Career Search
for Displaced Pre-Retirement Male Workers

A graduate project submitted in partial fulfillment of the requirements
For the degree of Master of Science in Counseling,
Career Counseling

By

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Dedication

To my Okaasan and Otoosan, thank you for always being there and understanding the importance of accomplishing this second degree. No words can express my gratitude for all the support that you have been giving me. I could not have done it without both of you.

For my two beautiful munchkins, Bella Mei and Kaori Melina, both of you gave me the strength and courage to finish school. Bella ~ I hope that I have inspired you to follow your dreams… If you’re passionate, you will succeed… And, Kaori ~ We spent a lot of nights together typing away to finish this project on time. I hope that you’ll remember those great nights together.
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ABSTRACT

Career Search

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By

Yurica Yamaguchi

Master of Science in Counseling,

Career Counseling

As the generation of baby boomers age and retire, members of agencies, such as the Taskforce on the Aging of the American Workforce, are becoming aware of the impact of this generation on the labor market. The high volume of continuing older workers warrants a demand to service this population. When older workers are displaced, they tend to have longer a job search process. With an increased need to work through pre-retirement years, career centers need to be prepared to service this population.

Furthermore, since the recession hit in the late 2000’s, displaced older workers have been struggling to find jobs. The proposed career center will not only offer job clubs, but also provide opportunities to attend workshops to improve computer skills and to learn English skills, and develop a stronger resume and cover letter. It will also embed group counseling into the career assessment workshops. Based on research, males have difficulty in sharing in counseling sessions and this may be especially true for retired workers. Therefore, normalizing the counseling process through informed consent and supportive counseling will attend to the needs of males who are retirement age. By
incorporating strategies that help establish activity plans and programs for the specialized population, the career center prepares workers who are older and displaced with the proper tools and strategies so they may be employed again.
Chapter 1: Introduction

Statement of the Problem: Aging Population

The administration on Aging Report (2011) by the U.S. Department of Health and Human Services projects the population of 65 and older will increase to 55 million by 2020, reflecting a dramatic increase in the number of older adults comprising the US population. The report highlighted that 87% of older persons (65 years and older) in 2009 relied upon Social Security as their major source of income, 53% had income from assets, 28% from private pensions, and 14% from government employee pensions. In addition, it also stated that 26% of the older persons must continue to work to rely upon their earnings as their major source of income. That is, more than a quarter of the aging population will be required to continue working to support themselves on a daily basis (2011).

The recessions have not only changed the nature of working, but have also changed the expectations of careers as well. The main focus of careers is on competencies and adaptability, which require an increasing need for training and development (Wrenn & Maurer, 2004). Although today’s work environment is changing, negative stereotypes concerning the ability and inclination of older workers prevent them from being rehired (Maurer, Andrews & Weiss, 2001) or delays the job search process (Brewington & Nassar-McMillan, 2000). As older workers continue to work or search for new work, they strive for continued meaning in their life, for sustained contributions to society and for endured means to satisfy their financial needs (Rocco, Stein & Lee, 2003).
Purpose of the Graduate Project

With an aging society rapidly growing, the employment circumstances of older workers have become an increasingly important social issue. The retirement population of 65 and older is no longer able to retire and maintain their lifestyle with their social security and pensions. The U.S. Government has particularly been interested in this growing population and has been researching the facts about the population to address their concerns of supporting them if they are unable to work.

Many older workers are increasingly working past the pre-retirement stage and into their retiring years to financially support themselves and their loved ones. If older workers who are less skilled plan to work into their golden years, becoming displaced can be a traumatic experience. With pressures from family and society, displaced male older workers may be faced with many stressors. Employers need to understanding and avoid any prejudices including their negative attitudes towards hiring the aging population.

Career counselors need to develop a career center to assist the older male workers, who may feel uncomfortable about requesting assistance. Career counseling mature males may cause some difficulty as well. After interviewing African American males, Williams and Justice (2010) reported that males view counseling from a negative perspective, including negative stigmas, signs of weakness, and embarrassment. The career center will be designed to normalize the counseling within the program by normalizing their fears about the counseling process and explaining typical fears men report about being in career counseling. Further the intervention will include the integration of counseling into various services offered by the career center.
Within next 20 years the population of older workers is increasing; hence, there needs to be a center that helps older workers remain competitive in the world of work. Pre-retirement male workers need assistance in the rehiring process. Meanwhile, they have to overcome their fears and negative attitudes toward counseling assistance. With a deep understanding of the concerns that affect unemployed pre-retirement male workers, a career center would be build around these needs. Career counselors at the career center would be resourceful in the services and knowledge that would help older workers in finding new employment.

Not only should career counselors be aware of the barriers that pre-retired workers face, but they also need to acquire skills in providing the necessary steps to assist displaced older workers. In the future, career counselor working in the career center must train 55 year and older males who were preparing for retirement, but were laid off without being involved in decision-making. The choices and commitments that the client will make are based on certain personal and social traits, which help to create a sense of identity (Marcia, 1966). After displacement, older male workers will evaluate their identity through their values, choices, or paths as they search to find new employment. Faced with many identity crises, career counselors will understand the special needs of the workers who are less skilled, unemployed, and older.

**Pre-Retirement Stage**

Workers enter the stage of pre-retirement at the age of 55 or older. Preretirement is the stage of life before retirement and can offer an opportunity to plan and to save solely for the retirement years. When unemployment occurs during the pre-retirement stage, it can be a devastating blow to one’s ability to retire. With a larger number of older
workers who will be depending on work in their later years to sustain an income, society needs to encourage and provide opportunities for workers who are older to continue working.

Unemployment affects workers of all ages, but workers aged 55 years and older encounter longer periods of unemployment and underemployment. In a 2012 report, the U.S. Government Accountability Office (GAO) stated that unemployment rates had recently risen since the recession from 3.1% to 7.6% in December 2007 to February 2010. An increase in unemployment for the older workers becomes an issue when employment among people age 55 and older increased to an all-time high of 40.4% (Bureau of Labor Statistics, 2010). Prior to the recent recession, only 23% of the unemployed older workers were unemployed for 27 weeks or longer. Once the recession occurred, GAO reported that the percentage of unemployment increased to 55% of workers who are older. The study conducted by GAO showed that workers who are older would have to job search for a long period of time and consistently experienced longer durations of unemployment compared to workers who are younger.

**Displacement**

When long-term employment suddenly and abruptly ends, workers who are older encounter layoffs, terminations or coerced resignation. Due to the economic crisis, employers may lay off some of its employees as a form of company reorganization to cut costs and reduce expenses (Zunker, 2005). Even though an employee has a solid history of working with the company, employment may not be guaranteed. Beyond an employee’s control, a contract breach may occur when the individual is laid off due to circumstances beyond an employee’s control (2005). Displacement occurs when a plant
closes, jobs are abolished or slack work remains the only opportunity (Rodriguez & Zavodny, 2003). Slack work is defined as when a company periodically stops or reduces its employees’ hours below their normal activity hours, but it does not break the employee’s contracts (National Institute of Statistics and Economic Studies, 2013). Eventually, the worker is no longer employed by the company. In any of these cases, workers who become displaced need to seek new employment. No matter what age, being laid off could cause a worker who was displaced to feel powerless, encounter increased levels of anxiety, and experience a sense of loss (Brewington & Nassar-McMillan, 2000). Workers in the pre-retirement stage may face even more barriers and discrimination after they are laid-off from their jobs than younger workers.

**Lack of Education**

Longer displacement periods may occur when workers lack education or their occupation and industry declines or disappears. Jobs within the goods-producing and service-related fields have been reduced over the years (Rodriguez & Zavodny, 2003). Employees of agriculture, manufacturing and service sectors have been laid off while the small field of knowledge sector (including educated positions such as scientist, computer programmers and other professional educators) has been growing (Rifkin, 1995). In addition over time, workers who are older may become more concentrated in limited industries with higher displacement rates. Less skilled workers, from the fields of craftsmen, operatives and laborers, tend to have higher job loss rates and are often unable to find replacement jobs. These less skilled workers that are in their pre-retirement age group, most likely will encounter age discrimination, employer stereotyping and longer gaps of unemployment as they conduct a job search.
Psychological distresses

Workers who are older have a larger sense of dedication and loyalty toward their jobs. Since careers play an important role in the life and identity (Marcia, 1966) of a male, job loss can be detrimental. Harty, Harty, and Hayes (1996) reported workers who are older might feel devalued when they are laid off. Based on Murphey and Shillingford (2012), the six major areas that affected men who were unemployment including the following:

- expressing feelings;
- reducing depression, anger, and anxiety;
- building social support;
- improving interpersonal communication;
- confronting unrealistic role expectations associated with the male gender;
- and providing an improved sense of control (p. 85).

Psychological distresses, such as these internal conflicts and external stresses stated above, may affect the older workers’ confidence as they search for a new job.

Race and Ethnicity

There are race and ethnic disparities among persons who are elderly. African Americans and Latinos are over-represented among low-skilled workers (Flippen & Tienda, 2000). They frequently lack the retirement benefits that can facilitate retirement since low-skilled work pays very little. They may also have to deal with being more vulnerable to lay-off, disability and other forms of involuntary job separation.

Racial and ethnic minorities have further disadvantages in relation to employment. For instance, limited access to finances, health, and employment abilities may challenge them in their later years. Flippen and Tienda (2000) reported that African Americans and Latino/as persons who are elderly experience more involuntary job
separation in the years immediately prior to retirement. With this early separation and lack of ability to find a new job, they are forced into an early retirement or labor force withdrawal. Society has created stereotypes about the aging population that prevent workers who are older from continuing to contribute through employment. This is even more pronounced for racial and ethnic minority workers who are in the pre-retirement stage.

**Gender**

From a societal perspective, gender role expectations and societal norms may place a higher pressure on males to achieve in the world of work. Culturally, men are raised to believe that they are the breadwinners of the family. Also, work plays a central role in a male’s life. When a male becomes unemployed, his gender role and employment status may considerably influence his psychological experiences and well-being. Therefore as official work ends, he may feel a huge sense of loss, embarrassment, and loneliness. Psychological distress is noted with shifts in gender role expectations for males such as increased depression, lower levels of self-esteem, and decreased interpersonal communication (Funk & Werhun, 2011; Hoyt, 2009).

**Transition to Chapter Two**

Older workers contribute to their places of employment by providing opportunities for decision-making, skill variety, coworker support, and supervisor support. Further if they have the proper social networks, emotional support, personal control and generatively, workers who are older will be able to optimize their experiences and contribute to the work place (Sanders & McCready, 2010). Currently, employers need to be educated about the benefits of hiring older workers to continue to provide the
proper support for all of their employees, regardless of age. Reviewing the studies that have been conducted on displaced workers who are older, their experiences and barriers will provide the foundation for the creation of a career center, which meets the cultural needs of workers who are older and displaced.
Chapter 2: Displaced Older Workers

Barclay and McDougall (1990) reported that unemployment is stressful in the life of any individual, but especially for less-skilled workers. Furthermore, less-skilled workers who become displaced may be at a greater disadvantage. That is, they struggled more than those who have bachelor’s degree when it comes be being rehired (Bean, Leach, & Lowell, 2004). In addition, low-skilled workers tend to be immigrants, speak little English and are often people of color (VandenHeuvel, 1999). Without special skills or talents, the aging population is competing with young low-skilled workers who have physical energy and updated knowledge.

Barclay and McDougall (1990) stated that unemployment might be up to twice as long in duration for a worker who is older. Even though workers who are older desire to continue working, they may be omitted from the labor force. Unemployed individuals tend to encounter a lack of employment opportunities for various reasons. Employers tend to avoid hiring the unemployed, but this is especially evident in the older adult population (Rocco, Stein & Lee, 2003). In the meantime, unemployed workers who are older may become frustrated and discouraged during their search and relinquish their job search. They tend to have longer job searches and accept lower earnings once they acquire new employment (GAO, 2012). Furthermore, they may encounter little success in their attempts to retain employment. In addition, they are often reluctant to accept occupational change after involuntary job loss, but they may not have a choice since the new jobs outlook and opportunities may be bleak.

Factors that influenced an older worker’s ability to retire were post and pre-retirement income, the unemployment rate, extent of social security benefits and private
pension plans, the tax structure and inflation rates (Mirkin, 2001). When those factors conflict with the ability to retire, workers who are older have to continue working. Based on Stein, Rocco and Goldenetz’s research (2000), there is an increasing trend of longer working lifespans. The U.S. Department of Health and Human Services (2011) reports that persons reaching age 65 have an average life expectancy of an additional 18.8 years. Since workers who are older may have increasing life expectancy, they may be required to work more years so they can live comfortably during their retirement years.

Once workers who are older make the decision to return to work they may encounter obstacles. Not only are workers over the age of 55 years potentially subject to age discrimination, but they also may feel that they do not match up to their peers, feel out of place, possibly feel a loss of identity and thus reconsider their future plans (Smallen, 1995). Therefore, career counselors will need to accommodate services and provide support that may benefit workers who are older, and their specific concerns.

Stein, Rocco and Goldenetz (2000) suggest that organizations reexamine and reevaluate the meaning and necessity of work for workers who are older. When workers who are older continue to work, they can provide a rich source of experience, accumulated knowledge and wisdom, yet these valuable traits are rarely considered. The benefits of employing workers over the age of 55 years old are their good work habits, commitment to quality, loyalty, punctuality, even-temperedness and respect for authority (Tishman, Van Looy, & Bruyere, 2012). That is, unfortunately these aforementioned qualities were not highly valued by employers. Therefore, hiring older workers for their good qualities, hold little value with hiring employers.
Older workers who delay their retirement to continue working encounter higher psychological distress, including anxiety, depression and stress (Sharpley & Layton, 1998). According to Brewington and Nassar-McMillan (2000), workers who are older could create the barriers of perceptions and concerns that can prevent them from being reemployed. With a longer job search time frame, Brewington and Nassar-McMillan (2000) reported workers who are older may suffer from social isolation, and emotional and financial distress. With the number of older workers increasing in the next 20 years, they are likely to comprise more persons with disabilities as well (Tishman, Van Looy, & Bruyere, 2012).

Couch (1998) found that older non-whites are both more vulnerable to job displacement and more adversely affected by it. From an international perspective, aboriginals and non-English-speaking migrants were ranked among the most disadvantaged to find employment during recessionary times in Australia (VandenHeuvel, 1999). Older workers in other countries who are also working longer are being affected by layoffs and termination. The dimensions of the labor market participation; unemployment rates; hidden unemployment; unemployment duration; part-time employment and underemployment were reviewed in VandenHeuvel’s study. Matured aged workers had difficulty and little success in finding suitable replacement jobs after losing their jobs and experienced longer unemployment periods than the workers under the age of 55 (Brewington & Nassar-McMillan, 2000; VandenHeuvel, 1999).
Barriers

Workers who are older encounter many barriers in the world of work. Not only do these hurdles range from lack of technology skills to new disabilities developed as one becomes older, but also stereotypes created by the employers that affect their ability to be hired.

Technology

Technology has changed the way people work and seek employment (Zunker, 2005). Workers who are older may encounter difficulties while managing technological changes. When the United States General Accountability Office (2012) interviewed workers who are older, the workers stated that they were inexperienced with online applications, which prevented their ability to be rehired quickly. Since older workers were employed in labor-intensive fields, they may not be familiar with accessing computers (Aaronson & Housinger, 1999) or applying online (Barclay & McDougall, 1990). Therefore, the career counselors will need to assist workers who are older with learning advanced technology by teaching them how to research corporations online, create online accounts through corporation’s websites and file an online job application.

Disabilities

Not only do workers who are older face obstacles of a changing labor market, age discrimination and negative employer stereotypes (Maurer, Andrews & Weiss, 2001; GAO, 2012), but also their aging can change the body and mind. The University of Wisconsin Trace Center (2001) found a strong correlation between increased age and increased disability status. Incidence of person’s with a disability was among 20% of
workers in the 45-to-54-year-old range and approximately 40% of the workers in the 65 plus years old age range.

Employers may hesitate to hire workers who are older for numerous stereotypical reasons. Dennis and Thomas (2007) found that negative perceptions that managers hold of the workers who are older are inflexibility, unwillingness or inability to adapt to new technology, lack of aggression, resistance to change, complacency, and the presence of physical limitations that increase the cost of health insurance. By giving older male workers with disabilities the proper tools, support, and skills to be successfully hired and return to work.

**Strategies**

Considering all relevant aspects of a person’s lifestyle, strategies include in-depth examinations of learning abilities. These learning abilities address the special needs of individuals of all ages, moreover, displaced workers who are older. By assisting displaced workers who are older with the right career tools and career-oriented activities, the workers will gain career awareness, career development knowledge and job-training, as well as confidence and motivation to become employed again.

By understanding the development stage that people who are older are experiencing, the workers entering their pre-retirement phase could benefit from programs that identify and implement interventions based on their needs. Yet, displacement can cause many setbacks for workers who are older. Gardner (1995) reported that one third of workers who are displaced and older face the setback of accepting new employment for less income prior to displacement. New employers do not consider “human capital” of working for extensive period of time as a premium wage.
Integrating life span developmental theory to address displaced older workers strengths and setbacks would assist in identifying the needs of the displaced older workers. Furthermore, it would provide theory-based inventions in development of various strategies utilized in the program.

**Life Span Developmental Perspective**

Super’s theory was based on a Life-Career rainbow model of career development that described developmental stages from childhood through retirement. The role of work is included in various life-stages. Through these mini-cycles at various ages, one would experience career development through stages of growth, exploration, establishment, maintenance and disengagement (Super, Savickas, & Super, 1996). As parts of the Life-Career rainbow, older workers in the pre-retirement stage enter the stage of maintenance; often feel a sense of holding on, keeping up and innovating. When older workers lose their job during this stage, the workers may feel that they have regressed into a previous stage (Smallen, 1995) and feel a sense of loss in their identity (Marcia, 1966) and social support (Brewington and Nassar-McMillan, 2000).

Thorton (2003) reports that life-span learning activities challenge three parts of the individual, including the body, mind and brain, which optimizes the individual’s development and lessens the effects of aging. Life-span developmental perspectives can aid in conceptualizing changes that occur in one’s life. Workers who are older will gain more from observing behavior, describing skills, interpreting and understanding social experience (Thorton, 2003). These activities encourage workers who are displaced and older to combine work with pleasure and flexibility so that those workers may identify new careers that match their needs and abilities.
Based on the study conducted by Wood, Lanuza, Baciu, MacKenzie, and Nosko (2010), participants who are older requested instructional support that involved hands on experiences rather than direct instruction or a combination of instructional approaches. That is, learning through hands on activities benefits this population. By offering simple tools including assignments and career assessments that are short and easy to understand, workers who are older may evaluate and reflect on their past experiences and knowledge. Card sorts and paper formatted assessments, including strengths, weaknesses, skills, abilities, attitudes, interests, values, or personality, offer flexibility to develop realistic career goals (Kerka, 1987). Plus, mixing their interests, skills and values along with their avocations, workers in their pre-retirement stage would be able to enjoy what they do, thus they are able to combine work with pleasure.

Since the older working population has only recently become a concern for the federal government, a paucity of programs has yet to be developed for this particular population. Since the population of workers who are older is increasing, programs needs to be located throughout the United States to service this population.

**Similar Programs**

In the following paragraphs, some programs have been developed over the years to accommodate for this particular population, including Operations ABLE of Michigan, Senior Environmental Employment Program and Agriculture Conservation Experienced Services Program.

**Operations ABLE of Michigan**

Very few programs have been designed to help workers who are older in their job search. In 1986, Operations ABLE of Michigan was created to assist the mature job
seekers in finding work within the Detroit area. Based on Barclay and McDougall (1990), Operations ABLE and the other program share four objectives including:

1. Promoting employer and community awareness
2. Providing information to workers about employment opportunities and services
3. Connecting job seekers with employers
4. Building and strengthening both new and existing older worker agencies

Operations ABLE provides services, including a statewide job hotline, opportunities for on-the-job training, and job leads through computer matching of skills with available jobs. The program provides individual client assessments to uncover the skills, interests and values that workers who are older have. During the assessment process, counselors will assist clients in identifying a new set of skills so the client is able to seek additional jobs. Operations ABLE created a series of courses called ABLE Institute including a seminar to teach job-search techniques.

**Senior Environmental Employment Program**

In 1975, the Environmental Protection Agency (EPA) understood the importance of hiring experienced workers age 55 and over. Even during that time, they were aware that workers who are older were extremely undervalued. Therefore, the EPA funded a program called Senior Environmental Employment Program (SEE Program). It was developed to match the skills of qualified, experienced older workers with EPA positions. The program assists with placing the participants in positions, from administrative assistants to chemical engineers. The participants in the program make moderate wages and receive health care benefits.
Senior Environmental Employment Program, funded through the Environmental Protection Agency (EPA), exists to match the skills of qualified, experienced workers, 55 and older. The program assists in fulfilling open positions in EPA offices across the country. Skilled positions include administrative assistants, chemical engineers, environmental biologists, community outreach specialists, security personnel, geologists and many others. Although a noble effort, these positions are for more skilled workers and leave less skilled workers without a program to aid them.

**Agriculture Conservation Experienced Services Program**

Another program, the Agriculture Conservation Experienced Services Program (ACES) created by the USDA Natural Resources Conservation Service (NRCS) connects more and less experienced workers. This program was also developed to connect experienced workers who are older and retiring, with workers who are early career and are less experienced civil servants. ACES enrollees are hired as part-time consultants and provide technical assistance to the NRCS in their conservation operations.

To assist in the process of recruiting The National Older Worker Career Center (NOWCC) was created to assist in the recruiting, placement and support of work-ready, skilled and experienced adults who are older for positions within the EPA and NRCS programs. Though NOWCC was developed to assist the workers who are older population, it was specifically designed to help the skilled population.

**A Need for a New Program**

For those older workers who are less skilled, they have very few places to acquire assistance. Different from the programs above, this new career center would be designed specifically to assist male clients who are displaced and less skilled. Whereas, these
other programs do not assist with the psychological needs of their clients and provided referrals to counseling centers within the community, this new program will offer career counseling to its clients in house. Career counselors in the new program would build rapport with the clients, so that clients receive services with best practices followed. In addition, the program will incorporate activities that ensure peer support, since research demonstrates that displaced workers find value more from the support from peers than others (Rife and Belcher, 1999).

**Transition to Chapter Three**

A career center program for workers who are displaced will be designed to incorporate individual counseling, as well as group counseling. Male workers tend to avoid counseling since their perception of counseling includes negative stigmas, signs of weakness, and embarrassment (Justice, 2010). By providing exposure to hands-on training, the program will also create an environment in which it will focus on career awareness, career development knowledge and job-training. This learning style will benefit older workers as aforementioned. By understanding the barriers that older workers face, a career center will be redesigned to assist the displaced older worker who is less skilled.
Chapter 3: Golden Horizons Career Center

In regards to job search efforts, Rife and Belcher (1993) found that there was a relationship between the quality of social support from family and friends and older workers’ job search intensity. The term, job search intensity, is defined as the number of hours spent on job search activities and the number of employer-related job contacts that a participant made during the previous four-week period (Rife & Belcher, 1993). They stated that social support from other unemployed friends would be perceived by the job seeker as more positive than support messages provided by employed and retired family and friends (1993).

Older workers may attempt to cope with unemployment in numerous ways some beneficial and some less beneficial. In addition, some of these means of coping can be instituted in interventions for workers who are older and displaced. Workers who are older and displaced may create social support systems, depending on spiritual or religious beliefs seek comfort from said beliefs, engage in short-term or long-term denial, or increase job search activities. Rife and Belcher (1999) reported that workers valued the supportive messages from peers who experienced unemployment as well. They also stated that seeking support from others would reduce the stress of being unemployed and help with the job search process. In their study, when workers received positive support from others, they reported that they had more confidence toward their job search. When workers who are older received positive feedback from peers, the workers valued them more than when it came from family and friends. Therefore, this aspect will be included in the new program to provide an additional support for displaced older workers.
Counselors need to create an environment that teaches older workers who become unemployed coping skills. When older workers work, they benefit from being involved with meaningful activities, developing social status, participating in social interactions, creating a structure for living and fostering a sense of productivity (Moyers & Coleman, 2004).

According to Stein, Rocco and Goldenetz (2000), three steps are necessary to provide opportunities for older workers. The career counselors in the center will need to work with organizations and companies to encourage a redesign in today’s jobs to accommodate for a changing aging work population in step one. The next step is to promote flexible work schedules. Finally, the last step is to continue to sponsor job information and job training for workers who are older and displaced. Plus, the career center will develop job training and provide career and organizational development strategies to work with the population of workers who are older and have to work past the traditional retirement age.

Maclay and McDougall (1990) reported a similar program that encouraged employers and the public to be better informed about the positive qualities of older workers. The objectives from the program included providing older citizens with employment services and programs that service their needs by networking employers with the older job seekers and developing stronger connections between the agencies that may provide additional services for job seekers who are displaced. In both programs, one of the important aspects was to provide public awareness of the benefits that workers who are older can bring to companies and organizations (Stein et al., 2000; Maclay & McDougall, 1990).
Based on their research, Stein et al. (2000) found that workers who are older are remaining in the workplace past the traditional age of retirement. Because of the recent recession, that caused the reduction in both the value of their retirement portfolios and incomes and improved health and consequent increased life expectancy, older workers are required to continue working. In addition, they may also want to work for the enjoyment of staying connected with society. After controlling for demographics, cultural values, and personal contact experiences with people who are older, Lu (2010) reported that positive attitudes toward Chinese people who are older create stronger intentions to continue working for this population. Lu suggested that to inform the public and organizational policies could better promote and manage the careers of employees who are older, because there is an increasing working population who is aging.

For these reasons above, this author proposes the creation of a career center called Golden Horizons to meet the needs of the workers who are older and displaced. By actively engaging the older workers within the workshops, classes and group sessions, this center will educate this unique population of strategies that are hands-on. Promoting the clients to talk about their work experience and their knowledge, male clients have a place to seek support and encouragement. This career center will not only be designed to serve workers who older, but it also will service organizations and employers. The program will be grant-funded through several organizations: Worksource, federally and state funded, American Association for Retired Persons (AARP), Walmart, McDonald’s, and Home Depot along with other private corporations.

The center will be designed to have four main physical areas, including the following: a presentation room, a computer lab, interviewing rooms and a library. It will
be structured to have a presentation room to hold workshops, support groups and job club activities. In addition, there will be a computer lab with 15 computers that can access the Internet, so workers who are older may apply to jobs online and learn new computer skills. The center will provide a list of websites, including the U.S. Bureau of Labor Statistics (www.bls.gov), O*Net Resource Center (www.onetcenter.org), Spanish Version Database — O*NET® 4.0 (http://www.onetcenter.org/db_spanish.html), California Career Zone Interest Profiler in Spanish, Vietnamese and Chinese languages (www.cacareerzone.org/ip/languages) and Quintessential Careers (www.quintcareers.com) and Resources for Spanish Speaker (www.quintcareers.com/Hispanic_career_resources.html), in the computer’s bookmarks. For job search assistance, participants may visit job search through AARP Job Search (www.jobs.aarp.org), Indeed (www.indeed.com/seniors) and Spanish Career (www.spanishcareers.com). Some of the workshops about computer skills will be offered in the computer lab so the displaced workers will have the opportunity to practice. The center will have 5 interviewing rooms to provide opportunities for corporations and organizations to interview prospective candidates.

The career center will offer career assessments to male workers who are displaced. Based on the needs of workers who are displaced, the career counselors will select from Super’s Work Value Inventory (1970), Knowdell Motivational Card Sort (2005), Career Occupational Preference System (1995) and VISTa Cards (2006). These assessments may incorporate values as they relate to work. Both the Super’s Work Values and Career Orientation Placement & Evaluation Survey (COPES) will be offered in paper versions. Workers who are older may complete the assessment to determine the areas of their work
values and interests. Super’s Work Values Inventory (1970) measures the preference of 12 work-related values; whereas, the COPES evaluates self-awareness by providing a comprehensive measurement of work values in career planning process.

Since, workers who are displaced and older may also use the Knowdell Motivational and Transferable Skills Card Sort (2005) to assess the skills that are key to an individual's personal and career success. The 71 cards also assist in measuring of skills that a person is proficient in and may be transferable to their next career. VISTa Card Sorts (2004) will be available at the center to measure the importance of one’s values, interests, skills and traits. The 300 color-coded cards assist in identifying personal issues, career and job-related questions while in the process of self-discovery. Using cards sort allows the workers who are both displaced and older to visually display the cards identifying values, skills, interests, and traits that they enjoy using the most, as well as which ones that may need to improve on or avoid using. By assessing one’s values, interests, skills and traits, these assessments will engage displaced workers in self-discovery to explore some different career ideas and directions. Therefore, these assessments, with interpretation from a career counselor, guide the workers who are displaced toward a good fit career.

Within the career center, older workers will be able to access a library consisting of textbooks in both English and Spanish languages. Books will be available in Spanish and English as well as brochures, flyers and other advertisements in the center. Available in the library, the books will include topics on retirement (such as *Great Jobs for Everyone 50+: Finding Work That Keeps You Happy and Healthy ... And Pays the Bills* (2012), *Second Careers: New Ways to Work after 50* (1992), and *Finding a Job After 50*:}
Reinvent Yourself for the 21st Century (2007), age discrimination (such as #5 in the series Age Discrimination ... And How To Combat It! The Seniors' eGuide (2012) and Age Discrimination in the American Workplace: Old at a Young Age (2001)), resume writing (such as Get Hired Fast 2012: Expert Tips on How to Write Résumés, Find Employment and Win at Interviews (2012) and Resumes for the 50+ Job Hunter (2002)) and career-oriented references for seniors (such as The Encore Career Handbook: How to Make a Living and a Difference in the Second Half of Life (2012)). In addition, this library will have a bulletin board for job postings.

**Project Outline**

Golden Horizons Career Center will provide the following workshops and support groups: a Job Club support group, an English Conversation Course, a Computer Skills Course, a Resume and Cover Letter Workshops, and Group Career Assessment Sessions for pre-retirement male workers who are displaced. In addition to these aforementioned opportunities, the main focus of the program is on eight group-counseling sessions. Each of the sessions will be discussed more fully in Chapter 4. The following will be addressed in each session:

1. In 1st session: Define unemployment and how it affects the worker who is displaced
2. In 2nd session: Review the importance of working and life experiences
3. In 3rd session: Identify five values and the importance of the board
4. In 4th session: Identify five main interests
5. In 5th session: Identify four skills
6. In 6th session: Identify Strengths and Barriers/Fears
7. In 7\textsuperscript{th} session: Identify job searching techniques

8. In 8\textsuperscript{th} session: Closing – Discuss the impact that seven counseling sessions have made for the clients

\textbf{Responsibilities of the Career Counselor}

Career counselors will work intensely to provide career assessments and counsel the male workers. The counselor will create assignments based on assessments that workers who are older would gain the most benefits from completing. Since the clients may have limited English skills, the counselor will need to provide assessments that do not require a high level of proficiency with the English language. The assessments will encourage the clients to view their interest, skills and values that will benefit them in their new potential job search. All of the assignments will be available in Spanish to accommodate any Spanish speaking older workers.

In a group-counseling environment, the counselor will build an environment in which the clients are able to safely express their experience of fears of or actual loss of control over mind, body, spirit, finances, environment or relationships. The goal of counseling will be to help workers who are older males and displaced acknowledge that the change does occur, but the clients can adjust through life’s transitions.

Counselors will not only help identify and clarify the client’s interests and concerns during the counseling session, but also determine if there are any possible disabilities that may affect the client’s ability to successfully find a job (Chen, 2011). The counseling sessions will help the males with regaining mastery in several areas of their lives. Within the counseling sessions, group members can provide feedback to each other, to share resources and ask questions about internal and external changes.
(Goodman, Schlossberg & Anderson, 2006). Throughout the counseling sessions, career counselors need to be alert that workers’ who are older and displaced comments about the following: psychological needs, demonstrating concern about aging, fear of future limitations or more positively--excitement about future possibilities.

**Transition to Chapter Four**

The career center will encourage its participants to seek assistance often from the Career Center. This will be encouraged with hopes that clients feel that they are participating in the community, learning about themselves and gaining skills and knowledge. By providing various services and programs, the workers who are older and displaced may benefit from the new career center.
Chapter 4: A New Type of Career Center

Golden Horizons Career Center will be located in the greater Los Angeles area in Southern California. The center will consist of one office manager, four career counselors, one English and computer skills instructor, and one director. The staff will have the ability to speak multiple languages including Spanish, Armenian and Vietnamese as well as English.

Mission of the Program

The mission of the staff at the Golden Horizons Career Center is to promote the career development and related life planning skills of workers who are older. The staff will also provide access to internships and employment opportunities so workers who are older may explore career choices and nurture their career goals. Staff members will create a social learning environment for workers who are older; this is vital. Workers who are older will have a place to meet other peers who are seeking employment. By implementing observational learning and modeling through social learning theory, counselors at the career center would promote an opportunity for the older workers to learn from each other, share information, comfort each other and encourage each other.

The Career Center is dedicated to offering workers who are older and displaced with opportunities to make informative and deliberate career choices. In order to achieve this goal, staff will host special events that are designed to increase workers’ who are older knowledge of selected career fields and opportunities. They will also develop relationships with community organizations and local businesses to promote awareness and provide information on the advantages of hiring older workers. Career counselors will offer workshops to assist in the acquisition of job search skills, educational planning
and other career development tools based on social learning theory. This way less educated older workers may develop skills and knowledge to increase their chances of being hired.

**Social Learning Theory**

Social Learning Theory developed by Bandura (1997) emphasizes that people learn effective new concepts through imitation, observation and modeling of behaviors, attitudes, and emotional reactions of others within a social context. By observing modeled behavior, older adult learners will learn how to directly apply what they learn in class. Bandura also posits reciprocal determinism, which is a triadic relationship between behavior, personal factors (cognitive, affective, and biological), and the external environment (1997). Workers who are older experience the need to change behaviors to acquire new jobs. That is, behavioral, personal, and environmental metamorphosis is required. Many of workers who are older and displaced are encountering the need for cognitive flexibility (acquire computer use and thinking skills), affective regulation (managing the emotions of job loss), and biological care (the biological changes of aging). Further, challenges within the environment reflecting less opportunity for employment. These factors reflect the utility of social learning theory when aiding workers who are older and displaced.

In addition to social learning theory, learning styles will be addressed in this intervention. Truluck and Courtenay (1999) reported the following learning styles:

More of the 55-to-65 age group preferred the Accommodator learning style (learning by feeling and doing), more of the 66-to-74 age group preferred the Diverger style (learning by feeling and watching), whereas the 75 and older group
preferred the Assimilator style (learning by thinking and watching). Therefore, it is suggested that not all older learners are active, hands-on learners as adult education literature suggests, but rather with age there is a tendency to become more reflective and observational in the learning environment (p. 221).

Therefore, workers who are older learn best when they, as kinesthetic learners, are placed in environments in which there is hands-on learning, with some accommodations based on age and individual differences.

Workers who are older find modeling to be an effective tool in their learning environment. When adult learners observe the teacher performing a new skill while describing it, the learners are able to acquire the skill faster than if they discovered the skill on their own. For example, an older worker would be able to visually watch the instructor illustrate through step-by-step demonstration with a computer and projector teaching the worker who is older how to file an online application. Since group activities and online learning stimulated the learning motivation of older adults (Chang & Lin, 2011), workers who are older will benefit more when peers help each others in the workshops. That is, social learning theory works in-group settings as the students who have mastered the skill demonstrate and model the skill to those students who still need assistance. The older workers may not only have opportunities to share the experience of learning, but also can teach each other when they encounter technology difficulties. This is a learning process that enhances the efficacy of all participants—learner and modeler.

Staff members at the career center will provide an environment that encourages workers who are older to be capable, productive and knowledgeable lifelong workers. With unforeseen and unexpected lifestyle changes of not being able to retire occur,
Sharpley and Layton (1998) recommended that psychologists may assist workers who are older by teaching coping skills. In addition, pre-retirement education and training was imperative to encourage worker to find the right time to retirement (1998).

According to Smallen (1995), high consideration for the importance of social timing, internal and external continuity and life coherence would affect the intervention with older workers. Whereas, Flippen and Tienda (2000) reported that the labor market constraints, poor health, and family care-giving obligations more often determine the timing of labor market exit than Social Security or pension incentives. Since workers who are older retire for difference reasons and purposes, program coordinators and counselors need to be aware and be informative about the issues that affect one’s ability to retire.

Brewington and Nassar-McMillan (2000) reported that counselors need to create programs based on the issues and barriers that workers who are older experience. The counselors need to understand the barriers and challenges that workers who are older encounter when searching for new employment. In addition, the counselors must create a network system to include the community and corporations to eliminate the discrimination that workers who are older and displaced face. The process of incorporating the career center staff, organizations and corporations within all of the systems will inform everyone of the importance of hiring older workers. Systemic change offers an opportunity to enact change through multiple systems, including policy systems, education systems, social service systems, information systems, and technology systems beyond aiding individuals and changing individual organizations. By understanding how various systems interact with each other, counselors will be able to service workers who
are older and displaced. When the counselor understands the needs and struggles that workers who are older encounter and can empathize with them, the workers who are older will begin to trust and disclose to counselors.

Moen (1999) expressed concern that workers who are older find ways to participate fully in society through a sense of purpose, identity and commitment. The counselor needs to acknowledge the importance of the job and to avoid constraining, boring, and hazardous jobs for this population. Older workers will discuss a sense of social and psychological meaning in which the concept of work provides for their lives. Older workers show the importance of working and contributing to community (Stein, Rocco & Goldenetz, 2000).

Social Career Cognitive Theory

Social cognitive career theory is a theoretical framework, which consists of the following three main concepts: the development of academic and career interest, an increase in career decision making, and persistence in a person’s education and career goal (Lent, Brown & Hackett, 2000). When workers who are older and displaced are introduced to the social cognitive career theory, they developed the sense of confidence needed to be able to overcome perceived barriers. Career decision self-efficacy is defined as one’s confidence on one’s ability to be involved with career decision-making circumstances and involvement (Nauta & Kahn, 2007). In addition, DeWitz, Woodlsey, and Walsh (2009) found a strong correlation between self-efficacy and life purpose. Identity status, which is defined as the opportunity to explore and make commitments directed at career decision making, was found to also be associated with career decision making self-efficacy (Nauta & Kahn, 2007). With increased career decision making self-

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efficacy, workers who are older will develop purpose and reasons to find new employment.

Workers who are older are the fastest growing segment of the labor force, yet little is known about designing jobs for them that will optimize their experiences relative to aging successfully. Therefore, careful consideration of the services offered in the career center function as an important aspect of providing services that fit the needs of workers who are older and face displacement.

**Services at Career Center**

Leaders within organizations and corporations need to be aware of the importance of age and skill set of the workforce to determine the learning and training strategies needed to create successful businesses (Ford & Orel, 2005). Therefore, career counselors at Golden Horizons Career Center will provide career awareness, knowledge and training for pre-retirement males who are unemployed. Maclay and McDougall (1990) suggested several components for an all inclusive career center to meet the needs of older workers. For instance, counselors can provide a job hotline, individualized assessment, opportunities for on-the-job training, job leads through computer matching skills with available jobs, and seminars on job-seeking techniques.

In addition, staff of the career center has opportunity to work with outside agencies through referrals, while offering in-house workshops to teach English and computer skills. If staff at the center acknowledges that the workers who are older may need intensive services to learn the English language, they may refer the workers who are older and displaced to the community colleges for longer length courses. Ultimately, the career center will offer the opportunity to practice their English language on site for those
workers who are older and need a limited number of sessions to enhance their English language skills.

The center will offer workshops including topics on resume, cover letter writing and networking. Since older workers are often laid off unexpectedly, they may not have been prepared to submit their resumes to start looking for new jobs. If the workers who are older were committed to their company, then, the workers had no intentions of leaving before the displacement occurred (Zunker, 2005). Breach of contract occurs when an employer no longer needs the services of the employee and lays off the employee unexpectedly without warning. Therefore, workers may have outdated job search skills, resumes and cover letters since searching for a job was unexpected. To reflect the knowledge or skills that they learned at their previous employer, older workers will be reminded of and aided with the revision of their resumes. They also will practice job-interviewing skills through mock job interviews.

Once workers who are older have been updated and increased their knowledge of career-related information, they will be able to market themselves to be rehired by a new organization. The career center will offer services, including Job Club, English conversational courses, computer skills, resume and cover letter workshops and group career assessment sessions.
Job Club (8 weeks)

The workers must attend orientations to join and to become familiar with how the Job Club works. Job Club will feature 8 corporations that hire workers who are older and promote an environment that encourages them. Rife and Belcher (1993) reported that a job search club would provide an opportunity for teaching and reinforcement of job search competencies within a group-counseling environment. By listening and talking to the various organizations and corporations, older workers will have the opportunity to self-explore what their needs, expectations or disabilities are to determine which jobs best fit their abilities. Plus, workers who are older and displaced will also benefit from participating in the job club since they will provide support to each other and share job leads with each other.

After meeting with each organization, the career counselor will base the assignments on social cognitive learning theory and social career cognitive theory for workers who are male and older in developing their goals and expectations. Further, how various sociocultural variables such as how their environment, including gender, ethnicity, social supports, and barriers, shape the course of career development (Lent, Brown, & Hackett, 2000). Career counselors will need to provide an environment within the job club that encourages workers who are older to find employment that fits.

Objective 1: To develop an awareness of a minimum of three community groups and organizations who are involved in career development

Objective 2: To become familiar with a minimum of five local employers

Golden Horizons will invite private corporations, including Walmart, McDonald’s and Home Depot, to speak about the qualities that they are seeking from their employees.
Workers who are older and displaced will have the opportunity to talk to employers that are known for hiring workers who are older so they are able to build their self-confidence. Workers who are older would also be able to compare what the employers seek and discover if the client’s interests coincide with the organization. Workers who are displaced would be able develop a higher sense of self-confidence and encouragement that companies are seeking to hire their specific population.
English Conversation Courses (Open Entry-Open Exit)

To assist older workers who speak English as a second language, Golden Horizons will provide a wide range of courses specifically designed to help second-language students improve their speaking and listening skills.

Objective 1: To improve their understanding and usage of the English language

Objective 2: To learn and practice the pronunciation and exceptions to the rules of the language

Objective 3: To learn to speak in the present, past, future, present perfect and past perfect tenses

For those older workers who want to improve their communication skills, these courses will give workers who are older the extra practice needed to become more fluent. The main concept of the course would be to focus on the ability of workers who are older to express themselves in everyday situations and work environment. Workers who are older will have the opportunity to work on their pronunciation, vocabulary and idioms to further develop their conversational skills. The instructor of the course provides feedback on grammar and pronunciation errors to assist workers who are older as they practice their skills enhancing their chance of being hired.
Computer Skills (10 weeks – unlimited)

As technology advances rapidly, the older worker’s skills may become obsolete. Therefore, they need retraining to develop and acquire current skills (Brewington & Nassar-McMillan, 2000). Therefore, the purpose of the computer skills training is to introduce microcomputer-based applications, including an overview of the history, societal impact, hardware, operating systems, and terminology of computing. Aaronson and Housinger (1999) reported that employers often displace workers as the results of the high cost incurred through training and then hire already trained individuals, who are paid less. This results in the organization having fewer high trained cost workers. Therefore, workers who are older and less skilled were more likely to be displaced than other workers in high-technology industries. Since companies do not want to front the cost of providing technological training, the older and less skilled workers may find reemployment more difficult.

Objective 1: To gain knowledge of and experience with commercial software including word processing spreadsheets, and databases

Objective 2: To learn to use three career-related websites and two career-oriented software systems, this will enhance their career and general computer knowledge

Objective 3: To learning how to create an online application account and submit one job applications via online, which will also develop their computer skills

By training older workers at the Career Center, it would reduce the cost to employers for training. This training will also help develop confidence for the older
workers prior to being hired. Plus, they will have the opportunity to support each other in classes. They would also receive one-on-one attention from the instructor and have the opportunity to ask questions without being judged.

In addition, workers who are older will have the opportunity to learn how to use the internet. Since job applications may be found online on the corporation’s website, older workers need to know how to use the internet and apply online. They will learn how to research organizations and create online accounts with the hiring employers. They may use the computers to enter personal information and job-related content for job applications online. By taking the computer courses, the workers who are older will learn to use technology in job search process.
Resume and Cover letter workshops (Optional)

The goal of the resume and cover letter workshops is to help older workers create, update, provide guidance and critique their resumes and cover letter. Two different resumes and cover letter workshops are offered at Golden Horizons Career Center. A basic resume and cover letter resume workshop will be available for older workers who have never created a resume and cover letter. For those who do not need to be trained on how to create a resume and cover letter, but rather need assistance to update and improve their resume, an advanced resume and cover letter course will be available. Counselors need to respect the knowledge that the workers who are older have, but update workers who are older with knowledge on current techniques and information.

Objective 1: To learn ten tips of how to write a resume and cover letter

Objective 2: To learn the various three types of resumes: chronological, functional and combined

Objective 3: To conduct a minimum of one mock interview

For clients who are older or displaced without notice and may not have a current resume, the career counselor will assist in teaching techniques and critique the resume and cover letter. Older workers will have the opportunity to ask questions if they feel hesitant about creating and submitting their resume and cover letter. Offering the workshops will also provide a chance for older workers to think and talk about previous experiences and how they relate to the new positions for which that they are applying.
Group Career Assessment Sessions (8 weeks)

Group counseling helps clients determine their career values, interests, skills, and career management issues, to relate these factors to the worlds of work and education. In addition, the sessions will promote clients to support one another and share job leads. The sessions will provide support for the difficult transitions of experiencing unemployment. The inclusive group counseling sessions would be designed to address potential mental health issues related to unemployment and refer to psychotherapy as needed.

Murphey and Shillingford (2012) reported that males express negative attitudes toward counseling, because they had difficulty in identifying emotions in counseling settings. Males reported the perception that they should not be emotionally expressive and that there are few appropriate contexts in which they can be. Understanding that males have difficulty with the concept of counseling, the staff at the career center will be respectful and reassure workers who are male and older that information within the group-counseling environment will be confidential. Furthermore, since the group-counseling setting encompasses males only, the environment will provide an opportunity for males to openly share.

The objectives for the sessions would include the following:

Objective 1: To discover or acknowledge a minimum of three values, interests and skills

Objective 2: To state a minimum of one challenges and how to overcome it

Objective 3: To learn and reinforce two job search competencies from other group members
To accomplish these objectives, the counselor will create an in-depth 8-session group counseling intervention. Homework assignments will be provided to the client after each session so the client is able to review the material from the session and evaluate what the worker who is older learned about himself. Each assignment will entail parts of the five objectives above. Each homework assignment is available in Appendix A in English and Appendix B in Spanish.

**Session 1: Define unemployment and how it has affected the worker who is older**

Homework Assignment: Utilize Super’s Career/Life Rainbow. Workers who are older will need to think about their previous experiences and complete the rainbow with the length of time that the client experienced each developmental task in their lifetime. The older workers will discuss in Session 2 about the experience of looking back to the past, how it relates to the present and future, and how it will relate to their new potential career.

**Session 2: Review the importance of work and life experiences**

Homework Assignment: Workers who are older will create a personal Board of Trustees. They will write about 8 people in their past that have made an impact in their lives. These people will be a part of the board members that made the older worker who they are today. Plus, older workers will need to write at least one value that they admire about each board member. In Session 3, the older workers will review the assignment and discuss the importance of the values and how the values may impact their future career.

**Session 3: Identify five values and the importance of the board**

Homework Assignment: Identify interests in work and pleasures. Older workers will have the opportunity to review their past two jobs and think about two hobbies and
interests that they have. The older workers will need to write three activities that they liked and disliked about each job and hobby. At the end of the assignment, the older worker will need to review and compare the interests of their jobs and hobbies. In Session 4, the workers who are older will have the opportunity to share what they learned about their interests from their past jobs and what expectations they foresee for their new career.

**Session 4: Identify five main interests**

Homework Assignment: List skills, interest and values evident in their resume. Workers who are older will generate five skills, interests and values from their resumes. This assignment will assist the workers into considering what they find important about themselves. This assignment will benefit the workers who are older when they need to focus on important points about themselves during potential job interviews. In Session 5, the workers who are older will be able to discuss skills that they found valuable in searching for a new job.

**Session 5: Identify four skills**

Homework Assignments: List the “likes” and “dislikes” of past jobs. Workers who are older will have the opportunity to write about three things that they liked and disliked about their last four jobs. They will need to think about barriers that they encountered in their previous experiences as well as the strengths. In Session 6, the older workers will have the opportunity to discuss any fears and barriers that they developed in the past or foresee in their future job.

**Session 6: Identify Barriers/Fears and Strengths**
Homework Assignment: Write a list of employing organizations and where the organizations were found. Workers who are older will have the ability to start a log about the companies that they applied for, job positions/title, when they sent in the application and how they found the job opening. The log will help the workers who are older to tally jobs they applied for and to track positions that they may need to search under to find their new job. In Session 7, the workers who are older will be able to share with each other how they were able to discover their job leads.

**Session 7: Identify job-searching techniques**

Homework Assignment: Write goals to accomplish within 1 month, 5 months and 1 year. Include plans on how to accomplish the goals. Workers who are older will be able to think about their goals, both short and long term. By thinking about their goals, workers who are older can begin to think about the steps that it will take to achieve each goal(s). In Session 8, the workers who are older will have the opportunity to share what they learned about themselves in the program and share some of the steps to reach those goals. In Session 8, the workers who are older will have the opportunity to give each other feedback and conclude the sessions.

**Session 8: Closing for Group Counseling**

No Homework Assignment will be provided. Workers who are older and displaced will have opportunity to discuss the impact that seven counseling sessions have had on them.
Chapter 5: Conclusion

Work is continually changing because of high levels of global unemployment, corporate downsizing and a jobless economic recovery. As the economy continues to struggle to recover, workers who are displaced will rely upon government assistance by opting to retire early and accepting social security at lower rates. The benefits of social security are based on one’s date of birth and earning history. The point at which a worker collects social security includes three different stages of 62, 67 or 70 years old. The amount of money awarded is higher per month based upon which age stage the worker begins collecting social security. Workers who are displaced during the pre-retirement stage become desperate to work and may accept lower paying jobs to manage their finances. When workers who are older accept lower paying salaries, a cycle has begun in which the workers who are older will now collect less in social security in the near future since they did not contribute as much.

The federal government has begun to research the concerns of external stereotypes and barriers that older working population faces. During the period 2006-2016, the Bureau of Labor Statistics predicts the number of workers between the ages of 55-to-64 will climb by 36.5% and those between the ages of 65 and 74 and those aged 75 and up are predicted to soar by more than 80%. With such large numbers of workers wanting to continue in the workforce, stigmatisms that employers may have need to be addressed and retrained. Then employers may not realize the benefits of hiring workers who are older males. Doing so will provide opportunities for workers who are pre-retirement age who have been displaced.
Workers who are displaced face internal and external stereotypes that simply do not represent the talents and skills that workers who are older have. Researchers have demonstrated that workers who are older are committed, loyal and determined workers (Huang, 2007; Brewington & Nassar-McMillan, 2000; Imel, 1996). Organizations would benefit from hiring workers who are older since these workers are less likely to call in sick than younger workers. If more corporations and organizations follow the lead of Walmart, Home Depot and other large corporations, then, males who are older will have more opportunities to continue working until they are able to retire. Until then, male workers who have been displaced need a place to seek assistance and advisement while searching for jobs. Therefore, career centers need to be created to service this growing population.
Evaluation

The purpose of this graduate project is to provide a different type of program for workers who are older and have been displaced than those programs currently offered in the greater Los Angeles community. This career center will provide a place for male workers who are older to seek help, acquire job leads and develop new skills. By encouraging and motivating displaced workers who are older, they will receive support and direction toward finding a job in their later years. The program would promote career awareness as well as to help identify values, interests and skills for the workers who are displaced.

This career center is only a proposal, which has yet to be implemented. Outside evaluation showed that the program needed to make some adjustments in order to provide the best services to workers who are older and displaced. This program needs to conduct workshops and group counseling in the same language of the male workers to encourage those workers to continue to use the services offered by the career center. Assignments for the group counseling sessions need to be created in the language that the older workers may understand. Plus, a consideration needs to be made of the benefits of hiring female or male counselors. Since culture differences may affect the workers who are older from being open and sharing personal information to a female counselor, additional research would need to be conducted to ensure that workers who are older and male would be open to sharing in the counseling sessions with females.
Limitations

Though the program is designed to help the worker who is older in the job acquisition process, it does not guarantee that the worker who is older will acquire a job. The worker who is older will develop more self-awareness after completing the counseling sessions and attending resume and cover letter workshops, English conversation workshops and computer training. Yet, the worker who is older is still responsible for submitting his resume, cover letter and job application to various organizations. Therefore, to measure the true success of this program may be difficult. The worker who is older is responsible for finding a new employment and must still apply to the organization, acquire an interview, and receive job offers.

This program was specifically designed to assist the population of male workers who are displaced and less skilled. Therefore, any alterations to this particular program may not be applicable to other populations. The program may need to have some modifications in order to work with other populations including females who are displaced workers or skilled workers who are displaced.
**Future Work**

Future work needs to be conducted to have a better concept for a career center program. In the past 30 years, a paucity of research on career centers for workers who are older and displaced exists. With an increasing aging population growing in the next couple of years, a focus on how to accommodate this population is required. Additional research needs to be conducted on the cultural differences and how to tailor the program to create a comfortable environment for the workers who are older and males to share and discover more about themselves. As the recession continues to affect this particular population, additional research is called for to adjust the services that are offered by the career center.

Once the career center is implemented, the program needs to be evaluated to ensure that the program fulfills the needs of the older workers. Pre- and post-surveys should be conducted after each stage of completion of the program. Then, the career center will make adjustments to fit the needs of the older workers who are displaced.
References


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Appendix A

Homework Assignments

In English
Homework Assignments # 1

Rainbow image from www.321coloringpages.com

Life/Work Experiences

Create your responsibilities in your life from when you were born until the future.
Homework Assignments # 2

Board of Trustees

List 8 people who would be on your board of trustees? List the reasons why they have made an impact on your life?
Homework Assignments # 3

Interests within Work and Pleasure

List the past two jobs (#1 is the most recent). List three reasons why you liked the job and three reasons why you disliked the job. On the next page, write two hobbies or activities that you enjoy doing outside of work. List the reasons why you like to do the activities. Compare your work and pleasure activities and state the similarities that you may find.

1. Job #1: _________________________________________

What did you like it?

1. ___________________________________________________
2. ___________________________________________________
3. ___________________________________________________

What did you dislike it?

1. ___________________________________________________
2. ___________________________________________________
3. ___________________________________________________

2. Job #2: _________________________________________

What did you like it?

1. ___________________________________________________
2. ___________________________________________________
3. ___________________________________________________

What did you dislike it?

1. ___________________________________________________
2. ___________________________________________________
3. ___________________________________________________
3. **Hobby/Activity #1:** ____________________________________________

What did you like it?

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________

What did you dislike it?

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________

4. **Hobby/Activity #2:** __________________________________________

What did you like it?

4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________

What did you dislike it?

4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________

Do you see similarities in your interest in your work and pleasure activities? List 5 things that your work and pleasure activities have in common.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. List the top 5 skills that you have acquired from your work experience.
   1. _________________________________
   2. _________________________________
   3. _________________________________
   4. _________________________________
   5. _________________________________

6. List the 5 interests that you can find throughout your resume.
   1. _________________________________
   2. _________________________________
   3. _________________________________
   4. _________________________________
   5. _________________________________

3. List 5 values that you may find throughout your resume.
   1. _________________________________
   2. _________________________________
   3. _________________________________
   4. _________________________________
   5. _________________________________
Homework Assignments # 5

Review your resume for this assignment. For each work experience, write what you liked and disliked about each past job.

1. Work Experience #1
   a. What any fears or barriers did you had to overcome at this location?
      i. ______________________________________________________
      ii. _____________________________________________________
      iii. ____________________________________________________
   b. What strengths did you mobilize to address these barriers?
      i. ______________________________________________________
      ii. _____________________________________________________
      iii. ____________________________________________________

2. Work Experience #2
   a. What any fears or barriers did you had to overcome at this location?
      i. ______________________________________________________
      ii. _____________________________________________________
      iii. ____________________________________________________
   b. What strengths did you mobilize to address these barriers?
      i. ______________________________________________________
      ii. _____________________________________________________
      iii. ____________________________________________________
3. Work Experience #3: ____________________________________________________________
   
a. What any fears or barriers did you have to overcome at this location?
   i. ___________________________________________________
   ii. ___________________________________________________
   iii. ___________________________________________________

   b. What strengths did you mobilize to address these barriers?
   iv. ___________________________________________________
   v.  ___________________________________________________
   vi. ___________________________________________________

4. Work Experience #4: ____________________________________________________________
   
a. What any fears or barriers did you have to overcome at this location?
   i. ___________________________________________________
   ii. ___________________________________________________
   iii. ___________________________________________________

   b. What strengths did you mobilize to address these barriers?
   i.  ___________________________________________________
   ii.  ___________________________________________________
   iii. ___________________________________________________

If you need additional space, please write on a separate piece of paper.
Homework Assignments # 6

Create a list of applications

Write a list of the companies that you applied for, the position(s) and where did you hear the information from.

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<th>Date</th>
<th>Name of Company</th>
<th>Position</th>
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Homework Assignments # 7

Write goals within 1 month, 6 months and 1 year and how you plan to accomplish them.

Today’s Date: _________________________

Write three goals that you plan to accomplish during this month?

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<th>Goals</th>
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Write three goals that you plan to accomplish within the next 6 month?

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<th>Goals</th>
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Write three goals that you plan to accomplish within the next year?

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<th>Goals</th>
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Appendix B

Homework Assignments
in Spanish
(Tareas en Espanol)
Rainbow assignment: ¿Por favor criar sus responsabilidades desde infantil hasta el futura?
Homework Assignment#2/Tarea #2

Board of Trustees:

Junta Directiva: Liste 8 personas que estarían en su consejo de administración?

Liste las razones las que han hecho un impacto en su vida
Homework Assignment #3/Tarea #3

Intereses en el trabajo y el placer

Liste los dos últimos puestos de trabajo (# 1 es el más reciente). Liste tres razones por las que le ha gustado el trabajo y tres razones por las que no le ha gustó sobre el trabajo. En la siguiente página, escribe dos hobbies o actividades que le gusta hacer fuera del trabajo. Liste las razones por las que le gusta hacer las actividades. Compare su trabajo y las actividades de recreo y establecer las similitudes que puede encontrar.

1. Trabajo #1: ____________________________
¿Por qué te gusta?
1. ______________________________________
2. ______________________________________
3. ______________________________________
¿Por qué no te gusta?
1. ______________________________________
2. ______________________________________
3. ______________________________________

2. Trabajo #2: ____________________________
¿Por qué te gusta?
1. ______________________________________
2. ______________________________________
3. ______________________________________
¿Por qué no te gusta?
1. ______________________________________
2. ______________________________________
3. ______________________________________
3. **Hobby/Actividad #1:** ____________________________________________

   ¿Por qué te gusta?
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________

   ¿Por qué no te gusta?
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________
   4. **Hobby/Actividad #2:** ____________________________________________

   ¿Por qué te gusta?
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________

   ¿Por qué no te gusta?
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________

   Ve similitudes en su interés en el trabajo y las actividades de recreo? Liste 5 cosas que su labor y las actividades de recreo tienen en común.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Homework Assignment # 4

Revisión de su curriculum!

Liste las 5 habilidades que han adquirido a partir de su experiencia de trabajo.

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________

Liste los 5 intereses que se pueden encontrar a lo largo de su curriculum.

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________

Liste 5 valores que usted puede encontrar a través de su curriculum.

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________
Homework Assignment # 5

Revise su hoja de curriculum para esta tarea. Para cada experiencia de trabajo, escribe lo que le gustaba y disgustaba sobre cada trabajo pasado.

1. Experiencia de trabajo #1:________________________________________

   a. ¿Qué miedos o barreras tuviste que superar en este lugar?
      i.  ______________________________________________________
      ii. _____________________________________________________
      iii. _____________________________________________________

   b. ¿Qué fuerzas movilizo para superar estas barreras?
      i.  ______________________________________________________
      ii. _____________________________________________________
      iii. _____________________________________________________

2. Experiencia de trabajo #2:________________________________________

   a. ¿Qué miedos o barreras tuviste que superar en este lugar?
      i.  ______________________________________________________
      ii. _____________________________________________________
      iii. _____________________________________________________

   b. ¿Qué fuerzas movilizo para superar estas barreras?
      i.  ______________________________________________________
      ii. _____________________________________________________
      iii. _____________________________________________________
3. Experiencia de trabajo #3:__________________________________

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<tr>
<th>a. ¿Qué miedos o barreras tuviste que superar en este lugar?</th>
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<th>b. ¿Qué fuerzas movilizo para superar estas barreras?</th>
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<td>i. __________________________________________________</td>
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4. Experiencia de trabajo #4:__________________________________

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<th>a. ¿Qué miedos o barreras tuviste que superar en este lugar?</th>
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<th>b. ¿Qué fuerzas movilizo para superar estas barreras?</th>
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Homework Assignment/Tarea # 6

Crear una lista de aplicaciones

Escriba una lista de las compañías que ha aplicado para la posición (es) y, como se enteró de la información.

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Homework Assignment/Tarea # 7
Escriba ambiciones profesionales dentro de 1 mes, 6 meses y 1 año y cómo piensa lograrlos.

Escribe tres ambiciones profesionales que tiene previsto llevar a cabo durante este mes?

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Escribe tres ambiciones profesionales que tiene previsto llevar a cabo en los próximos 6 meses

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Escribe tres ambiciones profesionales que tiene previsto llevar a cabo en el próximos año?

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