



# New Developments in the Workforce

The world of work is ever-changing. Technology has invaded nearly every workplace, leaving fewer places for the technophobic to hide. The unemployment rate is creeping upwards in Connecticut and the nation. Aging baby boomers are expected to increase demand for healthcare at the same time as their retirements decrease the supply of nurses. Other recent developments include:

⇒ During the late 1990s competition was tight to hire employees, creating a sense of security among workers. Some workers settled into mediocre performances or failed to objectively evaluate their worth to employers. Even with reduced competition, many job seekers with inflated egos have been refusing job offers accordingly. However, employers have costly mistakes made by underqualified employees fresh on their minds and are less likely to compromise their hiring standards. Despite rising unemployment rates, many employers are complaining that they cannot find the skilled workers they need.

⇒ Wal-Mart, with 1.3 million employees, is the largest private labor force in the United States. Plans to expand will push the total of Wal-Mart employees to 2 million within five years, creating a labor force larger than the U.S. Armed Forces.

⇒ Historically, mothers choose to stay at home with younger children and return to the workplace as children age. Approximately 80 percent of mothers with children 11 to 14 years of age are employed. However, teachers, counselors, and parents are beginning to realize the importance of monitoring children in their early teens.

In middle school grades 6-8, students face stressful social and hormonal changes. Children in these grades are also introduced to sex, alcohol, drugs, and smoking, where their decisions can have long-term consequences. Furthermore, numerous studies show that teen sex, crime and drug use are more prevalent between 3:00 p.m. and 5:00 p.m.

⇒ As baby boomers retire, there will be an inadequate number of experienced baby busters to fill leadership and management roles. Employers are recognizing the value of older workers as mentors, consultants, and advisors. Competition may be fierce to lure them back to these positions, giving seniors more power in negotiating schedules, raises, and benefits.

⇒ Wise local planners know the economic health of an area can depend on supplying well trained employees for employers. A way to attract employees is to offer quality healthcare and education facilities in the community. In Orange County, Florida, a program designed to attract teachers and healthcare workers provides up to \$7,500 in down payment assistance for homes to qualified individuals in these professions.

⇒ In 1970, ten percent of first-year law students were women. In fall 2000, 49.4 percent of the 43,518 students who began law school were women.

⇒ The healthcare industry is recognizing new age treatments as beneficial in relaxing patients and facilitating healing. The University of Connecticut's College of Continuing Studies now offers a six day Science and Art of Holistic Healing course, introducing guided imagery, therapeutic touch, meditation, therapeutic use of music, and aromatherapy to nurses.

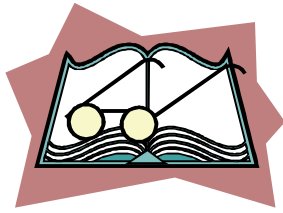
⇒ A century ago, retirement was only for the sick or aged. The introduction of Social Security made retirement at age 65 not only socially acceptable, but expected. The 1990's introduced early retirement in your 50's as a status symbol.

Today, large numbers of unretirees are returning to the workforce after short- or long-term retirement. Motivated by a need to contribute, increase their financial stability, or pursue a new interest, their value for productivity cannot be ignored. Employers are finding these workers to be flexible, skilled in customer service, and dependable.

## Career Beginnings: The ABC's of College Applications

Sponsored by the Hartford Consortium for Higher Education, Career Beginnings is an eighteen month program that prepares Hartford's high school students for college. By combining mentoring, workshops, student support services, and family involvement, Career Beginnings empowers students to attend college by explaining the application process, sources of financial aid, and career choices. "I didn't know about the opportunities that existed, and you can't take advantage of opportunities if you don't know about them," commented Career Beginnings graduate Carlos Figuerora. "The message 'You can do it!' was critical, as was their constant follow-up."

Students begin the eighteen month program in January of their high school junior year. The program has been so successful, Career Beginnings can boast that, on average, 92 percent of its 150 annual participants go on to college. For more information, contact Eileen Peltier by phone at (860) 233-3915 or by e-mail to [eileen\\_peltier@hartnet.org](mailto:eileen_peltier@hartnet.org).



## Occupational Profile: Librarians

By Erin Wilkins, Research Analyst, Connecticut Department of Labor

In 1653 the Boston Public Library opened, becoming the first public library in America. In 1732, Benjamin Franklin began a circulating library, the Library Company of Philadelphia. By 1876, The American Library Association had formed to improve library methods and train employees; today they estimate that there are more public libraries than McDonald's. Even remote areas are reached by traveling libraries, or "bookmobiles." At the center of every library is the all-knowing, shushing librarian.

**What Do They Do?** Librarians use analytical, organizational, and communicative skills to assist people in finding information and using it effectively for professional and personal use. They select, acquire, catalogue, classify, circulate, and maintain library materials including books, newspapers, periodicals, microfiche, and maps. No longer limited to print media, librarians also draw on the Internet, CD-ROM, virtual libraries and remote resources; they may set up or work with databases and information systems to catalogue and access information. Librarians may perform in-depth research, analyze, edit, and filter information. As librarians advance into supervisory or director positions, they become more involved with budgetary concerns, administrative duties, and overseeing workers. Librarians can be found in a variety of settings: public libraries, schools, colleges and universities, museums, corporations, government agencies, law firms, non-profit organizations, and healthcare providers. More than two out of ten librarians work part time.

For many librarians, their time is primarily dedicated to providing customer service. They draw on their knowledge of resources and technology to assist users in finding and understanding information. As more libraries include public access computers, they are called on to teach the basics of computer use. With growing multi-lingual populations, librarians are developing selections and services in other languages, most notably in Spanish. They may also coordinate community events such as book sales, book clubs, and authors' lectures. Children's librarians will confer with teachers, parents and community groups to assist in developing resources and programs to further children's education.

**Education and Training.** Most librarian positions require a master's degree in Library Science (MLS), and preference is given to graduates from schools accredited by the American Library Association ([www.ala.org](http://www.ala.org)). In Connecticut, Southern Connecticut State University is the only school to offer this degree. For school librarians, employers often prefer graduates with a specialty in school library media from a college or university accredited by the National Council for the Accreditation of Teacher Education. A Ph.D. degree is advantageous for a college teaching position, or a top administrative job in a college or university library or large library system. Any liberal arts bachelor's degree is an acceptable prerequisite. However, work in specialized libraries such as law or medicine may require a bachelor's or master's degree in their area of expertise.

**Earnings.** Librarian wages vary depending on the position, with primarily administrative positions earning more. Overall, the 2000 national average wage for librarians was \$41,700. In Connecticut, the 2001 average annual wage for librarians was \$49,800. The average entry-level wage was \$35,995. The Stamford Labor Market Area (LMA) paid the highest average at \$57,750; the lowest average wage was found in the Bridgeport LMA at \$45,640.

**Employment Outlook.** In Connecticut, librarians are expected to experience a decline in jobs, with a two percent drop in employment levels through 2008. However, 80 librarians will be needed each year to replace workers retiring, dying, and otherwise leaving the occupation, keeping librarians in high demand. Librarians seeking positions in rural areas or in nontraditional settings, such as information brokers, private corporations, and consulting firms will face less competition for positions.

On a national level, the American Library Association reports that librarians have a high median age of 47 years, and almost 58 percent of professional librarians will reach the age of 65 between 2005 and 2009. Due to the fact that 87 percent of librarians are white and 81 percent are women, the American Library Association reports increased efforts to diversify the workforce through scholarships and awareness campaigns.

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## TELECOMMUTE *Connecticut!*

..... [www.telecommuteCT.com](http://www.telecommuteCT.com)

Telecommuting, or working from home, has been touted as the work environment of the future, a release from congested highways, and environmentally friendly. Telecommute Connecticut, a free service sponsored by the Connecticut Department of Transportation and administered by Rideworks, assists Connecticut employers with developing and implementing telecommuting systems. Employers who offer telecommuting as a work alternative report increased morale, more opportunities to tap new market areas, and greater productivity. For example, in the Research Facts & Figures section of the Telecommute Connecticut Web site, IBM Canada, where about 20 percent of its workforce telecommutes, indicated that employees can be as much as 50 percent more productive when working in telework environments.

Employees can use this site to determine if telecommuting is right for them, help find companies that already offer this option, and utilize facts to persuade current employers to offer telecommuting. For jobs that aren't conducive to full-time telecommuting, part-time telecommuting may be appropriate, especially for tasks that require uninterrupted work. In their fall 2001 newsletter, Telecommute Connecticut listed the following Connecticut companies as telecommuting-friendly: Aetna, American Nuclear Insurers, BF Goodrich, Boehringer Ingelheim, Cannondale Financial, Cendant, City of Stamford, Duracell/Gillette, The Hartford, Pitney Bowes, Saint Raphael's Hospital, Sikorsky Aircraft, and TransLux.



## Career Development Poetry and Poster Contest

With National Career Development Week (November 4th - 8th) just around the corner, do you know how to get involved? The 37th Annual National Career Development Poetry and Poster Contest invites students and adults to flaunt their creative talent by writing poems and designing posters that illustrate the theme "Career Development: Past, Present, and Future," or the subtheme "Celebrating My Favorite Career."

The deadline for state contest entries is December 13, 2002. Judging for all contests will be based on originality, creativity, and theme development; state winners will automatically be entered in the national competition. The six contest divisions are as follows: Primary Grades K-2; Intermediate Grades 3-5; Middle Grades 6-8; Senior Grades 9-12; Adult Students, and Open Adult (includes nonstudents). Connecticut's participation is sponsored by The Connecticut Career Counseling and Development Association (CCCD). For more information and a contest brochure, contact Linda Kobylarz by: phone 860-675-8003, fax 860-675-7509, or e-mail [lindakoby@aol.com](mailto:lindakoby@aol.com).



### Save These Very Important Dates!

#### Connecticut Learns & Works Conference

**April 10, 2003** - Mystic Marriott in Groton, CT

Watch future *CCRN Updates* for more information.

#### Connecticut Department of Labor Career Fairs

<b>October 16, 2002</b>	<b>October 22, 2002</b>
New Haven City-Wide Field House	Asnuntuck Community College, Enfield
Noon - 4:00 p.m.	Noon - 4:00 p.m.

Call 860-263-6280 or visit [www.jobfairs.com](http://www.jobfairs.com) for more information on these career fairs.

### Advanced Alternative Program for School Library Media Specialists

Connecticut teachers interested in transforming their career into a school library media specialist now have the opportunity to participate in the Advanced Alternative Program for School Library Media Specialists. Developed by the Connecticut State Department of Education and administered by Area Cooperative Educational Services (ACES), the year long training program results in a cross-endorsement as a school library media specialist, but does not carry college course credit. Training includes five weeks of full-time instruction during the summer. For more information, including qualifications for applicants, visit [www.aces.k12.ct.us](http://www.aces.k12.ct.us).



## Introduces the Engineering Technology Certificate

by Janice Battista, Public Relations Coordinator, NVCC

High school students who are interested in engineering, but aren't certain which field they would like to specialize in, can find the answer by enrolling in the new Engineering Technology Exploratory Certificate at Naugatuck Valley Community College in Waterbury.

Juniors and seniors who are maintaining a B average and are taking or have completed Algebra II, are eligible to enroll in the new 11-credit program. The Exploratory is also open to adults who wish to learn about various engineering disciplines used in industry. Although designated as an exploratory, all of the courses in the curriculum can be applied toward an Associate's degree in Engineering Technology.

The program is comprised of the following courses: Introduction to Technology, Manufacturing Processes, Computer-Aided Drafting I or Technical Drafting, and Electrical CAD and Fabrication. Upon completion of the program, students will be able to evaluate career choices in engineering technologies, discuss the history of technology, demonstrate proper setup and procedures for various manufacturing processes, use OrCAD Capture and Layout software, populate a double-sided PC board, use drafting instruments, prepare a set of working drawings for a small machine assembly, and differentiate between the various technologies used to complete a major engineering project.

The Exploratory is one of several new initiatives at NVCC that provide Connecticut's businesses and industries with skilled employees. For the past three semesters, the college has teamed up with Danbury-based FuelCell Energy Inc. to offer a certificate in Fuel Cell Technology. The company covers the cost of tuition, student fees and textbooks for each participant. Approximately 20 of the program's graduates are now working at the company's manufacturing facility in Torrington.

Over the past year, the college also has expanded its academic programs in other area of technology, including a new Associate's degree in Digital Arts Technology, an automotive technician management program and a telecommunications option added to the Electronic Engineering Technology program.

Course descriptions are available at the college's Web site [www.nvcc.commnet.edu](http://www.nvcc.commnet.edu). For more information about the Engineering Technology Exploratory Certificate program, contact the NVCC admissions office at (203) 575-8151, or Barry Groman at (203) 596-8797 or e-mail at [bgroman@nvcc.commnet.edu](mailto:bgroman@nvcc.commnet.edu).



## Reference Shelf

### Bill Peet: An Autobiography

A story of one person growing beyond his expectations, Bill Peet: An Autobiography is a lighthearted life account of Bill Peet, a film animator and children's book author. Filled with illustrations, this 190 page book is recommended for ages 9-12, but its insight into career evolution makes it valuable to adults as well. Peet's experiences offer segues into discussions on career choice, development, and employer relations.

Peet's first aspiration was for football, and he was disappointed when he realized he was unable to compete. While going to high school, he failed all his classes until a classmate suggested taking art, which he had previously dismissed as a hobby. Peet excelled in his art classes, and after graduation found work for Walt Disney. After enduring boring tasks and numerous characters for bosses, Peet earned the opportunity to write screenplays and animate films such as Song of the South, 101 Dalmations, and The Sword in the Stone.

After leaving the Disney Corporation, he found fulfillment in writing and illustrating over 30 children's books, including The Caboose Who Got Loose, Chester the Worldly Pig, and The Pinkish, Purplish, Bluish Egg.

Bill Peet: An Autobiography has been recognized as a Caldecott Honor Book, School Library Journal Best Books of the Year, and the Golden Kite Award.

*Suggested retail price: \$20.00 hardcover, \$12.00 paperback*

"We will either find a way or make one..."

— LL Cool J.

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