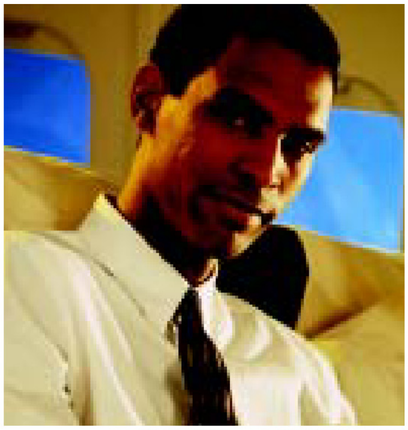
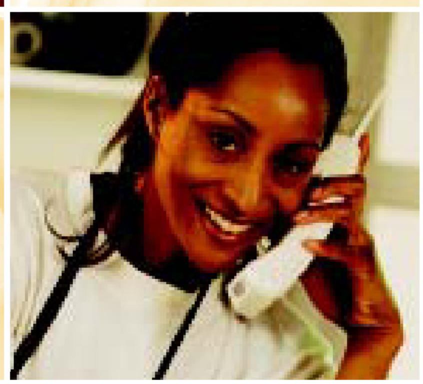
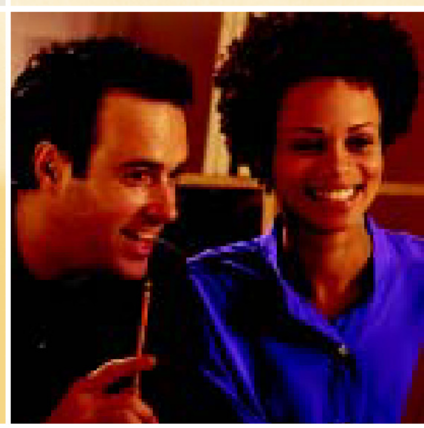


DESK GUIDE

Family Employment Readiness Program





your Career Connection

Foreword & Acknowledgments

The *Family Employment Readiness Program Desk Guide* and its companion *Curriculum Instructor Guide* is the “first ever” attempt to provide a tool that can be used by staff of all DOD family support programs. The *Desk Guide* is designed as an orientation, training, and reference tool to be used in conjunction with its companion *Curriculum Instructor’s Guide*, DOD and service specific instructions, center-specific procedures, and on-going training and supervision in the overall delivery of employment and career development services.

Family Support programs throughout the world assisted in the development of these guides. Navy Personnel Command (PERS-662) took the lead on this project. PERS 662C2 disseminated surveys requesting input on *Desk Guide* and *Curriculum Guide* content and format. More than 170 local sites from throughout the DOD provided input.

A working group convened in May 2003 to review materials and determine the content and format of the *Desk Guide* and *Curriculum Instructor’s Guide*. In addition, the working group shared their program content, marketing materials, and reviewed drafts.

The working group consisted of:

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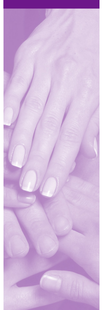

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Special thanks to the Service Program Managers for their support and coordination of the materials provided.

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- Army – Nancy Whitsett
- Navy – Antigone Doucette, Program Analyst
- Air Force – Linda Brown, Linda Stephens-Jones, Judith Warner
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Zeiders Enterprises, Inc. staff who contributed to this project included:

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- Pamela Feese, Graphic Design
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It is impossible to acknowledge all of the individuals who participated in creating this *Desk Guide* and the *Curriculum Instructor Guide*. We would like to thank all who took the time to respond to the survey, share program materials, and contribute their time and energy.

Sustaining superior employment and career development support services is critical in enhancing the quality of life for service members and their families. This *Family Employment Readiness Program Desk Guide* and the *Curriculum Instructor Guide* are a reflection of DOD staff throughout the world who are committed to assisting service members and their families in successfully meeting the challenges of the military lifestyle.

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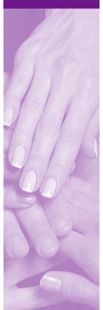

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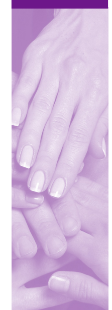

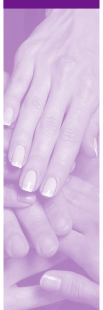

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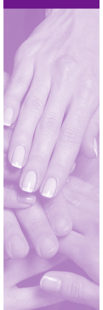


1 Overview

"If you love what you do, you'll never work another day in your life."

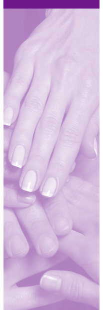
– Anonymous

1. Family Employment Readiness Program Overview

Family Employment Readiness Program (FERP) is a new term to describe similar career development programs throughout the Army, Navy, Air Force and Marine Corps. The Army's *Employment Readiness Program,* the Navy's *Spouse Employment Assistance Program,* the Air Force's *Career Focus Program,* and the Marine Corps' *Family Member Employment Program* provide the same basic services for participants or customers:

- Self-Directed Job Search through an Employment Resource Center.
- Information and Referral.
- Career Counseling or Coaching.
- Workshops.
- Employer and Resource Development.
- Job Fairs and other Special Events.

The emphasis on each service depends upon the unique needs of the local community. The purpose of the *Family Employment Readiness Program Desk Guide* is to provide background, philosophy, program development guidance, and standards necessary for the provision of quality employment services throughout the Department of Defense.



1.1 History and Background

> *"Nothing happens unless first a dream."*
> *– Carl Sandburg*

In the early 1980s there was a growing concern by military leadership about the number of geographic bachelors. Service members who relocated to a new duty station, but did not bring their families, often chose not to become career service members. One of the primary reasons reported for not relocating the family was the loss of a second income from spouse employment.

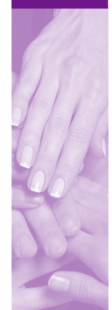
Spouse employment is a key issue for DOD leadership because many military personnel make retention decisions based on their families' financial stability. The roughly 60 percent of all military spouses who are part of the labor force contribute between 20 and 40 percent of their families' income.

In the spring of 1985, local installations were directed to implement an employment program for military spouses through their existing family support structure. These new employment programs were staffed with one fulltime employment coordinator and one computer. The thrust of employment programs was to address the unique career related needs of military spouses, enhance job search skills, provide information and referral, do skill and aptitude testing, and maintain a job bank.

Employment programs grew and expanded over the years especially during the early 1990s with the drawdown of the active duty military force. Depending on the installation and service branch, eligible participants, in addition to military spouses, grew to include teenagers, retirees, active duty service members and DOD civilian personnel.

Deputy Assistant Secretary of Defense for Military Community and Family Policy (DASD/MCFP) hosted a DOD Spouse Employment Summit in August 2000. Roughly 120 participants attended information and working group sessions. Summit participants included Headquarters personnel, command and installation Spouse Employment Assistance Program employees, civilian personnel professionals, representatives of other Federal agencies and non-profit organizations, and military spouses of all ranks and military services. Participants identified 30 challenges facing military spouse employment professionals and customers. These challenges fell into the following categories:

- Program Definition.
- Resources.
- Career Continuity.
- Corporate Partnerships.
- Marketing.



Another challenge identified was the lack of a worldwide, standardized system of spouse employment services including a defined program, clear outcomes and accountability, and appropriate tools.

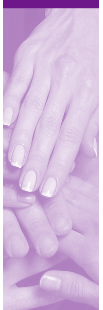
Participants wanted to ensure that military spouses could obtain the same core services with a defined minimum of resources regardless of their branch of service or installation. To reaffirm this cross-service continuity and enhance marketing efforts, participants wanted service locations and offerings to be designated by the same names in all military departments. The standardized staff training and certification process currently used for Personal Financial Management staff was cited as a good model for spouse employment assistance programs. Standardized position descriptions, updated and uniform reporting requirements, and enhanced use of technology were also considered priorities.

To meet these challenges, the Special Assistant for Personnel Readiness – Assistant Secretary of the Navy for Manpower and Reserve Affairs, suggested forming an informal work group composed of DOD's senior policy analyst for spouse employment and her counterparts among the Services. The group meets as often as needed to work together to realize the objectives of summit participants.

After a survey was sent to military spouse employment specialists throughout the world the Army, Navy, Air Force, and Marine Corps each sent three representatives to a working group in May 2003. Their purpose was to establish a standard way of delivering employment assistance service-wide.

1.2 Philosophy and Program Goals

The philosophy of the Family Employment Readiness Program is to enable family members who desire to maintain a satisfying career to do so. A variety of services are available to assist family members in achieving their career



goals. Even at the program's inception, the unique challenges of overseas assignments and the impact on a spouse's career were recognized. The goal of the program overseas, and at some remote locations, also includes preparing the family member for relocation to CONUS and increased career opportunities. Although job listings are available at all installations, the primary goal of the program is not necessarily immediate job placement. Goal clarification, skill building and overcoming career barriers are often prerequisite services. The characteristics that differentiate the DOD's Family Employment Readiness Program from traditional placement, or job search services, is that the perspective is long-term and career-oriented.

The primary mission of the Family Employment Readiness Program is to assist participants to achieve their career goals. Specific program goals are to:

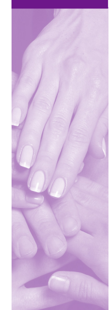
- Enable spouses to relocate more readily with their military sponsors.
- Provide information on employment, education and volunteer opportunities.
- Assist participants in planning careers that are compatible with the mobile military lifestyle.
- Teach participants how to develop and use job search skills and strategies.
- Connect spouses with employer, business, professional and support networks.
- Assist participants in finding employment opportunities that meet their needs.

1.3 Relationship to the Department of Defense Mission

An effective FERP supports the DOD mission by:

- Alleviating concerns about family financial stability during periods of deployment so that the service member can focus his or her full attention on the job.
- Lessening concerns about family financial stability during relocation so that the service member can accomplish the transition to military duties more rapidly following a PCS.

- Retaining desired active duty personnel by increasing spouse satisfaction with the military lifestyle.



1.4 Policy and Guidance

Currently there is no DOD instruction that specifically addresses the Family Employment Readiness Program. The following guidance, however, has application for the program. This list does not cover service-specific or local directives.

- **Title 10, Section 1056. Relocation Assistance Programs –** directs the Secretaries of the Military Departments to provide relocation information, preparation, and settling-in services with emphasis on spouse employment.

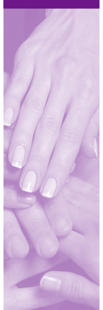
- **Title 10, Section 1781. Office of Family Policy –** establishes the Office of Family Policy, assigning it responsibility for military family policies and programs.

- **Title 10, Section 1784. Employment Opportunities for Military Spouses –** authorizes the Secretary of Defense to provide employment opportunities for military spouses in the same geographic area as their sponsors' permanent duty station (Military Spouse Preference Program).

- **Title 10, Section 1144**. **Employment assistance, job training assistance, and other transitional services –** directs the Secretary of Labor, in conjunction with the Secretary of Defense, the Secretary of Transportation, and the Secretary of Veterans Affairs to establish and maintain a program to furnish counseling, assistance in identifying employment and training opportunities, help in obtaining such employment and training, and other related information and services to members of the armed forces who are being separated from active duty and the spouses of such members.

- **National Defense Authorization Act for 2002, Section 571 –** ties spouse employment initiatives to retention goals; requires review of existing spouse employment programs with an eye towards enhancing retention.

- **DOD Instruction 1338. Relocation Assistance Program –** requires relocation services including spouse employment assistance.



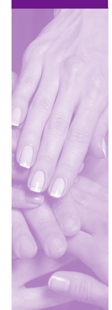
- **DOD Instruction 1404.12. Employment of Spouses of Active Duty Military Members Stationed Worldwide** – establishes policy, assigns responsibilities, and prescribes procedures for improved employment opportunities for spouses of active duty military personnel stationed worldwide.

- **DOD Instruction 1332.35. Transition Assistance for Military Personnel –** authorizes services to prepare separating service members and their families with the skills, tools, and self-confidence necessary to ensure successful re-entry into the nation's civilian work force. It also requires that enhanced transition assistance programs be established for eligible Service members and their families who are overseas.

- **DOD Instruction 1342.17. Family Policy –** establishes policies, assigns responsibilities, and prescribes procedures on family policy for DOD personnel. The extent and exact nature of the system is based on installation specific requirements and needs for pre-mobilization indoctrination, deployment support, relocation assistance, information and referral, child care, youth recreation and development, private and public sector employment assistance (including self employment in government quarters), special needs support, family advocacy, foster care, family life education, dependents' education, substance abuse prevention, family health and fitness, spiritual growth and development, emergency services, counseling, outreach services for off base families, consumer affairs and financial planning assistance, volunteer training and management, separation and retirement planning, family centers, and community development.

- **DOD Instruction 1400.33 Employment and Volunteer Work of Spouses of Military Personnel –** allows spouses to work or volunteer off the installation without military career implications.

- **Memorandum of Understanding Between the Department of Defense and the Department of Labor, July 2003 –** provides a framework for a broad range of continuing efforts between the departments including three important areas: connections to the job markets in America's communities, involvement with labor laws that affect reemployment (i.e., training, unemployment compensation), and interest in states' reciprocal licensing and certification requirements needed to qualify for employment.



1.5 Relationship to Other Family Support Programs

The Family Employment Readiness Program works closely with several programs within the family support umbrella. At many locations worldwide the FERP coordinator is also the Transition Assistance Program (TAP) coordinator. At locations where there is a separate FERP and TAP manager, working closely together by sharing resources, providing training, and networking in the community is common.

At locations with smaller military populations, the FERP coordinator may have additional responsibilities such as providing relocation services or financial education and counseling. These responsibilities are a natural fit with FERP since these services ensure financial stability and acclimation to a new duty assignment for military families.

At large installations where there are multiple staff members providing employment, transition, financial and relocation services, internal referrals are routinely provided to participants. Additionally, at times the stressors of military life including PCS's, job searching, financial concerns, etc. may seem overwhelming to a participant. A referral to clinical counseling is appropriate and often necessary before FERP, or other services, are provided.

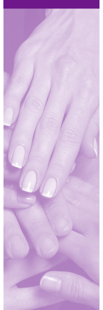
1.6 Recent Research

> *"The high prize of life, the crowning fortune of man, is to be born with a bias to some pursuit which finds him in employment and happiness."*
>
> *– Ralph Waldo Emerson*

Several recent surveys have an implication for the FERP. Some of these follow.

1.6.1 DOD 2002 Active-duty Status of Forces Survey

Conducted prior to the War with Iraq, the goal was to assess the attitudes and opinions of more than 38,000 officers and enlisted members. Members were satisfied with job security (83 percent), military values, lifestyle and tradition (68 percent), and exchange/commissary availability (67 percent); but less than half were satisfied with housing (29 percent), pay (38 percent),



and military family support programs (41 percent). These satisfaction levels, however, are higher than in a 1999 Active-Duty Survey. The only major indicator that did not show improvement since 1999 was satisfaction with spouse employment, at only 32 percent.

Two-thirds or more of members had no problems with Permanent Change of Station factors such as child care and temporary lodging expenses, but about half reported income-related PCS problems, such as loss or decrease of spouse income, spouse employment, and change in cost of living. Nevertheless, the income-related findings improved from those in the same study conducted in 1999.

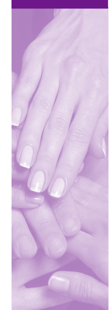
1.6.2 Married to the Military: The Employment and Earnings of Military Wives Compared with Those of Civilian Wives

A research project sponsored by the Office of Special Projects and Research, Office of the Under Secretary of Defense for Personnel and Readiness was conducted in the Forces and Resources Policy Center at RAND's National Defense Research Institute, a federally funded research and development center sponsored by the Office of the Secretary of Defense, the Joint Staff, the unified commands, and the defense agencies. The report may be summarized as follows:

Today's military is a military of families. About one in seven active duty members enter the military married, and by the eighth year of military service, approximately three-quarters of the members are married and many also have children. Military duties, hardships, and risks affect not only the military member, but also the member's entire family. As part of RAND's analysis of a range of compensation issues in support of the 9th Quadrennial Review of Military Compensation, researchers examined whether military family incomes were lower than civilian family incomes and, if so, can this difference partially be explained by low spousal earnings? On March 21, 2002, project leader James Hosek presented a preview of RAND's findings to the Pentagon. These findings were published in a RAND report, "Married to the Military: The Employment and Earnings of Military Wives Compared with Those of Civilian Wives".

The research looked specifically at husband-and-wife families over the period from 1987 to 1999. Samples of military and civilian families were drawn from the Current Population Survey and weighted to reflect the active duty population. CPS data indicated that military family earnings are on average

$10,000 lower than civilian family earnings. Reported military earnings on the CPS may have omitted certain military benefits, however, such as nontaxable allowances, health coverage, and on-base housing. If these items were omitted, including them would bring the military husband's earnings toward parity with the civilian husband's earnings; in that case, the wife's wages would then account for much of the remaining difference between military and civilian family earnings.

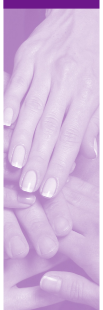


Compared with civilian wives, military wives are less likely to work in a year, less likely to work fulltime, have fewer weeks of work, and have similar, though slightly lower, hours of work per week. Together, these factors imply that military wives work fewer hours per year. Researchers also found that military wives' wages are lower. Researchers then examined factors that might account for this disparity. Among the hypotheses they considered, several seemed especially helpful in explaining this differential pattern of outcomes for military wives.

To begin, military wives are an increasingly selected population as the military careers of their husbands progress. Many members marry as young junior officers or enlisted members, and a significant fraction of junior and early mid-career members leave the military. The family's decision to stay in or leave the military presumably takes into account the wife's career prospects and career aspirations as well as those of the member. Wives who believe their opportunities to be greater outside the military will influence the decision for the member to leave the military, other things being equal. Additional hypotheses suggest reasons why that might be the case.

One hypothesis is that the more frequent moves of the military family lead to a lower-wage equilibrium. Military families move more often and farther than civilian families; consequently, researchers found that moves alone account for an additional 2-6 weeks difference in the number of weeks worked between civilian and military wives. Researchers therefore recommend that quality-of-life policies aimed at improving the relative standing of military wives should focus on reducing the frequency of long-distance moves or compensating for the losses associated with such moves.

A related hypothesis is that the military is demanding of the member's time, and the family's decision regarding the wife's labor supply takes these demands into account. The member must report when commanded to do so, and the member's schedule may have rigidities and uncertainties that are more prominent than in many civilian jobs. These demands may affect the wife's labor supply and induce her to seek jobs with flexible hours that might also have a lower wage. Furthermore, the military may be demanding of the



wife's time. Officers' wives and senior NCO wives are often expected to organize and participate in family support activities.

RAND's analysis also refuted some commonly held misconceptions about military wives. Contrary to stereotypes, military wives:

- Do not have markedly different fertility patterns.
- Are not hurt more by having children in terms of their labor market outcomes than are civilian wives with children.
- Are not disproportionately living in rural locales.
- Who live in rural locales earn nearly the same wage as military wives in suburban or urban areas.

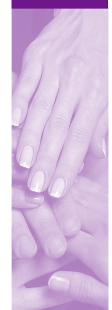
Looking to the future, the research underscores the value of conducting research on how the military wife's career aspirations and job prospects affect the member's reenlistment. Ultimately, if the services want to lengthen military careers, it may be important to incorporate the military spouse into the calculus of future policy formulation. More information is available at <http://www.rand.org/natsec_area/products/married.html>.

1.6.3 Effective Strategies to Assist Spouses of Junior Enlisted Members with Employment

This study was conducted at the request of the Office of the Deputy Assistant Secretary of Defense for Personnel Support, Families and Education (ODASD/PSF&E). This office asked the Defense Manpower Data Center (DMDC) to conduct a survey of non-military spouses of military members in paygrades E5 and below to identify effective strategies to assist these spouses as they pursue employment.

The specific objectives of this study were to provide a demographic and employment-related profile of spouses of junior enlisted members and to evaluate spouse employment assistance program (EAP) services, policies, and procedures.

This study found that two-thirds of spouses of military members in paygrades E5 and below at least occasionally experienced difficulty making ends meet. Most of these spouses wanted or needed to work, usually at least in part to save money for the future and to get money for basic expenses.



Thus motivated, many spouses quickly sought and found employment at their new locations despite such barriers as difficulty finding affordable child care. However, the majority of spouses in the employment market did not find a job that made good use of their skills and training.

Assessment of employment assistance services was hampered by the findings that, of those spouses who were working, wanting to work or looking for work, 60% did not know about services in the area in which they lived, and only 10% had used employment services in the previous year. Use was even lower among spouses who had neither completed high school nor earned an equivalent certificate. The service most widely used, by far, was the job-openings list. Of the 10% who reported using employment services, 72% used the job-openings list.

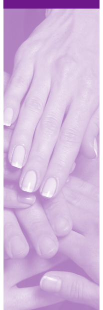
Of the spouses who had used the job-openings list, 66% rated it as useful, 28% rated it as not useful, and 6% were not sure. The top-ranked service was the use of word processing equipment for such tasks as résumé preparation and job applications. This equipment was described as useful by 87% of the spouses who had used it. Other services that could quickly yield concrete outcomes were also generally described as useful by those who had received the service. These services included advice on how to dress for a job interview (86%), training in how to interview for a job (85%), help in completing job application forms (83%), and training in job skills such as word processing (82%). When spouses who had used employment services were asked how satisfied they were, only 37% were satisfied or very satisfied and 31% were dissatisfied or very dissatisfied.

Overall, users of an EAP most often learned about it from their military spouses (34%) and welcome packets (29%). However, 39% of spouses in Japan, Korea, Germany, the United Kingdom and Italy learned about the EAP from Armed Forces television.

1.7 Future Efforts

> *"The greatest thing in this world is not so much where you stand as in what direction you are moving."*
>
> *– Goethe*

Exciting things are happening with the Family Employment Readiness Program. The visionaries who met at the summit are seeing their dreams



become a reality. A standardized program name that can be recognized by participants worldwide will make marketing efforts easier. The first, ever, standardized, or "purple" Desk Guide, is complete to ensure minimal service standards at all locations. A standardized core curriculum has been created to ensure basic information is available to participants from Misawa to Fort Knox. Partnerships on the macro level are being formed with civilian corporations to ensure military family member employment worldwide. The Department of Defense and the Department of Labor have agreed to explore ways to expand employment opportunities, work with states to recognize reciprocity of professional licensure, and perhaps expand unemployment compensation for military spouses. Online training is available. Program managers from all four service branches meet and plan for future improvements and expansion of services.

There is still much to do. Secure program funding, offer credentialing and training opportunities for service providers, expand corporate partnerships, and possibly write a DOD FERP instruction are some possible future directions.

> *"There is no finish line."*
>
> *– Nike Corporation Motto*

2 Program Planning

> *"Before everything else, getting ready is the secret to success."*
>
> *– Henry Ford*

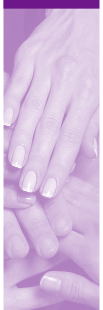
2.1 Program Planning Elements

A degree of planning is required to deliver an effective Family Employment Readiness Program. We can't simply arrive at work and decide what workshop we'll offer or how many participants we'll do employment counseling with that day. Family support program staff has a variety of areas to plan including:

- Target audiences and marketing strategies.
- The "right mix" of programs and services.
- When to offer services.
- Format to use for service delivery.
- Effectiveness of services delivered.
- Satisfaction level of participants.
- Resource allocation.

These decisions are made through effective planning, often called *Strategic Planning.* The essential elements of effective program planning are:

- Needs assessment and data analysis.



- Resource identification.
- Action plan development.
- Evaluation. (Covered in Chapter Six: Program Evaluation.)

2.2 Needs Assessment

The decisions you make are only as good as the data you base them upon. The two primary types of decision making data are quantitative and qualitative. Quantitative data, such as surveys and needs assessments, gather data from a large group of people. Quantitative data is great for noting trends, but can be frustrating as it is difficult to completely understand multiple choice responses.

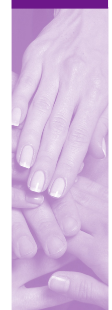
Qualitative data such as focus groups and interviews gather data from a very small group of people. The data provides in-depth information, but for only a small number of respondents. It's not wise to make major program decisions based solely on qualitative data. Both types of data are valuable. It's often especially beneficial to have the results from a large survey and then do follow-on focus groups or interviews to clarify questions or concerns generated by the quantitative tool.

When doing a needs assessment for the Family Employment Readiness Program getting input from local businesses and community organizations to determine their needs, perceptions, services available, etc. will enable you to best prepare your participants for any unique needs of your local community.

In practice, each DOD Family Support Program is required to do some type of needs assessment. For example, the Navy requires that the PERS-66 periodic Navy-wide needs assessment be supplemented with formal and informal needs assessment and customer service feedback to evaluate, revise, develop and improve programs and service delivery methods. A needs assessment:

- Develops a demographic profile of your participant population and its needs.
- Analyzes service delivery trends.
- Documents emerging needs.
- Notes other service providers utilized by participants.
- Identifies gaps in services.

- Indicates the level of awareness your population has about your program.
- Identifies any misperceptions potential participants have about family support services.



2.2.1 Participant Needs

> *"Everything changes but change itself."*
> *– John F. Kennedy*

Most participants come to the FERP because they want help finding a job. Many have erroneous beliefs about what is available through your program. Some may think you're going to write their resume, or that you have a "secret" list of jobs only available to individuals with a link to the military. And, still others have no idea of what services are available. A spouse, command leader or neighbor told them they should come to your program.

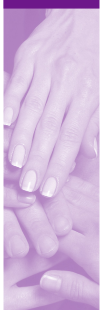
Determining participant needs in advance of their arrival to your resource center may seem impossible, but there is some research you can do in advance.

Learn the mission of your installation and the mix of service personnel that is required to carry out the mission. Some installations are highly technical, or the location of headquarters personnel. Oftentimes, a higher percentage of senior military personnel staff such installations. Their spouses are more likely to be college educated, and may, therefore, be looking for information about professional positions, licensure requirements, higher education and volunteer opportunities.

Perhaps the mission of your installation is training. There may be a mix of junior and senior personnel who are only attached to your installation for a short time period. If they are not geographic bachelors, then their spouses may be looking for short term or temporary employment.

Since the military is primarily comprised of younger adults, it is very likely that you will be working with spouses who have minimal education and experience. Their immediate need may very well be a job to help pay the bills while at the same time you feel compelled to do some career planning for their future.

NOTE: A decision was made to primarily use the term "participant" when describing individuals who use the Family Member Employment Program.



As installations realign, missions may expand or change. It is helpful to stay tuned to any changes on the installation or within the local community that may have an impact on employment, educational and volunteer opportunities for your participants.

Based on what you know about your installation, which information and services have been requested and used in the past, and your professional experience, you'll be prepared to address the career needs of your participants.

In addition to employment needs, many of your participants will have child care needs, transportation needs, and newcomer information needs. We'll address these issues in Chapter 4: Program Implementation.

2.2.2 Participant Demographics

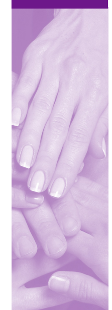
Locate the individual on your installation responsible for tracking military manpower. This individual is often on the Installation Commanding Officer's staff. It is this individual's responsibility to know the active duty make-up of the installation and tenant commands. He or she should be able to tell you the number of E-1s to O-9's on the installation and perhaps the tenant commands as well. Some may be able to provide information on what percentage of military personnel are married, live on station, and have children.

Another possible source of data is the installation Public Affairs Officer (PAO). He or she most likely will not have as detailed information as the manpower specialist, but data such as the number of active duty personnel, number of commands, and estimates of the number of military retirees may be available.

Local real estate agents may be able to give you a sense of which local neighborhoods have the highest concentration of military personnel, other than military housing.

And finally, schools collect data on the number of military children attending in order to receive impact aid. Impact aid offsets the loss of tax revenue from military personnel living on federal property who don't pay property taxes but whose children attend public schools.

2.2.3 Local Environment

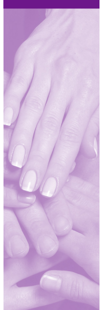


The local, or regional, Chamber of Commerce is a great place to begin to get information about the community. The Chamber can provide information about the economic impact the local military installation(s) has on the community. State, regional or local Economic Development Boards are able to provide their strategic plan, so you'll have an idea of projected future growth in your community. In talking with local business leaders you may be able to sense attitudes, both positive and negative, about the impact of the military installation and its personnel on the local community.

Families moving to your area are going to want to know the cost of living. This information is readily available on the web. Simply search for "cost of living calculators" to find a variety of calculators. Many family members transferring from San Diego, CA to Norfolk, VA, for example, are shocked at what they perceive as the low salaries compared to what they are used to earning in San Diego. They are often concerned that they will not be able to afford to live in the Hampton Roads area with such low wages, but when they learn that the cost of living is significantly less, they have one fewer worry in their cross country transfer.

Another concern for career-focused military spouses is the availability of high quality, affordable child care on the installation and in the local community. They will need temporary care while job searching and then fulltime care once they find a job. Child care resources vary widely from location to location. For a family moving into an area, finding temporary care while using the employment center and doing a job search can be particularly challenging since many child development centers do not provide drop-in care. Fulltime child care is often the priority in child development homes. If your family support center has made arrangements to make child care available while participants use your services ADVERTISE its availability. Your participants are fortunate. If you do not have child care readily available at your family support center, work closely with the Information Specialist to maintain a list of resources. Make this information available to your participants.

The availability of transportation both on base and in the community may be critical to many of your participants. Junior families are often one car families. Trying to juggle one vehicle and two careers can be a challenge. Research the availability, and have information available about transportation. Families moving from a rural or suburban area may never consider the use of public transportation, car pools, shuttles on station, the ease of biking or even walking to work without your suggestion. Again, check with your Information and Referral or Relocation Specialist to ensure this information is readily



available to participants. The Military Spouse Resource Center <www.milspouse.org> is a good resource for relocating military spouses to gather information about their new location.

If your installation is located near local tourist attractions, or near the water, such as many Navy and Marine Corps bases are, life is very likely to be impacted by tourism. New arrivals will need to be prepared for the possibility of seasonal jobs, changing commute times to and from work, widely varying rents and even the increased cost of gas and food during “high season”.

Knowing the local community and providing this information to your participants can prevent new arrivals from making uninformed decisions.

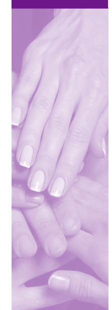
2.2.4 Labor Market

Assessing the labor market in a large metropolitan area can be a fulltime job, but it is possible to have basic labor market information available to your participants. All states have a web site that provides labor market information. Typical information available includes labor force reports (such as the unemployment rate), industry employment and wage reports. You may also be able to find the state’s top employers and the number and type of personnel they employ. America’s Job Bank is a web site that also provides labor market information < http://www.americasjobbank.com/>. The International Labor Organization also has a web site. Its address is <www.ilo.org>. The Chamber of Commerce often publishes a directory that includes this type of information. Major newspapers may also publish a special business edition, or pull out section, that contains labor market information.

In rural areas, there may only be a handful of service organizations that would be considered major employers in the local community. These most likely include municipal services such as courts, police, schools, zoning and medical. MWR and Federal employment on base may be the major employers in these areas.

Once you’ve identified the major employers in your area, schedule an appointment to meet with their human resource staff. Learn what types of skills they look for, their preferred resume style, pay and benefits, training programs and promotion opportunities. Offer to screen potential employees in exchange for direct access to a company POC. Counter any concerns they might have regarding hiring military associated personnel. The relationships you build with local employers may have a significantly positive impact on your participants’ lives.

2.2.5 Service Demand



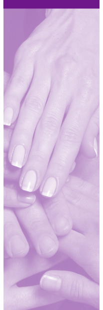
When program planning for the future, it's important to look at the present and past demand for services. Review your monthly, quarterly and annual reports to see what services you provided. What percentage of your time is spent in direct participant service delivery? Direct service includes activities such as individual counseling sessions, classes, information and referral and follow-up with participants. How much time do you spend in employer and resource development? Doing reports, checking email, attending meetings? Often we find that we spend more than fifty percent of our time doing activities other than providing participant services.

New FERP managers often struggle with how they should structure their schedule over a course of a month. Time spent in each activity is influenced by local needs and resources. However, a guideline is:

- 50% serving individuals.
- 20% preparing/delivering workshops.
- 10% networking with employers/resources.
- 10% managing the program including needs assessment, marketing, evaluation, etc.
- 10% completing administrative work such as reports, staff meetings, training, etc.

After reviewing what you've done, determine what services have been most utilized thus far. Continue providing these most utilized services since there is obviously a demand. Many times smaller sites get caught up in believing they should be doing something more or different. For example, the DOD developed a training curriculum, so they must think classes should be offered, but at a small installation it may be impossible to ever get enough participants for a workshop or class. Your time may be better spent providing the same information, but in individual sessions.

Some large installations might love to be able to provide more ongoing career counseling or coaching, but due to staff or space limitations, they provide group sessions for frequently requested services such as resume writing,



interviewing and job search strategies and then offer follow-on sessions to participants who need individual attention.

If participants have used resume writing and interviewing assistance services extensively in the past, you need to continue to make those services available even though you may long to offer new and different services. Remember, each time you review a resume is probably the first time you've reviewed the resume for that particular participant. Perhaps there is a service that you strongly believe participants need, but they are reluctant to utilize such as career planning, personal assessments or an introduction to the resources available at the employment center. As long as you're not denying participants the services that are currently being requested, then you may decide to do additional marketing of other services in the future.

2.2.6 Service Delivery Trends

When gathering information it's important to look at your experience with the program. Review your calendar for the last year. Is there a time of the year, a day of the week, or a time of the day that is busier for you?

Perhaps you see a lot of teenagers looking for jobs in the early summer. Do you see an increase in the number of military spouses looking for work when the kids go back to school in the fall? Do you see a surge due to families moving into and out of the area in the summer or over the winter holidays?

Many sites offer classes on Tuesdays and Thursdays so these days are often busy doing classes in the morning or evening; then traffic in the employment center is higher before and after class sessions. Maybe active duty personnel stop in at lunch time or after work. You may decide that a strategic planning goal is to try to find a way to deliver services more efficiently during these busy times.

Reviewing your busy times can also help in planning for adequate staff to be available to assist participants. It may help you to be able to influence the scheduling of non direct participant services such as attending staff meetings, training, or even doing follow-up contacts. Save those responsibilities for generally quieter times during the week such as Friday afternoons.

2.2.7 Participant Feedback

Hopefully you, or your predecessor, had participants complete some type of evaluation after employment services were received. These include evaluations at the completion of classes or workshops, critique cards available in the lobby, follow-up contacts with participants, and verbal feedback at the time service was delivered.

You'll likely receive a great deal of positive feedback. Congratulate yourself, and continue to provide what your participants appreciate. It's also important to note any gaps in service, that is, the participant asked for information or a service that you weren't able to provide. If a number of participants make similar suggestions, pay attention. For example, you may see a number of requests for a resume workshop to be offered, and you're not currently providing that service in the evening. Perhaps you could try offering one or two classes in the evening. Remember, you're looking for trends, not the opinion of one or two people when making significant changes to your program.

There will also be some feedback that may be a challenge to deal with. Old buildings, hard chairs, heating and air conditioning on limited budgets may be hard to address. However, it may be possible to move a class to a nicer facility, or to budget for new, more comfortable chairs.

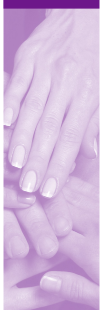
> *"Your most unhappy customers are your greatest source of learning."*
>
> *– Bill Gates*

2.3 Additional Data Sources

Information regarding the employment and educational needs of DOD family members comes from a variety of sources. Quality of Life surveys, installation quality of life boards, local family surveys and evaluations, focus groups, Internet polls, interviews, and service requests are some of the sources of data. Oftentimes, excellent data is obtained. It is imperative to disseminate information fundamental to program planning to the staff that plan and deliver direct services.

2.3.1 Surveys

Surveys are a convenient method for gathering data from large, multifaceted target audience groups. Survey forms can be prepared for completion by the individual surveyed, or can be completed by an interviewer as they solicit responses from survey participants. Although the examples below pertain to



surveys of spouses or potential employment sources, general subjects to be covered by any survey include:

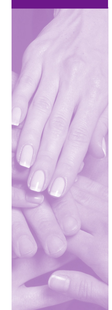
- Demographic information (i.e., age, rate/rank, gender, years in military, number in family, employment status, number and frequency of relocations, etc.).
- Current knowledge about FERP - desire to know more.
- Current perceptions of FERP.
- Current use of FERP - desire to utilize its services.
- Preferred sources of information (word of mouth, radio, TV, media, etc.).
- Factors influencing use of FERP (recent relocations, access and timing of services, etc.).

Surveys should be conducted at random, in numbers sufficient to gain a strong sense of the overall target audience and its subsets.

> **Note:** Prepare an informational FERP handout. After a survey or interview, leave it with potential participants or employers as a way of marketing your services.

Large surveys such as these require a great deal of expertise and resources to conduct in order to produce useful results. You can conduct surveys on a smaller scale by following a few simple steps:

- Get approval to do your survey.
- Determine who you want to survey and what you hope to learn by doing so.
- Design a short, clear survey that will be easy to tabulate.
- Have at least three people review the survey questions. Make sure at least one of them knows nothing about your program to ensure question clarity.



- Use self-addressed envelopes to return hardcopy surveys, do email surveys, or conduct surveys in person in the lobby of your facility, the commissary, exchange, or base housing.

- Tabulate results as responses come in if possible. Recruit volunteers to tabulate.

- Share the information gathered with other family support staff.

You may find you've generated additional questions as a result of your survey and may want to meet with your target population in small groups or with individuals to clarify information gathered in your survey.

2.3.2 Focus Groups

A focus group is a small group formed for the purpose of sharing information about a common topic. It is the most widely used form of qualitative research. Many times the term "focus group" is improperly used when what actually occurs is a group discussion or even a briefing. The desired outcome of the focus group interview is a clarification of needs and concerns of participants.

A focus group:

- Seeks in-depth, open-ended responses about a topic.

- Interviews groups of 8-12 people in an informal setting.

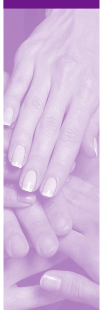
- Uses a series of 6-10 preplanned open-ended questions to facilitate group interaction and stimulate thinking.

- Typically lasts approximately 1 to 1.5 hours.

- Should have two facilitators. One facilitator documents responses and the other asks questions. It is important for the questioner to be unbiased.

Consider the following in organizing a focus group for the Family Employment Readiness Program:

- The group should be representative. Try to include not only those who are enthusiastic supporters, but also those who have been less than satisfied.



- Prescreen participants. It would not be beneficial to do a focus group about participant satisfaction with the Family Member Employment Program with participants who have never used the program.

- It is important to get all participants involved. Do “round robins” in response to the questions if you find that you have one or two extremely dominant participants.

- You might want to do focus groups with differing target audiences. For example, you might ask almost the same eight questions of spouses, retirees and teens, but in separate groups. Generally it is best to have at least two separate focus groups with the same target audience to validate results. It may be necessary to do three or more if responses are ambiguous.

- Ask for permission to audio or videotape your session. If even one person seems hesitant, do not record the session. It is more important to get good information than to have a recording of the group.

In a focus group, the facilitator:

- Welcomes participants as they arrive.

- Offers refreshments as participants arrive.

- Begins group by introducing him/herself and the recorder.

- Asks participants to introduce themselves.

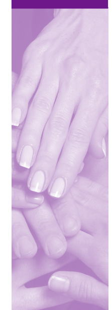
- Explains what a focus group is, the purpose for this group, approximately how long it will last and asks for permission to tape or video if planned.

- Asks the questions. Probes where necessary.

- Lets participants know when the group is almost over and asks if there are any comments that participants would like to make that weren’t covered in the questions asked.

- Lets participants know how he/she will use the results of the focus group.

- Thanks participants.



Use the "funnel" approach for questions. Start off with a broad question and "funnel" to the more specific questions. For example:

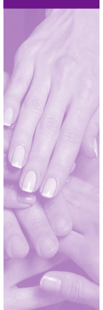
- "What services have you used at the employment center?"
- "What service did you find most beneficial? Tell me more."
- "What service was least beneficial? Tell me more."
- "Tell me about the workshops you attended."
- "If you met individually with a staff member, tell me about that experience.
- "Comment on the usefulness of the resources such as the computer programs, books, videos, journals, etc."
- "How helpful was the staff? Could you elaborate?"
- "Please comment about the hours the center is open."
- "What service is not offered that you believe should be offered?"
- "What other comments do you have about the Family Member Employment Program?"

At the end of the focus group you could distribute a small goodie bag, coffee mug or other giveaway with a FERP newsletter or marketing information. It's nice, but not a requirement, to follow up with a thank you note to those who participated in your group. Tabulate your results by question or by topic area and share with your chain of command.

2.3.3 Interviews

Another way to get information is to ask people for it. Interviews are time consuming, but often yield in-depth, useful information. Interviewing 10-20 major employers in your area may be an excellent way to gather information to prepare your participants for the local job market. There are three types of qualitative research interviews:

- Structured – usually with a structured questionnaire.



- Semi-structured – open ended questions.

- In-depth – one or two issues covered in great detail. Questions are based on what the interviewee says.

The semi-structured interview with open-ended questions is the most used format.

Questions for qualitative interviews are generally focused on learning the interviewee's:

- Behavior or experience.

- Opinion or belief about a subject.

- Feelings.

- Knowledge.

- Background or demographic data.

Since interviews are time consuming for both you as the interviewer as well as your interviewees, it's important to be prepared. Know what you want to find out, and ask the right questions to get the information you need. Prepare your questions in advance. Do one or two practice interviews before you meet with an employer or other interviewee.

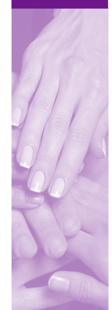
When scheduling your interview, arrange meeting time, location, and provide a brief summary of your goal for the interview. At the interview, you're in control. The following agenda will help you stay in control and gather meaningful data:

- Introduce yourself and briefly describe the purpose of the interview.

- If you want to record the interview, ask for permission.

- Begin by asking simple questions. For an employer interview you might ask about the company's product line, mission, or how long the interviewee has been with the company and what their job is.

- Ask more in-depth questions as the interview progresses. For example, you might ask an employer what types of personnel they are most frequently hiring, what skills they need most, what the interview process is, or what key words they look for in resumes.



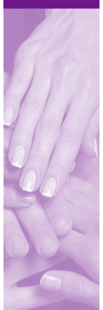
- End with a question such as "Is there anything else I should know about your company?"
- Offer to provide information about your program, your participant population or a tour of your agency.
- Thank the interviewee.
- Follow up with a thank you letter.

Upon completion of your interview, document the key information you learned and forward it to others to whom the information would be useful. Try to avoid some common pitfalls of the interview process. To ensure that the interview goes smoothly:

- Limit interruptions such as the telephone. Certainly, set YOUR cell phone to vibrate.
- Eliminate competing distractions such as a lively conversation across the hallway.
- Start with simple questions to avoid possible "stage fright" for both you and your interviewee.
- Avoid asking interviewee embarrassing or awkward questions.
- Avoid jumping from one subject to another. Try to ask questions about a similar topic in sequence.
- Interview then inform or teach. Try to provide information about your participant population and your program after you've asked your interview questions.
- Present a neutral perspective to avoid biasing the interview.

2.4 Resource Identification

It's important to know what tools you have available to provide your employment services. Assess current and anticipated fiscal and material resources. All staff should be aware of budget and fiscal restraints. Every family support program has limited financial and staff resources. Program planning must take into consideration the availability of resources to the entire family support program.



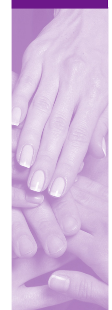
Sometimes it appears to frontline staff that some programs are funded more generously than others. It is helpful for staff to be aware that funding for quality of life programs comes from a variety of sources. Sometimes monies are "fenced," or designated, to be used strictly for a certain functional area. For example, during the military downsizing of the 1990s, Congress provided funding to assist service members in transitioning from their military to civilian careers (Transition Assistance Program). Family Readiness Employment Program staff were providing similar services, but no additional pool of money was designated for family employment services. At many locations, the FERP did benefit from the funding of the Transition Assistance Program as staff were able to utilize resources such as computers, software and print materials purchased with money designated for the TAP.

2.4.1 Staff Resources

Identify staff members who have the skills needed to provide employment services. Staff who may be able to assist include:

- Clinical counselors: Many took college course work in career counseling.
- Relocation staff: Can work with newcomers as well as those leaving the area.
- Financial educators: Financial questions such as evaluating a salary offer or even whether or not it's viable for a spouse to pursue a job outside of the home can be handled by financial educators. With the cost of child care, transportation, wardrobe, and increased tax liability, it may not be a wise investment for some spouses with young children to seek outside employment.
- Information and Referral Specialist: Has a wealth of information on community resources. Ensure he or she is fully versed on frequently asked employment-related questions and has access to information packets about those topics.
- Administrative staff: Can assist participants with paperwork, orient them to what's available in the employment center, do follow-up contact with participants, make workshop reminder calls, prepare information packets, and more.

Many sites heavily rely on trained volunteers to provide and expand the availability of employment services. If you're fortunate to have a concentra-



tion of retired military personnel, who have also retired from their civilian careers, utilize their vast experience. At remote or overseas locations many talented individuals may not be able to find fulltime employment in their field and could make excellent program presenters, career counselors, or provide administrative or research assistance.

Always have some short-term volunteer projects available for individuals who are new to the area and want to volunteer while they do their job search. Updating job vacancy announcements, designing and posting professional displays, and assisting other participants with computer software and the Internet are some possible short-term volunteer assignments.

2.4.2 Community Resources

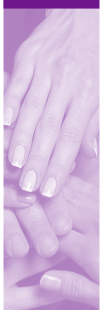
More and more family support programs are bringing professionals into their centers on a regular schedule. Some sites have permanent satellite offices of their state's employment commission. Others have representatives from such pilot programs as the Department of Labor's NEXSTEP program for transitioning military families. Staff from Veterans' Affairs or Disabled American Veterans' programs are also co-located or have regularly scheduled days when they work out of a military family support center.

Providing employment services is an excellent undergraduate or graduate level internship for college students in education, human resources, and counseling programs at local universities. Contact local universities and offer placement and supervision. Ensure they have a rich experience by involving interns in all functions of the employment center.

College and VA work-study participants are placed in some family support centers. Depending on their skill level they should be at a minimum, able to greet participants, provide them with registration information, and provide a "tour" of the resource center.

Don't forget to utilize the active duty personnel at your installation. Many times there are individuals who cannot deploy or mobilize with their unit and could be a valuable, albeit, short term asset to your program. Perhaps you could arrange for a Career Counselor/Planner/Advisor to be available on site one day a week to talk with both active duty service members and their spouses about military career opportunities.

And finally, who better than a staff member from the Human Resource Office on the installation to respond to questions about federal employment? Ask



them to present the workshop, co-present, or at least be available for questions when providing federal employment information to participants.

2.4.3 Fiscal and Material Resources

Fortunately, the Internet has made many resources available that employment centers used to have to purchase in hard copy. There are still, however, a number of books and journals that are updated annually that are extremely helpful in providing career planning services.

Some career assessment tools may not be reproduced due to copyright violation, and these items also need to be purchased. Even with frugal use of print materials, items must be updated and reprinted. Fax machines and copiers wear out and must be replaced. Current videotapes, updated computer software and state of the art computer hardware reflect positively on military family support efforts in general and your employment program specifically.

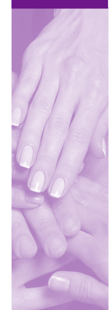
Program staff should develop and maintain a prioritized list of justified resource needs and submit their requests to their chain of command. It's important to note "must have" items from "nice to have" items. In Chapter 8: Resources, suggestions are made to assist with a list of "must have" items for an excellent employment resource center.

A "wish list" that includes order forms and sources should always be on file should funding become available. Maintain a copy of the list and providers as all items on the list may not be purchased during a single order. Items not purchased from the wish list can be resubmitted as additional funding becomes available.

2.5 Strategic Planning

> *"If you can dream it, you can do it."*
>
> *– Walt Disney*

Strategic planning is "a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it" (*Creating and Implementing your Strategic Plan: A Workbook for Public and Nonprofit Organization*s, John M. Bryson and Farnum K. Alston, Jossey-Bass, 1995). Strategic planning looks at an organization's mission, goals, objectives, and internal and external factors impacting on it. Strategic planning allows one to act rather than react. Most businesses and organizations, including military family support programs, do strategic planning. Key questions asked during the strategic planning process include:



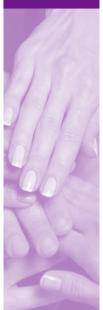
- What is our business?
- Who are we and why do we exist?
- What should our business be?
- Who do we serve?
- How should we serve?

For the Family Employment Readiness Program, strategic planning is an opportunity to step back and refocus on the essence of the program. It allows the opportunity to ask the overarching questions such as:

- Why does the Family Employment Readiness Program exist?
- What is our business and are we doing it as effectively as we can?
- How do employment programs interface with other family support programs?
- How do employment programs interface with community programs?
- Who are our primary participants?
- What are our customers' employment-related needs?
- Are there emerging needs we haven't previously identified?
- Is there a group of participants whose needs we've overlooked?

2.5.1 Strategic Planning Benefits

> *"The great thing in this world is not so much where we are, but in what direction we are moving."*
>
> *– Oliver Wendell Holmes*



The benefits of strategic planning include:

- Minimizing the element of surprise.
- Maximizing your ability to create your own future and manage change effectively.
- Helping ensure that all functional areas in your organization work efficiently toward achieving stated organizational goals.
- Identifying potential internal problems on paper so corrective actions can be taken before negative impacts are experienced.
- Allowing for a change in management approach from reactive to proactive.
- Continually measuring performance against established standards.
- Giving managers and staff a sense of ownership in organizational outcomes, and providing everyone with a tracking document that clearly records accomplishments.

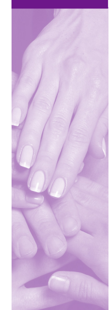
2.5.2 Strategic Planning Process

Many books and articles describe how best to do strategic planning. The fundamental steps that are taken in the strategic planning process follow.

Step One: Get Ready

If the head of your organization has not already implemented a planning event for your entire family support program, make time to plan your Family Employment Readiness Program. An organization usually involves all staff and many volunteers in some aspect of strategic planning. The entire staff may not participate in the actual planning session per se, since it might require suspending services while all staff meet.

The focus of the strategic plan could be solely on the Family Employment Program, with the front line staff, volunteers and management meeting to develop the plan. Or, a planning session could include the staff from programs who work very closely together to provide optimal service to participants such as Relocation, Financial, and Administration.



If your family support program is located in a region where other branches of the service also have programs, it may be possible to share staff. This would allow each program the opportunity to host an “all hands” planning day.

It’s important to gather input from all of the staff who are involved in the employment program so that everyone is aware of the goals for the program. This input could be obtained through a written survey or an interview prior to the planning meeting.

As part of getting ready, it’s important to have current data to use in the decision making process. There is some significant pre-planning day work that needs to be done and made available to all of those involved in the planning process. Data gathered through needs assessments, interviews, focus groups, surveys, etc, is analyzed and sent, either prior to the in-person planning session for participants to read in advance, or is presented at the planning session.

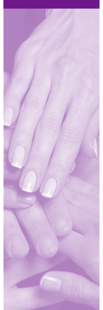
The final step in getting ready is to select a facilitator and prepare an agenda. Select a facilitator who can keep the Strategic Planning session running smoothly, who is familiar with your organization, but has no “hidden agenda”, and who can summarize ideas and build consensus.

Step Two: Articulate Mission and Vision

Your mission statement communicates the essence of your organization. Mission statements typically describe an organization in terms of:

- Purpose – Why the organization exists, and what it seeks to accomplish.
- Business – The main method or activity through which the organization tries to fulfill this purpose.
- Values – The principles or beliefs that guide an organization’s members as they pursue the organization’s purpose.

Whereas the mission statement summarizes the what, how, and why of an organization’s work, a vision statement presents an image of what success will look like. A vision statement should be realistic, easily understood, ambitious, and responsive to change. It should orient your group’s energies and serve as a guide to action. It should be consistent with the organization’s values. In short, a vision should challenge and inspire the group to achieve its mission.



For example, Microsoft Corporation's vision statement is, "To enable people and businesses throughout the world to realize their full potential".

Their mission statement is, "Empowering people through great software – any time, any place and on any device".

> *"If you don't know where you're going, it doesn't matter which way you go."*
>
> *– Cheshire the Cat in Alice in Wonderland, Lewis Caroll*

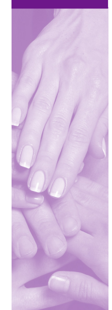
Step Three: Assess the Situation

Once your organization has committed to why it exists and what it does, it must take a clear-eyed look at its current situation. Part of strategic planning is an awareness of resources and an eye to the future, so that your organization can successfully respond to changes. Situation assessment, therefore, means reviewing current information about your organization's strengths, weaknesses, and performance – information that will highlight the critical issues that your organization faces and that its strategic plan must address. These could include a variety of primary concerns, such as funding issues, new program opportunities, changing regulations, or changing needs in the participant population. Choose the most important issues to address.

Step Four: Develop Strategies, Goals, and Objectives

Once critical issues are identified, it is time to figure out what to do about them: the general and specific results to be sought (the goals and objectives). Goals and objectives may come from individual inspiration, group discussion, formal decision-making techniques, and so on, but the bottom line is that, in the end, the leadership agrees on how to address the critical issues.

This can take considerable time and flexibility. Discussions at this stage frequently will require additional information or a reevaluation of conclusions reached during the situation assessment. It is even possible that new insights will emerge which change the thrust of the mission statement. It is important that planners are not afraid to go back to an earlier step in the process and take advantage of available information to create the best possible plan.



Step Five – Complete the Written Plan

> *“Write it down.*
> *Written goals have a way of transforming wishes into wants;*
> *Can’ts into cans;*
> *Dreams into plans;*
> *And plans into reality.*
> *Don’t just think about it-ink it.”*
>
> *– Anonymous*

The mission has been articulated, the critical issues identified, and the goals and strategies agreed upon. This step essentially involves putting all that down on paper. Usually a member of management or even a planning consultant will draft a final planning document and submit it for review to all key decision makers. The product of Step Five is a strategic plan!

2.5.3 Strategic Planning Agenda

A sample agenda follows.

Welcome, Purpose, and Overview of the Session

Icebreaker Activity

Mission Statement Review/Update (if applicable)/Vision

Success Reports

Data Reports

Brainstorm Goals

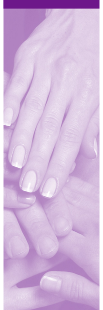
Prioritize Brainstormed Goals

Select 3-5 Goals to Operationalize

Formulate a Written Plan of Action and Milestones for Each Goal

Assign Responsibilities

Summarize and Close



- Icebreaker Activity: It's important that the ice breaker activity be fun to stimulate creativity. It also needs to be focused on the topic of planning. An example of an activity would be to ask each person to use crayons, markers and a large sheet of paper to draw, and then describe, their drawing of the "ideal employment program".

- Success Reports: After reviewing the mission statement, have each participant report one or two job-related successes from the previous year that supported the family support program mission and vision. If the group is large, ask a representative from each functional area to report successes. (Participants can be asked to bring success stories in advance of the Strategic Planning Session.)

- Data Reports: Keep the meeting flowing at a pretty fast pace so that participants' energy levels stay high. It's especially important to provide only an oral synopsis of the highlights of the needs assessment data collected. Focus on service delivery gaps, or areas that participants indicate an opportunity for improvement exists within your organization.

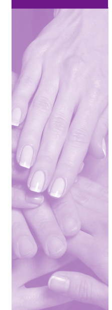
- Brainstorming: If your strategic planning session is an all day event, try to do the brainstorming session right before lunch. Brainstorming energizes people and continues with lunchtime discussions.

  All kinds of wonderful and exciting, and often unrealistic, ideas are generated through brainstorming. The next step is to use some type of nominal process to pare down the list of goals into 3-5 areas that staff are excited enough about to want to work on for the next year or more.

- Operationalizing Goals: Once the brainstormed goals are selected, allow staff to choose which one they are most interested in more fully developing. It's important that a basic plan for each idea be developed during the strategic planning session otherwise staff will leave the session without a clear plan. It's equally important for someone to be responsible for following up with the plan throughout the year. This responsibility often falls to management, but a staff member who is excited about, and committed to a goal, may be the best champion for the goal. A sample Plan of Action and Milestones (POA&M) form is included at the end of this chapter.

It might be helpful to remind staff, that goals and objectives should:

- Relate to the mission.



- Provide a clear focus.
- Address short-term and long-term needs.

Goals are developed as general statements. Objectives are specific actions related to each goal. Objectives should be:

- Related to mission and goals.
- Realistic.
- Measurable.
- Prioritized.

Finally, bring closure to your strategic planning session. Summarize decisions made, make plans for follow-up, and ensure responsibilities have been assigned.

The strategic planning process can produce a roadmap to guide the activities and accomplishments of the family support program, and the Family Employment Readiness Program for the near future.

2.6 Program Design

Even though each FERP is comprised of similar programs and services, the mix of these will be different at each site. Some examples of the varying mix include:

- Walk-in versus appointment-based career counseling sessions.
- The frequency of workshop offerings.
- The availability of evening or weekend service.
- Workshop lengths.
- The types of employers and frequency with which you network with them.
- Volume of and type of participants seen.
- Content of information packets available to participants.

- Resource materials available to participants.

Oftentimes, the suggestion of standardizing service delivery instills fear and anger in those who deliver the service. They fear their ability to be creative and to serve the unique needs of their participant population will be diminished or even eliminated. When working with people, nothing could be further from the truth. Standardization simply means agreeing to a basic level of service that all employment participants can expect to receive no matter which installation or branch of service they are assigned to. For employment programs that are fortunate to be adequately staffed with experienced personnel and generously resourced, standardization provides a starting point from which to build a stellar program. For employment programs with less generous resourcing or newly employed staff, standardization provides an acceptable level of service delivery.

Program design will be more fully discussed in Chapter 4: Program Implementation.

Plan of Action & Milestones

Functional Area

Plan or Goal

Milestones	Target Dates	Responsible Party	Comments	Action Completed

3 Program Implementation

"I'm a great believer in luck, and I find the harder I work, the more I have of it."

– Thomas Jefferson

Service-wide, the Family Employment Readiness Program provides six key service components. They are:

- Employment Resource Center.
- Information and Referral.
- Career Counseling or Coaching.
- Workshops.
- Employer and Resource Development.
- Job Fairs and other Special Events.

We'll look at each of these services in detail.

3.1 Employment Resource Center

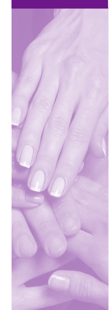
An Employment Resource Center (ERC) is a facility that has tools, information and resources for participants to use to conduct a job search or plan their career. It is generally located in a room within the Family Support Program facility. However, there are some ERCs that are physically separate from the Family Support Program, but are co-located with other employment-related services such as the state employment office or the state Veteran's Affairs office. At many locations, after an initial orientation to the ERC, participants may do a self-directed job search on a walk-in basis. FERP staff, VA personnel, or volunteers, are often on site to assist participants and to respond to questions. Although DOD reporting requirements don't specifically ask for the number of people who use the ERC, a sign-in form can be useful when requesting additional resources or funds. A sample sign-in form (Attachment 3-1) is at the end of this chapter.

3.1.1 Resource Tools

The basic tools that are available in most ERCs include:

- Computers.
- Word Processing Software.
- Internet Access.
- Career-related Books and Journals.
- Copy Machine.
- Fax Machine.
- Telephone.
- Sample Resumes, Cover Letters and Thank You Letters.
- Videos, Recording and Viewing Equipment.
- Tables and Chairs.
- Local Newspapers.
- Job Vacancy Announcements.
- Employer Information.
- Career Related Information Brochures/Flyers/Packets.
- Children's Play Area.

3.1.1.1 Computers



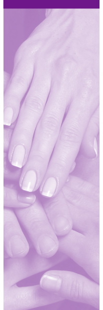
Computers are primarily used for word processing and web browsing. Some resources and services may vary from installation to installation due to Internet and service provider restrictions. The hardware requirements aren't extensive. The standard operating system is Windows 2000 or Windows XP.

When purchasing new computers for your ERC you should buy a machine that's as fast as you can afford to buy, but at the least, should have:

- Pentium III 166MHz or greater.
- Windows 2000, Windows XP.
- Office 2000.
- Internet Explorer 5.5 SP2 or 6.0 SP1.
- 256MB RAM.
- 10 GB Hard drive or greater.
- CD-ROM Drive.
- Super VGA card and monitor (at least 800x600 with 256 colors).
- Mouse.
- Keyboard.
- Monitor (17" is the most common and cheapest these days).

A network card is not necessarily required. You might need it for Internet access. You should check with your local installation IT department to see. Refer to the paragraph below on configuring machines for more info. Network cards are cheap and generally, do not add to the cost of the system.

Most computers come with at least 10GB of hard drive storage, but it's not really needed on participant machines, since participants should not use them for storing personal files. The storage space is required for the operating system and software applications.



Inexpensive but full powered machines are available for about $1100, including software. For about $400 more, you can buy a Pentium 4 system with upgraded video, RAM, and hard drive space. The price band tends to remain constant, even though the technology improves each year.

Machines have a book lifespan of three years, and that really does match real life, especially with participant machines. If you spend more up front, you might be able to extend the life of the machine a little. Budget for replacement costs.

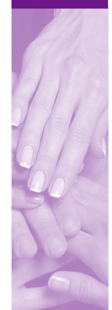
If there's no IT support, then buy from a vendor that provides on-site warranty/ repair service for three years. Ask for a four-hour response time. If your ERC is small, you can't afford to have a system unavailable for longer than a day.

You can buy machines preconfigured with the operating system and Office software, but you will have to configure your machines to connect to the Internet, if that is a participant service you offer. The mechanics behind that will vary depending on your location and situation, and you may need outside assistance.

The machine listed above will be powerful enough to run PowerPoint slides. If you are displaying PowerPoint via a projector, then you will want to look for one that projects at least 800x600. If you can afford it, you should get an XVGA (XVGA is the display resolution, not a brand or model name) projector, which is 1024x768. Projectors are expensive, and you can expect to pay about $4000-$5000 for a reliable machine. Bulb life is a recurring cost. Bulbs tend to last only about 250 hours and cost $300 to $400 to replace. On many machines, bulbs are not user-replaceable items. If you travel with the projector, you will want to purchase a carrying case for it. Smaller, less expensive projectors are available for small-group settings. These tend to cost around $2000.

3.1.1.2 Fax, Copy Machines and Telephones

Providing access to fax, copy machines and telephones for participants to use is a real asset. Using this equipment may enable a participant to apply for a job for which he or she may not otherwise have been able to apply. At some larger ERCs, staff fax and copy materials for participants to reduce the possibility of unauthorized usage. Telephone usage may be limited to local and DSN calls to keep costs in check. Participants should be made aware of these policies. If you are unsure of your agency's policy for participant usage of equipment, ask your supervisor or director for guidance.



3.1.1.3 Video Recorder and Camera

A picture is worth a thousand words and nothing could be truer for participants preparing for a job interview. Slouching in their chair, lack of eye contact, fidgeting, etc, won't have to be pointed out to your participants as they'll be able to see it for themselves when you've videotaped a mock interview. Send it home with your participant to review prior to their next appointment with you, or watch the video with them and review their non-verbal and verbal communication patterns while making recommendations for improvement. This is a valuable training tool. Ask your participants to bring their own VHS tape, or blank CD, (depending on what your camera uses). Purchase a supply to have on hand as participants often use the excuse that they "forgot" to bring a tape as a way to avoid being videotaped.

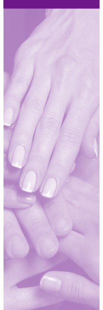
A digital camera is another tool that you need to document your program's successes. The camera is used to take photos of participants in workshops and using the ERC. Use photos in newspaper articles, on brochures and posters.

Take a photo of each of your participants and when they find their dream job, start their new business or enroll in school, post their photos on a "success" board for all to see.

3.1.1.4 Books, Journals, Newspapers and Brochures

A list of basic materials to have available in your resource center is included in Chapter 8: Resources. Books should include topics on resume and cover letter writing. Have a variety of sample resumes and cover letters available for participants to review. Books on the federal employment system process and writing knowledge, skills and ability statements (KSAs) will be well utilized by your participants. Book and journals on entrepreneurship should be available too.

Determine whether or not your resource materials are available to be taken home by participants or are just available for use in your ERC. If materials are just available for use at your ERC, highlight or mark particularly useful sections in books and journals. It is often difficult for participants to be able to read an entire book or journal while at the ERC. If you loan materials to participants, you'll need to have a system in place to track these materials and get them back should the participant fail to return them in a timely manner. Many sites use a procedure similar to their relocation lending locker.



3.1.1.5 Job Vacancy Announcements

Even though the ERC isn't the only place job vacancy announcements are available, it's good to have hard copy binders or an electronic listing of current job vacancies for your area. Being a distribution point for job vacancy postings for employers is a tangible resource you can provide to them as well as to participants. As you develop relationships with employers, they may actively seek out military family members and transitioning military personnel. Thus, posting vacancies with your FERP becomes a higher priority for employers who may even notify you of upcoming job vacancies prior to the actual vacancy announcement.

It is critical that a system be in place to receive and to post job vacancy announcements. In urban areas where there are literally hundreds of jobs posted every day, it can be a major responsibility to manage vacancy announcements. This task often is delegated to volunteers. Announcements are received via email, fax and telephone. It's wise to have employers who call you with a vacancy announcement to follow up with an email or fax of the information, so that you can ensure accuracy. Once announcements are received they need to be organized so that they can be retrieved. Most locations still use hard copy announcements organized in binders or posted on bulletin boards in alphabetical order by job type. It's essential to remove job vacancy announcements for positions whose closing date has expired so participants feel confident that the information provided through the FERP is current. A sample job vacancy announcement is included at the end of this chapter (Attachment 3-2).

3.1.1.6 Employer Information

Have "fact sheets" about major local employers available to your participants. Fact sheets should contain information such as:

- Type of business.
- Numbers and types of employees.
- Salary and benefits.
- Training provided to employees.
- POCs for hiring, informational interviews, job shadowing, etc.

You can get this information from the human resource department, and sometimes from the company's web site. Often, when you invite employers to present at a workshop they will bring packets of information about their company.

If you are located in an area with many large employers, try to have information available about the top ten local employers, and perhaps the top ten employers of military family members (if different).

Having this information isn't critical, since participants can do this research themselves. However, it's a nice touch and demonstrates to participants that you're involved and aware of what's available in the community.

3.1.1.7 Children's Play Area

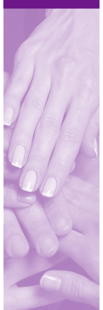
If drop-in child care isn't readily available on your installation, you'll need a small play area for young children. Many FERPs have set aside a small area in the ERC so that parents can keep an eye on their children while they're using the ERC. Some ideas of items to entertain children include:

- A small TV/VCR combination and good children's videos.
- A child size table and chairs.
- Puzzles.
- Books.
- Etch-a-sketch

Avoid:

- Crayons and markers. (Prevents writing on walls and furniture.)
- Cars and trucks. (Prevents "driving" around the room where other participants are working.)
- Playdoh, paint, and other "messy" stuff. (Prevents you cleaning up.)
- Legos and duplos. (Unless you're willing to pick them up constantly.)
- Stuffed animals and dolls. (Too many germs.)

Post signs and tell parents if their children cry or are very noisy that they'll have to tend to their children or you'll have to ask them to leave the ERC.



It's also wise to have a no food or drink rule in your ERC. Keyboards and soft drinks don't do well together.

3.1.1.8 Employment Resource Center Design

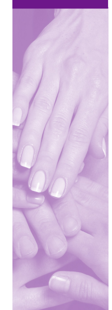
A creative group of FERP managers were asked to design the ideal resource center. Their design included:

- Four separate rooms – a resource library, computer lab, classroom and children's play area.
- Comfortable furniture and computer cubicles.
- Electronic equipment that included lap tops and docking stations.
- Video Teleconferencing capability.
- TV/DVD players with head phones.
- White board with touch screen.
- Scrolling marquees.
- Electronic participant tracking system.
- Current periodicals, videos and software.
- Adequate electrical outlets.
- Fully staffed with highly trained professionals.

Some locations and branches of the service are closer to the "ideal" than others. But all agree it's a vision to strive towards.

3.2 Employment Related Information and Referral

> *"Nothing is particularly hard if you divide it into small jobs."*
>
> *– Henry Ford*



Information and Referral (I&R) is defined as providing information to an inquirer in response to a direct request or directing him/her to another source for the requested information. Information can range from a limited response, such as a phone number, to detailed data about agencies and procedures for application. Information may be given to a walk-in participant, via telephone, or an email inquiry.

Many DOD family support programs have an identified Information and Referral Specialist. However, if the inquiry concerns employment or career issues, the participant will likely be assisted by the FERP manager. When is assisting a participant considered I&R and when is it considered a counseling session? Generally it's considered I&R if the participant's question/s can be addressed in approximately 15 minutes or less. If you spend over 15 minutes with a participant, the contact is considered a counseling session.

3.2.1 I & R Resources

Information and referral resources include military and civilian organizations and agencies that can assist service members and their families with career, employment, education or volunteer needs. I&R resources must be identified and developed so that varied inquiries and needs are appropriately met.

Linking participants with appropriate resources entails a cooperative relationship between the FERP manager and agencies/organizations in the community. The more you know about resources in the community, the better you'll be able to meet the needs of participants.

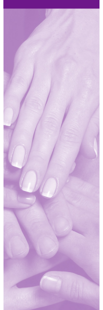
There are various methods that can be used to identify and develop community resources:

- Contact the Chamber of Commerce to get a listing of local organizations <www.chamberofcommerce.com>.

- Contact the United Way. In many communities the United Way or a similar organization publishes a directory of human service organizations that may offer vocational training, financial aid information, child care resources, etc.

- Research community organizations that are advertised locally or are recommended by colleagues and participants.

- Pull up the local community web site and review it for information on major employers and community government and municipal organiza-



tions. The Military Spouse Resource Center at <www.milspouse.org> is also a good resource.

- Read the local newspaper to keep current.

- Get on as many mailing lists as you can so you'll have access to the latest community information. (HR organizations, Job Developers, Chamber of Commerce, etc.)

When determining whether to include an agency or organization in the resource and referral database, ask:

- What services are offered?

- Is the agency a non-profit organization?

- How much do the services cost?

- Are the staff members professional, licensed or certified, if appropriate?

- Is the agency accredited?

- Are appointments available?

- Is the agency experienced with military personnel and their families?

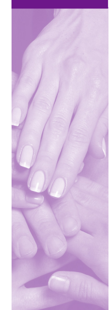
- Have you had positive feedback from participants who have used the agency's services?

Organize your most frequently requested information so that other staff members or volunteers can access basic information even in your absence. Some of the most frequently requested information includes the following topics:

- Professional Licensure Requirements. Each state has a licensing body for professions. Search on the Internet for contact information for your location.

- Educational Resources including Financial Aid. Gather local information and national information. <www.governmentguide.com> is also a good web for national information.

- Volunteer Opportunities. Gather local information. Be sure to include locations that pay costs associated with child care and transportation.



- Child Care Resources. Include both on and off installation resources.
- Public Transportation. Have information on both on and off installation options.
- Federal Employment Preference Information. (See Chapter 5: Meeting the Challenge of Providing Employment Services at Overseas and Remote Locales).
- English as a Second Language. Refer to the local education office or do an online search for resources.
- Unemployment Resources. A list of state employment agencies is included at the end of this chapter (Attachment 3-3).
- Top Local Employers. Check with your Chamber of Commerce.

3.2.2 Determining Participant Need

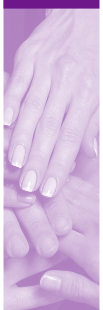
There are numerous factors to consider when determining the needs of an individual seeking career information. Your participant may need simple information or they may be asking for help in planning a career path.

To assess your participant's needs, listen carefully to what he/she is saying. Clarify the following:

- What type of assistance is being requested?
- Does your participant really want assistance with employment concerns? FERP managers often see an active duty person who wants their spouse to work, or a parent who wants their teen to get a job.
- What education and skills does the participant possess?
- What barriers need to be overcome to achieve their goal?

3.2.3 Referral Process

After thoroughly evaluating your participant's need and determining that a referral is the most appropriate response, taking the following steps will contribute to a successful referral:



- Explain to whom you are referring and why.
- Indicate organizations capable of meeting your participant's needs. Provide enough information about the organizations so that your participant can make an informed choice. Do not provide so much information or the names of so many organizations that the information is overwhelming.
- "Link" your participant to the service. Let them know what to expect, how the agency works, etc.
- Give specific name(s) and number(s) to call. A form or card with referral information including name, address, phone number, directions, what to bring, etc. is helpful. If giving a referral by phone, have the participant write down the information.

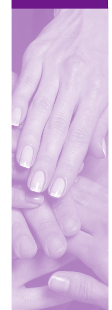
3.2.4 Documentation

The provision of I&R information is usually a simple process of providing someone a telephone number, an information packet or a short response to a question. Personal information from your participant is not required. Documentation is usually done on an I&R resource log, or even just a tic mark on a preprinted form if there is no requirement for follow-up or if your site does a follow-up sampling on a periodic basis. A sample I&R documentation form (Attachment 3-4) and sample log (Attachment 3-5) are included at the end of this chapter.

3.2.5 Follow-up

A follow-up contact with the referral organization and/or your participant helps to ensure that your participant received the needed services. Often, with an I&R participant this may not be possible as the participant's name and phone number were not obtained. Some locations gather participant data on ALL participants for one or two weeks once or twice per year to do follow-up and do not collect personal data from participants the rest of the time. However, for those referrals that can be followed up on, a selection process should be developed to determine what percent of I&R participants are contacted to learn the following:

- Did your participant keep the appointment if one was made?



- Was the referral resource able to help?
- What assistance was given?

A sample follow-up I&R questionnaire is included at the end of this chapter (Attachment 3-6).

3.3 Career Counseling/Coaching

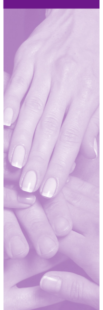
> *"Time and money spent in helping men to do more for themselves is far better than mere giving."*
>
> *– Henry Ford*

Counseling is a term that's used in many different ways. According to *Webster's Dictionary*, counseling is "professional guidance of the individual by utilizing psychological methods especially in collecting case history data, using various techniques of the personal interview, and testing interests and aptitudes". Another term used by FERP managers to describe individual services provided to participants is "coaching". This is defined in *Webster's Dictionary* as "to train intensively by instruction and demonstration".

The National Career Development Association, a division of the American Counseling Association provides certification for career counselors as do a variety of other organizations. (More information is available on certification in Chapter 7: Professional Development.) Many FERP managers prefer to use the term "coach" as they see themselves more in the role of providing training both with groups in workshops and with individuals. The DOD does not require a certification to provide career counseling services within the FERP.

Career counselors/coaches help people make and carry out decisions and plans related to life/career directions. Strategies and techniques of professional career counselors are tailored to the specific needs of the person seeking help. Career counselors and coaches:

- Conduct individual and group sessions to help clarify life/career goals.
- Administer and interpret tests and inventories to assess abilities, interests, and other factors, and to identify career options.
- Encourage exploratory activities through assignments and planning experiences.



- Utilize career planning systems and occupational information systems to help individuals better understand the world of work.
- Assist in developing individualized career plans.
- Teach job hunting strategies and skill.

Counseling/and coaching are generally done in person. However, it can be provided via email or telephone if needed.

3.3.1 Solution-Focused Counseling/Coaching

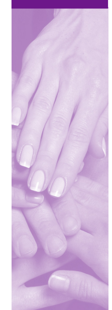
A counseling, coaching, or problem-solving model that is commonly used throughout the DOD and in the civilian community is called Solution-Focused Counseling. Using the concepts of Milton Erickson, Steve deShazer and Insoo Kim Berg (Brief Family Therapy Institute in Milwaukee) developed Solution-Focused Brief Therapy in the mid 1980's. Solution-Focused Counseling, as its name implies, focuses on success. Focus is on your participants' strengths and abilities rather than their weaknesses. Solutions are derived by participants themselves.

Counseling and coaching sessions are:

- Short-term.
- Goal-oriented.
- Task-centered.
- Positive.
- Encouraging.

3.3.2 Confidentiality

Participants seeking career planning services are generally less concerned about confidentiality than participants seeking assistance for other issues such as substance abuse, family violence or financial problems. There is no DOD requirement to open a case file when providing individual services. However, if you plan to open a participant file that will contain personal data, confidentiality is a subject that must be addressed.



Confidentiality is a concept that delineates procedures or policies that govern protection of sensitive personal information. The idea of confidentiality or privacy in the military environment is different than that used in a civilian setting.

The Privacy Act of 1974 was instituted to safeguard individuals against the invasion of personal privacy and to allow individuals access to any government records pertaining to them. The Privacy Act does allow the disclosure of information from a participant's record without the consent of the participant if there is a compelling "need to know" by selected officers and employees of the DOD who have a need for the record in the performance of their duties.

Most individuals associated with the military are familiar with the requirements of the Privacy Act. However, to protect the individuals' rights and to establish and maintain credibility within the military community, it's important that confidentiality be adhered to in regards to participants seeking FERP services. Since it's encouraged to send a case record along with your participant to their next duty station, it's also wise to only write short, factual notes to help you remember your progress and plan for future sessions.

Some ways to foster participant confidentiality include:

- Try to do individual sessions in a private office, or at least away from the traffic flow of the ERC.
- Safeguard both hard copy and electronic case record files. Store in a locked area.
- Access to files should be limited to authorized persons in accordance with the rules of the Privacy Act. Volunteers may not have access to confidential participant information.

Prior to obtaining information from your participant for the purposes of opening a participant record, provide a Privacy Act Statement and advise your participant about the uses of the collected information.

3.3.3 Exceptions to Confidentiality

There are times when your participant gives you information or times that you observe a behavior that cannot be kept confidential. If a participant indicates that they are suicidal or homicidal that must be reported. If you're made aware that a participant is abusing or neglecting their child or children, that must be reported as well. Substance abuse by active duty personnel is reportable. Since this happens infrequently within the FERP, obtain guidance from a supervisor, clinical counselor or director on how to handle these situations when they do occur. Ask the participant to remain in your office while you seek assistance.

3.3.4 Eight Steps to a Successful Individual Coaching/ Counseling Session

> *"An aim in life is the only fortune worth finding."*
>
> *– Jacqueline Kennedy Onassis*

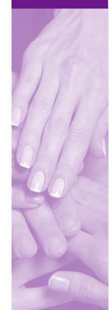
The eight steps to a successful session with a participant are:

1. Prepare.
2. Build a relationship.
3. Gather data.
4. Prioritize
5. Explore options.
6. Make a plan.
7. Implement the plan.
8. Follow-up.

3.3.4.1 Prepare

Before meeting with a participant:

- Get organized.
- Review any information you already know about your participant.
- Tidy up your office.
- Start your session on time.
- Avoid interruptions while working with a participant.



3.3.4.2 Build a Relationship

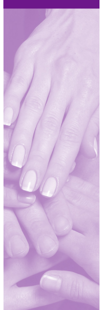
Establishing a connection based on trust and confidence is critical in a relationship. To begin to establish a relationship:

- Put your participant at ease. Greet them. Introduce yourself. Engage in small talk as you walk to your office.
- Offer a cup of coffee or glass of water.
- Be friendly, responsive and non-threatening. Treat them with respect. Try to develop an understanding of your participant's goals for the session.
- Give the participant full attention. Actively listen. Use reflective listening skills, clarification questions, open-ended questions and summarizing statements.
- Explain that you'll open a participant record so that you can chart their progress. Have them complete a Privacy Act Statement and any site specific paperwork if they have not already done so.

3.3.4.3 Gather Data

Try to help your participant feel comfortable enough so that the data-gathering process flows like a two way conversation.

- If you have not met this individual before at a work shop, job fair, etc., ask him or her how they heard about the FERP.
- Get your participant's assessment of their current situation.
- What are your participant's short and long term goals?
- Ask about their education and experience.
- What steps have they already taken to achieve their goal/s?
- Are there any situations that require an urgent response?



3.3.4.4 Prioritize

During this step, immediate concerns are separated from long-term concerns. Immediate concerns are any problems that must be addressed at once, before the participant can begin to deal with other issues. For example, not enough money to pay their upcoming electric bill certainly needs to be addressed before reviewing job vacancy announcements or writing a resume. For critical, time-sensitive concerns you most likely will need to contact or provide a referral to the organization on your installation that provides emergency relief.

If there are no emergent concerns, then developing a logical plan to achieve your participant's goal/s is the next step. Your participant's plan may have multiple steps. It's important for your participant to understand how to proceed with each step as well as the reason for each step. It may take several sessions to help your participant meet his or her goal. It's important to prioritize each step so your participant proceeds in a logical manner, and so they don't get overwhelmed with what may seem to be an overwhelming process.

For example, a participant comes to you for help in finding a job. They are not clear what type of job they want, and have limited experience. You may recommend that they:

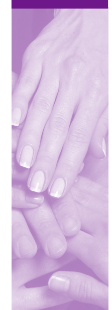
- Attend an upcoming Career Exploration Workshop where they complete an interest inventory.

- After the workshop, you meet individually with the participant to discuss their interest inventory's results. You discuss ways to gain experience. You assist your participant in developing a resume for use in applying for a job vacancy announcement. You give them a homework assignment to finish their resume, and schedule a follow-on appointment.

- The next time you meet with your participant, you review his or her resume. You assist him or her in drafting a cover letter, and you discuss interview techniques. You schedule another meeting.

3.3.4.5 Explore Options

Sometimes there's not a clear path to follow to help your participant achieve his or her goals. Sometimes the participant isn't clear about his or her goals. As a career counselor you can help your participant:



- Identify options.
- Develop a plan to get more information about their options.
- Help your participant explore their thoughts and feelings about each option.
- Once an option is selected, assist your participant in overcoming any obstacles to their chosen path.

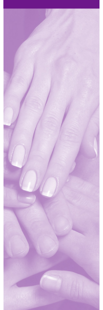
Let's look at an example. A military spouse with two young children comes to you because she thinks she wants to get a job. She has mixed feelings about putting her children in day care fulltime. You help her identify additional options such as:

- Work part-time.
- Volunteer at an organization that pays child care expenses.
- Become a certified in-home child care provider.
- Take a class.
- Job shadow.

You could provide her with a budget worksheet or refer her to a financial counselor to determine if it's financially feasible for her to work. You could provide her with brochures and POC information about volunteer opportunities, or you could provide her with information about available classes, or job shadowing information. But, before you do any of that, you talk with her to get a sense of which option/s are most appealing. She may not be able to select a plan during an initial visit. The plan you develop with her may be for her to research and explore the options before a next meeting with you.

3.3.4.6 Make a Plan

Once your participant has enough information to make a decision, the next step is to develop a plan of action. Perhaps the participant from the previous example has decided she'd like to become a certified in-home child care provider as she likes children, can stay home with her own children, and still contribute financially to her family. You'd help your participant identify the steps she needs to take to get certified including:



- Contact the person in charge of certification to get a list of requirements.
- Get permission from the installation, if living in military housing.
- Take required training such as CPR and first aid.
- Get a background check.
- Make changes to her residence, as required, to accommodate additional children.
- Learn what the standard fees for child care are in her area.
- Decide what ages of children she'd like to provide care for.
- Learn how to market her services.
- Read books and journals on child care and child development.
- Register for a "Self Employment" workshop.

3.3.4.7 Implement the Plan

Once a plan has been developed it must be implemented. As discussed in the section on prioritization (3.3.4.4.), your participants need to "eat a watermelon one bite at a time", or prioritize their actions so their energy is focused, they do not feel overwhelmed, and they make steady, continuous progress towards their goal. In the above example, the first step is obviously to contact the certifying agent on the installation.

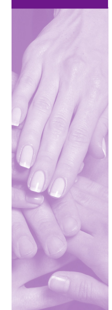
3.3.4.8 Follow-up

Monitoring and follow-up with participants are examples of outstanding customer service. They indicate to your participants that you care about them and want them to succeed. You can follow up with a phone call or email. Ask:

- The status of their plan.
- The usefulness of any referrals or materials provided.

- If any additional assistance is needed.
- If you may use their success as an example.

If you made a connection with an employer or a military or community organization on your participant's behalf, contact both the participant and employer or service provider to determine if the match was successful.



3.3.5 Documentation

If a decision is made to establish a FERP record, the FERP staff member should complete at least an initial case note with the following information:

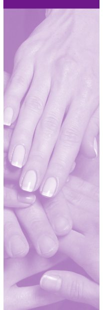
- Date of the appointment.
- Type of assistance requested.
- Plan of action.
- Signature of the FERP staff member.

Any subsequent contact with the participant should be documented in a case note. All case notes should be completed at the end of the participant session. All notes should be dated, signed and provide factual and objective information relating to the progress of career counseling.

For sites that open a case record for FERP participants it's important to have a case management plan that complies with the Privacy Act. A sample Standard Operation Procedure (Attachment 3-7) from Army Community Services in Fort Monmouth, New Jersey is included at the end of this chapter. Although specific to this Army site, it can easily be adapted.

3.3.6 Career Counseling Tools

Skills, interests, values, abilities and personalities can all be assessed by tools. These tools are especially helpful to participants who are unsure of the direction they want to pursue in their career or their life. Assessment tools can be completed online, in a workshop setting, by an individual at your office or by an individual at home. Some are scored online, others by the test administrator and others can be scored by the person taking the assessment. When selecting an inventory it's important to:



- Have a good understanding of the instrument you're using.
- Select one that's easy for your participants to read and complete.
- Be able to score it immediately either online or by the participant.
- Choose one that is inexpensive to purchase.

There are literally hundreds of assessment tools to help you in working with participants. Myers-Briggs Type Indicator, Self-Directed Search, Keirsey Type Sorter, Strong Interest Inventory, Campbell Interests and Skill Survey, Career Assessment Inventory, Kuder Occupational Interests Inventory, Discover, DISC, and True Colors are just some of the more well-known personality and career inventory tools; however, most assessments are derivatives of two primary works:

- John Holland's Self-Directed Search.
- Myers-Briggs Type Indicator.

***Self-Directed Search*:** The SDS has been used by over 22 million people and has also been translated into 25 different languages. SDS results have been supported by over 500 research studies. It is the basis for many career inventories. The SDS is still popular and has been in use for more than 25 years.

The SDS was developed by Dr. John Holland, who as a classification interviewer with the Army, noticed that people loosely fall into six different categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Holland's theory states that occupations and work environments can also be classified by the same categories. People who choose careers that match their own catagories are most likely to be both satisfied and successful. The SDS provides a 3-letter code. A list of occupations (and college majors) with codes is available. The codes translate to job titles as listed in the Dictionary of Occupational Titles. The latest edition of the DOT was published in 1991. Copies of the 1991 DOT are still available for purchase from the Government Printing Office at (202) 512-1800. The DOT is being replaced by an O*NET Database, which is accessible at <www.onetcenter.org>.

There are no requirements for certification or licensure to administer the SDS. An online version costs less than $10 to take. A hard copy version takes about 30 minutes to complete and costs about $2.50 per instrument.

> **Note:** The interest inventory that is recommended for use in the Career Exploration Workshop is titled *ONET Career Interests Inventory*. It's based on the ONET Interest Profiler developed by the U.S. Department of Labor which includes Holland codes. It has 180 questions, but takes less than 20-30 minutes to complete, including self-scoring. The tool measures interests and then matches interests to specific jobs that are listed on the back of the tool. It includes the required education levels for jobs listed. The Career Interests Inventory (ISBN 1-56370-866-2) is available from JIST Publications at <www.jist.com>. Cost is approximately $3 per instrument.

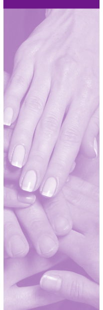
A brief mention of *The Strong Interest Inventory,* since it also includes the Holland codes, follows. It's a familiar tool often used with high school and college students. E.K. Strong developed the Strong Vocational Interest Blanks (SVIB) in 1927 to measure people's interests. In 1960, 20 Basic Interest Scales were added to organize the Occupational Scales and pattern participants' interests. In 1974, Holland Codes were added to give theoretical structure. And in 1994, the latest Strong revision was published.

Composed of 317 items, the Strong provides an in-depth assessment of a person's interests among a broad range of occupations, work and leisure activities, and educational subjects. The Strong results include: 6 General Occupational Themes (RIASEC), 25 Basic Interest Scales, 211 Occupational Scales (109 Occupations), and 4 Personal Style Scales.

A self-scoring condensed version (130 questions) is available for purchase at a number of online catalogs for about $8 per instrument.

The Myers-Briggs Type Indicator: The MBTI is another very popular tool used in career counseling. The 126 question instrument takes about 20 minutes to complete. It was developed by Isabel Briggs Myers and her mother, Katharine Cook Briggs. Their aim was to create a tool to indicate, validate, and put to practical use C.G. Jung's work on psychological types. Jung (1875-1961) was a Swiss psychiatrist whose book *Psychological Types* was an outgrowth of his efforts to understand individual differences among people.

The MBTI has been in use for over 50 years. It is the most widely used instrument for understanding normal personality differences. Because it explains basic patterns in human functioning, the MBTI is used for a wide variety of purposes including:



- Self-understanding and development.
- Career development and exploration.
- Team building.
- Management and leadership training.
- Relationship counseling.
- Diversity and multicultural training.

MBTI is a registered trademark. The company does not allow copying of their materials. Qualified practitioners of the MBTI instrument may use the indicator and purchase restricted MBTI materials. Such practitioners recognize a variety of concepts relevant to the MBTI instrument which include understanding tests and measurements, type terminology based on C.G. Jung's and Myers-Briggs' psychological type theory, type dynamics and development; following guidelines for administration, scoring and interpretation of the instrument and recognizing ethical guidelines for using it. Cost to become a "qualified practitioner" is about $1000.

The MBTI determines preferences on four dichotomies:

- Extraversion or Introversion: Describes where people prefer to focus their attention and get their energy – from the outer world of people and activity or their inner world of ideas and experiences.
- Sensing or Intuition: Describes how people prefer to take in information – focused on what is real, and actual, or on patterns and meanings in data.
- Thinking or Feeling: Describes how people prefer to make decisions – based on logical analysis or guided by concern for their impact on others.
- Judging or Perceiving: Describes how people prefer to deal with the outer world – in a planned orderly way, or in a flexible spontaneous way.

A tool that does not require certification, ***The Keirsey Temperament Sorter*** (KTS), is similar to the MBTI. However, it has only 70 questions and takes about 10 to 15 minutes to complete. It was designed for use by non-professionals, and is used by governmental agencies, businesses, religious organizations, colleges and universities nationwide. It is also based on the theory of human type articulated by Carl Jung.

Dr. David W. Keirsey, a clinical psychologist, developed the Keirsey Type Sorter. He has written two books on temperament theory; *Please Understand Me* in 1978 and the updated version, *Please Understand Me II.*

The test separates individuals into four temperaments. The four temperaments are each measured on a two letter scale.

- Rational (NT).
- Guardian (SJ).
- Idealist (NF).
- Artisan (SP).

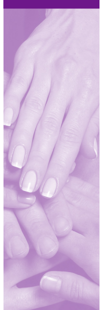
A person's character type is given as a 4-letter classification using one letter from each of the two letter scales (for example ESTJ).

- Extroversion (E) or Introversion (I).
- Sensing (S) or Intuition (N).
- Thinking (T) or Feeling (F).
- Perceiving (P) or Judging (J).

The KTS is available online at no cost <http://keirsey.com/frame.html>. A copy of the test is also in the back of his book. Even though you are not required to be certified to administer the Keirsey Temperament Sorter, it is important that you're fully versed in its use prior to using it with participants.

3.3.7 Job Clubs

Another tool used at some larger installations is a "Job Club" or support group for people who are actively job searching. A Job Club is a regularly scheduled meeting where job seekers can get together to share tips about job leads, report on what efforts they've made towards their job search, learn new techniques and practice job search skills. Some FERP managers invite an employer in as a guest speaker and provide an opportunity for the



employer to talk about their company, the types of skills they look for and their hiring process. Participants get to hear first-hand information from employers and can ask questions in a non-threatening atmosphere. Job Clubs usually meet once per week. Some meet during the day and others meet in the evening. Since successful participants get jobs, the composite of the group is always changing.

An opportunity for sharing and problem solving is always a part of the meeting, even if an employer is invited or a mini-training is scheduled.

3.3.8 Additional Career Counseling Tools

Generally, an opportunity to talk with a professional career counselor or coach to develop a plan is what most participants need. Those who are not sure of their career direction, benefit from using interests and skills assessments, as previously discussed. Those who are in the midst of a job search and who need continued motivation and accountability, benefit from a Job Club. Other tools that can assist participants include:

- Conducting a mock interview. Staff member videotapes a mock interview and then reviews the video with participant.

- Job shadow. You or your participant arrange to follow a person's footsteps who is doing a job your participant might potentially be interested in doing.

- Informational interview. To learn more about a career field a participant contacts a person doing the type of job they're considering and asks a series of prepared questions to learn more about a job or career field. (More information is available, including sample questions, in the Career Exploration Workshop Training Module.)

- Read books or journal articles. Have a participant read about a topic and then discuss their reading with you.

- Review catalogs and store ads. Plan an interview outfit and discuss where to shop to find the items on a reasonable budget.

- Attend a workshop. Learn a skill such as resume writing or interviewing, and then discussing and practicing the skills learned at the workshop in an individual session.

- Employment Barrier Scale. EBS is a tool that was developed by the FERP manager at MCRD, Parris Island, South Carolina for participants to complete prior to, or during the initial counseling sessions. The EBS identifies challenges that must be addressed by participants in order to successfully achieve their goals. A copy of it is included at the end of this chapter (Attachment 3-8).

3.3.9 Academic Counseling Resources

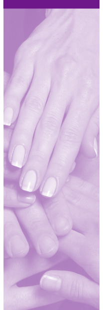
You should not expect to be an academic advisor for your participants as other resources are available that specialize in academic advising. Your teenage participants have a school guidance counselor. Your active duty participants can be referred to the Education Office/Navy College. At some installations this office will also work with active duty spouses, retirees and DOD personnel. At locations where the Education Office/Navy College only provides services to active duty personnel, locate resources in your local community or on the Internet. Some communities have adult learning centers and community colleges that provide academic counseling.

English as a Second Language and GED courses may also be available through the Education Office/Navy College. As a FERP manager, meet with the local Education Office/Navy College to learn what resources are available and to learn how referrals are handled. Hopefully, the installation education office will make appropriate referral to community resources when contacted by a participant they are unable to serve. If not, then make sure you have basic information on academic counseling resources available to participants.

3.4 Workshops

There are six core workshops available at installations worldwide through the Department of Defense Family Employment Readiness Program's standardize core curriculum. The six workshops are:

- Career Exploration.
- Job Search Strategies.
- Resume Writing.
- Interviewing Skills.



- Self Employment.
- Federal Employment.

Content covered in each workshop addresses the learning objectives for each. The objectives for each module follow:

Career Exploration
Upon completion, participants will be able to:

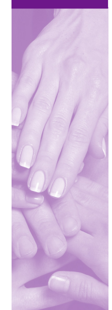
- Identify at least three skills or abilities.
- Define a short term and a long-term career goal.
- Document steps necessary to achieve their goals.
- List at least five items that should be included in a Career Portfolio.

Job Search Strategies
Upon completion, participants will be able to:

- Do a "30 second" job search commercial.
- Define the term "hidden job market".
- Articulate at least five job search resources.
- Name at least three resources for researching companies.
- Describe and demonstrate the concept of "networking".
- Describe three strategies for "working" a job fair.

Resume Writing
Upon completion, participants will be able to:

- Identify the types and purposes of the three major types of resumes.
- Complete an outline or rough draft of a resume.
- Compose a cover letter.



- Discuss the purpose of targeting a resume.
- Develop a marketing business card.

Interviewing Skills
Upon completion, participants will be able to:

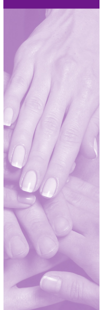
- List at least five interview preparation steps.
- Define at least five types of interviews.
- Formulate responses to at least three common interview questions.
- Formulate a response to a difficult or illegal interview question.
- Demonstrate attentive interview body language.
- Discuss salary negotiation.
- Articulate the importance of, and method for, following up after the interview.

Self-Employment
Upon completion, participants will be able to:

- Assess personal and financial readiness.
- Identify at least three types of ventures.
- List at least three resources.
- Define and state the importance of a business and a marketing plan.

Federal Employment
Upon completion, participants will be able to:

- Identify at least 3 resources to locate federal job vacancy announcements.
- Describe classification of federal positions (the types of jobs, series, grades and steps available in the federal system).
- Describe applicable preferences.



- Understand the difference between excepted and competitive service.
- Explain the application process.
- Name at least 3 forms used to apply for federal employment.
- Identify how federal agencies recruit and fill positions.

3.4.1 Developing New Workshops

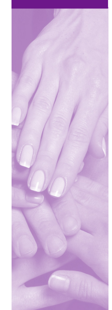
The six core workshops included in the DOD standardized curriculum are the recommended minimum workshops that should be available to military participants wherever they seek services. When developing other workshops to address the unique needs of your participant population:

- Prioritize needs based on participant population and available resources.
- Meet DOD and service specific instructions and directives.
- Base the scope and quantity of programs on the needs your installation.
- Develop Standard Operating Procedures (SOPs) or curriculum. These should include not only program content but also targeted audience, program objectives, materials needed, and references. This ensures "corporate history" when you leave the FERP.
- Create a program that meets the basic needs and then customize it. Every command, group, etc. is unique.

3.4.2 Workshop Logistics

> *"Great ideas need landing gear as well as wings."*
>
> *– C.D. Jackson*

Workshop logistics include location, timing, equipment, materials, etc. All of these are determining factors in the success of the program.



The location of FERP workshops can be a critical factor in your success. Consider the following:

- Training rooms at your facility are the easiest to use as you have all of your resources at your fingertips. If your facility does not have an adequate classroom, use another facility on your installation. These sites are familiar and therefore comfortable for your audience. Be sure to reserve the space through the appropriate person/office.

- Ensure any facility is handicap accessible and has plenty of available parking.

- Configuration of the site including seating, temperature and lighting are important. For FERP workshops arrange seats in a "U" shape or put 3-6 chairs around small tables to encourage participant involvement. Rows of tables and chairs provide a cue to participants that they are to be quiet and listen to the "teacher".

Workshops need to take place on a day and time that encourages participation. Based on experience the following recommendations should be taken into consideration:

- In general, there are optimal days and times for workshops. Avoid paydays and the day before or after a holiday.

- For workshops targeted at spouses, make sure they begin after schools starts and end prior to the end of the school day.

- Avoid scheduling classes on days where command events are scheduled such as holiday parties and picnics.

- Program attendance is usually greater on Tuesday, Wednesday and Thursdays mornings.

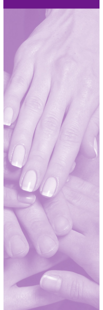
- Schedule programs for teens on Tuesday or Thursday evenings or late Saturday mornings. Avoid Wednesday evenings as many churches have meetings.

Offer incentives for attending programs. Types of incentives include:

- Token gifts for attendees such as mugs, magnets, pens, note pads, etc.

- Refreshments.

- Childcare.



- Drawings for door prizes donated by MWR, the USO, or other local organizations.

3.4.3 Guest Speakers

Guest speakers are "value added" to the workshops and programs you offer through the FERP. As the speaker will reflect directly on the quality of the FERP, your agency and the installation, it is importance that guest speakers be screened.

Guest speakers should:

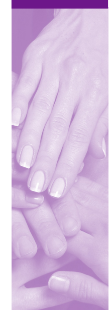
- Have subject matter expertise. Check the credentials of the speaker. Why is he/she the person to do this presentation?
- Have knowledge of and/or background pertaining to the military if possible.
- Have excellent presentation skills. Try to preview any guest speaker beforehand.

Before the presentation:

- Confirm the date, time, and length of presentation with the speaker.
- Find out if speaker needs a microphone, VCR, etc.
- If there are handouts, determine who will provide the copies.
- Give the speaker detailed directions.
- Remember: Be available to do the presentation, or have a "plan B" if the speaker doesn't arrive or cancels at the last minute.

When introducing a guest speaker:

- Talk briefly about the speaker's credentials and expertise.
- Make the speaker feel welcome. Indicate that the group feels privileged to have the person as a speaker.
- Announce the title or the subject of the presentation and its relevance to the audience.



- Give the speaker's name and title. Hearing his/her name can serve as a signal for the speaker to come forward. Say, "I am pleased to present Mr. X", turn to the speaker and acknowledge him/her.

During the presentation:

- Manage time. Work out a way to give the speaker a five-minute warning if desired.

- Listen attentively. The audience may be watching you or checking to see your reaction.

Upon completion of the presentation:

- Thank the speaker and if appropriate, make a comment about the presentation.

- If questions and answers are part of the presentation, let participants know there will be a certain number of minutes for questions.

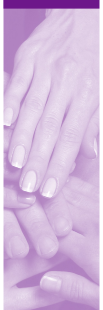
- Follow-up with the guest speaker several days after the presentation. Share feedback and comments from evaluations. Ask for suggestions and comments. Again, thank the speaker.

3.4.4 Solicitation

As previously mentioned, when you invite a speaker to be a part of your FERP it's important to be aware of the legal guidelines in place at your installation. A sample of an agreement form developed by Navy Fleet and Family Support Centers in Hampton Roads, Virginia in conjunction with the Legal Services is included as (Attachment 3-9) at the end of this chapter. Since lawyers often interpret laws differently from installation to installation, it's important to follow local guidance.

3.5 Importance of Employer Networking

> *"You don't just luck into things...You build step by step, whether it's friendships or opportunities."*
>
> *– Barbara Bush*



The way to learn about employers and resources that are available is through networking. According to *Webster's Dictionary*, "Networking is the exchange of information or services among individuals, groups or institutions". The term "networking" became fashionable during the1980s.

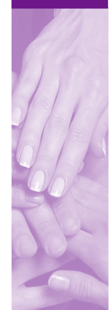
Many people resist the idea of networking because they associate it with "playing the career game", "knowing the right people", or "politics", or because networking supposedly takes time away from "getting real work done". Networking, can, however, improve services offered through your FERP. Networking can help you:

- Be aware and assist participants to access pilot programs available in the community.
- Meet potential speakers for workshops.
- Identify POCs at organizations and employers.
- Get invited to speak at or attend conferences and workshops to further your knowledge, skills and abilities.
- Expand resources available to participants.

3.5.1 Networking Steps

Networking comes naturally to many, but if not to you, don't worry. It's a skill that can be developed. The steps in networking are basic:

- Know your goal/s.
- Identify relevant people.
- Contact the identified people.
- Schedule a time to meet.
- Exchange information.
- Follow up.
- Stay in touch.



Know your goal. Let's use an example that is common to all FERP managers. You want to make it easier for the participants you refer to the top employer in your area to get interviews. You need to get information from the person in charge of the HR department. Perhaps you're new to your position, or the HR manager is new to their position.

Identify relevant people. If you don't have the HR manager's name, call the receptionist and get it. Some people will go further and try to learn additional information via the Internet, through colleagues, etc., but that probably won't be necessary. When you identify yourself as a FERP manager from the Army, Navy, Air Force or Marine Corps, most HR managers will take your call as they want to network with you as well. If the organization is a huge corporation such as IBM or CISCO, you may want to contact the HR person in writing, introducing yourself and your program and indicating that you will be contacting them to discuss matching their needs with your participants. Once you've identified who you want to talk with, call back and ask for them by name. You may get voice mail several times, but be persistent.

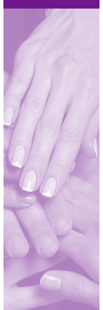
Schedule a time to meet. Ask to meet with them in person to discuss your program and how it might help meet some of their recruiting needs. The HR manager may try to get you to meet with a staff member who works for them, but ask to meet with them directly for only 30 minutes of their time. Most will agree. If not, agree to meet with their representative.

Exchange information. Prepare a professional looking information package that includes information about your program, installation demographics, and the types of skills your participants possess. Ask for information about the types of skills their company needs, preferred resume formats, their interview process, etc. Ask them to send job vacancy announcements to you. Present yourself in a professional organized fashion. Stay focused on your goals. However, follow the lead of the person you're meeting with. If they want to exchange pleasantries, by all means do.

Follow up. A handwritten note on your agency's professional stationary should be sent out as soon as you return from your visit. Thank them for the information they provided, and remind them of anything they offered to do such as send vacancy announcements, speak at an upcoming workshop, serve on an employer panel, get you some additional information, etc.

Stay in touch. Within the next month or so find a reason to send an email or a piece of correspondence to your new contact. Do this periodically, but don't be a pest. Relationships take time to develop. Soon you will have developed a connection that will benefit your current and future participants.

3.5.2 Documentation of Employer and Resource Development



There are no DOD requirements to document employer and resource contacts. It may be helpful to you to keep a list of employers and resource contacts, and to note when you last contacted them in person, by telephone, email or regular mail. This serves as a reminder for you to schedule time to network. It's also nice to keep in touch with service providers when you don't need something. When you are contacting them because you do need something they'll be more receptive to your contact.

3.6 Job Fair and Special Events

> *"Luck is a matter of preparation meeting opportunity."*
> *– Oprah Winfrey*

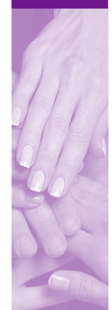
Job Fairs and other special events are big, splashy events that:

- Draw crowds.
- Get a lot of publicity.
- Induce good will from employers and participants.
- Require a lot of work.

Job fairs are done on and off military installations all over the world. They generally attract local employers, but some sites attract national and international employers. There are no DOD directives that require FERP managers to sponsor job fairs.

Some job fairs are co-sponsored with other organizations such as the Chamber of Commerce, local universities, or military related organizations such as the Military Officers Association of America (MOAA), the Fleet Reserve Association (FRA), Non-Commissioned Officers Association (NCOA) etc.

The primary purpose of a job fair is to match employers who have vacancies with people who have skills and are looking for employment. The FERP manager and transition program manager are the two key professionals on any installation who have access to large numbers of job seekers. Civilian employers want access to military-related job seekers, and FERP managers want to assist their participants secure jobs. Job fairs are an efficient way to make these matches.



How often should you sponsor a job fair? That depends on the size of your target population and the availability of employers. Most locations offer one or two job fairs per year and tend to hold them in the spring or the fall.

3.6.1 Planning a Job or Education Fair

As mentioned, job fairs require a great deal of work as at large installations thousands of people may attend. Even at smaller installations, hundreds of people will participate in your job fair. When planning a job fair it's important to establish goals or a way to measure the success of your job fair. As the program manager, and host for the event, determine what would make you feel like you held a successful job fair. Success might be measured by:

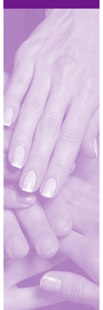
- The number of people who get job offers as a result of attending.
- Having a certain number of employers represented.
- Having a certain number of participants attend.
- Media attention for your job fair and your FERP.

Write down the goals for your job fair to keep you focused on the reason for your efforts. Once you know what you want to accomplish begin planning. A sample comprehensive Job Fair preparation time line, provided by Luke Air Force Base in Arizona, is at the end of this chapter

3.6.2 Ten Tips for a Successful Job Fair

Carla Short, Career Focus Manager at the Family Service Center at Little Rock AFB in Arkansas, makes the following recommendations in planning a successful job fair:

1. Plan at least 6 months out. One year is even better as companies work that far in advance.
2. Start with a mass mailing to employers you would like represented at



your job fair. Follow up the mailing with a phone call inviting them to participate.

3. Try to get companies that are actually hiring. Companies who attend just to provide information or for publicity are frustrating for attendees.

4. Diversify companies. For example, don't allow 20 trucking companies at the same job fair.

5. Try to get companies that hire from all experience levels – from unskilled to professionals.

6. Keep the length of the job fair short. Four hours, from 1000 to 1400, is long enough since often employers come alone and more than 4 hours is grueling. Also, provide refreshments. Give each employer a table and two chairs. Don't put the tables together so they have space on either side to move around.

7. Locate your job fair at a site that allows community participation, has lots of parking and plenty of space for employers.

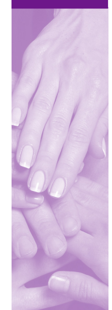
8. Make sure you have adequate help. You need people to escort employers, to take registration, oversee food, clean up, etc. Ask the installation for active duty assistance in addition to your agency's staff, volunteers and VA work study personnel.

9. Network all day. Move from one table to another asking if the employer needs anything, asking about their company, jobs etc.

10. Publicize. It's the most important thing.

3.6.3 Recruiting and Selecting Organizations

As the FERP manager at Little Rock AFB listed in her 10 tips for a successful job fair, it's important to have a mix of employers. Yes, you do occasionally see job fairs dedicated to one or two professions. For example job fairs are common in the health care industry and in school districts. A number of installations co-sponsor a teen job fair with MWR in the spring. Some family support programs sponsor a small job fair during the month of May targeted at military spouses since May is Spouse Appreciation Month. Usually, you'll sponsor a job fair that targets employers who hire military-related personnel including transitioning active duty personnel, spouses and retirees.



Selecting employers is more of an art than a science. As already mentioned, try to invite employers who have jobs available. Employers who have been successful in hiring personnel as a result of previous job fairs sponsored by you will likely contact you to be invited back. You also need to invite new employers. It would be wise to have a Job Fair SOP with a section in it that includes a systematic plan for employer selection. It's important that community employers feel the selection process is equitable. Keep a list of employers who have been invited and who actually participated in your job fairs in case you are ever questioned. Most employers will understand why they were not invited if you have a plan to equitably invite all employers who represent a certain field. For example, there are ten temporary staffing agencies in your local area. You invite five of them to participate in your spring job fair and five of them to participate in your fall job fair. If anyone questions why you invited one agency and not the other, you can show them your plan for inviting employers.

Realize that when you host a job fair, or any event, you are not just representing your FERP, but your installation and the DOD. You cannot show favoritism to any one agency, although there are always some employers that are easier to work with than others. You can, however, justify inviting top employers to every job fair, by the fact that they are the employers who have hired your military participants.

3.6.4 Employer Panels

Another type of special event geared towards job seekers is an Employer Panel. These are often held in conjunction with the transition assistance program or as a part of a FERP workshop. Invite 3-5 employers. Ask each of them to give a five-minute description of their organization and their specific job. Also, ask each employer to address:

- Type of product/service.
- Target market.
- Work site locations.
- Positions.
- Whether or not the company representative has a military background.

You don't necessarily need to ask each employer to respond to each question. A list of sample questions follows:

Discussion Questions

1. What is the best source of candidates for your organization? How do you recruit? Do you use the Internet to recruit?

2. At what time period prior to separation from the military do you want to begin to talk to service members?

3. What are the best sources for researching a company to be better prepared to target resume/interview?

4. Do you attend Job Fairs?

Resumes

1. How do you prefer to receive resumes; via fax, e-mail or in-person?

2. Do you scan resumes into a database? If so, what format suggestions do you have?

3. What format do you prefer? Chronological/Combination/Functional?

4. How important is an objective?

5. Length? Font size? Bullets? Paper color?

6. What catches your attention/impresses you in a resume?

7. Do you require a resume be accompanied by an application?

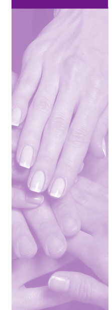
8. What is the purpose of a cover letter? Do you prefer to receive one?

9. At what point do you want to receive references? What type of references do you want listed?

Interview Process

1. Are telephone screens part of your process? If so, explain.

2. How are your interviews structured? Panel/individual/dept.



3. At what point in the process is salary discussed? Explain how to negotiate salary.

4. What type of questions do you ask during the interview?

5. Besides salary, what are other considerations to inquire about when interviewing?

6. When is the final hiring decision made?

Follow-up

1. How/when should people contact you to inquire whether their resumes have been received?

2. How do you feel about thank-you letters? Should they be typed or handwritten?

3.6.5 Other Special Events

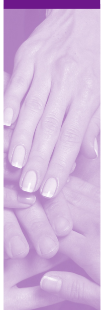
Day in and day out, you provide I&R, do career counseling, facilitate workshops, liaison with employers and assist participants in the ERC. Sometimes you want to do something new or different to generate renewed interest in your core services. Very few events you plan will be as well attended as a job fair, but other events can also highlight your FERP. Military Spouse Appreciation Month is a prime month to sponsor events geared specifically to military spouses. Some of the types of special events targeted for military spouses include:

- Mini job fair with employers who often hire military spouses.

- Workshop geared specifically for military spouses. Examples include weighing the advantages versus the disadvantages of working outside the home, or running a successful “cottage industry” such as selling Tupperware, dog sitting, or providing child care.

- Conference consisting of several small and large group sessions with topics of interest to military spouses such as returning to school, financial aid resources, networking, etc.

- A recognition luncheon highlighting outstanding military spouses with careers.



Hosting agency open houses and tours is also another way to highlight your program. "Field day" your facility, plan a short program, send out invitations and you'll be surprised how many organizations will positively respond to an invitation "to visit". Invite the commanding officer of your installation to welcome your guests. And, of course, don't forget to do a marketing campaign to maximize the results of your efforts. Let your guests tour your facility as the ERC is always an interesting stop.

3.6.6 Evaluate Results

What were the goals for your special event? Did you achieve them? Take some time within a week of the completion of your job fair or special event to reflect on your success and lessons learned. Document your success and forward to your chain of command. See Chapter 6: Program Evaluation for more information.

3.7 Attachments

The following attachments can be adapted for use in your FERP.

1. Employment Resource Center Sign-In Form.
2. Job Vacancy Announcement.
3. State Unemployment Office List.
4. Information and Referral Work Counts Form.
5. Information and Referral Log.
6. Information and Referral Follow-up Form.
7. Participant Case Record Maintenance SOP.
8. Barriers to Employment Scale.
9. Outside Organization Presenter/Speaker Acknowledgement Agreement.
10. Job Fair Timeline.

Employment Resource Center Sign-In

Date:

Last Name, First Name (please print clearly)	Email Address/ Telephone	Branch of Service (See Below*)	Reason for Visit (See Below**)	Status (Check One)				
				Retiree	Officer	Enlisted	Spouse	DOD
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

***BRANCH OF SERVICE:** Navy: N Army: A Marines: M Coast Guard: CG Air Force: AF

****REASON FOR VISIT:** Job Search: JS Career Planning: CP Self Help: SH Federal Employment: FE Email: E Resume: R Info: I

Employment Resource Center
Job Vacancy Announcement

Company Name: ____

Title of Available Position: ____

Point of Contact: ____________________ Phone Number: ________________

Application Procedure: ❑ E-mail ❑ Fax ❑ Mail

E-mail: __________________________ Fax Number: ____________________

Mailing Address: ____________________ Location of Job: ________________

Company Website: ____

Nature of Business: ____

Job Description: ____

____

____

____

____

____

____

____

Days and Hours of Work: _______________ Salary: ____________________

Open Date: _______________________ Close Date: ____________________

Due to the volume of job listings, we request that announcements have a close date or they will be removed from our files after 45 days. Thank you.

State Employment Offices

Alabama
Employment Service
Dept. of Individual Relations
649 Monroe Street
Montgomery, AL 36130
(205) 261-5364

Alaska
Employment Service
Employment Security Division
P.O. Box 3-7000
Juneau, AK 99602
(907) 465-2712

Arizona
Department of Economic Security
P.O. Box 6123
Site Code 730A
Phoenix, AZ 85005
(602) 542-4016

Arkansas
Employment Security Division
P.O. Box 2961
Little Rock, AR 72203
(501) 371-1683

California
Job Service Division
Employment Development Department
800 Capital Mall
Sacramento,CA 95814
(916) 322-7318

Colorado
Employment Programs
Division of Employment & Training
251 East 12th Avenue
Denver, CO 80203
(303) 866-6180

Connecticut
Job Service
CT Labor Department
200 Folly Brook Boulevard
Wethersfield, CT 06109
(203) 566-8818

Delaware
Employment & Training Division
DE Department of Labor
P.O. Box 9029
Newark, DE 19711
(302) 368-6911

District of Columbia
Office of Job Service
Department of Employment Services
500 C Street, NW, Room 317
Washington, D.C. 20001
(202) 639-1115

Florida
Department of Labor & Employment Security
1320 Executive Center Circle
Tallahassee, FL 32101
(904) 488-7228

Georgia
Employment Service
148 International Boulevard N
Room 400
Atlanta, GA 30303
(404) 656-0380

Hawaii
Employment Service Division
Department of Labor & Individual Relations
1347 Kapiolani Boulevard
Honolulu, HI 96814
(808) 548-6468

Idaho
Operations Division
Employment Service
Department of Employment
317 Main Street
Boise, ID 83735
(208) 334-3977

Illinois
Employment Services
Employment Security Division
910 S. Michigan Avenue
Chicago, IL 60605
(312) 793-6074

Indiana
E.S., Employment Security Division
10 North Senate Avenue
Indianapolis, In 46204
(317) 232-7680

Iowa
Job Service Program Bureau
Department of Job Service
1000 East Grand Avenue
Des Moines, IA 50319
(515) 281-5134

Kansas
Division of Employment & Training
Department of Human Resources
401 Topeka Avenue
Topeka, KS 66603
(913) 296-5317

Kentucky
Department for Employment Services
275 E Main Street, 2nd Floor
Frankfort, KY 40621
(502) 564-5331

Louisiana
Employment Service
Office of Employment Security
P.O. Box 94094
Baton rouge, LA 70804
(504) 342-3016

Maine
Job Service Division
Bureau of Employment Security
P.O. Box 309
Augusta, ME 04330
(207) 289-3431

Maryland
MD Department Employment & Economics Development
1100 North Eutaw Street, Room 701
Baltimore, MD 21201
(301) 383-5353

Massachusetts
Division of Employment Security
Charles F. Hurley Building
Government Center
Boston, MA 02114
(617) 727-6810

Michigan
Bureau of Employment Service
Employment Security Commission
7310 Woodward Avenue
Detroit, MI 48202
(313) 876-5309

Minnesota
Job Service & UI Operations
690 American Center Building
150 East Kellogg
St. Paul, MN 66101
(612) 296-3627

Mississippi
Employment Service
Division of Employment Security
P.O. Box 59
Jefferson City, MO 65104
(314) 751-3790

Missouri
Department of Labor
Division of Employment Services
P.O. Box 59
421 East Dunklin St.
Jefferson City, MO 65104
(573) 751-8086

Montana
Job Service
Employment & Training Division
P.O. Box 1728
Helena, MT 59624
(406) 444-4524

Nebraska
Job Service
NE Department of Labor
P.O. Box 94600
Lincoln, NE 68509
(402) 475-8451

Nevada
Employment Service
Employment Security Department
500 East Third Street
Carson City, NV 89713
(702) 885-4510

New Hampshire
Employment Service Building
Department of Employment Security
32 South Main Street
Concord, NH 06391
(603) 224-3311

New Jersey
NJ Department of Labor
Labor & Industry Building
CN 058
Trenton, NJ 08625
(609) 292-2400

New Mexico
Employment Service
Employment Security Department
P.O. Box 1928
Albuquerque, NM 87103
(305) 841-8437

New York
Job Service Division
NY State Department of Labor
State Campus
Building 12 g.
Albany, NY 12240
(518) 457-2612

North Carolina
Employment Security Commission of North Carolina
P.O. Box 27625
Raleigh, NC 27611
(919) 733-7522

North Dakota
Employment & Training Division
Job Service North Dakota
P.O. Box 1537
Bismarck, ND 58502
(701) 224-2842

Ohio
Employment Service Division
Bureau of Employment Services
145 S. Front Street, Room 640
Columbus, OH 43215
(614) 466-2421

Oklahoma
Employment Service
Employment Security Commission
Will Rogers Memorial Office Bldg.
Oklahoma City, OK 73105
(405) 521-3652

Oregon
Employment Service
OR Employment Division
875 Union Street, N.E.
Salem, OR 97311
(503) 378-3212

Pennsylvania
Bureau of Job Service Labor
7 Industry Building
Seventh & Forster Streets
Harrisburg, PA 17121
(717) 787-3354

Puerto Rico
Employment Service Division
Bureau of Employment Security
505 Munoz River Avenue
Hato Rey, PR 00918
(809) 754-5326

Rhode Island
Job Service Division
Department of Employment Security
24 Mason Street
Providence, RI 02903
(401) 277-3722

South Carolina
Employment Service
P.O. Box 995
Columbia, SC 29202
(803) 737-2400

South Dakota
SD Department of Labor
700 Governors Drive
Pierre, SD 57501
(605) 773-3101

Tennessee
Employment Service
Department of Employment Security
503 Cordell Hull Building
Nashville, TN 37219
(615) 741-0922

Texas
Employment Service
Texas Employment Commission
12th & Trinity, 504BT
Austin, TX 78778
(512) 463-2820

Utah
Employment Services/ Field Operations Dept.
Employment Security
174 Social Hall Avenue
Salt Lake City, UT 84147
(801) 533-2201

Vermont
Employment Service
Department of Employment & Training
P.O. Box 488
Montpelier, VT 05602
(802) 229-0311

Virginia
Employment Service
VA Employment Commission
P.O. Box 1258
Richmond, VA 23211
(804) 786-7097

Virgin Islands
Employment Service
Employment Security Agency
P.O. Box 1090
Charlotte Amalie, VI 00801
(809) 776-3700

Washington
Employment Security Department
212 Maple Park
Olympia, WA 98504
(206) 753-0747

West Virginia
Employment Service Division
Department of Employment Security
112 California Avenue
Charleston, WV 25305
(304) 348-9180

Wisconsin
Job Service
P.O. Box 7905
Madison, WI 53707
(608) 266-8561

Wyoming
Employment Service
Employment Security Commission
P.O. Box 2760
Casper, WY 82602
(307) 235-3611

National Office
United States Employment Service
200 Constitution Avenue
Washington, DC 20210
(202) 539-0188

Information and Referral Work Counts

Reporting Period (mm/yy): *(Check One)* **Staff ____ Volunteer ____** **Name:**

TYPE OF ASSISTANCE	COUNTS	TOTAL
Abuse		
Benefits		
Casualty Assistance		
Child Care		
Counseling Services		
Deployment		
Disaster/Crisis Response		
Education		
EFM/Special Needs		
Elder Care		
Employment		
Family Advocacy		
Financial		
Food		
Health Care		
Hotline		
Housing		
ID Cards		
Legal		
Non-Support		
Other		
Parenting		
Recreation		
Red Cross		
Relocation		
Resource Information		
Retired		
Sexual Assault		
SBP		
Schools		
Social Services		
Sponsor		
Stress Management		
Suicide		
Transition		
VA		
Volunteer		
Welcome Aboard Packets		
WIC/Food Stamps		
Youth Outreach		

TYPE OF CONTACTS	COUNTS	TOTAL
Telephone Call		
E-mail		
Walk-In		

Attachment 3.5

Information and Referral Log

Date	Participant	Contact #	Information Requested	Referrals Provided	Follow up Date

Information and Referral Follow-up

Participant's Name: ____________________

Contact Email or Phone Number: ____________________

Referred To: ____________________

Referral Date: ____________________

1. Were you able to contact (name of agency or POC)? ____________________

2. What assistance was provided? ____________________

3. On a scale of 1 = very helpful, 2 = adequately helpful, or 3 = not helpful, how would you rate their service? ____________________

4. Would you recommend that we refer clients to this service again? Why or why not? ____________________

5. Are there any other comments you'd like to make about this referral? ____________________

6. Is there any other service that the Family Employment Readiness Program can provide for you?

Standard Operating Procedure

Client Case Record Maintenance

1. Purpose: To outline procedures for the administration of the Army Community Service (ACS) Client Case Records.

2. References:

   a. AR 608-1, Army Community Service Centers

   b. AR 608-18, Family Advocacy Program

   c. AR 930-4, Army Emergency Relief

3. All clients eligible for ACS assistance will be seen on a first come, first served basis with emergency situations and scheduled appointments taking priority. Front desk personnel (usually the Information & Referral Specialist, but other paid or volunteer staff trained to help at the Front Desk) will greet the incoming client, determine his/her needs or requests, and refer the customer to appropriate ACS staff personnel.

4. DA Form 5897 (ACS Client Case Record-CCR).

   a. The ACS staff person (Initial Service Provider – ISP) who first provides services to a client in an interview of 15 minutes or more will initiate DA Form 5897 to document the visit. The ACS CCR will provide the data to substantiate the ACS Annual Report (DA Form 3063).

   b. Filling out DA Form 5897: At the time of the initial visit, the client (with staff assistance as necessary) will fill out items 2 and 6 – 23.

   c. The ISP will complete Items 24 to 34b, and give the completed form to the ACS Director within two working days of the visit for review and signature (Items 35 a & b).

   d. The ISP will assign a case number in Item 1 from the Client Data Index at the front of the client file drawer and file the case in the active files if still open or in the inactive if actions are already completed.

   e. The ISP or other staff service providers will add an Extended Case Record Log (ECRL) when needed to document subsequent visits. The ECRL will contain entries to tie it to the basic CCR and to record later events in the client's service history. Below is a portion of an ECRL showing the required entries.

Extended Client Case Record Log

Client's Name (Last, First, MI): Case Number:

Date	Staff Contact	Program	Comments/Notes

5. Records Management:

   a. Security. The ACS Director will designate an area (lockable file cabinet/drawer(s) for storage of CCR. Only the Director and the staff personnel responsible for providing client services will be authorized access to this area. The CCR file cabinet will be locked at close of business each day.

   b. ACS staff service providers will:

      i. Prepare, prior to the first filing of a CCR, a file folder label

608-1b	last name, first name	case number

      ii. Retrieve CCR from the central file on the occasion of subsequent contact with the client. When removing a CCR, the service provider will complete and insert an Optional Form (OF) 23 Chargeout Record.

      iii. Enter notes containing date, service provided and remarks on the Extended Case Record Log.

      iv. Remove the OF 23 and file the CCR after follow-up visits.

      v. File CCR alphabetically by client name with the active files in the ACS Center client file system. The CCR files area will be designated as a limited access area to ensure confidentiality and meet security requirements.

   c. An adhesive label with the following information will be placed on the upper right hand corner of the front of the CCR record jacket if the client is referred to other ACS services.

Name: ____________________________ Date Opened: __________________________
Initial Service Provided: ______________ Date Closed: __________________________
__________________________________ # of visits: ____________________________

Referrals:
Date: _______________ Service: ________________ Date Closed: ____________
Date: _______________ Service: ________________ Date Closed: ____________

   d. If the client is not referred (or expected to be referred) to other ACS services a modified label with the following information may be used. It will be placed on the upper right hand corner of the front of the CCR record jacket.

Date Opened: ______________________ Date Closed: __________________________
Initial Service Provided: ______________ Total # of Visits: ________________________

6. Case Closure.

    a. ACS CCR remains active until closed out by the ACS service provider who had the last contact with the client. Closure may occur at any time when services to the client are no longer required or desired. So long as any of the staff service providers has continuing contact with the client, the record must remain active.

    b. If there have been no referrals to other ACS services, or if those provider(s) have already indicated closure, the ACS service provider (ISP or other) closing the record will complete and add their initials to item 4 of DA Form 5897. That provider must also complete the information on the front of the record jacket indicating the date they closed the record.

    c. Closed CCRs will be placed in the inactive status section of the CCR file cabinet for the remainder of the fiscal year. After completion of the ACS Annual Report, the inactive CCRs will be placed in the designated storage area for two years.

7. Re-Opening Cases

    a. Client records may be re-opened when an additional extended contact occurs. A new DA Form 5897 is not required unless the basic information has changed so significantly that handwritten corrections to the original form would render it unreadable or confusing.

    b. If a new DA Form 5897 is prepared, it will be given the same case number, annotated SUPPLEMENTAL in the top margin, and stapled on the front of the client's original form.

    c. The service provider reactivating the file will put one diagonal line through the old status label and apply a new status label below the original on the front of the record jacket.

8. File Disposition.

    a. In the first full week of October of each calendar year, the staff service providers will review the active case files and separate all records in which there has been no contact with the client in the last three months. Where records are considered inactive or closed, they will be transferred to an inactive area. Inactive records will be maintained for two years and then destroyed.

    b. If the CCR was for a client whose only contact with an ACS service provider was for the sole purpose of obtaining an Army Emergency Relief Loan, that CCR will become a part of the client's AER file.

Barriers to Employment Scale

Name: ________________________________ Date: ____________________________

Listed below are several common problems, which can interfere with getting or keeping a job. Please read through the entire list, indicating YES or NO for each.

Barriers	Is this a problem for you now?	
1. Child care or other family responsibilities Specific: ______________________________	Yes	No
2. Transportation: Specify: ______________________	Yes	No
3. a. Lack of references	Yes	No
b. Lack of education	Yes	No
c. Lack of experience	Yes	No
d. Lack of skills	Yes	No
e. Looked but couldn't find work	Yes	No
f. Employers think I'm too young or old	Yes	No
4. a. Bill collectors	Yes	No
b. Wages garnished	Yes	No
c. Evicted from housing	Yes	No
d. Law suits against	Yes	No
5. a. Police record	Yes	No
b. Trials(s) pending	Yes	No
c. On probation or parole	Yes	No
6. a. Fighting or arguing with spouse	Yes	No
b. Fighting or arguing with neighbors	Yes	No
c. Fighting or arguing with others	Yes	No
d. Other marital or social problems: Specific: ______________________________	Yes	No
7. a. Feel tense and nervous	Yes	No
b. Shy with people	Yes	No
c. Feel depressed or sad	Yes	No
d. Problems controlling anger	Yes	No
e. Feel like people are against me	Yes	No
f. Other personal problems	Yes	No
8. a. Drinking problems	Yes	No
b. Drug abuse	Yes	No
9. Health: Specific: _________________________	Yes	No
10. a. Poor English	Yes	No
b. Language problems	Yes	No
c. Reading problems	Yes	No

Outside Organization Presenter/ Speaker Acknowledgement

The following acknowledgement pertains to outside organizations presenter/speakers employed by anyone other than a not-for-profit agency that have been invited to present or speak at a Family Employment Readiness sponsored program.

I understand that my role as a presenter/speaker at this Family Employment Readiness Program sponsored event is to present pertinent information related to my subject matter expertise regarding the program or topic. I further understand that I MAY NOT:

1. Distribute business cards or promotional materials relating to my business or agency of any kind either before or during the presentation. (May distribute to participants who verbally request it following the presentation). ______ (Initial)
2. Solicit the names, addresses (including e-mail address), phone numbers of any participant, nor attempt to solicit such information from participants about any other individuals. ______ (Initial)
3. Verbally solicit clients or business from participants. ______ (Initial)
4. Present information in such a way as to entice or compel participants to follow-up with me in a business relationship. ______ (Initial)
5. Interview class participants at any base location, including at TAP. ______ (Initial)
6. Solicit taking staff or class participants to lunch/dinner. ______ (Initial)

Outside Presenter/Speaker Signature (Please print AND sign name)	FERP Staff Member Signature (Please print AND sign name)
Date Signed	Date Signed

This acknowledgement need only to be signed once by each presenter and will be kept on file for a period of two years.

Company (Please PRINT)

Company Address (Please PRINT)

Contact Phone Number

Email Address (Please PRINT)

Job Fair Timeline

7 months
prior to event

Determine whether 3 critical elements are present:
- High interest from employers in labor pool
- Demand and interest from job-seekers
- Low unemployment rate

Identify facility options
- Accommodate target number of employers and attendee foot traffic
- Number of tables needed; ability to procure additional tables
- Access to public restrooms
- Adequate electrical outlets for displays, etc.
- Adequate ventilation, heat, air conditioning for season
- Availability of food/beverage
- Adequate parking for targeted number of attendees
- Adequate off-loading area for supplies/displays
- Handicap access
- "Good" location (easy-to-find, known to target audience, etc.)
- Cost of facility and funding source

Update Employer Master List
- Circulate existing list of employers among job assistance staff for review
- Solicit new employer contacts from job assistance staff

6 months
prior to event

Negotiate dates of Job Fair with selected facility; submit funding request

Confirm table layouts allow adequate foot traffic space
- Request 2 planning boards from Base Audio-Visual (provide disk of room layout, to be enlarged to 3' x 4', mounted on poster board, and laminated)
- Retain file copies for later use as handouts to attendees/employers

4 months
prior to event

Design and develop registration materials
- Tri-fold brochure with tear-off & return registration form
- Master confirmation letter for registrants
- Map for employers (from front gate to facility)

Design and develop publicity materials
- Generic "Get ready for the Job Fair" posters/flyers
- Flyer listing employers registered
- Flyer listing jobs for which employers are recruiting
- Posters (enlargements of flyers)
- Announcements for e-mail, etc.
- Submission for Commander's Channel

Review publicity and marketing plan for revision, additions, etc.

3 months prior to event	Mail out Job Fair brochures to employers Upload online registration (if technology supports) Create & maintain registration database Record employer registrations and all data provided Create Employer Registration notebook (actual registrations, in order of receipt) Begin assigning tables, according to date(s) and need(s) Design and develop internal documents ■ Sign-in sheets for attendees ■ Convenience map for employers (restrooms, food, smoking, etc. – handout to be left at assigned table) ■ Prize drawing forms (to gather demographics) Prepare employer participant follow-up contact letter for after Job Fair ■ Thank you letters ■ Employer evaluations
6 to 7 weeks prior to event	Begin Publicity Campaign: ■ Place large poster in front lobby of agency ■ Place poster(s) in ERC ■ Distribute flyers at all briefings, especially TAP/ACAP ■ Add Job Fair flyers to sponsorship packages ■ Hang banner outside front entrance ■ Distribute flyers with list of attending employers and vacancies (positions available) as soon as possible ■ Coordinate and submit articles to base newspaper, Civilian Personnel newsletter, Retired Activities Office (RAO) newsletter, and any other identified media outlets ■ Use e-mail distribution as allowed ■ Informal e-mails to selected targets ■ Formal e-mails to agencies, base representatives ■ Submit PowerPoint slide to Director and other staff for Commander's Call ■ Send e-mail detailed information to all FERP managers in the region ■ Send e-mail Job Fair announcements to FERP managers worldwide Negotiate costs of refreshments for employers (all, some or none) ■ Coffee, tea and water all day ■ Morning pastries ■ Box lunch ■ Afternoon sodas
4 to 5 weeks prior to event	Add to Publicity Campaign ■ Distribute flyers to BX/PX or NEX, Commissary, Gym, etc. ■ Provide flyers to all veterans' agencies' representatives (DES, VA, Voc Rehab, medical screening, DOL, etc.
1 month prior to event	Verify tables on hand and acquire additional tables if needed Coordinate assistance in picking up, delivering, and returning tables

2 to 3 weeks prior to event	Examine timeline for things left to do; create task lists as necessary Coordinate the loan and use of four 2-way radios or cell phones Continue Publicity Campaign ■ Send another e-mail message, as allowed ■ Arrange for use of Base Marquees ■ Distribute updated flyers across the base ■ Maintain information feed to the RAO ■ Submit ad to the base paper
1 to 2 weeks prior to event	Invite base newspaper photographer to Job Fair Arrange for donation of flowers (registration table centerpiece) Provide room layout instructions to facility staff (placement of tables, trash cans, chairs, refreshment stations, etc.) Make Job Fair Staff name tags Finalize all printing of internal signs for Job Fair ■ Welcome to Job Fair ■ Directional signs (pointing hands, arrows, etc.) ■ Acknowledgement of door prizes contributed ■ Thank you for flower arrangement(s) ■ Prize Drawing forms here (above drum) ■ Table numbers ■ Company name banners Begin to gather needed supplies ■ Scissors ■ Signs For Application Table Area ■ 8 Clipboards ■ Welcome Sign (Registration Table) ■ Company Signs ■ CFP Pamphlets ■ TAP Pamphlets ■ Scotch Tape ■ Thumb Tacks ■ Stapler/Staples ■ Paper Clips ■ Markers - All Sizes ■ Desk Top Copier ■ Copier Paper ■ Large Job Fair Poster ■ Check(s) to pay facility ■ Convenience Maps ■ Sign-In Sheets ■ Registration Forms ■ Sign For Prize Drawing ■ Numbers For Tables ■ Masking Tape ■ Duct Tape ■ 2- Way Radios ■ Pencils/Erasers ■ Pens ■ Tape Measure ■ Plain Paper - Notes, Etc. ■ Sticky Note Pads ■ Name Tags ■ Accompanying Signs ■ Microphone
2 days prior to event	Marquee publicity ■ Job Fair Tomorrow … ■ Job Fair Today …

1 day prior to event Provide list of expected company representatives to Security Forces

Day of event Job Fair Team convene at facility at 0630

- Tape numbers and company banners to tables
- Place employer handouts at each table
- Set up registration table
- Set up drawing form drum
- Verify access to electrical outlets as needed
- Post all signs
- Table numbers
- Company name banners

Post-event Conduct prize drawing if applicable

- Record prize & winner data
- Notify winners

Compile demographics data from sign-in sheets and prize drawing forms

- Number of attendees (from sign-in sheets)
- Sources of publicity (how attendees heard about Job Fair)
- Availability (how soon attendee could report for new job)
- Branch of service
- Industry sectors sought
- Dates of separation/retirement
- Status of attendees (active duty, retired, civilian, family member, etc.)

Send out thank you letters and evaluation form to participating employers

Compile data from employer evaluations (feedback, ratings)

- Registration procedures
- Directions and map(s) provided
- Parking, off-loading areas
- Assistance from Job Fair staff during event
- Table assignments
- Access to electricity, etc.
- Location of Job Fair
- Number/caliber of applicants attending Job Fair
- Job Fair, overall

Hold Job Fair Team meeting to discuss employer feedback, etc.

Write report to forward to your chain of command

Compile lessons learned for future use.

4 Marketing the FERP

> *"Business has only two basic functions – marketing and innovation."*
>
> *– Peter Drucker*

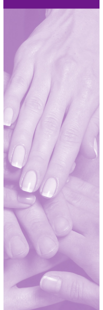
Marketing Quality of Life Programs

Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals. *(Dictionary of Marketing Terms*, 2nd Edition, Peter D. Bennet, Editor, 1995) In simpler terms, marketing is the process by which you reach customers and persuade them to purchase, use and repurchase, or use, a product or service.

Marketing targets populations, informs them about products and services, and motivates them to use these products/services. Marketing is not only selling or advertising, but also ensuring that the right goods and services are produced and find their way to your consumer. The wide range of marketing activities includes:

- Market Research.
- Analyzing the Competition.
- Finding One's Market Niche.
- Pricing.
- Promotion.

Effective marketing requires delivering the goods and services that your consumers want and need.



Within the Family Employment Readiness Program, two of the concepts from the definition above are used depending on your target market. You want to INFORM military-related career seekers of the array of services available. You want to PERSUADE employers to hire military family members.

Two effective ways to market are:

1. **Public Relations** (PR) sells an idea or concept that raises awareness and support of programs/services. It helps your customer understand your organization. Your "customer" feels that you, the service provider, cares about him/her. PR is considered a "soft sell". Examples of public relations for Family Employment Readiness programs and services include personal networking, briefings/presentations, and media coverage of programs and services.

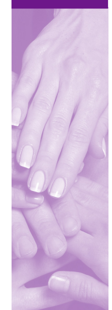
2. **Advertising** sells a specific product or service by motivating people to try the product or service. The key to successful advertising is promotion – repeatedly bringing the product to the attention of customers. Most family support programs do not pay to advertise. However, short news items and program announcements are appropriate topics for the installation or community newspaper, the family support newsletter, etc. Flyers, handouts, brochures, newsletters, and e-mail/web sites are all marketing materials prepared and used by family support programs from all branches of the service. Advertising is considered a "hard sell".

4.1 Product Definition

Throughout the DOD, similar services are provided by Family Member Employment Programs regardless of the branch of service, the size, or location of the installation. Employment related information is provided. In-depth career counseling or coaching is available. Computers, software, Internet access, and print resources on employment related topics are available. Then, there are products that are offered at many installations, but not all. These include workshops, computer software training, videotaped mock interviews, professional wardrobe closets, use of fax, telephones and copier machines, job fairs, and more.

The Family Employment Readiness Program offers an array of services. At many locations so many services are available it is unrealistic to be able to equally market them all. It would also be difficult for potential users to remember all the services available. Participant needs, resources available, and the goals of your program as determined through strategic planning, will identify what products you are going to market.

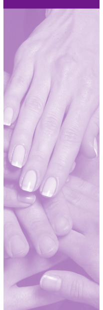
4.2 Target Audiences



People respond to the same message in different ways. By targeting the message to a specific audience it makes the message easier for an audience to relate to, and thus, support your product. How do you target a message to a specific audience? There are several ways. The use of words, graphics, fonts, and colors all play a role in how your message is received. Testimonials, or spokespersons your audience easily relates to, can influence the use of products and services. No matter who your target audience is, always answer the question, "What's in it for a member of the target audience? What is the benefit to the target market to use this service?" The target audiences for the Family Employment Readiness Program may include:

- Junior, mid-career, and senior spouses.
- New arrivals and departing personnel.
- Sponsors.
- Teenagers.
- Retirees.
- Active duty personnel.
- Civilian personnel.
- Potential volunteers.
- Senior military personnel.
- Military Career Counselors/Planners/Advisors.
- Employers.
- Community Organizations.

Let's look at some of these potential target audiences and address the "What's in it for me?" question for each.



4.2.1 Junior Spouses

Junior spouses may have very little job experience, yet they may very likely need a job to help pay household bills. Products they may be interested in include:

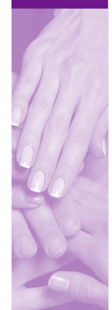
- Job listings.
- Volunteer opportunities to help them gain experience.
- Use of the computer and other equipment.
- Workshops on how to dress for success on a limited budget.

Junior spouses are often one of the most difficult target audiences to reach. At larger installations, younger spouses tend not to utilize many installation services, perhaps due to lack of awareness. They also often tend not to subscribe to a local newspaper or watch the television stations that run public service announcements, such as local cable channels. Information directed to the junior active duty service member rarely reaches the spouse at home.

Success with junior spouses who do not live in military housing complexes may rest on reaching them when they're new to the military, or new to the installation. All spouses are required to get a military identification card, so working with the office that issues these cards may help inform junior spouses not only of employment services, but other services such as Welcome to the Military workshops or financial planning services. The ID Card office could distribute information packets and brochures, display posters, and perhaps even show a video about your services.

Another way to reach spouses is through command sponsored family indoctrination meetings if these are hosted by individual commands at your installation. In fact, a sampling of DOD FERP managers indicated that family "indocs" are the most effective way to reach junior spouses. FERP managers also indicated that Navy Ombudsmen, Marine Corps Key Volunteers and Air Force STARs (spouses appointed by their service member's command to provide information and referral) are also an excellent way to reach new spouses. Keeping these command family liaisons informed of your program and asking them to provide this information through their newsletters, care lines and phone trees can also help you reach young military spouses.

Modern images, bright colors, and informal language on print materials will attract the attention of junior spouses.



4.2.2 Mid-career Spouses

Officer and enlisted spouses whose sponsors have been in ten or more years may be returning to the workforce after raising children to school age. They may have recently completed a college degree or certification program and are looking for professional employment. Flexible employment that allows them to work around their children's schedules may be a priority. Products of interest may include:

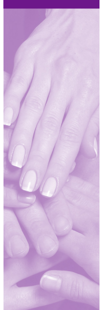
- Opportunities to update their computer skills by taking formal classes or using self-paced tutorials.
- Assistance with updating or critiquing their resume.
- Interview practice. They may be hesitant to have their practice interview videotaped, but sending them home with a videotaped practice session will be invaluable.
- Employer job listings, especially those that offer part-time scheduling around school hours, will be appealing.

This group of spouses tends to use installation services and would be likely to pick up a brochure or flyer at the commissary or exchange. They also tend to read the installation newspaper, so regularly published articles about your program with photos showing mid-career spouses in workshops or using the resource center are effective with this target audience. They are familiar with the military colors and insignia so brochures, posters and flyers with traditional graphics and colors will attract their attention.

4.2.3 Senior Spouses

Senior spouses may be looking for volunteer opportunities or looking for referrals to spouses who come to them with questions about returning to school or seeking employment. They, of course, may also be looking for a job or a career for themselves, especially as their active duty spouse gets closer to retirement. They may also be looking for information about educational opportunities or summer jobs for their teenage children.

Hosting an open house and inviting leadership spouses to your agency for a short presentation and tour of what's available to their command family members can be an especially effective way to get the word out about your program. Briefings to officer spouse groups, key spouse meetings, and family support groups are another effective way to market to senior spouses.



Use of traditional symbols, logos and service colors is also familiar to this group of spouses who are used to supporting their military spouse and the installation.

4.2.4 New Arrivals

New arrivals are eager for information about their new installation and community. Career-enhancing opportunities for the non active duty spouse may be a deciding factor in choosing orders to your installation (in those cases when there is a choice). Before the newcomer even arrives, have information about the Family Employment Readiness Program sent in the Welcome Package. Post information about workshops, top employers, services available through the Family Employment Readiness Program, and hours of operation on your web site.

Ensure the information about your program is current in the Standard Information and Topic Exchange System (SITES) for your installation. SITES is a computerized information system that provides service members with worldwide relocation information on major military installations. The SITES program is continually updated and provides ready access to phone numbers, quarantine information, tax and license information, as well as educational, housing, and employment opportunities and requirements. The installation's local web site is also available. The web site is located at <www.dmdc.osd.mil/sites>.

Staff at some family support programs are fortunate to get information about new arrivals well in advance, and they contact the service and family members by telephone or e-mail to assess needs and inform them of services available. This proactive approach is sure to make a lasting positive impression on those being transferred to your installation.

Most installations offer some type of newcomer gathering in addition to those hosted by the squadron, command or unit. Many also offer a gathering for family members. Called "Resource Fairs, Family Indoc, Welcoming Nights," etc., they provide a forum for new arrivals to learn about services available on base and include medical, educational, legal, recreational, Red Cross and other military support programs. Ensure that FERP is always represented. Offer to staff a display or speak at these information venues for newly arriving personnel and their families. In addition to accessing potential participants, they provide an opportunity for you to network with other installation service providers.

Use professional looking displays, and if possible, have some small token gifts to attract people to gather information. Mouse pads, pens, pencils, small portfolios, calendars, note cubes, and other small gifts with your contact information on them will provide a reminder of your services to potential participants after the event is over.

4.2.5 Departing Personnel

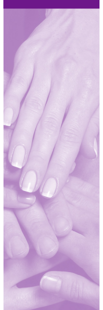
Personnel moving to a new assignment want information about their new location. In addition to searching for a new home, schools, and more, they will have questions about volunteer, education and employment opportunities. The staff member who is responsible for providing relocation services at your site will provide most of this information, but family members may begin their job search at the new location while still attached to your installation. It is helpful to them if you can provide them a Family Employment Readiness Program POC at their new location. If you have worked with this participant in the past and have a participant record, or other useful materials, you can send it ahead to the gaining FERP, or give it to the participant to take with them so that the participant does not have to start over at the next duty station.

FERP managers at overseas and remote locations are particularly concerned that family members be properly prepared for the realities of overseas and remote living, especially in the area of employment opportunities. At some overseas locations, due to the Status of Forces Agreement (SOFA) for that country, spouses are unable to work off the installations. At others, a certain percentage of foreign nationals must be employed by the installation. At other locations tax implications must be explained. Often the federal jobs on the installation are entry level. For spouses at remote sites in CONUS the unemployment rates are often high and commute times are often prohibitive.

Most FERP managers overseas and at remote sites agree that a spouse can find employment if he/she wants to provide child care, work in food service or work in retail. These are all low paying careers that many military family members avoid.

Products that will be most useful to PCSers are:

- Access to the Internet.
- Use of the telephone and copy machine.
- Resume updates.



- Workshops to prepare them for their next duty station. If the participant is going overseas, or to a remote duty station, encourage them to attend the Federal Employment Workshop. Prior to their transfer they should attend to get the basic information, and they can attend again upon arrival at their new assignment to learn about any nuances unique to their new locale.

4.2.6 Sponsors

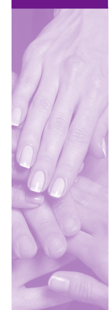
An active duty person from the receiving command is assigned to all transferring active duty service members regardless of their pay grade, if desired. A sponsor is a service member from the gaining command who is assigned to assist the service and family members who are reporting to the command. In addition to providing information about the new duty station, they are able to provide basic information about the local community and services available on the installation.

Relocation personnel from the family support program typically provide training for sponsors. Ask if you may assist with this training, or at least provide written information about the FERP to sponsors to forward to the families they assist.

As previously mentioned, a well-informed, proactive sponsor is especially critical for families moving overseas, to remote locations, or to recruit assignments. Recruiter families often find themselves far away from the support available from a military installation and the services available. It is critical that you provide information about the FERP to sponsors, and that the information in SITES and welcome materials is accurate and current.

4.2.7 Teenagers

Teens and eligible college students need money and therefore, may be looking for an after school or a summer job. Advertise job vacancy announcements as a product that you have available at your resource center. Teens may be interested in volunteer opportunities in order to gain experience. They will also benefit from attending workshops on the topics of resume writing, interviewing, career exploration and local job search strategies. A brief marketing campaign followed by a teen job fair in the late May or early June time frame will prepare military teens for a career focused summer vacation.



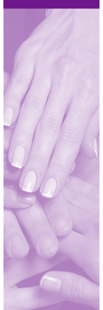
Advertise to students through your local schools. Offer to make the morning announcements or appear on a student run, in-school television show. Meet with the local school guidance counselors to get the word out about your Family Employment Readiness Program. Provide posters, flyers and brochures to be distributed at school. Use flashy, eye-catching colors with a modern font. Words such as “money” and “job” or a dollar sign should be in large, bold type to catch the attention of your potential teenage participants.

4.2.8 Retirees

Retirees may be looking for a second career if they have recently retired, or a part-time job or volunteer opportunity if they have been retired from the military, and now, perhaps retired from a second career. Interest inventories and skills assessments are often interesting for those looking for a new career. Even if they attended the transition assistance program offered at the installation, they may benefit from attending follow-on workshops offered by the Family Employment Readiness Program. Most certainly, retirees will benefit from a coach. The transition process can be frightening to many. Interviewing, salary and benefits negotiation, and dressing for success are new, uncharted areas for a military retiree. A coach can be a true asset, especially since the retiree’s spouse is often experiencing similar transition stressors and is less available to provide support.

Unlike the Navy and Marine Corps, the transition program in the Air Force and Army is more distinct from the FERP and there are contractual arrangements as to which program is the primary provider of career services to transitioning military personnel. If, however, you want to access transitioning military personnel, ask to present a segment of the multi-day transition program to highlight the FERP. Staff a table during lunchtime and allow transitioners to register for a workshop or schedule an individual counseling appointment. Use e-mail distribution lists, message traffic, the installation newspaper and other installation media to access active duty service members who are transitioning to the civilian world.

Print media that portrays a service member transitioning from a military uniform to civilian attire is eye-catching when posted at such locations as the clinic (final physical exams are required before leaving active duty), the pass and ID office as retirees exchange their active ID card for a retiree card, and with Career Planners (Marine Corps), Command Career Counselors (Navy), and Career Advisors (Air Force and Army) who provide the mandatory pre-separation information to the soon-to-be civilian or retiree.



4.2.9 Active Duty Personnel

Service members are easy to reach, but are generally a small target population for the FERP as they have jobs and have a program that assists them with using their educational benefits. You may see them if they are looking for a second job, volunteer experience, or “non-biased” advice on the merits of staying military versus leaving the service.

This may not be an audience you want to target, as it may be counter to defense department goals to maintain active duty personnel. Many command leaders prefer that active duty service members not have second jobs. They want service members to be focused on their primary job that is often dangerous if preformed when tired or distracted.

To attract the attention of active duty personnel, post flyers and brochures in recreation facilities such as the gym, club or movie theater. Marquees, ATM machines and laundry mats on the installation are also a good place to post information.

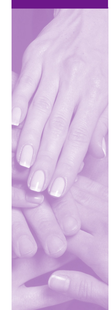
4.2.10 Civilian Personnel

Civilian personnel have jobs but they may be interested in using your services to change jobs or to find a new one should their job be slated for elimination. The Federal Employment System Workshop and individual counseling are the two services most frequently used by civilian personnel at installations where they are eligible for services through the FERP. Networking with the personnel who staff the Human Resource Office (HRO) or the Civilian Personnel Office (CPO) and providing brochures or flyers is the most effective way to target this audience.

4.2.11 Potential Volunteers

Potential Volunteers are everywhere! Family Readiness Employment Programs use volunteers, interns or VA work study personnel in a variety of ways. Volunteers:

- Orient participants to services available.
- Assist participants with using computers and searching the Internet.
- Do data collection and tabulation.



- Coordinate job fairs.
- Make follow up contacts.
- Staff information tables.
- Update job vacancy announcement listings.

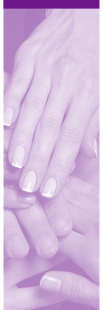
Volunteers with professional counseling or presentation skills may provide these services. These are just some of the ways volunteers are used.

You can contact the college placement office to access interns and the local VA office to access potential work study personnel. Talk with the volunteer coordinator for your family support program and ask him or her to recruit volunteers for your program. Providing meaningful volunteer opportunities enables participants to gain valuable experience to build their resume. As your volunteers gain experience and leave for paid employment, don't see their departure as a loss, but as one more success story for your FERP to document!

4.2.12 Senior Military Personnel

Officer and enlisted senior personnel have the responsibility of looking out for the well being of the junior personnel who report to them. Even though their family members may benefit from the FERP, focus your marketing efforts on how the program can assist junior personnel and their families. Do an information briefing as part of the installation's overall family support program. Offer to provide information about FERP when new senior military personnel arrive at the installation. This group of individuals must digest a great deal of information about numerous topics every day, so keep your pitch succinct, factual and results oriented. Often military leaders will ask how they may support your program. Have a specific, pre-approved suggestion readily available. For example, "We need $25,000 to upgrade the computer hardware and software in our resource center." Or "We need a dial-up modem so our participants can do a job search on the Internet."

Your director may prefer that communication to senior officers on the installation go through him or her. Senior enlisted personnel say telephoning, e-mailing and simply stopping by the office is the most effective way to share information and garner support from them.



4.2.13 Employers

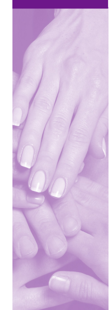
Employers want access to competent people to hire. As the FERP Manager, you have access to people with a wide variety of skills and training, and you prepare your participants for the local job market. When marketing your program:

- Schedule meetings and go to the employers who are most likely to hire the people who utilize your services.
- Find out what types of skills they most frequently recruit.
- Develop a professional relationship with the hiring authority.
- Learn what type of resume they prefer, what type of interviews they do, and what types of benefits and training they provide.
- Provide information about your program and your typical participants.
- Invite them to your agency for a tour, or to speak at a workshop.
- Periodically, contact them by telephone, e-mail, or send updated brochures.
- Send potential employees to their company, and then follow up with the employer to determine their satisfaction with the candidates you've sent.

> **Note:** Networking with employers is one of the requirements of the FERP and was discussed in more detail in Chapter Three: Program Implementation.

4.2.14 Community Organizations

Community organizations may provide services similar to the FERP or other services that may be useful to your participants. Some communities have educational opportunity programs. They may be part of a college or a non-profit organization. They often do assessment and skills testing, provide assistance in completing applications, and applying for financial aid, and screen participants for local programs.



Grant programs are specifically targeted to assisting military personnel and their spouses acquire necessary training to secure jobs are sponsored by the Department of Labor or in your local community may be available.

Medical training programs, computer training, English as a Second Language courses, GED courses, and others may be in your community. You'll need to do some legwork to learn about these programs. Start with the staff member who provides information and referral at your center. Then, NETWORK. Many times there are well-funded pilot programs that your participants may benefit from, but they are not advertised. Meeting, talking, and staying in touch with community professionals so that you're aware of pilot programs and can refer participants to them is a valuable service you can provide.

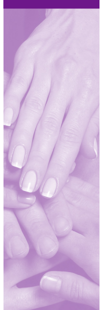
The form, "Targeting Media Chart" (Attachment 4-1) is included at the end of this chapter. It can be used as a tool to help you identify target audiences, their demographics, media habits, the message the target audience receives, and finally – are they buying what the FERP is selling?

4.3 Marketing Research

The Transition Assistance Program is well known throughout the Department of Defense by active duty service members. There are some components of the program that all are required to attend before leaving the service. Spouses of active duty service members are invited and encouraged to attend, but the percentage of spouses who do is low. At most locations less than 5 % of spouses attend. Of the spouses who do attend, they almost exclusively attend the transitioning program for retirees.

The one-to-one and small group assistance available through the Family Employment Readiness Program is much less well known. In a 1997 study of junior enlisted spouses (pay grades of E-5 and below) conducted at the request of the Office of the Deputy Assistant Secretary of Defense for Personnel Support, Families and Education (ODASD/PSF&E) by the Defense Manpower Data Center (DMDC), 60% of the respondents indicated that they were unaware of employment assistance programs on post. More information regarding this survey is available at <http://dod.mil/mapsite/jrspouse.html>.

These results demonstrate a need for targeted marketing to junior enlisted spouses, and could very easily be generalized to junior spouses in other service branches, as it is generally believed by FERP Managers that only about 30% of active duty eligible family members use the program.



Marketing research includes:

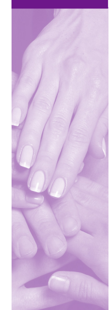
- Finding out what groups of potential customers (or markets) exist.
- Defining what groups of customers you prefer to serve (target markets).
- Learning what their needs are.
- Developing products or services to meet their needs.
- Identifying how customers might prefer to use your products and services.
- Learning what your competitors are doing.
- Deciding how you should distribute products and services to your target markets.

Various methods of marketing research are used to find out information about markets, target audiences and their needs, competitors, market trends, customer satisfaction with products and services, etc. Marketing also includes ongoing promotions, which can include advertising, public relations, sales and customer service.

Marketing research is a prerequisite for effective marketing. Marketing research specifies the information required to address the issues, designs the method for collecting information, manages and implements the data collection process, analyzes the results, and communicates the findings and their implications (*Dictionary of Marketing Terms, 2nd Edition*, Peter D. Bennet, Editor, 1995). Marketing research is used to determine customer needs and how well the need is being satisfied.

Marketing research includes primary and secondary research. Primary research data is obtained by observing your customers and acquiring their responses to specific questions through surveys, program evaluation, focus groups, etc. Secondary research consists of demographic information and past performance data.

Data collection conjures up thoughts of Einstein-level math for many in the helping profession, but data collection doesn't have to be complicated to be useful. Focus groups and surveys have a long history in marketing research as well as in needs assessments. For marketing efforts, a focus group can specifically:



- Be used to get a better understanding of the target audience.
- Determine which programs or services will most likely be "bought" by participants.
- Ascertain how/if information about the Family Employment Readiness Program has been disseminated.

Marketing data can also be gathered by conducting a survey. Often, surveys are a part of larger data collection and analysis of effort on Quality of Life programs. But a short awareness survey could be conducted by a show of hands during a command briefing, a stand-up interview at the NEX/PX/BX, or commissary, or as questions attached to program or training evaluations.

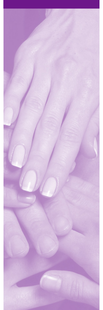
Workshop evaluations are an excellent source of marketing research data. Training evaluations solicit responses as to how participants heard about your program and suggestions for improving your "product". Also, never discount anecdotal information provided to you by participants. Maintain a file of thank you notes. Keep a written synopsis of appreciative telephone contacts. Volumes of data can easily be forgotten, but one heartfelt success story or thank you letter can be very persuasive.

4.4 Marketing Plan

> *"I think we should follow a simple rule: if we can take the worst, take the risk."*
>
> *– Dr. Joyce Brothers*

Organizations that are successful in marketing invariably start with a marketing plan. It's important to have a plan when marketing. If you do too much you will not be able to respond to the demand for services and programs you've just created. Your credibility will be lost. If you do too little, no one will know you are there.

Large companies have plans with hundreds of pages; small companies can get by with a half-dozen sheets. Put your marketing plan in a three-ring binder or put it in a shared electronic file. Refer to it at least quarterly, but better yet monthly. Leave a tab for putting in monthly reports on participant usage; this will allow you to track performance as you follow the plan.



Your plan should support strategic planning goals and needs assessment data. A marketing plan is comprised of several marketing campaigns that highlight your organization's products or services. A marketing plan is a guide for which programs and services an agency plans to highlight at a particular time. The plan should cover one to two years. For small organizations, this is often the best way to think about marketing. Things change. People leave. Markets evolve. Customers come and go. Some organizations include a section that addresses the medium-term future—two to four years down the road. But the bulk of your plan should focus on the coming year. Developing the plan is the "heavy lifting" of marketing. While executing the plan has its challenges, deciding what to do and how to do it is marketing's greatest challenge. Most marketing plans kick off with the first of the year or with the beginning of the fiscal year.

Share your plan with the entire staff. Businesses often keep their marketing plans private because they're packed with information that would make them extremely valuable to the competition, but FERP managers will benefit from sharing their plan with colleagues.

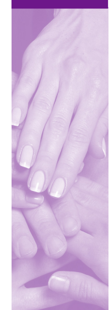
A marketing plan is not the same as the strategic plan we discussed in Chapter 3: Program Planning. A strategic plan spells out what your organization is about and what your ultimate goals are. It encompasses more than marketing; it can include discussions of locations, staffing, financing, strategic alliances and so on. Your strategic plan is the Constitution of your business: if you want to do something that's outside the strategic plan, you need to either change your mind or change the plan. Your strategic plan provides the environment in which your marketing plan must flourish. The two documents must be consistent.

Your marketing plan provides you with several major benefits. It's a:

- Rallying point. Colleagues and volunteers know what products and services are being highlighted. Therefore, they can "sell" your program in your absence.

- Success chart. Choosing which services and programs to emphasize and setting goals to measure success are facts that can be reported to funding sources to demonstrate success.

- "To do list". A marketing plan with specific marketing campaigns helps you to prepare and focus your marketing efforts rather than doing marketing in a random, chaotic way.



- Program history. Your written document lays out your game plan. If people leave, if memories falter, if events bring pressure to alter the givens, the information in the written marketing plan stays intact to remind you of what you'd agreed on.

- Big picture. Your FERP marketing plan is a component of your agency's overall marketing plan. There may be opportunities to market programs in tandem, and at the very least, there should be a system to ensure that programs within your organization are not in competition for the same target population.

Ideally, after writing marketing plans for a few years, you can sit back and review them from year to year, and check the progress of your program. Although, this is hard to make time for, it can provide an unparalleled objective view of how you've been marketing your program over time.

4.4.1 Marketing Campaigns

A marketing campaign is a connected series of events designed to bring about a particular result. A marketing campaign is a component of a marketing plan. The Army, Navy, Air Force and Marine Corps offer a number of programs under the general umbrella of family support programs, in addition to the Family Employment Readiness Program. Within your FERP there are also many services. If all the services are advertised equally, it may become difficult for the customer to remember what is available.

So how do these different programs prevent customer confusion and still effectively market their services? There may be several marketing campaigns running simultaneously directed at different target audiences. For example the New Parent Support Program may be sponsoring a campaign to increase attendance at a parent-child play group, while the Financial Education Program is pushing to get service members enrolled in the Thrift Savings Plan, and the Family Employment Readiness Program is encouraging attendance at an upcoming job fair. These can be running simultaneously since they are not mutually exclusive.

It might be confusing for a participant to see a marketing blitz for the job fair, a job search strategies workshop and career counseling sessions running at the same time. They might not know which one to take advantage of and therefore, do nothing. Often it is better to get a participant to use one of your services and then develop a follow-on course of action.

Perhaps some services do not need marketing, as resources may be limited to provide the service. For example, if you routinely have a waiting list to attend a resume workshop and you do not have the resources to add additional workshops you would be foolish to implement a marketing campaign to increase attendance. It will only result in disappointment, frustration, and anger for the customers that are turned away.

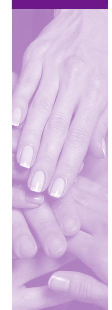
Yet, there may be other services that are not being fully utilized. For example, a department store has different items on sale at different times of the year. A restaurant may offer the same food all year round, but the double cheeseburger is on sale one month, and the chicken sandwich is advertised the next. Just as a department store or restaurant highlight "specials"; the FERP actively markets certain services at specific times of the year. Teen job fairs are marketed in late spring. Workshops targeted at spouses are often highlighted in May, which is Military Spouse Appreciation Month. Employer contacts are often highlighted in the fall or spring when employers might be hiring temporary workers for the holiday season or the summer tourist season. If a natural time frame for emphasizing a program isn't apparent, create an artificial one.

4.4.2 Developing and Implementing a Marketing Campaign

Think of a marketing campaign as setting time-limited specific goals and objectives for a program or service. The elements of a marketing campaign include:

- The *product,* service or message you want to "sell".
- The *target audience* or whom you want to sell to.
- How you'll *measure success*.
- The *duration* of the "sales" effort.
- What *tools* or strategies you'll use to sell your product, service or message.
- A report on the *results*.

Let's look at each of these elements.



Element 1: What are you selling? First, be certain that you have a good product or service, and that based on participant contact and other needs assessment data, you're convinced that this product is worthwhile.

As we've already stated there are a number of quality of life products and services available through the family support program including financial, relocation, life skills, counseling, transition assistance, substance abuse counseling, family violence intervention, and more. There are also a number of products and services that comprise the Family Employment Readiness Program including workshops, career counseling, use of computer resources, briefings for commands, information on a variety of topics, volunteer opportunities, employer contacts, job and educational fairs, etc. Once you've determined the product, create a message.

The marketing message positions the product in the mind of the potential customer. It states the purpose and the benefits of the programs and services. The marketing message should be clear, consistent, and integrated across all modes of communication. The message is the underlying theme of all marketing efforts; whether stated directly or implicitly. However, the specifics of the message may differ depending to whom you are marketing.

In developing your message consider:

- The concerns, perception or issues that need to be addressed.
- The potential benefits to the target audience.
- What the target audience needs to know to access the program or service.
- What "tone" to take - formal or informal.

For example, you want to increase the number of individuals who participate in the Career Exploration Workshop as you're convinced this workshop has been beneficial to those who've attended. Let's use the message, "Find Your Ideal Career - Attend the Career Exploration Workshop".

Element 2: Target your audience. There is no such thing as the "General Public." Every participant does not need all of your services. As managers, it might be helpful to think about each "product" (service or program) and develop a specific marketing campaign for that product. Link the product to the target markets that are going to respond.

Successful marketing targets audiences (buyers), content and media. What marketing strategies have you used to get participants to attend workshops in the past? Look through your files and see if there are trends as to who are using this service on an individual basis. Ask yourself, what individuals will most likely benefit from attending this workshop and target them. Don't forget to talk with participants who are currently using FERP services and refer those individuals who might benefit to the workshop as well. Are you seeing lots of spouses returning to the workforce after raising children, active duty personnel who are getting ready to leave the service, teenagers? For our purposes, let's target active duty military spouses returning to the workforce.

Element 3: Create a measurable goal for your marketing campaign. What will success look like? Let's say that you offered a Career Exploration Workshop each quarter last year and had an average of 4 participants attend each one. You'd like to have a class size of at least 6-10 participants in order to for the classroom activities and discussion to be effective. Your goal for this year is to have at least 6 participants attend each Career Planning Workshop offered in the upcoming year. As a result of the Career Exploration Workshop marketing campaign, your goal will be a 33 percent increase in the number of attendees in FY 05 as compared to FY 04.

Element 4: Define the length of time you will focus on this effort. In our example, we'll do a 30-day campaign in the month of April, and then again, if necessary, in October. Campaigns cannot be ongoing or they lose their energy, as do you.

Now we have a very specific goal and time frame. We have our message, target audience, and goal for success. What tools will we use to achieve results?

Element 5: Select advertising tools and PR strategies. This is where the real work begins. In order to be ready for a focused advertising blitz in the month of April, you'll probably need to begin in January to do some of the following:

- Schedule the workshop for the first week following the marketing campaign so that potential participants don't lose interest. For the April campaign, the workshop should be held the beginning of May.

- Draft a Press Release to specific media such as the local base paper and local newspaper (advertising).

- Contact the POC of each officer and enlisted Spouse Support Group on your installation. Try to schedule a briefing about your Family

Employment Readiness Program for each group. Highlight the Career Exploration Workshop. You might even want to give them a mini assessment to entice them to register for the workshop. (PR)

- Set up information booths at the exchange and commissary. (advertising)

- Develop posters, brochures and/or flyers and distribute them wherever active duty military spouses may be, including local community centers, schools, housing, the chapel, the gym, base marquees, ATM machines, etc. (advertising).

- Have the installation paper interview a recent workshop participant. Make sure they include a picture of the individual even if you have to provide it. Stories with pictures always get more notice from readers. (PR and advertising)

- Do an interview on local TV and bring along a participant who was successful in finding his or her dream job as a result of attending the Career Exploration Workshop and utilizing other FERP services. (PR)

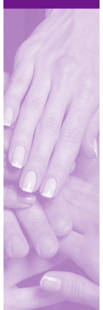
Midway through your month-long campaign, check your progress. Retool if necessary. Remember, you may need to register as many as twice as many participants as you'd like to ideally have in the class. Since there is no registration fee, potential participants have no tangible loss by failing to attend a workshop for which they've registered.

Element 6: Measure results and report success strategies. Toot your horn. Brag. Management wants to hear about successes. Do a short synopsis of your goals, efforts, and results and FORWARD them to management. Share the results with your colleagues both locally and throughout the world.

A Marketing Campaign Worksheet (Attachment 4-2) and a Sample Workshop Marketing Campaign Checklist (Attachment 4-3) are included at the end of this chapter.

4.5 Selecting Marketing Tools and Tactics

We discussed advertising and public relations as the two broad methods of marketing. Now we'll look at advertising tools such as the print and audiovisual materials produced to promote products and services. Since most DOD organizations do not have a large marketing budget, tools should be cost-effective and easy to implement. Tools fall into three broad categories,



audiovisual, Internet and print media.

The FERP can be marketed using a variety of tools and tactics. However, remember, today's consumers are assaulted with marketing messages everywhere. To determine the most effective methods to deliver the message, analyze the data from program evaluations, needs assessments and marketing research. Select tools and tactics that are appropriate for the message and the audience. For example, a great deal of detailed information works better in a brochure than on a flyer, and e-mails are ineffective if the target audience lacks Internet access.

The range of tools is as unlimited as the imagination, but there are real world considerations against which brainstormed notions should be weighed. Among the criteria are:

- **Budget.** Renting a blimp to fly over a military housing area with neon FERP signs may be a terrific attention-getter, but the cost is too high. Choose marketing tools that can be accommodated within the FERP's budgetary framework.

- **Bang for the buck.** Some marketing ideas may be relatively inexpensive, but may not reach target audiences with the necessary consistency or impact. Choose marketing tools that are cost-effective.

- **Ease of implementation.** Choose marketing tools and activities that are practical and require minimum staff/volunteer time to put into place.

4.5.1 Audiovisual Tools

Audiovisual materials, including radio, TV, and videotapes/CDs are generally effective, but expensive. Use public service announcements (PSAs) to advertise programs/services and to seek coverage of events. Both television and radio stations are required to do a specific number of PSAs. Although often shown at odd hours, PSAs on popular stations will reach some members of your targeted audience.

The Armed Forces Network and other military produced television and radio stations are often eager to televise your story. A list of DOD media is available at <www.defenselink.mil/news/dodnews.html>.

Always work with the PAO at your installation. Your chain of command will want to be aware that media is doing a story about an aspect of your program. Many overseas locations report that it is particularly effective to use the locally produced military television channel. Just be prepared as segments are often taped and shown many times.

4.5.1.1 Television

Local television news programs and talk shows are the best way to use TV for the FERP publicity purposes. The following steps should be taken when employing TV as a publicity tool:

- Send the FERP manager's business card to local talk show producers, along with a letter stating several interesting topics on which she/he can speak. Follow up with a personal call.
- When a related news item appears in the press, contact talk show producers to suggest program topics on which the FERP manager might appear.
- Make sure talk show producers are on the press release mailing list.
- Establish relationships with local television reporters whose beat might appropriately include employment and military issues.
- Send local television reporters a letter/business card explaining the program, the FERP manager's areas of expertise, and suggested story items.
- Whenever something new, interesting, or successful occurs with community-wide interest, contact TV reporters with story ideas.

Through television appearances, either in an expert role or as a spokesperson for the FERP, you have the opportunity to spread the message about the FERP and to build its credibility.

4.5.1.1.1 Television Tips

Prepare for your television appearance so the audience is focused on your message. Your PAO should be able to help.

- Know the color of the set background. If you do not, take two jackets with you. For example if the set background is royal blue and you wear royal blue clothing, your body will fade into the background. You'll look like a talking head!

- Remove large, gaudy, noisy and shining jewelry as it is distracting to your audience.

- Keep answers short. Have 2-3 main points and talk in "sound bites", not long-winded sentences.

- You always represent your program, your agency, your service branch and the Department of Defense when talking to the media. Do so wisely.

- Remove eyeglasses unless you have non-reflective lenses.

- Look at the person who is interviewing you. Don't let your eyes wander around the set or shift back and forth to the camera.

- Powder your nose, cheeks and forehead. Even guys need a matte finish so you don't look like you're sweating (even though you very well may be).

- Use gestures if this is something you normally do, but keep them more contained than if you were speaking to a large audience.

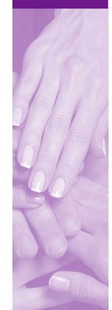
- Smile — All the time so you're prepared when the camera starts rolling. Keep smiling and assume you're on air with a live microphone until they tell you otherwise. Smiling will make you seem more approachable and will help you feel confident and in control.

- Ask the interviewer to post your contact information on the screen during the interview so you don't have to worry about forgetting to mention it repeatedly.

And remember, even if your television interview isn't your best performance, all publicity is good publicity if it gets the word out about your program

4.5.1.2 Radio

This form of publicity is more accessible and less expensive than television. The FERP can "advertise" on radio (through PSAs which, as mentioned, may be delegated to the wee hours), or participate in radio news programs/talk



shows. For radio publicity, consider the following:

- Devise a simple script or two for a 30-second radio spot to be used as a PSA.
- Locate a staff member or volunteer with a crisp, pleasant speaking voice to record the message.
- Contact local radio stations to learn if the spot can be recorded on their premises; if not, find a local recording studio willing to take on the job (pro bono would be nice).
- Reproduce the tapes in suitable number and forward them to the programming director or other key staff member of the local stations.
- For participation on radio news programs/talk shows, follow the tips noted above for television.

4.5.1.3 Other Audiovisual Tools

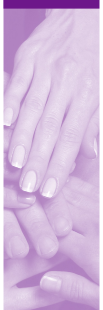
Another audiovisual tool that is being used more and more is computer slide or video presentations. Think about PowerPoint or other computer slide or video programs. They are inexpensive and easy to access. The presentation can be looped to play over and over at information tables or in lobbies of places such as the exchange, commissary, medical, PSD, job fairs, etc.

Installation marquees are usually posted at entry and exit gates. They are a useful way to get concrete bits of information out to target markets on the installation. Since most people see this information while riding in a car or on a motorcycle, the content must be brief and to the point. For example, a job fair advertisement may read, “Job Fair, 10-4, O’Club, 18 September. Call XXXX.” A resume writing workshop may say, “Resume Writing Class, 4 October, 9-noon, ACS. Call, XXXX.”

Public service announcements announcing your programs and services may also be made over the in-store public address system. Contact the store manager and provide him or her with a short press release.

4.5.1.4 Online Marketing

The Internet is a critical element in publicity and advertising. It is important

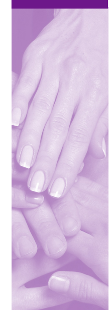


that online marketing accurately reflect the FERP since a variety of audiences can be reached. Most organizations have a web page. If not already in existence, create a local web page. Be sure it's linked to your agency's page. Take into consideration the following materials for online content:

- Ensure the page is uncluttered, easy to navigate and loads quickly even on slower computers.
- Contact information including phone numbers, address, directions, and hours of service are posted.
- Announce programs and services that are currently available. Include registration information. If practical, include a link to registration forms or participant information sheets that can be downloaded, completed and "snail mailed" back.
- Post volunteer opportunities. Include the types of tasks and hours needed.
- Post any newsworthy items on the web site.
- Provide links to articles on the topics of career development and job searching.
- Provide links to local on-base employers, colleges and universities, the Departments of Labor, Veteran Affairs, etc. If there are too many to post, post only a few selected sites.
- Be sure the web site is regularly maintained and updated.

Customized e-mails are another great way to market programs and services. They're also a great way to keep in contact with your employers, participants, and resource providers.

- Create distribution lists and send information out about your program as well as other useful information about the career and employment field.
- Jazz up your e-mail with graphics and color, but remember to keep it professional looking and easy to open.
- Don't send attachments. Many sites can no longer receive them due to security concerns, and many who do receive attachments report that



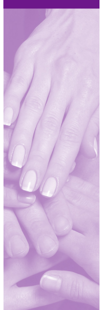
they do not take the time to download them.

- Keep messages short. You should never have to scroll down to read a message.
- Consider sending out a regular e-mail once per week. Receivers come to expect to hear from you and often will send newsworthy items to you in hopes that you will forward them to your distribution lists.
- Promptly remove anyone from your distribution list who asks.

4.5.1.5 Print Media

The Family Employment Readiness Program uses a variety of print media including brochures, flyers, posters, and program materials. All printed material with FERP or your agency identifying information on it can be considered a marketing tool. In addition to printed materials, the installation newspaper, local newspapers, leadership spouses' newsletters, etc., can expand printed marketing efforts. Seek coverage of FERP events and programs. Send press releases and newsworthy articles. The quality of print and audiovisual products is critical. Whether your agency has a trained layout/graphics staff to produce audiovisual and print products or relies on administrative staff or volunteers, there are several key elements in producing quality materials:

- The information must be accurate.
- High-quality graphic design integrates words and images.
- The product must be attractive, professional and easy-to-read. It must grab the reader's attention at a glance.
- The look and quality of all materials should be standardized so it is easily identifiable as a FERP product. Think trademark, logo, and/or slogan.
- Rather than using the word "free" which may devalue the program, consider "provided to you at no cost by…" or "services are part of your military benefits package…"
- Include a call for action: How is the reader to respond? "Call us" and "Register now" are examples of a call for action.



4.5.1.5.1 Installation Publications

Most installation newspapers are well read even though people sometimes do not admit that they read them. Part of the reason is that the paper is distributed everywhere. It's at the clinic, at the NEX/PX/BX, at the commissary, it's delivered to housing, it's at the child development center, it's at the dental clinic, etc. Note the distribution locations for the installation paper and try to distribute your print materials there as well. Some papers will include inserts if you provide them flyers about your program or service. This is generally at your cost, and you have to have enough copies to be included with all copies of the paper, but it can be a great way of getting the word out.

Short news items/announcements, feature stories on successful FERP activities or successful participants, articles, and announcements of recognition awards are among topics suitable for the installation newspaper.

Schedule a meeting with the managing or feature editor of your paper. Learn what format they like press releases sent to them - via e-mail, faxed, or hand-delivered. Ask if they'll run stories that are written by you and pictures that you've taken. Invite them over to see your resource room. Invite them on a day when you have a workshop scheduled so that they can observe and hopefully do a story with photos about the workshop. Try to invite them on a day when there is a lot of participant traffic so that they will see your program as vital, "alive" and useful to their readership.

Don't stop with just one meeting. Periodically drop by the office and bring a story or press release. Develop a working relationship. After all, this person can provide an important resource to your program – free publicity!

4.5.1.5.2 Community Publications

Local newspapers (feature page, classified, business section), local trade papers, and community association newsletters are publicity channels for the FERP. They reach not only military families, but potential resources as well.

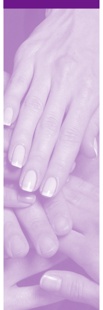
Familiarize yourself with the community publications most likely read by your target populations. At small and remote locations there may very well be only one newspaper for an entire county and it may not be published seven days per week. Small town newspapers are often eager to have a chance to do a story involving the military. Network with a small town newspaper the same way you would with an installation newspaper. Remember, your PAO may want all press releases and stories to go through him or her. Unlike the installation newspaper, where there is little risk for negative publicity, it's unlikely, but a new reporter at a civilian paper, or one who is trying to make a name for him or herself, may write a story with a negative slant. The PAO generally is aware of these issues and may suggest that you avoid a particular reporter.

In large metropolitan locations there may be two or three major newspapers in addition to a variety of smaller publications that target specific geographic locations within the city or specific target populations. It is often more difficult to get feature stories published as there are numerous other organizations trying to get the word out about their program. It is generally easy to submit a press release via e-mail or fax. If your PAO allows it, send press releases directly to publications, radio, and television stations. If your PAO wants all material to be distributed through him or her, allow a few extra days to ensure all deadlines are met. It's easy to create a press release distribution list via e-mail, or to program in the fax numbers for all local media sources. Be sure to include the relevant information:

- POC Name and Telephone Number (You're the POC).
- Title of Program or Service.
- Dates Offered.
- Time Offered.
- Brief Description.

Don't worry about writing a clever press release, just get the "who", "what", "when" and "where" in the first paragraph of the press release. Editors chop from the bottom up, and they don't necessarily notice that you listed the contact number in the third paragraph that they just deleted.

Since many people are timid around the press, let your PAO know that you're eager to work with the press. Ask him or her to provide basic training for you and your colleagues so that he or she will feel confident that you know how to handle the press and represent the Department of Defense in a positive manner.



4.5.1.5.3 Brochures, Flyers and Posters

Full color, tri-fold brochures on glossy paper are used by many Family Employment Readiness Programs to provide an overview of all the programs and services available. Some FERP managers are fortunate to have a professional graphics department to design a product and all that's required is for the FERP manager to write the content. Other FERP managers submit products to their administrative staff to design, and still others, develop their own print products.

Flyers are typically one color and advertise a specific program or service. They are much less expensive to reproduce and are generally done "in house" rather than sending them to a printer to be reproduced.

Posters can be multi-colored works of art or simply extra large flyers posted in strategic locations around the installation. The bigger the better. A poster should never be smaller than 11 X 14, otherwise it is too difficult for a passerby to read.

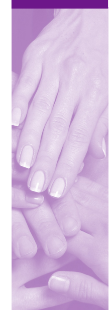
When using print products to advertise:

- Use professional graphics that will attract your target audience's attention.
- Ensure that information included is accurate.
- Distribute them at locations where your target audience is located.
- Use plenty of "white space" to assure readability.
- Remove outdated materials from distribution points.

Don't forget to plan placement of print materials in your agency's lobby and in your resource room. Too much information looks messy and can be overwhelming to the viewer. Rotate materials displayed so that the FERP always looks fresh and exciting.

4.5.2 Promotional Materials

In marketing, promotional materials are primarily used to attract people to a



display or information booth. FERP managers frequently see very nice giveaways such as coffee mugs, mouse pads, pens, and key chains at trade shows and job fairs. At large installations the cost of giveaways can be prohibitive with the likelihood of hundreds or even thousands of individuals passing by a FERP booth.

People like “freebies”. Try to have a least a token, inexpensive item to use in your marketing efforts. Pencils, rulers, emery boards, sticky notes, and magnets can be purchased relatively inexpensively. If nothing else, have a bowl of candy available. Anything that attracts attention to your product or service is worth considering.

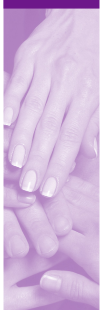
Promotional materials can also be used as token gifts for volunteers and as “prizes” during workshop activities.

4.6 Public Relations

The public relations concept is rooted in the delivery of a consistent pattern of information to target audiences through direct contact. The means of public relations within the Department of Defense context are:

- Personal networking.
- Briefings.
- Attendance at installation functions.
- Correspondence.

The strategy that is likely to be most successful in meeting your FERP marketing goals involves targeting your advertising and public relations efforts towards “key communicators”. They are your Installation Commanding Officer, Senior Enlisted Representatives, Key Leadership Spouses and equally important, your resource sponsors. If your goal is to be fully-funded and fully-utilized, these key communicators can help you get what you need, whether it be people to use your services, money, staffing, facilities on the installation, or materials and equipment for effective operations. When you concentrate on reaching the service or family members directly, you’ll sometimes find they don’t understand or trust you. Potential and current participants are unique in that they move often. You must be consistent in efforts to reach them. When you target key leaders, they can speak to others for you. They have established trust with your participants and have the positional power to help you blend their military goals with FERP goals.



4.6.1 Personal Networking

Personal networking is the most basic and important public relations activity. Networking means establishing relations with key target audience members. It is “marketing by wandering around”– meeting with the chain of command, potential participants, volunteers, etc. to share the latest developments, receive feedback, extend thanks or congratulations. Suggestions for networking are:

- Set up a networking schedule that includes the Director and other agency staff. Each becomes responsible for maintaining relationships with appropriate target audience members (i.e., Director with the Chain of Command; Relocation Specialist with resources that support moves; counselors with other clinical personnel; and FERP staff with, at minimum, POCs from the Civilian Personnel Office, the VA, the Department of Labor, major local employers, primary marketing resources, and any other frequently referred-to organization.

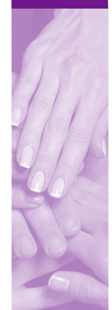
- Establish a record of individuals contacted, what was discussed, follow-up required and completed, and the contact’s special interests.

- Network in person, by phone, e-mail, or by regular mail – it’s the personal touch that’s crucial.

- Keep an eye out for newspaper articles, cartoons, or other printed materials that may be of interest to a key target audience member. Send it along with a handwritten note and business card.

- Sponsor an “open house” event for a special briefing (see below) of key target audience members. Issue personalized invitations.

Consistent networking benefits the FERP by spreading word of its services, successes, and benefits in a personalized fashion. Through networking, the FERP is perceived as a caring, human program, not just an array of facts and figures. The goodwill engendered by networking results in target audience members’ strengthened support and greater understanding of the FERP.



4.6.2 Briefings

Briefings are prepared presentations to key target audiences (i.e., chain of command, spouse groups, activities/service providers, etc.). Successful techniques include:

- Conduct briefings in small groups for greater impact.
- Provide written material for participants to take away with them. Use quality, designed graphics (slides, charts) for added interest. Package them in an attractive file so those briefed can easily access them for future reference.
- Keep the presentation concise; leave time for questions and answers.
- Hold briefing in a comfortable, well-arranged room, whenever possible.

Briefings enable the FERP manager to gain political support, recruit program participants, and build referrals while disseminating accurate, up-to-the-minute information about services and their benefits.

4.6.3 Installation and Community Events

Attend meetings sponsored by community groups, Chamber of Commerce, professional associations, etc. to maintain the visibility of the FERP.

- Volunteer to speak on pertinent topics.
- Set up a literature table, display or information booth. Bring business cards.
- Review the attendance roster and make a point to meet key personnel.
- Offer to host meetings and events at your facility.

Attend installation ceremonial and social events such as picnics, change of command ceremonies, air shows, etc. Be an active, visible member of your community.

4.6.4 Correspondence

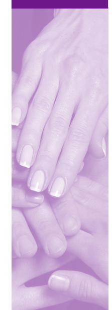
Correspondence is an efficient, cost-effective means of maintaining relationships. Electronic mail and personal letters and notes enable the FERP manager to disseminate news of current and upcoming events and share program successes. Some ideas are:

- Maintain a current direct mailing list of key target audience members.
- Make sure they can be called up by subgroup (i.e., employers, volunteers, community groups).
- On a regular basis send electronic-mail messages or direct mailings to the mailing list, specializing the letters whenever possible to match the target audience's informational needs with the appropriate tone.
- Mailings should be no longer than two pages and graphically easy-to-read.
- Personalized correspondence should be employed in order to convey thanks, as networking follow-up or as updates on issues of particular concern to individuals.
- Maintain files of personalized correspondence by individual contacted. Keep track of dates in order to maintain regular communication.

A chart titled "Marketing Tools and Tactics" (Attachment 4-5) includes the various marketing tools and tactics discussed is at the end of this chapter.

4.7 Evaluating Marketing Results

Just as programs and services are evaluated, so should a marketing campaign. It is wise to schedule a new round of market research at approximately 18 to 24-month intervals to learn if the FERP's marketing materials and activities have raised awareness and/or increased motivation to use the program. New trends affecting service delivery are also revealed through market research. Necessary adjustments to marketing materials and activities can be developed and implemented as a result of the evaluation process. If indicated, new services can be developed based on market research discoveries. Then, those services can be added to the roster of items to be marketed in the future.



The reason you pick measurable marketing objectives is to have the ability to track your progress toward reaching them. Many marketing efforts aren't quantifiable; with the result that the achievements of your marketing campaigns aren't satisfactory, or they're just plain illusory.

All your marketing efforts will benefit from the classic feedback loop:

- Act.
- Observe.
- Adjust.
- And act again.

You'll doubtless find the need to adjust the timing, the budget or the tasks themselves in some marketing efforts. At these points you must decide whether to intensify your efforts, add more tactical steps to pick up the pace, or scale back your objectives. Make your changes in an organized manner. Your plan must be dynamic, but it shouldn't lose its sense of history. Historic information will be extremely useful when you create next year's marketing plan.

Marketing is a skill in which you can make steady incremental improvement.

4.8 Marketing Tools

The following tools may be helpful in designing and implementing your FERP marketing efforts:

- Target Markets
- Marketing Campaign Worksheet
- Sample Workshop Marketing Campaign Checklist
- Marketing Tools and Tactics Chart
- Marketing Campaigns Evaluation Chart

Target Markets

POTENTIAL MARKETS	GOALS	DESCRIPTION	MOST EFFECTIVE TOOLS
Leadership Spouses		Officer Enlisted Ombudsmen/ Key Volunteers/STARS	
Resource Providers		Employers Military/Civilian Organizations Potential Volunteers	
Active Duty Leaders		Senior Officers Senior Enlisted	
Family Members		Junior Spouses Mid-Career Spouses Senior Spouses Teens Retirees	
Officers and Enlisted Personnel		First Termers Seasoned Veterans Mid-career Singles Dual Career Inbound personnel Outbound personnel Sponsors Career Planners/Counselors/ Career Advisors	
Civilian Personnel		BRAC Impacted Promotion Seekers	

Marketing Campaign Worksheet

Message or Product

Target Audience

Measurable Goal

Duration

Tools

Measure Success and Report

Sample Workshop
Marketing Campaign Checklist

MONTH	TASK
Five months before workshop	❑ Review program statistics. ❑ Review previous evaluations. ❑ Develop campaign goal/s. ❑ Define product and message. ❑ Define target audience/s. ❑ Determine duration of efforts. ❑ Select marketing tools/tactics. ❑ What will success look like? ❑ Secure training facility and equipment. ❑ Inform supervisor. ❑ Contact guest speakers if applicable.
Four months before workshop	❑ Review content for currency. ❑ Ensure enough training materials are available including evaluations, handouts, etc.
Three months before workshop	❑ Draft article for agency newsletter. ❑ Identify participants who may be interested. ❑ Request marquee message. ❑ Create posters and flyers. ❑ Draft military message. ❑ Put packets of material together. ❑ Meet with the Public Affairs Officer to ask for assistance and inform of your plans. ❑ Draft press release for release one month prior to workshop. ❑ Ask a previous participant to talk with reporters. ❑ Schedule a meeting with installation newspaper editor six-eight weeks prior to workshop. ❑ Schedule a meeting with feature editor of local newspaper six-eight weeks prior to workshop.
Two months before workshop	❑ Meet with installation newspaper editor to ask for a feature story about the workshop. ❑ Bring the following materials to meeting: Press release. Previous class photo. FERP brochure. Flyer advertising this workshop. Business card.

Two months before workshop	❑ Meet with local newspaper editor to ask for a feature story on workshop. ❑ Bring the following materials: Press release. Previous class photo. FERP brochure. Flyer advertising this workshop. Business card. ❑ Invite reporter to workshop. ❑ Inform staff of upcoming workshop. ❑ Provide brochures and flyers to receptionist. ❑ Arrange for receptionist to provide basic information on training and requirements (in your absence). ❑ Send information to community contacts. ❑ Ensure adequate parking. ❑ Contact leadership spouses and provide press release. ❑ Ask them to advertise workshop in any newsletter/e-mails they produce.
One month before workshop	❑ Call any guest presenters to review learning objectives, location, time and support materials or duplication needs. ❑ Follow up with a confirmation letter and gate pass if necessary. ❑ Send press releases via e-mail or fax. ❑ Ensure press releases that are sent to local television stations indicate that you are available to for an interview. ❑ Call high traffic areas on such as the commissary, NEX/PX/BX clinic, housing office, gym, PSD barracks, theater, laundry mat, churches, grocery stores, libraries, YMCAs to ask if you can place posters at their facility. Also, ask if you can set up a staffed information table during lunchtime. ❑ Put up posters. ❑ Place brochures. ❑ Staff information tables. ❑ Release message. ❑ Draft email with information about upcoming workshop and forward to unit training POCs. ❑ Write and mail hard copy Plan of the Day/Plan of the Week note to unit POCs. ❑ Offer to send electronic version. ❑ Follow up with local and base newspaper to learn when articles will run. ❑ Ask PAO to follow up with local television stations and again offer your appearance. ❑ Make sure your boss is aware of any local media interest. ❑ Review workshop content. ❑ Take telephone, walk in and email requests for information.
Two weeks before workshop	❑ Assess how the marketing campaign is progressing.

	❑ Retool if necessary. ❑ Re-confirm training facility, room arrangement and equipment. ❑ If not your facility, discuss expectations for disposing of trash. ❑ Arrange to have a cell phone during the training for emergency use (if you do not already have one). ❑ Make directional signs to workshop.
Two days before workshop	❑ Ensure restrooms will be adequately stocked. ❑ Contact guest presenters via telephone before workshop if applicable. ❑ Remind them of the learning objectives. ❑ Ask for equipment needs. ❑ Tell them how many participants to expect. ❑ Ask if they will bring copies of support materials or if they want you to make copies. ❑ Provide directions. ❑ Ask them to arrive 10 minutes prior to their presentation.
One day before workshop	❑ Transport materials to training facility. ❑ Arrange coffee mess if it is being offered. ❑ Arrange tables with 3-6 per table or in a "U" shape. ❑ Set up audiovisual equipment. ❑ Test PowerPoint. ❑ Write training name, presenter name and emergency phone number on white or chalkboard. ❑ Place materials at participants' seats. ❑ Ensure trash receptacles are available.
Day of Workshop	❑ Arrive one hour early. ❑ Turn on coffee pot, if provided. ❑ Post direction signs. ❑ Greet each participant as they arrive. ❑ Relax. ❑ Provide a great training.
Day after Workshop	❑ Review evaluations. ❑ Tabulate data and forward to your supervisor. ❑ Write and send guest speaker thank you letters.
Within One week after Workshop	❑ Do follow up contact with participants. ❑ Review entire marketing campaign. ❑ Write an after-action report documenting results. ❑ Forward report to management.

Marketing Tools and Tactics Chart

MARKETING TACTIC	MARKETING TOOLS	TYPE		FREQUENCY	DEADLINES			STAFF RESPONSES
		AD	PR		PRODUCTION	MEDIA	PUBLIC	
Public Relations/ Networking								
Community								
Liaison								
High Level Visitors								
Senior Officers and Enlisted								
Key Spouses								
Installation Publication								
DOD Colleagues								
Community Boards, Committees								
Meeting with Commands								
PAO								
Other								
Print Media								
Local News								
Articles								
Press Releases								
Base Paper								
Newsletter								
Electronic Media								
Marquees								
TV/Radio								
Appearance								
Web Site								
Correspondence								
Welcome Aboard Packets								
New Spouse Info Packet								
Newsletter								
E-mail								
Specialty Marketing								
Promo Flyers								
Mailing List								
Registration Confirmation								

MARKETING TACTIC	MARKETING TOOLS	TYPE		FREQUENCY	DEADLINES			STAFF RESPONSES
		AD	PR		PRODUCTION	MEDIA	PUBLIC	
Correspondence								
Follow-up Contacts								
Annual Service Report to COs								
Bulletinboards/Displays								
Sites								
Other								
Give-Aways								
Balloons								
Pens/Pencils								
Mouse Pads								
Folders								
Key Chains								
Booklets								
Bumper Stickers								
Mugs								
Rulers								
Wallet Telephone Directory Card								
Disposable Placemats								
FSC Bags								
Commissary Bags								
Other								
Special Events								
Volunteer Appreciation Day								
Teen Job Fair								
No-host Luncheons								
Hosting Community Meeting								
Installation Event								
Resource Fair								
Quality of Life Symposium								
Job Fair								
Other								
Speaking Engagements								
Military Briefings								
Indocs								
Family Information School								
New Spouse Orientation								
Community Presentations								

Marketing Campaigns Evaluation Chart

MARKETING GOALS	OBJECTIVES/ TASK	RESULTS					
		Service Demand Before	Service Demand After	Image/ Attitude Before	Image/ Attitude After	Difference	Goal Achieved

5 Meeting the Challenge of Providing Employment Services at Overseas and Remote Locales

Providing Employment Services at Overseas and Remote Locales

Career opportunities are often limited at overseas locations due to Status of Forces Agreements (SOFAs). A SOFA is a legal agreement between the United States and the host country of the installation. In countries where the SOFA limits military family member employment, the unemployment rate is often very high, and competition for positions is keen. In remote locations, jobs may be available in nearby locales, but the commute to the jobs may be prohibitive. Jobs that are available tend to be lower paying and non-career enhancing positions.

Although job vacancy announcements, in addition to all career development services, are available, the focus of the Family Employment Readiness Program in overseas and remote locations is primarily on career preparation and skills enhancement. A two or three year tour provides an opportunity for military family members to re-evaluate their career goals, assess skills and interests, gain experience through volunteer work, get additional education, and prepare for their job search at their spouse's next duty assignment.

5.1 Introducing New Arrivals to the Local Work Culture

> *"When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us."*
>
> *– Alexander Graham Bell*

Bill Hansberry, first Spouse Employment Program Assistance Program (SEAP) Manager at St. Mawgan, England states that before he began his position, spouses in his area believed that they were not allowed to work off base.

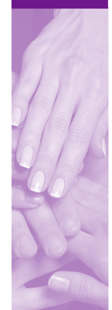
Bill goes on to say, "Learn all you can about the area you are going to as every area (not just country) is different. For example, in the UK if you go to London the employment opportunities both on and off base are much better than here in St. Mawgan where employment both on and off base is very limited. Spouses coming overseas need to work with the FERP manager at the base they are leaving and to correspond with the one at the gaining base so that they know as must as possible prior to departing the CONUS. If employment opportunities are limited, they may wish to enroll at a local college that will allow them to take Internet classes while overseas or learn about schools on base such as the University of Maryland, Troy University, etc. One of the most important pieces of advice is to make sure spouses do not come overseas with the expectation that employment is easy."

And finally, Bill recommends that if spouses must work in order for the family to survive they may want to reconsider whether or not they should take orders overseas. "Prior to going overseas the family should make a concerted effort to find out the facts and not just hope that the spouse will find a job. Overseas screening is required and the lack of employment opportunities should be considered in the financial portion of the screening," according to Bill.

Michael Spiltener, SEAP Manager at the Fleet and Family Support Center in Yokosuka, Japan echoes Bill's recommendations and suggest that job seekers be patient and flexible. "Employment can be tight overseas especially where off base employment options are limited by language barriers such as in Japan. The bulk of vacancies is on base and fluctuate with the PCS season because of the limited positions available. Job seekers need to be able to think out-of-the-box and be willing to apply their skills to different job positions that they normally would not consider."

Renee Morris, Employment Readiness Program Manager at Army Community Service in Darmstadt, Germany agrees, "If a family is PCSing overseas they need to research employment opportunities prior to PCSing. Many career areas are not available so they need to be prepared to rely on experience in other areas".

Kristine Galbreath, Career/Transition Element Leader at Misawa, Air Force Base in Japan says, "Being a military spouse is a noble endeavor. I wouldn't trade my years as a military spouse for any rung on the corporate ladder (that I left behind). But it does come with sacrifices. Just as the military



member may be asked to sacrifice his/her life, so too a military spouse is asked to make sacrifices: periods of time when the service member deploys, temporary single parenthood, and sporadic career moves."

5.2 Impact of Status of Forces Agreements (SOFA)

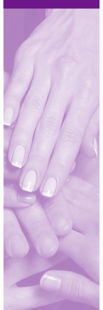
The following information is taken from a presentation by Frank Stone, Deputy Director, Foreign Military Rights Affairs (FMRA) in the Office of the Assistant Secretary of Defense at the 2002 Spouse Employment Summit regarding SOFAs as posted on the web site Map Central <http://dod.mil/ mapcentral/sofa.html>.

Basics

- SOFA is a legal agreement between the United States and a host country for a military installation.
- There is no single model Status of Forces Agreement.
- SOFA texts vary considerably from one country to another.
- SOFA provisions may be integrated into several different agreements.

History

- Applied the concept of the "Law of the Flag" — a country's military applied their laws to military forces abroad.
- SOFA does not apply during hostility or war as courts and government organizations are not normally operational during conflicts.
- 1951 NATO SOFA the U.S. proposed immunity; Europeans preferred more limited rights. Concurrent, or shared, criminal jurisdictions was agreed to in the 19 NATO countries. The NATO agreement is the only one that is reciprocal. Most other foreign forces in the U.S. have no status. Parties agreed to permit other privileges and rights, including relief from taxes, customs, immigration requirements, and sharing of payment for claims.
- Despite Congressional reservations, US negotiated other similar agreements; Japan in 1960, Australia in 1963, and Korea in 1966.



- To satisfy concerns over the NATO SOFA, the U.S. negotiated supplemental bilateral agreements in several countries.
- Supplemental agreements are generally negotiated with countries where we have significant numbers of troops.
- Agreements vary from country to country depending upon the circumstances. In a country with a western culture where there are only a few U.S. forces, the agreement may not be detailed. In contrast, where there are large numbers of U.S. personnel in a country with a different culture and judicial system, more extensive rights and privileges are needed.
- SOFA is a very sensitive issue in some countries.
- In some countries it is referred to by different titles, such as in the Philippines it's called a Visiting Forces Agreement (VFA).
- The SOFA agreement for Spain is covered in the Defense Cooperation Agreement, and was approved in 1983.

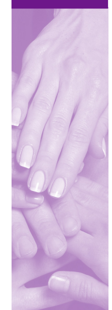
More Information

- Locate SOFA in "Treaties and Other International Agreements Series" (TIAS) that contain all international agreements and are bound by date, not subject, and referred to by TIAS number.
- "Treaties in Force" (TIF) is an index of agreements published annually.

5.3 Overseas Job Search Assistance

Jobs that are typically available at overseas locations include Federal, non-appropriated funded positions, contract jobs, and local economy positions. It's important for the FERP manager to network closely with potential employers. By developing a professional relationship with employers and referring qualified candidates for vacancies, you will have a very positive impact on both participants and your community. At many locations, the FERP manager is the first to know about upcoming vacancies on and near the installation.

The ideal situation for a military family member is to begin their job search prior to relocating to an overseas or remote site by using the services available at the Family Employment Readiness Program. The CONUS FERP



manager and participant can contact and work closely with the receiving OCONUS FERP manager to prepare the participant for his/ her career transition.

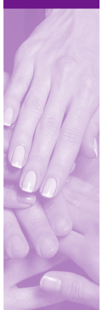
Much preparation can be done prior to transferring overseas for the next phase of a military spouse's career. Updating a resume, learning about the Federal employment process, refreshing interviewing skills, researching potential employers, and purchasing outfits and accessories can be done prior to leaving the United States.

Upon arrival, scheduling an appointment with the OCONUS FERP manager can complete the process. After working with their stateside FERP manager, participants should arrive with a realistic picture of the employment opportunities at their new duty station. If not, you as the OCONUS FERP manager will work with your participants to adapt their career goals, or perhaps find new ones. Services may include:

- Introducing participants to the realities of the local job market.
- Providing information on volunteer and job shadowing opportunities.
- Creating Federal resumes or local community vitas.
- Referring to educational opportunities.
- Exploring the possibilities of entrepreneurship.

In the excitement of accepting orders overseas, military family members may want to begin their job search prior to leaving the states. There are many job search assistance companies overseas, just as there are in the United States. The Better Business Bureau and the Federal Trade Commission provide some common sense tips to share with participants to help them avoid overseas job hunting scams taken from the *Overseas Digest* website, <http://overseasdigest.com/scams.html>.

- Ask for references from employers.
- Check out employers in the state they list as an address. Forget about companies with no legitimate street address.
- Get everything in writing.
- Be very skeptical of overseas employment opportunities that sound "too good to be true."



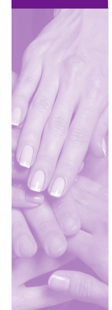
- Never send cash in the mail, and be extremely cautious with firms that require a money order. This could indicate that the firm is attempting to avoid a traceable record of its transactions.
- Do not be fooled by official-sounding names. Many scam artists operate under names that sound like those of long-standing, reputable firms.
- Avoid working with firms that require payment in advance.
- Read a contract very carefully. Have an attorney look over any documents before signing.
- Beware of an agency that is unwilling to provide a written contract.
- Do not hesitate to ask questions. Participants have a right to know what services to expect and the costs involved.
- Do not make a hasty decision. Instead, take time to weigh all the pros and cons of the situation. Be wary of demands that "you must act now".
- Keep a copy of all agreement, as well as copies of checks forwarded to a company.

Three international job search assistance web sites include:

- The International Career Employment Center <http://www.internationaljobs.org/postingsinfo.html>.
- International Career Opportunities <http://www.montana.edu/~wwwcp/national.html >.
- Relocating Overseas <http://safetynet.doleta.gov/overseas.htm>.

5.4 Overseas and Remote Career Development Opportunities

As a FERP manager overseas or at a remote location, career counseling is a paramount responsibility. You spend more time helping participants see "the big picture" in career development rather than simply help them find jobs. Opportunities do exist at every installation. They may not be the opportunities your participants expect, but you can help participants alter their expectations.



5.4.1 Traditional Employment

If your participants are willing to work in child care, youth services, retail or food service, jobs are available. Unfortunately, these positions generally do not carry high status or high wages and often require undesirable work hours. There are also employment possibilities with U.S. contractors at overseas and remote installations. These positions tend to be technical and administrative in nature. Pay and benefits vary widely since contractors are private employers. Some spouses are fortunate to be able to transfer to a Federal position from one in the United States.

5.4.1.1 Federal Military Spouse Employment Preference

There is a great deal of confusion about Federal Military Spouse Employment Preference. Spouse Preference is available both overseas and in the U.S. We're covering it here since the majority of military spouses living overseas will most likely seek Federal employment, whereas, in the U.S., in many locales securing a position within the Federal system is extremely difficult. Following is a general description of the Spouse Preference Program, but as always, it's best for you to talk with the personnel office at your installation for specific questions or concerns.

The Military Family Act of 1985, Public Law 99-145 as amended, Section 806, focused attention on the important role of military families in the Department of Defense. Spousal preference was one of several initiatives undertaken to retain military members, enhance the well being of military families, and provide the resources necessary to maintain an environment compatible with a healthy military family lifestyle.

Military spouse preference provides priority in the employment selection process for military spouses who are relocating as a result of their military spouse's PCS. Spouse preference does not apply to separation or retirement moves. Spouse preference may be used for most vacant positions in the DOD and applies only within the commuting area of the permanent duty station of the sponsor. Spouse preference is not limited to the branch of military of which the sponsor is serving or to only those who have previously worked for the Federal government. Spouses must be found "best qualified" for the position and may exercise preference no more than one time per permanent relocation of the sponsor.

Preference does not mean that positions will be created or made available especially for the military spouses. Preference also does not guarantee employment.

Unfortunately, due to the decentralized nature of civilian personnel within the DOD, Military Spouse Preference is administered differently at installations.

Preference applies worldwide to most DOD appropriated fund (APF) positions at grades GS-15 and below (or equivalent wage grade positions) in the competitive or excepted service. Certain positions are excluded for example, positions in intelligence related activities and those that require mandatory mobility agreements.

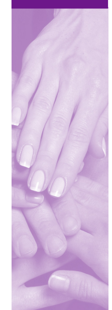
Military spouse preference also applies to positions in non-appropriated fund instrumentalities (NAFI) at grades UA-8 and below (or equivalent grade levels). NAFIs include positions established in the Army/Air Force Exchange System (AAFES) at the exchanges and retail stores, as well as in NAFIs at clubs, snack bars, recreation centers and sports facilities, and related activities throughout DOD. At some installations, NAF employment offices may be referred to as Human Resources Offices (HRO) and may not be co-located with the appropriated fund Civilian Personnel Office.

Military spouse preference eligibility begins 30 days prior to the sponsor's reporting date to the new duty station and continues until the spouse accepts or declines a continuing appropriated or non-appropriated fund position (lasting one year or longer) from any Federal agency in the commuting area. In foreign areas, spouses do not receive preference until they actually arrive at the overseas location. Those eligible for Spouse Preference must specifically designate whether or not they are interested in temporary positions.

Preference applies to the initial employment at the location. Once the spouse accepts or declines such a Federal position at the new duty station, eligibility terminates, whether or not the position was obtained through spouse preference.

Preference does not apply if the placement would violate laws or regulations on nepotism or veterans preference. Preference does not apply if placement would result in the displacement of a current employee of the activity or if a Priority 1 or Priority 2 Placement Program (PPP) registrant is available for placement.

If the military member is scheduled to relocate to a new duty station, and a spouse is currently working as a Federal appropriated fund or NAF employee, they may want to ask for information on leave without pay (LWOP) procedures. A request for LWOP, if approved, may help avoid a break in service, if the spouse is able to find employment at sponsor's new duty station.



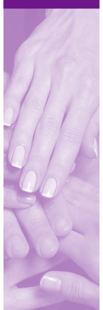
Military spouse preference applies to temporary positions expected to last one year or longer. Long-term temporary positions affect spouse preference in much the same way as permanent positions - spouses lose their preference if they accept a temporary appointment expected to last one year or longer, or if they decline an offer after voluntarily registering for such consideration. When a spouse accepts temporary employment expected to last at least one year, and the appointment is terminated in less than one year for reasons other than cause, the spouse regains his or her preference eligibility. Accepting or declining a temporary position expected to last less than one year does not end a spouse's preference. However, preference does end if the spouse accepts and the appointment is subsequently extended for a total period of one year or longer, or the spouse declines such an extension. Spouses employed under temporary appointments of less than one year (either part-time or fulltime) continue to receive spouse preference when referred for permanent employment or temporary employment of one year or longer.

Under a trial program called MSP Choice, military spouses in the European Theater enjoy more flexible options. If the MSP Choice program proves a success, it may be implemented at other DOD locations.

Under MSP Choice, a European Theater spouse loses preference only if he or she accepts or declines the offer of a permanent fulltime or permanent part-time position. At the same time, such spouses can accept an unlimited number of the following kinds of jobs without losing their spouse preference:

- Temporary positions lasting two years or less.
- Time-limited positions lasting four years or less.
- Permanent Intermittent Positions (No time limits to these position, but the work must be on an "on-call" basis, such as DOD Dependent Schools substitute teachers.)
- Non-Appropriated Fund (NAF) "Flexible Category" Positions. A job category used by Navy Exchange and Air Force Morale, Welfare & Recreation organizations.

The program allows spouses to find employment as soon as they are ready to work — particularly in NAF organizations — and still retain their preference for permanent jobs that may not be immediately available. As a result, military spouses in Europe enjoy both increased continuing income and career development opportunities.



In addition, any European Theater spouse who lost his or her preference by accepting a term, temporary, permanent intermittent, or flexible category job can have his or her spouse preference reinstated. Individuals who believe they are eligible for reinstatement should contact their local Civilian Personnel or Human Resources Office (CPO/HRO). Spouse preference is applied differently depending on how a vacancy is being filled, its location and whether the spouse is immediately "appointable".

Within the United States

Spouses may apply at the old duty station (if they are immediately available) or the new duty station, at either the CPO where the sponsor is assigned or where the spouse would like to work.

For competitive service positions, spouses who are immediately appointable (e.g., have personal status or Executive Order [EO] 12721 or Veterans Readjustment Act [VRA] eligibility) must register in Program "S" of the PPP. This automated system of referral is the only means through which an eligible spouse can exercise preference for jobs in the U.S. Questions on personal status or EO or VRA eligibility should be addressed to your local CPO.

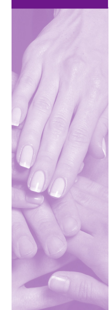
Overseas

Spouses may apply and be considered according to local procedures established by the appropriate overseas personnel office. Spouses must be in the area of consideration for recruitment to receive preference.

Spouses must be fully qualified for the positions for which they register. They may register only for a grade that is no higher than a position ever held on a permanent basis, unless their only Federal service was overseas on a time-limited appointment. Then, they may register at the highest grade held. If a spouse has reinstatement eligibility under Executive Order 12721, he/she may register on the basis of the Executive Order, if that grade is more beneficial. Registration may occur down to the lowest grade for which qualified and available.

Veterans retain preference for initial employment over military spouses, as do employees displaced from their positions through no personal cause, selected employees placed under the Department's Equal Employment Opportunity (EEO) Program, and selected, planned career progressions of employees in developmental positions.

When hiring, management may select from any source of candidates. If management chooses to select from non-competitive candidates, or use



alternate sources (e.g., Veterans Readjustment Authority [VRA] appointments, transfer placements, to correct Equal Employment Opportunity deficiencies), spouse preference generally will not apply. If management wants to select from a competitive list of applicants, a spouse preference eligible, who is ranked among the most qualified, must be selected for the position, unless an exception is granted by the local commander. If more than one spouse is determined to be the best qualified, management may select any one of the best qualified military spouse.

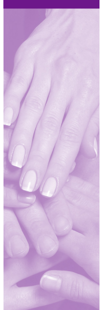
To register, an application for spousal preference should include the following information:

- A written application for Federal employment.
- The names of the installations, activities, or locations at which preference is requested.
- The announcement numbers or position titles.
- Most recent performance appraisal.
- Copies of the most recent Notification of Personnel Action (SF-50) and any other SF-50 to verify Federal service.
- A copy of the spouse's official Permanent Change of Station (PCS) orders, or written evidence which verifies eligibility.

When ready to submit an application, a spouse should check with the local CPO to make sure their application package meets local requirements. Refusal to participate in the merit process by not providing required forms, such as supplemental forms that address knowledge, skills and abilities (KSAs) relative to a specific job, is considered a declination and may terminate spouses preference entitlement.

5.4.2 Remote Employment

> *"Self-trust is the first secret of success."*
>
> *– Ralph Waldo Emerson*



Remote work is any employment that takes place outside a traditional office environment. A remote worker is paid via company payroll and is often entitled to the full range of company benefits.

Many types of work lend themselves to working for an employer and outside the traditional office:

- Desktop publishing.
- Payroll.
- Copy editing.
- Web design.
- Curriculum development.
- Training.

Often military spouses who have been successful employees and find themselves in a PCS situation are able to negotiate a remote job assignment with their current employer."

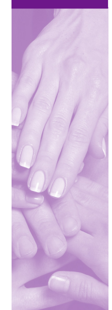
5.4.3 Entrepreneurship

> *"A man can succeed at almost anything for which he has unlimited enthusiasm."*
>
> *– Charles M. Schwab*

Another employment option for military spouses is to start their own business. Of the nearly 146 million jobs in the U.S. economy in 2000, wage and salary workers accounted for 134 million; self-employed workers accounted for 11.5 million.

There are several ways to be self-employed. A military spouse can:

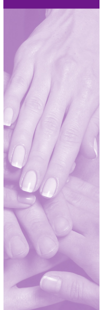
- Be a consultant.
- Start an Internet-based business.
- Open a home-based business.



- Start their own business based at a location other than their home.
- Buy an existing business.
- Buy a franchise.
- Purchase a portion of a business.
- Participate in a multi-level venture.
- License their product or invention.

As a FERP manager you may help a participant explore his or her readiness for self-employment as well as explore ideas for a small business. (See Instructor Guide, Module 5). The list of possible businesses is only limited by the imagination. Military spouses could:

- Bake specialty items for restaurants and occasions.
- Start a cleaning service.
- Offer tutoring for children.
- Provide childcare.
- Offer pet sitting services.
- Provide lawn care services.
- Restore antiques/refinish furniture.
- Start a painting and wallpaper hanging business.
- Do custom picture framing.
- Repair watches, jewelry, small appliances, cameras, bicycles, etc.
- Build furniture, doghouses, birdhouses, dollhouses, etc.
- Re-upholster furniture.
- Make and sell crafts.
- Be a photographer.



- Teach, almost anything.
- Do calligraphy.
- Make and sell quilts, dolls, and/or clothes.
- Be a bridal, color, makeup, or fashion consultant.
- Be a financial planner or investment counselor.
- Be a diet consultant or personal exercise trainer.
- Be a translator.
- Produce videos.
- Sell Creative Memories, Tupperware, Mary Kay, etc.

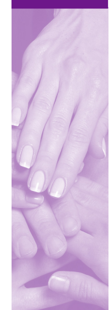
Before your participant begins to start a business there are numerous issues that must be addressed.

Regulations: Determine which regulations must be followed. This is particularly true of businesses that operate from military housing. Direct your participants to the Housing Manager and Legal Services.

If your participant plans to continue their business when they return to the U.S. they will also need to get a business license at their new location. They may also have to apply for a *Certificate of Occupancy* from a city or county zoning department.

Business Organization: There are many forms of legal structure for a business. The most common structures are Sole Proprietorships, General and Limited Partnerships, C and S Corporations and Limited Liability Companies. Each legal structure offers organizational options that are appropriate for different personal situations and which affect tax and liability issues. Participants should be instructed to consult a tax accountant and/or attorney prior to making a decision.

Fictitious Business Name: Businesses that use a name other than the owner's must register the fictitious name with the county as required by the *Trade Name Registration Act*. This does not apply to corporations doing business under their corporate name or to those practicing any profession under a partnership name.



Trademarks, Patents and Copyrights: Participants may want to apply for trademarks, patents and copyrights to protect their ideas. Information regarding these applications is listed below.

A trademark is a logo or symbol representing an organization. To register a trademark, contact:

U.S. Department of Commerce
Trademark Office
2021 Jefferson Davis Highway
Arlington, Virginia 22202
(703) 305 8341 or (800) 786 9199

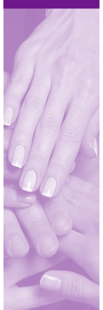
New and useful inventions can be protected by a U.S. patent. Professional assistance from a patent attorney is strongly urged because patent procedures are detailed and technical. A patent search is performed to see if a patent currently exists on the same or nearly the same device and, if not, to make proper application with the Patent Office. To register a patent, contact:

Asst. Commissioner for Trademarks, Patent Applications
Washington, D.C. 20231
(800) 786 9199
Also, visit the web site of the Patent and Trademark Office at
<http://www.uspto.gov>.

Copyrights protect the thoughts and ideas of authors, composers and artists. A copyright prevents illegal copying of written matter, works of art or computer programs. In order to ensure copyright protection, the copyright owner should always include notices on all copies of the work.
To copyright material contact:

U.S. Library of Congress
James Madison Memorial Building
Washington, D.C. 20559
(202) 707 9100 Order Line
(202) 707 3000 Information Line

Business Insurance: Like home insurance, business insurance protects the contents of your business against fire, theft and other losses. Many small businesses must protect themselves from lawsuits and other situations for which they might be deemed liable. All businesses should research the advisability of appropriate liability insurance. Contact an insurance agent or broker.



Sales Tax Number: In the U.S., there is a specified percent sales and use tax which applies to the retail purchase, retail site, rental, storage, use or consumption of tangible personal property and certain services. In other words, sales tax must be collected on just about every tangible item sold. A sales tax number is required for each business before opening. The number, plus instructions for collection, reporting and remitting the money to the state on a monthly basis, can be obtained from the Small Business Administration.

Staffing: Prior to hiring any staff members other than immediate family, participants MUST get professional legal assistance as there are a host of legal and financial requirements that must be met including:

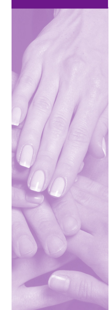
- Unemployment Insurance Tax.
- Immigration Act.
- Health and Safety.
- Worker's Compensation.
- Minimum Wage.
- Bar Coding.

There are many online resources available to potential small business owners including online courses:

- Small Business Authority <www.sba.gov>.
- Internal Revenue Service <www.irs.gov/businesses/small/index.html>.
- Lifelines <www.lifelines2000.org/vbo>.
- My Own Business <http://www.myownbusiness.org/course.html>.

Topics include:

- Deciding on a Business.
- Business Plan.
- Computer and Organization Tools.
- Organization.



- Insurance.
- Location and Leasing.
- Accounting and Cash Flow.
- How to Finance Your Business.
- E-commerce.
- Buying a Business or Franchise.
- Opening and Marketing.
- Expanding and Handling Problems.

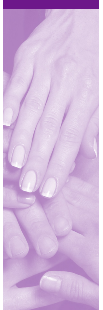
And finally, be sure to refer participants to your "Owning Your Own Business Workshop" so that they can gain information and network with other small business owners.

5.4.4 Volunteer Opportunities

A non-paying way of staying current in an employment field, or to gain new skills, is to volunteer. Many participants may believe that volunteers are only allowed to do low skill administrative jobs. As FERP manager, identify volunteer opportunities on and near the installation that require a range of skills. You may also have to remind participants that volunteer work can, and should be, documented on their resume, especially when it directly applies to a position for which a participant is applying.

Enochia Anderson, SEAP Manager at the FFSC in Rota, Spain, was able to assist a participant with a degree in physical therapy who needed a certain number of work hours to gain experience through volunteering at the medical clinic on base. Many overseas and remote location FERP managers report a cadre of loyal volunteers. Military financial relief societies are often run almost exclusively by volunteers who do everything from greeting participants to interviewing to bookkeeping. These organizations often reimburse volunteers for child care and transportation expenses.

As with business ideas, the opportunities for volunteer services are limitless. As FERP manager you can help to develop these opportunities at your installation.



5.4.5 Educational Opportunities

The opportunity to pursue education has expanded dramatically in recent years with more and more reputable universities offering online courses in addition to the traditional classroom courses that are available on most installations. Keep brochures and financial aid information available in your ERC. Encourage participants who may be interested to take advantage of their time abroad to improve their resume by adding coursework towards a degree.

5.5 Unemployment Compensation

Unemployment can be a confusing and frightening time, but the Federal-State Unemployment Compensation Program (UCP) is available to provide assistance while a person transitions to a new position.

Unemployment compensation payments are intended to provide out-of-work people time to find a new job equivalent to the one they lost, hopefully, without major financial distress. These payments are to meet basic necessities like food, shelter, and clothing while the search for work continues. Payments are based on income level for a standard period of time (usually 13 - 26 weeks) as determined by the U.S. Congress.

A spouse's eligibility is determined by the state in which he or she worked prior to relocating. Regulations and eligibility differ from state to state so you should advise participants to contact their unemployment office when in receipt of orders. Some states view termination of employment by military spouses as "voluntary" and the spouse is rendered ineligible for benefits. Other states recognize that personnel in the armed forces have no control over reassignments. Therefore, these states view termination of employment by military spouses as "involuntary" and the spouse is rendered eligible for the benefit. Since states vary widely on eligibility for military spouses as well as the amount of payment they will receive, it's important to refer participants rather than imply the possibility or not, that payment may be received. The stateside FERP manager should remind spouses to check with their UCP to determine eligibility, but spouses may apply online, by phone and by mail.

6 Quality Assurance

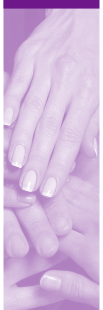
Quality can be considered a degree of excellence, the extent to which something fulfills its purpose. Quality is a result of a comparison between what is required and what is provided. Several methods have emerged to achieve, support and improve quality. Known as quality management these methods include quality control (QC), continuous quality improvement (CQI) and quality assurance (QA). Whichever term is applied, the organization and all staff members must make a commitment to quality. To obtain quality, all aspects of your program must be evaluated.

Evaluation helps to:

- Measure whether or not stated program goals have been met (outcome measures).
- Plan improvements in service delivery.
- Determine the effectiveness of the FERP in delivery of services.
- Provide data to justify programs/services.
- Ensure programs/services offered match participant needs.
- Demonstrate compliance with accreditation and inspection standards.

Evaluating your program should be an on-going process built into program planning. Each local FERP is different in the community that it serves; nevertheless, there are certain components that all quality assurance plans have in common:

- Customer Focus.
- Quality Measures.



- Quality Assurance Tools.
- Data Services.
- Integration of Feedback.

6.1 Customer Focus

The focus on the customer, or participant, of FERP services is a process of deliberate concentration on satisfying their requirements, needs, and expectations. In addition to your external customers, internal customers to whom you must deliver include family support program staff and volunteers, the military chain of command, other FERP managers worldwide, and headquarters staff.

FERP customers have a right to expect:

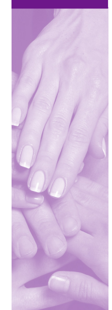
- Products/services with features that meet their needs.
- Services perceived to be a fair value for their time spent.
- Products/services delivered when promised.
- Products delivered without defects.

To meet customer expectations you should have a quality assurance plan in place. The goals of a customer-focused quality assurance plan include:

- Increasing quality as defined by the customer.
- Improving customer satisfaction.
- Securing customer input and feedback.
- Providing meaningful indicators of performance and improvement.

The techniques to reach these goals include:

- Linking organizational purpose to customer satisfaction.
- Establishing routine and meaningful dialogue with customers via quality control tools.



- Listening to the customer.
- Involving the customer in planning and decision-making.

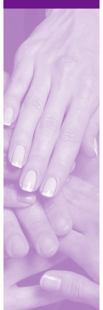
Techniques for determining customer expectations include:

- Customer research.
- Surveys.
- Interviews.
- Focus groups.
- Joint problem solving.

6.2 Characteristics of Quality Measures

The following characteristics should be considered when developing evaluation measures for your FERP. Measures should be:

- *Objective*. Data sources should include recipients and observers of programs/services as well as program staff.
- *Feasible*. It must be possible to acquire meaningful data called for by the measure.
- *Measurable*. It should be possible to determine both a qualitative and quantitative value for the measure.
- *Relevant to program goals*. Demonstrate the extent to which the program is responding to the need.
- *Relevant to the DOD's mission*. Demonstrate how the program contributes to readiness and retention. (This most likely would be a composite of data collected from the field and compiled by headquarters program managers.)
- *Cost-effective*. It should be possible to collect data for a reasonable cost in time, money and manpower.
- *Comparable*. Data should be able to be compared to previous data in order to identify trends and changes.



The measures used to evaluate your program are derived from the goals and objectives of the local FERP as identified in your strategic or annual plan. As goals and objectives change, so should the measures.

6.3 Quality Assurance Tools

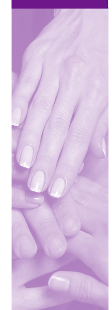
The most effective way to ensure continuity of a minimum standard of service within your FERP is to have written procedures in place. Many sites refer to these written protocols as Standard Operating Procedures (SOPs). SOPs can:

- Ensure a minimum quality standard.
- Clearly delineate services.
- Provide greater efficiency and control over service.
- Ensure that delivery of vital program planning and content is not lost due to staff turnover.
- Function as an ideal orientation tool for new staff.

Note that the SOP is not the service itself. An SOP is an internal working document that simply states how and when the service will be delivered and evaluated. SOPs need to be tailored to the specific circumstances of your local FERP. The SOP defines how tasks are completed including the purpose, background, objectives, format, and quality assurance measures. Since procedures are described, and the format and content is available to all staff, SOPs ensure a minimum quality standard. A Sample SOP Format (Attachment 6-1) is included as at the end of this chapter.

Tools for measuring quality vary widely and are constantly being improved. Since the inception of family support programs, efforts have been established to ensure quality at the local level. There's a constant tension between meeting the unique needs of a local installation and attempts to design standardized quality measurement tools. The Navy and Army have developed standardized tools to measure the overall effectiveness of a Fleet and Family Support Center or an Army Community Services Center. Tools to evaluate an individual Spouse Employment Program (Navy) or Employment Readiness Program (Army) are still expected to be developed at the local level.

6.3.1 Accreditation Standards (Agency Quality Assurance Tools)



Accreditation Standards, similar to standards used by civilian health care and social service organizations, are in place for the Army and the Navy. A team of inspectors comes to a local site to review the entire family support program. The reviews are held approximately every three years. Current applicable standards for the Army's Family Member Employment Program are:

44000.1 ACS provides comprehensive, accurate, easily accessible and up-to-date information on available employment opportunities, education and volunteer resources. CAT 1 (DODD 1342.17, DODI 1342.22 and proposed DODI on spouse employment)

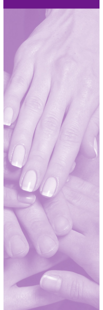
- Ensure center has information addressing employment and volunteer opportunities.
- Ensure center has educational resources.
- Ensure center has resources for job seeker's use.

44000.2 ACS conducts or sponsors classes, programs, workshops, seminars or individual sessions to job seekers for effective job searches. These include job search skills, job skills and job search training. CAT 1 (DODD 1342.17, DODI 1342.22 and proposed DODI on spouse employment)

- Review marketing materials: flyers, training schedules and registration forms.
- Review training materials: program outline, briefing charts and evaluation forms.
- Review contracts/memorandum of agreement (if applicable) with program outline, briefing charts and evaluation forms.

44000.3 ACS provides individual and group counseling to assess job skills and develop and implement career goals. CAT 1 (DODD 1342.17, DODI 1342.22 and proposed DODI on spouse employment)

- Review case records.
- Review list of individuals counseled.



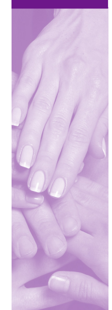
- Review group counseling list of attendees and class outline.

44000.4 ACS contacts employers, develops employment opportunities and maintains a private sector job bank. CAT 1 (Section 1784, title 10, United States Code)

- Review correspondence to potential employers.
- Review agendas and minutes from meetings.
- Review documents containing number and type of employers registered with the job bank.

44000.5 Employment readiness services are marketed to spouses and command leadership. CAT 2 (5 points)

- Review employment readiness minutes from Chamber of Commerce meetings. (2 points)
- Review installation newspaper publications. (2 points)
- Review flyers and success stories. (1 point)



The Navy's accreditation standards for the Family Member Employment Program are:

STANDARD 3.3

Spouse Employment Assistance Program (SEAP): FFSP demonstrates that it provides, or refers family members to, skill building classes and workshops and employment-focused assistance including career planning and education, financial management and employment assistance. FFSP maintains and provides accurate and timely information regarding the following: employment, education, volunteer opportunities, and licensing/credentialing requirements.

METHOD OF REVIEW

Written Documentation
Direct Observation
Interviews

REFERENCES

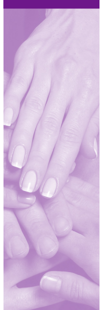
DODINST 1404.12
DODDIR 1400.33
SECNAVINST 5300.31
NAVPERSCOMINST 15568

COMPLIANCE WILL BE DETERMINED BY

A review of marketing materials, participant rosters, and course comment sheets shows that the FFSP targets eligible spouses to participate in employment assistance programs.

Interviews indicate:

- Coordination with TAMP and SEAP and information provided to customers is the same in both programs.
- Staff members are knowledgeable of unique challenges of spouses in the local area.
- Coordination with local community resources.
- Focus groups indicate they are knowledgeable of SEAP.



Since many SEAP managers provide Transition Assistance Services as well, the TAMP standard follows:

STANDARD 3.2

Transition Assistance Management Program (TAMP):
FFSP demonstrates the availability of the following assistance to transitioning/retiring personnel and family members: career planning, financial manage ment during transition, employment assistance, clinical counseling referrals for the social and emotional issues connected with transition and skill-building classes and workshops.

- FFSP provides TAP Seminar and demonstrates coordination with command career counselors.
- Information technology is in place at the FFSP and customers have access, at a minimum to DOD Job Search, Transition Bulletin Board, America's Job Bank.
- The TAMP Coordinating Committee meets quarterly (may be combined with RAP).
- Maintain and provide accurate information regarding the following: employment, education, volunteer opportunities, and licensing/credentialing requirements.

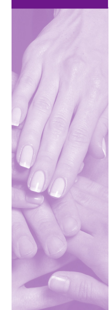
METHOD OF REVIEW

Written Documentation
Direct Observation
Interviews
Focus Group

COMPLIANCE WILL BE DETERMINED BY

A review of program SOPs, schedules, participant rosters, course comment sheets, and marketing materials related to TAMP skill-building classes. Validate topics include information concerning employment and training assistance in the following categories:

Labor Market Information
Civilian workplace requirements and employment opportunities



Instruction in resume preparation
Job analysis techniques, job-search techniques, and job interview techniques

- A review of training schedules, participant rosters, course comment sheets, marketing materials, and the MOU with the Department of Labor (CONUS ONLY) validates the FFSP provides logistical support for the 3 or 4 day Transition Assistance Program (TAP) workshop.

- A review of the minutes or other written materials of the Transition Assistance Coordinating Committee (which can be consolidated with the Relocation Assistance Coordinating Committee) indicate that services are coordinated among the member activities.

- A review of written documentation and/or direct observation of electronic job information or referral resources validate customers are provided information on:

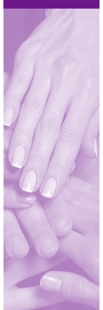
  - Job fairs.

  - Military and civilian educational opportunities.

  - Points of contact to inquire about local/state license and credential requirements, and other professional associations.

- Interview or focus group with Command Career Counselors (CCC) and command leadership indicate FFSP TAMP program meets command needs.

- Staff interviews with TAMP personnel indicate: Ongoing communications with CCCs to gather data for reporting requirements, coordination with TAMP and SEAP and that information provided to customers is the same in both programs, and staff monitors the three to four day TAP seminar.



The final Navy accreditation standard that applies throughout the agency is:

STANDARD 4.9

Community Partnerships:
Cooperative and collaborative working relationships are established with civilian and military agencies to facilitate a coordinated response to both complex and ongoing family issues and to advocate for the military family.

METHOD OF REVIEW REFERENCES

Written Documentation

COMPLIANCE WILL BE DETERMINED BY

Documentation review indicates FFSP staff is actively involved in meetings, boards and any other collaborative efforts involving civilian and military agencies.

- Review indicates that Memoranda of Understanding (MOUs) or letters of agreement exist between FFSP and other agencies when sharing personnel, financial and in-kind resources. At a minimum, MOUs are in place with Department of Labor (DOL) and Veterans Affairs (VA) for TAMP.

- Review of MOUs show that they are reviewed annually and revised/updated as needed.

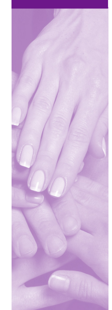
6.3.2 Evaluating Career Counseling Services

Evaluating career counseling services ensures quality and determines the effectiveness of the counseling process. There are several methods by which counseling can be evaluated. These include:

- Participant evaluation of counselor (Attachment 6-2 at the end of this chapter.)

- Supervisory observation of session (Attachment 6-3 at the end of this chapter.)

- Counselor self-evaluation of process and outcome.



You can do a self-evaluation of the process of a session by considering the following:

- Did you actively listen and identify themes?
- Were you sensitive to feelings and concerns of your participant?
- Did your participant actively participate in the session?
- Did your participant help in identifying options?
- Did your participant prioritized options?
- Were there positive changes in your participant's mood and demeanor during the session(s)?
- Did your participant return for follow on sessions?

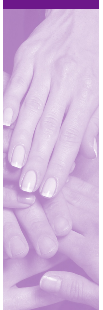
You can evaluate outcome by:

- Asking your participant if they achieved their identified goal/s.
- Reviewing your participant's goals to see if they have been met or changed based on use of the FERP.
- Reviewing documentation including forms and case narrative. Look at and compare the results of several counseling cases.

You can also ask the participant's permission to video or audiotape your session. Explain to your participant that the reason you want to tape the session is so you can evaluate yourself, or you can provide the tape to your supervisor to review and offer constructive feedback on your skills. Be sure to follow your site's procedures for video or audiotaping.

When evaluating outcome, remember that you cannot be responsible for the success or failure of your participant getting a job, getting into a desired education program, or writing targeted resumes, etc. Using solution-focused counseling techniques a participant may be considered to have a positive outcome if they report even a small but significant change and is demonstrating progress towards achieving their career goals.

6.3.2.1 Career Counseling Case Files



The purpose of a career counseling case file is to establish a clearly-defined system of recording counseling services from initial contact through case closure. A counseling case file is retained under the name and case number of the participant being served. If your FERP does not already have a method by which they number case records, develop one. Your numbering system should be systematic and sequential (from start of fiscal or calendar year) for easy retrieval. Do not use social security numbers. A sample case number could be 04-01, which would be your first participant in FY 04.

At a minimum, case records must contain the following information:

1. A signed and witnessed Privacy Act statement.

2. Completed participant information form/intake sheet.

3. Case activity notes.

   - There should be a case activity note entry for every participant or participant-related contact (telephone calls, comments to referrals, etc.)

   - Notes should be completed promptly (within 48 hours if possible).

   - Notes should be factual and objective. Include significant points or observations, and actions taken.

   - Each entry should be legible (via computer), dated and signed.

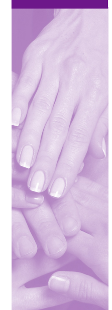
   - It is possible that other individuals such as a colleague could read a case record. Information must be sufficiently clear so that others can read and understand the case.

Records may also contain:

1. Correspondence, in chronological order with the most recent on top.

2. Disclosure of Information Form if information about your participant is provided to another agency.

3. Authorization to Release Information Form. A participant should give permission to release information about them to another agency or employer.



4. A copy of your participant's resume.
5. A copy of interest and skills inventories.
6. Other pertinent, factual documents.
7. Closing summary that should:
    - Include summary of services and outcome.
    - Be signed and dated by you.

There is not a prescribed way by which case records must be organized. Most sites arrange records in a manila-style file folder. All case materials should be bound inside the record folder to ensure records remain intact and professional. Records can also be maintained electronically if you have the ability to do electronic participant signatures and to scan documents. Some sites have a combination system with intake forms and case notes kept electronically, and other documents kept in hard copy. In order to ensure files are complete, current, and purged in a timely manner, it's wise to have a system in place where your supervisor periodically (at least twice a year) randomly selects 5-10 files to review. This ensures quality assurance of case records.

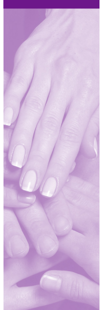
6.3.2.2 Maintenance of Counseling Files

You should have a central case record system for non-clinical career counseling cases. A master case log should be maintained where all cases are logged in. When the case is closed it should be noted in the master case log.

Only authorized staff may have access to case records. Case materials are confidential information and must be kept secure. Any materials with identifying information should be cleared from desktops and routing boxes and kept locked in a file cabinet. Hard copy of case records should be purged two years after closing. Electronic records are destroyed after five years.

6.3.3 Evaluating Employment Resource Center Services

Evaluation forms should always be available to participants using your resource center. They need not be long and cumbersome for you to gather useful data. Provide one to participants as they sign in to your resource center. Ask them to complete it when they finish using the center. Have a clearly marked box to deposit evaluation forms at the exit door.



Ensure that you use an evaluation form that can be quantified. Tally your ERC evaluation forms at the end of the month and report the findings in your monthly report. ERC evaluation forms can be especially valuable at a large installation where participants may do a lot of self-directed research, and volunteers and interns may be maintaining job vacancy announcements and other resource as well as helping participants. A sample Employment Resource Center Evaluation Form is located at the end of this chapter (Attachment 6-4).

6.3.4 Evaluating Information and Referral Services

Ensuring the quality of I&R services is a two-fold process. Examining and updating resources, and assessing participant satisfaction are both significant components of I&R evaluation. When reviewing resources:

- Ensure that resources are up-to-date. Periodically call agencies/organizations and obtain current information for the resource files. At a minimum, resources should be updated every six months.
- Establish if the information regularly needed by participants is included in your database. Are there categories of information that must be added to your database?
- Determine if information is easily accessible. How is it organized? Can it be easily retrieved and provided by volunteers, interns, VA work study personnel? Is it cross-referenced?

When evaluating participant satisfaction:

- Determine if I&R services are meeting your participants' needs.
- Document your efforts. A sample Information and Referral Follow-up Form is in Chapter 3, Attachment 3-6. It asks for participant satisfaction level with referrals provided.
- If you provide information packets by mail or to walk-in participants, include a self-addressed postcard or evaluation form asking customers for feedback about the written materials.

6.3.4.1 Resource Files

To have accurate and up-to date resources available for staff and participant use, a database of information on community resources should be developed and maintained. Detailed data on agencies and services, and the conditions under which the services are available must be readily accessible.

When organizing resource files:

- Include information on eligibility requirements, fees, POC, telephone, email, fax, mailing address, hours of operation, location, and description of services.
- Determine a format that is easy to use and maintain. The information must be able to be accessed quickly.
- Determine the format of the files. This can be computerized or hard copy. Information can be organized on a computerized database, rolodex, file cards, or in folders.
- Use a standard classification system. This system should be coordinated with your agency's I&R resource file system.
- Organize files so that they are indexed and accessible in different ways, i.e. alphabetically by organization name, alphabetically by service headings or by key words.

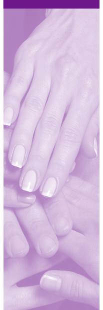
Once organized, resource files must be maintained on a regular basis. To facilitate the maintenance of resource files:

- Stamp all materials with the date received.
- Update resources on a regular schedule. Plan to do this on at least a semi-annual basis.
- Maintain relationships with agencies/providers so that updated materials and information can be easily obtained.
- Discard all dated materials at least semi-annually.

A sample Resource Update Log is located at the end of this chapter (Attachment 6-5).

6.3.5 Evaluating Workshops

The standardized FERP curriculum instructor guide contains several quality assurance tools and an outcomes measurement instrument. The tools included in the curriculum include:



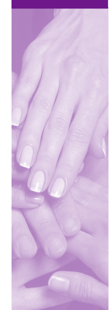
- Presenter Observation Checklist.
- Participant Evaluations.
- Program Observations.
- Annual Program Summary.
- Pre and Posttest.

The Presenter Observation Checklist is typically used by the supervisor of the staff member who presents a workshop. It ensures that the program presenter maintains the highest possible quality and professionalism. This includes meeting program objectives, presenting the material in a clear manner, and demonstrating knowledge of the subject matter. A Presenter Observation Checklist can also be used by the FERP manager to provide feedback to volunteers and interns who do workshops. You should maintain Presenter Observation Checklists for two years so that you have a history to review when preparing for future workshops. A sample is at the end of this chapter (Attachment 6-6).

Participant Evaluations (Attachment 6-7) should be completed by all participants at a workshop. Each topic offered should be evaluated by participants at least annually. Be sure that different facilitators/presenters are evaluated as well. This is in addition to the Pre and Posttest participants are asked to complete for each workshop. The Posttest measures content knowledge gained as a result of attending a particular workshop. The Participant Evaluation measures satisfaction with the training. At a large agency, route Participant Evaluations to your supervisor and/or the Director for review to keep them aware of the status of your FERP. Maintain with Presenter Observation Checklists.

Program Observation Checklist: At least every two years a supervisory level staff member should observe and document each workshop using a Program Observation Checklist (Attachment 6-8). This gives management the opportunity to ensure that FERP workshops continue to support agency goals; that learning objectives are taught, content is at the appropriate level, and that the standardized training curriculum remains current and supported by professional handouts/visual aids. Any recommendations for significant change should be forwarded up the chain to appropriate headquarters program management staff.

Annual Program Summary: At the end of each fiscal year, review all materials associated with each workshop and draft an annual summary. The summary should include the number of times each workshop was offered, the time/s of day and day of the week it was offered, the number of participants



in each workshop, and the total number of participants in all workshops. Include the most effective marketing strategies, and recommendations for improvement for each workshop. The *Annual Program Summary* (Attachment 6- 9) is forwarded to management for review, and is also an excellent tool to use as a foundation for strategic planning.

6.3.6 Evaluating Job Fairs and Special Events

Job fairs should be evaluated from three perspectives; job seekers, employers and the logistical coordinator. Special events should also be evaluated from three perspectives; participants, service providers and the logistical coordinator. Sample evaluation tools for a job fair are included at the end of this chapter (Attachments 6-10 and 6-11). Special events evaluation tools are generally developed specifically for each event.

When evaluating the logistics of an event try to address the bottom line which is, “Was the event worth the effort?” This is one reason why it is important to identify your goals for an event, to know if you were successful or not. For example, if you invested over 100 labor hours and $300-$500 on an event and only had two attendees, you’d have to ask yourself was there another, more cost effective method of providing the same service? Realize that factors other than money and number of attendees can be measures of success. Such factors as good publicity, satisfying key leadership and morale building can be success measures. Write a summary about the Job Fair or special event as a historical document or corporate memory.

6.3.7 Evaluating Employer and Resource Development Efforts

To evaluate your efforts in developing employer and resource relationships, you first need to have defined goals. If you plan to contact one employer per month and you review monthly reports and note that over the last six months you’ve contacted 12 employers, then you’ve exceeded your goal. This is one area in which most FERP managers don’t make a specific plan or set goals. The effort is more hit or miss. It’s advisable to make an effort to schedule a face-to-face meeting at least once per month with an employer or resource provider in the community or on the installation. In remote areas or overseas, this might mean that you visit an employer or resource once per year. Document your meetings and forward to your supervisor via your monthly report or a meeting documentation form (Attachment 6-12).

6.3.8 Putting It Altogether – Quality Assurance Matrix

The development and utilization of a quality assurance matrix is a management tool that can assist you in staying current in all areas of FERP evaluation. A matrix is simply a form that documents the completion of all quality assurance functions in one place. A sample Quality Assurance Matrix (Attachment 6-13) is included at the end of this chapter.

6.4 Data Services

Each branch of service has different data collection requirements. However, in December 2002 the following installations measures were developed by representatives of DOD, all four Services Headquarters, and one installation spouse employment professional (Henderson Hall, USMC). Based on the information available to the working group:

- This information is already collected on a quarterly basis for the Military Departments.
- Collating these measures for Department-wide use will not entail any changes to pre-existing electronic reporting forms or any significant changes to less formal data collection methods.
- Electronically transmitting this information to a DOD database following its transmission to the military departments will not represent a significant increase in workload for any of the services.

There are only two "must fill" data fields for the final database: "Installation" and "Branch of Service." Although some installations are served by more than one military department, their data collection and reporting go through different chains of command. Therefore, there will be little, if any, duplication of data. In addition, sorting the global database fields by installation name will eliminate the need for additional collection and possible confusion of data at the installation level.

Since data items such as "Career Counseling" can entail many labor-intensive tasks, an explanatory narrative will be developed for users and contributors of the database. This narrative will be maintained by DOD separate from the database to simplify data collection and transmission processes. In this context, it should be noted that some of the services could provide greater detail in some subject areas. The question of collecting and sorting this data – and possibly expanding its collection – will be addressed at a later date. DOD will maintain the database for collecting and collating this information across service lines.

DATA ELEMENTS

Installation [Required for all records] ______________________________

Branch of Service [Required for all records] ______________________________

Number of Fulltime Spouse Employment Personnel or Fulltime Equivalents (FTEs):

APF	NAF	Contract	Volunteer

Number of Hours Worked per Week by Fulltime Spouse Employment Personnel or FTEs:

APF	NAF	Contract	Volunteer

Number of Part-Time Spouse Employment Personnel:

APF	NAF	Contract	Volunteer

Number of Hours Worked per Week by Part-Time Spouse Employment Personnel

APF	NAF	Contract	Volunteer

Number of Non-Participant Information & Referral (I&R) Customers (a.k.a. Short Contacts)

Email	Phone	Walk-In

Number of Participants (a.k.a. Extended Contacts):

Army	Navy	Air Force	Marine Corps	Other

E1 to E4 Service Member Family Member	E5 to E9 Family Member Service Member	Warrants Service Member Family Member	Officer Family Member Military Sponsor	Other (non-military) Service Member Family Member

Number of Participants/Extended Contacts Provided Career Counseling:

Army	Navy	Air Force	Marine Corps	Other

E1 to E4 Service Member Family Member	E5 to E9 Family Member Service Member	Warrants Service Member Family Member	Officer Family Member Military Sponsor	Other (non-military) Service Member Family Member

Number of Participants/Extended Contacts Provided Referrals

Army	Navy	Air Force	Marine Corps	Other

E1 to E4	E5 to E9	Warrants	Officer	Other (non-military)
Service Member	Family Member	Service Member	Family Member	Service Member
Family Member	Service Member	Family Member	Military Sponsor	Family Member

Number of Job-Fairs Hosted or Supported by Installation Spouse Employment Personnel (Note: due to the seniority of the Transition Assistance Program (TAP) job fair initiatives, all multi-purpose job fairs conducted in cooperation with a TAP program will be counted as a TAP job fair, regardless of the level of participation by other installation components.)

TAP	Spouse Employment	Community	Volunteer

Number of Participating Employers by Job Fair ____

Number of Spouse Employment Workshops ____

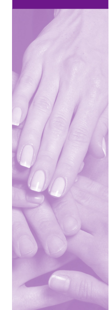
Number of Participants in Spouse Employment Workshops:

Army	Navy	Air Force	Marine Corps	Other

E1 to E4	E5 to E9	Warrants	Officer	Other (non-military)
Service Member	Family Member	Service Member	Family Member	Service Member
Family Member	Service Member	Family Member	Military Sponsor	Family Member

Number of Educational or Informational Briefings:

Command, Unit & Other Military Community Briefings	Newcomer Briefings	Community Briefings (Employers, Chambers of Commerce, Educational Institutions, etc.)	Focus Groups (for Specific Needs)
Number of Attendees	Number of Attendees	Number of Attendees	Number of Attendees



In addition to the above data collection guidelines, the Army Employment Readiness Program, with the help of a sophisticated participant tracking system (to be introduced10/03) is developing outcome measures to track the Employment Readiness Program performance. The ERP currently tracks number of spouses utilizing ACS spouse employment, number of referrals, number of recorded placements and number of spouses receiving training and the type of training utilized. The new initiative will allow the ERP to track participants beyond placement (as long as sponsor is still A/D) and to better assess the overall effectiveness of the program. It will track career vs. job placements, influence on financial stability of the family, affect on overall retention rates, economic well-being and affect on family dynamics (i.e., FAP referrals amongst participants vs. non-participants).

6.5 Integration of Feedback

Information derived from the quality assurance tools should be fed back into the program to improve the FERP services. This feedback loop allows adjustment of the FERP based on analysis of the information and management decisions. Be sure to provide feedback on informal evaluation results to your supervisor and Director for them to forward up their chain of command. Letters of thanks and "success stories" from participants are particularly effective endorsements.

6.6 Tools

The following tools will help you evaluate your FERP.

- Standard Operating Procedure Format
- Employment Resource Center Participant Feedback Form
- Participant Evaluation of Career Counselor
- Career Counseling Quality Assurance
- Resource Update Log
- Presenter Observation Checklist
- Participant Comments
- Program Observation Checklist
- Annual Program Summary
- Job Fair Employer Evaluation
- Job Fair Participant Evaluation
- Employer and Resource Development Meeting Form

Standard Operating Procedure Format

I. **TITLE**: Title of the program or service.

II. **DATE**: Month the program or service is reviewed each year for accuracy.

III. **BACKGROUND AND PURPOSE**:
Background: Answers the question, "Why are you presenting this program or service?" Describes how the program addresses an identified problem, fulfills a requirement or is a response to a tasking. This section includes any relevant instructions, local requirements, or contract requirements

Purpose: Describes the broad goal of the program or service. In general terms, this section should detail what issues will be addressed and why.

IV. **TARGET POPULATION**: Defines the population for which this program or service is designed.

V. **OBJECTIVES**: Details the desired learning points and is consistent with the purpose and target population. The objectives should describe what the participant will be able to do as a result of using the program or service. Objectives are not lists of staff behaviors, but are outcomes for the participant. Frame the objectives by answering the following question: "Upon completion of this program or service, participants will be able to ..." Avoid generalizations and use action verbs to describe the objectives. Verbs such as *know*, *learn*, *understand*, and *show* are commonly used, but are not very specific. Objectives must be measurable.

VI. **DATA ENTRY**: Include what is counted, how it is counted, where it is documented and where the document is forwarded.

VII. **PROCEDURES**: Contains a general description that includes details such as program length, number of sessions, maximum or minimum participants, registration requirements, prerequisites, choice and scheduling of location, specialized marketing and/or publicity requirements.

VIII. **QUALITY ASSURANCE:** Include the tools used and the minimum frequency for collecting evaluations.

IX. **REQUIRED MATERIALS**: Lists any materials required to provide this program or service.

X. **PROVIDERS GUIDE**: Details delivery of the service. Organize information in a logical manner and propose one or more methods of service delivery.

Employment Resource Center

Participant Feedback Form

Date ______________________

Name *(optional)* ____

Contact number or email address *(optional)* ______________________________

We continually strive to provide you with the best services. Please rate your experience using the Employment Resource Center.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Not Applicable
1. Job Vacancy Announcements are current.	0	1	2	3	4	5
2. Staff is helpful.	0	1	2	3	4	5
3. Books and Journals are current.	0	1	2	3	4	5
4. Computer hardware and software are current.	0	1	2	3	4	5
5. The registration process is easy.	0	1	2	3	4	5
6. I received the information or services I came for.	0	1	2	3	4	5
7. I will recommend the Employment Resource Center to others.	0	1	2	3	4	5

8. Additional Comments: ____

____

____

____

____

____

Participant Evaluation of Career Counselor

We would like to have your feedback regarding the services you received. Please complete the following.

Career Counselor's Name: ______________________________

Number of Times you Met: ______________________________

Please rate the following:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1. Scheduling was easy and I received a convenient appointment.	1	2	3	4	5
2. Reception staff was courteous, helpful and promptly greeted me when I arrived.	1	2	3	4	5
3. My counselor was knowledgeable of career development.	1	2	3	4	5
4. My counselor helped clarify my issues and questions.	1	2	3	4	5
5. My questions or concerns were answered to my satisfaction.	1	2	3	4	5
6. Referrals to other agencies were thorough and explained to my satisfaction (if applicable).	1	2	3	4	5
7. I was able to make changes or find solutions with the help I received.	1	2	3	4	5
8. Overall, the service I received met my expectations.	1	2	3	4	5

9. Additional comments or suggestions: ______________________________

____

____

____

____

Career Counseling Session

Quality Assurance

Date: ____________________________

Staff: ____

Supervisor: ____

Basic Counseling Skills

Did counselor demonstrate:

- Professionalism yes ____ no ____
- Empathy yes ____ no ____
- Reflective listening skills yes ____ no ____
- Clarification questions yes ____ no ____
- Open-ended questions yes ____ no ____
- Summarizing statements yes ____ no ____

Administrative Skills

Did counselor complete applicable paperwork:

- Case Note yes ____ no ____
- Master Participant Log yes ____ no ____

Skill Development

Did counselor:

- Explore options yes ____ no ____
- Formulate a plan with participant yes____ no ____
- Offer FERP services yes ____ no ____
- Offer community resources yes ____ no ____
- Offer appropriate handouts yes ____ no ____

General

In what area did counselor excel? ____

____

What could counselor do differently? ____

____

Resource Update Log

Use to document contact with civilian and military agencies that provide career related services to military personnel and their families.

	Agency Visit	Agency Phone Contact	Agency Email Contact	Agency POC	Highlights of Services
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

Biannual Resource File Review Conducted ______________________/______________________

Presenter Observation Checklist

Program Observed: ______________________ Date: ______________________________

Presenter: _____________________________ Observer: __________________________

1. Presenter:

a. Introduced the session in an interesting manner.	❑ Yes	❑ No	❑ NA
b. Allowed participants to practice new skills.	❑ Yes	❑ No	❑ NA
c. Asked meaningful and clear questions.	❑ Yes	❑ No	❑ NA
d. Provided clear, responsive answers to questions.	❑ Yes	❑ No	❑ NA
e. Used humor effectively.	❑ Yes	❑ No	❑ NA
f. Presented the material in a logical sequence.	❑ Yes	❑ No	❑ NA
g. Demonstrated knowledge of subject matter.	❑ Yes	❑ No	❑ NA
h. Managed time effectively.	❑ Yes	❑ No	❑ NA
i. Used audio/visual aids appropriately.	❑ Yes	❑ No	❑ NA
j. Used multiple instructional techniques.	❑ Yes	❑ No	❑ NA
k. Attempted to involve all members in discussions.	❑ Yes	❑ No	❑ NA
l. Handled difficult participants effectively.	❑ Yes	❑ No	❑ NA
m. Provided summaries at the appropriate time.	❑ Yes	❑ No	❑ NA
n. Connected the current session to future ones.	❑ Yes	❑ No	❑ NA
o. Closed the session with a summary of points.	❑ Yes	❑ No	❑ NA
p. Referred to handouts and support materials.	❑ Yes	❑ No	❑ NA
q. Appeared comfortable.	❑ Yes	❑ No	❑ NA

2. Additional comments or expand on areas in Block 1: ______________________________

____

____

Participant Comments

Your input is valuable. Please take time to complete this form so we can continue to improve our programs.

Program Title: ______________________________

Presenter: ______________________________ Date: ____________________________

Please rate the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The information presented in this program was useful.	❑	❑	❑	❑	❑
2. Audio/visuals, handouts and/or support material were appropriate.	❑	❑	❑	❑	❑
3. The presenter demonstrated knowledge of subject matter.	❑	❑	❑	❑	❑
4. The material was delivered in an informative manner.	❑	❑	❑	❑	❑

5. I would have liked to have spent more time on ____
____

6. I would have liked to have spent less time on ____
____

7. What are the most convenient days and times of the day for you to attend workshops? __________
____

8. How did you hear about this workshop? (Check all that apply.)

   ❑ Local Newspaper
   ❑ Poster
   ❑ Message Traffic
   ❑ Flyer
   ❑ Email
   ❑ Training Session
   ❑ Installation TV/Radio Station
   ❑ Installation Marquee
   ❑ Local TV/Radio Station
   ❑ Other (please list)
   ____
   ____

9. What other suggestions do you have to improve this training? ______________________________
____

10. Overall, this workshop was:

   ❑ Poor ❑ Fair ❑ Good ❑ Outstanding

Program Observation Checklist

Module Observed: ____________________ Date: ____________________

Presenter: ____________________ Observer: ____________________

Number of Participants: ____________________

1. Content:
   a. Does program content support objectives? ❑ Yes ❑ No
   b. Does program content continue to meet the needs of the target audience? ❑ Yes ❑ No
   c. Content of the program was at the appropriate level of understanding for the target audience? ❑ Yes ❑ No
   d. Is the amount of program content consistent with the time allotted for this presentation? ❑ Yes ❑ No
   e. Information flowed in a logical sequence? ❑ Yes ❑ No
   f. Audience was responsive to the presentation? ❑ Yes ❑ No

2. Support Materials:

   Were visual aids used? ❑ No ❑ Yes, list items used. ____________________

   ____

   Comments: ____________________

   Were handouts used? ❑ No ❑ Yes, list items used. ____________________

   ____

   Comments: ____________________

3. Additional comments or expansion of areas in Block 1:

Annual Program Summary

Documentation and materials to review:	Date Reviewed:
Participants Evaluations for the past year	
Presenter Evaluations for the past year	
Program Observation Checklists for the past year	
Relevant Instructions	
Needs Assessment Information	
Applicable Accreditation Standards	
Outcome Measure Results	

Summary:

How many times was this workshop offered? ______________________________

How many participants attended each workshop? ______________________________

What was the total number of attendees for FY? ______________________________

What was the time of day that workshop was best attended? ______________________

What was the day of week that workshop was best attended? ______________________

Who is cross trained to present this workshop? ______________________________

What were the three most effective marketing efforts utilized? ____________________

____

What changes need to be made in order to improve this program?__________________

____

____

Completed by: ______________________ Date: ______________________

Job Fair Employer Evaluation

Thank for your participation in our Job Fair. Your feedback is important to us so that we can continue to deliver a quality event for both employers and applicants at our next Job Fair. Thank you for your time and your insight.

Please rate your level of satisfaction with the following:

		Poor	Fair	Neutral	Good	Outstanding	NA
1	Procedures for reserving a table in the Job Fair Which registration procedure did you use? (mail, fax, online, telephone) ______________________________	1	2	3	4	5	NA
2	Printed directions/maps provided in the confirmation letter Comments: ______________________________	1	2	3	4	5	NA
3	Parking and off-loading areas Comments: ______________________________	1	2	3	4	5	NA
4	Assistance from Job Fair staff the day of the event Comments: ______________________________	1	2	3	4	5	NA
5	Table assignments Comments: ______________________________	1	2	3	4	5	NA
6	Access to peripherals (electric outlets, etc.) Comments: ______________________________	1	2	3	4	5	NA
7	Location of the Job Fair Comments: ______________________________	1	2	3	4	5	NA
8	Number of applicants/candidates attending the Job Fair Comments: ______________________________	1	2	3	4	5	NA
9	Caliber of applicants/candidates attending the Job Fair Comments: ______________________________	1	2	3	4	5	NA
10	Overall your impression of the Job Fair Comments: ______________________________	1	2	3	4	5	NA

11 Would you be interested in participating in a future Job Fair? ❑ YES ❑ NO ❑ Don't Know
Comments: ____
____

12 How many people have you hired or plan to hire directly as a result of this Job Fair? ______________________
Comments: ____

13 How can we improve our next Job Fair? ____
____

Your company name ______________________________ Phone ______________________________

Name of person completing this form (optional) ____

Job Fair Participant Evaluation

Your feedback will help us improve future Job Fairs. Please rate your level of satisfaction with using a scale of 1 =Poor, 2 = Fair, 3 = Neutral, 4 = Good, 5 = Outstanding and N/A = Not Applicable

1. My level of preparation for this Job Fair was....	1	2	3	4	5	NA
2. The number and types of employers.	1	2	3	4	5	NA
3. The location of the Job Fair.	1	2	3	4	5	NA
4. Parking.	1	2	3	4	5	NA
5. Your overall impression of the Job Fair.	1	2	3	4	5	NA

6. How many employers did you talk with and submit a resume? ____________________________

7. Did you schedule an interview with any of the employers represented at this Job Fair?

   ❑ Yes ❑ No

8. What additional assistance do you need in your career preparation? ______________________

   ____

   ____

Name (optional) ____

Telephone number or email address (optional) ____

Good luck to you in your career search!

Employer and Resource Development Meeting Form

1. Name of organization ____________________

2. POC Name and Contact Information ____________________
____

3. Meeting Date ____________________

4. Any other organization in attendance? If so, who? ____________________
____

5. Summary of Discussion ____________________
____
____
____
____
____
____

6. Staff Task(s) Resulting From This Meeting ____________________
____
____
____

7. Additional Comments ____________________
____
____
____
____
____

Family Employment Readiness Program

Quality Assurance Matrix

FY ______________________________

Service	Evaluation Frequency	Completion Date
Accreditation Standards (Agency Quality Assurance Tools)		
Evaluating Career Counseling Services		
SOP Update	Annually	
Participant Evaluation	Bi-annually	
Supervisor Evaluation	Annually	
Participant Records Reviewed	Bi-annually	
Evaluating Employment Resource Center Services		
SOP Update	Annually	
ERC Participant Feedback	Monthly	
Evaluating Information and Referral Services		
SOP Update	Annually	
Information and Referral Follow Up	Monthly	
Resource Update Log	Bi-annually	
Information Packets	Annually	
Evaluating Workshops		
SOP Updates (Each Workshop)	Annually	
Presenter Observation Checklist	Annually	
Participant Evaluations	Annually	
Program Observations	Annually	
Program Summary	Annually	
Pre and Post Test	Annually	
Evaluating Job Fairs and Special Events		
Job Fair Participant Evaluation	After each event	
Job Fair Employer Evaluation	After each event	
Summary Document	After each event	
Evaluating Employer and Resource Development Efforts		
Meeting Summary	After each meeting	

7 Professional Development and Staff Training

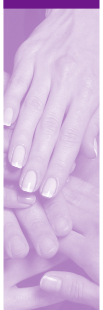
The question "Who ought to be boss" is like asking
"Who ought to be tenor in the quartet?
Obviously, the man who can sing tenor."

– Henry Ford

7.1 Ensuring Quality Service

The quality of service provided by the FERP is largely based on the skills of the staff member providing the service. Skills needed to perform the functions of a FERP manager include, but are not limited to, the following abilities:

- Provide individual career counseling.
- Facilitate small group training sessions.
- Present training sessions to large audiences.
- Provide information and referral services.
- Organize and staff a resource center.
- Navigate the Internet to assist participants.
- Stay abreast of current information and trends in the field of career counseling.
- Administer and interpret interest inventories and skills assessment tools.
- Recognize participants in crisis and refer them for assistance.



- Work effectively with people from various ethnic, racial, gender and socioeconomic levels.
- Train, motivate and supervise volunteers, interns and VA work-study personnel.
- Coordinate highly visible installation events.
- Develop and implement strategic and marketing plans.
- Collect, maintain and analyze data.
- Be a team player who can work autonomously and with minimal supervision.

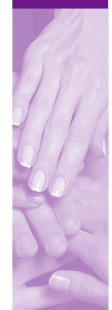
All FERP staff should have a professional development plan. There are several components of an effective staff training plan including:

- Orientation.
- Supervision/mentoring.
- Ongoing education and training.

7.1.1 Orientation

Personnel working in the career development field come from a host of disciplines. Many FERP managers have previous military experience. Business Management, Counseling, Education, and Human Resources are common educational backgrounds of many.

The key to a smooth transition to the role of FERP manager is a thorough orientation to the position. This is often difficult as the position may be only "one deep", there is little opportunity for face-to-face turnover, and generally, the FERP manager's supervisor is not a subject matter expert. At this time, there is no DOD wide training program that has been developed specifically for FERP personnel. Attendance at joint service and private industry conferences, when available, provides significant training opportunities, but often do not provide the specifics needed to carry out daily responsibilities. At a minimum new FERP managers need to:



- Meet with their agency colleagues and gain a complete understanding of the function of each.
- Be aware of the history of their local agency and FERP services.
- Have basic safety information.
- Be introduced to the unique aspects of confidentiality within a military organization.
- Have the opportunity to observe the delivery of FERP services, if at all possible, prior to delivering them.
- Review the FERP desk guide, standardized curriculum, and relevant instructions.
- Take an installation "windshield" tour.
- Be linked to an experienced FERP manager within the DOD system.
- Have regular supervision.

7.1.2 Supervision/Mentoring

Every staff member should have the opportunity to learn from an experienced colleague. The supervisor/mentor should:

- Have identified knowledge and skills that he/she can share.
- Meet regularly with the individual and/or group to share ideas and learn from experience.
- If in a supervisory relationship, not only facilitate learning but also track accountability.

7.1.3 Ongoing Education and Training

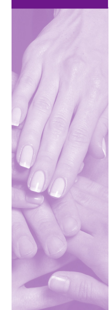
Although, there is no DOD requirement for continuing education units, it's an ethical responsibility to strive to provide quality service through knowledge and use of cutting-edge career planning resources. More and more installations are limiting training opportunities due to budget restraints. To ensure your training needs are met, do a self-assessment to determine your strengths and weaknesses. Prioritize training requests based on needs. Ways to get additional training include:

- Relevant coursework (community college course are typically low cost).
- Professional workshops sponsored by local groups (low cost).
- Mentoring by staff member with identified knowledge and skills (no cost).
- Professional reading via books and subscriptions (low cost).
- Professional groups and affiliations. For example, American Society for Training and Development (ASTD) or Society of Human Resource Managers (SHRM) (low cost).
- Regional conferences/training (moderate cost).
- National conferences/training (high cost).
- Civilian personnel office courses (no or low cost).

7.1.4 Career Counseling Professional Credentials

> *"Opportunity is missed by most people because it is dressed in overalls, and looks like work."*
>
> *– Thomas A. Edison*

Emphasis on career certification, credentialing and accreditation is often a clear indicator that an organization has a vested interest in ensuring employee competence, knowledge and corporate excellence. Achieving these goals (on either an employee or organizational level) includes engaging in a self-evaluation process, completing a comprehensive assessment, and meeting the standards set by a national organization. National organizations research the best practices in their respective field; therefore, accreditation is based on what would be considered best practices.



Unfortunately, although many organizations maintain internal accreditation standards, national organizational accreditations are rare within the transition/career counseling fields, or within the EAP field. An abundance of individual certifications are available however, and the best of these accrediting agencies and their standards are noted below.

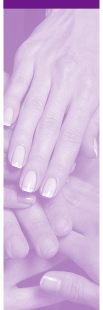
7.1.4.1 Master Career Counselor (MCC) and Master Career Development Professional (MCDP)

Two designations are provided by the National Career Development Association (NCDA). They are the “Master Career Counselor” (MCC) and the “Master Career Development Professional” (MCDP). Founded in 1913 as the National Vocational Guidance Association, the association speaks for professionalism and standards and is the recognized leader in developing standards for both career counseling and the evaluation of career information materials. NCDA works with licensing and credentialing bodies to support the recognition of career counselors and career development facilitators. NCDA sets ethical standards for the field including guidelines for the provision of career services on the Internet. For more information, go to <www.ncda.org>.

Many are familiar with the “National Certified Career Counselor” designation that was discontinued in 1999. NCDA replaced that designation with two other designations, the “Master Career Counselor” (MCC) and the “Master Career Development Professional” (MCDP). Minimal credentials include the following:

Master Career Counselor (MCC):

- Two year membership in NCDA (either professional or regular membership).
- Master’s degree or higher in counseling or closely related field from a college or university that was accredited when the degree was awarded by one of the regional accrediting bodies recognized by the Council on Post-secondary Accreditation.
- Three years of post-master’s experience in career counseling.
- Possess and maintain the NCC, state LPCC, RPCC, or licensed psychologist credential.



- Successfully completed at least three credits of coursework in each of the six NCDA Competency areas. (Career Development Theory, Individual/Group Counseling Skills, Individual/Group Assessment, Information/Resources, Diverse Populations, Ethical/Legal Issues).

- Successfully completed supervised career counseling practicum or two years of supervised career counseling work experience under a certified supervisor or licensed counseling professional.

- Document that at least half of the current fulltime work activities are directly career counseling related.

Master Career Development Professional (MCDP):

- Two year membership in NCDA (either professional or regular membership). Master's degree or higher in counseling or closely related field.

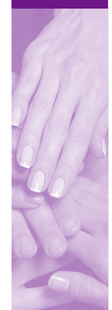
- Three years of post-master's career development experience in training, teaching, program development, or materials development.

- Document that at least half of the current fulltime work activities are directly career development related.

7.1.4.2 Career Development Facilitator (CDF)

The Career Development Facilitator (CDF) designation is provided through the Center for Credentialing and Education, Inc. (CCE), a subsidiary of the National Board for Certified Counselors (NBCC). Various groups worked with the Center for Credentialing and Education, Inc. to develop requirements for the CDF credential. These organizations - including the National Career Development Association (NCDA), the National Employment Counseling Association (NECA), and the National Association of Workforce Development Professionals (NAWDP) endorsed the CDF credentialing requirements.

A CDF may serve as a career group facilitator, job search trainer, career resource center coordinator, career coach, career development case manager, intake interviewer, occupational and labor market information resource person, human resource career development coordinator, employment/placement specialist, or workforce development staff person. CDFs must have a combination of education and work experience as specified in the credentialing guidelines:



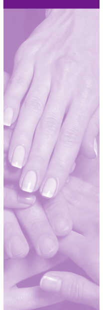
- Graduate degree plus an estimated one year of career development work experience.
- Bachelor's degree plus an estimated two years of career development work experience.
- Two years of college plus an estimated three years of career development work experience; or
- A high school diploma/GED plus an estimated four years of career development work experience.
- In addition to the education and work experience, persons who want to become CDFs must complete an approved CDF curriculum that includes 120 hours of classroom training and field experience.

7.1.4.3 Federal Job Search Trainer's Certification Course

The Maryland Institute for Employment and Training Professionals (MIETP) provides staff development and networking opportunities for professionals in the workforce development field. Based in Columbia, Maryland, MIETP serves staff primarily from organizations such as local Workforce Investment Areas, the Employment Service, the Family Investment Program and various non-profits that help move people into the workforce. MIETP helps front-line staff acquire and develop skills they need to provide exceptional service, while also assisting supervisors, managers, and directors to provide the guidance and leadership necessary for effective program operations.
The Federal Work Search Trainer's Certification curriculum at MIETP is designed to provide an additional service offering for employment trainers and career development professionals. The Ten Step formula developed by Kathryn K. Troutman has been shown to be a viable approach for obtaining a Federal job. As part of the certification training, participants learn how to create application packages for Federal jobseekers, including the Federal-style paper resume, the e-resume and the KSA. Workshop presentation tips and the marketing of future training sessions is also addressed.

Topics covered in the 3-day training include:

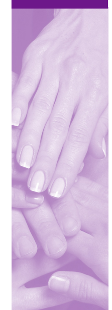
- An orientation to the Federal hiring process.



- Ways to research Federal job listings.
- Interpreting & understanding the duties, keywords and qualifications in job announcements.
- An introduction to the key Federal job websites as well as the official Office of Personnel Management Federal job resources.
- How to teach jobseekers Federal-style resume and e-resume writing.
- The relevance of KSAs & how to write them.
- An overview of the books, templates and other available tools that can make applying for a Federal job easier.
- Techniques for delivering training to both jobseekers and career development professionals.
- The "business side" of training, including marketing tips on developing contacts and new relationships, selling your training in print and on the Internet, etc.

7.1.4.4 Professional Resume Writer Certification

The Professional Association of Resume Writers & Career Coaches was founded in January of 1990. Prior to that time, there had been no association for career professionals to exchange information, enhance their skills, or demonstrate their commitment to providing professional services to the general public. During that first year, PARW/CC members recognized the importance of validating their experience, knowledge, and abilities as dedicated, above "average" résumé professionals. A Certification Board was thus formed, and the volunteer members worked for nearly a year to develop a comprehensive testing process introduced in 1991, the Certified Professional Resume Writer (CPRW). Since that time, the certification test has continued to evolve and is now recognized as the standard of excellence within the résumé and career industry.



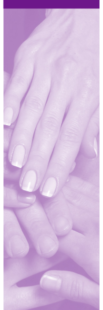
The test consists of four modules:

- *Module I* – A multiple-choice test of industry, knowledge, and understanding of the résumé field.
- *Module II* – Tests command of grammar, spelling, punctuation and proofreading.
- *Module III* – Tests strategic thinking on issues related to the resume field through essay questions.
- *Module IV* – Requirement for writing a résumé and cover letter based upon background information provided on a hypothetical participant.

7.1.4.5 Job Search and Career Transition Coach

The Career Planning and Adult Development Network is a non-profit international membership organization of professionals who work with individuals in job and career transition. Founded in 1979, the Network publishes, bi-monthly *Career Planning & Adult Development Network Newsletter* and quarterly, *Career Planning & Adult Development Journal*; sponsors professional development institutes internationally; and is a founding sponsor of International Career Development Conference that draws over 1,000 career professionals to its meeting each November. The Network's board of directors includes representatives from Australia, Europe and North America. The Network's training programs receive NBCC continuing education hours.

The *Job & Career Transition Coach* and the *Certified Job Search Trainer* programs each involve the successful completion of an intensive, three-day, hands-on workshop. Graduates must demonstrate their knowledge and skills on Transition Coaching or Job Search Training and participate fully in the training session. Individuals who satisfactorily complete either of the three-day training programs will be granted Certification by the Career Planning and Adult Development Network and receive a certificate of competence. The certification is based on the demonstrated mastery of the coaching skills or job search training knowledge and techniques during one of the intensive three-day training programs.



7.1.4.6 Employment Readiness Program (ERP) Management Course

With a very small percentage of contract staff, an "experience only" requirement for the majority GS employees, and a decentralized approach to management (command driven), the challenge for Army Community Services Headquarters is to provide opportunities for staff development without barriers. One such initiative is the newly established Employment Readiness Program (ERP) Management course.

Offered bi-annually, and begun in 2002, this weeklong training is designed to strengthen ERP management skills and attempt to establish some continuity of service. It provides the tools for program planning, program delivery, and program management. Located at the Army MWR Academy, in Alexandria, VA, all fees (including travel and accommodation expenses) are covered by headquarters. Nearly 50% of the 85 ERP Managers serving Army personnel throughout the world have attended and received certification through this intensive training venue. Based on informal surveys taken thus far, one-hundred percent of participants felt the training was excellent and well worth the time.

7.1.4.7 National Veterans' Training Institute (NVTI) Certification Course

Under Title 38, Sec 4109 of US Code, the U.S. Department of Labor, through the Office of the Assistant Secretary for Veterans' Employment and Training (OASVET), established the National Veterans' Training Institute (NVTI) in 1986. The purpose of this institute, based at the University of Denver (Denver, CO), is to ensure provision of specialized training and professional skills enhancement for State Employment Security Agency personnel and other veterans' service providers' staff. To perform most effectively, veterans' services specialists require specialized training; and State Employment Security Agencies' local job service office and other program management staff need more generalized training.

The NVTI training curriculum is designed to ensure that participants are trained in competencies that meet customers' needs. In addition to the basic employment and training professional-skills course, training is offered in veterans' benefits, transition assistance, case management, marketing and accessing the media, and management of veterans' services. NVTI also offers courses in veterans' reemployment rights case investigation and grants management, to address the training needs of the U.S. Department of Labor Veterans' Employment and Training Service (VETS) staff.

The University of Colorado at Denver operates the NVTI under a competitively awarded contract with VETS. Classes are delivered in a variety of modes, including residential weeks in Denver and selected locations around the country, and via distance learning approaches. All state and contract employees dedicated to facilitating the U.S. military's Transition Assistance Management Program (TAMP) are required to receive NVTI certification. NVTI courses are accredited by the North Central Association of Colleges and Universities. Satisfactory course completion can earn participants two hours of academic credit per average five-day course. Development of a TAP II follow-up training program for senior TAP facilitators is in the works. However due to limited funding, may be postponed indefinitely. To date, 30,000+ veterans' employment and training professionals have attended NVTI training.

7.2 Training Skills

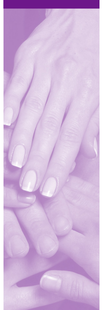
FERP managers require two distinct and very different sets of skills – individual counseling or coaching skills, and workshop and presentation skills. Many FERP managers prefer to work with participants individually, but oftentimes participants benefit from the experience of being in a workshop with other participants who are struggling with learning similar skills. So it's important to provide group learning opportunities if your target markets can support them.

7.2.1 Adult Learning

To be able to expertly teach adults, it's helpful to have an understanding of adult learning theory. Learning is the process of gaining knowledge and/or expertise. Adult learning is complex and differs from learning in childhood. The more presenters know about adult learners and their needs, the better they can present and facilitate. The Adult Learning Model was developed by Dr. Malcolm Knowles and based on the work of numerous educators and psychologists. His ideas on adult learning are known as andragogy. Andragogy is a set of core adult learning principles that apply, to one extent or another, in all adult-learning situations.

The six principles of andragogy are:

- **The learner's need to know:** Adults need to know why, what and how the information will apply to life. Information must be relevant and meaningful to where they are in their lives.



- **The learner's self-concept:** Adult learners are considered to be autonomous and self-directed. They see themselves as capable and independent. In an educational or training situation, they may revert to childlike behavior and wait to be taught.

- **The learner's prior experiences:** Previous related experiences could affect the current learning situation both positively and negatively. There will be a wide range of life experiences among the participants and much to share.

- **Readiness to learn:** Adults are ready to learn when there is a need to know to cope effectively with their real-life situation.

- **Orientation to learning:** Adults are life-centered in their orientation to learning. The learning may be problem centered or contextual. Adults respond well to materials organized around life situations and the acquisition of coping skills.

- **Motivation to learn:** Adults are responsive to some external motivators (i.e. promotion, raise). The most potent motivators are related to internal pressures and personal payoff.

To fully grasp these concepts, it is necessary to understand the pedagogical model, designed for teaching children. The andragogical model includes pedagogical concepts that may be used with adults.

- **The learner's need to know:** Children learn to pass. They do not need to know how it applies to their lives.

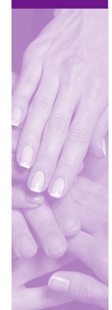
- **The learner's self-concept:** The teacher's concept is that the child is a dependent learner. The learner's self-concept eventually becomes that of a dependent personality.

- **The learner's prior experiences:** The learner's experience is of little worth. The experience that counts is that of the teacher, textbooks, etc.

- **Readiness to learn:** Children are ready to learn what the teacher tells them they need to know.

- **Orientation to learning:** Learning is acquiring subject-matter content. Learning is not necessarily related to real-life situations.

- **Motivation to learn:** Motivation is external, i.e. good grades, teacher approval.



Andragogy in practice includes:

- **Core Adult Learning Principles:** The six principles of andragogy provide a sound foundation for planning adult learning experiences. Without any other information they reflect the best approach to effective adult learning.

- **Individual and Situational Differences:** You must consider the characteristics of the learners, the characteristics of the subject matter and the particular situation. These will affect the use of the adult learning principles.

- **Goals and Purposes for Learning:** The goals provide a framework for the learning experience. What are the possible motivations for the participants? The principles are implemented differently depending on the goals.

A key to getting adults actively involved in learning is to understand learning style preferences. Individuals have different learning styles/preferential ways of processing information. Each person learns in the following three ways:

- **Visual Learner:** Relies on sight to learn new information. Demonstrations and visual aids are effective strategies.

- **Auditory Learner:** Learns by listening to information and discussing information. Verbal strategies including lectures, discussions and audio are most effective.

- **Kinesthetic Learner:** Learns by doing. Effective strategies include hands-on activities and practice of new skills.

Teaching materials can be adjusted to meet the needs of a variety of learning styles and benefit all students. Even though most adults have a learning style preference, research has demonstrated that more information is retained when a combination of learning styles is used.

The following chart summarizes learning styles and characteristics, and offers learning tips.

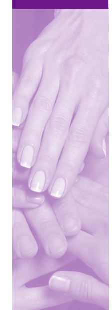
LEARNING STYLE	CHARACTERISTICS	LEARNING TIPS
Auditory Learners:		
• Learn best by hearing • "If you hear it, you remember it." • Desire to talk through a concept. • Remember by talking aloud and through verbal repetition.	• Prefer to get information by listening. • Remember what they hear and say.	• Use discussion. • Verbally review material.
Visual Learners:		
• Learn best through seeing. • "You have to see it to believe it." • Remember and understand through the use of diagrams and charts. • Remember by reading things over and taking notes.	• Need to see it written down. • Prefer written instructions. • Give written instructions.	• Use PowerPoint, charts, graphs, and white boards.
Kinesthetic or Tactual Learners:		
• Learn best through touch. • "If you can do it you will remember it."	• Prefer hands-on learning. • Learn better when physical activity is involved. • Remember and understand through doing something.	• Use hands-on activities such as role plays, demonstrations, quizzes, etc. • Allow for frequent, short breaks.

7.2.2 Learning Styles and Characteristics

Using the adult learning styles, presenters need to focus on:

- Maintaining participant attention. This can be accomplished by providing a variety in style, methods and materials. Provide frequent response opportunities. Use breaks and physical exercises.

- Building participant interest. Relating the learning to adult interests, using relevant materials and clearly defining the advantages of mastering the materials are methods that will build participant interest.



- Developing participant involvement. Participant involvement is heightened when the participant contributes and reacts to the presentation. Games, exercises and minor challenges (physical, emotional and intellectual) help to keep the participants involved.

7.2.3 Presentation Strategies

Whether presenting to an audience of over one thousand or facilitating a group of five, you must first establish credibility. You need the audience to identify with you, to think that you are very much like them. To do so:

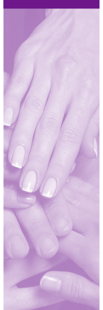
- Look at the audience and smile.
- Ask a question, even if it's rhetorical.
- Begin with a bang!
- Introduce yourself and briefly explain what makes you qualified to teach this topic.

The opening remarks can make or break a presentation. If the audience's first impression is negative they may immediately stop listening. During the opening remarks:

- Get their attention; generate interest in the presentation.
- Make the purpose of the presentation clear.
- Introduce the main points by previewing the topic.

When giving the body of the presentation:

- Select the main points. Make sure they are appropriate for the audience.
- Generally speaking, the larger your audience the fewer main points you should try to convey.
- Choose a pattern for organizing the main points. You're providing a "road map" for your presentation.
- Support the main points using statistics, stories, examples, etc.

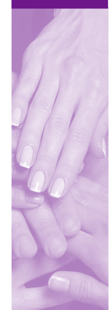


- Never read a presentation word-for-word.
- Let your audience know when you'll take questions. Options include: throughout the presentation, at the end, or another method such as questions submitted in advance.
- Use gestures for emphasis (pointing, making a fist, etc.), to indicate transition (ticking off key points on the fingers), to describe (draw a picture in the air) or to locate (point to person or object).
- Establish and maintain eye contact with different members of the audience. Make the listeners think you're speaking directly to each one of them.
- Monitor attention level and make adjustments if needed.

Closing remarks are an opportunity to review and summarize the content. Be sure to:

- State that you are concluding the presentation.
- Restate main ideas.
- Allow for questions only if appropriate and time allows.
- Compliment and thank the audience.
- Limit the time for questions. Don't let the question/answer session go on too long. Say, "I'll take questions for the next five minutes." Or "I believe we have time for about three questions."
- Recognize questions in order. Make and maintain eye contact with the person who asked the question.
- Be sure you understand the question. Ask for clarification.
- Repeat the question before answering so everyone can hear it.
- Soften the words to hostile questions before repeating.
- Don't answer unless you can. If you don't know, say so. Offer to find out the information or use the audience to answer the question.

- If possible, make yourself available to answer questions after the presentation, or provide your telephone number or email address.



7.2.4 Facilitation Basics

While you may have the opportunity to present at indoctrination briefs, at a conference or at TAP, you'll most likely facilitate FERP workshops. Presenting and facilitating have many factors in common, but there are differences.

- As a presenter, you're the "star". As a facilitator, you're the "coach".
- A presenter spends most of the time "telling" or providing information. A facilitator spends most of the time "asking" and guiding the participants through a session.
- A presenter is very task-oriented while a facilitator seeks to build relationships.
- A facilitator draws energy from outside; a presenter from within.

How do you decide whether to facilitate or present? An educator needs to be able to do both, but most educators have a preference. With very large audiences it's often easier to present than to facilitate a discussion. Adept educators can facilitate large groups, but it takes a great deal of skill, and most likely, multiple microphones. On the other hand, presenting to a very small group seems rude, as if you're not appreciating their experience and specific concerns.

Before a session even begins, a facilitator is in the meeting space, greeting participants and making small talk. A good facilitator:

- Begins and ends a session on time.
- Introduces participants to each other.
- Has a lesson plan for the session. This may include content introductory activities or games, questions, oral surveys, etc.

During a workshop, a good facilitator:

- Creates a positive learning environment.

- Listens for content and meaning.
- Asks open-ended or probing questions.
- Notes body language and other non-verbal communication.
- Keeps the discussion on track and flowing.
- Provides useful feedback to participants.
- Does not focus on individual needs at the expense of the entire group.
- Does not try to respond to all questions, rather asks others in the workshop what similar experiences they may have had.

Towards the end of a session, a good facilitator:

- Lets participants know that the workshop will be ending and offer the opportunity to get their final questions addressed.
- Compliments participants for their participation.
- Summarizes key content covered in the session.
- Does not allow him or herself to be monopolized by an individual after the session is over.

7.2.5 Training Techniques

Use of a variety of training techniques keeps participants involved in their learning and addresses their unique learning style needs. Always know the purpose for each technique rather than simply stringing together a number of techniques with no particular goal. Each technique used should be in support of participants learning pre-identified training objectives.

When using games, exercises or any experiential activity remember the following points:

- Explain the objectives.
- Demonstrate the activity if the directions are complicated.
- Divide participants into groups before giving further instructions.

- Inform participants how much time they have.
- Discuss the activity – both before and after.

The chart that follows list some typically used training techniques.

TECHNIQUE	DESCRIPTION
Ice-breakers	Short exercises or activities used to introduce the topic, or to acquaint and encourage interaction among audience members, or build cohesiveness. If using with a large group, break the group into several smaller ones. **Example**: Provide a list of questions and ask participants to interview each other. Each participant is then introduced to the group by the person who interviewed them.
Lecture	A mini lecture is useful to disseminate a great deal of material in a short time. It ensures that all participants receive the same information. It is the easiest method to structure as the presenter controls the content, flow and length. **Example:** An HR person is brought in to discuss hiring practices of a local employer.
Small Group Interaction	Divide a larger group into smaller ones and assign a task for them to do together. Good for use in getting participants who are hesitant to contribute to a large group discussion. Participants are able to generate ideas without censure from the instructor. **Example**: Small group participants are asked to generate a list of questions to ask a potential employer during an interview.
Brainstorming	The purpose is to encourage creativity and a wider view of possible solutions to a problem. A time limit for brainstorming (e.g. 5 minutes) is usually set. This gives participants an opportunity to share information and ideas, contribute to the workshop, and share expertise. **Example:** Ask participants to brainstorm possible responses to an illegal interview question such as “Do you have young children?”

TECHNIQUE	DESCRIPTION
Role Plays	Participants have an opportunity, in a supportive environment, to try out a role about which they may be apprehensive. It is learning by doing. Role-plays can be extremely effective in illustrating or demonstrating a point that involves person-to-person communication. This gives members of the audience a chance to participate. **Example:** Participants are asked to "network" with other workshop participants.
Exercises	Participants do an activity that lets them practice new skills. This can be done individually, in small groups or as part of the large group. **Example:** Participants do a "30-second commercial".
Demonstrations	Uses objects or illustrations to depict the main points. The key to an effective demonstration is determining the exact steps that need to be followed and preparing a step-by-step visual presentation. Demonstrations are often used in conjunction with lectures. **Example:** Workshop participant and instructor demonstrate how to do salary negotiations.
Scenarios/Case Study	The presentation of a real-life, relevant situation. The participants are asked to make a decision, solve a problem, or answer a question concerning the situation. Gives the audience an opportunity for analysis and discussion. **Example:** Participants are asked to develop a job search plan using their real life scenario.
Games/ Activities	Use dice, game boards, and other tools to review content presented. Games support the learning process through repetition, reinforcement and association. **Example:** Use a jeopardy type game to review workshop content.

TECHNIQUE	DESCRIPTION
Quizzes	Use true and false, one word answer, or multiple choice to teach or review content. **Example**: Do a verbal quiz on what to include in a resume after teaching a workshop on the topic.
Videotape	Use videotapes sparingly as participants can watch videos at home. Use clips of tapes to teach a topic or to demonstrate a concept taught. **Example:** Learners watch a videotaped example of a well done job interview.

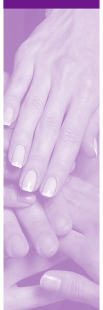
7.2.6 Training Aids

Microphones: Microphones are not needed for most FERP workshops, but they may be needed when doing a presentation off site. The effective use of a microphone enables all participants to clearly hear what is being said. Microphones can be intimidating to the presenter and distracting to the audience. To avoid this:

- Use the most effective type of microphone available. Clip-on microphones are the best choice because they allow one to move and gesture naturally. Some clip-on mikes are cordless and these are the easiest to use. Since some microphones do have cords, practice beforehand. No one wants to trip on stage.

- Determine if the mike is on. If you're wondering if the mike is too loud or not loud enough, ask the audience. A quick check demonstrates care for the comfort of the audience.

- When using a fixed microphone, adjust the mike to just below the level of your mouth. The top of the speaking part should be almost level with your lips. Position yourself six inches away from the mike. If there's a whistle or shriek, you're too close.



Visual Aids: Especially for your visual learners, visual aids help the audience to remember what has been presented. They are used to support a presentation. Visual aids consist of charts, handouts, slides, PowerPoint, overheads, props, etc. The right visual aid reinforces the main ideas and provides examples.

At times it may be difficult or impossible to use visual aids. There may be no electricity or malfunctioning equipment. Do not let the inability to use visual aids affect the presentation. Remember that they can be helpful, but are not necessary. Be sure the material can be effectively presented without the use of visual aids.

When designing visual aids keep the following in mind:

- Keep them simple! One visual should convey one main idea.
- Don't print anything vertically. It is too difficult to read.
- Use key words, not complete sentences. Use bullets to emphasize main points.
- Have no more than six lines of text on any visual.
- Convey ideas with graphics whenever possible. Remember, a picture is worth a thousand words.
- Don't use too many visuals; they should enhance the presentation, not dominate it.

The following tips are helpful when using audiovisual equipment and aids:

- Test all equipment and aids in advance.
- Have the equipment in place and know how to operate it.
- Turn the equipment on only when you are ready to use it.
- Make sure you are not standing between your audience and your visuals.
- Face the audience, not the screen.
- Know the materials so you are not reading each point.

Handouts, Charts, Posters, etc.: Print materials for use in workshops are inexpensive to produce and should be prepared in advance. If the information is complicated or the participants may want to take notes, distribute handouts before the workshop begins.

Make full use of your training space. Charts and posters do not always have to be posted in the front of the room. Have relevant resource books and journals on tables for participants to review at breaks.

If compiling handouts in a folder for use during a workshop, make sure they're in order of use and clearly labeled so participants don't get frustrated trying to identify the correct handout. Don't include items that will not be highlighted in the workshop. Leave these items on a table for participants to pick up if they want them at break or after the workshop. This saves on the cost of print products and prevents workshop participants from being overwhelmed by too many handouts.

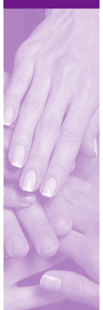
7.2.7 Challenging Participants

> *"If you have a job without aggravation, you don't have a job."*
>
> *– Malcolm Forbes*

Participants usually want to participate in FERP workshops, so it's very unusual to have to deal with challenging participants. However, you may have challenging teenage participants, or if you teach at the transition program you may run into some difficult people. When dealing with difficult audience members such as "arguer", "over-participators" or "tough customers" don't take it personally. Determine what these people want. Most want recognition from you as the presenter and from the audience. They want to demonstrate their knowledge or vent a gripe. To do this, they often will try to engage you in a one-on-one talk or put you on the spot.

What can you do?

- Don't lose your cool or get caught up in a meaningless argument. Remember that most of the audience is on your side. They want this presentation to go well too; otherwise, they've wasted their time being there.



- Be courteous. Direct attention to a heckler. Try saying, "Some of us didn't hear your comment. Could you stand up please? Tell us who you are and repeat your comment." Stand near by.

- Focus on an argumentative questioner for about five seconds (long enough for the person to feel that he or she got the proper recognition and attention). Try, "You raise some very interesting ideas. Perhaps we can talk more about them at the break or after the program." Or "We're offering suggestions. You choose the ones that might work for you." Look away.

- Offer a detour to "Know-it-alls": Try, "That's one option." Then get back to your point. If the person is very talkative or "taking over" the presentation, recognize their contribution but ask for input from others.

- For "Talkers": Try, "I'm getting concerned about time." Or "What does the rest of the group think about that?" Look away.

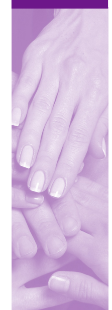
- Maintain eye contact with "Silent Ones". Take a break. Have everyone stand up and stretch or do an activity. Break into small groups to discuss a topic

- Ignore "sleepers" or make a joke of it.

7.2.8 Practically Perfect Presentation Checklist

Use the following checklist to be assured of a practically perfect presentation. Consider all of the following aspects of the presenter (you), the audience and the message.

Practically Perfect Presentation Checklist



Presenter Analysis:

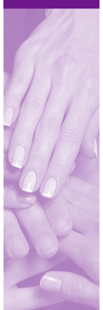
- ❑ Do you have a clear purpose in mind; do you know what you want your participants to learn, or to be able to do?
- ❑ Have you organized and rehearsed the beginning and ending of your presentation?
- ❑ Do you appear calm and prepared?
- ❑ Are you establishing and maintaining eye contact?
- ❑ Are you speaking in a direct, friendly, conversational manner?
- ❑ Are your notes unobtrusive and not distracting?
- ❑ Are you relaxed and ready to go?

Audience Analysis:

- ❑ Have you considered what interests your participants have and how these interests will make them attentive or inattentive?
- ❑ What is your credibility rating with your audience?
- ❑ Have you invited a “expert” guest speaker, or done additional research if you’re unsure of a particular topic?

Message Analysis:

- ❑ Are the central objectives of your workshop important, significant and/or interesting to your audience?
- ❑ Do you have a clear, unified central idea, and is it narrow enough to be done correctly in the time allotted?
- ❑ Is the intent of your workshop to inform, persuade, or both?
- ❑ Does the introduction “grab” your participants’ attention?
- ❑ Does your conclusion adequately summarize the content of the workshop?
- ❑ Can you possibly shorten your presentation? If so, DO IT!



7.2.9 Public Speaking Resources

There are numerous books, videos and audiotapes that address public speaking. There are also many excellent training opportunities locally, nationally and internationally. Join a local "Toastmasters" group. "Toastmasters" is an organization that helps its members overcome the fear of public speaking and improve their public speaking skills. To locate a group go to <www.toastmasters.org>. A list of helpful reading is also included in Appendix B.

7.3 Time Management

With the number and varying task required of a FERP manager, time management is essential. Time management is really self-management. Time cannot be managed or controlled but a person can learn to plan, delegate, organize, direct and control. To do a job effectively, one must manage time effectively.

- *Determine how and when your work best.* Do you like to work on many tasks simultaneously or finish one before you begin another? Effectively schedule time to get all tasks completed.

- *Prioritize.* Complete the most important tasks first. What percentage of time should be spent on counseling, programs, marketing, etc.? Then prioritize by day, week, and month. The most important tasks should be completed first. Set daily goals and objectives. Have a plan or a "to do" list.

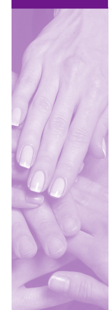
- *Cluster tasks.* Assemble and do like tasks together. For example, schedule a certain time to make and return phone calls or e-mail.

- *Control procrastination.* Divide the task into smaller more manageable pieces. Start the most "unpleasant" or most difficult task first. If possible, delegate those tasks that you tend to delay completing.

- *Use timesavers.* There are many organizational skills that save time. For example, file by priority or use tickler files to remind you when things need to be done. Discard all non-relevant papers. Try using color-coding or other marking systems to organize files and papers.

- *Avoid time stealers.* There are numerous events that "steal" time. Among the most difficult to control are drop-in visitors, telephone calls, and the inability to say no. It is up to you to protect your time.

Schedule periods when you are not to be disturbed, return phone calls at a particular time (or use e-mail), and practice saying “no”.



7.4 Successful Meetings

One of your responsibilities as a FERP manager is to set up, lead and/or attend meetings. No matter what role you have at a meeting, it is important to listen attentively, show interest, and be well prepared. Make comments brief, relevant and focused. For more successful meetings utilize the following:

Plan

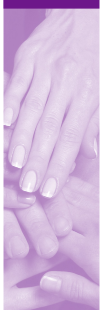
- Is there a need for the meeting? Some regularly scheduled meetings are for information sharing only, and could be done by memo. If there are problems to be solved or decisions to be made, then hold a meeting.
- Prepare an agenda including time limits for each item (seek input from attendees).
- Arrange for the right people to attend. Only have those who are absolutely needed attend.
- Start and end on time. Starting at an unusual time (i.e. 9:17) may improve punctuality.

Inform

- Distribute the agenda in advance. This allows all participants to be prepared.
- Clearly state the intent of each agenda item (add detail, not just a bullet).
- Ensure participants know their role; are they to make a presentation?

Prepare

- Order agenda items logically.
- Allocate appropriate time for each item.
- Organize material to be presented.



Structure

- Have a clear purpose for the meeting and stick to it.
- Establish ground rules, i.e. no interruptions, no side conversations.
- Have someone track the time.

Summarize and Record

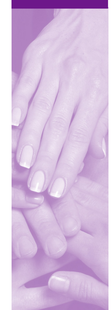
- Designate and use a recorder.
- Document decisions and actions.
- Make an action plan if appropriate. Assign tasks.
- Prepare and distribute meeting minutes.

7.5 Supervising Volunteers

Volunteers are vital to the success of the FERP. There are two interrelated factors which make volunteer staffing so crucial. First, tight budgets mean there will never be enough professional staff to meet the demand. Therefore, volunteer staffing is an essential part of overall program management. Second, demographics have changed and spouses increasingly seek and need paid employment and personal education goals and interests take more time. The availability and utilization of an effective volunteer management program provides an ideal opportunity for military spouses and family members to get solid on-the-job experience that can assist them in ultimately obtaining paid employment.

In the last few years there has been a trend toward volunteerism as a tool for professional development. People who wish to enter the fields of counseling, human resource management, and education and training can use your program as a training ground. This can be especially helpful for military spouses, as all three fields can be "portable" as their military member transfers from station to station.

The traditional volunteer base for the FERP has been military spouses who are looking for employment. This volunteer base still has good potential if energetic recruitment techniques are used, and you as the FERP manager can accept the fact that you best volunteers will eventually find employment



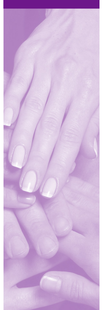
or PCS. However, there is an even more lucrative bank of volunteers available. As volunteer experience becomes more crucial in a highly competitive work place, the creative program manager can tap into other sources within the community.

College students who need “hands-on” counseling experience are a good source of interns/volunteers. Other related social science, education or human resource students could volunteer and obtain needed credit. Recruiting and keeping these types of volunteers, however, demands a little more on the part of the program manager. These volunteers must be able to document their experience in order for it to be valuable to them as resume data.

Because each community and installation is different, each program manager must use different recruiting techniques. There may be a volunteer coordinator who will assist you in your efforts. Your task in this situation is to coordinate with the volunteer coordinator on the importance of your program and your need for volunteers. Volunteers are in short supply and tremendous demand, so if you can get the volunteer coordinator on your side you’re already several steps ahead.

There are many places in which to recruit volunteers. These include:

- Your FERP workshop participants and regular users of your ERC.
- Local colleges. Contact them to find out which academic departments require students to do an internship.
- Local professional organizations. They may be willing to set up internship programs with you.
- Service organizations. Frequently they are looking for community service projects. Doing legwork for job fairs, stuffing packets, updating JVAs, etc. are all potential projects.
- Key leadership spouses not wishing to work during this tour of duty.



7.5.1 FERP Volunteers Tasks

Volunteers can have many different roles in your FERP including:

- **Researcher.** Many hours go into gathering accurate data to provide local community information to participants. With effective training and management, this function can be turned over almost entirely to volunteers.

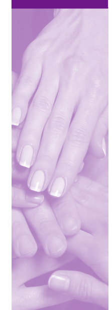
- **Counselor/Coach.** Resume reviews, interpreting assessment tools, and interview practice are all crucial elements to the success of your program. Providing these services can be a tremendous growth experience for a volunteer. If you use volunteers as counselors, it is important to set them up in an internship situation. Set qualifications. Get a specific time commitment in terms of hours per week and number of months. Career counselors/coaches have strong impact on participants so it is vital that they be trained, skilled, and committed.

- **Marketing Coordinator.** Flyers, brochures, and other marketing materials are a vital part of communication with both current and potential participants. With some training, a volunteer can write, lay out, produce, and distribute those materials.

- **Briefings and Workshops.** A volunteer with expertise as a teacher or human resource manager (someone who has recently relocated overseas, for example) can, with some training and use of the standardized curriculum, give effective workshops and briefings.

- **Command Liaison.** A particular service member or their spouse may volunteer to be a liaison to their command, making sure communication is maintained and encouraging others attached to that unit to use FERP services.

- **Administrative Support.** Don’t just have them do the “routine” work. With a little thought, most program managers can probably come up with many other jobs volunteers could do on their particular base. The only limit is imagination and qualified volunteers. The trick is to keep your volunteers on board and excited about the contribution they are making.



7.5.2 Motivating Volunteers

Volunteers need to feel valued and utilized. Try the following to keep volunteers motivated:

- Give volunteers a "real" job – one that has a definite, visible impact, and that they enjoy.
- Give them a written job description.
- Give them training so they can do that job effectively.
- Give them consistent guidance. Don't change their job description or responsibilities every day or week.
- Make them accountable for fulfilling their responsibilities.
- Recognize routinely (both formally and informally) your volunteers' contributions.

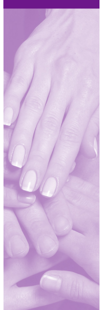
8 Resources

The following resources were provided by Family Employment Readiness managers worldwide. Although certainly not all inclusive, these resources contain the basic information needed to do the job.

8.1 Internet Sites

Career Exploration:

- 4anything Network <www.4resumes.com>
- Academic Employment Network <www.academplay.com>
- Aeronautical Jobs <www.airjob.com>
- America's Employers <www.americasemployers.com>
- Careers and Jobs <www.starthere.com>
- Career Builder <www.careerbuilder.com>
- Career Connections <www.career.com>
- Career Magazines <www.careermag.com>
- Career Mosaic <www.careermosaic.com>
- Career Network <www.orion-careernetwork.com/>
- Career Resource Center <www.careers.org>
- Corporate Grey Online <http://www.bluetogray.com>
- Damn Good Resume <http://www.damngood.com/>
- DOD Transportal <http://www.dodtransportal.org/>
- Dress for Success
  <http://www.job-interview.net/interviewlibdress.htm>



- E-Span Career Companion <www.careercompanion.com>
- Financial Aid <www.finaid.org>
- Job Hunt <http://www.job-hunt.org/>
- Job Hunters Bible <http://www.jobhuntersbible.com/>
- Job Profiles <http://www.jobprofiles.org/index.htm>
- Job Track <www.jobtrak.com>
- Job Web <http://www.jobweb.com/>
- Military Spouse Career Network <http://www.mscn.org/>
- MAPsite Employment Station <http://www.dod.mil/mspsite/jobs.html>
- Military Assistance Program Central (MAPCentral) Spouse and Family Member Employment Programs <http://www.dod.mil/mapcenteral/spouses.html>
- Military Spouse Resource Center <http://www.milspouse.org>
- Occupational Information Network (O*NET) <http://www.onetcenter.org/>
- Operation Transition <http://www.dmdc.osd.mil/ot>
- Proven Resumes <http://www.provenresumes.com/>
- Riley Guide <http://www.rileyguide.com/>
- Self-Directed Search <http://www.self-directed-search.com/>
- Temperament <http://www.keirsey.com/>
- Type Logic <http://www.typelogic.com/>

Company Research

- Americas Employers <americasemployers.com>
- Corporate Information <www.corporateinformation.com>
- Hoover <www.hoover.com>

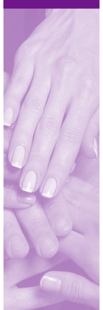
Entrepreneurship

- Affiliate Review <http://www.theaffiliatereview.com>
- Cyberschmooz <http://www.ideacafe.com/BB2>

- Entrepreneur.com < www.entrepreneur.com>
- Franchise Handbook Online <http://www.franchise1.com/>
- FranInfo <www.franinfo.com/>
- Internet Marketing Center <http://www.marketingtips.com/tipsltr.html>
- Kauffman Center for Entrepreneurial Leadership <www.entreworld.com>
- Military Spouses Entrepreneurial Information Page <Http://www.onlinewbc.gov/DOCS/miliatry_content/ms_intro.html>
- Online Business Advisor <http://www.onlinebusadv.com>
- SBA Online Women's Business Center <www.onlinewbc.org>
- SCORE Counselors to America's Small Business <www.score.org>
- Small Business Development Center <www.sbdc.org>
- Women's Wire: Small Business <www.womenswire.com>
- Working Today <www.workingtoday.org>
- U.S. Small Business Administration <http://www.sba.gov>

Government Related Employment

- AAFES <http://odin.aafes.com>
- Air Force Crossroads Jobs <http://afcrossroads.com/>
- Air Force Civilian Personnel<www.afpc.randolph.af.mil>
- America's Talent Bank <www.vets-atb.org/>
- Army Civilian Personnel <www.cpol.army.mil>
- Coast Guard Civilian Personnel <www.uscg.mil/hg/cgpc/cpm/jobs/vacancy.htm>
- CIA <www.cia.gov>
- Commissaries <www.commissaries.com>
- DOD One-Stop Jobs <http://www.dod.mil/mapsite/onestop.html>
- DODDS <www.odedoeda.edu>
- Fed Gate <www.fedgate.org>

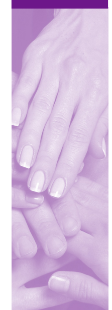


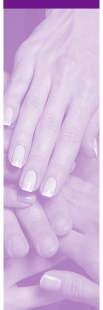
- Fed World <www.fedworld.gov>
- Federal Emergency Management Agency <www.fema.gov>
- FBI <www.fbi.gov/employment/employ.htm>
- General Services Administration <www.gsa.gov>
- Department of Homeland Security <www.dhs.gov/employees/index.cfm>
- Human Resources and Organizational Management < http://www.chro.usmc.mil/newemployment.htm>
- Internal Revenue Service <www.irs.ustreas.gov>
- Navy Civilian Personnel <www.hq.navy.mil/shhro>
- Office of Personnel Management (Classifications) <www.opm.gov/fedclass/index>
- Office of Personnel Management (Qualifications) <www.opmlgov/qualifications/index.htm>
- Student Job < http://www.studentjobs.gov/>
- Transportation Security Administration <www.tsa.dot.gov>
- U.S. Department of Agriculture <www.usda.gov>
- U.S. Department of Commerce <www.doc.gov>
- U.S. Department of Defense <www.dtic.mil>
- U.S. Department of Energy <www.doe.gov>
- U.S. Department of Health <www.os.dhhs.gov>
- U.S. Department of Justice <www.usdoj.gov/06employment/index.html>
- U.S. Department of Labor <www.dol.gov>
- U.S. Department of Immigration & Naturalization <www.ins.usdoj.gov>
- U.S. Department of State <www.state.gov/www/careers>
- U.S. Department of Transportation <www.dot.gov>
- U.S. Department of the Treasury <www.ustreas.gov>
- U.S. Park Police <www.nps.gov/uspp/>
- U.S. Postal Service <www.usps.gov>

- USA Jobs <www.usajobs.opm.gov>
- White House <www.whitehouse.gov>

Job Listing Sites:

- Adecco <www.adecco.com>
- All Retail Jobs.com <www.allretailjobs.com>
- America's Job Bank <www.ajb.dni.us>
- Career City <www.careercity.com>
- Career Mosiac <http://www.careermosiac.com>
- Career Watch <www.madbbs.com/careers>
- Career Web <www.cweb.com>
- Career Mart <www.careermart.com>
- Career Path <www.careerpath.com>
- Corporate Gray Online <http://www.corporategrayonline.com>
- DOD Job Search <http://dod.jobsearch.org>
- E-Span <www.espan.com>
- Employment <www.employmentspot.com>
- Employment Guide .com <http://www.employmentguide.com/site/index.html>
- Executive Jobs <www.6FigureJobs.com>
- Federal Aviation Administration <http://jobs.faa.gov>
- Fedworld <www.fedworld.gov/jobs/jobsearch.html>
- Flipdog <www.flipdog.com>
- Hospital Jobs <ww.findhospitaljobs.com>
- US Government Jobs <www.usajobs.opm.gov>
- Help Wanted <www.helpwanted.com>
- Hire Quality <www.hire-quality.com>
- Hot Jobs <www.hotjobs.com>
- Jobs <http://jobfactory.com>





- Jobs.com < www.jobs.com>
- Job Direct <www.jobdirect.com>
- Job Hunt <www.job-hunt.org>
- Job Options <www.joboptions.com>
- Job Quest <www.jobquest.com>
- Job Search < http://www.dod.jobsearch.org/>
- Management Jobs <www.net-temp.com>
- Monster Board <www.monster.com>
- Nation Job Bank <www.nationjob.com>
- Transition Assistance Online <http://www.taonline.com>
- Transition Bulletin Board <http://www.dmdc.osd.mil/>
- U.S. Department of Labor Employment & Training Administration <http://www.doleta.gov>

Journals/Newspapers

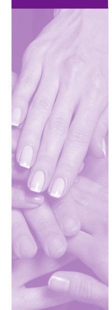
- Bizjournals.com <http://www.bizjournals.com>
- Newspapers.com <www.newspaperlink.com>

Labor Market Information

- Career Infonet <http://www.acinet.org/acinet/default.asp>
- Global Computing (American States Home Pages) <htp://www.globalcomputing.com/states.htm>
- US Dept. of Labor Bureau of Labor Statistics <www.bls.gov>

Organizations

- Army Career & Alumni Program: ACAP On-Line <http://www.acap.army.mil/acap/home.shtm>
- Department of Veteran Affairs <www.va.gov/>
- International Association for Human Resource Information Management <www.ihrim.org>



- International Career Development Conference <http://www.careerccc.com/>
- Job Search Trainers Association <www.ajst.org>
- National Veterans' Training Institute <www.nvti.cudenver.edu >
- Small Business Administration < www.sba.gov>
- Society for Human Resource Management <www.shrm.org>
- Troops to Teachers <http://voleddoded.mil/dantes/ttt/index.htm>
- U.S. Chamber of Commerce <www.uschamber.org>
- U.S. Department of Labor: Veterans' Employment and Training Services <www.dol.gov/vets>

Recruiters

- Bradley Morris <www.bradley-morris.com>
- Headhunters <www.headhunter.net>
- Integrity Recruiting Group <www.integrityrecruiting.com>
- Lucas Careers <www.lucascareers.com>
- Military Transition Group <www.careercommandpost.com>
- R.L. Stevens & Associates <www.interviewing.com/military/index.htm>
- Pegasus Careers <www.pegasuscareers.com>
- Physician Recruiter <www.physicianrecruiter.com/Dept/sourc/9961.htm>
- Recruiters Online <www.recruitersonlone.com>
- Recruiters – National <www.recruitusa.com>
- USA Placements, LLC <www.usaplacements.com

Salary Negotiation

- Career Journal <www.careerjournal.com/salaries/index.html>
- Job Star Central <http://jobstar.org/tools/salary/sal-surv.cfm>
- Military Pay and Benefits <dod.mil/militarypay/index.html>

- Military Monthly Paycheck Estimator < www.cinchouse.com/finances/estimator/index1.html>
- Payscale.Com <www.payscale.com>
- Salary.Com <www.salary.com>
- Salary Expert<www.salaryexpert.com>
- Salary Place <www.salaryplace.com>
- SalariesReview.com <www.salariesreview.com>
- U.S. Department of Labor Bureau of Labor Statistics (Salary/Wages) <stats.bls.gov/oes/>
- Wage Web <http://www.wageweb.com/>

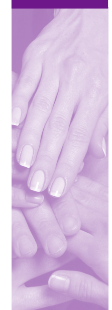
Useful Information Sites

- A Career Coach for You < http://www.acoach4u.net/index.html>
- Counseling Super Site <http://www.ablongman.com/helpingprofessions/coun/career.html>
- Military Assistance Program Central (MAPCentral) Spouse and Family Member Employment Programs <http://www.dod.mil/mapcentral/spouse.html>
- Thomas Register of American Manufacturers <www.thomasregister.com>
- Workforce Innovations <www.workforceinnovations.org>

8.1.2 Books

Career Exploration

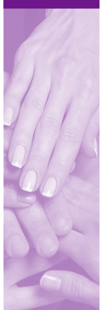
- *100 Best Careers for the 21st Century,* Shelly Field
- *300 Best Jobs Without a Four-Year Degree,* Michael Farr, LaVerne L. Ludden
- *America's Fastest Growing Jobs*, Michael Farr
- *America's Top 300 Jobs*. Michael Farr
- *America's Top Federal Jobs*, Michael Farr



- *America's Top White-Collar Jobs*, Michael Farr
- *Do What You Are: Discover the Perfect Career for You through the Secrets of Personality Type,* Paul D. Tieger and Barbara Tiger
- *Getting The Job You Really Want*, Michael Farr
- *Guide for Occupational Exploration 2001 Edition*. Michael Farr, Laverne Ludden, Laurence Shatkin, J. Michael Farr
- *I Don't Know What I Want, but I Know It's Not This: A Step-by-Step Guide to Finding Gratifying Work,* Julie Jansen
- *Internships,* Peterson's Publishing
- *No One Is Unemployable*, Debra L. Angel and Elisabeth E. Harney
- *Occupational Outlook Handbook, 2002-2003 Edition,* U.S. Department of Labor
- *O*Net Dictionary of Occupational Titles,* Michael Farr and LaVerne L. Ludden
- *Please Understand Me II: Temperament Character Intelligence,* David Keirsey
- *The Internship Bible,* Mark Oldman and Samer Hamadeh
- *Type Talk at Work: How the 16 Personality Types Determine Your Success on the Job,* Otto Kroeger, Janet M. Thuesen and Hile Rutledge
- *What Color is Your Parachute?*, Richard Bolles
- *What to Do with the Rest of Your Life: America's Top Career Coach Shows You How to Find or Create the Job You'll Love,,* Robin Ryan

Entrepreneurship

- *101 Best Home Businesses*, Dan Ramsey
- *Small Business Start-up Guide: A Surefire Blueprint to Successfully Launch Your Own Business,* Hal Root and Steve Koenig
- *American Bar Association Legal Guide for Small Business: Everything a Small-Business Person Must Know, from Start-up to Employment Laws to Financing and Selling a Business,* American Bar Association
- *Small Business For Dummies,* Eric Tyson, Jim Schell



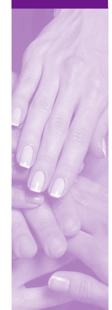
- *Small Business Kit for Dummies,* Richard D. Harroch
- *Steps to Small Business Start-Up,* Linda Pinson and Jerry Jinnett
- *What No One Ever Tells You about Starting Your Own Business: Real Life Start-up Advice from 101 Successful Entrepreneurs,* Jan Norman

Federal Employment

- *Guide to America's Federal Jobs: A Complete Directory of Federal Career Opportunities,* Editors at JIST
- *Federal Resume Guidebook,* Kathyrn Kraemer Troutman
- *Ten Steps to a Federal Job: Navigating the Federal Job System, Writing Federal Resumes, KSA's and Cover Letters with a Mission,* Kathryn Kraemer Troutman
- *The Book of U.S. Government Jobs, 8th Edition: Where They Are, What's Available and how to Get One,* Dennis V. Damp

Interviews

- *101 Great Answers to the Toughest Interview Questions,* Ron Fry
- *201 Best Questions To Ask On Your Interview,* John Kador
- *Job Interview for Dummies,* Joyce Lain Kennedy
- *Knock 'em Dead 2002: The Ultimate Job-Seeker's Resource with Great Answers to over 200 Tough Interview Questions,* Martin John Yate
- *Landing the Job You Want: How to Have the Best Job Interview of Your Life,* William C. Byham, andWith Debra Pickett
- *Sweaty Palms*, Anthony Medley
- *The 250 Job Interview Questions: You'll Most Likely Be Asked...and the Answers That Will Get You Hired!* Peter Veruki
- *The Perfect Interview: How to Get the Job You Really Want,* John D. Drake
- *The Quick Interview & Salary Negotiation Book: Dramatically Improve Your Interviewing Skills in Just a Few Hours!,* Michael Farr



Job Search

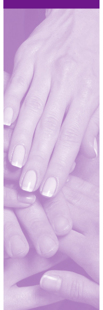
- *Complete Job-Search Handbook: Everything You Need to Know to Get the Job You Really Want,* Howard Figler
- *Getting the Job you Really Want,* Michael Farr
- *Guide to Internet Job Searching,* 2002-2003, Margaret Riley Dikel, Frances E. Roehm
- *How to Get a Job Now,* Michael Farr
- *International Job Finder,* Daniel Lauber
- *Job Search: Marketing Your Military Experience,* David G. Henderson
- *The Very Quick Job Search: Get a Better Job in Half the Time,* Michael Farr
- *Young Persons Guide to Getting and Keeping a Good Job,* Michael Farr, Marie A. Pavlicko, Gayle O. MacDonald

Professional Image

- *A Gentleman's Guide to Appearance,* Clinton T. Greenleaf
- *Attention to Detail: A Woman's Guide to Professional Appearance and Conduct,* Clinton T. Greenleaf, Holly Strawbridge
- *Chic Simple Dress Smart for Men: Wardrobes that Win in the Workplace,* Kim Johnson Gross and Jeff Stone, Michael Solomon
- *Chic Simple Dress Smart for Women: Wardrobes that Win in the Workplace,* Kim Johnson Gross, Jeff Stone and Kristina Zimbalist
- *New Women's Dress for Success,* John T. Molloy
- *The Indispensable Guide to Classic Men's Clothing,* Josh Karlen, Christopher Sulavik, Josh Taylor
- *Your Executive Image: How to Look Your Best and Project Success for Men and Women,* Victoria A. Seitz

Resumes

- *Adams Resume Almanac and Disk,* Bob Adams Publishers
- *Damn Good Resume Guide: A Crash Course in Resume Writing,* Yana Parker



- *e-Resumes: Everything You Need to Know About Using Electronic Resumes to Tap into Today's Hot Job Market*, Susan Britton Whitcomb and Pat Kendall
- *Enhanced Occupational Outlook Handbook*, Michael Farr and Laverne L. Ludden
- *Gallery of Best Resumes*, David F. Noble
- *Knock 'EM Dead Resumes, 5th Ed.*, Martin John Yate
- *The Quick Resume & Cover Letter Book*, Michael Farr
- *Resume Catalog: 200 Damn Good Examples,* Yana Parker
- *Resume Magic: Trade Secrets of a Professional Resume Writer,* Susan Britton Whitcomb
- *Resumes For Dummies*, Joyce Lain Kennedy
- *Resumes for Re-Entry: A Handbook for Women,* C. Edward Good and Charles Good
- *The Global Resume and CV Guide*, Mary Anne Thompson
- *The Perfect CV*, Tom Jackson
- *The Resume Handbook, How to Write Outstanding Resumes and Cover Letters for Every Situation*, Arthur D. Rosenberg and David V. Hizer

Salary Negotiation

- *Dynamite Salary Negotiations: Know What You're Worth and Get It!* Ronald L. Krannich and Caryl Rae Krannich
- *Interviewing and Salary Negotiation: For Job Hunters, Career Changers, Consultants and Freelancers*, Kate Wendleton
- *How to Earn What You're Worth: Everything You Need to Know about Salary Negotiations,* Sunny Bates

Useful Books

- *Jobs Rated Almanac: The Best and Worst Jobs - 250 in All - Ranked by More than a Dozen Vital Factors Including Salary, Stress, Benefits and More,* Les Krantz
- Networking Skills That Will Get You The Job You Want, Cherie Kerr

- *Key Questions in Career Counseling: Techniques to Deliver Effective Career Counseling Services,* Janice M. Guerriero and Robert G. Allen

8.3 Videos and CDs

Videos may be used to enhance a workshop topic or for review by clients. The following organizations have career development related videos/CDs for rent or purchase.

- Advanced Training Source <http://www.atsmedia.com/index.asp>
- America's Career Infonet < http://www.acinet.org/acinet/library.asp?>
- Business Training Media, Inc. < http://www.business-marketing.com/>
- Career Bookstore.com < http://www.careerbookstore.com/>
- Entrepreneurship Institute of Canada < http://www.entinst.ca/prod04.html>
- JIST Publishing < http://www.jist.com/videos.shtm>
- The Ultimate Job Search Video Series by the International Training Academy, <www.nvti.cudenver.edu/VetsResource2/Ed/ujsform.pdf>

8.4 Journals

Many journals are now available online. Some have a subscriber's fee; others do not.

- Career Development International
- Career Development Quarterly
- Employment Review
- International Journal of Career Management
- Occupational Outlook Quarterly
- Training and Development

Appendix A

U.S. Navy Fleet and Family Support Centers

BAHRAIN, Manama
DSN: 318-439-4046
COM: 011-973-724-4046

CALIFORNIA, China Lake
DSN: 437-4545
COM: 760-939-4545

CALIFORNIA, Lemoore
DSN: 949-4042
COM: 559-998-4042

CALIFORNIA, Monterey
DSN: 756-3060
COM: 831-656-3060

CALIFORNIA, San Diego
DSN: 526-7404
COM: 619-556-7404

CALIFORNIA, Ventura County
DSN: 551-5037
COM: 805-982-5037

CONNECTICUT, Groton
DSN: 694-3383
COM: 860-694-3383

CUBA, Guantanamo Bay
DSN: 660-2998 X4141
COM: 011-5399-4141/4143

DISTRICT Of COLUMBIA
DSN: 288-6151
COM: 202-433-6151

FLORIDA, Jacksonville
DSN: 942-2766
COM: 904-542-2766

FLORIDA, Key West
DSN: 483-4408
COM: 305-293-4408

FLORDIA, Mayport
DSN: 960-6600
COM: 904-270-6600

FLORDIA, Pensacola
DSN: 922-5990
COM: 850-452-5990

FLORIDA, Whiting Field
DSN: 868-7177
COM: 850-623-7177

GEORGIA, Kings Bay
DSN: 573-4512
COM: 912-673-4512

GEORGIA, Marietta
DSN: 625-6735
COM: 678-655-6735

GUAM
DSN: 339-8629
COM: 671-333-2056/7/8/9

HAWAII, Pearl Harbor
DSN: 315-473-4222
COM: 808-473-4222

ICELAND, Keflavik
DSN: 312-450-7909
COM: 011-354-425-7909

ILLINOIS, Great Lakes
DSN: 792-3603
COM: 847-688-3603

ITALY, Gaeta
DSN: 314-627-7818
COM: 011-39-0771-709-818

ITALY, La Maddalena
DSN: 314-623-8205/206
COM: 011-39-0789-798-205/206

ITALY, Naples
DSN: 314-629-6372
COM: 011-39-081-811-6372

ITALY, Sigonella
DSN: 314-624-4291/2
COM: 011-39-095-56-4291/2

JAPAN, Atsugi
DSN: 315-264-4178/4186
COM: 011-81-6160-64-4178/4186

JAPAN, Sasebo
DSN: 315-252-3604
COM: 011-81-6160-52-3604

JAPAN, Yokosuka
DSN: 315-243-8514
COM: 011-81-6161-43-8514

LOUISIANA, New Orleans
DSN: 678-2647/8
COM: 504-678-2647/8

MAINE, Brunswick
DSN: 476-2273
COM: 207-921-2273

MARYLAND, Annapolis
DSN: 281-2641
COM: 410-293-2641

MARYLAND, Fort George G. Meade
DSN: 622-6882/3/4
COM: 301-677-6882/3/4

MARYLAND, Patuxent River
DSN: 342-4911
COM: 301-342-4911

MISSISSIPPI, Gulfport
DSN: 868-3000/2581
COM: 228-871-3000/2581

MISSISSIPPI, Meridian
DSN: 637-2360
COM: 601-679-2360

MISSISSIPPI, Pascagoula
DSN: 358-2096
COM: 228-761-2096

NEVADA, Fallon
DSN: 890-3333
COM: 775-426-3333

NEW JERSEY, Earle
DSN: 449-2115
COM: 732-866-2115

NEW JERSEY, Lakehurst
DSN: 624-1248
COM: 732-323-1248

NEW YORK, Saratoga Springs
DSN: None
COM: 518-584-3033 X330

PENNSYLVANIA, Willow Grove
DSN: 991-6033
COM: 215-443-6033

PUERTO RICO, Roosevelt Roads
DSN: 831-4975/3369
COM: 787-865-4975/3369

RHODE ISLAND, Newport
DSN: 948-2283/84
COM: 401-841-2283/84

SOUTH CAROLINA, Charleston
DSN: 794-7294
COM: 843-764-7294

SPAIN, Rota
DSN: 314-727-3232
COM: 011-34-956-82-3232

TENNESSEE, Millington
DSN: 882-7510
COM: 901-874-7510

TEXAS, Corpus Christi
DSN: 861-3722/2372
COM: 361-961-3722/2372

TEXAS, FortWorth
DSN: 739-5287/5288
COM: 817-782-5287/5288

TEXAS, Ingleside
DSN: 776-4551
COM: 361-776-4551

TEXAS, Kingsville
DSN: 876-6333/6325
COM: 361-516-6325/6333

UNITED KINGDOM, London
DSN: 235-6500
COM: 011-44-1895-616500

UNITED KINGDOM, ST Mawgan
DSN: 314-234-3203
COM: 011-44-1637-85-3203

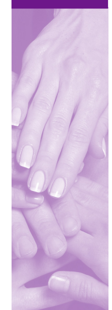
VIRGINIA, Dahlgren
DSN: 249-1839
COM: 540-653-1839

VIRGINIA, Hampton Roads
DSN: 564-2101
COM: 757-444-2101

WASHINGTON, East Sound
DSN: 727-3367
COM: 425-304-3367

WASHINGTON, North Sound
DSN: 820-6289
COM: 360-257-6289

WASHINGTON, West Sound
DSN: 744-4115
COM: 360-396-4115



U.S. Air Force Family Service Centers

BASE/LOCATION	COMM PHONE #	DSN PHONE #
AF Academy, CO	303-333-3444	333-3444/5
Altus AFB, OK	580-481-6761	866-6761
Andersen AFB, GU	671-366-8136	366-8136
Andrews AFB, MD	301-981-7087	858-7087
Aviano AB, IT	0434-66-5598	632-5598
Barksdale AFB, LA	318-456-8400	781-8400/8100
Beale AFB, CA	530-634-2087	368-2863
Bolling AFB, DC	202-767-0450	297-0450
Brooks AFB, TX	210-536-2444	240-2444
Buckley AFB, CO	303-677-6693/94	877-6693/94/96
Cannon AFB, NM	505-784-4228	681-4228
Charleston AFB, SC	843-963-4406	673-4406
Columbus AFB, MS	662-434-2790	742-2790
Davis-Monthan AFB, AZ	520-228-5690	228-5690
Dover AFB, DE	302-677-6930	445-6930
Dyess AFB, TX	915-696-5996/5999	461-5996/5999
Edwards AFB, CA	661-277-0723	527-0723
Eglin AFB, FL	850-882-9060	872-9060
Eielson AFB, AK	907-377-2178	317-377-2178
Ellsworth AFB, SD	605-385-4663	675-4663
Elmendorf AFB, AK	907-552-4943/44	552-4943/44
F. E. Warren AFB, WY	307-773-2241	481-2241
Fairchild AFB, WA	509-247-2246	657-2246
Fort Meade AFB, MD	301-677-3617	622-3617
Geilenkirchen AB, GER	02451-63-3791	452-2715 ext.242/3
Goodfellow AFB, TX	915-654-3893	477-3893
Grand Forks AFB, ND	701-747-3241	362-3241
Hanscom AFB, MA	781-377-4222	478-4222
Hickam AFB, HI	808-449-2494	449-2494
Hill AFB, UT	801-777-4681	777-4681
Holloman AFB, NM	505-572-7754	572-7754
Hurlbert Field, FL	850-884-5441	579-5441
Incirlik AB, TR	011-90-322-316-3849	676-3971
Izmir AB, TR	011-90-232-484-3249	675-3249
Kadena AB, JP	011-81-6117-34-0539	634-3366
Keesler AFB, MS	228-377-2179	597-2179
Kelly AFB, TX	210-925-6419	945-6419
Kirtland AFB, NM	505-846-0741	246-0741
Kunsan AB, KO	011-82-654-470-5627	782-5627
Lackland AFB, TX	210-671-3722	473-3722
Lajes Field, AZ	011-351-295-57-4138	535-4138
Langley AFB, VA	757-764-3990	574-3990

BASE/LOCATION	COMM PHONE #	DSN PHONE #
Laughlin AFB, TX	830-298-5620	732-5620
Little Rock AFB, AR	501-987-6801	731-6801
Los Angeles AFB, CA	310-363-1121	833-1121
Luke AFB, AZ	623-856-6362	896-6362
MacDill AFB, FL	813-828-2721	968-0145/2721
Malmstrom AFB, MT	406-731-4900	632-4900
Maxwell AFB, AL	334-953-2353	493-2353
McChord AFB, WA	253-982-2695	382-2695
McConnell AFB, KS	316-759-6020	743-6020/1
McGuire AFB, NJ	609-754-3154	650-3154
Minot AFB, ND	701-723-3950	453-3950
Misawa AB, JP	011-81-3117-62-4735	315-226-4735
RAF Molesworth, UK	011-44-1480-823557	268-3557
Moody AFB, GA	229-257-3335	257-3335
Mountain Home AFB, ID	208-828-2458	728-2458
Nellis AFB, NV	702-652-3327	682-3327
Offutt AFB, NE	402-294-4329	271-4329
Osan AB, KO	011-82-031-661-4669	784-5440
Patrick AFB, FL	321-494-5675	854-5675
Pentagon, DC	202-767-0450	223-9460
Peterson AFB, CO	719-556-6141	834-6141
Pope AFB, NC	910-394-2538	424-2538
RAF Lakenheath, UK	011-44-1683-52-3847	226-3847
RAF Mildenhall, UK	011-44-1638-543406	238-3406
Ramstein AB, GER	06371-47-5100/5900	480-5100/5900
Randolph AFB, TX	210-652-5321	487-5321
Rhein-Main AB, GER	069-699-7992	330-7992
Robins AFB, GA	478-926-1256	468-1256/7
Schriever AFB, CO	719-567-3920	560-3920
Scott AFB, IL	618-256-8668	576-8668
Seymour Johnson AFB, NC	919-722-1123/24/25	722-1123/24/25
Shaw AFB, SC	803-895-1252/1253	965-1252
Sheppard AFB, TX	940-676-4358	736-4358
Spangdahlem AB, GER	0049-6565-61-9491/9013	452-9491/9482
Tinker AFB, OK	405-739-2747	339-2747
Travis AFB, CA	707-424-2486	837-2486
Tyndall AFB, FL	850-283-4204	523-4204
Vance AFB, OK	580-213-6330	448-6330
Vandenberg AFB, CA	805-606-0039	339-2747
Whiteman AFB, MO	660-687-7132	975-7132
Wright-Patterson AFB, OH	937-257-5957	787-3592
Yokota AB, JP	011-81-311-755-8725	225-8725

U.S. Air Force Reserve Bases

BASE/LOCATION	COMM PHONE #	DSN PHONE #	TOLL FREE
Andrews AFB, MD	240-857-2835	857-2835	877-252-3758
Barksdale AFB, LA	318-456-6553	781-6553	800-516-2065
Beale AFB, CA	530-634-1858	368-1858	800-257-5039
Charleston AFB, SC	843-963-5818	673-5818	800-828-5590
Davis-Monthan AFB, AZ	502-228-2160	228-2160	800-662-7922 x2160
Dobbins ARB, GA	770-919-5004	625-5004	888-436-2246 x5004
Dover AFB, DE	302-677-3566	445-3566	888-677-3566
Duke Field, FL	850-883-6474/6261	875-6474/6261	800-437-8843
Ft. Worth NAS JRB, TX	817-782-7435	739-7435	800-796-2620
General Mitchell IAP ARS, WI	414-482-5424	741-5424	800-224-2744
Grissom ARB, IN	765-688-4812	928-4812	800-234-6911
Hill AFB, UT	801-777-9390	775-9390	800-637-2987 x2
Homestead ARB, FL	305-224-7329	791-7329	800-440-9645
Keesler AFB, MS	228-377-3277/2959	597-3277/2959	800-526-0957
Lackland AFB, TX	210-977-4289	969-4289	800-450-5499
Luke AFB, AZ	623-856-5302	896-5302	800-628-5516
March ARB, CA	909-655-5350	947-5350	888-452-1121
Maxwell AFB, AL	334-953-6673	493-6673	800-428-4625
McChord AFB, WA	253-982-5330	382-5330	888-984-6724
McConnell AFB, KS	316-759-3546/6037	743-3546/6037	888-708-3885
McGuire AFB, NJ	650-8229	609-754-8229	877-289-5221
Minneapolis, St. Paul IAP ARS, MS	612-713-1516	783-1516	800-231-3517
New Orleans JRB, LA	504-678-3417	678-3417	866-722-4523
Niagara Falls IAP ARS, NY	716-236-2097	238-2097	800-248-9969
Patrick AFB, FL	321-494-1623	854-1623	877-436-4017
Peterson AFB, CO	719-556-8184/6505	834-8184/6505	800-446-9624
Pittsburgh IAP ARS, PA	412-474-8544	277-8544	800-235-7780
Portland IAP ARS, OR	503-335-5011/4243	638-5011/4243	800-762-0034 x55011
Robins AFB, GA	478-926-7795	468-7795	800-390-3079
Scott AFB, IL	618-256-5121	779-5121	800-851-7542 x65121
Selfridge ANGB, MI	586-307-5092	273-5092	877-981-8714 x5092
Seymour Johnson AFB, NC	919-722-2227	722-2227	800-523-1061
Tinker AFB, OK	405-734-6869	884-6869	800-753-3487
Travis AFB, CA	707-424-1616	837-4404	800-453-8011
Westover ARB, MA	413-557-3024	589-3024	866-690-2161
Whiteman AFB, MO	800-260-0253 x73451	975-3451	800-260-0253 x73451
Willow Grove ARS, PA	215-443-1544	991-1544	800-895-3693
Wright Patterson AFB, OH	937-656-1502	986-1502	866-371-2316
Youngstown ARS, OH	330-609-1201	346-1201	800-278-7046 x21201

U.S. Marine Corps Community Services

BASE/LOCATION	COMM PHONE #	DSN PHONE #
Albany, GA	912-439-5426	
Barstow, CA	760-577-6169	
Beaufort, SC	843/228-7701	335-7701
Camp LeJeune, NC	910-451-3219	
Camp Pendleton	760-725-4737	365-6320
Cherry Point, NC	252-466-4401	
Henderson Hall, VA	703-614-9104	
Kaneohe Bay, HI	808-383-6004	457-7796
Kansas City, KA	816-843-3653	
MCAS Miramar, CA	858-577-6491	267-6491
MCCS Iwakuni, Japan	011-81-0827-43-5782	
MCRD, San Diego, CA	619-524-1283	
New River	910-449-5255	752-5255
Okinawa, Japan	011-81-611-745-7810	645-3191
Parris Island, SC	800-826-7503 Ext 4574	
Quantico, VA	03-784-2511	
Twentynine Palms, CA	760-830-4032	
Yuma, AZ	928-269-2680	269-2680
HQMC/MRM	703-432-9220	378-9220

U.S. Army Community Services

BASE/LOCATION	COMM PHONE #	DSN PHONE #
APG	410-278-9669	298-9669
Anniston, AL	256-235-4874	571-4874
Carlisle, PA	717-245-3684	242-3684
Dugway, UT	435-831-2260	789-2260
Ft Belvoir, VA	703-805-2605	655-2605
Ft Benning, GA	706-545-4043	835-4043
Ft Bliss, TX	915-568-0494	568-0494
Ft Bragg, NC	910-396-1425	236-1425
Ft Buchanan, PR	787-707-3290	740-3290
Ft Campbell, KY	270-798-4289	635-4289
Ft Carson, CO	719-526-0467	691-0467
Ft Detrick, MD	301-619-3315	343-3315
Ft Dix, NJ	609-562-2186	944-2186
Ft Drum, NY	315-772-9611	772-9611
Ft Eustis/Ft Story, VA	757-878-3638	826-3638
Ft Gordon, GA	706-791-3579	780-3579
Ft Hood, TX	254-287-6067	737-6067
Ft Huachuca, AZ	520-533-6870	821-6870
Ft Irwin, CA	760-380-5165	470-5165
Ft Jackson, SC	803-751-5256	734-5256
Ft Knox, KY	502-624-6291	
Ft Leonard Wood, MO	573-596-0177	581-0177
Ft Leavenworth, KS	913-684-2800	552-2800
Ft Lee, NJ	804-734-7589	687-7589
Ft Lewis,WA	253-967-3538	357-3538
Ft McCoy, WI	608-388-2359	280-2359
Ft McPherson, GA	404-464-3266	367-3266
Ft Meade, FL	301-677-5590	622-5590
Ft Monroe, VA	757-788-3787	680-3787
Ft Myer, VA	703-696-3047	426-3047
Ft Polk. LA	337-531-6922	863-6922
Ft Riley, KS	785-239-9435	865-9435
Ft Rucker, AL	334-255-3949	558-3949
Ft S. Houston, TX	210-221-0516	471-0516
Ft Sill, OK	580-442-5018	639-6818
Ft Stewart/Hunter, GA	912-767-5058	870-5058
Ft Monmouth, NJ	732-532-2077	992-2077
McAlester, OK	918-420-6249	956-6249
New Cumberland, PA	717-770-7737	977-7737
PICATINNY, NJ	973-724-2145	880-2145

BASE/LOCATION	COMM PHONE #	DSN PHONE #
Presidio of Monterey, CA	831-242-7510	768-7510
RED RIVER, TX		880-2145-973-724-2145
REDSTONE, AL	256-876-5397	746-5397
ROCK ISLAND, IL	309-782-0815	793-0815
SELFRIDGE, MI		273-5949
SOUTHCOM, FL	888-547-4025 Ext. 2671	
TOBYHANNA, PA	570-895-8887	795-8887
USMA, NY	845-938-5658	688-4621
Walter Reed, DC	202-782-0620	662-0620
WHITE SANDS, NM	505-678-2306	258-2306
YUMA, AZ		370-7865
	06221-57-8483	370-8483
BAUMHOLDER, GER	011-49-6783-6-8188	485-8188
CAMP DARBY, IT	011-39-050-633-7084	633-7084
SHAPE/CHIEVRES, BEL	011-32-65444904	423-4904
DARMSTADT, GER	49-011-6151-696320	348-6340
FRIEDBERG, GER		324-3465
	06031-81-3713	324-3713
GIESSEN, GER		343-6038
HANAU, GER	496181889110	322-9191
HEIDELBERG, GER	011-49-6221-57-8014	370-8014
HOHENFELS, GER		466-4088
MANNHEIM/WORMS, GER		385-2281
SHAPE/CHIEVRES, BEL	065-44-4887	423-4887
SCHINNEN, GER		360-7466
		360-7269
SCHWEINFURT, GER		011-49-0-9721-68858
		354-6120
STUTTGART, GER		430-7270
VILSECK, GER		634-8526
WUERZBURG, GER	9318897103	350-7103

BASE/LOCATION	COMM PHONE #	DSN PHONE #
EUSA		
CAMP HENRY, Korea	053-470-8126	768-8126
AREA III. Korea	82-31-690-83	753-8321
AREA I, Korea	031-82-870-7277	732-9297
Area II (Youngson) 34th Spt Gr, Korea	82-2-7918-8977	723-8977
AREA IV, Korea	82-51-801-7470	763-7470
FT WAINWRIGHT, AR	907-353-4327	353-4327
FT RICHARDSON, Alaska	907-384-6716	384-6716
TORII STATION, Japan	011-81-6117-44-4116	644-4116
CAMP ZAMA, Japan	011-81-3117-63-8087	263-8087
HAWAII	808-655-2400	455-2400
Menwith Hill, England	011-44-1423-777937	262-7937
Bad Aibling Station, GER	011-49-8061-385068	314-441-5068

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