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Barbara Grupos

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*A Workshop to Inspire and Assist Women
in Mid-Life Re-enter the Workforce*

by

Barbara Gruppo

An Abstract of a Project
in
Creative Studies

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Master of Science

May 2010

Buffalo State College
State University of New York
International Center for Studies in Creativity

Abstract

This project has allowed me the opportunity to create a workshop of exploration for women in mid-life, as they reenter the job market. The main purpose of the workshop was to foster a means of self-discovery for these women through the creativity that lives inside them. Through the use of creative concepts and tools we were able to focus on the need for empowerment and self-confidence, in order to face some of the challenges in our current day workforce. It was also designed to provide clarification of their choice to partner with our agency, Everywoman Opportunity Center, Inc. while working toward this endeavor. It was also meant as a means of support for a homogeneous group facing similar barriers and celebrations that occur at this time in their life. Most importantly, it was developed with the intent to remind these women that their past does not necessary define who they are and where their future may lead.

Barbara Gruppo

Date

Buffalo State College
State University of New York
International Center for Studies in Creativity

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May 2010

Dates of Approval:

Barbara Gruppo, Candidate

J. Michael Fox
Project Advisor

Dedication

I'd like to dedicate my master's project to my beloved father, Rodney W. Pease Jr., who died peacefully earlier this year at the age of 89, just as I began my project. We had a love, respect and understanding for one another unique to that of other fathers and daughters. I miss him every day.

I learned a good deal from my dad over the years, as he was an itinerant printer, beginning his own unusual career in his mid-life years on his own terms and design. As a graphic artist, he created a line of picture post cards and advertising calendars that could easily be personalized with the small printing press affixed to the dashboard of his car. He would make the sale and come out and set the type of the town name. He would then sit and print the order right there on the street. He would deliver it the same day, collect his money and be on his way. This is how he made a living for close to forty years.

My dad was an incredible man with endless endearing stories of the small towns he visited and the people residing in them. His creativity, sense of humor and ability to persevere were an example and envy for many. We had many a conversation about "work", "career", and the importance of "loving what you do". He was an inspiration for me to begin my own business, which continues today.

My dad would have gotten a real "kick" that I completed this project, not so much for the element of achievement in a higher education, but more for the content of the project. He respected and cherished a productive days' work. We should all be so lucky to love our work as he did his.

Acknowledgements

There have been many who have motivated and supported me throughout this master's project, but more than that, it has been the entirety of the Creative Studies Program. This project is the culmination of the completion of a life changing period for me, beginning with my return to college after thirty years. First, I would like to thank my mother, Joanna and my sisters, Kathy and Libby who attentively listened as I took them through the fascination of each class. I'd also like to thank my children, Dan, Anthony and Katie, who though are young adults and now "into their own", have found patience and understanding as they guided my struggle with APA format, navigating through Angel and producing my first power point. Katie, especially, amazes me with her skills. Much gratitude I extend to my dear friend Anita, as her love for life long learning and respect for higher education was a huge inspiration for me.

I would also like to express my appreciation to Mike Fox, my Master's Project Advisor for his kind advice and quiet wisdom. He subtly guided our class through this process with comments such as "It's just a thought..." or "You might want to consider..." and somehow we ended up in the right direction. And finally I'd like to thank Dr. John F. Cabra for his direction and counsel as my Program Advisor. I was fortunate to experience his passion and energy in three classes, as well, where he exemplified this phenomenon we know as, 'Creativity'. It has been an extraordinary journey for me. Thank you all.

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Section 1: Background to the Project

Introduction & Purpose

There was not a time in my life that did not include a plan that centered on my career, that being a career ‘outside the home’. Many women still regard marriage and family as a career in itself and it *certainly* can be that. I, however, like to think I’ve maintained a healthy balance of values, personal desire and ambition that included marriage, raising three wonderful children, sustaining lifelong interests, friendships *and* career outside of the home. Yes, I am one of those who have attempted to ‘have it all’ and continue to do so even when life tosses a curve ball every once in a while.

The purpose of my master’s project has become very dear to me, as I have been able to tap into my skills and experiences to help other women with career decisions and finding employment. My current position as an Outreach Coordinator/Career Counselor for Everywoman Opportunity Center, Inc. (EWOC) has afforded me the where with all to assist women in exactly this way. We deal with teenage mothers all the way to women in their mid-sixties; each having their own unique story and set of issues. The focus of this project is on women between 45-55, re-entering the workforce and/or perhaps developing a whole new career. Life has presented many obstacles for them to this point, but with the proper attitude, balance and motivation I believe *with all my heart that:*

***When it’s obvious the goals can’t be reached,
don’t adjust the goals, just the action steps.***

~ Confucius

Rationale for Selection & Objective

My rationale for selection of this project stems, in part, from the actual mission statement of Everywoman Opportunity Center, Inc.

The mission of Everywoman Opportunity Center, Inc. is to help women achieve personal and economic self-sufficiency.

Our agency's purpose is to *help* women in any way possible to achieve their personal and career goals which in turn will lead to self-sufficiency and independence. Many women are unable to do this on their own. We will look, together, at what empowers and motivates them and help them to discover the creative and capable self within. My choice to design this workshop evolved from three intensely personal reasons.

- This is what I am doing for a living. I love what I do and devote a good deal of energy and time to my career. Developing, designing and presenting this workshop will enhance my own skills and help the women that we serve.
- I am 54 years old and spent a devastating period of time just last year, 'out of work'. I felt *to the core* some of the emotions and fear that these women are feeling every day. (I can walk in their shoes...or at least a slipper or a sneaker!)
- Since my very first class with Roger Firestein, CRS 559, a 'fire' was ignited that connected like 'gasoline trails' to every facet of my world. Helping others to discover that creativity lives inside them has become the driving force in all I do now. It is the catalyst for what happens next. This must be a part of the training involved, while preparing to move forward in one's life.

Currently we address some of my intended workshop material on an individual basis as a participant applies to our program. It is my objective and has been my proposal to supervisors that this *mandatory* workshop be added to our current application process. It will provide a clearer understanding as to the expectations of the participants and offerings of the agency, leading to follow through and achievement of goals. It will allow these women in their mid-life years to come together and share some common concerns and barriers they struggle with. It will provide a stronger foundation as the journey of job development and employment search begin. It is my hope to offer some enlightening, positive information and examples gained throughout my studies at the International Center for Studies in Creativity (ICSC).

Section 2: Pertinent Literature

Introduction

The majority of my research and selected literature focuses primarily on the design of the workshop itself. A couple of concerns were at the forefront of my mind throughout this process. Most of the women in our program did not attend college and some did not complete high school. Many began families at very young ages and as can be the cycle, are now grandmothers raising grandchildren. It is usually not by choice that they are looking for employment, but necessity. They are usually on public assistance of some kind and are not feeling very good about their options for the future. It is a career counselor's role to briefly address some of the above issues and to assess the current attitude, self-confidence and self-esteem of the participant. For this reason, I will refer to

Maslow's Hierarchy of Needs. I believe this easily illustrates human needs and survival and the natural cycles of human development. It generates good discussion in groups, as we are all able to relate with personal accounts. It is necessary to keep this workshop and the material fairly simple, selecting exercises that would encourage participation, fun and certainly be worthwhile and productive. Harty and Harty write in a matter of fact fashion in, *Finding a Job After Fifty* (1994). There are a few very 'common sense' exercises that will be excellent for self discovery and evaluation. *Heart at Work* (1998) has provided excellent workshop outline material. Another resource I often use is Stephen Covey's, *The Seven Habits of Highly Effective People* (1989). With his writings, I would like to address change, character and habit. I have found some very interesting material regarding career development and skills assessment in *Career Development Interventions in the 21st Century* (2009) which includes information from several theorists on career counseling, strategies and techniques.

My three years in the Creative Studies program has provided some excellent references for my workshop. *Creative Leadership* (Puccio, Mance & Murdock, 2007), *Leading on the Creative Edge* (Firestien, 1996) and *Creativity is Forever* (Davis, 1983) are some of my favorites that will be referenced throughout this project.

My hope is that our participants will enjoy three hours in a captivating, fun learning environment where they are safe to creatively discover insights and 'aha' moments like never before. I also hope they are able to take with them some feelings similar to the ones I experienced each time I left one of my Creative Studies classes...renewed, valued, empowered, motivated and capable of achieving just about anything I wanted.

Section 3: Project Development

Timeline

This timeline line probably began to emerge years ago, as I've often contemplated the significance of women, change, midlife and career and how they intertwine. In January of 2010, I began my job at EWOC. Along about late February discussion was had with supervisors regarding problems we face at the agency. One great concern is not meeting our participant 'numbers' for *getting* the jobs and then *retaining* the jobs. This is what regulates our funding, so is crucial. This was when I proposed the idea of a mandatory course that would link on to the application process itself. There needed to be a 'bridge' emphasizing the commitment and the need for our participants to understand outcomes, both agency's and their own. It was agreed upon that the majority of the course should be light and fun and positive. This is when the actual timeline began.

| | | |
|--------------------|--|--------|
| February 24 | Decided to design workshop, discussed with key people, reviewed goals and objectives | 2 hrs. |
| | Began to gather resources- creativity, women in workforce, motivation | 4 hrs. |
| | Referred to websites for Maslow's Hierarchy stages of grief and issues of mid-life years | 4 hrs. |
| | Worked on background for project | 3 hrs. |
| March | Continued to research specific selections for workshop | 2 hrs. |
| | Continued to work on project paper | 6 hrs. |
| | Checked in with key people so as to stay on track | 2 hrs. |
| | Spoke with current participants for feedback | 4 hrs. |
| | Read and researched creativity links | 5 hrs. |

| | | |
|--------------|--|--------|
| | Began to compile selected bibliography | 2 hrs. |
| | Worked on background of EWOC | 2 hrs. |
| | Identified room to present, logistics and equipment available for use | 2 hrs. |
| | Developed handouts for exercises | 3 hrs. |
| | Begin to compile Table of Contents | 2 hrs. |
| April | Generated and selected ideas about how to present workshop | 2 hrs. |
| | Continued to work on paper, keeping it tight | 4 hrs. |
| | Designed agenda for workshop | 2 hrs. |
| | Checked in with key people again for input | 1 hr. |
| | Gathered ideas and items for workshop environment (music, toys, snacks, prizes, visuals, etc.) | 3 hrs. |
| | Researched further information on women and work | 2 hrs. |
| | Continued to work on paper | 3 hrs. |
| | Met with Advisor for suggestions | 1 hr. |
| | Made appropriate revisions, continued with paper | 3 hrs. |
| | Continued designing hand outs and decided material to include | 4 hrs. |
| May | Referred to research materials for handout design | 3 hrs. |
| | Gathered pertinent facts of current unemployment | 2 hrs. |
| | Continued to tie pieces together | 3 hr |
| | Continued research specifically for motivation and inspiration | 3 hrs. |
| June | Picked up after a three week break (good to clear head) | 2 hrs. |

| | | |
|---------------|--|------------|
| | Reorganized thoughts and ideas | 3 hrs. |
| | Continued with workshop structure and design | 2 hrs. |
| | Designed power points | 3 hrs. |
| | Continued pulling together content | 3 hrs. |
| | Reviewed, proofread, made corrections | 2 hrs. |
| | Conducted further organization of format | 5 hrs. |
| July | Continued with content | 2 hrs. |
| | Tightened up, planned presentation on 7/12 | 2 hrs. |
| | Continued further review and design | 3 hrs. |
| | Met with Advisor for last minute suggestions | .5 hr. |
| | Prepared for workshop, make copies, gathered items | 5 hrs. |
| | Reviewed and practiced presentation | 4 hrs. |
| | Conducted actual workshop | 4 hrs. |
| | Composed dedication and acknowledgment pages | 4 hrs. |
| | Continued to properly “put together” | 2 hrs. |
| | Met with Advisor for further direction/corrections | 2 hrs. |
| | Made corrections and further revisions | 3 hrs. |
| August | Continued to revise and perfect | 3 hrs. |
| | Proofread and made corrections and revisions | 2 hrs. |
| | Continued with further corrections and revisions | 4 hrs. |
| | Made final revisions and submitted final draft | 2 hrs. |
| | Approximate Timeframe for Project | 141.5 hrs. |

Background to EWOC

While planning and developing the most pertinent and appropriate information for this workshop it has been necessary to be aware, at all times, of the audience of which we would be addressing. Everywoman Opportunity Center, Inc. is primarily a federally funded agency using resources from the Displaced Homemaker Program grant. As such, we have restrictions to the women we can assist with their career preparation and planning. These women *must* have been dependent on the income of another, whether it is public assistance, employment, a spouse or partner or the military to name a few. Something has caused them to lose this income, such as divorce, separation, abandonment, loss of employment, loss of public assistance; actually the list is quite lengthy. We do serve women that are married if their spouse loses his job and always serve women with children under the age of 18. The guidelines are fairly strict and most women are forthcoming to some rather personal questions; this is part of the process. Most of the ladies we see live at the poverty level of income and receive public assistance of some sort. Some of the women visit our agency because they are told *they must*, as they have been sanctioned by the Department of Social Services and will lose their source of income if they do not become more self-sufficient on their own behalf. Others are meeting with us because it is a condition of their probation, to actively search for employment with supervised assistance. We work with pregnant teenagers and young mothers, facing many important issues, but come to us for career counseling and assistance with the job search. More and more we will see women from middle to upper class backgrounds that are in need of our guidance as sudden divorce or death of a spouse

has left them on their own. I've not meant to paint such a gloomy picture of participants that visit our agency. Many come to us motivated, inspired and anxious to begin a career and continue with education or training. They may just need assistance with clarifying their goals or defining their direction. A participant may require assistance constructing a proper resume or perfecting interviewing techniques. Sometimes they may need only to visit our 'Clothing Closet', a lovely boutique of professional clothing for interviewing and the first days on the job. We're able to dress them from head to toe, including shoes, purses, accessories and jewelry. These items have been generously donated from businesses and individuals in the community. Still other women may not have the use of a computer for their internet search. We have a state of the art computer lab for their use, anytime, which includes a printer, copier and fax for sending out resumes and applications. We are happy to provide them with postage and fine stationery as we interdependently search and assist with the application process for employment.

It is apparent that we are working with a diverse group and as such needed to be sensitive to the dynamic that might occur within the classroom. Certain information should be avoided for purposes of confidentiality and respect to privacy. The focus of the workshop is self-discovery, self-awareness, assessment of strengths and possible areas for development.

Things I Know For Sure and Other Things I've Learned

As I have prepared for this workshop, there was information that I wanted to include, but it was difficult to figure out how to have it impact as profoundly as it has in my life. Maybe it doesn't need to. Maybe these are fixations or obsessions that apply only

to me and have been useful and added to the successes I've found in my life. I *believe*, therefore I *know for sure* that some of the prime motivators and underlying factors that lead to happiness and fulfillment in life is a *passion, a drive and a love* for what we 'do'. 'Do' as in how we WORK and how we PLAY. Our recreation and leisure time is *as* important to the equation and to our completeness and happiness as a human being. They can and should tie in together. There needs to be a healthy balance. We need to surround ourselves with positive relationships and make the best choices for ourselves based on well thought out values and what we truly want out of life. Teresa Amabile (1989) wrote, "People will be most creative when they feel motivated primarily by the interest, enjoyment, challenge and satisfaction of the work itself- and not by external pressures". (p.54) Through observation with our participants, as well as, peers and my children, this seems very much to be the case. One's perception of 'work', a 'job', a 'career' and their attitude about these three concepts also contribute to their outcome of success.

John Krumboltz's, Learning Theory of Career Counseling, (LTCC) (Niles, Harris-Bowlsbey, 2009) was designed to assist the career counselor better construct a career development intervention and focus directly on the individual's overall problems. The steps of this theory are ideal when working with some of the women we serve at EWOC.

We are able to:

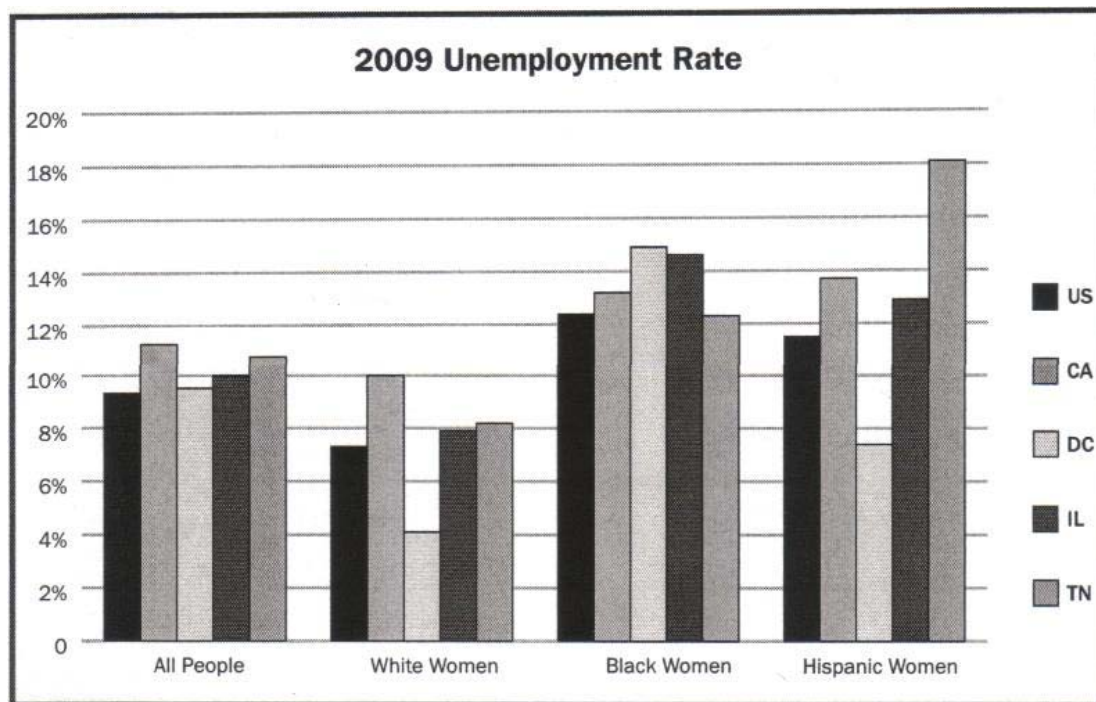
- Acquire more accurate self-observation generalizations
- Acquire more accurate worldview generalizations
- Learn new tasks approach skills
- Take appropriate career related actions

Krumboltz identifies four particular trends that individuals must be aware of when developing a career plan. I have found these trends to be very helpful and applicable when working with older women.

1. Individuals cannot base career decisions on only existing characteristics. It's important to expand capabilities and interests. Once this base is broadened, there will be a greater option of career choices available.
2. Individuals must be flexible and expect change. Change is ever present. Individuals must be prepared to upgrade and learn new skills which include strategies for dealing with stress, teamwork and relationship building.
3. Individuals must learn to empower themselves, take action and advocate for themselves.
4. This trend I find to be the most prevalent, especially in the ladies that I serve and work with. They come with years of stress and struggle, many facing burnout, unemployment, under-employment, poor relationships with family and co-workers, low self-esteem, living below poverty level and lack training and education. The counselor needs to be prepared to deal with many issues and problems that relate to the career development plan

There is a perception that men have been the primary victims of the economic fallout, resulting in job losses and unemployment. While men have been faced with the pain of company lay off and downsizing, unemployment rates for women who are classified as 'head of household' are significantly higher than other households. Statistics from the Women's Economic Security Campaign (WESC) show that in March 2010, the unemployment rate for women who maintain families was 11.3 percent- the highest rate in the past 25 years. By comparison, the unemployment rate for *all* women was 8.6 percent, for married men it was 8.1 percent and for married females it was 6.7 percent. Women of color tend to fall into the highest percentage of unemployed and

unemployable, mainly due to lack of training and skills. The same study gathered unemployment figures for white women to be 7.3 percent, compared to 12 percent for Hispanic women and 12.4 percent for African American women. Figure 1 below, clearly illustrates this in particular regions of the country.



Source: Bureau of Labor Statistics, U.S Department of Labor, Current Population Survey

(Figure 1)

<http://www.bls.gov/news.release/pdf/empst.pdf>

The Self-Sufficiency Standard for New York State 2010 is a vital resource to me and possibly could be shared with the group. This measures how much income a family of a certain composition in a given place must earn to meet their basic needs. Employers, advocates, and legislators can use this guide to evaluate wages, provide career counseling and create programs that lead to self-sufficiency for working families. It provides a detailed measure of what it takes to make ends meet in New York State without public or private assistance. The standard is based on the costs of six basic needs for working

families: housing, child care, food, health care, transportation, and miscellaneous items, plus the cost of taxes and the impact of tax credits. The rising costs of housing, child care, and health care; the lack of education and skills, welfare time limits; restrictions on training and education all add to the problems faced by many parents seeking self-sufficiency. In addition, there are thousands of families in New York who are trapped in low wage jobs and struggling to make ends meet.

(Figure 2)

| FAMILY SIZE | ONE ADULT FAMILY TYPES | | | | FAMILY SIZE | TWO ADULT FAMILY TYPES | | | |
|-------------|------------------------|-------------|-------------|-------------|-------------|------------------------|-------------|-------------|-------------|
| 1 | Adult | | | | 2 | 2 Adults | | | |
| 2 | Adult | infant | | | 3 | 2 Adults + | infant | | |
| | Adult | preschooler | | | | 2 Adults + | preschooler | | |
| | Adult | school-age | | | | 2 Adults + | school-age | | |
| | Adult | teenager | | | | 2 Adults + | teenager | | |
| 3 | Adult | infant | infant | | 4 | 2 Adults + | infant | infant | |
| | Adult | infant | preschooler | | | 2 Adults + | infant | preschooler | |
| | Adult | infant | school-age | | | 2 Adults + | infant | school-age | |
| | Adult | infant | teenager | | | 2 Adults + | infant | teenager | |
| | Adult | preschooler | preschooler | | | 2 Adults + | preschooler | preschooler | |
| | Adult | preschooler | school-age | | | 2 Adults + | preschooler | school-age | |
| | Adult | preschooler | teenager | | | 2 Adults + | preschooler | teenager | |
| | Adult | school-age | school-age | | | 2 Adults + | school-age | school-age | |
| | Adult | school-age | teenager | | | 2 Adults + | school-age | teenager | |
| 4 | Adult | teenager | teenager | | 5 | 2 Adults + | teenager | teenager | |
| | Adult | infant | infant | infant | | 2 Adults + | infant | infant | infant |
| | Adult | infant | infant | preschooler | | 2 Adults + | infant | infant | preschooler |
| | Adult | infant | infant | school-age | | 2 Adults + | infant | infant | school-age |
| | Adult | infant | infant | teenager | | 2 Adults + | infant | infant | teenager |
| | Adult | infant | preschooler | preschooler | | 2 Adults + | infant | preschooler | preschooler |
| | Adult | infant | preschooler | school-age | | 2 Adults + | infant | preschooler | school-age |
| | Adult | infant | preschooler | teenager | | 2 Adults + | infant | preschooler | teenager |
| | Adult | infant | school-age | school-age | | 2 Adults + | infant | school-age | school-age |
| | Adult | infant | school-age | teenager | | 2 Adults + | infant | school-age | teenager |
| | Adult | infant | teenager | teenager | | 2 Adults + | infant | teenager | teenager |
| | Adult | preschooler | preschooler | preschooler | | 2 Adults + | preschooler | preschooler | preschooler |
| | Adult | preschooler | preschooler | school-age | | 2 Adults + | preschooler | preschooler | school-age |
| | Adult | preschooler | preschooler | teenager | | 2 Adults + | preschooler | preschooler | teenager |
| | Adult | preschooler | school-age | school-age | | 2 Adults + | preschooler | school-age | school-age |
| | Adult | preschooler | school-age | teenager | | 2 Adults + | preschooler | school-age | teenager |
| | Adult | preschooler | teenager | teenager | | 2 Adults + | preschooler | teenager | teenager |
| | Adult | school-age | school-age | school-age | | 2 Adults + | school-age | school-age | school-age |
| | Adult | school-age | school-age | teenager | | 2 Adults + | school-age | school-age | teenager |
| | Adult | school-age | teenager | teenager | | 2 Adults + | school-age | teenager | teenager |
| | Adult | teenager | teenager | teenager | | 2 Adults + | teenager | teenager | teenager |

Note: These 70 family types represent the majority of households. The Self-Sufficiency Standard can also be calculated for a wider range of family types, including larger and multi-generational families.

On the previous page, figure #2 lists the seventy family compositions calculated in the New York State Self-Sufficiency Standard. The majority of the women that work with us, fall into the family size categories of 1-4 and very often will include larger or multi-generational families. (p. 41)

The Self-Sufficiency Standard for Erie County, NY 2010

| MONTHLY COSTS | Adult | Adult + Infant | Adult + Preschooler | Adult + Infant Preschooler | Adult + Preschooler School-age | Adult + School-age Teenager | Adult + Infant Preschooler School-age | 2 Adults+ Infant Preschooler | 2 Adults + Preschooler School-age | 2 Adults + Preschooler School-age Teenager |
|------------------------------|----------|----------------|---------------------|----------------------------|--------------------------------|-----------------------------|---------------------------------------|------------------------------|-----------------------------------|--|
| Housing | 616 | 740 | 740 | 740 | 740 | 740 | 916 | 740 | 740 | 916 |
| Child Care | 0 | 737 | 843 | 1580 | 1337 | 495 | 2075 | 1580 | 1337 | 1337 |
| Food | 238 | 352 | 360 | 472 | 540 | 627 | 636 | 678 | 742 | 907 |
| Transportation | 301 | 308 | 308 | 308 | 308 | 308 | 308 | 594 | 594 | 594 |
| Health Care | 144 | 340 | 339 | 355 | 364 | 397 | 380 | 427 | 437 | 485 |
| Miscellaneous | 130 | 248 | 259 | 345 | 329 | 257 | 431 | 402 | 385 | 424 |
| Taxes | 281 | 509 | 527 | 754 | 629 | 268 | 1119 | 859 | 712 | 785 |
| Earned Income Tax Credit (-) | 0 | 0 | 0 | 0 | 0 | -202 | 0 | 0 | 0 | 0 |
| Child Care Tax Credit (-) | 0 | -60 | -58 | -100 | -100 | -65 | -100 | -100 | -100 | -100 |
| Child Tax Credit (-) | 0 | -83 | -83 | -167 | -167 | -167 | -250 | -167 | -167 | -250 |
| Making Work Pay Credit (-) | -33 | -33 | -33 | -33 | -33 | -33 | -33 | -67 | -67 | -67 |
| SELF-SUFFICIENCY WAGE | | | | | | | | | | |
| HOURLY | \$9.52 | \$17.38 | \$18.19 | \$24.17 | \$22.43 | \$14.91 | \$31.15 | \$14.05 per adult | \$13.11 per adult | \$14.29 per adult |
| MONTHLY | \$1,676 | \$3,058 | \$3,202 | \$4,255 | \$3,947 | \$2,624 | \$5,482 | \$4,947 | \$4,614 | \$5,030 |
| ANNUAL | \$20,108 | \$36,697 | \$38,419 | \$51,056 | \$47,362 | \$31,486 | \$65,781 | \$59,366 | \$55,369 | \$60,358 |

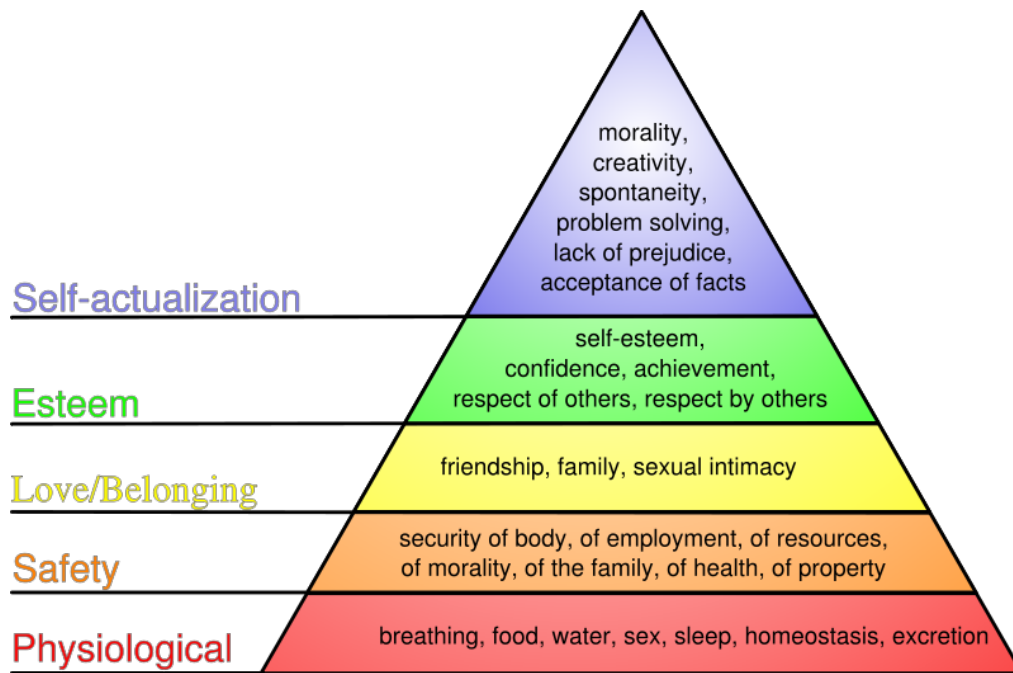
(Figure 3)

The chart above indicates the self-sufficiency standard specifically for Erie County (each NYS county is of course included). The figures of the Standard are a tool that can be used across a wide array of settings to benchmark, evaluate, educate and illuminate needs and targets. (p. 65)

One of my very favorite concepts was introduced by Psychologist Abraham Maslow while studying motivation and personality. In 1943 he introduced his “Hierarchy of Needs” which suggested that people are motivated to fulfill basic needs before moving

on to other needs. This is illustrated in the shape of a pyramid, as seen below on figure 4 and addresses the following five specific levels of need and growth:

1. Physiological Needs- These include the most basic needs that are vital to survival, such as the need for water, air, food and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met.
2. Security Needs- These include needs for safety and security. Security needs are important for survival, but they are not as demanding as the psychological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighborhoods and shelter from environment.
3. Social Needs- These include needs for belonging, love, and affection. Maslow considered these needs to be less basic than physiological and security. Relationships such as friendships, romantic attachments and families help fulfill this need for companionship and acceptance, as does involvement in social, community or religious groups.

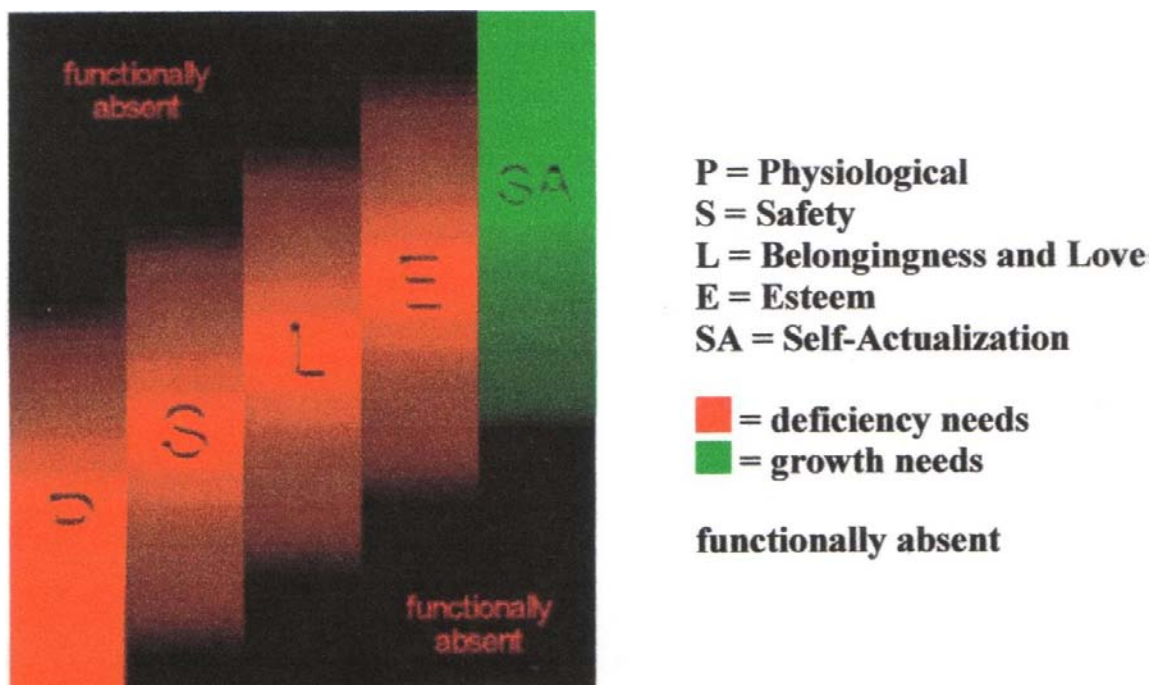


(Figure 4)

<http://www.cbc.ca/radio2/programs/maslow.png>

4. Esteem Needs- After the first three needs have been satisfied, esteem needs become increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition and accomplishment.
5. Self-actualizing Needs- This is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, concerned with personal growth, less concerned with the opinions of others and interested in fulfilling their potential.

Perhaps more accurate has been the hierarchy of needs that is depicted in the horizontal illustration below (Figure 5). This clearly shows that each level is never totally satisfied or complete at any one given time. That does not imply that growth cannot occur. Different stages in one's life can be more fulfilling, successful and happier as it can be more oppressive, depressive, having to endure particular struggles. Many unexpected occurrences can thrust someone into a state of confusion and set back for short periods of time, such as divorce, death, unemployment, childbirth, the list is endless. Though all the needs on Maslow's theory are necessary to self-actualization he



http://pandc.cca/?cat=abraham_maslow&page=needs_hierarchy

did explain in later years that individuals experience peaks and valleys, but can still add to growth and reaching our potentials.

Other valuable concepts to share with the group would be the Wallas Model of the creative process. Introducing the steps of *preparation*, especially the need for *incubation*, the fun of *illumination* (aha's) and *verification* would be an ideal model for the employment preparation and job search process. (Davis, 1983)

Another fascinating field of study is what Stephen Covey (2004) refers to as our third birth-gift, the four intelligences/capabilities of our nature:

- **Mental Intelligence-** This is our ability to analyze reason, think abstractly, use language, visualize and comprehend.
- **Physical Intelligence-** This is the ability of our body to unconsciously run such intricate systems, such as the respiratory, circulatory, nervous etc.
- **Emotional Intelligence-** This refers to our self-knowledge, self-awareness, social sensitivity, empathy and ability to communicate successfully with others. This is having the sense of timing and social appropriateness and having the courage to acknowledge weaknesses and express and respect differences.
- **Spiritual Intelligence-** This is perhaps the most fundamental of all intelligences. It is what we use to develop our longing and capacity for meaning, vision and value. It allows us to dream, to strive, to imagine and to create.

*I've learned that people will forget what you said,
people will forget what you did,
but people will never forget how you made them feel.*

~ Maya Angelou ~

Format and Logistics for Workshop

As mentioned previously, once we ascertain that a woman is eligible to participate in our program, we complete an hour long appointment with them. During this time, there are many forms to complete, some initial assessments and criteria to collect. It is also a good time to get to know one another. The line is a fine one when we enter into the personal information of one's life. It is an objective of Everywoman Opportunity Center, Inc., to concentrate on job development and the employment search. It is difficult at times to stay on task and not stray off on tangents. I personally enjoy hearing the stories that lead us to where we are today, so this is an area I need to watch in order to stay on schedule. It will be important for me to keep that in check for the workshop itself. Time is of the essence here. In the past, trainings and classes for EWOC have been anywhere from two days to several weeks for specific topics. This mandatory, introductory 'workshop' would be held for three hours, hopefully just a couple of days following their first appointment. We want to capture the excitement and positive attitudes early on and keep them rolling. One requirement for our funding is that a participant must work with us for at least two appointments so the workshop would fit nicely here and serve that purpose as well.

EWOC has a spacious office with a conference room that comfortably can seat 8-10 women. The tables can be arranged in whatever means is most effective for the group. As such it would be best as a square table with two to three, including myself as the facilitator. I would have the use of a power point projector, smart board and flip chart. As facilitator, I find it comfortable to be seated at the table with the participants the majority

of the class, as we very often share like peers. If I require the presentation equipment I will situate myself in appropriate fashion.

Reflecting back to that very beginning class with Roger Firestein, I recall the feeling of anxious anticipation of what would be coming next. Much added to this atmosphere which I unscrupulously took the liberty of ‘stealing’. Some of these items were soothing wind chimes, relaxing and uplifting music and a selection of quotations and photographs for reflection on the power point. There were also the much needed dishes of candy, name tags and baskets of toys and prizes that are encouraged for adult learners. Most of these workshops will probably be in the mornings, running between 9 am and 12 pm. For this reason, we will provide appropriate, but light refreshments. My intention is to make this self-reflective, uplifting and by all means full of laughter and fun.

Description of Planned Workshop, Materials and Activities

In addition to the planned workshop, anticipated content and appropriate input by me, the facilitator is also included in this section. Each woman would receive a folder comprised of worksheets and items that include:

- Agenda – A Workshop All for YOU!!- Appendix A
- You Have What it Takes!!- Appendix B
- And What Role is it Today? Appendix C
- Set Your Own Goals!!- Appendix D
- A Vision of Value and a Mission is a Must!!- Appendix E
- The Manifesto- Appendix F
- Workshop Evaluation Form- Appendix G

We would begin our workshop precisely at 9:00am with a warm welcome and a reminder of some “comfort and care” details. All of the participants will be familiar with our office as they have already been in to complete the application process. Followed

with this would be an explanation of the *Agenda* (Appendix A, Power Point 1) and also the *Goals and Objectives* (Power Point 2)). We have six women scheduled to attend this trial run of our mandatory workshop to be held on Monday, July 12. At this early point of the class, I plan on briefly introducing myself and continue on around the room, suggesting that the ladies tell us their name, favorite kind of ice cream and one other interesting fact about their life.

As is often a way to ‘get comfortable’, especially with a group unfamiliar with one another, we would hop right into an icebreaker activity. Icebreakers are a great way to relax a group, set a positive atmosphere and begin to break down any barriers that may be present. It helps to energize and motivate the participants and allow them to “think outside the box”. The icebreaker I chose for this group was called Candy Confessions. (Could there be a better choice for a group of women?) In a large bowl, I would toss a bunch of different candies. Each person would be instructed to select as many pieces as they wanted. After having done that, we would take turns sharing one confession per each candy that was chosen. Some would have several they are ‘required’ to divulge, while others may have been more conservative in their candy choice and only have one or two. I, of course would begin with something outlandish and funny to set the tone. As with most icebreakers, this shouldn’t take more than about 10-15 minutes and we’d be warmed up and ready to go.

We would continue on, referring back to our agenda. Alluding to the fact that we had all shared some past confessions, possibly learned from them and are prepared to move on we would speak to “Where we’ve been and where we’re going.” This open

discussion would require attention to our first activity, *You Have What it Takes* (Appendix B)

This exercise addresses the differences with a skill, a capability and an experience and is based on *A Few of Life's Principals*. (Power Point 2)

1- **“As ye sow, so shall ye reap.”** This familiar passage from the Bible is certainly not anything new. It would be emphasized that the time and effort of the counselor, but more so that of the participant are imperative for this job preparation and job search to be successful. TIME & EFFORT= RESULTS. The more we put into this, the more everyone will benefit.

2- **You are what you think you are.** Simply put, if you see yourself as being incompetent and unemployable, then so will a perspective employer. However if you believe yourself to be someone with worth and value, having a wealth of knowledge and experience with much to contribute to a company, then that's what you are!! This is how you will be perceived and treated, with a welcome respect. If you tell yourself, “I'm too old” or “I'll never be able to understand computers” or “It's been so long since I've worked, I don't know if I can compete with the younger kids”, then you might be setting yourself up for failure. It has been said that our expectations (some may refer to them as dreams) are extremely powerful, so powerful that we often can rearrange reality to make these expectations to come true. Why not have too high expectations than too low? Once we assess “where you've been and where you're going”, most expectations can be fairly realistic and sensible, and even a little risky and fun, if you want them to be.

Renowned creativity researcher, Dr. E. Paul Torrance, well known for the Torrance Tests of Creative Thinking, stresses the importance of “falling love with

something”. In the following article he encourages use of this positive, passionate image.
(Torrance, 1983)

My experience and research have increasingly made me aware of the dreadful importance of falling in love with “something”- a dream, an image of the future I am convinced that the driving force behind future accomplishments is the image of the future of people. Positive images of the future are a powerful and magnetic force. These images of the future draw us on and energize us, giving us courage and will to take important initiatives and move forward to new solutions and achievements. To dream and to plan, to be curious about the future and to wonder how much it can be influenced by our efforts are important aspects of our human being...life’s most energizing and exciting moments occur in those split seconds when our struggling and searching are suddenly transformed into the dazzling aura of the profoundly new, an image of the future. (p. 72)

3- **Life is Tough.** We need to accept that every single person faces adversity. As they say, “We all have been given our crosses to bear.” It matters on how we handle the obstacles and difficulties that keeps us strong and builds our character. We can be like ostriches, sticking our heads in the sand, whenever something painful or disturbing occurs. There are countless examples and stories on this topic. New-age writer and visionary, Marilyn Ferguson (1987) explains in her compelling book, “The Aquarian Conspiracy”, that pain, conflict and tension are absolutely necessary for any kind of transformation to occur. To deny these to take place is to stifle personal growth. We all fear leaving our comfort zone and taking risks at times, but it is at these moments that we find our true potential. The familiar story below speaks to a different kind of “tough”.
(Harty, Harty,1994)

“Colonel Sanders was 72 when he started Kentucky Fried Chicken. What he had was a recipe for spices and a deep-frying method for chicken he believed

was better than anything on the market. He didn't have a 140 page marketing plan to guide him, but he did have an unshakable conviction in the quality of his product. He didn't have the money to set up his own restaurant so he sold fried-chicken operators on the benefits of paying for the privilege of using his recipe. He offered to train fast-food operators without charge. When-and only when- they cooked chicken his way were they to pay him a small royalty. Crazy notion? Most thought so. In fact, Sanders knocked on 964 doors before he got his first "yes." Remember, success only looks easy from the outside (p. 13)."

***You gain strength, courage, and confidence by every
experience in which you really stop to look fear in the face.
You must do the thing which you think you cannot do.***

~ Eleanor Roosevelt

4- **No one is going to rescue you.** This is a BIG one. People care, you'll find support. If you're lucky friends and family are dear and near, BUT you must be strong and patient. You probably won't win the lottery. A knight in shining armor will probably not ride up and save the day. If you want things to change in your life, YOU are going to have to make them happen and WE are here to *help* you make them happen.

***I love to see a young girl go out and grab the world by the lapels.
Life's a bitch.
You've got to go out and kick ass.***

~ Maya Angelou~

We would continue on with Appendix 2, *You have What it Takes* beginning with the concept that **Skills** are ***abilities gained through training and/or experience.*** You may be skilled in working with computers or comfortable with selling or are talented as a nail

technician, etc. **Capabilities** are *things you believe you can /could do if given the opportunity*. For example, you may feel you could be a good instructor due to your knowledge in a specific field. Maybe someone has told you that you are a strong communicator and have good organizational skills and this has led you to feel you might be able to go into teaching. Finally, **experiences** are *things that have given your life meaning, shape and form*. The women would then complete the exercise specifying the three different areas of their life. After completing this there should be an amazement and clear picture of all that each has to offer a perspective employer. Sure some is not necessarily paid experience, but volunteering for fund raisers and running the PTA is an excellent prerequisite for many jobs. Managing a household and raising a large, busy family requires multi-tasking like you have never seen and organizational skills that can be done in their sleep (Harty, Harty, 1994).

I have calculated us to be about an hour into our workshop at this point. Now that everyone has become more comfortable with each other, perhaps a few would like to BRIEFLY share a bit about the events that have brought them to this particular job search. This is completely optional and only those secure with discussing are invited to contribute. Some women may have lost a job of many years, a few, under pleasant circumstances or not. Some are re-entering the workforce after many years of raising a family. Some may have never worked. There may be women that are forced to enter the workplace due to divorce, separation, loss of a spouse or partner or another income that has helped to provide for them to this point in time. Whatever the case may be these women are all feeling a sense of comfort knowing that each other is probably experiencing similar feelings at this time. In Square One at 51, Hedria Lunken (2007)

shared her personal account of suddenly losing her husband at the age of 51. She was confronted with the obvious heartache, children, and responsibilities and knew she needed to work. Never had she dreamed she would be faced with starting a career at this stage her life. Hedria utilized a technique of reframing some of her fears and concerns into questions that allowed them to be more manageable. She referred to them as “magic questions” that would begin like this: “How might I _____?” or “In what ways might I _____?” These magic questions encouraged answers to her otherwise flat, frustrating and seemingly futile statements: (Power Point 3)

Fear/concern:

I can’t live without Paul.

I don’t have enough money.

I don’t have a real job.

I can’t do the wedding alone.
(her daughter was to be married)

Reframed:

How might I live without Paul?

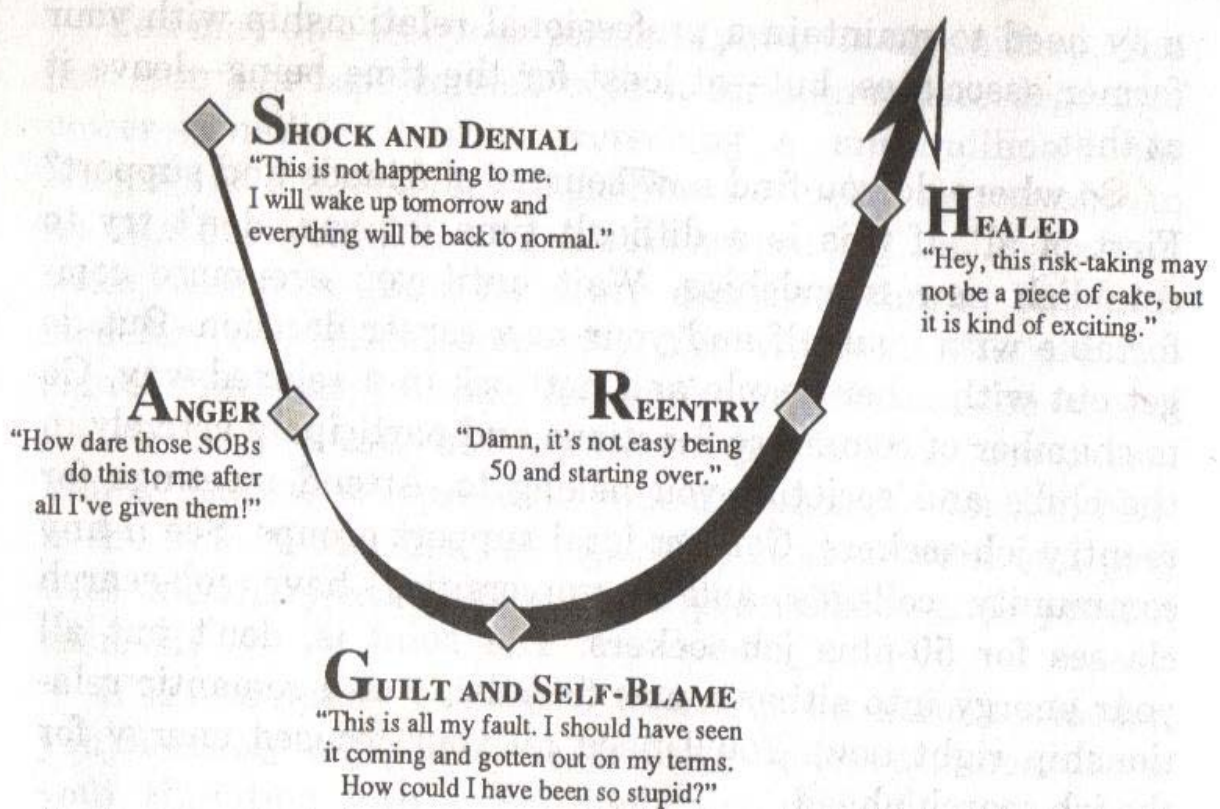
In what ways might I earn more money?

How might I get a career going?

How can I make the wedding super?

A short time would be spent sharing some examples of reframing some career search and development fears that are common to the ladies in the group. So much of reframing is a slight change in one’s perception and/or attitude. Some fears and concerns familiar to our participants are: **I’ve looked everywhere and can’t find a job** and **I can’t compete with the younger girls out there** and **I can’t pay my bills**. All can be frustrating, emotional times, but reframing the fear or concern, especially with the assistance of a group may prove to be helpful.

Elizabeth Kuebler-Ross is perhaps best known for her development of the ‘five stages of grief’, particularly as they pertain to death and dying. (Kuebler-Ross, 1970)



(Power Point 5) The same effects of these stages may occur when experiencing job loss, divorce, separation, fear of losing your home or other major income and could propel you into a myriad of emotions. In the case of a job loss, the above illustration shows these comparative stages (p.24) (Figure 6, Power Point 6).

***When one door of happiness closes, another
opens; but often we look so long at the closed door that we
do not see the one which has been opened for us.***

~ Helen Keller

Next we would continue on with areas of goal setting, taking a good hard look at values and the importance of developing personal vision and mission statements. In *The 7 Habits of Highly Effective People*, Covey (1989) writes about his first three habits. First one must be "proactive." Second, it is important to "begin with the end in mind" and

third, “put first things first.” Structuring goal setting with these habits in mind will be a vital and helpful step towards independence. He says to “work from the inside out”, striving for these “private victories” before progressing to the “public victories.”

And What Role is it Today? (Appendix C) addresses another important measure leading to goal setting. This explores the many different roles that each of us carries throughout our lifetime. Each participant is instructed to list these roles and then identify specific qualities and characteristics they would want to possess in this role. An example could be a ‘mother’ and as such might write, to be nurturing, to provide guidance, love and a safe environment. This activity will provide a deeper insight to what matters in your life and is of true value to you.

Goal setting is perhaps one of the most important factors on the job search journey or any other journey of your life. While we are most interested in your short term and long term goals as they relate to your ‘work life’, you may want to take a moment and reflect on other areas of your life, as they are all interdependent on one another. *Set Your Own Goals* (Appendix D) lists seven dimensions in your life, though you may have more or less, in which to write three goals each and assign a date to each one. Keep in mind *Four Basics for Goal Setting*. (Power Point 6))

1. **Goals must be written.** If they are not, they will have a tendency to fade away and you’ll have nothing to refer back to and focus on.
2. **Goals must be specific.** In making the statement, “I want a job”, you are not defining a goal, it is way too vague. You might say “I would like to be an office manager for a small doctor’s office.” This is more obtainable and you can envision it; it is manageable.

3. **Goals must be realistic.** If you are 54 and completed two years of college over thirty years ago, it is probably fairly unrealistic to pursue becoming a renowned heart surgeon. (though more amazing things have happened, I guess...if you are that determined!)
4. **Goals must be assigned a date.** Procrastination is the enemy. Set a timeframe and stick to it (Harty, Harty, 1994).

And finally, we will discuss briefly the importance and necessity for having written vision and mission statements. Once again, to write them down is to acknowledge that you believe them and hope to follow them on your journey. Developing a personal vision statement will usually include how you see your life evolving, derived from your choices, values and beliefs. It is *your very own*, unique, as your life is *your very own* and one of a kind!! Once a vision is articulated, a mission statement can be formulated. In the book *Heart at Work*, Canfield and Miller (1998) write of mission and purpose within companies and organizations. This generally is a fairly brief statement of understanding, directed specifically to the purpose and hoped for goals that have previously been developed. They may sound similar and redundant, but they are quite different in content. Participants would take some time developing and writing their personal statements on *A Vision of Value and a Mission a MUST!* (Appendix E) Perhaps some sharing of expected statements would be appropriate and a nice way to wind down our time together.

At this time, I plan to review the goals and objectives set forth for the workshop to ensure that we had achieved the information. This would conclude the mandatory three-hour workshop. I would encourage and speak briefly about other specific trainings we offer and hope that they would consider these as further professional preparation for

their employment search. Each woman has in her folder, an evaluation form (Appendix G) to complete before leaving the room. The finishing touch will be sharing Torrance's *Manifesto(2002)* (Appendix F). It is uplifting and exudes authentic and sincere encouragement for the future.

Section Four: Outcomes from the Workshop

Description of Actual Workshop

Our first Workshop All For You was held, as planned on July 12, 2010. We began a few minutes after 9:00 with five women in attendance, instead of the six we had originally planned for. The agenda proved to be fairly accurate to time and order of activity, though conversation and comfort level for "chat" was greatly underestimated. I personally knew two of the women, as I had done the initial intake and application process with them. The other ladies were more familiar with other counselors in the agency. Our words of welcome, introductions and warm up activity went beautifully. The women appeared to be a bit taken aback to see toys, wind chimes, candy and other curious items not usually found in traditional training settings.

As per the agenda our first discussion led into "where you have been and where you are going" and the completion of appendix B. This seemed helpful and easy to understand and indicated to the entire group, what I had hoped. These women do indeed have plenty to offer the workforce. We did have a discussion about Maslow's Hierarchy and drew comparisons and examples of their own lives. We touched briefly on the stages

of grief and how they equate with job loss. As planned the third goals regarding self-discovery and finding more of the 'creative' self was brought out with the activities of 'roles and goals. Though some of the ladies were unable to complete all the exercises, they did have something to take home and continue with, perhaps then being able to experience the incubation process. By all accounts the women appeared to have FUN and feel that sense of support and camaraderie. One of the most important goals of the workshop was to further explain the commitment on our agency's part AND the participant's part. I can only hope we were able to fulfill this goal. Many of the women that visit our office assume the counselors provide a resume, set-up interviews, locate a job and guarantee placement. This is NOT what this agency is about. Everywoman Opportunity Center, Inc. is an agency that will ASSIST with all of the above. Our objective is helping the women we serve to become independent and self-sufficient. We can encourage, teach, train and help to develop skills to be used in the workplace. We hope to be that support and safe place to come, but we expect all of our participants to do their fair share. It is up to them to check in with us weekly, either by phone or by appointment in our office. Again I reviewed with the group the requirements of our agency and the commitment that we must have from them. I explained to them about our funding and the crucial facts that if we are to be able to continue to help women in our community, that they MUST be better prepared to accept the right job and stick with it. Again I reiterated the reasoning of why we looked at values, goals and actually tried to deeply assess what is really important to them. We often hear the phrases "I just need a job" or "I'll take anything". We talked about this very mentality. They are worth and are capable of so much more. The Manifesto was a wonderful closure for the morning.

Suggested Changes and Improvements

Selection of Content

The selection of activities appeared to be appropriate for a timeframe of three hours. Perhaps I would choose to elect a few simpler tools, such as the card sort or ladder of abstraction as these clearly and quickly can help reach some obvious barriers or solutions for the questions at hand. It seemed the exercises followed along logically and built upon one another toward obvious direction and goals, however, they probably did take longer than anticipated to complete. When it appeared we were falling off schedule, I would move along and suggest the ladies complete them at home (as if that was going to happen!). It was important to see the process evolve and even though the participants appeared to leave with positive attitudes and to “want more”, I hoped they truly understood the intent of the activities.

Appropriate Timeframe

I made another assumption initially that possibly proved *not* to be the case. In the past EWOC has offered similar training programs that were much lengthier and optional for the women. I still believe this was the reason we had been unsuccessful with a positive track record for attendance and completion of these programs. Holding this workshop within days of the initial intake process was very important, but assuming a ‘quick’ three hours to impart all I had envisioned was unrealistic. I now feel that the ladies would have enjoyed a full day workshop that would have allowed us to go much

further in depth with their hopes, wishes and desires. They appeared to be eager to continue on with more 'hands on' exercises and the evaluations forms indict this.

Concerns for Facilitator

The information that each participant had to share was introspective and helpful to all involved. The women were overly enthusiastic at times, which of course is a good thing, but sometimes a concern for the facilitator. Had I not been so aware of the time restraints, possibly I would have felt less anxious. There were moments when I may have interrupted the flow of thought or conversation, copping out with the 'parking lot' when it was very appropriate to stay on topic. I do feel this happened at least once and was reflected on an evaluation form. I felt better that I was able to revisit this with the woman after the class. Overall I think I was able to provide the environment for creativity as in Ekvall's study. He emphasizes that a leader or facilitator provide a safe learning environment filled with opportunity for risk taking, freedom and flexibility. It is hoped that all participants are made to feel at ease, valued and open to possibilities of trying new things. (Firestien, 1996)

Logistics

The room accommodations and layout worked very well. I did not end up using the power point presentation. Some of the slides did not come out the way I had wanted. Because there were so few of us I was able to blow up some of the charts and others I made copies of and distributed. The folders and hand outs worked well; there was more than enough food and breaks times were perfect.

Section 5: Conclusions

Overall Impact to Agencies Goals

It is much too early to tell if the goals for the agency have been met with the addition of this mandatory workshop. Staff members and supervisors did join us periodically and offered positive comments and feedback. It isn't as if similar training programs had not been done presented before, but this format was different. I really wanted it to be less formal, more comfortable and fun. In that way these goals were definitely met and seem to be reflected on the evaluation forms. As far as the crucial goals of *finding* employment and *retaining* that employment for the woman, these have yet to be revealed.

A Future for the Workshop

Discussion from supervisors and staff seem to indicate that this is a positive and needed addition to the application process. We intend to review and need to consider some of the changes and suggestions for improvements, but this additional concentration on the workshop goals provides a stronger foundation as these women enter into partnership with our agency. The four main goals discussed at the beginning of the workshop appear to have been touched upon and attained through certain activities:

1. **To find their potential and worth in the workplace we utilized the activity, "You Have What it Takes"** which helped to identify skills, capabilities and experiences.
2. **To provide bonding and support through difficult, yet similar issues times,** we all shared throughout the exercises, activities and the general social moments.

3. **To set solid groundwork in self-discovery and finding the creative self** , we turned to activities on roles and goals and developing the value and mission statements.
4. **To provide a clear understanding of the expectations and commitment to partnering with our agency**, we spent a good deal of time discussing the importance of our (EWOC's) responsibility in the community. From the business sense, we spoke about our funding, goals that must be met and why our participants are so important in the equation to hold up their half of the responsibility.

As counselors refer back to these goals throughout the counseling process, perhaps it will better assist them to stay on course for finding the most ideal fit for employment. As stated earlier, longevity and retention is one of the most difficult things to attain as these ladies venture out into the workforce. Perhaps after exploring what the true motivators and values are for these women the next step can be achieved. Once an appropriate match is found in a job, this will encourage perseverance and foresight for consequences if indeed they choose to leave a job again.

I'd like to feel that with the addition of this mandatory workshop to the application process forms a much stronger foundation as we begin our partnership. Having the ability to review the activities will also assist with re-evaluations that need to occur periodically, as well.

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<http://www.cbc.ca/radio2/programs/maslow.png>

http://pandc.cca/?cat=abraham_maslow&page=needs_hierarchy

A Workshop All for YOU!!!

- 9:00** **Welcome and introductions**
(include care and comfort)
- 9:15** **Warm up activity**
- 9:30** **Goals and Objectives of Workshop**
- 9:45** **“Where Have You Been and Where are
You Going??”** *(Skills & Capabilities)*
- 10:15** **More about YOU!!!** *(Roles & Goals)*
- 10:45** **Ten minute break.**
- 11:00** **And finally, more about YOU!!!**
(Vision and Mission)
- 11:45** **Wrap up...what happens next???**

Name_____

You Have What it Takes!!!!

- Skills are abilities gained through experience.
- Capabilities are things you believe you can/could do if given the opportunity.
- Experiences are things that have given your life meaning and form.

SKILLS

1. _____
2. _____
3. _____
4. _____

CAPABILITIES

1. _____
2. _____
3. _____
4. _____

EXPERIENCES

1. _____
2. _____
3. _____
4. _____

Name_____

And What Role is it Today?

My Roles

How I'd like to be as a:

Name_____

Set Your Own Goals!!

Work Goals

Date Assigned

1. _____
2. _____
3. _____

Family and Friend Goals

Date Assigned

1. _____
2. _____
3. _____

Spirituality Goals

Date Assigned

1. _____
2. _____
3. _____

Community Goals

Date Assigned

1. _____
2. _____
3. _____

| Fitness Goals | Date Assigned |
|----------------------|----------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

| Growth Goals | Date Assigned |
|---------------------|----------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

| Leisure Goals | Date Assigned |
|----------------------|----------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |

Name _____

A Vision of Value and a Mission a MUST!!!

Vision Statement _____

Mission Statement _____

The Manifesto

*Don't be afraid to fall in love with something
and pursue it with intensity.*

*Know, understand, take pride in, practice, develop, exploit
and enjoy your greatest strengths.*

*Learn to free yourself from the expectations of others
and to walk away from the games they impose on you.*

*Free yourself to play your own game.
Find a great teacher or mentor who will help you.*

*Learn the skills of interdependence.
Don't waste energy trying to be well rounded.*

Do what you love and can do well.

*~ E.P. Torrance ~
(1983) *The Manifesto for Children**

Workshop Evaluation Form

Title of Workshop: _____

Date: _____ **Facilitator:** _____

Please circle your response to the following statements about the workshop on a scale from 1 to 5 where:

1- Strongly Disagree 2- Disagree 3- Neither agree or disagree 4- Agree 5- Strongly Agree

I felt the workshop...

| | | | | | |
|---|---|---|---|---|---|
| Was timely or significant to the audience | 1 | 2 | 3 | 4 | 5 |
| Met stated learning objectives | 1 | 2 | 3 | 4 | 5 |
| Was of an advanced nature | 1 | 2 | 3 | 4 | 5 |
| Was interactive or unique | 1 | 2 | 3 | 4 | 5 |

I felt the facilitator...

| | | | | | |
|--------------------------------|---|---|---|---|---|
| Was well prepared | 1 | 2 | 3 | 4 | 5 |
| Was responsive to the audience | 1 | 2 | 3 | 4 | 5 |
| Held the audience's attention | 1 | 2 | 3 | 4 | 5 |
| Demonstrated expertise | 1 | 2 | 3 | 4 | 5 |

What did you like best about the workshop?

What did you like least about the workshop?

What would you add or change with the workshop?

(adapted from form
used at E2E- 2010)

Goals and Objectives for Workshop

- 1. Understand more fully your potential and worth in the workplace.**
- 2. Allow the start of a support from other women facing similar barriers and successes at this time in their lives.**
- 3. Lay some solid groundwork in ‘self-discovery’ and the ‘creative YOU’.**
- 4. Provide a better understanding of EWOC’s commitment to YOU and discuss our agency’s expectations from YOU.**
- 5. HAVE FUN!!**

A Few of Life's Principals

- 1. “As ye sow, so shall ye reap.”**
- 2. You are what you think you
are.**
- 3. Life is Tough.**
- 4. No one is going to rescue you.**

Reframing

FEAR/CONCERN:

I can't live without Paul.

I don't have enough money.

I don't have a real job.

I can't do the wedding alone.
(her daughter was getting married)

REFRAMED:

How might I live without Paul?

In what ways might I earn more money?

How might I get a career going?

How might I make the wedding super?

The Five Stages of Grief

Elizabeth Kubler-Ross

- **Denial**

(this isn't *happening* to me!)

- **Anger**

(why is this happening to *me*?)

- **Bargaining**

(I promise I'll be a better person *if...*)

- **Depression**

(I don't *care* anymore)

- **Acceptance**

(*I'm ready* for whatever comes)

Grief Stages as They Might Appear During a Job Loss

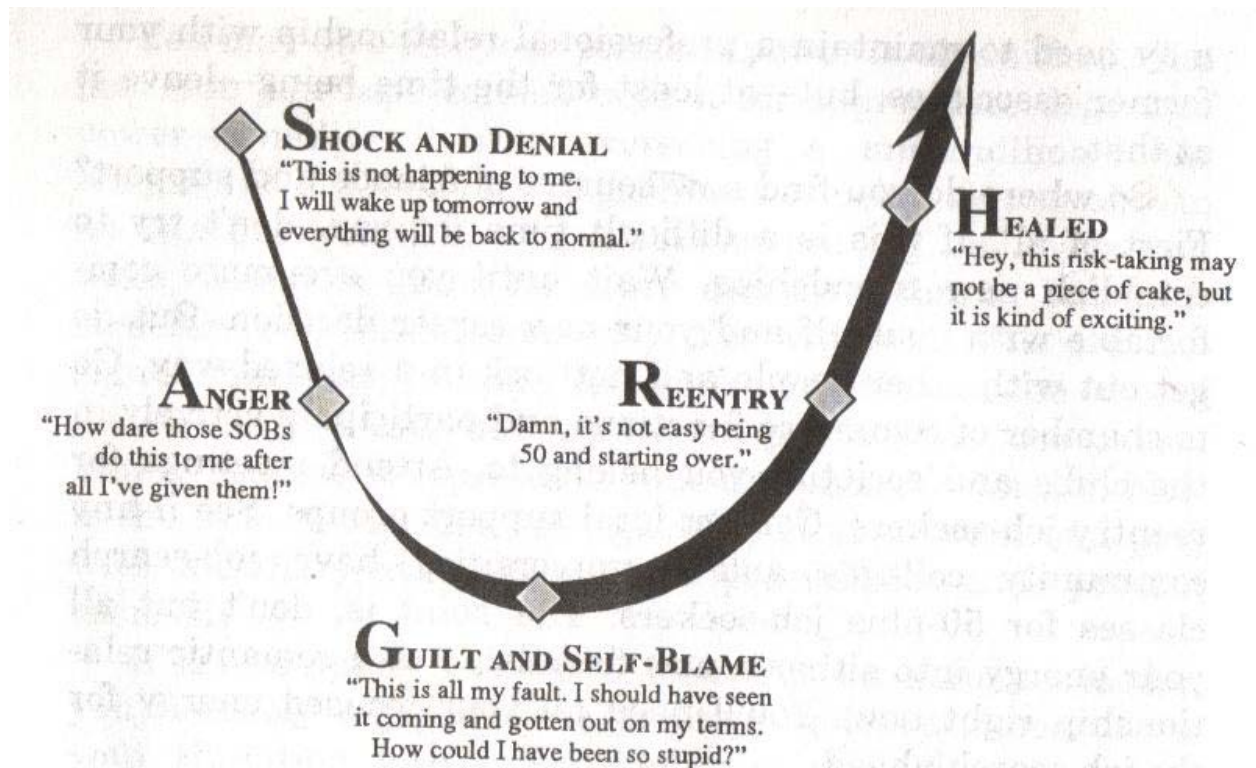


Figure 6
Power Point 6

Some Basics for Goal Setting

- 1. Goals Must be Written!**
- 2. Goals Must be Specific!**
- 3. Goals Must be Realistic!**
- 4. Goals Must be Assigned a Date!!**