

NAVIGATE YOUR CAREER WORKSHOP SERIES

A GUIDE TO AN ECONOMICALLY SECURE FUTURE



ECONOMIC SECURITY FOR SURVIVORS PROJECT
INSTITUTE FOR WOMENS POLICY RESEARCH
1200 18th Street NW, Suite 301, Washington, DC 20036



Economic Security for Survivors Project

Economic insecurity has devastating consequences on the lives of survivors of domestic violence, dating violence, sexual assault, and stalking. Abuse can impose significant expenses on survivors, including physical and mental health care costs, lost wages, safety planning, and relocation costs. Furthermore, economic abuse can result in life-long consequences due to job loss, debt, damaged credit, or coercion into crime. When combined with today's high cost of living, shortage of good jobs, and diminished safety net, these impacts of abuse severely limit survivors' options and ability to achieve safety and justice.

The Economic Security for Survivors Project (ESS Project) seeks to build, protect, and restore the economic security of survivors of intimate partner and sexual violence, and stalking so that they may be safe and free of abuse. Domestic and sexual violence programs, the justice system, and communities play distinct and important roles in supporting survivors' independence and recovery from the costs of abuse and these groups must recognize and respond to the economic barriers and costs survivors face. The Economic Security for Survivors project—formerly of Wider Opportunities for Women and now housed within IWPR's Health & Safety initiative—identifies barriers that threaten survivor economic security and safety and offers solutions based on data and proven best practices. The project provides justice system and community professionals with strategies, tools, education, and training to improve how policies and programs respond to the economic consequences of abuse and support survivors' economic security. For more information, visit www.iwpr.org/initiatives/economic-security-for-survivors.

This adaptation of Wider Opportunities for Women's Connections to Careers Curriculum™ and the ESS Project's Economic and Employment Advocacy Curriculum™ was generously supported by Grant No. 2014-TA-AX-K033 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Table of Contents

Introduction	4
--------------------	---

Curriculum

Workshop 1 Lesson Plan: Foundations of Economic Security	7
Workshop 2 Lesson Plan: Identifying Career Goals	13
Workshop 3 Lesson Plan: Building Your Credentials	19
Workshop 4 Lesson Plan: Career Planning	25
Workshop 5 Lesson Plan: Job Search Strategies.....	29
Workshop 6 Lesson Plan: Communicating Your Strengths	36
Workshop 7 Lesson Plan: Interviewing and Securing the Job	41
Workshop 8 Lesson Plan: Thriving in the Workplace	45

Appendix

The Basic Economic Security Tables	52
Accessing Local Labor Market Data	55
Working with Trauma	56
Training Tips.....	57
Engaging Your Audience	58
Ice Breakers.....	59

This **Teacher's Guide** contains an overview of Economic Security for Survivors Project's services and programs, background information on the **Navigate Your Career Workshop Series: A Guide to an Economically Secure Future**, lesson plans and resources including training tips and information on working with survivors that will help teachers when presenting the series.

About The Curriculum

Survivors of intimate partner and sexual violence face significant economic barriers to independence and recovery. Unaffordable housing, unemployment, and low wages in addition to the economic impacts of abuse make it difficult for survivors to be independent and resilient across the lifespan. Helping survivors develop the skills and strategies they need to achieve their short- and long-term financial and career goals is critical for their immediate safety and future resiliency.

The Economic Security for Survivors Project's *Navigate Your Career* workshop series seeks to empower survivors as they rebuild their lives and pursue pathways to economic security. The workshop series utilizes a workforce development model coupled with trauma-informed, strengths-based best practices to provide survivors with the knowledge, tools, and resources to pursue their career goals and build economic security.



Topics covered include how to assess one's abilities and match those strengths to good jobs in growing fields, how to develop a concrete and realistic career plan, how to promote one's strengths when pursuing employment opportunities, and how to protect one's economic security and recover the cost of economic abuse. After completing the course learners will be better able to:

- identify career opportunities that match their income needs, skills, and interests;
- explore and evaluate various educational and training opportunities to advance their career;
- build a S.M.A.R.T career plan that includes contingency planning;
- develop strategies and solutions to overcome common barriers to economic success;
- implement effective job search techniques and apply best practices to improve job applications;
- practice successful interviewing methods;
- recognize when workplace rights are being violated and determine their options;
- utilize best practices to negotiate salary and minimize workplace conflict.

The *Navigate Your Career* workshop series is best suited for survivors who benefit from the stability of long-term transitional housing programs and supportive services. The workshops are designed to be conducted in a small group setting coupled with on-going one-on-one support from an advocate. The curriculum complements financial literacy programs and economic support services that are commonly available to survivors as part of core services.

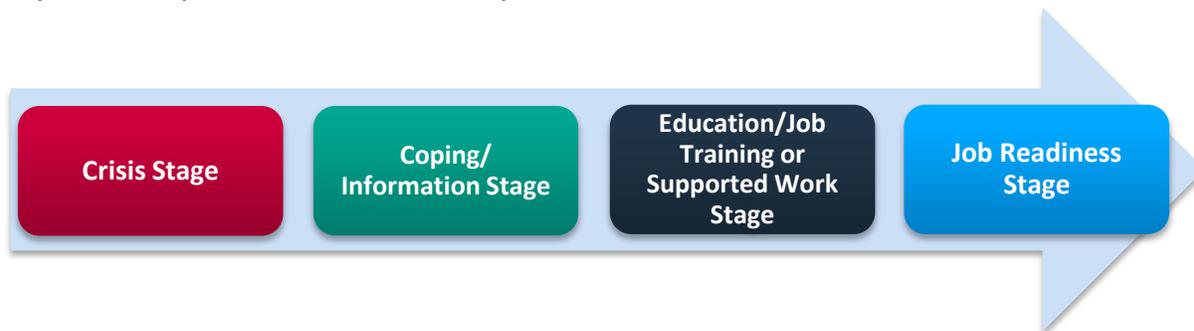
Before Your First Workshop

To ensure an empowering experience and avoid causing further harm to survivors, it is strongly recommended that the workshop series only be open to survivors who are no longer in immediate crisis and are able to positively engage in long-term planning.

Prior to participation, it is recommended advocates work with survivors to:

- have a safety plan in place that takes into account their economic security including securing their personal finances, accessing economic relief for which they are eligible, and taking steps that enable them to safely work or go to school.
- complete a psychosocial evaluation to help identify any mental health needs and to gauge if the survivor is ready and able to seek employment.
- assess any barriers that will impede future economic security including health issues, physical or cognitive disabilities, drug addiction, criminal records, and legal status.

Addressing these needs early on will provide the groundwork survivors need to successfully prepare for employment and pursue economic security.



Survivors are best able to explore their options and plan for the future at the coping stage. This is an ideal time for career education and planning. In this stage, survivors can take some initial steps toward building future economic security including assessing their skills and interests, evaluating potential career paths, establishing goals, and outlining an action plan to reach those goals. As survivors become more stable they can begin to execute their career plans, enroll in job training services or education programs, and seek employment. To help support employment, advocates should refer to the [Job Readiness Checklist](#) to assess potential barriers and offers guidance on how to mitigate these challenges. The [Employment Strategy Flowchart](#) can also help determine next steps for job seekers.

Survivors may move back and forth between phases of readiness depending on their situation, the safety in their homes and the security of their children. It is important to continually reassess so that you are meeting the survivor where she or he is.

To increase the effectiveness of the workshop series, it is recommended the service providers partner with a financial literacy program that can address survivors needs related to money management, credit repair, debt mediation, and asset building. These services go hand in hand with career empowerment programs.

This page is intentionally left blank



Lesson 1: Foundations of Economic Security

Instructors Notes:

Purpose:

Workshop 1 is designed to identify the local cost of living to establish participants' income needs. Participants will be introduced to growing jobs in their own communities that pay economically secure wages.

Learning Objectives:

Following this workshop, learners will be better able to:

- Visualize personal and career goals and start the process of making them real.
 - Define the income needed to be economically secure using local data from the Basic Economic Security Tables.
 - Explore local high-demand, high-wage jobs that do not require four-year degrees.
-

Workshop Time – 1 Hour

Materials Needed

- Newsprint/whiteboard
- Markers/dry erase markers
- Pens/pencils
- Variety of magazines
- Art supplies (crayons, markers, tape)
- Calculators

Handouts:

- Selected BEST Tables*
- High Demand, High Wage Occupations*

Worksheets:

- Economic Security Budget Worksheet

**customized handouts, see appendix to learn how to access local information*

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text provides context and background information for instructors

Introduction: Explanation of the Workshop Series**10 Min.**

- ⇒ Introduce yourself and the purpose of the workshop series.
- ⇒ Start with an icebreaker to get to know more about the participants and their desired career. Examples can be found in the appendix of this guide.
- ⇒ In order to create a space for participants to feel safe to share, ask the group to develop some rules and expectations that each participant and the instructor will adhere to during the workshop series. Write the rules on newsprint and keep for future workshops.

Visioning Exercise: What Do I Want My Life to Look Like?**10 Min.**

Purpose: The purpose of this exercise is to help survivors reflect on their aspirations and envision their future. Visioning can help establish goals, give people a sense of control, and create hope and excitement. Keeping these visions in mind can help encourage and motivate participants to define and execute a plan to make their visions a reality.

- ⇒ Provide participants paper and art materials. Ask them to think about their future goals. Give participants 5 minutes to create their vision boards using word maps, drawings, magazine cuts outs, or whatever form of expression they choose.
- ⇒ Once everyone is ready, ask if anyone would be willing to share.
- ⇒ Write down common themes. Note if economic security/income stability/living comfortably was among the themes shared.

Facilitator Tip:

Encourage participants to dream big. Have them consider their jobs, homes, families, and hobbies.

- ⇒ Summarize the activity and share that goal of the workshop series is to help participants build a pathway to economic security and identify the resources necessary to achieve their dreams.

Discussion: What is Economic Security?

10 Min.

- ⇒ Ask what participants think it means to be economically secure.
Economic security is about being able to meet one's basic needs and save for emergencies and future needs. It is about present and future financial stability, not just living paycheck to paycheck. It means you have the resources to address unexpected life challenges and events.
- ⇒ Define economic security and its key components:
- (1) Affording one's **basic expenses** (housing, utilities, food, transportation, childcare, personal/household items, healthcare, savings and taxes)
Each of these expenses is the bare minimum needed to obtain and maintain a job and be healthy.
 - (2) Having and building **assets** (emergency savings and retirement savings)
Savings help provide resources for unexpected or planned future expenses and allow for individuals to invest in education, homeownership or other financial goals. Emergency savings and retirement are a priority.
- ⇒ Discuss the importance of savings.
*Economic security is about stability, not living paycheck to paycheck, so savings is essential. Savings can help give you more **control** over your life and how you handle financial challenges.*

Quick facts:

- *If you don't have any savings you are not alone: 26% of Americans have no emergency savings.¹*
- *It is generally recommended that individuals save to cover 3 month's work of expenses (the typical period of unemployment).*
- *36% of working-age adults do not have any retirement savings.²*

¹ Bankrate.com. *One in Four Americans Has No Emergency Savings*. June 23, 2014.
<http://investor.bankrate.com/phoenix.zhtml?c=61502&p=irol-newsArticle&id=1941680>

² Bankrate.com. *One in Four Americans Has No Emergency Savings*. June 23, 2014.
<http://investor.bankrate.com/phoenix.zhtml?c=61502&p=irol-newsArticle&id=1941680>

- According to the National Council on Aging's Elder Index (available at www.basiceconomicsecurity.org), a single home-owner in good health can expect to need approximately \$19,000 per year to cover necessary expenses. If they are renters or have a mortgage, they will need more. Compare this to the average social security benefit for women, \$13,500.³ This can be especially challenging as women typically live longer than men and earn less over their lifetime.
- The earlier you are able to start saving, the less you need to save to reach savings goals.

Activity: Economic Security Budget

20 Min.

Purpose: To allow participants to get a better idea of how the Basic Economic Security Tables works and to better understand how close their own family is to economic security.

Facilitator Note: Prior to the workshop, familiarize yourself with IWPR's Basic Economic Security Tables in the appendix of this teacher's guide and download local data for the family types most common among participants. See page 52 for more information about the BEST.

⇒ Pass out the Budget Worksheet, calculators, and pencils.

Step 1: Ask participants to look at the Budget Worksheet, and explain that you will be working two scenarios, (1) a single adult and then (2) a single adult and child. Specify the age of the child to help define childcare costs.

Step 2: Ask participants to help you determine the costs for each expense category in the example.

Note: You may need to provide costs for healthcare and taxes as they are often more difficult to estimate. Refer to the corresponding BEST Index for your region.

Step 3: Once the budget worksheet is complete, repeat the same process for the second scenario.

Facilitator Tip:

This is not a traditional budget in which you are working within a fixed income. The goal is to determine how much income an individual or family needs to earn to be economically secure.

³ National Women's Law Center. *Women and Social Security: Key Facts*. February 23, 2015. <http://www.nwlc.org/resource/women-and-social-security>

Discussion:

- ∞ **How much do you need to make per hour to be economically secure?**
- ⇒ Compare the results from the exercise to the corresponding BEST incomes for your community. *Participants' estimates are often very close to the actual cost found in the BEST. If there are any expenses that are significantly different than the group's estimates, try to determine why that would be. For example, participants may be including the receipt of benefits in their calculations.*
- ∞ **What do you think about this?**
- The income needed to afford one's basic needs can seem unattainable. The point of this exercise is not to discourage but to give them important information that can be used when identifying career prospects.*
- An individual's inability to achieve economic security is NOT a reflection of that person's character, work ethic or ability to manage a budget. It is primarily a result of inadequate wages that do not cover one's basic needs. Wider Opportunities for Women's "Living Below the Line Report" finds that 45% of American families are economically insecure. Economic security is not something one can achieve in a single step; it is a process that is achieved over the course of one's life. It requires long-term strategic career and financial planning.*
- ⇒ Pass out the Selected BEST Index.

Discussion: Growing Opportunities**5 Min.**

- ⇒ Pass out and have participants review the High Demand, High Wage Occupations worksheet.
- Are participants surprised? Have any of them worked in these jobs? Know of someone in these fields? Are they interesting jobs? It is important to be open-minded about potential career opportunities. The perfect job for you may not be one you know exists. Also, note that what may provide a good income for a single adult may not be enough to support a family.*
- ⇒ Have participants examine the different opportunities available to people with various levels of education and training. Note that you don't always need a 4-year degree to have a good income.

Wrap-Up

5 Min.

Key Points:

(1) Economic security is having enough income to meet your basic needs and having key assets such as emergency and retirement savings to provide long-term economic stability.

(2) While some jobs may provide economic security for a single adult, they may not be enough to support a child.

- ⇒ Restate what the workshop has covered:
 - The income needed to be economically secure
 - Importance of savings
- ⇒ Preview the next workshop.

Purpose:

Workshop 2 is designed to help participants explore their career goals, interests and strengths in a big picture way.

Learning Objectives:

Following this workshop, learners will be better able to:

- Determine one's personality type and explore associated career options.
 - Develop an occupation profile for chosen career(s).
-

Workshop Time – 1 Hour

Materials Needed

- Newsprint/Whiteboard
- Markers/Dry Erase Markers
- Paper
- Pens or Pencils
- Projector/screen and a laptop with an internet connection

Handouts:

- Personality Types and Working Styles

Worksheets:

- Career Assessment Profiler
- Occupational Profile

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text indicates background information for instructors

Introduction: Explanation of the Workshop Goals**5 Min.**

- ⇒ Introduce yourself and explain the goals of the workshop.
- ⇒ Have participants introduce themselves and share their current job (if employed) and their career of interest.

Activity: Interest Inventory**20 Min.**

Purpose: To explore personality types and the types of careers that are associated with them in order to find careers that best match participants' personality types.

Step 1: Hand out and have participants complete the Career Assessment Profiler worksheet.

Step 2: Ask participants to divide into groups based on their dominant personality type: **Realistic, Investigative, Artistic, Social, Enterprising** and **Conventional**. If there is a tie, have participants select the group they wish to join.

Step 3: Pass out the Personality Types and Working Styles handout. Have each group discuss what their key traits are and brain-storm types of jobs those traits might be best suited for and why. Have participants list their strengths and potential careers on a sheet of newsprint.

Step 4: Have each group report back on what they discussed to the group as a whole.

Discussion:

- ∞ **What did you learn from this exercise? Did the result surprise you?**
We all have diverse interests and can have more than one personality type. It is important to recognize what strengths and characteristics one personality type has and how that relates to various careers. No occupation is mutually exclusive for one personality type.
- ∞ **What strengths do certain personality types have and how do they relate to those potential careers?**
For participants who are currently employed, is your personality type a good match for your job? Are there other careers that might suit you better?

Activity: Skills Assessment and Career Match**20 Min.**

Purpose: To define the skill sets and background needed for the participant's occupation of interest.

- ⇒ Introduce participants to www.onetonline.org and demonstrate how to explore careers based on personality type and what information (knowledge, skills, abilities, education needed, average pay, projected growth) the site contains on various occupations.
*O*NET Online, the US Department of Labor's job database, details required knowledge, skills and abilities along with common tasks, specific work activities and, importantly, average wages for nearly 1000 occupations. O*Net Online is a useful tool for both individuals who are just starting a career and those who have been employed for years.*
- Users can:*
 - *search for jobs by keyword;*
 - *explore different industries, the availability of training, and what jobs are growing;*
 - *view occupations by abilities, knowledge, skills, work activities, growth, or the amount of preparation to enter the field; or*
 - *match skills and interests to careers.*
- ⇒ If you have access to a computer lab, have participants use www.onetonline.org to fill out their Occupational Profile Worksheet. If not, work through a couple of common occupations as a group as described in the activity box below. Individual profiles can be completed individually as part of case management before the next workshop.

O*Net Online Tutorial:

Step 1: Go to www.onetonline.org and scroll down to the “Find Occupation” section. Here you can browse by groups or a specific focus. Select the focus drop down list and choose “interests” by clicking the arrow to the right. You will be taken to a new page where you can choose an interest/personality area to explore.

Step 2: This page lists careers related to that interest. You can include other interest groups to further narrow your results. You can also view occupations by the amount of preparation needed – known as job zones. Job zones are categorized from 1 to 5: 1 needing the least amount of preparation and 5, the most.

A yellow sun indicates a bright job outlook, meaning that there is significant job growth potential in these areas. A green leaf indicates that this occupation is considered a “green” job, meaning the job produces goods, provides services or develops processes that benefit the environment or conserve natural resources.

Step 3: Have participants select a career they would like to explore further and click on it. Summary reports contain relevant job information including the tasks one typically engages in on a daily basis, what tools and technologies one would need to be familiar with, general knowledge, skills and abilities required, the amount of preparation and education needed, as well as national- and state-level wage information.

*The wage information provided on O*Net Online info is very important for evaluating if an occupation will help an individual be economically secure. It will also be important to keep in mind potential costs associated with a career such as education and training, licensing or equipment and how they may impact one’s budget.*

This page also contains information about state employment trends so jobseekers can determine if that career is growing and how large the demand for the field is. Job seekers will want to avoid occupations that are declining or that aren’t plentiful where they live, unless they are willing to move.

Step 4: If time permits, look at a few more careers of interest.

Activity: Career Bridges**10 Min.**

Purpose: Help participants identify career bridges, or careers that similar to previous jobs they have held for which they have transferable skills.

- ⇒ Introduce participants to www.myskillsmyfuture.org and demonstrate how to explore careers based on previous jobs held or current jobs.

The screenshot shows the MySkillsMyFuture website interface. At the top left is the logo "mySkills myFuture" with the tagline "a careeronestop website". To the right of the logo are icons for email, print, help, and social media, along with a "SHARE" button and a "Translate: Select Language" dropdown menu. Below the header, there are three numbered steps: "1 Tell us a job you've had.", "2 We'll find careers with similar skills.", and "3 Pick a career and explore!". The main content area features a blue background with the text "Build a bridge to your new career." and a text input field labeled "Enter your current or past job." Below the input field is a red button that says "FIND MY CAREER MATCHES". To the right of the input field, there are three white boxes: "Watch Help Video" with a video thumbnail, "Tell Us What You Think" with a speech bubble icon, and "New to the Workforce? Go to MY NEXT MOVE" with a magnifying glass icon. At the bottom of the page, there is a footer with links: "Get Video Help | About Us | Contact Us | Go to CareerOneStop | Site Privacy | Accessibility" and "Site Map | Tell Us What You Think | Developers | Download:" followed by icons for PDF, Word, and Excel.

MySkillsMyFuture can help individuals identify new career opportunities that are similar to previous work yet may pay better wages and have opportunities for growth where they live. After entering a current or past job, users will be taken to a database a list of career matches along with information on pay, job listings, and training opportunities. Users can enter their zip code to access local information. From the database, users can compare past/current job with career matches.

Wrap-Up**5 Min.****Key Points:**

- (1) Understanding your personality type and the strengths that you possess is helpful as jobseekers identify career opportunities in which they are more likely to thrive.
- (2) www.onetonline.org and www.myskillsmyfuture.org can help jobseekers access detailed information about hundreds of jobs that can be used to explore career options.

- ⇒ Sum up what has been learned in this workshop about good jobs and career cluster personality types.
- ⇒ Preview the next workshop.

Instructor Note: participants will need to complete and bring their occupation profile to the next workshop.

Purpose:

Workshop 3 is designed to help participants evaluate the options available to them that will help them gain the credentials needed to obtain their career goals.

Learning Objectives:

Following this workshop, learners will be better able to:

- Identify educational and training opportunities that can help advance one's career.
 - Discuss approaches to evaluate available education and training opportunities.
 - Mediate common obstacles to accessing education and training programs.
-

Workshop Time – 1 Hour

Materials Needed

- Newsprint/Whiteboard
- Markers/Dry Erase Markers
- Note cards
- Tape

Handouts:

- Education Continuum
- College Terminology 101
- Financial Aid 101

Worksheets:

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text indicates background information for instructors

Introduction: Explanation of the Workshop**5 Min.**

- ⇒ Recap the previous workshops content and discuss how this workshop helps explore various ways to build their skills and credentials.

Discussion: Building Your Skills**10 Min.**

- ⇒ Ask participants to review their Occupational Profile worksheet created during the last workshop.
- ∞ ***Based on your Occupational Profile, how many of you will need to get a training or a degree to enter your chosen career?***

*It is important to know exactly what credentials are required for the job you want. You can find this information by reviewing the education and credential requirements listed on O*Net Online, looking at job advertisements and conducting informational interviews with employers and professionals in the field. You may not always need a degree. There may be other options including apprenticeships and training programs.*

- ⇒ Define the various forms of advanced education and training. After describing each, ask if participants require that type of training or education for their careers.

Apprenticeships: these long-term, hands-on training opportunities are for individuals learning a craft or trade. These opportunities are typically paid.

Occupational Certifications: certifications are earned from a professional society and demonstrate that an individual has met the minimum qualifications to perform a job or task. Certifications may be needed in addition to training and/or post-secondary degrees.

Occupational Licenses: licenses are required by the government, usually the state, to assure that minimum standards are met.

Associate's Degree: this two-year degree can be earned at a community college, technical or vocational school, a junior college or from a four-year college. Many of these programs are linked to specific occupational certifications or licenses.

Bachelor's Degree: a four-year academic degree awarded for a program in the arts or sciences.

Master's Degree: is a graduate program, typically a two-year course of study, which involves specialized knowledge and concentrated study in one area.

Professional Degree: these degrees emphasize the skills and practical analysis needed for a specific profession. These degrees often require additional certifications or licenses.

Note that some of these degrees build on one another. For example, Bachelor's Degrees are required before one can earn a Master's Degree but not all Professional Degrees require earning a Master's Degree.

⇒ Handout the Education Continuum.

Activity: Cost & Benefit Exploration

15 Min.

Purpose: To explore the cost/benefit of pursuing higher education or training.

Facilitator Note: Prior to the workshop, prepare note cards needed for the activity.

Step 1: On a white board or sheet of newsprint draw a table with three columns titled **Occupation, Education/Training Requirements** and **Salary**. List the nine occupations included in the answer key below.

Step 2: Pass out note cards with each of the education/training requirements and hourly wages written on them (see answer key). Each participant should have a total of 18 cards (9 *Education/Training Requirements Cards* and 9 *Salary Cards*).

Step 3: Instruct participants to place the *Education/Training Requirements Card* and *Salary Card* next to the occupation they think it belongs with.

Discussion:

- ⇒ Look for consensus to see if there was general agreement about the education requirements and salary levels for each occupation.
- ∞ ***Why did you make the choices you made?***
- ⇒ Share the correct answers:

Answer Key:

Occupation	Education/Training Requirements	Salary
Home Health Aide	HS Diploma + Certification	\$10.28/hr
Licensed Practical Nurse	Postsecondary Certificate/Associate's Degree	\$20.43/hr
Physical Therapy Assistant	Postsecondary Certificate/Associate's Degree	\$26.16/hr
Office Clerk	HS Diploma	\$13.78/hr
Payroll / Time Keeping Clerk	HS Diploma	\$19.09/hr
Bookkeeper	Associate's Degree	\$17.51/hr
Childcare Worker	HS Diploma	\$9.48/hr
Preschool Teacher	Postsecondary Certificate/Associate's Degree	\$13.52/hr
Recreation Therapist	Bachelor's Degree	\$21.15/hr

- ∞ ***What did you learn from this exercise? Did the result surprise you?***
Each of the occupation groupings have similar job responsibilities but vastly differ in education needed and salary level. Encourage participants to explore similar careers. They may not require the same amount of education and training. However, there are often times when acquiring additional education can be beneficial regardless of the cost.

Discussion: Finding the Right Program**10 Min.**

⇒ Ask participants to list what they should consider when evaluating schools or job training program. Write their responses on the white board or newsprint.

Things to consider when evaluating what program is right for you:

- *Costs and Financial Aid*
- *Academic Programs/Training Curriculum*
- *School Type: Public/Private or For-Profit*
- *Admissions/Applications Requirements*
- *Accreditation or Industry Standard*
- *DOL Registered (apprenticeship/training programs)*
- *Graduation Rates, Retention Rates, Job Placement Rates*
- *Enrollment Contracts*
- *School Location, Size, and Campus Life*
- *Work Flexibility*
- *Distance Learning or Online Degrees*
- *Reputation*

⇒ Direct participants to the following resources that can help in their exploration.

- School websites
- College navigators: <http://nces.ed.gov/collegenavigator/>
- Apprenticeship/training programs: <https://www.careeronestop.org/Toolkit/Training/find-apprenticeships.aspx>

Discussion: Navigating the Process**15 Min.**

Adult learners face a number of barriers when returning to school or entering a training program. Helping prospective students identify potential challenges and strategizing ways to overcome those challenges will help increase the likelihood that they will succeed in enrolling and completing their program.

⇒ Ask if students have enrolled and/or completed school or a training program.

∞ ***Have you enrolled in college classes or training programs? What was difficult about the process? What did you wish you knew before enrolling?***

⇒ Be prepared to discuss the common challenges and strategies below.

Challenge	Solution/Strategy
Completing complicated applications	<ul style="list-style-type: none"> ▪ Start early ▪ Complete one section at a time ▪ Don't be afraid to ask questions/call admissions office for clarification ▪ Have someone review. Many public libraries have a college resource center or college prep services that can help.
Entrance exams	<ul style="list-style-type: none"> ▪ Find out what tests are required such as College-Level Examination Program (CLEP) https://clep.collegeboard.org/ or ACCUPLACER https://www.accuplacer.org/ ▪ Become familiar with the exam and practice. <ul style="list-style-type: none"> ▫ Take advantages of prep courses offered at colleges and libraries. ▫ Find online study guides and practice exams. ▫ Get support from local adult educational.
Enrollment process	<ul style="list-style-type: none"> ▪ Start early ▪ Don't be afraid to ask questions/call admissions office for clarification
College jargon	⇒ Hand out <u>College Terminology 101</u>
Financial aid	⇒ Hand out and discuss <u>Financial Aid 101</u>

Wrap-Up **5 Min.**

Key Points:

- (1) Do your research to be sure that the program/school you are pursuing is necessary and will help you enter your chosen career path.
- (2) Be sure to explore alternative careers that may be similar but more accessible.
- (3) College is difficult to navigate, start early and do your research. Don't be afraid to ask questions. Finding support programs can be very helpful.

- ⇒ Restate what the workshop has covered:
 - Range of education and training options
 - Challenges in pursuing college and training
- ⇒ Preview the next workshop.

Purpose:

Workshop 4 explores the concept of goal-setting, the details of pursuing specific career paths and the challenges that can come up along the way.

Learning Objectives:

Following this workshop, learners will be better able to:

- Create career goal plan using S.M.A.R.T goal setting.
 - Formulate strategies and solutions to help mediate expected and unexpected challenges.
-

Workshop Time – 1 Hour

Materials Needed

- Newsprint/Whiteboard
- Markers/Dry Erase Markers
- Paper and Pencils

Handouts:

- Setting SMART Goals

Worksheets:

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text indicates background information for instructors

Introduction: Explanation of the Workshop Goals**5 Min.**

- ⇒ Briefly review lessons learned from Workshops 1 through 3 including economic security, personality types, career interests and goals, and what is needed for them to enter those careers.
- ⇒ Tell participants that in this workshop they will be learning how to develop a career map to assist them in reaching their career goals and will discuss potential barriers and different ways to overcome them.

Discussion: Setting Career Goals**10 Min.**

- **Why set goals?**

Setting goals gives individuals long-term vision, an end point to work toward. A goal can help individuals better organize their time and resources so that they can accomplish their dreams. Goals can relate to family, career, financial, physical, educational or other aspects of one's life.

- ⇒ Discuss the difference between goals and objectives.
 - Goal = the purpose toward which action is directed.*
 - Objective = something that one's efforts or actions are intended to attain or accomplish one's goal. They are often measurable and tangible.*
- ⇒ Introduce S.M.A.R.T. Goal planning.
 - Specific – target a specific goal.*
 - Measurable – describe how you will show progress towards the goal.*
 - Achievable – the goal is possible.*
 - Realistic – the goal can realistically be achieved, given available resources.*
 - Time-related – specify when the goal will be achieved.*

⇒ Give an example: “I will enroll in a job training program.”

∞ **How can this goal be improved?**

Examples include: specifying the program, adding a due date, and determining if the goal is achievable (ex: do you have or can you obtain the basic requirements to enter that program).

Activity/Discussion: Achieving Your Career Goals

20 Min.

Purpose: To visualize one’s career path and discuss the steps needed achieve one’s desired goal.

Step 1: Using a whiteboard mark your starting point. This is where you are today.

Step 2: Ask the group to select an occupation they would like to plan together. On the other end of the board mark your career goal. This is where you want to end up.

Use the Occupational Profile service available via Career One Stop’s online toolkit to help guide the exercise: <http://www.careeronestop.org/toolkit/toolkit.aspx>.

Step 3: From the starting point, ask the group to name all the possible choices one can make to move forward, such as enrolling in a job training program or college (part-time or full-time) or gaining experience while on the job. Give yourself enough room to write.

Step 4: Follow each path and continue to identify the possible choices one can make and the impact of that choice. The result will be a forked path of possible ways one can reach their goal.

Discussion:

∞ **How can we make this plan a SMART goal plan?**

Make sure the goal is specific and measurable. Assign timeframes when possible. And evaluate whether the overall plan is achievable and realistic. See if participants are able to prioritize plan approaches and best options for backup plans.

∞ **What is the take away from this exercise?**

There are no wrong ways to reach one’s goal, some approaches may take longer or need more resources but ultimately the goal is achieved.

⇒ Transition to the next discussion about obstacles to these plans and how to overcome them.

Sharing Experiences: Overcoming Barriers**20 Min.**

- ⇒ Draw a vertical line down the center of a whiteboard or on newsprint. On the left side write “Challenges”; on the right side write “Solutions.”
- ∞ **What are some of the challenges that can get in the way of following the path to your career goals?**
Examples can include: childcare scheduling problems or provider cancellations, unexpected expenses, unable to afford education or training, lacking work appropriate clothing, job loss, housing problems, etc.
- ∞ **How can you overcome those challenges?**
Examples can include: having back-up care, exploring financial aid options or free courses/programs offered by community colleges or local non-profit organizations, utilizing one’s network to find better job opportunities or resources, etc.
- ⇒ Ask if anyone would like to share lessons from their personal experiences?

Facilitator Tip:

Participants have a wealth of knowledge and experiences to share. Encourage them to help each other learn from their successes.

Wrap-up**5 Min.****Key Points:**

- (1) It is important to have a strong and clear plan on how to accomplish your goals including the resources necessary to reach that goal.
- (2) Challenges are inevitable. Planning in advance and identifying strategies to overcome barriers can help minimizing those challenges and enable you to move forward more quickly and smoothly.

- ⇒ Sum up what has been learned in this workshop about career paths and barriers.
- ⇒ Explain that the next workshop will focus on how to navigate today’s difficult job market.

Purpose:

Workshop 5 helps survivors develop a broad job search strategy and educate survivors about tools and resources to aid in their job search.

Learning Objectives:

Following this workshop, learners will be better able to:

- Narrow job searches and focus on positions that best meet individual needs.
 - Use labor market research data and tools to identify local job opportunities.
 - Form new networks that can support employment goals while keeping safety in mind.
-

Workshop Time – 1 Hour

Materials Needed

- Whiteboard/Newsprint
- Markers
- Pens or pencils
- Paper

Handouts:

- Employer-Based Benefits

Worksheets:

- Visualizing Your Network
- Job Search Checklist

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text indicates background information for instructors

Introduction: Explanation of the Workshop Goals **5 Min.**

- ⇒ Remind participants that this is the fifth workshop in an 8-part series and that this lesson will build on what was discussed in the first three modules.
- ⇒ This workshop will discuss successful job search approaches and how to deal with a difficult job market.

Discussion: A Good Job **10 Min.**

The previous workshops helped participants gain a sense of your career interests and strengths, in this workshop we will focus on evaluating different career options.

- ⇒ Ask participants to list what they consider to be the characteristics of a “good job”?
- ⇒ Write participants’ answers on newsprint. Make sure that they identify key characteristics: **GOOD PAY, BENEFITS** (specific types), and **ADVANCEMENT OPPORTUNITIES**.

A good job is one that:

- *You enjoy;*
 - *Pays an economically secure wage: a wage that a family needs to meet their basic needs (housing, food, transportation, child care, etc.) and build savings for emergencies and retirement;*
 - *Includes employer-provided benefits – health insurance, sick leave, vacation, family medical leave, retirement and life insurance; and,*
 - *Has a career ladder: a path from one job to a better job, often building on skills developed and experience gained in each job.*
- ⇒ Pass out and review Employer-Based Benefits handout.

Health Insurance: Not having health insurance is not only harmful to your health, but it is also the easiest ways of getting into debt. Health expenses – even for those with health insurance – are one of the top reasons Americans declare bankruptcy.⁴

Paid Sick and Safe Leave: Only 11% of the American workforce has access to paid family leave through their employers and less than 40% has personal medical leave through an employer-sponsored disability program.⁵

Matched Retirement Accounts: Employers who offer matched retirement savings plans often match 50 cents for every dollar saved up to 6 percent of pay.⁶ For a person earning \$40,000 a year, this can translate into \$1,200 in savings in addition to the employee’s contribution. This can greatly increase savings over time.

Discussion: Defining Your Job Search: Beyond the Position Description 5 Min.

⇒ Hand out the Job Search Checklist Handout and lead a discussion about these additional factors that affect job quality and work/life balance.

There are a number of important considerations when applying to job openings beyond matching qualifications. These can include:

- *Is the position full-time/part-time/temporary/contract*
- *What are the hours*
- *What benefits does the employer provide*
- *How long would the commute be*
- *How much would the commute cost*
- *Is the employer large or small*
- *What type of organization is it*
- *Is the position a union job*

This information may be available in the job posting as well as on the employer’s website.

These can be important issues as hours and commute times can have associated costs (which may be greater than pay), impact childcare options/family responsibilities, and effect one’s ability to enroll in education/training or volunteer with community organizations.

⁴ NerdWallet. “NerdWallet Health finds Medical Bankruptcy accounts for majority of personal bankruptcies.” March 26, 2014.

<http://www.nerdwallet.com/blog/health/2014/03/26/medical-bankruptcy/>

⁵ National Partnership for Women and Families. 2012. “Paid Family and Medical Leave: Securing Financial Stability and Good Health for Working Families A Briefing Book on Establishing Laws that Provide Paid Leave for Workers.”

http://go.nationalpartnership.org/site/DocServer/Paid_Leave_Briefing_Book_FINAL.pdf

⁶ <http://money.usnews.com/money/retirement/articles/2014/12/01/how-to-max-out-your-retirement-accounts-in-2015>

Answering these question can help refine one’s job search so they are focused on the positions that are not only a good match based on their skills, but also their needs. Encourage participant to consider these factors when determining if they should apply for the job.

Demonstration: The Career One Stop Toolkit

15 Min.

The **Career One Stop Toolkit** contains information that can help jobseekers determine what jobs are available locally. The toolkit as a whole can offer you support around improving your resume and cover letter, which we will discuss in the next workshop, and provides important resources to help you find the training you may require to obtain your desired career.

⇒ Go to <http://www.careeronestop.org/Toolkit/toolkit.aspx>

The toolkit includes the following categories:

- *Careers*
- *Jobs*
- *State and Local*
- *Training*
- *Wages*
- *Mobile*
- *Skills*
- *Industry*

There are a number of helpful links on this page that job seekers should be familiar with including: Occupational Profile; Training, Apprenticeship and Certification finders; Financial Aid Advisor and Scholarship Search; Job Finder; and Salary Finder. Participants will be familiar with the Occupational Profile used in Workshop 2.

Under careers there are useful links on labor market data including: Fastest Growing, Most Openings, Largest Employment, Declining Employment and Compare Employment Trends. The Most Openings link may be the most useful for individuals seeking immediate employment. The Fastest Growing link may be more useful for those exploring future career options.

⇒ Explain the general content of the toolkit and click on “Most Openings.”

When you click on the link you will be asked to select a level of education. After clicking continue you will be brought to a page listing the occupations with the most annual openings determined by projected growth and turnover. You can narrow your selection further by selecting your state under the “Your Selections” header.

⇒ Scroll through the local listings to give participants a snapshot of what jobs have the highest availability.

You can also select your state when you click on each occupation for more information. This will bring you to the local occupational profiles.

Discussion: Job Search Basics

10 Min.

⇒ Return to the Job Search Checklist. Ask participants to share what resources they use to conduct their job search.

∞ **Where do you start your job search?**

⇒ Write down participant responses.

Responses should include:

- *Career One-Stop Centers (also known as American Job Center)*
- *Online job boards (Indeed.com, SimplyHired.com, Monster.com, Idealist.org, USAjobs.gov, etc...)*
- *Newspaper help wanted ads (often available online in addition to print)*
- *Networking (including personal networks and sites like LinkedIn.com)*
- *Targeting employers (monitoring potential employer's websites for job openings)*
- *Attending career and job fairs*

Encourage job seeking participants to connect with their local career one-stop center, a job resource center operated by the US and State Departments of Labor. They have comprehensive, searchable databases for the local job market. In addition to job boards, they can connect users to unemployment benefits, job training and education programs, and government, community, private and other support services.

There are a number of local and industry-based sites that you can also check out. Doing some research to find job aggregate sites that serve a specific industry can help focus survivors' job searches to openings that best meet their criteria.

⇒ Ask participants to share what has worked for them in the past and what has been a source of frustration.

∞ **What approach has been most successful in you finding work?**

∞ **What has been frustrating?**

The job market is still tough but it is improving. At the end of the recession there were 6.2 unemployed persons per job opening, but as of December 2017 that number is 1.1 unemployed

job persons per opening. Food and accommodations, health care and social assistance, and business and professional services continue to have the highest number of openings. While the labor market is improving, the process of searching for a job can be very discouraging especially for those who have been unemployed for some time. Utilizing data available on labor market trends can help jobseekers find work faster.

Labor market data is monitored by the US Department of Labor’s Bureau of Labor Statistics (BLS). The BLS publishes a monthly JOB OPENINGS AND LABOR TURNOVER survey available at www.bls.gov.

Activity: Building Your Network

10 Min.

Purpose: To help participants identify and build their personal networks.

- Step 1:** Hand out the Visualizing Your Network worksheet.
- Step 2:** Introduce the concept of the exercise with the example network handout.
- Step 3:** Have participants put their name in the center circle. From there ask them to think about their network – previous employers and colleagues, friends, family, neighbors and others in their community that they interact with on a frequent basis. Have them make note of who has a connection to their job of interest, desired employer, education or training opportunities, or other resource that can help them achieve their personal and career goals.

Facilitator Tip:
Survivor safety is the top priority. If survivors need to remain hidden from an abuser, reaching out to certain members of their network might compromise their safety and should be avoided.

⇒ Ask participants to share. They may have connections that would be beneficial for others.

Networks may include:

- *Friends, family, neighbors, and community group members*
- *Former classmates, teachers, and professors*
- *Business contacts, including former managers, supervisors, and coworkers*
- *Referrals from other contacts*

Wrap-up

5 Min.

Instructors Notes:

Key Points:

- (1) Having a strategic and diverse job search plan is key to success.
- (2) Networking can help you find a job faster – 70% of job seekers find work through their

- ⇒ Sum up what has been learned in this workshop.
- ⇒ Let participants know that the next workshop will focus on marketing yourself through resumes and cover letters. Instruct participants to bring their resumes if they have them.

Purpose:

Workshop 6 shows participants how to effectively market themselves through resumes and cover letters.

Learning Objectives:

Following this workshop, learners will be better able to:

- Identify elements of persuasive resumes and cover letters and common errors to avoid.
 - Develop or review personal resumes with support of the facilitator and the group.
 - Articulate their strengths to potential employers and network connections
-

Workshop Time – 1 Hour

Materials Needed

- Easel
- Newsprint
- Dry erase markers

Handouts:

- Job Correspondence Basics
- Candidate Applications

Worksheets:

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text indicates background information for instructors

Introduction: Explanation of the Workshop Goals**5 Min.**

- ⇒ Remind participants that this is the sixth workshop in an 8-part series and that this lesson will build on what was discussed in the first four modules.
- ⇒ This workshop will discuss the contents of a resume and cover letter.

Discussion: Resumes and Cover Letter**10 Min.**

- ⇒ Present and discuss the purpose of resumes and cover letters, their format, and tips to follow.
- ∞ ***What is the goal of a resume?***
- ∞ ***What is the goal of a cover letter?***
- ∞ ***What are the elements of a resume and cover letter?***
Resumes and cover letters educate potential employers about an applicant's skills and abilities and how they relate to the position. Resumes offer potential employers a narrative of the applicant's experiences and what they can bring to the position. Cover letters are an opportunity to elaborate on how their skills and experiences directly relate to the position to which they are applying. Cover letters also serve as an opportunity for applicants to demonstrate their passion for the work and their writing skills.
- ⇒ Pass out the Job Correspondence Basics handout and discuss.
 - Key Points: Resumes:*
 - *Tailor the resume for the job of interest. Include work experience relevant to the position.*
 - *Try to keep the length to one page; though, two pages are acceptable for some fields. When using more than one page be sure that the additional pages are completely used (no extra white space) and that the information contained is important. No fluff.*

- *Check out sample resumes for that occupation online. Imitating industry language and formatting can help to polish the resume and make it stand out.*

Key Points: Cover Letters:

- *Tailor the cover letter to the position and company.*
- *Respond to key aspects of the job responsibilities listed in the job posting with examples of previous work experiences related to those duties to demonstrate competency.*
- *Keep the cover letter to one page.*
- *Don't provide personal information in a cover letter such as indicating one's race, ethnicity, age or other information that could potential be used to discriminate against the applicant.*
- *Make sure the cover letter is addressed correctly.*

Activity: Who Would You Hire?

20 Min.

Purpose: To familiarize participants with good and bad resume and cover letters.

Step 1: Divide participants into 3 or 4 groups. Each group is serving as a search committee and will review potential candidates. Hand out the Candidate Applications.

Step 2: Have participants evaluate and rank each of the 3 applicants for their job posting. Have each group think about (1) the quality of the resume; (2) did the individual demonstrate and connect their experiences and skills to the position; (3) are you interested in learning more about the individual?

Discussion:

- ∞ ***Which applicant did you like and why?***
 - ∞ ***Where there any specific reasons you rejected an applicant?***
 - ∞ ***How did you evaluate the applicants and how does that help you think about your own resume and cover letter?***
- ⇒ Encourage participants to think about the following:
- Does the applicant's resume highlight experiences that are relevant to the job description?
 - Did applicants address the specific job responsibilities in their cover letter?

Activity: Your Elevator Speech

20 Min.

Instructors Notes:

Purpose: To encourage participants to think about who they are and what they hope to accomplish in their career. Participants need to practice articulating that to potential employers and networking opportunities.

Step 1: Give each participant a piece of paper to begin to develop their elevator speech. Key components of a good elevator speech address:

(1) Who you are?/What are you seeking to accomplish?

(2) What is your background/experiences?

(3) What do you need?/Why you are interested in the job?

Example:

Hello, my name is _____. I'm looking for _____ (job) in the _____ (field or industry). I recently _____ (talk about relevant past experiences) and am _____ (briefly summarize strengths). I am interested in learning more about _____ / I would like to discuss how my skills and experiences qualify me for this position.

Step 2: Give the participants 10 minutes to develop their 30-second elevator speech.

Step 3: Have participants present their elevator speech to the entire group and critique what they did well and what they may want to improve.

Facilitator Tip:

Share your own elevator speech with the group as an example.

Be prepared to help individuals begin the process.

Discussion:

- ∞ **Did you address all three components? How successful was the elevator speech? Do you have a good sense of who the person is, what they are interested in and what they hope to gain from the conversation?**

When meeting with network contacts, job seekers should treat the opportunity as an informational interview to learn more about their desired career. Job seekers can request a meeting over coffee to discuss the work that the individual does, how they got there, the ins and outs of the industry, and career paths to get there.

Suggested questions may include:

"Do you have any advice for me?"

"Do you know anything about this company?"

"Do you know anyone who does know about _____?"

"Can I use your name to contact them?"

It is important to remember that these are not job interviews and are not meant to identify job leads, but rather opportunities to learn information that can help their future career.

Use the questions above to summarize who you are, your relevant experiences that make you a good fit for the job, and why you are interested in that position. You don't need to limit yourself to 30 seconds to respond to this question in an interview setting.

Wrap-up

5 Min.

Key Points:

- (1) A resume presents information about one's background and skill set to potential employers. Resumes offer potential employers a snapshot of your experiences. You may have multiple resumes depending on the different types of occupations you are pursuing.
- (2) Cover letters elaborates on how your skills and experiences directly relate to the position to which you are applying. Cover letters also serve as an opportunity to demonstrate your passion regarding an issue and your writing skills.
- (3) It is important to know yourself, who you are, where you are from and what you want to accomplish. It will help to define the path you set for yourself and will help you answer the question "tell me about yourself" in a way that is appropriate for professional opportunities.

- ⇒ Review the key points of resumes, cover letters writing. Ask if there are any questions.
- ⇒ Let participants know that the next workshop will focus on interviewing skills.

Instructors Notes:

Instructors Notes:

Purpose:

Workshop 7 covers interviewing tips and reviews the key ideas that have been implemented in the first six workshops.

Learning Objectives:

Following this workshop, learners will be better able to:

- Discuss various interview scenarios and how to make a good impression.
 - Utilize best practices for interview through role-play.
-

Workshop Time – 1 Hour**Materials Needed**

- Easel and newsprint
- Dry erase markers

Handouts:

- Interview Prep and Etiquette
- Marketing Yourself
- Common Interview Questions
- Responding to Illegal Interview Questions

Worksheets:

- Mock Interview Feedback Form

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text indicates background information for instructors

Introduction: Explanation of the Workshop Goals **5 Min.**

- ⇒ Workshop 7 will include focus on preparing for an interview and modeling best practices.

Discussion: Making a Positive Impression **10 Min.**

- ⇒ Using the whiteboard or a large sheet of newsprint, draw a line down the middle. At the top of the left column write “Dos” and on the top of the right column write “Don’ts.”
- ⇒ Ask participants to share what things job seekers should and shouldn’t do when preparing for an interview. Refer to the [Interview Prep and Etiquette](#) handout to help guide the discussion.
- ⇒ Go over the tips on the handout.

Interview preparations:

- *Review the job posting and reflect on what experiences you have that demonstrate your qualifications for the job*
- *Learn more about the company and the work you would be doing by visiting its website and reading relevant materials about products, activities and operations*
- *Review and practice answering common interview questions*
- *Prepare at least three questions to ask the hiring committee at the end of the interview*

Logistics:

- *Prepare a career portfolio if relevant for the field and job you are interviewing for*
- *Print out extra copies of your resume for the hiring committee*
- *Get directions and make transportation arrangements – plan to arrive 10 minutes early*
- *Get professional clothes – a suit or other industry appropriate attire – cleaned and pressed*
- *Get plenty of rest and eat a small meal before the interview*

Discussion: Interviewing Skills

10 Min.

- ⇒ The facilitator will play a couple example interview videos.
 - General Tips from an HR professional: <https://www.labor.ny.gov/agencyinfo/interviewing-skills.shtm>
 - Good example: <https://www.youtube.com/watch?v=SieNfciN274>
 - Bad example: <https://www.youtube.com/watch?v=3Rii8wfHYY>
- ⇒ Discuss how participants responded differently to questions asked of them.
- ∞ **What worked and what didn't work? Why or why not?**
- ⇒ Go over the tips on the Interview Prep and Etiquette handout.

Activity: Mock Interviews

30 Min.

Purpose: To have participants practice interviewing.

Step 1: Divide group into pairs (if the group is large set up teams for group interviews). Have partners take 10-minute turns asking mock-interview questions using the Common Interview Questions handout.

Alternative Directions

Step 1a: Using two or more facilitators, assign participants to interview with a facilitator in 10 minute intervals. Those not interviewing can spend time reviewing their resume and potential interview questions.

Step 2a: Bring the group back together and ask what was done well and what things to avoid in an interview.

Facilitator Tip:

Ask individuals what job they are interviewing for and tailor questions to that industry/job.

Consider asking illegal questions to help individuals prepare how they would respond.

Instructors Notes:

- ⇒ Ask individuals what they thought they did well and what they would like to improve. Give input on what the group did well and what needed improvement. Answer any questions on how to approach questions.
- ⇒ Review Responding to Illegal Interview Questions handout.
- ∞ **How many of you were asked illegal questions or provided personal information that can potentially be used against you in a hiring decision?**
- ⇒ Let participants know that there is no best way to respond and discuss their options.
Not answering the question can make the applicant appear to be uncooperative, regardless of the legality of the question. Answering the question may make the applicant vulnerable to discrimination. Often the best course of action can be to try to redirect by asking: “How is this relevant to the position?” then trying to address the underlying question.

Example:

Illegal Question: “Are you planning on having kids?”

Underlying Question(s): “Are you committed to this job or will you be leaving?”

Potential Response: “Right now I am focused on my career and would be interested in learning more about career pathways here at [Employer Name].”

However, in some cases, it is not possible to do this and if the intent is believed to be discriminatory, the applicant should be sure to reach out to the employer’s human resources department following the interview or contacting the Equal Employment Opportunities Commission office and file a claim online at <https://www.eeoc.gov/field/> or by calling 202-663-4900.

Wrap-up **5 Min.**

Key Points:

- (1) Be well prepared. Review the job description, practice responding to common interview questions and outline the logistics to make sure everything goes as smoothly as possible.
- (2) The key to successful interviewing is practice, practice and more practice.

- ⇒ Review the key points from the workshop. Ask if there are any questions.

Purpose:

Workshop 8 seeks to empower participants with strategies to increase their earnings, protect their rights and address workplace conflict.

Learning Objectives:

Following this workshop, learners will be better able to:

- Formulate strategies for salary negotiation both at the job offer and during performance reviews.
 - List of critical workplace policies for survivors.
 - Discuss common sources of conflict at work and how to address them.
-

Workshop Time – 1 Hour

Materials Needed

- Easel and newsprint
- Dry erase markers

Handouts:

- Workplace Rights 101
- Employment Discrimination Fact Sheet*

Worksheets:

- Work Style Assessment

* Customized Handout: State and local information can often be provided by a local legal aid society

Symbol Key

- ⇒ Teacher instruction
- ∞ Question for the group

Light blue italic text indicates background information for instructors

Introduction: Explanation of the Workshop Goals **5 Min.**

- ⇒ Workshop 8 prepares participants to negotiate for high salaries, address workplace conflict and advocate for their rights.

Discussion: Salary Negotiations **10 Min.**

Purpose: To help prepare participants for negotiating for a higher salary when offered a job or during reviews.

- ⇒ Ask how the group feels about salary negotiations.
- ∞ ***How do you feel about asking for a higher salary? Have you ever asked for a higher starting salary or a raise?***
- ⇒ Acknowledge what the group has shared and discuss the importance of negotiating one's salary.
Many jobseekers and employees may not be comfortable with the idea of asking for more money; however, it is critically important to ask to increase one's economic security not only today but in the future.
- ⇒ Review the key elements of salary negotiations.
There are two general times in which you can negotiate salary – when you get a job offer and during performance reviews. The approach to negotiating your salary is different based on each of these points.

Salary Negotiation at the Job Offer

- 1) Don't assume the salary is fixed

But even if it isn't there are other compensation considerations that may be flexible or can be offered in place of a higher salary including tuition help, more vacation time, a flexible schedule, stock options, onsite daycare, parking privileges, etc. Employers expect that you will negotiate salary.

2) Do your research

*Use labor market research tools like O*Net Online or www.careeronestop.org/salariesbenefits to find information regarding local salary information for the specific type of position. It is preferable to do this before receiving a potential offer so you are prepared to respond immediately.*

3) Effective communication

Be confident, positive and make a reasonable request based on the salary data available. Start negotiations near the top end of the salary range to give yourself some flexibility. Articulate your value to the employer and how you will advance the organization's goals. The employer doesn't care why you need additional income – keep the discussion about what others in similar positions are getting paid and your value to the organization. Listen to what the employer is saying, be prepared for objection and be flexible.

Raises during Performance Reviews

Salary negotiations during performance reviews require a different approach.

1) Outline performance goals and how well they were met

Be sure to discuss financial compensation rewards as part of setting performance goals during reviews. Merit raises typically are an average increase of 4-5% in earnings. Consider the performance goals you were expected to reach. If you were successful and exceeded expectations, you have demonstrated your value and have a good opportunity to discuss the possibility to a raise as financial reward for achieving those goals.

2) Changes in job responsibilities

If your responsibilities have significantly changed or your role has expanded, particularly if the additional responsibilities include more managerial duties, requesting financial compensation may be appropriate. Consider how your position fits within other roles in the company and the compensation associated with those roles. If a salary increase is not possible, consider a title change as an alternative to demonstrate career growth, which can help you leverage more opportunities in the future.

Discussion: Workplace Rights

15 Min.

Instructors Notes:

⇒ Pass out and review the Workplace Rights 101 and Employment Discrimination Factsheet handouts. These protections are critical for survivors.

Note: You are not expected to be an expert on these issues.

Federal Laws:

- **Title VII of the Civil Rights Act of 1964:** makes it illegal for employers with 15 or more employees to discriminate against employees or candidates for employment based on sex, pregnancy, age, race, national origin or religion in any US state or territory. This includes terms of employment such as salary and benefits, assignments, raise or promotion opportunities, and employee termination decisions. Title VII also protects against **sexual harassment**. Employees have a right to be free of unwanted sexual advances or contact in the workplace. Isolated incidents are not usually prohibited by the law, but harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision.
- **The Americans with Disabilities Act of 1990:** provides similar protections for individuals with “a physical or mental impairment that substantially limits a major life activity.”
- **The Family and Medical Leave Act:** entitles employees at businesses of 50 or more workers 12 weeks of unpaid, job-protected leave for the following specified family and medical reasons:
 - Birth of child, adoption or to care for a newborn child under a year old;
 - Caring for a spouse, child or parent with a serious health condition; and
 - Recovering from a serious health condition that prevents the employee from working.

State/Local Laws: some states and cities mandate the following protections for survivors:

- Expanded definitions of protected classes to include LGBTQ and survivors of violence
- Paid sick and safe leave
- Unemployment Insurance for survivors who leave their jobs
- Reasonable workplace accommodations

Facilitator Tip:

The facilitator may want to bring in an expert from their local legal aid society to educate staff and survivors about their rights and what their options are if those rights are violated.

- *Example: the New York City Human Rights Law⁷ requires employers to make “a reasonable accommodation to” employees with disabilities or victims of domestic violence, sexual assault or stalking to enable him or her to “satisfy the essential requisites” of his or her job.*

Activity: Work Style Assessment

10 Min.

Purpose: To help prepare understand their working style preferences and how to work with others who have different working styles.

- ⇒ Have participants complete the Work Style Assessment handout.
- ⇒ Lead participants in a discussion.
- ∞ ***Did the results surprise you?***
- ∞ ***Do you feel frustrated when working with other styles? How can you address these differences?***
- ∞ ***How can understanding a coworker’s style help minimize conflict?***

Discussion: Workplace Conflict

20 Min.

Purpose: To help prepare participants to manage conflict and other challenges in the workplace.

- ∞ ***Give me an example of conflict that occurs in the workplace.***
- ⇒ List common examples of workplace conflict on a whiteboard or sheet of newsprint.
- ∞ ***How do you recommend addressing these problems?***
Consider the root cause of the conflict when seeking a resolution. Some issues can be resolved by the individuals involved in the conflict but other times a manager will need to be involved. Always try to resolve the problem first before seeking mediation.
- Common sources of conflict:*
 1. *Unclear definition of roles and responsibility*
 2. *How work assignments or projects are to be completed (if not outlined by a supervisor; often occurs in collaborative efforts)*

⁷ <http://www.nyc.gov/html/cchr/downloads/pdf/human-rights/nyc-human-rights-law.pdf>

3. *Limited resources (time, money, space, materials, supplies, and equipment)*
4. *Conflict of interest —personal goals vs. organizational goals*
5. *Personality differences*

- ⇒ Ask if participants have ever experienced similar sources of conflict and how they addressed the issue.
- ∞ ***Tell me about a time in which you experienced conflict at work and how you responded to it? Did your actions have the intended effect? What would you change about your response, if anything?***
- ⇒ Ask if participants have ever mediated similar sources of conflict and how they addressed the issue.
- ∞ ***Have any of you had to mediate workplace conflict as a manager? What type of conflict should employees handle themselves? How do you recommend employees address conflict? When should a manager be involved?***

Wrap-up

10 Min.

Key Points:

- (1) Do your research and be prepared to negotiate salary before receiving a job offer.
- (2) Understanding your workplace rights can help you keep your job in times of unexpected life challenges.
- (3) Conflict at work is inevitable and can lead to toxic work environments, being prepared to address workplace conflict is a must.

- ⇒ Review the key points of the workshop. Ask if there are any questions.
- ⇒ Ask participants to fill out workshop series evaluation.

Appendix

Basic Economic Security Tables (BEST)

Developed as an alternative to the poverty measure, the Basic Economic Security Tables (BEST) Index is designed to better reflect a conservative estimate of the income required to meet basic needs without public or private assistance. BEST budgets include two types of basic savings that promote long-term and intergenerational economic security: monthly emergency savings, which protect families from unforeseen expenses, and retirement savings, which help workers achieve economic security in retirement. The BEST budget includes state or county costs for housing, utilities, food, transportation, child care, personal and household items, health care, emergency savings, retirement savings, taxes, and tax credits. There are no "extras," such as vacations, entertainment, electronics, gifts, or meals out included in the BEST budget. Costs are based on the number of workers in a household, factoring in whether or not they receive employer-sponsored benefits (health insurance, retirement plan, and access to unemployment insurance), as well as the number and ages of children.

The BEST Index can be accessed via the Basic Economic Security Database, a convenient and comprehensive online tool available at www.basiceconomicsecurity.org.

The Index allows you to:

- Find the BEST Index for a State, County or City for up to 420 different family types;
- Compare BEST Indexes across States, Counties, Cities;
- Compare BEST Indexes across Family Types;
- Compare Your Budget to the BEST;

BEST Data for Workers with Benefits (National Average)

UNITED STATES, 2014

	Single Worker	Single Worker + Infant	Single Worker + Infant & School Age Child	Single Worker + School-Age Child & Teen
Housing	\$648	\$811	\$811	\$811
Utilities	\$116	\$145	\$145	\$145
Food	\$268	\$383	\$574	\$675
Transportation	\$526	\$575	\$575	\$575
Child Care	\$0	\$706	\$1,146	\$439
Personal & Household Items	\$262	\$340	\$389	\$415
Health Care	\$153	\$320	\$468	\$499
Emergency Savings	\$77	\$125	\$158	\$132
Retirement Savings	\$85	\$85	\$85	\$85
Taxes	\$411	\$709	\$982	\$735
Tax Credits	-\$5	-\$109	-\$205	-\$192
Monthly Total (per worker)	\$2,541	\$4,090	\$5,128	\$4,319
Annual Total	\$30,492	\$49,080	\$61,536	\$51,828
Hourly Wage (per worker)	\$14.44	\$23.24	\$29.14	\$24.54

For more state or county level data visit: www.basiceconomicsecurity.org

Housing and Utilities

BEST housing expenses are values reported by the US Department of Housing and Urban Development (HUD). HUD reports Fair Market Rents (FMRs) by county and number of bedrooms. These values reflect the 40th percentile of rent costs in an area. FMRs are separated into rent and utility values using expense ratios created by HUD.

Food

BEST food costs are taken from the USDA Low-Cost Food Plan, which presents an age-specific diet consisting entirely of foods prepared and eaten at home. Where possible, food prices are adjusted to reflect local variation in prices using ACCRA Cost of Living Index data.

Transportation

BEST transportation costs are generally calculated assuming ownership of a small sedan. In two-worker families, the calculation assumes ownership of two cars. Expenses include fuel, maintenance, license and registration fees, depreciation, finance charges and vehicle taxes. These costs are averaged over the first five years of the car's life. Maintenance, depreciation, finance and license and registration costs are obtained from the American Automobile Association's Your Driving Costs annual report. Gasoline prices are local prices, obtained from the US Department of Energy. Average mileage by city size is obtained from the US Department of Transportation. Auto insurance rates are collected at the zip code level for each county in each state. In select metropolitan areas with highly-developed public transit systems, the BEST assumes the cost of public transit.

Child Care

BEST child care expenses are age-specific market rates taken from state market rate surveys. Monthly expenses are the 75th percentile of all care rates. Licensed family care (care provided in the care provider's home) rates are used for infants and toddlers in most states. Licensed care center rates are used for preschoolers and schoolchildren.

Personal and Household Items

BEST personal and household items expenses include clothing, housekeeping supplies, personal care products, a landline telephone, and minimal life insurance and bank fees. The expense is 27% of a family's housing, utility and food expenses. This ratio is based on renters' average expenditures, taken from the US Bureau of Labor Statistics' Consumer Expenditure Survey.

Health Care

BEST health care costs are health insurance premiums and out-of-pocket costs. Health care premiums for workers with employer-sponsored health insurance (workers who participate in health insurance offered by their employers, who pay part of the insurance premium) are average premiums, by state, for individual, employee-plus-one or family coverage. Out-of-pocket expenses are average expenses by age group. Expenses are based on data from the US Department of Health and Human Services' Medical Expenditure Panel Survey (MEPS).

Workers without employment-based benefits: BEST non-employer sponsored health insurance premiums are those for the least expensive plans which approximate typical employer-sponsored plans (as reflected in the above-referenced MEPS data). These rates are obtained at the zip code level, by state. Out-of-pocket expenses are MEPS average expenses.

Taxes and Tax Credits

Federal payroll taxes and federal, state and local income taxes are calculated for each family type based on the family's BEST income requirements. Sales taxes are calculated based on personal and household item spending. Tax credits calculated include: 1) federal EITC; 2) federal child tax credit; 3) federal child and dependent care credit; 4) applicable state credits. Indexes originally calculated for 2009 or 2010 include the Federal Making Work Pay Credit, which expired in December 2010. Indexes calculated for 2011 include a 2% federal payroll tax holiday.

Emergency Savings

BEST emergency savings is the amount of savings needed to meet basic needs during a "typical" period of unemployment, defined as the median term of unemployment, 8.9 weeks, during the most recent complete business cycle (2001-2007). Because changing housing, transportation, child care arrangements, etc., are highly destabilizing and difficult to achieve in the short term, a BEST family saves enough to replace their entire current BEST income. The BEST assumes that families with access to unemployment insurance will receive the state average in wage replacement from their UI benefits, up to the state maximum UI payment. Unemployment Insurance data is obtained from the US Department of Labor.

Workers without employment-based benefits: Workers without access to Unemployment Insurance must have higher emergency savings to cover a spell of unemployment; UI benefits will not replace any of their lost wages.

Retirement Savings

BEST retirement savings is the amount of savings, less average Social Security benefits, that workers need at the time of retirement to remain economically secure throughout an average retirement period. Workers with access to employment-based retirement benefits are assumed to save into a 401(k) and receive the national average employer match of 66.06 cents per dollar.

Workers without employment-based benefits: Workers without access to 401(k) plans save into Individual Retirement Accounts.

Education Savings

BEST education savings is the monthly saving amount needed to finance a child's post-secondary education without incurring debt. The BEST assumes that parents save consistently for 17 years, and that the child lives at home and attends community college in their county of residence, or a neighboring county, for the first two years, transfers to a public, in-state university for a bachelor's degree, and works during the summers. Tuition and fees for community colleges are obtained for each institution in a state. Tuition and fees for 4-year colleges are obtained from the National Center for Education Statistics. Transportation and book costs are obtained from the College Board's Trends in College Pricing.

Homeownership Savings

Homeownership savings is the monthly savings amount needed to pay a 20% down payment and closings costs on a home at the 25th percentile of all home prices, by number of bedrooms, in each county. Use of a 25th percentile home price and 20% down payment reduce the risk of financial losses for home buyers. For savings requirements of those who put down smaller down payment or participate in homebuyer assistance programs, see The Basic Economic Security Tables: United States Methodology and Supplemental Data or the BEST report for your state.

Working with Trauma

Trauma-informed programs must place an emphasis on **safety, collaboration, choice** and **control**.

Safety:

- Establish a framework for privacy and confidentiality and adhere to it throughout the workshop series.
- Give survivors space and don't pressure them to engage if they are not comfortable.

Trustworthiness and transparency:

- Always explain what is going to happen during a workshop and ask if there are any questions/concerns in advance.

Peer support:

- The facilitator's role is to guide, share and listen. Don't expect to have all the answers but do follow up with support.
- Encourage participants to share their experiences and knowledge.

Collaboration and mutuality:

- The series is designed to be interactive and offer opportunities for participants to work together on activities to support greater levels of learning.

Empowerment, voice and choice:

- Create an environment in which participants have a say (giving control back to survivors). It is okay if the facilitator needs to go "off-script" and deviate from the lesson plan.

Cultural, historical, and gender issues:

- Recognize that every experience is unique and valuable.
- Don't make assumptions about an individual's experience.
- Strive to be as accessible as possible by assessing participant's needs.

Resources:

Substance Abuse and Mental Health Services Administration. <http://www.samhsa.gov/trauma-violence>

National Center on Domestic Violence, Trauma & Mental Health.

<http://www.nationalcenterdvtraumamh.org/>

Ferencik, Sonia and Ramirez-Hammond, Rachel. *Trauma-Informed Care Best Practices and Protocols*. Ohio Department of Mental Health.

http://www.ncdsv.org/images/ODVN_Trauma-InformedCareBestPracticesAndProtocols.pdf

Phillips, H., Lyon, E., Fabri, M., and Warshaw, C. *Promising Practices and Model Programs: Trauma-Informed Approaches to Working with Survivors of Domestic and Sexual Violence and Other Trauma*.

National Center on Domestic Violence, Trauma & Mental Health.

http://www.nationalcenterdvtraumamh.org/wp-content/uploads/2016/01/NCDVTMH_PromisingPracticesReport_2015.pdf

Training Tips

The following optional section contains training tips and other resources that may be useful for those who wish to improve their workshop facilitation techniques, and even more valuable for those interactions may be with individual clients, rather than in workshops or group settings.

Know Your Audience

Find out general information about the participants who'll be attending the workshops and clarify logistics. To help you with organization, some details you should solidify ahead of time are:

Who

- Who are the participants?
- How many people are expected to attend?
- Is attendance mandatory or voluntary?

When

- What date(s) will the training be held?
- What time of day is the presentation?

Logistics

- Where will the training be held? (address, floor and room number)
- Is there free parking or public transit nearby?
- Is childcare available? Are children allowed to be present?
- Is eating or drinking permitted in the training room? Will food be provided?
- Are restrooms close by? Water fountains?

Materials and Set-up

- What equipment and technology is available onsite? What will you need to bring with you?
- Is the room size adequate? Are there enough tables and chairs?
- Can you re-arrange the room? Note: If possible, try to arrange chairs and tables in a u-shape to help facilitate ease of view and interaction.
- Will you be responsible for returning the room to its original configuration?
- Will you prepare materials packets yourself? If not, who will?
- Be prepared with extra copies of materials in case more participants attend than were expected.
- Are specific evaluations required by the host organization in addition to those included in the WOW packets?

Flipcharts

- Leave a blank top sheet (to keep charts hidden until you are ready to show them).
- Use broad, felt-tipped markers (black, dark blue, purple, dark green - use red to highlight).
- Title and number your flipchart pages ahead of time, if possible.
- Stand facing the audience with flipchart at your side.
- Do not turn your back or block audience's view of the flipchart.
- Before posting, find out if you can tape flip chart paper and posters on the walls or doors; "post-it type" flip chart paper is easiest to use, but have pre-ripped strips of masking tape ready for posting flipchart sheets.
- When using a white board, be sure to check for dry-erase markers and an eraser.

Engaging Your Audience⁸

Having a facilitator who can effectively engage participants is critical to achieve the outcomes of your workshop or program. Below are some tips for success:

Build a Safe Space

Uncertainty and fear of judgment can greatly limit participation. To help build a safe space:

- Set rules and expectations with participants. This creates buy-in and helps foster a more secure environment.
- Preview the agenda/schedule and outcomes. Tell participants what it's about. State the presentation's goal. Tell listeners what they'll learn.
- Encourage participation. Always thanks participants for sharing and let them know that their insights are valuable.

Make your Topic Relevant

The goal of workshops and trainings is to share important information with others that can be beneficial to their work or life. It is the job of the facilitator to demonstrate the value of the information and how it can affect participants in a very personal way. How?

- Tell listeners what the topic has to do with them.
- Spell out what's at stake for your listeners.
- Point out something important about the audience or the current setting.
- Tell a story. Describe a scene or a character.
- Share a personal experience.
- Relate to a recent event.
- State a fact that is troubling, amusing or remarkable.

Create a Community of Sharing

Build audience involvement by making your subject immediate, personal and local.

- Refer to your listeners' experience. Share your own experience. Personalize the subject when that's appropriate.
- Build rapport. Show that you are trustworthy and friendly.
- Highlight the local angle—a person, a place, an event. Bring it home.

Align Your Content and Approach to the Participant's Level

- Don't make assumptions about participant's knowledge. Define unfamiliar terms and clearly explain concepts. It is often necessary to repeat information.
- Use concrete, specific examples to illustrate points. Tell stories.
- Make statistics meaningful: Use graphics, interpret stats, translate them into human terms. Make comparisons.
- Use analogies to relate the unknown to the known. ("It's kind of like...")

⁸ Information drawn from academics.hamilton.edu/occ/engagingyouraudience.pdf

Ice Breakers

Ice breakers should be used to ease the general anxiety participants have when being in new settings, with new people and engaging on unfamiliar topics. Ice breakers should be fun and used as a way to introduce the content of your material. See the examples below:

Names and Adjectives

Equipment

Name badges

Process

Ask each participant to take a few moments to think of an adjective that starts with the same first letter as their first name (e.g., "Jubilant Jenna"). Start by modeling it yourself. Then move around the group, asking each person to introduce themselves, stating their name/adjective combination.

Personality Assessment

Equipment

Blank 3" X 5" for each participant

Process

Have participants write down the following:

The following five animals in the order of your preference: Cow, Tiger, Sheep, Horse, Pig

After people have written down and thought about their answers, reveal the interpretations:

What is most important to you:

Cow = Career

Tiger = Pride

Sheep = Love

Horse = Family

Pig = Money

Five Geometric Shapes

Equipment

Flip chart paper with the following 5 shapes drawn: square, triangle, rectangle, circle and a squiggly line

Process

Participants are given five seconds to choose one shape that defines their leadership style. The participants are then divided into groups based on the shape they chose. Groups are then asked to discuss and record why they chose that particular shape.

The groups share their ideas in turn with the whole group. The facilitator then relates to the Geometric Psych Theory. Square represents a person who is administrative. Triangle represents a person who is task oriented. Rectangle represents a person who goes one direction today and another direction tomorrow. The circle represents someone concerned about the people in the group. The squiggly line represents a creative person. Discussion, "How would the shapes look in a ideal group? In what situation would a shape need to dominate?"

Unique and Shared

Equipment

Blank flip chart paper and markers.

Process

Participants are divided into groups of 3-4 people and given two sheets of flip chart paper.

On the first sheet, instruct each group to create a list of many common traits or qualities that members have in common. On a second sheet of paper have them record unique traits and qualities; that is, items that only apply to one person in the group. Instruct the group to find at least two unique qualities and strengths per person.

The game helps people see that they have more in common with their peers than they might initially realize, while highlighting their own individual strengths that they can contribute to the group.

General Ice Breaker Questions

What is your dream job?

If you won a lottery ticket and had a million dollars, what would you do with it?

What is one goal you'd like to accomplish during your lifetime?

Who is your hero? (a parent, a celebrity, an influential person in one's life)