Marketing O*NET Tools

to

Local Businesses

Building Opportunity Through Workforce Investment Network '04

Sandra L. Hastings

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Learning Objectives

At the end of this training participants will:

- Understand and know how to respond to the **shift to emphasis on demand-driven services**
- Understand the **benefits of the O*NET tools for businesses**
- Apply the **five P's of marketing** to the promotion of O*NET tools for businesses
- Develop content areas for **O*NET workshops for businesses**
- Be able to use the information learned **to market O*NET tools** to the local business community

Meet Sandra Hastings

Sandra Hastings, a member of the **Greg Newton Associates** team, has worked with and trained employment and training professionals across the United States designing, developing, implementing and promoting successful employment and training programs. **Sandra** is an organizational development expert and business services expert who applies private sector techniques to the day-to-day operations of public agencies.

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Business as Primary Customer

Business Focus during WIA Reauthorization

Labor Secretary Elaine Chao listed **helping employers access the publicly funded workforce development system as the number one reauthorization goal.**

The related facts are:

- The one-stop system needs to be a **first-chance system** and **an economic development tool**.
- Local systems need to become **"employment opportunity scouts"** - connecting with businesses to find jobs for workers before they walk into the one-stops.
- **95% of employers have never heard of the One-Stop system**.
- U.S. Chamber of Commerce members have ranked **workforce development as a primary concern for the last five years.**
- Businesses state that the one-stop system **must know the needs of employers** and **must send qualified applicants for job openings** to be considered a credible placement agency. Specifically, businesses encourage one-stop system staff to behave like private sector placement agencies by visiting companies and talking to multiple staff about the jobs that need to be filled.

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Unifying Principles of WIA Reauthorization

The six principles are:

1. Integrated, customer-focused services

2. Greater responsiveness to employers

3. An increase in state flexibility

4. Improvement in program performance

5. Individualized opportunities for training - pre-employment and post-employment

6. Improvement of youth programs

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Working Together to Build the 21st Century Workforce

(Remarks from November 15, 2002 speech by Secretary Chao)
(Information from Reauthorization Reports)

Key Components of Reauthorization of WIA

Link 1,800 One-Stop Career Centers More Closely to Employers

1. Know where the **new jobs** are (key industry clusters)
2. Know what **skills workers need** so they have real-life skills for real jobs.
3. Strengthen **core services for businesses.**
4. Continue **business involvement** on SWIBs and LWIBs.
5. Get **employers involved in the local One-Stops**, not just at the SWIB and LWIB level.
6. Make it easier for **businesses to access services**.
7. Make it **easier to obtain incumbent worker services**- especially training services (e.g., on-the-job and customized training).
8. Provide **accessibility of training provider list** to all job seekers, incumbent workers and businesses.

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Simplify the Cumbersome Structure of the Workforce Development System

1. Re-focus on key mission of **helping workers find jobs**.

2. Use **single block grant** for WIA Adult program, WIA Dislocated Worker program, and Employment Service program to increase flexibility to move money quickly among funding streams (includes recommendations to eliminate the Migrant and Seasonal Farmworker program, eliminate the H-1B technical skills training grants, increase Trade Adjustment Assistance with extended income maintenance and training opportunities including an Alternative TAA for older workers and a new health care credit).

3. Improve **access to quality programs** – especially training programs with elimination of sequential services requirements; provide opportunity for individuals to be able to access an immediate array of services.

4. Change Individual Training Accounts (ITAs) into **"Career Scholarships"** which are "flexible and portable training funds that can be used for training services and other types of lifelong learning opportunities" while leveraging other public, private, and individual training resources. These accounts can be accessed by employed as well as unemployed.

5. Use **Personal Reemployment Accounts** to help individuals likely to exhaust unemployment insurance benefits with up to $3000 that can be used for services such as training, childcare, or transportation.

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6. Address **eligible training provider reporting burdens** by giving governors the authority to determine what standards, information, and data will be required for eligible training providers.

7. Fix **cost allocation process** for MOUs by finding a new way to fund the cost of the One-Stop infrastructure.

8. Reduce the **size of the WIBs** by:

   - Eliminating the required business majority on State Workforce Investment Boards resulting in an increase in voice of One-Stop partners to formulate policies and priorities (e.g., minimum service delivery standards, comprehensive outreach strategies, and economic development strategies). Board chair remains a private sector employer and governors have authority to add additional businesses.

   - Eliminating the requirement for One-Stop partners to be mandated members of Local Workforce Investment Boards while ensuring the representation of key industry sectors.

   - Retaining the involvement of One-Stop partners in the system with a memorandum of understanding process and having as an option a separate management council of One-Stop partners.

9. Reduce the **planning cycle** and submission of planning documents to a two year cycle.

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Improve How We Measure Performance

There are no proposed program or customer satisfaction measures for businesses.

1. Make sure getting **real world results**, not just processing individuals through a bureaucratic system.
2. Streamline process of **measuring and reporting performance** – new measures apply to 31 programs in six federal agencies (i.e., entered employment, retention, earnings increase, and efficiency for adults; placement in education or employment, attainment of a degree or certificate, literacy and numeracy gains, and efficiency for youth).

Encourage More Collaborative Partnerships

1. Build **broader range of services and partners with better linkages** to other programs funded by One-Stop partners.
2. Engage **community colleges** (as mandatory partners?).
3. Engage more **community based organizations**.
4. Engage **faith-based organizations**.
5. Improve linkages with **TANF.**
6. Bolster **English as a Second Language** services.

Improve Youth Programming

1. Eliminate **mandate for Youth Councils** (states can decide to maintain the Councils if they add value).
2. Focus on **out-of-school youth**.
3. Increase funding for **Job Corps**.

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Positioning on Economic Development

The **Workforce Development System** is no longer viewed by policy makers as just a job training and placement system.

It is slowly being **redefined as key to economic development.**

1. Many states are using "economic development" as the **reorganization motto** for reorganizing their workforce development system. In Michigan the theme is **"Workforce Development is Economic Development!"**

2. Policy makers are beginning to know what program staff have always known: **education, training, and job placement services are meaningless if there are no or few quality jobs.** Creating high-paying jobs on the supply side of the labor market is necessary for the demand side to work effectively.

3. The **education and skill levels** of the area's workforce has long been seen as a **major contributor to new business setting decisions** and is increasing as jobs require higher and higher skills. A recent report by the U. S. Chamber of Commerce indicated "availability of a quality workforce"---ahead of tax considerations---as the prime consideration by companies which are relocating.

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4. Many communities (especially those in rural areas) have learned it is just as **important to retain and expand existing businesses** as it is to attract new ones---and **increasing the productivity of the workforce** is key to growth. Consequently, many states are supporting the training of incumbent workers as an economic development strategy.

5. A community's **economic climate** does have some effect on attracting business, and local **tax rates** are higher when many people are unemployed or on welfare. The **"quality of life"** (another important consideration) is also greatly affected by the number of **unemployed persons.** Workforce development programs have a contribution to make in improving both.

6. An effective **"labor exchange"** means more **productivity** for businesses when the **right person** is found for the job as **quickly** as possible. Increased productivity means businesses can **expand** and when they expand the result is **economic development.**

7. **Post-employment training** is economic development and **on-the-job training** is an example.

Economic development positioning can:

- **Unite** your system and your partners
- Provide an invigorating **vision and rationale**
- **Expand your base and reach** with government and business leaders

"Packaging" is redefining your "product" so it is trend-consistent and attractive to your "markets."

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As Community Leaders, Businesses Care About Workforce Development Policy

1. **They care...**
   about the **country's economic climate** to attract and retain businesses, and they know **human resource capital** is key to a successful **economic development strategy.**

2. **They care...**
   about the **tax base** and the **budgetary implications** of having many county residents unemployed, on welfare, or underemployed.

3. **They care...**
   about the **effectiveness of public education** and its ability to equip youth for employment.

4. **They care...**
   about the **reductions in Federal workforce development expenditures,** and are afraid they will be expected to pick up the slack.

5. **They care...**
   about **declining public resources** and want to keep the commitment to the **effective and efficient use of taxpayer dollars.**

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Demand-Driven System Model

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USDOL's High-Growth Job Training Initiative

"A strategic effort to **prepare workers to take advantage of new and increasing job opportunities in high-growth/high-demand and economically vital industries and sectors** of the American economy."

Partners include:

- Public workforce development system
- Business and industry
- Education
- Training providers
- Economic development agencies

The **goal** is to **focus worker training and career development resources** in the public workforce system on **helping workers develop the skills and competencies needed** to work and build careers in these key industries.

How It Works

1. Representatives of **key industries define the critical workforce challenges** (e.g., getting career and skill information to young people, accessing new labor pools, defining core competencies for jobs, training, building the capacity of educational institutions to train workers)
2. **Community colleges** with **other education and training providers** develop **competency models and curricula** to build skills and train workers.
3. The workforce development system accesses the human capital (e.g., youth, unemployed, dislocated workers) and places trained workers in jobs.

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High-Growth, High-Demand Industries

Target industries with these characteristics:

1. Add **substantial number of new jobs** to the economy
2. Have a **significant impact on the economy** overall
3. Impact the **growth of other industries**
4. Are being **transformed by technology requiring new skill sets** for workers
5. Are **new and emerging businesses** that are projected to grow

Eleven Targeted Sectors

Healthcare	Information Technology	Biotechnology
Geospatial Technology	Automotive	Retail
Advanced Manufacturing	Construction	Transportation
Hospitality	Financial Services	

National Business Partnership (www.nbpjobs.org)

US DOL has created a **Business Relations Group** to help businesses access the services of the State and local workforce development system. As part of these services, a **National Business Partnership** has been formed to help make national connections for businesses in high growth industries. Current business partners include Home Depot, Toys R Us, Allstate, Rainbow Shop, Kmart, and Swift Transportation. To find out about these national partnerships visit the web site

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Why Business Consultants

Employer Representative	Business Consultant

Business Consultants Develop Long Lasting Relationships

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Distinctions Between Employer Representatives and Business Consultants

What Defines Success?

Employer Representative	Business Consultant
Being able to sell services	Being able to forgo short-term gains to achieve long term benefits for customers and own organization
Knowing the program/one-stop's services inside out	Building one-to-one relationship on foundation of trust, respect & performance
Delivering a well-practiced, standard presentation to prospective customers	Gaining and building credibility from demonstrating preparedness, knowledge, expertise, and genuine concern for customers' success

Service Delivery Distinctions

Employer Representative	Business Consultant
Use short-term thinking	Use long-term thinking
Are product or service experts	Are system experts
Position, present, and close the service delivery	Don't sell, but make recommendations
Are used as needed	Considered resources and sought out and listened to
Explain products	Are problem solvers
Ask leading questions	Ask probing questions
Want to make sale, not manage relationships	Are friends, mentors and advisors to buyers offering solutions to business problems
Have core value related to products & services have available	Are seen as resource-providing value

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Distinctions Between Employer Representatives and Business Consultants

Differences in Roles

Job Developers	Business Developers
Focus on job seekers	Focus on businesses
Offer employer assistance	Offer economic development
Hiring is an event	Hiring is a process
Placement is the end product	Placement is the beginning of a relationship
Focus on pre-employment services	Focus on post-employment services
Focus on hiring	Focus on productivity
Focus on job orders	Focus on consultation
Focus on listing requirements	Focus on occupational skills

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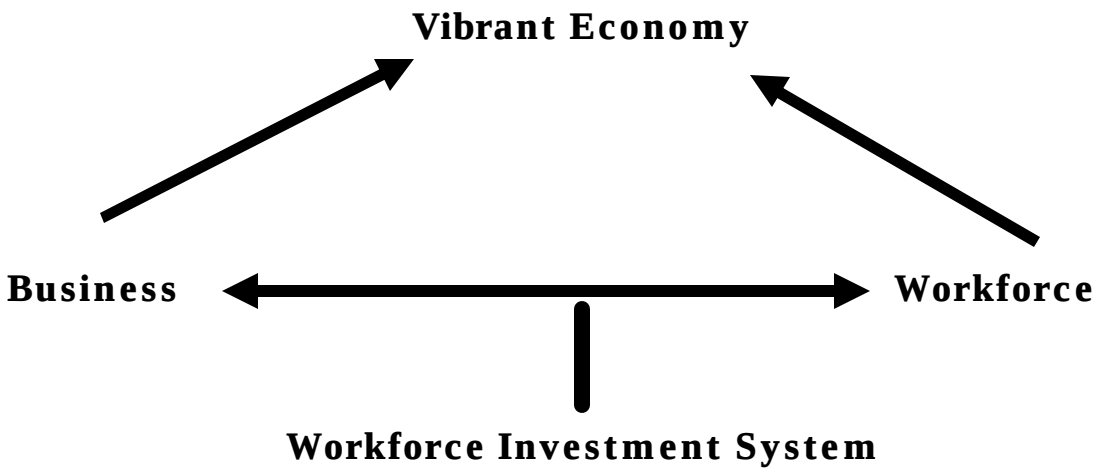
Business Services

Business services are the backbone of the workforce development system.



Key Challenges for the Implementation of Effective Business Services

1. Need to expand focus from its current emphasis on job seeker services to **an enhanced emphasis on job seeker and business services within the one-stop centers**. **What's the appropriate balance?**

2. Need to develop **an integrated system for accessing and linking the numerous public and private resources** that exist to meet business needs. **What does the local integrated system look like?**

3. Need to develop **common business service measures for the system that go beyond the tracking of "number of contacts"** (e.g., number of one-stop services businesses use, percent of local businesses contacted, number of businesses in key industry clusters that use one-stop services). **What are the measures that will define success?**

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O*NETä Career Exploration Tools

The O*NET™ team has designed a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparations, and career transitions effectively. Students thinking about joining the workforce can also use these tools. The tools, which will be available in 2001, include an **Interest Profiler, a Work Importance Locator, a Work Importance Profiler, and an Ability Profiler**, which are based on a "whole-person" assessment concept.

The tools will help individuals identify their work-related interests, the job characteristics important to them, and their abilities. With this information customers can explore the occupations that relate most closely to their interests and abilities. Users of the tools may link directly to the more than 900 occupations described by the O*NET database and to occupational information in America's Career Kit. These options provide a seamless transition from assessing interests, work values, and abilities to matching job skills with the requirements of occupations in local labor markets.

All O*NET Career Exploration tools will be available for purchase from the Government Printing Office. In the future score sheets, reports, master lists of occupations, user's guides, and documentation and supplementary reports can be downloaded from the O*NET Center web site.

O*NETä Interest Profiler

This instrument is a self-assessment career exploration tool that helps customers define the work activities and occupations that interest them. First, customers identify and learn about their own broad interest areas. Second, customers use the test results to explore the world of work.

The **O*NETä Interest Profiler** is available in a paper and pencil version and a computerized version. These alternative delivery modes provide administration options.

The **Interest Profiler** has four components: (1) the instrument, (2) a Scoring Report, (3) a User's Guide and (4) a Master List of O*NET occupations. Two reports, the **Development of the O*NET Interest Profiler and the O*NET Interest Profiler: Reliability, Validity, and Self-Scoring** are also available.

The Interest Profiler measures six types of occupational interests:

1. Realistic
2. Investigative
3. Artistic
4. Social
5. Enterprising
6. Conventional

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O*NET Interest Profiler strengths include:

1. The test is compatible with Holland's R-I-A-S-C Interest Structure (Holland, 1985) which is widely used by counselors.

2. Interest items represent a broad variety of occupations that require a wide range of skills.

3. The development effort was extensive and customer input was used during all stages of development.

4. The instrument has construct validity and reliability.

5. The test can be self-administered and self-interpreted.

6. A User Guide is available for workforce development professionals.

7. The test can be used as a stand-alone tool or with other O*NET Career Exploration Tools.

8. The results can be directly linked to over 900 occupations in O*NET OnLine.

9. It only takes about 30 minutes to complete.

O*NET ä Work Importance Locator and O*NET Work Importance Profiler

These instruments are self-assessment career exploration tools that help customers pinpoint what is important to them in a job. The tools help people identify occupations that they may find satisfying based on the similarity between their work values (such as achievement, autonomy, and conditions of work) and the characteristics of specific occupations.

The **O*NET Work Importance Locator** is a paper and pencil instrument (available in the first quarter 2001). The **O*NET Work Importance Profiler** is a computerized version of the instrument (available in the second quarter 2001). These alternative delivery modes increase the flexibility that customers have in conducting career exploration activities.

The **Work Importance Locator** consists of (1) the instrument with the work values cards and a sorting sheet, (2) a Scoring Report, (3) a User's Guide and (4) a Master

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List of O*NET occupations. A report on development of the locator tool is also available.

The **Work Importance Locator and Profiler** measure six types of work values:

1. Achievement
2. Independence
3. Recognition
4. Relationships
5. Support
6. Working Conditions

O*NET Work Importance Locator and **O*NET Work Importance Profiler** strengths include:

1. These tools were designed using over 30 yeas of research by leading vocational psychologists.

2. The development effort was extensive with customer input during all stages of development and a pilot test was also conducted.

3. The instruments have construct validity and reliability.

4. The tests can be self-administered and self-interpreted.

5. The tests can be used as a stand-alone tool or with other O*NET Career Exploration Tools.

6. The results can be directly linked to over 900 occupations in O*NET OnLine.

7. The tests only take about 30 minutes to complete.

O*NET ä Ability Profiler

This instrument is a self-assessment career exploration tool that helps customers plan their work lives. The test results will help them identify their job-related strengths and related occupations. Customers can use this information to choose specific job as well as appropriate training and education options.

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The **Ability Profiler** is a paper and pencil instrument with an apparatus sections as well (second quarter 2001). The test may be administered to individuals or to a group of customers. The paper and pencil portion of the test can be administered as a stand-alone assessment. Customers receive computer- generated reports. It takes one and one half hour to administer the paper and pencil portion of the test and two to three hours to administer the complete test.

The **Ability Profiler** has three components: (1) the instrument, (2) the scan sheet, and (3) the scoring software. In addition to a User's Guide, there is a manual to explain the administration and scoring of the instrument.

The **Ability Profiler** measures nine job relevant abilities:

1. Verbal ability
2. Arithmetic reasoning
3. Computation
4. Spatial ability
5. Form perception
6. Clerical perception
7. Motor coordination
8. Manual dexterity
9. Finger dexterity

The **Ability Profiler** strengths include:

1. The development effort was extensive with customer input during all stages of development to ensure the development of a user-friendly instrument.

2. The instrument has construct validity and reliability.

3. The test can be self-administered and self-interpreted.

4. The test can be used as a stand-alone tool or with other O*NET Career Exploration Tools.

5. The results can be directly linked to over 900 occupations in O*NET OnLine.

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Three Technical Assistance Guides for Assessment

www.doleta.gov/programs/onet

Two guides are for workforce development professionals:

1. Testing and Assessment: An Employer's Guide to Good Practices
2. Testing and Assessment: A Guide to Good Practices for Workforce Development Programs

These guides help career counseling professionals:

- **Evaluate and select assessment tools/procedures** that maximize chances for creating the right fit between job and potential employees
- **Administer and score assessment tools** that are most efficient and effective for their particular needs
- **Interpret assessment result**s accurately
- **Understand the professional and legal standards** to be followed when conducting personnel assessment

The third guide is for individual clients:

1. Tests and Other Assessments: Helping You Make Better Career Decisions

This guide helps job seekers:

- Understand **the assessment process**
- Understand the **different types of assessments**
- Understand **how to prepare** for assessments
- Understand **how assessments can help them make informed decisions** about their working lives

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O*NET Tips for Selecting Assessment Tools

1. Use assessment tools in a purposeful manner.

2. Use the whole-person approach to assessment.

3. Use only assessment instruments that are **unbiased** and **fair** to all groups.

4. Use only **reliable assessment instruments** and procedures.

5. Use only assessment procedures and instruments that have been demonstrated to **be valid for the specific purpose for which they are being used.**

6. Use assessment tools that are **appropriate for the target population.**

7. Use assessment instruments for which **understandable and comprehensive documentation** is available.

8. Ensure that administration **staff is properly trained**.

9. Ensure that **testing conditions are suitable for all** test takers.

10. Provide reasonable accommodation in the assessment process for people with disabilities.

11. Maintain assessment **instrument security.**

12. Maintain **confidentiality of assessment results.**

13. Ensure that **scores are interpreted properly.**

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Advantages and Disadvantages of Different Types of Assessment Instruments

Type of Assessment Instrument	Advantages	Disadvantages
Ability tests	**Mental ability tests:** ▪ Are among the most useful predictors of performance across a wide variety of jobs ▪ Are usually easy and inexpensive to administer	▪ Use of ability tests can result in high levels of adverse impact ▪ Physical ability tests can be costly to develop and administer
Achievement/proficiency tests	▪ In general, job knowledge and work-sample tests have relatively high validity ▪ Job knowledge tests are generally easy and inexpensive to administer ▪ Work sample tests usually result in less adverse impact than ability tests and written knowledge tests	▪ Written job knowledge tests can result in adverse impact ▪ Work-sample tests can be expensive to develop and administer
Interest measures	▪ Can be administered quickly ▪ Predict job satisfaction ▪ Are non-threatening to customers undergoing career counseling	▪ May be unstable or unsuitable for young/inexperienced workers
Work and personal values measures	▪ Work values instruments can be valid predictors of job or career satisfaction ▪ Values instruments are generally not perceived as threatening by customers	▪ Values instruments generally do not predict job performance ▪ Personal values instruments may not relate directly to job choice

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Type of Assessment Instrument	Advantages	Disadvantages
Personality inventories	▪ Usually do not result in adverse impact ▪ Predictive validity evidence exists for some personality inventories in specific situations ▪ May help to reduce adverse impact if used in conjunction with other tests ▪ Easy and inexpensive to administer	▪ Need to distinguish between clinical and employment-oriented personality inventories in terms of purpose and use ▪ Possibility of taking or providing socially desirable answers ▪ Concern about invasion of privacy (use only as part of a broader assessment battery)
Interviews	▪ Structured interviews, based on job analyses, tend to be valid ▪ May reduce adverse impact if used in conjunction with other tests	▪ Unstructured interviews typically have poor validity ▪ Skill of the interviewer is critical to the quality of interview (interviewer training can help)
Assessment centers	▪ Good predictors of job and training performance, managerial potential, and leadership ability ▪ Apply the whole-person approach to personnel assessment	▪ Can be expensive to develop and administer ▪ Specialized training required for assessors; their skill is essential to the quality of the interview (interviewer training can help)
Comprehensive career planning measures	▪ Combine several types of assessment instruments into one comprehensive tool ▪ Reports often synthesize findings into sets of vocational recommendations ▪ Can help clients direct their thinking on vocational issues	▪ They are only as good as the component instruments ▪ They may be based on self-estimates, standardized tests, or a combination of the two. Know if test results are based on self-report measures or standardized tests before making decision

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Checklist for Evaluating a Test

Characteristics to be measured by test (skill, ability, personality trait)	
Job/training characteristic to be assessed:	
Candidate population (education, experience level, other background):	
TEST CHARACTERISTICS	
Test name:	**Version:**
Type: (paper/pencil, computer)	**Alternate forms available:**
Scoring method: (hand-scored, machine-scored)	
Technical considerations:	
Reliability: r= **Validity: r=**	**Reference/norm group:**
Test fairness evidence:	
Adverse impact evidence:	
Applicability (indicates any special group**)**	
Administration considerations:	**Administration time:**
Materials needed (include start-up costs, operational and scoring cost):	**Costs:**
Facilities needed:	
Staffing requirements:	
Training requirements:	
Other considerations (consider clarity, comprehensiveness, utility):	
Test manual:	
Supporting documents from the publisher:	
Publisher assistance:	
Independent reviews:	
Overall evaluation:	

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Application of O*NET Tools for Businesses

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Four Marketing Principles

Principle One…

Marketing is solving the problems of local businesses.

Principle Two…

It is not what you are selling…
It is what businesses are buying that's important.

Principle Three…

In service marketing, perception is reality.
Make your products tangible, so businesses know what they got.

Principle Four…

Marketing is more than promotion…
Use all five P's for effective marketing (i.e., public, product, price, place and promotion).

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Principle One: Marketing Is Solving the Customers' Problems

How are you solving the local business customers' problems? List the specific problem businesses report in the column on the left and your one-stop solution in the column on the right. Be specific.

Business Customers' Problems	One-Stop Solutions

Problems Businesses Have	Problems Businesses Have
Recruitment & retention of skilled workers	Globalization of the workforce
Lack of accurate, timely labor market information	Increased use of technology
Don't have access to a single business consultant to talk to about all business problems	Economic implications of literacy
Don't know how to access the myriad of training and education programs that are available	Need for high-skilled workers with at least post secondary education
Need for human resource assistance – especially small and mid-sized companies	Need for a flexible workforce
	Aging workforce

Do Your Services Address the Needs of Businesses?

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Sell The Benefits, Not The Features

Features are:

- ♦ What the product or service is
- ♦ How the product or service is made
- ♦ How the product or service is funded

Benefits are:

- ♦ How the product or service will solve the problem
- ♦ What problems the product or service will solve

Nine Tips for Effective Benefit Statements

1. Use the **"so what?"** test.
2. Talk and write with plenty of **"you get**".
3. Explain **what** customers **will gain**. Also explain **what will not be lost**.
4. Go for the **emotional benefit** as well as the **logical reasons.**
5. Use **short, easy to understand words**.
6. Never deny the **customer's esteem and current satisfaction**; build on them.
7. Pile on the **benefits.** "Tentative" language does not sell.
8. Pump up the benefits by **communicating value.**
9. Find ways to **motivate the business to do something** (e.g., call the 1-800 number).

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Benefits And Features

Create benefit statements for the features of the services you want to sell.

Feature	Benefit Statement
O*NET tools	

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Putting It All Together

Customer's problem	Features of the product or service that will solve the problem	Benefits of the product or service	Evidence (e.g., how you'll know the benefits add value to your customers)

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Principle Two: What Customers Are Buying Is Important

Ask four key questions:

1. The **sales question** is "What are you selling?"

2. The **marketing question** is "What are customers buying?" Do you know what your business customers want?

3. The **customer satisfaction question** is "Are you selling/providing what your business customers want?

4. The **measure of success question** is "Does the service provided ensure a mutual exchange of value?"

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Principle Three: Perception Is Reality

Three key points are:

1. Understand that when you are marketing intangibles and services, the product is what you say it is.

2. Understand the need to package your services (provide multiple conceptualizations).

3. Understand the need to develop market-responsive names.

What's In A Word? Everything!!!!

1. What do your **words convey to businesses** (e.g., applicant screening, computerized job match, job development, staff-assisted job matching)?

2. How do you **describe your products**?

3. How do you **describe what you will do for local businesses**?

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Principle Three: Perception Is Reality

When you sell intangibles...

1. You must tell customers what they will get.
2. You must tell customers they are getting it.
3. You must tell customers they got it.

You must develop tangibles or customers will not know what services they got.

Seek tangibility by...

- Putting it in writing
- Delivering products that reflect process steps
- Naming the savings (e.g., time, money)
- Reporting progress frequently and maintaining contact
- Asking customers to share their satisfaction with One-Stop services

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Tangibility Tips

Since services are intangible, words (written and spoken) give shape and tangibility to One-Stop products and services.

Specifically, you must:

1. **Tell customers what they are going to get**

   Entice them to choose to use your services.

   There are two risks here:

   (1) Under-statement of services. Services don't appeal to customers.

   (2) Over-statement of services. Customers' expectations are so high that even if they receive great service they'll be disappointed.

2. **Tell customers that they are getting it**

   Continually remind customers of the value of the One-Stop service.

   Many times after customers begin to use a service they hit the inevitable roadblock. Unless you remind them of the value of the service they are getting, they might forget why they wanted the service.

3. **Tell customers that they got it**

   Customers rapidly forget what was received. Remind them of the value of the service they received.

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Principle Four: Marketing Is More Than "Promotion"

The five Ps of marketing are:

l. Public - Whose problem is solved?

- One market, many segments, many solutions
- Target audience, segmentation of the audience, motivation of the segments

2. Product - What is the solution?

- Packaging the product to meet the customers' needs
- Offering customers specific services and options
- Stating the results

3. Price - How much for what?

- Cost: Three elements---Lower them
- Value: Show the worth---Increase it

4. Place - Where, when, and how buy?

- Making it easy to buy
- Asking at the right time

5. Promotion - Why buy?

- Selling the benefits; tailoring the benefits
- Using a variety of marketing methods
- Showing how the customers' problem will be solved
- Building credibility and rapport

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Who Are Your Targeted Businesses?

Industry	Businesses

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The Business Product

Two things to remember about defining your product:

1. Sell specific products - not generalities.

Businesses are more likely to buy specific job seekers than your program or your services.

Businesses need specific definitions of the product. Are we "screening," or "matching?"...

Your pool of applicants needs to be described tangibly.

"More than 6,000 job seekers - 32% are professionals, 30% are clerical, and 38 % are sales and services."

2. Most customers seek immediate satisfaction. Offer alternatives to maximize the value added.

Customers frequently look for the first acceptable alternative, not necessarily the best alternative.

It is the reason that when you ask businesses, "May I send you someone to interview?" They ask, "Who is it?"

It is the reason that when you ask "When do you want to see him/her," and they say, "Send them right over."

Explain the difference between the value of the immediate solution and the value of a long-term solution to help the customer make an informed choice.

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What Are Targeted Businesses Buying?

What Are Targeted Businesses Buying?

Business	Product

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The Price Of One-Stop Business Services

Price has two elements:

1. Cost

2. Value

Customers evaluate both:

- When the value is high, customers are willing to pay a higher cost.

- When the cost is higher than the perceived value, customers never buy.

You must reduce the costs and increase the value of your One-Stop services.

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Price Is Cost And Value

Cost	Value
1. Direct Cost	1. Tell tale signs
2. Indirect Cost	2. What you tell them its worth
3. Psychological Cost	3. What it was worth to others

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Cost And Value

Direct Costs

Direct costs are those **costs paid directly out of your pocket** in hard cash for the product.

In most cases, there are no direct costs. Employers do not have to pay additional direct fees for your employment services.

Consequently, many people decide to encourage this choice by saying it is ***FREE***! However, ***FREE, often times, communicates low value.*** We all know "you get what you pay for" and "there is no such thing as a free lunch".

The word ***FREE*** also has two other potentially negative outcomes:

1. When we take something "free", the giver has the power...adding to a sense of disempowerment for the user.

2. When someone gets it for "free", they aren't as committed to use the product or service. Since it costs nothing, many service users may "drop out."

Talk about "services at no cost to you."

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Cost And Value

Indirect Costs

This category covers those costs you have to pay to use the service, but not directly to the service provider.

There are two common examples of indirect costs:

1. The biggest indirect cost is "time", and it's valuable to the employer.

   "Time" is spent calling, waiting, perhaps calling again, the time it takes to list and describe a job and the specifications, as well as the qualifications, responding to your agency "sales calls" or follow up activities, and more...

2. The other indirect costs are the hard-cash costs you must pay to use the product, in addition to direct product cost. Customers tend to evaluate these costs as much as direct cost, when they buy a product or service.

   Employers may incur a number of indirect costs: telephone and faxing costs, travel to your location for on-site recruitment, postage or other mailing costs --all translating to dollar costs!

Psychological Costs

These costs are of using a product or service as defined by the customer. These are often the highest costs and often are the major barriers to using a One-Stop service or product.

These costs may be "hassles", risk of poor quality, bureaucracy, and/or the fear of the unknown.

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What's the Price for Business Customers?

Business	Price

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Place

Place refers to "where, when, and how business customers buy One-Stop services."

1. The Physical Place

- ♦ Where it is
- ♦ How you get to it
- ♦ What it looks like
- ♦ What it communicates
- ♦ What image the customer adopts by shopping there

2. The Distribution System

- ♦ How one buys
- ♦ How easy it is to buy
- ♦ How much trouble it is to buy
- ♦ Easy access

3. The Place in Time

- ♦ The right offer, to the right person, at the right time
- ♦ Available when the customer has the problem

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When, Where, & How the Service Is Delivered

Business	Place

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Place In Time

Are you making the right offer, to the right person, at the right time?

- Are you offering the product at the time the customer has the problem?
- Are you offering the service multiple times to increase the chances of it being the right time?
- Are you telling customers when it's the right time?
- Are you asking when most customers are most likely to say yes?
- Are you giving the employer an incentive to make it the right time?

Peaks and Valleys of Business Cycles

Every service and product has times when demand is higher (the peaks) and times when demand is lower (the valleys).

Four Rules for Peaks and Valleys:

1. Make your peaks even higher.
2. Use your valleys to plan for the peaks and to follow-up on those who have bought during the peak.
3. Organize your service delivery capability to meet demand.
4. Promote Find other products or services that have peaks when your current products have valleys.

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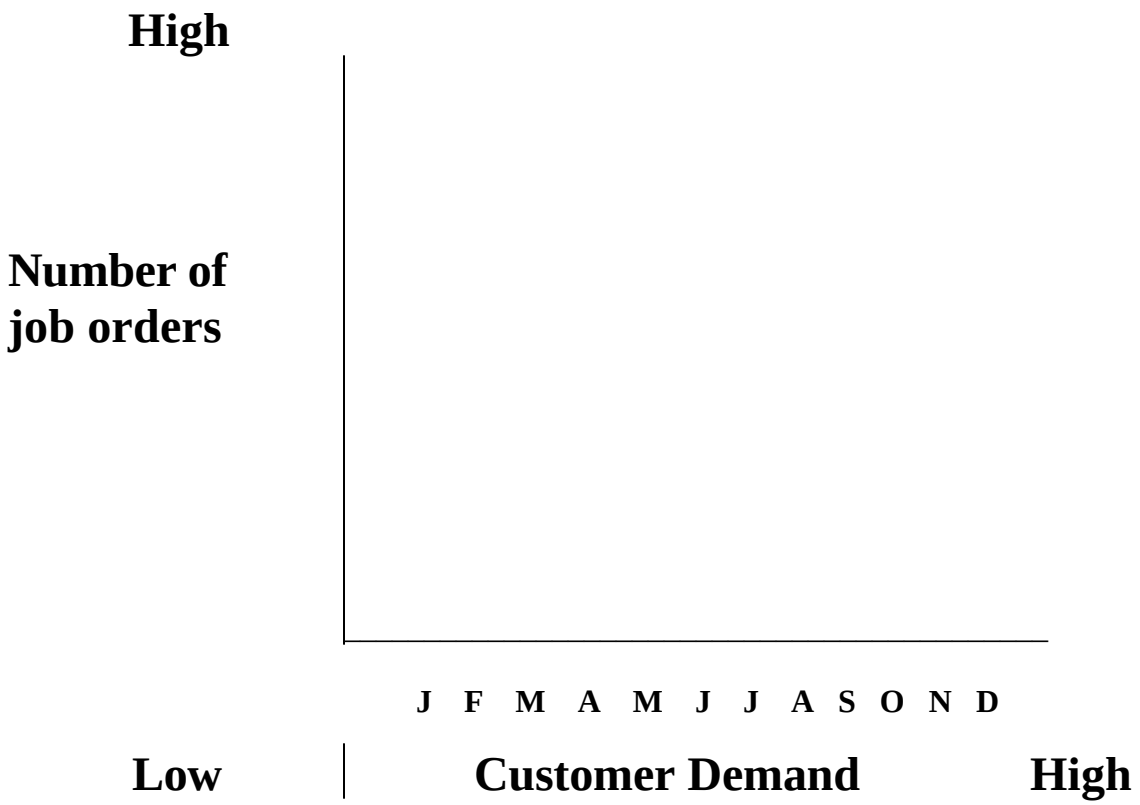
Peaks and Valleys of Business Cycles

Cycle of Business Services



Ask two questions to develop a strategy to anticipate needs of businesses and to develop the appropriate cycle of services.

1. **Why the peaks?**

2. **Why the valleys?**

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Promotion Is Marketing

Promotion Is…

1. How you communicate the strategic marketing decisions you made on the other 4 P's.

2. How you develop satisfied customers, increase positive word-of-mouth, and decrease negative word of mouth.

3. How you inform your targeted business customers of your products and how you position them.

4. How you attract desired customers-by selling the benefits, and not the features.

5. How you develop marketing communications and make oral marketing presentations that hook the customer.

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One-Stop Centers Are "Resource Poor"

Marketing Is…

- **Everything** you do to promote your services from the point of conception to **regular** use of services from loyal customers.

Guerrilla Marketing Is…

- Everything small businesses can do to promote services

1. **Helps small businesses compete with minimal investment**
2. Demands that you scrutinize all available marketing tools to use the best combination for your One-Stop businesses
3. Requires a comprehensive understanding of marketing that you use to promote your One-Stop services
4. Involves recognizing and exploiting all marketing opportunities
5. Requires the development and use of a "core concept" captured in no more than ten words

"A coke in the hand of everyone on the planet!"

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Personal Recommendations and Testimonials: The Under-Rated Marketing Strategy

Encourage personal recommendations and word of mouth endorsements with:

- **Service that exceeds customers' expectations**
- **Interesting brochures and pamphlets**
- **Requests for endorsements (written or verbal)**

"I'm glad you're pleased with the on-the-job training we've set up for your employees. Please tell your business colleagues that we can also help them set up training for incumbent workers.

"I'd like to tell Jane Brown at Optical Illusions about how well we worked together to place and retain new employees for your expanding operations. Could I have her call you to talk about our success?"

"Thank you for the compliment. We publish customers' testimonials in our monthly newsletter and I'd like to include your comments to encourage other customers to use our self-service options."

Encouraging positive word of mouth is an active, daily endeavor.

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Public Relations

The good news…

- ♦ It's free.
- ♦ It's believable.
- ♦ It gives your One-Stop credibility and stature in the community.
- ♦ It helps establish your One-Stop identity.
- ♦ It is read by many customers.
- ♦ It is remembered.

The bad news…

- ♦ You have no control over publicity.
- ♦ You cannot control how it is presented.
- ♦ You cannot determine when it runs.
- ♦ It's rarely repeated.
- ♦ You cannot buy it.
- ♦ You cannot ensure its accuracy.

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Suggestions To Encourage Positive Publicity At No Cost

- ♦ Develop publicity contacts (know media contacts by name).
- ♦ Learn to develop real news that's worth publicizing.
- ♦ Have influential contacts who will want One-Stop news.
- ♦ Have the persistence to follow through and see that the news gets disseminated.
- ♦ Create a customer-focused annual report that explains the benefits of your One-Stop's services.
- ♦ Seek speaking engagements that will draw the press.
- ♦ Write publicity releases that are appropriate for each medium.
- ♦ Sponsor or co-sponsor an event.
- ♦ Tie your One-Stop to the news of the day (e.g., highlight how your One-Stop is promoting the national "take your children to work" day).

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Suggestions To Encourage Positive Publicity At No Cost

- ♦ Ask for feedback at the end of every customer contact. Listen for positive feedback that can be used as a testimonial. Get the customer's permission to quote him/her.
- ♦ Spend five to ten minutes a day establishing and nurturing your network.
- ♦ Share your network of contacts with your co-workers.
- ♦ Join a business association to build personal and professional contacts.
- ♦ Commit to making two or three new contacts in every networking opportunity.
- ♦ Give your business card to all new contacts.
- ♦ Enclose your business card with every personal letter you mail.
- ♦ Prepare marketing pitches for all of your major services. Use the appropriate pitch with each contact.
- ♦ Send follow-up letters or notes to new contacts.

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Promotion Tips

Five things to remember about promotion:

1. Repetition = Recollection

The United States has 6% of the world's population and 82% of the world's advertising. It is communication overload for most people. So, we learn to block it out, unless said over and over again. Market research has shown that someone must hear a message 5 to 7 times before they will remember it.

2. Variety of Media = Even Greater Recollection

Each of us has a preference for taking in information. Some of us like to read about it; some of us like to talk about it; some of us like to hear about it; and some of us like to hear it and see it simultaneously. Using multiple methods of communication will attract the attention of all of our business customers and will increase the likelihood that they will be interested in our services.

3. More than One Method of Communication = Synergy of Recollection

1 + 1 = 3!

4. Seeing + Hearing + Participating/Discussing = 90% Retention

Tell 'em. Show 'em. Involve 'em!

5. Short, simple, clear language sells!

Effective marketing is clear and easy to understand. Don’t use jargon, acronyms, or three syllable words. Use short sentences and direct statements.

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Writing Promotional Messages

1. The Yale University Psychology Department has found that the following words are those that **trigger the best response from people:**

-Discovery	**-Introducing**	**-Proven**
-Easy	**-Love**	**-Results**
-Guarantee	**-Money**	**-Save**
-Help	**-Now**	**-Today**
-You	**-New**	**-Win**

2. **People don't read**. At best...they scan.

3. ***Will* is better than *Can*. *You* is better than *We*.**

4. **Generalities are unbelievable**.
   Use facts, figures, examples, dates, places, and names.

5. You can **sell hope** or fear. If you sell fear, you better not make someone feel too bad.

6. People are more **interested in other people** than you.
   Use stories- before and after; testimonials, examples, pictures, and anecdotes.

7. **Customers buy the outcome**, not the process.

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The Ten Most Common Mistakes in Employment and Training Program Brochures

The ten mistakes are:

1. **Focusing on the agency**, not the desired customer.

2. Creating **institutional, proposal-like messages**.

3. Giving **too much detail** on how the agency is funded.

4. Using **"we provide copy",** instead of "you get copy".

5. **Selling the features**, not the benefits.

6. Offering **no clear outcomes** and **not asking customers to act**.

7. Using **jargon and abbreviations**, not using conversational English.

8. **Failing to design a cover that grabs the reader**.

9. **Attempting to target everyone**...instead of focusing on a single market or market niche.

10. Giving **too much detail**.

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Developing Effective Marketing Materials

Use the right marketing tool at the right time.

1. Personal Letters
2. Direct Mail
3. Personal Visits
4. Thank You Notes
5. Personal Telephone Calls
6. Brochures
7. Post Cards
8. Publications/Reports (LMI)
9. Testimonials from Customers
10. List of Current Customers (Employers)
11. Sample Résumés of Job Seekers Who Use Your One-Stop
12. Business Cards
13. Video Tapes
14. Tag-along Inserts in Mailings of Others
15. Newsletters
16. Speaking Engagements at Clubs and Events
17. Customer Satisfaction Feedback Forms
18. Open Houses
19. Invitations for Recruitment and Job Fairs
20. Invitations to Speak at Workshops
21. INFOmercials (no/low cost seminars and consultations)
22. Newspaper Clippings

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Four Marketing Tools

Four tools every business services representative should have are:

1. A **list of past customers -** businesses that have hired from you in the past

2. **Quotes from satisfied customers** and/or testimonial letters

3. A **handout describing job seekers** and/or mini-résumés

4. A **list of the types of jobs** your job seekers get

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Five Marketing Tips

Five ways to make your marketing materials for businesses more effective are:

1. Always include **satisfied customer quotes**, and a list of businesses that are your **current customers**.

2. Create **separate marketing materials** for small businesses and for larger businesses.

   Most of your customers are probably smaller businesses, and the benefit streams are different for these potential customers. Remember the iron **law of emulation**---we buy from people who look like us. Slick is perfect for larger businesses...but you can out-slick yourself if you get too fancy with smaller businesses.

3. **Position against private employment agencies**.

   Use, "No fee!" or, "Never a fee!"

4. **Turn percentages into hard dollars**.

   Telling you what you will get is better than focusing on what you will save. If you say, "When you use our service you save the 10% commission," it is not as effective as "You could save up to $2,600 for each and every employee you hire."

5. Remember, to us, they are employers...to them, they are businesses. **Use the word business** when describing your customer.

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Tips For Making Effective Marketing Presentations

1. Emphasize the Customer.

Address them by name with respect.
Give them the power to choose.
Listen to what they have to say.
Let them do a lot of the talking.
Use YOU, YOU, YOU (3 “you’s” for every “I”).
Make sure they are comfortable, not distracted.

2. Be Personable.

Use "I" not the royal "We".
Interact and relate...don't preach or push.
See an individual.
Tell about other businesses you have helped.
Compliment the customer when they talk about success.
No canned pitches--make it a real conversation.
Be sincere about the opportunities you are marketing.

3. Seek Involvement.

Look at the marketing materials with the business customer.
Urge the customer to write on the marketing materials.
Ask open-ended questions.
Encourage the customer to ask questions.

4. Use Benefit Messages.

Stress the outcomes---tangibles and intangibles.
Tailor the benefits to the individual’s business needs.
Tell customers about the reduction in indirect costs.
Reduce the psychological costs.

5. Make the Hand-off and Give the Reminder.

Always give customers something to take home!
Tell the customer who he/she will see next.
Reduce the customer’s fears of meeting someone new.
Introduce customers to the next person.
Follow-up...everyone needs to be reminded once in awhile.

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Newsletters

Newsletter Tips…

1. Motivate customers to use One-Stop services to meet their employment needs (state benefits).
2. Provide valuable, timely, brief information.
3. Make your newsletter easy to read and easy to look at.
4. Offer multiple fabulous ideas.
5. Hire a professional designer or train staff to perform designer responsibilities.
6. Create simple formats.
7. Establish a publication schedule.
8. Give customers timely, easy-to-use information.
9. Determine the appropriate length for your newsletters with customer input.
10. Track feedback from customers (e.g., what information was helpful, what information was missing).

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Tips For Developing Brochures

- Use a four, eight, or twelve page format.
- Use a six panel brochure on 8½ x 11 page.
- Use factual information with style and romance.
- Use artwork or graphics to support the words.
- Use repetition.
- Include your One-Stop's logo, address, and phone number on the back page.
- Create brochures with pockets for the ability to tailor the message to the customers' needs.
- Use color to increase the retention rate by 57%.
- Use the information in the brochure to create other marketing strategies (e.g., circulars).

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Tips For Writing Personal Letters

- ♦ Write a one-page letter.
- ♦ Write short paragraphs (no more than six lines).
- ♦ Indent each paragraph.
- ♦ Don't overdo underlining, capital letters, or writing in the margins.
- ♦ Sign your letter in a different-colored ink.
- ♦ Include a P.S. that contains your most important point.
- ♦ Stress the benefits of your targeted One-Stop services.
- ♦ Encourage use of the targeted service.
- ♦ Follow-up with a telephone call.

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Five Principles of Marketing

Describe what you will do to improve services to businesses related to each of the five principles of marketing.

Principle	Strategies
Defining your public	
Detailing your products and services	
Balancing cost and value to establish a price for fee for service options	
Managing the elements of "place"	
Promoting your products and services	

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Action Plan

How I Can Improve My Marketing to Businesses

How We Can Improve Our Marketing of System Services to Businesses

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Using Workshops

Workshops are offered:

- To provide information, change attitudes, and/or teach skills
- As an entry service or a tag-on service
- As a stand-alone service or as part of a series of workshops
- As a scheduled service or as a real-time on-demand service
- Before, during, and/or after partners' services
- At the one-stop centers, at partners' sites or at alternative locations (e.g., in local businesses)

Best Practice Idea

Some one-stops have created inter-agency workshop teams to design and deliver workshops for the system's Business customers.

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Know Your Audience

1. Use the eight principles of adult learning to design effective workshops.

- **Be selective**…Develop curriculum for what participants need to know, not what would be nice for them to know. It's better to design curriculum that promotes in-depth learning in one or two content areas than to develop curriculum that results in topical understanding of five or six content areas.

Adult learners prefer active learning opportunities

- **Balance affective, behavioral, and cognitive learning**…Develop training materials that foster attitude change, skill practice, and understanding of concepts and models. Your goal is to have participants understand the training topic, be able to use the skills taught, and be able to discuss how the training topic applies to them.
- **Use a variety of learning techniques**…Using multiple training methodologies keeps the participants interested in the topic and meets the needs of various learning styles (e.g., individual activities, small group activities, videos, music).
- **Use group activities**…Group activities involve participants in the learning and promote a "participant led" versus an "instructor led" session (e.g., case studies, role plays, games).
- **Build on participants' expertise**…Every participant brings relevant experiences to the workshop session. Promoting "peer learning" opportunities strengthens your design because participants listen to others who can empathize with their own experience. Participants are sometimes more open to learning from a peer than learning from an instructor.

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Build workshops that engage participants in problem-solving activities.

- **Build on skills learned in other workshops**…Instructors need to provide explicit, tangible connections between the skills learned in other workshops for customers enrolled in a series of workshops. For example, customers enrolled in an O*NET workshop might need to be reminded how this workshop is linked to other workshops that they attended.

- **Provide real-life problem solving**…One of the most important features of curriculum design is to ensure multiple opportunities for participants to solve problems they are actually experiencing. If businesses are having problems with building career ladders, they could be given the chance to create a list of possible solutions as a group.

- **Define how the learning can be used**…At the end of the workshop session provide an opportunity for participants to discuss how they will use the training information (e.g., how to screen applicants, how to create a job order).

2. Develop materials for auditory, visual, tactile, and kinesthetic learners.

- **Auditory learners**…Incorporate detailed verbal explanations of the training materials for auditory learners. Talk through many examples of how the topic can be used and have auditory learners paraphrase what you have said.

- **Visual learners**…Provide handout packages to support participants with visual learning preferences. Use graphs and charts to demonstrate ideas.

- **Tactile learners**…These learners need to "work" the information to make sense of it. Workshops

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that are designed to provide opportunities to use hands-on activities (e.g., building models) meet the needs of this group of learners.

- **Kinesthetic learners**…The preference of kinesthetic learners is to hear, to see, and to manipulate the information to absorb the learning.

3. Prepare workshop materials that meet the special needs of the participants.

- **Individuals with disabilities**…Be prepared to accommodate individuals with disabilities (e.g., desks that can be raised or lowered to accommodate wheelchairs, large print copy of materials for visually impaired, copy of materials in Braille for individuals who are blind, amplifier for individuals who are hearing impaired).

- **English as a Second Language**…Translate materials into other languages for individuals who can't read English. When you have a group of participants with limited understanding of English, deliver the training in participants' first language.

- **Individuals with low literacy skills**…Know the reading level of your participants and provide training materials at the appropriate reading level. Always develop training materials for individuals with the lowest level of literacy. Generally speaking, individuals read at two grade levels below the highest grade they've completed. You can use the fog index to compute reading levels.

How to Check the Reading Level of Training Materials Using Microsoft Word

1. Click on Tools in the menu bar
2. Click on Spelling & Grammar
3. Click on options
4. Check readability statistics
5. Click okay
6. Highlight the material to be evaluated
7. Conduct a spell check
8. At the end of the spell check readability statistics information will appear

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4. Develop and deliver curriculum to motivate multiple generations in classroom.

Generational Differences That Can Impact the World of Work

	Veterans	Boomers	Xers	Nexters
	The GIs 1901-1924; The Silents 1925-1943 Retiring but still connected and influential	Largest, most doted on generation vowed to change everything; Hold most of the good jobs and important posts	Reared during the anxious days of Three Mile Island and retrenchment so have wary demeanor and cynicism about work, business, and careers Have "It's Only A Job" attitude	Millennials, Gen Y, Echo Boomers, The Internet Generation Doted on, sheltered, helmeted, organized and raised like hot house flowers and are now defining themselves
Defining Events and Trends	Patriotism, Families, Great Depression, New Deal, World War II, Golden Age of Radio, Silver Screen, Labor Union	Prosperity, Children in the Spotlight, Television, Suburbia, Assassinations, Vietnam, Civil Rights, Cold War, Women's Lib, Space Race	Watergate, Stagflation, Latchkey Kids, Single Parents, MTV, AIDS, Computers, Challenger, Fall of Berlin Wall, Glasnost, Wall Street Frenzy	Internet Chat, School Violence, Oklahoma City Bombing, TV Talk Shows, "It Takes a Village," Multiculturalism, Girls' Movement, McGuire and Sosa
Core Values	Dedication, Sacrifice, Hard Work, Conformity, Law and Order, Patience, Respect for Authority, Duty bBefore Pleasure, Adherence to Rules, Honor	Optimism, Teamwork, Personal Gratification, Health and Wellness, Personal Growth, Youth, Work, Involvement	Diversity, Thinking Globally, Balance, Technoliteracy, Fun Informality, Self-Reliance, Pragmatism	Confidence Civic Duty, Achievement, Sociability, Morality, Diversity, Street Smarts
Personality	Conformists, Conservative Spenders, Past-Oriented, Believe in Logic, not Magic	Drive, Soul-Searchers, Willing to "Go the Extra Mile," Love-Hate Relationship with Authority	Risk-Takers, Skeptical, Family-Oriented, Focused on Job, not Work Hours	Optimistic, Prefer Collective Action, Tenacious

Training July 2000

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Design and Deliver Workshops to Satisfy Customers

5. Gather data to assess the participants' needs.

Ask these questions:

- How many participants will be in the training session?
- What are the general characteristics of the participants?
- What are the participants' skills?
- How familiar are the participants with the content matter?
- What demographic characteristics describe the group?
- What are the participants' beliefs and attitudes about the training topic?
- What successes and barriers have the participants encountered?
- Is the training voluntary or mandatory?
- How well do the participants know each other?
- What workshops do participants frequently request?
- What feedback have you received from past participants that can help you develop an effective training course?

You can use the information gathered to determine instructional methodologies (e.g., lecture, group work)

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6. Gather data to assess the needs of specific businesses.

Ask these questions:

- What are the employers' complaints about the workers they hire?
- What are the three most important "job ready" characteristics employers want?
- What are the performance expectations employers have for their new workers?
- What kind of support do employers provide for new employees?
- What kind of support do employers want the one-stop center to provide for their new employees?
- How do businesses describe the successes of new hires?
- What are the demographic characteristics of the employers' workforce?
- What kind of changes does the employer recommend for the existing placement process?
- What are the industry specific requirements for new hires?

7. Gather customer satisfaction data from participants to improve workshops.

Evaluate participants' satisfaction using one of these techniques:

- Use of a formal survey with a quantitative scale.

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- Use of an informal survey (e.g., ask participants to name two or three things they liked about the workshop and two or three things they would like changed).

- Ask participants for feedback right before lunch. Explain that you will make changes in the afternoon session based on their input.

- Ask participants during lunch or breaks if the training is meeting their needs? If not, ask what's missing.

- Gather information about:

  The training room

  The trainer's ability as an instructor

  The training materials

  The match between what you wanted to learn and what you learned

  What participants liked about the training

  What participants didn't like about the training

  Suggestions for improvement

Helpful Hint

To gather qualitative data, post flipchart pages on the wall with one specific question on each page. Ask participants to write at least one response to each question on a post-it note and stick the post-it notes on the appropriate flipchart page.

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Design and Deliver Workshops to Build Critical Skills

8. Explain how O*NET skills to help businesses determine the skills their employees need and the skills their employees have to help them meet their market goals and objectives.

O*NET Skills

Basic Skills (help with learning and rapidly acquiring more knowledge).

Reading Comprehension: Understanding written sentences and paragraphs in work related documents.

Active Listening: Listening to what other people are saying and asking questions as appropriate.

Writing: Communicating effectively with others in writing as indicated by the needs of the audience.

Speaking: Talking to others to effectively convey information.

Mathematics: Using scientific methods to solve problems.

Science: Using scientific methods to solve problems.

Critical Thinking: Using logic and analysis to identify the strengths and weaknesses of different approaches.

Active Learning: Working with new material or information to grasp its implications.

Learning Strategies: Using multiple approaches when learning or teaching new things.

Monitoring: Assessing how well one is doing when learning or doing something.

Social Skills (use to work with people to achieve goals).

Social Perceptiveness: Being aware of others' reactions and understanding why they react the way they do.

Coordination: Adjusting actions in relation to others' actions.

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Persuasion: Persuading others to approach things differently.

Negotiation: Bringing others together and trying to reconcile differences.

Instructing: Teaching others how to do something.

Service Orientation: Actively looking for ways to help people.

Complex Problem Solving Skills (use to solve problems in real world settings).

Problem Identification: Identifying the nature of problems.

Information Gathering: Knowing how to find information and identifying essential information.

Information Organization: Finding ways to structure or classify multiple pieces of information.

Synthesis/Reorganization: Reorganizing information to get a better approach to problems or tasks.

Idea Generation: Generating a number of different approaches to problems.

Implementation Planning: Developing approaches for implementing an idea.

Solution Appraisal: Observing and evaluating the outcomes of a problem solution to identify lessons learned or redirect efforts.

Technical Skills (use to design, set-up, operate, and correct problems with machines and technological systems).

Operations Analysis: Analyzing needs and product requirements to create a design.

Technology Design: Generating or adapting equipment and technology to serve user needs.

Equipment Selection: Determining the kind of tools and equipment needed to do a job.

Installation: Installing equipment, machines, wiring, or programs to meet specifications.

Programming: Writing computer programs for various purposes.

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Testing: Conducting tests to determine whether equipment, software, or procedures are operating as expected.

Operation Monitoring: Watching gauges, dials, or other indicators to make sure a machine is working properly.

Operation and Control: Controlling operations of equipment or systems.

Product Inspection: Inspecting and evaluating the quality of products.

Equipment Maintenance: Performing routine maintenance and determining when and what kind of maintenance is needed.

Troubleshooting: Determining what is causing an operating error and deciding what to do about it.

Repairing: Repairing machines or systems using the needed tools.

System Skills (use to understand, monitor, and improve organizations and systems).

Visioning: Developing an image of how a system should work under ideal conditions.

Systems Perception: Determining when important changes have occurred in a system or are likely to occur.

Identifying Downstream Consequences: Determining the long-term outcomes of a change in operations.

Identification of Key Causes: Identifying the things that must be changed to achieve a goal.

Judgment and Decision Making: Weighing the relative costs and benefits of a potential action.

Systems Evaluation: Looking at many indicators of system performance, taking into account their accuracy.

Resource Management Skills (use to allocate resources efficiently).

Time Management: Managing one's own time and the time of others.

Management of Financial Resources: Determining how money will be spent to get the work done, and accounting for these expenditures.

Management of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

Management of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.

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9. Design curriculum to help participants develop the skills that are most important to local businesses.

Use data gathered from local businesses to determine the content of your workshops. Focus on what's important to the business community.

Helpful Tip

Ask businesses to help design and review curriculum to determine its relevancy.

Businesses want the one-stop system to refer job seekers who have:

- Job keeping and job coping skills, not job getting skills
- A good work ethic (e.g., are reliable, have the appropriate attitude)
- The ability to be a good team player

10. Design curriculum to help participants develop the skills that are most important to them.

Use customer data to determine what types of activities participants like the most. Use this information to continuously improve the workshop. For example, revise handout pages that participants felt were confusing. Or, increase the number of small group activities if that's what participants felt were the best components of a workshop session.

11. Design curriculum to promote "customer-centered" learning.

- Have the **participant translate issues into problem statements**.

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- Observe that the **participant** is able to **attend to several problems simultaneously** instead of one at a time.

- Ask **participants** to develop **action plans for solving their work-related problems**.

Helpful Hint

Use open-ended questions to encourage the development of critical thinking skills (i.e., questions that require more than a "yes/no" response).

- Ask participants to **summarize** what was covered in a meeting.

- Encourage participants to **express** their **feelings** about decisions that they make.

- Point out **dysfunctional behaviors** that interfere with the participant's ability to accomplish tasks.

- Reinforce positive **team building behaviors**.

- Respond to participants' questions with open-ended questions to teach them how to **problem solve** for themselves.

- Suggest **resources that customers may access** to acquire information they need.

12. Make training tangible for participants.

Build opportunities for customers to use workshop skills into the curriculum design:

- Include small group work in the workshop.

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- Include individual work in the workshop.
- Summarize learning at the end of the session by asking each participant to state what s/he learned/will use in job search activities.

Use tangibility tips to emphasize main points of the workshop.

- "Please write this down."
- "Please put your name on this document."
- "Please copy what I have written on the flipchart page."
- Underline the items that are important to you on this page of the workbook."
- Tell participants what skills they will learn, tell them when they're learning the skills, and tell them when they've learned the skills.

13. Make it easy to attend workshops.

Workshops need to be convenient if participants are going to attend.

- Offer the workshops at multiple times of the day to coincide with availability of participants.
- Determine time for workshops by polling participants.
- Offer workshops right before work or right after work.

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- Offer workshops in the evening or on the weekends.
- Offer workshops as online courses that participants can access at all times of day.

14. Collaborate with one-stop partners to design and deliver workshops to expand customers' workshop options while reducing unnecessary duplication.

Work together to get rid of unnecessary duplication of services:

- Offer workshops offsite in employers' buildings or in the local community.
- Develop generic workshops that can be taught by any partners' staff and can be delivered to shared customers.
- Develop one-stop center information workshops that can be delivered by all partners in any location.
- Determine what workshops can be delivered as "open-enrollment" courses and what workshops need to remain program specific.
- Create universal modules that can be added to program-specific workshops so all customers are receiving the same information.

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- Use instructors with the most expertise and the best delivery to teach common workshops and share the cost of the instructors' salary.

15. Continuously change and improve workshops.

The labor market and customers' changing needs (businesses and job seekers) should drive the list of workshops offered in the one-stop system.

- Revise the content in workshops based on feedback from job seekers and employers.
- Add new workshops to address emerging needs.
- Experiment with the length of the workshop, the order of the modules in a series, the title of the workshop, etc. on an ongoing basis to improve customer outcomes.
- Recruit center and partner customers for workshops that have openings.
- Offer workshops at offsite locations.
- Develop the skills of all presenters.

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Market Workshops to Build Interest and Increase Attendance

16. Market workshops internally.

Make it easy for customers to access information about workshops.

- Have every onsite staff person recommend workshops to customers.
- Post workshop schedules on a white board in the one-stop center.
- Display workshop materials in multiple locations (e.g., resource room, white board, staff desks).

17. Market workshops externally.

Make sure information about the one-stop center's workshops can be accessed in multiple locations.

- Have all offsite partners give out flyers with information about the one-stop center's workshops.
- Post flyers in the local community (e.g., the local grocery store's community bulletin board).
- Have Chambers and other business groups advertise workshops in their mailings.
- Have businesses recommend workshops to other businesses.

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18. Use current and past workshop participants to market workshops.

- Use customer quotes as part of the "copy" for workshop brochures.
- Post customer quotes about the value of the workshops (include a picture of the participants) in the one-stop center.
- Use business quotes to describe how the workshops have helped their employees achieve and retain good jobs.
- Use business and individual quotes together to describe the value the one-stop system's workshops have provided to both groups of customers.

19. Use data that defines specific successes of past participants.

Quantify the value workshops have added to local businesses

20. Link workshops to other services to explain how workshops enhance self-service and one-on-one service options.

Promote workshops as services that can enhance other one-stop center services.

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Building an O*NET Workshop for Businesses

Developing Content

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Building an O*NET Workshop for Businesses

Developing Delivery Strategies

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Building an O*NET Workshop for Businesses

Developing Marketing Strategies

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Review of the Training Session

Like/Learn	Not Like

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