Web Sites *http://www.interbiznet.com/ibn/top25.html*

EMPLOYMENT, TRAINING AND WORKPLACE LITERACY WEB SITES

About Work
http://www.aboutwork.com/career/

America's Job Bank
http://www.ajb.dni.us/

Career Path
http://www.careerpath.com

National Association of Workforce Development Professionals
http://www.work-web.com/nawdp

Training and Technical Resource Center
http://trc.doleta.gov

Cornell School of Industrial & Labor Relations
http//www.irl.cornell.edu

School-to-Work Internet Gateway
http://www.stw.ed.gov

Work Web Employment and Training Resource
http://work-web.com

Empowerment Zone and Enterprise Community Program (EZ/EC)
http://www.ezec.gov/

O*NET (The Occupational Information Network)
http://www.doleta.gov/programs/onet/

SKILLSNET
http://steps.atsi.edu/index.html

SCANS/2000 (Johns Hopkins University Institute for Policy Studies)
http://www.jhu.edu/~ips/scans/

EMPLOYMENT INFORMATION ON NETSCAPE

Global Network Navigator - Business
http://gnn.com/gnn/wic/bus.toc.html #employment

A gateway to 12 online employment sites including information on educational opportunities, job databases, and links to other employment-related resources on the Internet.

Employment Opportunities and Job Resources on the Internet
http://www.wpi.edu/~mfriley/jobguide.html

The Riley Guide, as it is sometimes called, provides information on state employment resources, career planning and locating private and federal jobs on the Internet.

Job Search and Employment Opportunities: Best Bets from the Net
http://asa.ugl.lib.umich.edu/chdocs/employment/job-guide.toc.html

Provides links to job opening and a career development sites on the Internet, including the Online Career Center which provides information on opportunities in education, humanities and social sciences, science and technology, and the federal government.

America's Job bank Main Menu
http://www.ajb.dni,us/

America's Job Bank allows the user to conduct a self-directed employment search, provides access to other job banks, and supplies information on state employment services.

National Business Employment Weekly
http://www.careermosaic.com/cm/cm27.html

The National Business Employment weekly Online features articles and sources of employment information, including a database of private sector jobs.

Monster Jobs on the Web
http://199.94.216.72:80/home.html

A list of 500 leading employers with over 3,200 job opportunities, and a resume database.

Employment Resources On the Internet
http://www.cs.purdue.edu/homes/swlodin/jobs.html

A wide variety of career development and job search information including: career-based employment companies, links to professional recruiters, sources of contract employment, resume databases on the Internet, list of companies w/ job opportunities, federal job information.

JOBS Library
http://ftp.fedworld.gov.pub/jobs/jobs.htm

The federal job opportunity database, organized by location and job title.

WebCrawler Searching
http://webcrawler.com/

An excellent search vehicle for locating resources on the Web.

JobWeb
http://www.jobweb.com/

An employment outlet designed for use by recent college graduates or the experienced job seekers. Information provided includes a list of reference material on employment, employer profiles, career fair information, federal jobs, and career development information.

CareerPath
http:/www.careerpath.com

A database of classified advertisements from six major newspapers across the country. Job seekers may conduct customized searches.

Employment Resources
http://www.wwu.edu/~n9444157/job.html

A link to more than 30 private sector employment and resume resources.

Interactive Employment Network
http://www.espan.com/

A resource for job seekers and employers. A job library and resume depository is provided for private sector use.

Internet Resume Database Registry
http://amsquare.com/america/registry.htm/

A link to more than 50 resume databases. Resumes may be posted by job seekers and searches may be completed by employers.

Quarterly enrollee meetings provide an ideal time and place for job search training. Since attendance at these meetings is mandatory, they afford the perfect opportunity for project directors to impress enrollees with the importance of the job search and provide them with techniques on how to successfully find unsubsidized employment.

Using Local Employers

Invite an employer or personnel officer to speak about:

❖ What an employer looks for in an interview
❖ What an interviewee can do to make a good impression
❖ What to avoid in an interview
❖ What to bring to the interview
❖ What, if any, entrance tests are required.

Invite people from a large local store, supermarket or factory to speak about job opportunities in their organization. One project director invited a representative from a local supermarket chain to talk about available jobs in the market. The representative passed around the company's job friendly application and dissolved enrollee's fears by telling them that her grandmother and aunt both work for the markets.

Invite the director of a host agency to speak about hiring practices in community service agencies. Ask that they discuss transitioning between subsidized and unsubsidized work in host agencies.

Invite an administrator from a child care agency to discuss the services provided by the agency, the types of work in the agency and what is needed to become certified for entry level positions.

Invite an official from the local school system to talk about job possibilities in the schools and to also discuss the availability and costs of adult education courses of interest to enrollees.

Invite someone in the home health care industry to talk to enrollees about certification needs, opportunities and working conditions in the industry.

Using Entrepreneurs

Invite some local people (former enrollees if possible) who have started businesses for themselves to talk about the costs and benefits of entrepreneurship.

Using Employment Agencies

Invite someone from a temporary agency and/or a full employment agency to speak about the pros and cons of temporary employment. Ask that they be prepared to answer questions about fringe benefits and specifics about types of jobs and wages. After one such meeting with a temporary agency recruiter, an enrollee received a 40 hour-per-week job in market research for $7.50 an hour.

Invite someone from a local employment agency to explain how employment agencies work and how to register at an employment agency.

Using Project Resources

If you have a job developer, have him/her discuss the role of a job developer in helping enrollees find jobs. Have the job developer do some sample exercises with the group to illustrate his/her role.

If you offer a job club in your project, have the job club leader talk about how the club can help enrollees find jobs. If possible, have ex-enrollee who found jobs through the job club come in and share their experiences with the group.

Using Former Enrollees

Invite former enrollees now employed in unsubsidized jobs to discuss:

- ❖ How they got the jobs
- ❖ How their experience in SCSEP helped
- ❖ Their feelings about the jobs
- ❖ Suggestions for present enrollees on how to land jobs.

Prepare a meeting to show enrollees how they can significantly increase their personal income by working more hours at higher per hour pay . Use data from project termination forms. Invite someone from the local IRS office to discuss how increased wages will be affected by taxes. Invite former enrollees to talk about how they improved their economic status through unsubsidized jobs.

Using Community Resources

Invite a representative from the local job service to come to the meeting to:

 ❖   Register all the enrollees with the job service.

 ❖   Discuss job search facilities and how to use them. Set a date for a demonstration of the facilities at the job service office.

 ❖   Discuss types of training provided.

 ❖   Describe any current openings that might be of interest to enrollees.

Invite the local librarian to discuss the resources available in the library to assist job searches. Some may have the capability to research recent published articles pertaining to the organization/business where an enrollee is seeking a job. The more an interviewee knows about a company, the greater his chances in making a favorable impression on the interviewer.

Invite someone from the community to discuss appearance and the first impression in an interview. Ask enrollees to come to the meeting dressed for an interview. Have the guest provide feedback and suggestions to enrollees.

Arrange to borrow suitable men and womens' clothing from the Salvation Army, Goodwill Industries and other local thrift stores. Put on a fashion show with enrollees wearing this clothing with enrollees as models. A project who did this used the theme, "You Can Dress for Success for Practically Nothing."

Educating Enrollees About Available Training

Develop an agenda to familiarize enrollees with skill and literacy training possibilities. Discuss JTPA, Section 501(2)(e), and GED training as well as training available through local community colleges and adult education programs. Highlight any training now in progress at the project.

If possible, have enrollees who have completed training programs talk about their experiences. This could help to alleviate the concerns that some enrollees who have had no connection with training or education for many years might have.

Providing Job Search Techniques

Use sections of a job search course in a series of quarterly meetings. These meetings could include:

 •   How to find job openings
 •   How to answer typical questions

39

- How to answer difficult questions
- How to determine and analyze your assets
- How to prepare a resume
- How to interview
- How to follow-up after an interview

Teach enrollees how to use the help wanted section of the newspaper. Have each enrollee bring in a copy of the same edition of the local paper. Discuss the abbreviations used in ads and how to use them. Pass out paper and pencils and have everyone pick out an ad and write a brief response to it. Have individuals read their responses to the group for feedback. Before the meeting is over, pass out some responses to ads that were previously prepared by staff so that enrollees can see the correct format for responses.

Present the essential techniques for making unsolicited (cold) calls to employers. Divide into groups of four and provide each group with a type of employer/organization and a specific job, i.e. teacher's aide in an elementary school, van driver at a social service agency or a real estate office secretary . The first two in each group will be the caller and the callee. The other two will critique the call. Then the members of the group will reverse functions. Each group will pick one member to report to the session at large on successful strategies.

CHAPTER 4. HOW TO PROMOTE THE HIRING OF SCSEP ENROLLEES

Just as it is every SCSEP enrollee's responsibility to actively seek unsubsidized employment, it is every SCSEP project director's responsibility to do what is necessary to promote the hiring of enrollees by host agencies and area employers.

4.1 HOW TO PROMOTE HIRING BY HOST AGENCIES

Place Enrollees at Host Agencies with the Ability to Hire

Some host agencies have never hired enrollees and will never hire enrollees. Some would love to hire enrollees, but can not because of budgetary constraints. Job ready enrollees should not be placed at these agencies unless they offer unique training and/or work experience. Job seeking enrollees need to be placed in situations where they can be considered for openings when they become available.

NOTE: All host agencies have the ability to **assist with** the hiring process through their contacts with other agencies and local businesses.

Finding Suitable Host Agencies

Any governmental or nonprofit agency with current certification under section 501(c)(3) of the Internal Revenue Code is eligible to be a host agency for the SCSEP. In any one community, this includes a wide range of possibilities. Project directors who are active in their communities know which ones hire. Most SCSEP projects have established relationships with local agencies throughout their years of operation. Even with these histories, it is important for project directors to remind host agencies on a regular and consistent basis that their agreement with the SCSEP requires them to consider each enrollee for regular employment when vacancies occur in their staff or when new positions are created.

Following is an example of a form used by a project to find suitable host agencies:

41

NAME OF PROJECT
SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM
REQUEST FOR PROPOSAL

Name of your agency:

_____

Address

_____

_____

Contact person and title

_____

Telephone

_____

_____

1. In what ways will the enrollee benefit from placement at your agency?

2. List the number and job titles of enrollees requested. Attach job descriptions.

3. Has your agency participated in the SCSEP before? If yes, please indicate whether you hired the enrollee. Explain.

4. Would you commit yourself to hiring an enrollee within a 12-month period? If no, please explain.

5. Please explain the type of orientation and training you will provide enrollees.

6. How many people in your current staff?
   Full time _____
   Part time _____

7. Tell how the community will benefit as a result of having an enrollee placed in your agency.

8. How can this project office assist your agency with its mission?

Matching Enrollees with Host Agencies

Spending the time to match enrollee skills with the needs of agencies pays off in jobs. One project director waits until enrollees have been at work for three months. She then meets with the host agency supervisor and enrollee in the host agency and develop the IDP. The IDP is used as a means for the enrollee to become employed by the agency in two years or less. The IDP will reflect any additional training or education required and will include target dates. The three participants in this meeting examine any barriers which might prevent the enrollee from being hired and decide what training or other services will be needed to overcome them.

Using Durational Limit to Encourage Hiring Enrollees

Setting a durational limit on enrollees assignments has proven effective in motivating host agencies to hire enrollees. It also acts as a motivator to enrollees who could become too comfortable in a position and neglect their job search responsibilities. The durational limit needs active and consistent enforcement.

Project directors need to stress the durational limit at every enrollee meeting and each time a host agency is monitored. Some projects have shortened the traditional 24-month period to 12 months. Waivers need to be granted stingily.

Know Each Host Agency's Fiscal Year

Knowing the host agency's budget cycle allows project directors to coordinate durational limit with letters reminding them that enrollees will be moved unless hired. This timing will permit them to plan for the inclusion of the enrollee in their budget. Sometimes agencies receive special grants and bequests. It is worth checking to see if this will allow short-term placements of enrollees to implement special projects.

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│            LETTER TO A HOST AGENCY SUPERVISOR                      │
│                                                                   │
│   Dear _____ :                                             │
│                                                                   │
│   This is a reminder that _____ who is working at your       │
│   agency as a _____ under the federally subsidized Senior    │
│   Community Service Employment Program will reach the end of      │
│   his 24-month assignment on _____ .                         │
│                                                                   │
│   Based on the positive results of our several monitoring visits  │
│   and the annual evaluation you completed on him, we are lead to  │
│   believe that he is a person you would consider for permanent    │
│   employment at your agency. You may recall that according to     │
│   the terms of our agreement if you find that you are unable to   │
│   hire him we would be forced to move him to another agency so    │
│   that his training may continue. Do you plan to hire _____  │
│   when he completes his assignment with you? May we hear from     │
│   you soon?                                                       │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

Letters may remind supervisors that unsubsidized placement is a primary goal of the program. If they are unable to hire enrollees they can be asked to refer them to area employers who may be able to hire. They can also be asked to write a letter of recommendation for the enrollee.

Helping Enrollees to Help Themselves

Enrollees should actively take part in developing their unsubsidized job opportunities in their host agencies. Every enrollee should have an application on file with the host agency. Some hints for enrollees to make the most of their host agency assignments:

❖ **Set goals and objectives** - Consider the future. Do you want to earn more money? Are you marketable for competitive employment? What skills and work behaviors do you want to learn or improve?

❖ **Find out what your supervisor thinks of your work** - You need to know when you're doing a good job and ways you can improve your work. This gives you a chance to become more hireable and earn more money.

❖ **Ask about training opportunities** - Are you interested in increasing your computer skills or getting a license or certification that would make you more marketable? Ask your supervisor about these possibilities.

❖ **Ask for help** - Don't be afraid to ask your supervisor for help when you have a question or don't understand your job. Open communication reduces the problem of greater misunderstandings and can reduce your stress on the job.

One project suggests the following eight actions to enrollees to get host agencies to hire them:

1. Tell your host agency supervisor that you want the agency to hire you. express how much you enjoy working there and how hard it will be to leave when your two years are up. Say to them and yourself frequently: My goal is to be hired by you.

2. Find out what skills you may need to obtain before they will consider hiring you. Ask what the agency's needs are, then talk with your project director about how to get those skills.

3. The purpose of the SCSEP is for you to get a permanent job outside the program. It certainly makes sense for your host agency to hire you because it has custom trained you for its worksite.

4. Do such a good job at your host agency that you become indispensable. (A good way of proving this is to take a training program – while you are gone, the agency will realize how much you are needed. You may want to remind your supervisor that this is what it will be like when your two years are up.)

5. Find out who is in charge of the host agency budget and ask how much additional money they need to be able to hire you.

6. Let your project director know that you want to be hired by your host agency. He/she can go to bat for you and put some pressure on the agency.

7   If, at the end of two years, your host agency has no plans to hire you, ask that your next placement to be at a host agency where employment is a real possibility.

8. Your experience, skills and abilities are worth more than the minimum wage. Remember that and act accordingly.

When Host Agencies Hire Enrollees

Host agencies which hire enrollees should receive, at the minimum, a letter of thanks. Some project directors give awards to the agencies. One provides framed "Outstanding Host Agency" awards if a supervisor hired an enrollee or if the supervisor's training led to an unsubsidized job. The award is presented at quarterly enrollee meetings. The enrollee is also presented with an award and photographs are taken. Each June the project director also congratulates agencies which have hired enrollees through a memo sent out to all host agencies. Each host agency might be assured of another enrollee assignment when they employ an enrollee.

Combining a letter of thanks with an invitation is another way of acknowledging those host agencies which have hired enrollees during the year.

AN INVITATION • THANK YOU • REMINDER LETTER

Dear Supervisor:

The week of March ___ is "Hire the Older Workers Week." As project director of the _____ I want to thank each of you who has hired an older worker. If you have not yet hired your SCSEP enrollee this will be a good time to seriously consider doing so, or, at the very least, present a letter of commitment to hire by a specified date.

The project office has scheduled several activities for this week. As a host agency supervisor, you are invited to help celebrate "Hire the Older Worker Week" at our quarterly enrollees meeting on _____ at _____PM at the
_____.

There will be a special recognition for those of you hired enrollees this year. Please call the project office at _____ to confirm your attendance.

Many SCSEP project directors have found that their efforts combined with those of the enrollees have resulted in a high rate of host agency unsubsidized placements.

4.2 HOW TO PROMOTE HIRING BY AREA EMPLOYERS

Project directors need to be familiar with local labor market requirements and with the needs of area employers. Job Club leaders and job developers (see Chapters 1 and 2) can be invaluable in developing files of area employers and their personnel requirements and in making employer contacts. In many projects it falls to the project director to do the necessary market research and establish relationships with area employers.

Basic Techniques for Developing Employer Relationships

❖ Contact employers by letter, telephone or by personal visits

❖ Mail brochures detailing program services

❖ Use public service announcements on radio and television

❖ Put classified ads in local newspapers listing the types of workers available through the program

❖ Network with one-stop centers, private industry councils and other employment and training providers. Speaking at their meetings

❖ Place press releases and human interest stories in the local papers

❖ Give publicity to area employers who hire enrollees

❖ Invite area employers to quarterly meetings, celebrations of "Hire the Older Worker Week," and other functions

❖ Speak at meetings of local employer organizations (e.g., the chamber of commerce)

❖ Answer employer classified ads with letters discussing program services

❖ Organize a job fair

❖ Obtain information on new nonprofits from United Way

❖ Contact organizations that address the needs of minorities or the disabled

❖ Develop relationships with employment and temporary agencies

❖ Many larger companies (like Walmart) have community relations personnel – contact them

❖ Check your attitude – what are your expectations as a project director in regards to an employer?

❖ Always ask why or what could have been done when a prospect doesn't get a job

❖ Practice what you preach – hire enrollees whenever possible

Using "Profiles" to Interest Employers

Some project directors send out mailings which describe the skills and experience of their current enrollees. This is a technique that has been used most successfully by organizations like Forty Plus. One SCSEP project director prepares separate 'Profiles" to target the different communities served by the project. Each "Profile" describes the

47

position desired and the strengths and experience of 15-20 job-ready enrollees in three-four line paragraphs. They are prepared by the project director and her staff using enrollee assessments and work experience. The "Profiles" are written on one piece of paper which is folded for mailing and sent out quarterly.

The project has gathered the following information on area employers: name of employer, name of contact person who is responsible for the recruiting and hiring process, address of employer, telephone number and type of business. The information is entered into a data base and is used to generate mailing labels, surveys, etc. The information was collected by calling the local chamber of commerce offices and requesting a printout of all business members. (This information is free to chamber of commerce members and available at a minimal fee for others. Some chambers will provide the data on diskette) Once collected, this information is useful for other types of outreach and public relations.

Most chambers have monthly newsletters which are sent out to employers by county. As an alternative to mailing, "Profiles" can be inserted into these newsletters for under $100. Project directors report that the use of "Profiles" has increased unsubsidized placements. Once employers use this service, they keep using it.

Locating Potential Employers

SCSEP enrollees usually need help in identifying possible employers. Project directors can provide resources to aid enrollees' job searches or can direct enrollees to libraries or other places where they can be found.

The Job Service

There are about 2000 state employment offices in the U.S. They offer computerized job banks and trained staff counselors who will arrange interviews with employers.

The Yellow Pages

The yellow pages give a cross sectional view of all the businesses in an area. It also provides a breakdown of businesses by their specialty (auto repair, retail clothing, etc.)

State Indexes

Most states publish indexes of all the registered business in the state. The index to manufacturers would list all the textile, plastics, computer and other manufacturers. The index to retail firms would list all department stores, pharmacies, restaurants, gas stations and other retailers. The index to service firms would list all the banks, barber shops, hospitals, law firms, etc.

Trade Directories

These directories list all the businesses in a certain industry. There are directories for hospitals, publishers, banks, department stores and just about any other industry.

The Chamber of Commerce

The membership lists of the local Chamber of Commerce provide information on local businesses.

Compiling Information on Area Employers

Employer contacts should generate data that can be used to target enrollees for present or future openings and to prepare them for company interviews. One project director in a rural area uses the following form when cold calling on employers or to follow up after telephone or other contacts.

EMPLOYER INFORMATION

Name of Company _____

Address _____

Name & Title of Contact _____

Person Responsible for Hiring _____

Type of Company _____ No. of Employees _____

Type of Job Openings _____

Anticipated starting wage _____

1. Describe normal hiring process: _____
_____

2. What are the main components you seek on an application? _____
_____

3. What talents, skills, etc. do you seek during a job interview? _____
_____
_____

4. What is expected and appropriate clothing for an interview with your company?
_____
_____

5. Does your company provide training, or is previous experience a "must." _____
_____
_____

6. Do you consider resumes to be a valuable pre-employment selection tool?

    YES_____   NO_____

7. How do you regard thank you notes? _____
_____

8. Please describe the opportunities for advancement within your company. _____
_____
_____

9. What qualities do you look for when regarding an employee for advancement?
_____
_____

10. Please list the name of any company representatives who might be interested in participating on a panel consisting of representatives of local employers and employment and training agencies.

THANK YOU FOR YOUR COOPERATION

Brochures for Employers

Anyone with a computer, a printer and a copier can prepare an attractive brochure to send to employers. The brochure can use regular 8 1/2" x 11" paper folded into three sections (six panels). The emphasis should be on items of interest to employers. For example, one brochure uses two inside panels to provide statistics on today's employment needs and how these needs are being provided by SCSEP enrollees who have found jobs in the private sector. There is also a panel with quotes from area employers on their satisfactory experiences hiring enrollees. The other three panels consist of a cover page, information about the project and more employer quotes about their use of the program.

Approaching Potential Employers

Employment and training practitioners are accustomed to the *"How may I help you?"* approach. When approaching prospective employers, it is more effective to change this to *"Can I help you! Here's what I can give you."* Stress these advantages:

1. Selected, pre-screened applicants with the skills and talents you are seeking.

2. Applicants with a proven and successful employment history.

3. Applicants with documented histories of dependability and little or no absenteeism.

4. Work Experience Programs and On-the-Job-Training Programs where we incur all or part of the financial risk during initial training.

5. Professional assistance should employee problems occur.

6. Possible supportive assistance for specific employment requirements. (The costs of specific tests, uniforms, or tools needed as a condition of employment)

7. References from local employers who have hired SCSEP enrollees

8. These services are **FREE OF CHARGE**.

Don't be afraid of "no" – don't take it personally. Don't ask questions that allow for a "no" answer!

If you simply ask, "Would your company be interested in our services?" The answer will probably be ..."No."

SAMPLE LETTER TO AN EMPLOYER

Dear

As I was reviewing the classified section of the Sunday _____, I noted that your business had an employment opening for a _____. I would like to tell you about an opportunity to receive a qualified, mature individual to fill your position for less cost.

I am the project director for a senior employment program. I hire people who are 55 years or older who make less than 125% of the poverty level per year. I place these individuals into nonprofit organizations to increase their work skills before entering employment in the private sector.

I would like to offer a unique opportunity to your company. I will pay 50% of the wages of one or more of my employees to work at your business for up to one month, with the agreement that you hire at least one individual at the end of the specified period. Essentially, I will pay half of the wages while your employee gains the training necessary to work in your organization.

You establish the salary or hourly wage. You establish how many hours the individual will work. And I will pay the half of the amount earned by the worker.

Are you hesitant about hiring an older worker? Studies have shown that persons 55 or older are more reliable, responsible and dedicated than the younger generation. In fact, the mature person will more likely stay longer at one job than a recent college graduate

Your business could also benefit from the many years of experience of a senior worker. And, as part of my program, I can provide funding for classroom training for each worker to keep them up-to-date on the latest requirements in the job market before entering your company.

If you would like to obtain more information about this unique opportunity to obtain a senior worker, please contact me at _____.

Sincerely,

_____

Using Referral Record Forms

When referring enrollees to employers it is important to keep written records of the referral and its consequences.

Referral Form

Name and Address of Organization:

_____

_____

Date:_____

I am enclosing two names for your opening for a cook. They are:

<u>NAME</u>   <u>TELEPHONE</u>

_____   _____

_____   _____

Please complete the enclosed referral record forms and return them to us. We hope you will hire one of these senior workers for your position.

If you have any questions or need additional information, please give me a call at

_____.

Thank You!

REFERRAL RECORD

NAME (Last, First, Middle Initial)		
REFERRED TO	Person to See	Date & Time to Report
Occupation	Referral Date	Date of Skills Training
Disposition of Individual ___Accepted ___Not Accepted	___Did Not Report	___Other
Completed by	Phone (ext)	Date Form Returned
Comments		
Referred by:	Title	

Thanking Employers for Interviews

Writing thank you letters to employers who have granted interviews provides project directors with the opportunity to restate program services and to offer assistance in filling present and future job openings.

A Post-Interview Thank You Letter

Thank you again for permitting me the time to visit with you and review the services offered by both the JTPA and the Senior Community Service Employment Program. Our employment and training counselors constantly endeavor to prepare all applicants for entry into today's work force. Many of our enrollees receive specific training in their chosen field, while others are provided with advanced instruction and preparation to assume future employee responsibilities. Enrollees possess a wide range of talents and skill levels. Some have not yet attained employment and lack any notable work experience. Other participants have gained valuable experience and advanced technical training.

The six-week work experience program offered through the SCSEP affords your company a reasonable time frame to train and assess prospective employees while assuming little or no financial risk for your firm. I am confident we can provide your company with many qualified applicants for any job vacancy. We have both people seeking entry level positions and those qualified for more demanding career opportunities.

The SCSEP and JTPA can also assist you with your normal hiring practice. Should your company have an opening now, or in the future, simply call or fax a job description and employment counselors will begin screening applicants. Only applicants who possess the qualifications you seek will be referred to your company.

I hope we can be of assistance in the near future and I look forward to hearing from you.

A well-developed public relations program and a focused outreach effort by SCSEP project directors will assure that area employers become knowledgeable about the talents and skills of the SCSEP participants.

ACKNOWLEDGMENTS

JOB CLUBS

Bauer, Janice; St. Paul, MN
Burnstein, Joan; Ft. Pierce, FL
Coleman, Barbara; Dothan AL **(P)**
Dekhayser, Arlene; Pennsauken, NJ
Frank, Anne; Akron, O **(P)**
Friedman, Mary; Pittsburgh, PA
Geloso, Mari D; Schenectady, NY
Goodall, Brendalynn; Oakland, CA **(P)**
Griffen, Charlesetta; Colton, CA
Mansell, Jeraldene; Muscle Shoals, AL

McDonough, Margaret; Foxborough, MA
Rosa, Sue; Troy, NY **(R)**
Semenza, Phil; Wilkes Barre, PA
Simon, Jamie; Inglewood, CA **(P)**
Talbert, Charlene; Rock Island, IL
Waddell, Carolene; Tacoma, WA
Williams, Ronald; Wilkes Barre, PA **(R)**
Zedziniak, Lorraine; Hartford, CT
Zelma, Rebecca; Lansing, MI

THE JOB DEVELOPER

Anglavar, Duane; Ella Piper, FL
Benedict, Claudia; Amarillo, TX
Bronson, Linda; Erie, PA
Drake, Montie; Bath, NY
English, Lisa; Denver, CO
Evans, Mary; Chicago, IL
Goodman, Pauline; Fayetteville, NC
Green, Arnold; Monterey, CA
Jackson, Deborah; E. Providence, RI
Keegan, Kathy; Beaumont, TX
Littlejohn, Barbara; Queens, NY

Maki, Dorothy; Green Bay, WI
Marshall, Cheryl; Belleville, IL
McCarthy, Ann; Brooklyn, NY
McDonald, Cheryl; Fairmont, WVA
Minter, Gwendolyn; Charleston, SC
Neal, Danner; Greensboro, NC
Pozo, Margarita; Perth Amboy, NJ
Sibela, Laurie; Canton, O
Waters, JoAnne; Modesto, CA
Weatherspoon, Sonya; Muncie, IN
Yelton, Francesca; Lawrence, MA
Ziegler, Thomas; Rome, NY

ACTIONS RELATED TO EMPLOYERS

Brown, Jesse; Jackson, MS (P)
Dashoff, Rosalie; Towson, MD (P)
DeBrunner, Mae; Auburn, AL
Downton, Elizabeth; Boston, MA
Hall W. Freemen; New Bedford, MA

Gair, Sondra; Montgomery Co., MD
Ma, Man Nam; N.Y, N.Y.
Marson, Stephanie; Somerville, MA
Patrick, Al; Pontiac, MI
Turay, Adama; Durham, NC

UNSUBSIDIZED PLACEMENTS IN RURAL AREAS

Baker, Carolyn; Anniston, AL
Brown, Brenda; Wesson, MS
Burton, Glen; Wheeling, WVA
Coath, Gwen; Yemassee, SC
Dukman, William; Pottsville, PA
Garvin, Larry; Butler, PA
Goode, Melinda; Martin, TN
Lynt, Marilyn; Brockton, MA
Paine, Douglas; Harlan, IO

Perrodin, Betty; Ville Platte, LA(P)
Pike, Gary; Columbiana, O
Pourciau, Brenda; LaFayette, LA (P)
Reed, Theodore; Marietta, O
Seay, Bettie; Bryson, NC (P)
Thrasher, Nell; Camden, AL
Tyra, Deborah; Tuscaloosa, AL
Vargass, Maria; Brockton, MA
Williams, Theresa; Yemassee, SC