Now That You've Got It, How Do You Keep It?
Job Retention Strategies for Youth At-Risk: Using Job Development and
Job Coaching Techniques to Enhance Job Retention

**Target Audience:** youth-serving agency staff who provide work experience, training-on-the-job, and employment placement services for youth at-risk

**Length:** six hours

**Time Frame:** one full day (9 A.M. to 4 P.M.)

**Group Size** ten to 20 participants

**Materials Needed:**
- refreshments
- Career Circuit brochures
- business cards
- Community Workshop forms
  - registration form
  - planning checklist
  - evaluation form
- stick-on labels for nametags
- agenda
- flip chart (with prepared topic headings)
- flip chart markers
- tape
- paper
- Post-it Notes
- pens
- prepared handouts (HO) or overheads or slides
- facilitator’s references (FR)
- participant portfolios or notebooks
Facilitator’s Notes

Audience
This workshop is geared primarily to staff of youth-serving agencies who work directly with youth. We encourage you to tailor it, highlighting those points that are most relevant and/or adding new content that speaks directly to your audiences.

Preparation
Ensure that you read all of Circuit Coach Section A3., Working with Employers, prior to facilitating this workshop. Preparing well ahead of time will save you a lot of stress on the workshop day. Circuit Coach is available online through the Career Circuit web site at <http://www.thecircuit.org/coach/english/default.htm>.

Materials
Flip charts and handouts are used in this workshop. You can also use PowerPoint slides and/or overheads if you have access to an LCD or overhead projector. You may wish to reproduce some flip chart pages, slides or overheads as handouts in order to provide participants with a variety of visual aids and resource materials they can take away with them.

Suggestions
Create a portfolio for each participant containing copies of print information and also blank sheets of paper for notetaking. Alternatively, provide your participant with a three-ring folder so handouts can be kept in order. If you do so, you will want to have the handouts holepunched in advance.

Provide pens at each station for participants’ use.

Create individual labels with the workshop title and the participant’s name ahead of time, or have participants make their own during the beginning of the workshop.

Circuit Coach Content and Tools Used During this Workshop

A3. Working with Employers
Section A3. Introduction
Section A3.3. Identifying Employers' Needs
Section A3.4. Profiling Roles in the Employer’s Organization
Section A3.7. Overcoming Employers' Negative Beliefs about Youth
Self Application Tool A3.3. Identifying Employers' Needs
Self Application Tool A3.4. Develop a Profile Exercise
Self Application Tool A3.5. Key Points to Make to Employers

Additional Circuit Coach Sections Relevant to the Topic

A3. Working with Employers
Section A3.1. The Basics of Business
Section A3.2. Adding Value to Business
Section A3.5. Developing Work in the Employer’s Organization
Section A3.6. Coaching Youth and Their Supervisors on the Worksite
Section A3.8. Keeping Track of Successful Youth
Self Application Tool A3.2. How Do I Contribute?
Self Application Tool A3.5. Making the Most of Cold Calls
Self Application Tool A3.6. Coaching Activity
If possible and appropriate you may wish to ask workshop participants to review these sections of Circuit Coach before they come to the workshop. Refer them to the online version of Circuit Coach.

Alternatively, you may wish to photocopy these sections of Circuit Coach and have them as handouts in participants’ portfolios so they are able to refer to them during the workshop.
# Workshop Outline

<table>
<thead>
<tr>
<th>Set-up</th>
<th>Set-Up</th>
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<tr>
<td>(30 min. before start)</td>
<td>• Place the Community Workshop Registration Form on the table for participant sign in.</td>
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<td>• Have the nametags, pens, paper, and participant portfolios or notebooks prepared with handout packages ready for pick up by the participants.</td>
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<td>• Check equipment.</td>
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<td>• Ensure coffee/refreshments are ready and waiting (as appropriate).</td>
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<table>
<thead>
<tr>
<th>Welcome and Introductions</th>
<th>Welcome and Introductions</th>
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<tr>
<td>(10 min.)</td>
<td>• Welcome all participants to the workshop.</td>
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<td>• Introduce yourself and briefly share a little background about yourself and how you became involved in presenting this workshop.</td>
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<td>• Acknowledge those who have made contributions to the workshop (e.g., host agency, in-kind donations, and helpers)</td>
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<td>• Briefly reference the focus of the workshop.</td>
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<tr>
<th>Icebreaker: Licence Plate Activity</th>
<th>Icebreaker: Licence Plate Activity</th>
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<tr>
<td>(20 min.)</td>
<td>• Ask participants to create their own personalized licence plate using up to eight letters and numbers.</td>
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<tr>
<td>Materials Needed</td>
<td>• Once the group has finished their licence plates, ask them to use their plates to introduce themselves.</td>
</tr>
<tr>
<td>Sturdy paper for making name tents</td>
<td>• Also ask them to share what they hope to get out of today’s session.</td>
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<td>Coloured markers</td>
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| Facilitator’s Note               | Use your favourite icebreaker or try the one suggested. If you are asking participants their expectations, record them on a flip chart and then tape the pages around the room. Review these at the end of the workshop to see if they have been met. |
Objectives

(5 mins.)

Materials Needed:
• objectives on overhead, flip chart, or as handout

Objectives

1. To identify factors that contribute to, or cause, job loss for youth at risk
2. To explore employer development approaches that will enhance the job retention of the youth employee
3. To explore youth coaching approaches that will enhance job retention of the youth employee
4. To create a personalized tool kit of strategies and tools to assist youth job retention
5. To share best practices
6. To encourage the use of Circuit Coach as a resource to support your own learning, and to work more effectively with your clients in the area of career development

Invite participants to comment on the stated objectives in relation to their expectations for the session. Negotiate amendments as appropriate.

Facilitator Notes

Ahead of time, prepare a flip chart sheet with an outline of the workshop objectives.

If you are presenting the objectives on a flip chart, tape them up where they can be viewed by participants throughout the workshop.
<table>
<thead>
<tr>
<th>Agenda and Logistics (5 min.)</th>
<th>Agenda and Logistics</th>
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<tbody>
<tr>
<td><strong>Materials Needed:</strong></td>
<td>• Present and review the agenda on a flip chart.</td>
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<tr>
<td>• agenda on flip chart</td>
<td>• Outline any important norms such as punctuality and so forth.</td>
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<td>• Note any important logistical or housekeeping details.</td>
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<td></td>
<td><strong>Facilitator’s Note</strong></td>
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<tr>
<td></td>
<td>Ahead of time, prepare a flip chart sheet with an outline of the workshop agenda.</td>
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<tr>
<th>Setting the Context (5 min.)</th>
<th>Setting the Context</th>
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<tr>
<td></td>
<td>• Provide a very brief overview of Circuit Coach (no longer than five minutes):</td>
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<td></td>
<td>• Circuit Coach, developed by the Canadian Career Development Foundation, is a self-managed curriculum to support the professional development of career development practitioners.</td>
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<td></td>
<td>• Circuit Coach is also an excellent practical resource for career practitioners seeking dynamic tools, strategies, and interventions to address specific youth issues.</td>
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<td></td>
<td>• During this workshop, we are using Circuit Coach in its capacity as both a professional development support and practical resource to assist us and our clients to explore different learning options, and to help us to manage our own learning.</td>
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<tr>
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<td>• Note that Circuit Coach is available to all in a variety of formats (online at <a href="http://www.thecircuit.org/coach/english/default.htm">http://www.thecircuit.org/coach/english/default.htm</a>, disk, CD-ROM, and in print format as PDF files).</td>
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<td><strong>Facilitator’s Note</strong></td>
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<td>Many of your participants may not be familiar with Circuit Coach. If possible you may want to have a version of Circuit Coach available for participants to view at the end of the workshop. I have my laptop set up showing Circuit Coach, and I also have a print copy available for participants to view.</td>
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</table>
**Group Exercise: Identifying Factors That Contribute to Job Loss**

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<th>1 hour</th>
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**Materials Needed:**
- flip chart
- marker

- Ask participants to think about the major steps in the job development continuum, everything they do to develop a successful job placement (from assessing clients' goals and skills, to initial contact with employers, to clarifying expectations, to negotiating an agreement, to preparing youth for the workplace experience, to placement, to worksite monitoring, etc.).
- Tell them these steps may include job shadowing, work experience practicums, an on-the-job-training period, etc.
- Using the suggestions given by the group, draw a job continuum on a flip chart, including all the steps along the continuum.
- Once the continuum is completed, ask the group at what point the youth they work with may typically experience early exit from a work experience or job.
- Record their responses on the continuum.
- You may further probe this by asking them to explain and describe specifically what happens: what does it look like for the youth, the employer, and the practitioner?

**Facilitator’s Note**

The exercise should stimulate discussion among the group members as they share commonalities and explore differences in their experiences. Depending on your time, feel free to encourage this discussion. If the group members are from various agencies, it will provide them with a good opportunity to learn about one another. If the group is from the same agency, it will be a good opportunity to solidify and unite some of their thinking around the issues related to early exits.

**Factors That Contribute to Poor Job Retention**

- Divide the participants into two groups.
- Ask group one to stay in their role as job placement professionals, and from this perspective generate a list of factors that contribute to the poor job retention rates of youth.

**Facilitator’s Note**

This list will likely include broad-based areas such as the inability to set attainable goals, a lack of basic employability skills, the inability to get along with co-workers, and so on.
• Ask group two to put themselves in the role of an employer, and from an employer’s perspective generate a list of reasons for the poor job retention rates of youth.

Facilitator’s Note
This list might contain areas such as a lack of basic employability skills, poor problem-solving skills, lack of initiative, and so on.

• Once the groups have completed their respective lists, have them present them.
• Display the lists, side by side. Ask the group to note any difference in factors listed, language used, etc.
• Ask the group if they have any comments or insights about the differences or similarities of the lists.

Facilitator's Note
Post these lists where they are visible to the group and refer to them throughout the session.

Debrief

• Explain that throughout the day we will examine more closely the factors influencing youth job retention, as well as job development/job coaching processes and strategies as they relate to those factors.
• Our goal, then, is to develop practical job development and job coaching strategies and tools that reflect approaches that enhance job retention.

Facilitator’s Note
The objective of this activity is to set the tone for the workshop by establishing the parallels between the factors influencing job retention and the job development and job coaching strategies and processes. For example, if a youth exits a job because he or she demonstrates a lack of knowledge of employer expectations, we need to identify where in the process the youth was not provided with either the information or the support he or she needed in order to demonstrate that knowledge. The processes of gathering, translating, and transferring information to youth are job development and job coach functions that must be done simultaneously, and that are critical to the job retention of youth. This exercise leads into the next section, where the participants will begin to delve into employer needs.
<table>
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<tr>
<th>Break</th>
<th>Refreshment Break (optional)</th>
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<tr>
<td>(10 to 15 min.)</td>
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<tr>
<td>Group Discussion:</td>
<td>Group Discussion: Examining</td>
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<tr>
<td>Examining Employer Needs</td>
<td>Employer Needs</td>
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<td>(20 min.)</td>
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<tr>
<td>Circuit Coach Content:</td>
<td></td>
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<tr>
<td>• Section A3.3. Identifying Employers' Needs</td>
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**Facilitator’s Notes**

You may want to probe into staffing models to determine if that is a factor. Is one staff member responsible for job development (working with employers) and another for job coaching (working with youth), or is the same individual responsible for fulfilling both roles? Who is involved in the individual assessment of the youth/employer, and what process is utilized? This will vary depending on the size of the project, the organization that is delivering the project, and the funding source.

Build on the comments, themes, and issues raised in the preceding exercise.

- Ask participants to reflect on experiences or situations that have occurred in their programs where a lack of understanding, or poor communication of employer needs, has directly resulted in the loss of a job for a youth. Ask if someone in the group would share these experiences. (Be prepared to give examples of your own.)
- Suggest to the group that from their responses, it seems that assessing employer needs is an essential part of their role, and includes finding out (assessing) what employers need in their workplaces and whether your clients' work fits the bill (assessing clients' suitability).
- Refer back to your class-produced job continuum and note whether or not employer and worksite assessment is on the class-produced continuum, and where it is along the continuum. Suggest that it needs to be on the continuum, if it is not there already.
- Begin a discussion around the importance of effective employer and worksite assessments as a crucial first step on the continuum towards job retention.

**Facilitator Note**

The purpose of this discussion is to draw a correlation between a service delivery process (employer needs assessment), the tools used to implement that process, and the desired outcome of delivering the process: job retention.
<table>
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<tr>
<th>Exercise: Examining Employer Needs</th>
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<tr>
<td><strong>(40 min.)</strong></td>
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<tr>
<td><strong>Circuit Coach Content:</strong></td>
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<tr>
<td>• Self Application Tool A3.3</td>
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<tr>
<td>• Identifying Employers’ Needs</td>
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<tr>
<td><strong>Materials Needed:</strong></td>
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<tr>
<td>• HO#1—Employer Needs Analysis</td>
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<tr>
<td>• prepared flip chart with list of questions</td>
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<td>• paper</td>
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<td>• pens</td>
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**Exercise: Examining Employer Needs**

- Distribute HO #1—Employer Needs Analysis.
- Explain to the group that the Employer Needs Analysis is a tool from Circuit Coach outlining some information that is important in assessing employer's needs.
- Ask the group to divide themselves into small groups of three or four, depending on the size of the group.
- Invite each small group to review and critique the Employer Needs Analysis by asking the following questions you have prepared on a flip chart:
  - How is this information relevant to me when making a placement?
  - How is this information relevant to youth?
  - What additional information do I need from the employer to facilitate a strong youth/employer match?
  - What information do I need in order to implement an effective training-on-the-job-plan?
- Ask each group to consider how this assessment could be expanded to integrate other elements of a worksite assessment, such as the specific work environment (including social norms, environmental factors, cultural factors, etc.).
- Invite the small groups or pairs to discuss, evaluate, and make modifications to the Employer Needs Analysis so they can begin to get a better sense of a specific worksite they may be looking at. Alternatively, invite them to use the Employer Needs Analysis as a jumping-off point to develop their own worksite analysis tool or checklist.
- Once the groups are finished with the exercise, have each group present these tools to the larger group, including a rationale, and how they would implement this tool within their job development process.
- At the end of the presentations you will have several tools that can be typed up and distributed to the class as tools they can use.
- Let the group know that you will make copies of their tools and distribute them to the group at a later time.

**Debrief**

- Ask the group if in the process of doing an in-depth worksite assessment, they were able to get a sense of the employer's perceptions, fears, and concerns about working
with a youth from your program.

- Suggest to the group that this information will help them begin to formulate a strategy for employer education which will also help them identify the type of support an employer may require, where an employer may be ready to engage with your program (job shadowing, job placement, etc.), and a sense of which youth may be most suited to this work site.

- You may say to the participants: “Now that we are getting a sense of the employer’s concerns, fears, and perceptions, what are we going to do with that information?” Let the group know that this is the next issue you will be dealing with in the workshop.

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<tr>
<th>Lunch Break</th>
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<td>(45 to 60 min.)</td>
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<table>
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<tr>
<th>Icebreaker</th>
<th>Icebreaker</th>
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<tr>
<td>(5 to 8 min.)</td>
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- Do a favourite icebreaker activity.

**Facilitator’s Note**

After lunch people may have low energy. Doing an icebreaker activity that is fun and gets people out of their seats and moving around helps bring energy levels up and prepares people for the afternoon.

<table>
<thead>
<tr>
<th>Exercise: Employer and Workplace Education/Awareness</th>
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<td>(1 hour)</td>
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**Circuit Coach Content:**

- Self Application Tool A3.5. Key Points to Make to Employers
- Section A3.7. Overcoming Employers' Negative Beliefs About Youth

**Materials Needed:**

- HO #2—Key Points to Make to Employers
- HO #3—Overcoming Employers' Negative Beliefs about Youth
- flip chart
- paper
- pens
- markers

- Invite participants to share some of the common negative perceptions of youth they have heard from employers.
- Refer back to the list of factors influencing youth retention and see if employers' negative perceptions of youth is on the list.
- Ask participants if they think negative perceptions of youth by employers/co-workers could be a factor. If so, add it to the list of reasons for low job retention generated earlier (if it is not already there).

**Facilitator’s Note**

You may want to consider broader influences such as the media portrayal of troubled youth, the political movement to “toughen up” on young offenders, and how the local political and social climate will influence employers’ perceptions of youth you serve.
• Introduce the exercise by telling the group that, as job placement professionals, we are often in the role of creating awareness within the business community of our programs and our clients.
• Distribute HO #2—Key Points to Make to Employers. Invite the group to look over the key points.
• Next, distribute Handout #3—Overcoming Employers’ Negative Beliefs About Youth. Ask participants to read over this handout.
• Ask the group to divide up into small groups of three or four.
• Ask each group to share their best practices on how to address negative perceptions of youth, using HO #3 as a guide.
• Have each group create a checklist of key points to make to employers by pulling information from the two handouts, adding their own best practices for addressing any negative perceptions of youth an employer might have, and any other information they think important to emphasize with employers.

Debrief

• Once again, ask the groups to share what they added to the key points. Make a list of these additional points on the flip chart.
• At the end of the exercise, you can gather up the checklists and tell the group you will combine them into one list that you will print and distribute to the group. Alternatively, you can ask if a participant would volunteer to do this.

Facilitator’s Note

Depending on the time you have for your workshop, you might bring employers in to share their experiences and discuss/critique approaches with the group.

• Lead the group to the next step in the process by saying, “Now that we have established a good understanding of the employer, we are able to hone in on a specific job or tasks within that work environment that may be filled by a youth.”
Exercise: Developing a Job Profile

(40 to 45 min.)

Circuit Coach Content:
• Section A3.4. Profiling Roles in the Employer’s Organization
• Section A3.5. Developing Work in the Employer’s Organization

Materials Needed:
• HO #4—Profiling Roles in the Employer’s Organization
• HO #5—Develop a Profile Exercise

Exercise: Developing a Job Profile

• Distribute HO #4—Profiling Roles in the Employer’s Organization, and HO #5—Develop a Profile, to each participant.
• Review HO #4 with the group, emphasizing what they need to ask the employer in four main areas:
  • Outcomes
  • Meaning (values and interests)
  • Activities
  • Structures
• Ask the group if anyone has implemented this approach with an employer, and what the outcomes were.
• Invite participants to try, as a group, to create a job profile.
• Ask the group to come to a consensus on a job. Suggest they pick an entry-level job that an employer might offer a youth they are working with.

Exercise

• Tell the group that by using the questions suggested in HO #4, and using the four main areas described above, they are going to try creating a job profile.
• Have each of the headings written on a piece of flip chart paper.
• Go through each of the headings one at a time, asking the specific questions outlined in the handout.
• Record the responses.
• Once you have completed the job profile, point out to the group how useful this exercise would be for helping match clients to the job, developing a job description, planning for work site preparation, and job coaching support.
• Finally ask the group to use the same job title but place that job in different work environments. (For example, compare the job profile of a receptionist position in a large accounting firm versus the same position in a local, but busy, car repair shop.)
• Ask the group to compare and contrast values, interests, activities and structures between the two work environments.
• Ask the group to comment on how these differences would impact on job matching, work site preparation, and job coaching support required.
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<tr>
<th>Break</th>
<th>Refreshment Break (optional)</th>
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<table>
<thead>
<tr>
<th>Exercise: Preparing Youth</th>
<th>Exercise: Preparing Youth</th>
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<td>(40 min.)</td>
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- Ask the participants to work in small groups of three to four.
- Tell them to use the job profile the group created earlier to develop a brief job description of the job they might want to give to their youth client. They should set the job in a specific work environment.
- From the job description, ask each group to create a worksite preparation plan, or checklist tool, to use with youth.
- Suggest to the groups that the preparation checklist might include specific skills that youth may already have and want to list on their résumé, specific skills they may want to develop, specific employability skills and attitudes they will want to demonstrate are relevant to this specific job, tools they may need to have, the type of clothing they may need to have, etc.
- Tell the groups that they have approximately 30 minutes to work on both the job description and the work preparation checklist.
- Once the groups have finished, have them share their work placement checklists.
- At the end of the exercise, you can gather up the checklists and tell the group you will combine them into one list, which you will print and distribute to the group. Alternatively, you can ask if a participant would volunteer to do this.

<table>
<thead>
<tr>
<th>Pulling it All Together</th>
<th>Putting it All Together</th>
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<td>(10 to 15 min.)</td>
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- Point out to the group that what began as a job development tool has evolved into a job matching and job coaching tool: from the Employer Needs Analysis and work site analysis, we have developed a job profile, job description, and workplace preparation checklist for youth.
- Ask the group how using these tools might help with improving youth job retention.
- Once the group has offered their comments, summarize by outlining the following points, if they have not been mentioned in the group discussion:
• These tools can be used to identify the most suitable candidate for that work site, prepare the youth for the work site, and provide him or her with support, feedback, and training relevant to that work site.
• Rather than generically training a youth in “employability skills” or technical skills, we are helping him or her to develop skills in a specific context, thus enhancing job retention.
• The youth is given information that is relevant to that worksite and strategies/support for success on that work site.
• This process addresses issues of transferability of skills, and also puts into context information around abstract concepts, for youth who have little or no work experience. For example, rather than telling youth they need to show initiative, we show them how to demonstrate initiative on a specific work site. What may be considered initiative on one work site could be perceived as pushiness on another work site. Another example to give is how to ask for help. For some worksites, it is appropriate to go to your supervisor with a particular problem. For other work sites, an experienced colleague is a more appropriate first step. As for technical skills, look at the example of bussing tables and examine the technical skills required of a busboy in a fine dining establishment versus one in a fast food outlet.
<table>
<thead>
<tr>
<th><strong>Closure and Evaluation</strong></th>
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<tbody>
<tr>
<td>(10 to 15 min.)</td>
<td><strong>• Provide and opportunity for participants to consolidate their learning, reflect on “next steps,” and to say goodbye.</strong></td>
</tr>
<tr>
<td><strong>Materials Needed:</strong></td>
<td><strong>• Have each participant show or tell the group what specific tools they developed that they will be using, and to identify one thing they will do directly as a result of the workshop.</strong></td>
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<tr>
<td>• Community Workshop</td>
<td><strong>• Provide participants with time to complete a written evaluation of the session and submit their comments prior to leaving.</strong></td>
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<tr>
<td>Evaluation Form</td>
<td><strong>• Distribute the evaluation form.</strong></td>
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<td></td>
<td><strong>• You may decide to do a summary close or a closing quotation.</strong></td>
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<td></td>
<td><strong>• Thank participants for their participation and contributions, and be sure they know how to contact you for support as they continue their learning journey.</strong></td>
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**Facilitator's Note**

**Best Practice**

It is always a good idea to leave your participants feeling like they’re walking away with some practical material. Ensure that everyone leaves with their handouts and their portfolio if one has been provided.
**Editor's Note:** Due to the length of the workshop, and issues of flow, this exercise was edited out of the original workshop. In addition, I did not place the workshop in a computer lab and have participants work on computers. In order to make the workshop accessible to the greatest number of people, I kept it low-tech and used handouts and had participants create paper based tools, etc., rather than having participants access Circuit Coach online on a computer.

<table>
<thead>
<tr>
<th>Optional Exercise: Preparing Youth for the Worksite</th>
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<td>(1 to 1.5 hours)</td>
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**Circuit Coach Content:**
- Section C3.1. Workability Attitudes
- Client Application Tool C3. Workability Journal

**Materials Needed:**
- HO—Workability Attitude and Skills Journal (can be printed from the Client Application Tool C3. above)

<table>
<thead>
<tr>
<th>Optional Exercise: Preparing Youth for the Work Site</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Share experiences and common approaches to preparing youth for the work site, and for providing on site/job coach support.</strong></td>
</tr>
<tr>
<td><strong>• Review the importance of teaching workability attitudes and skills in an experiential fashion as discussed in preceding section.</strong></td>
</tr>
<tr>
<td><strong>• Break participants into groups. Ask each group to present the application of the Workability Attitude and Skill Journal as a tool to prepare youth for the worksite (making whatever modifications they see fit) in relation to:</strong></td>
</tr>
<tr>
<td>1. job profile</td>
</tr>
<tr>
<td>2. job description</td>
</tr>
<tr>
<td>3. performance appraisal</td>
</tr>
<tr>
<td>4. worksite preparation checklist</td>
</tr>
<tr>
<td><strong>• Make sure they include their rationale.</strong></td>
</tr>
</tbody>
</table>
Handouts and Facilitator's References
Handout #1—Employer Needs Analysis  
(Circuit Coach Self Application Tool 3.3.)

When making a call to an employer for the purpose of a job placement, you will need to obtain answers to the following questions in order to assess the employer’s needs:

1. What is your workload like right now?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. What isn't getting done that could be done by an energetic and motivated young worker?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. How many young people between the ages of 16 and 25 do you have working for you? (If none, why not? What about hiring a young worker that you could train for the future of your business?)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. If you do have young people on staff, what kinds of jobs do they do? (Follow up: Is there any room for another young worker?)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
5. How would you rate your satisfaction with the job performance of your younger employees? (If it is positive, ask if they would consider taking on another young person. If the answer is negative, pitch the case that your client may prove otherwise.)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

6. What products or services do you produce that are used by the youth market? (Follow up: What about using young people to sell or market your product or service to other young people?)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

7. What thought have you given to the future of your workforce? Are you training young people to replace older workers as they move on and/or retire?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

8. What kind of technology are you currently using in your business (i.e., many young people are already computer literate)?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
9. If you're not willing to hire at the moment, then what about having a young person come in and job shadow someone, or do an information interview (i.e., get career exposure)?
Handout #2—Key Points to Make to Employers
(Circuit Coach Self Application Tool A3.5.)

It is important to know what key points you need to tell employers. When you are going to begin your networking duties, it is a good idea to write down all of the ideas you wish to convey. Remember each program is different, so your points may differ. Here are some main points you may wish to discuss:

What Your Program Can Offer Employers

- trained persons
- community awareness
- free labour for a certain period of time
- 50/50 wage sharing
- comprehensive training plans
- job-specific training

Who Your Client Group Is

- youth at risk
- Aboriginal youth
- young offenders
- social assistance recipients
- unemployment recipients
- cognitively challenged persons
- physically challenged persons
- new Canadians
- post-secondary students

Cost of Participating in the Program

- time
- wage
- WCB

Obligations of Participating in the Program

- no obligation
- obligation to hire
- obligation to train

These are some of the main concepts involved in many programs. They also answer some of the common questions employers ask. There are many ways to answer these questions, and some ways are more effective than others. For instance, look at the answers in the following examples. Which is the most effective answer?
Example 1

Employer: What is your project about?

Work developer: It is a program that works with kids who have dropped out of school. Most of them have been in trouble with the law or on welfare and have never kept a job. We try to get them jobs and pay for them on job sites.

Example 2

Employer: What is your program about?

Work developer: We are a youth employment program funded by Human Resources Development Canada and Alberta Advanced Education and Career Development. We work with individuals who are 16 to 20 years of age because, demographically, they have the highest unemployment rate. The youth in our program have not completed high school, but have shown the motivation to want to work. Our program has the ability to pay its clients from one to seven months on a job site, depending on the individual and the employer. We are also able to cover WCB. Our program is very proactive in dealing with issues on the job site, including developing a training plan with each individual, and visiting them once every two weeks. Here is my card. If you have any questions, please give me a call.

Example 2 is a much better answer. It accurately describes the program and presents it in a professional manner. Analyze both answers and write down what the second work developer did right.

Comments:
Handout #3—Overcoming Employers' Negatives Beliefs about Youth
(Circuit Coach Section A3.7.)

Employers may have difficulty accepting youth for work experience positions, or work positions, because of beliefs they have about youth. They may have difficulty with young people's appearance (e.g., cheek, eyebrow, nose, and tongue rings), language (e.g., "Like, don't be a leem.") or alleged behaviour patterns (e.g., not dependable, not loyal). The more you can do to help employers change these beliefs and, more importantly, the more you can do to help youth change employers' beliefs, the greater opportunities youth will have.

There is no guaranteed way to change employers' beliefs about youth. Even if an employer has a model young employee, this may not change his or her opinions about other youth. What follows, then, are suggestions and ideas, not guaranteed solutions. The underlying principles to remember are these:

- Employers will be more open to youth when they see how youth can add value.
- Employers will be more open to youth when they have the opportunity to develop personal relationships with youth.
- Employers will be more open to youth when they focus on similarities between youth and their employees, rather than on the differences between youth and their employees.

Fortunately, most employers are already open to hiring youth. The bigger issue may be encouraging employers to take on youth for job shadowing and work experiences (see Circuit Coach Section D1.2., Developing/Improving Work Shadowing and Mentoring Systems: Preparing the Worksite, for help on this). Here are a few suggestions for ways to convince employers to participate in giving youth career exposure:

- Ask employers if they would consider holding an open house for a day, to allow young people to do a tour of the business and find out what the business is all about.
- Set up a list of employers who would be prepared to set aside time to speak with young people. (Point out to them that this would give them a chance to see what kind of potential is out there amongst young people.)
- Appeal to an employer's sense of duty—someone hired you when you were young, shouldn't you give the same chance to today's youth?
- Appeal to an employer's sense of community—it's good to be seen as supportive of local programs that provide benefit (and it's good for business).
- Thank previous employers in the newspaper.
- Use previous success stories (e.g., show and tell at the local Rotary or Lions meeting, or the local Chamber of Commerce monthly luncheon).

Build relationships through employers with whom you already have a track record. Check whether they know anyone else in business, or in another organization, who
might be willing to spend some time with young people, either as a mentor, by letting them job shadow for a morning, or by doing an information interview.
Sometimes employers will need work done but not know it. Other times, employers will know they need somebody but can't articulate what they need. You can help by creating a role profile or job description for the employer.

Creating a Job

The general idea here is to create work (see Circuit Coach Section A3.5., Developing Work in the Employer's Organization) by finding things in an organization that are not getting done, are not getting done well, or are not getting done by the right people. Say you're talking to an employer and he or she says, "All the positions are filled here. I'd love to hire a youth, but I've got all my jobs covered off."

Ask the employer, "Is there anything not getting done that you'd like to have done? Or is there anything that you have people doing right now that really isn't part of their jobs?"

The employer may say no (in which case your discussion is over). On the other hand, the employer may make a comment like the following:

"Well, there are a few odds and ends, I guess. You know, our maintenance folks end up spending a lot of time ordering parts, getting parts, and finding a place to store them. Someday, when we grow a little bigger, I'd like to create a position to take care of that sort of thing."

In this case, you have an opening that's worth pursuing. What you're looking for is a collection of tasks that can be put together into some sort of coherent role for a youth.

By coherent, we mean:

- the role has specific outcomes
- there are a set of values and interests associated with the role (i.e., the role has meaning)
- there is a set of activities that lead to the outcomes
- there are skills, knowledge, and attitudes needed to be able to perform the activities (we'll call these "structures")

What you need to do is ask the employer questions in each of these four areas:

1. **Outcomes:** What sorts of things would you like to see accomplished or achieved if there was somebody doing this work? What results would you be looking for?

   The employer would answer this with ideas about having the right parts on hand just in time, having well-organized and easily accessible parts, and minimizing downtime for maintenance workers.
2. **Meaning**: What do you think someone performing this role would find interesting and/or valuable about the role? Why would someone want to do it?

Here you’d be looking for what the person might enjoy (interests), such as organizing things, working with hands, driving, as well as what the person might find important (values), such as efficiency, orderliness, and cleanliness.

3. **Activities**: What types of activities do you think this person might perform? What would he or she be doing on a day-to-day basis?

The answers you’d seek here would be tasks—ordering parts, picking up parts, sorting parts, recording inventory, figuring out needs for parts, etc.

4. **Structures**: What skills, knowledge, and attitudes would this person need to do the tasks that you’ve just told me about?

The employer might list things such as communication skills, basic mechanical knowledge, basic electrical knowledge, parts terminology, a desire to make things easy for the maintenance people, driving skills (with a valid licence!), and knowledge of how our operations work.

In very short order (this type of interview usually takes less than half an hour), you have a role profile that looks something like this:

---

### The Role of a Parts Organizer

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>MEANING</th>
<th>ACTIVITIES</th>
<th>STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- the right parts on hand just in time</td>
<td><strong>Values</strong></td>
<td>• figuring out needs for parts</td>
<td>• communication skills</td>
</tr>
<tr>
<td>- well organized and easily accessible parts</td>
<td>• efficiency</td>
<td>• ordering parts</td>
<td>• basic mechanical knowledge</td>
</tr>
<tr>
<td>- minimized down time for maintenance workers</td>
<td>• orderliness</td>
<td>• picking up parts</td>
<td>• basic electrical knowledge</td>
</tr>
<tr>
<td></td>
<td>• cleanliness</td>
<td>• sorting parts</td>
<td>• parts terminology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• recording inventory</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Interests</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• organizing things</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• working with hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• driving</td>
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</tbody>
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Profiling Roles in the Employer's Organization – 2
There's certainly more detail one could add, but overall, the blueprint for a new role is supplied here simply and efficiently. With this outline, you can easily make comparisons with the self-portraits your youth have created. (See Section C1.1., Making Career Development an Everyday Activity for Youth: Self Portraits, for more information on self-portraits.)

After completing the role profile, the next big question for the employer is, "If I find a youth who has the basic competencies identified in the Structures category, how long do you think it would take for someone in your organization to train a youth in organization-specific issues, such as knowledge of how company operations work?" If the employer responds that it will take a few days (or less), you're in great shape! A few days is a small investment for an employer who wishes to determine whether an employee fits in; it is also an opportunity to gauge whether the employee can grasp what needs to be learned. Furthermore, depending on how your funding works, you may be able to pay the youth's wages for the few days of training.

If the training time is not considerable, you might propose that the employer invite one of your youth clients to work in the new position for a month or two. If things work out, you will have accomplished a twofold purpose; namely, the employer will be operating more efficiently, and the youth will have gained work experience and wages. If things do not work out, the employer may lose some money (though most likely not a lot), and will also learn something about what services really are (or aren't) needed. At the same time, the youth will now have work experience and wages.

### Profiling an Existing Role

Employers often need someone to fill a position, but they have a difficult time articulating what they need. Here's the good news: Using the same process you used to create a role in the preceding exercise, you will help the employer break down an already existing role by sorting information under the four headings outlined above. In fact, it will be much easier this time because you don’t have to invent a new role!

All you need to do is reword the above questions slightly:

1. **Outcomes:** What sorts of things get accomplished or achieved in this role? What results does this role produce?

2. **Meaning:** What does someone performing this role find interesting and/or valuable about the role? Why would someone want to do it?

3. **Activities:** What types of activities does a person in this role perform? What do they do on a day-to-day basis?

4. **Structures:** What skills, knowledge, and attitudes does the person need to do each of these tasks that you've just listed?
Handout #5—Develop a Profile Exercise
(Circuit Coach Self Application Tool A3.4.)

Complete a role profile of a job that may be available to a client, talking to yourself as if you were the employer.

The Role of _____________________

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>MEANING</th>
<th>ACTIVITIES</th>
<th>STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Interests |         |            |           |