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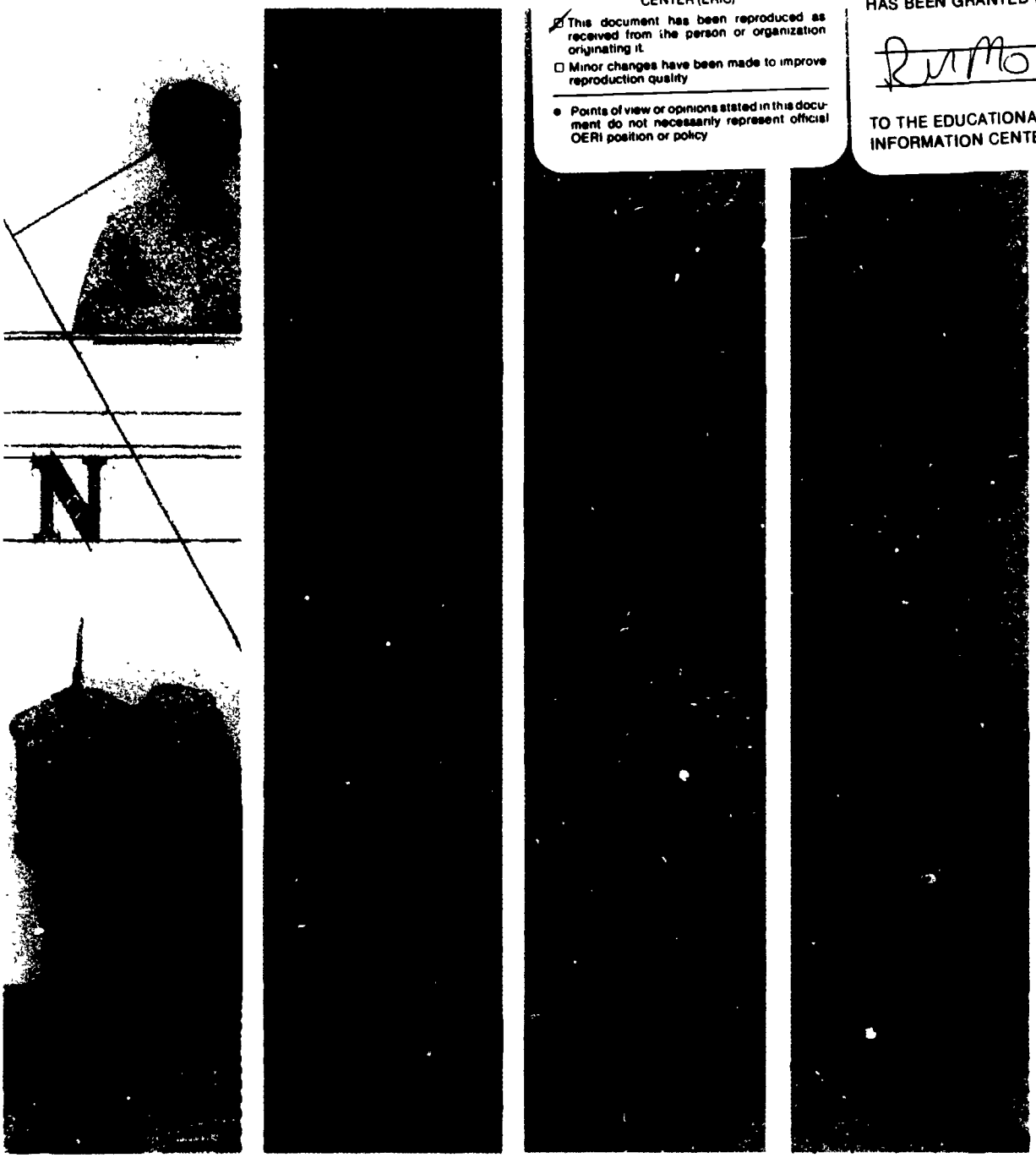
ABSTRACT

This monograph is part of OPTIONS, a packaged set of materials developed to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information. This volume and two other monographs are intended to enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult populations. The publication prepares counselors to provide intake, assessment, employability skill development, and career guidance to multicultural, handicapped, and older adults, as well as dislocated workers and women reentering the work force. The eight chapters present a succinct, practical, action-oriented synthesis of research and development material that addresses the issue of providing special services to various populations of adult learners. Topics are implementing adult intake and assessment, providing employability skills for adults, providing career guidance for multicultural adults, providing career guidance for older adults, providing support services for handicapped adult learners, planning dislocated worker programs, providing vocational counseling for the dislocated farmer, and providing vocational counseling for the displaced homemaker and reentry woman. Each chapter shows how the basic theories and strategies may be adapted to respond to the particular needs of the adult population. (YLB)

Adult Career Guidance



OPTIONS
Expanding Educational Services for Adults

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

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ADULT CAREER GUIDANCE

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FOREWORD

Postsecondary education faces major challenges for the future if it is going to remain responsive to changes in the areas of demography, labor force, economy, and societal expectations. If postsecondary education is to remain relevant, new programs to meet changing technological needs must be developed; increased sensitivity to the changing age, sex, and ethnic composition of the student population must be demonstrated; more training designed for part-time participants and for disadvantaged groups must be offered; and increased cooperation between business and educational institutions must be achieved.

In order to provide postsecondary administrators, program planners, curriculum developers, counselors, and instructors with up-to-date, reliable information, the National Center has developed a packaged set of materials entitled *OPTIONS: Expanding Educational Services for Adults*. This package is the result of a major review and synthesis of the premiere appropriate materials available. Organized around three highly targeted issues, the *OPTIONS* package contains an educator's guide, a videocassette, three books, and three monographs.

The *Educator's Guide* orients administrators, instructors, and counselors to *OPTIONS*--its background, philosophy, components, structure, and use. An accompanying videotape discusses the issues and forces impacting on educational institutions serving adults and motivates postsecondary personnel to work for program success.

Linking with Employers provides a rationale for cooperative efforts with business and industry. This book describes procedures for establishing linkages and conducting programs such as co-op education, customized training, retraining and upgrading, apprenticeship, resource sharing, and economic development.

Developing Curriculum in Response to Change prepares program staff to design and adapt curricula to conform to technological changes in the workplace and to meet the learning needs of adults. This book discusses the six-stage process of curriculum development: assessing needs, defining objectives, identifying resources, developing curriculum content, implementing the curriculum, and monitoring and evaluating implementation.

The three monographs enable counselors and instructors to establish and conduct special services to meet the learning and career needs of adult populations. This publication, *Adult Career Guidance*, prepares counselors to provide intake, assessment, employability skill development, and career guidance to multicultural, handicapped, and older adults, as well as dislocated workers and women reentering the work force. *Entrepreneurship Education* provides models for planning and implementing an entrepreneurship education program for adults. *Literacy Enhancement for Adults* provides models for planning and implementing adult literacy programs.

Case Studies of Programs Serving Adults describes exemplary practices and programs that have successfully improved or expanded educational services for adults. This book integrates the three major foci of linking with employers, developing curriculum in response to change, and providing special services for adults.

The National Center wishes to acknowledge the leadership provided to this effort by Dr. Robert E. Taylor, recently retired Executive Director. Appreciation also is extended to the following individuals who served as a panel of experts in assisting staff in planning strategy, recommending document content, and critically reviewing drafts of the documents: Dr. Larry Hackney, Associate Dean of Counseling and Life Career Development, Macomb Community College; Dr. Ronald M. Hutkin, Vice President of Academic Affairs, North Dakota State School of Science; Dr. H. James Owen, President, Tri-Cities State Technical Institute; and Dr. Roger Perry, Vice President of Academic Affairs, Champlain College.

Special recognition is due to James O. Belcher and Catharine P. Warmbrod who prepared this monograph. Recognition and appreciation are deserved by the following National Center Staff who played major individual roles in the development of the *OPTIONS* package: Richard J. Miguel, Associate Director for Applied Research and Development, and Catharine P. Warmbrod, Research Specialist 2 and Project Director, for leadership and direction of the project; Judith A. Samuelson, Research Specialist 2; James O. Belcher, Program Associate; Roxi A. Liming, Program Assistant; and David J. Kalamas, Graduate Research Associate, for synthesizing and developing the documents; and Monyeene Elliott, for her word processing expertise and dedication to a major typing endeavor. Appreciation is extended to Judy Balogh and her staff for providing final editorial review of the documents.

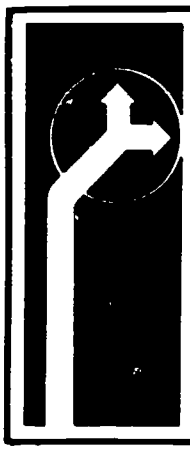
Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

One of the most significant developments in vocational education has been the increasing enrollment of adults in postsecondary instructional and training programs, especially at community colleges and vocational-technical schools. This is the result of a number of separate and complex forces at work in our dynamic society. Regardless of the motivating factors for various populations of adults to enroll for instruction or training, the effect has been that postsecondary institutions have been obliged to modify their basic occupational counseling services in order to meet the needs of this important, new clientele.

Providing special services to new student groups as diverse as multicultural persons, older workers, handicapped persons, dislocated workers, dislocated farmers, and displaced homemakers presents special challenges to all educational institutions serving adults. Programs responsive to these student's needs must be added to those programs already available to younger students. Yet, National Postsecondary Alliance institutional leaders have reported that they cannot find a succinct, practical, action-oriented synthesis of research and development that addresses the issue of providing special services to meet these student's needs.

This monograph is designed to fill this void. *Adult Career Guidance* provides administrators, counselors, and other practitioners at postsecondary institutions with an integrated resource that deals explicitly with planning and implementing special services for specific groups of adults. This monograph emphasizes strategies for planning and conducting a variety of programs. The focus is on the adult learner whose needs go beyond those of younger, more traditional students and trainees. Little effort has been made to review or incorporate basic occupational counseling theories or strategies; they are the "givens" that serve as the starting point. Each chapter shows how basic theories and strategies may be adapted to respond to the particular needs of these important adult populations.



Introduction

Recent legislation and the current restructuring of the American society and economy have greatly increased the numbers of adult students at postsecondary institutions. Postsecondary institutions now enroll more adults than recent high school graduates. The 1980 U.S. Census reported that 50 percent of the students enrolled in 2-year colleges were older than the traditional 18- to 21-year-old range. This trend is likely to continue. Data collected during the intervening years by the American Association of Community and Junior Colleges have indicated a small but gradual increase of that percentage.

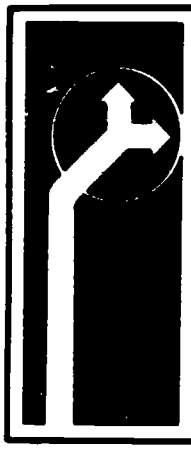
Adults who commence a course of study or training are likely to do so for reasons that are quite different from those of younger students, and often under more immediate pressures and restraints. Programs responsive to the adult students' needs must be added to those programs already available to younger students. Planning and delivering occupational education to adults in groups as diverse as multicultural persons, older workers, handicapped persons, dislocated workers, dislocated farmers, and displaced homemakers constitute a tremendous challenge to all educational institutions serving adult learners.

A good deal of research and development has been done by the National Center in the area of special services for adult learners. The multiplicity of available publications, guidebooks, program descriptions, and resource listings--each focusing on one piece of the problem--constitutes an array of options for educational leaders. This monograph provides administrators, counselors, and other practitioners at postsecondary institutions with an integrated resource that deals explicitly with planning and implementing special services for specific groups of adults. Although the theoretical foundations for the materials in *Adult Career Guidance* have been made evident throughout, the emphasis is placed squarely upon strategies for planning and then conducting a variety of programs. The focus is on the adult learner whose needs go beyond those of younger, more traditional students and trainees. Little effort has been made to review or incorporate basic occupational counseling theories or strategies; they are the "givens" which serve as the starting point. The purpose of each chapter is to show how the basic theories and strategies may be adapted to respond to the particular needs of several important adult populations.

The eight chapters in *Adult Career Guidance* have been derived from a number of source documents, all undergoing various degrees of adaptation. The goal of this publication is to present a succinct, practical, action-oriented synthesis of the best that research and development have to offer to address the issue of providing special services to various populations of adult learners. Because the original documents were not specifically written to serve the purposes of this monograph, some editorial changes were necessary. Additionally, for the reader's convenience, the

references cited in each chapter are listed at the end of the chapter.

The focus of this monograph has been limited to the planning and implementation components of a program. Administrators and practitioners who wish to examine the original documents in their entirety may purchase them from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210-1090, or from the commercial publisher identified at the beginning of the chapter.



Chapter 1
Implementing Adult Intake and Assessment

Need for a General Systems Model

Why is it necessary for service providers to adopt a general systems approach to career counseling for adults? Why cannot individual counselors (or teachers or administrators) work with adult clients on their own and recommend activities based on experience and personal judgments?

The two sections on intake and assessment in this chapter are excerpts from the following document:

> Vetter, Louise; Hull, William L.; Putzstuck, Christine; and Dean, Gary J. *Adult Career Counseling: Resources for Program Planning and Development.* Bloomington, IL: Meridian Education Corporation, 1986. (311 pp.)

This document contains a thorough treatment of intake activities and discusses various client groups' planning needs. Of major importance are the wide array of intake forms and activities, including an important survey with descriptions of 76 formal assessment instruments. To purchase the source document, write to

> --Meridian Education Corporation
> 205 East Locust Street
> Bloomington, IL 61701

This individualistic and spontaneous approach often is suggested by counselors who believe in building a strong interpersonal relationship with clients. It is true that individual counseling sessions build rapport and elicit important information from clients. However, given the time constraints often present in working with adults (and especially unemployed adults), additional options often are available for adult career counseling programs. A systematic approach is needed if all available resources are to be considered in meeting client needs.

A system can be useful in identifying and using available relevant ways of providing adult career counseling. The following conditions make a systematic approach desirable:

- Diverse populations of clients create different demands on the counseling process. Clients may range from the late bloomer who wants to enroll in college for the first time at age 28, to the 45-year-old displaced worker who needs assistance in finding employment in a different field, to a limited English-proficient refugee who has never worked in this country.

- Individual experiences of counselors differ; left to chance, questions may be overlooked or important experiences forgotten during the counseling process.

- Clients often come in with major concerns but no way of focusing the concerns to move ahead. A systems approach can help them and the counselor think through the steps necessary to establish and reach career goals.

- The events leading to a career development plan can be complex and difficult to negotiate on an instance-by-instance basis. A systems approach can help integrate the elements of career counseling into a logical, systematic process that reduces redundancy and enhances functional relationships.

- Such systems allow for the possibility of pre-planned yet self-paced client activities. Such activities provide clients with a sense of personal involvement in their own career planning, yet they are designed using sound career guidance fundamentals. In addition to the benefits to clients, such programmed yet individualized activities allow for an efficient use of professional staff's time.

Walz and Benjamin (1984) have summarized the features of a comprehensive career guidance (counseling) delivery system as follows:

- It is an organized, sequential, comprehensive series of activities and experiences.

- It is based on initial and subsequent needs assessments of clients, program deliverers, and policymakers.

- It is designed to achieve measurable, realistic, and specific objectives.

- It has a built-in, ongoing evaluation component.

- It uses a variety of resources and procedures to attain stated outcomes.

- It is delivered by personnel highly trained in human relationships; thoroughly knowledgeable about program goals, content, and process; skillful in group work; flexible regarding the need to revise or modify strategies "in midstream"; able to communicate well with people; and sensitive to the needs of those with whom they work.

- It focuses on both process and product, on deliverers and clients.

They (Walz and Benjamin 1984) point out that the advantages of systematic delivery are as follows:

- A developmental emphasis

- Effective use of available resources

- Amenability to change and innovation

- Relative ease in evaluation

- Avoidance of faddism

- Promotion of community effort

The subheadings in this chapter outline the general adult career counseling delivery system model shown in figure 1. Service providers can use the approach to do the following:

- Assess needs

- Assess resources

- Establish goals

- Plan

- Establish specific objectives

- Develop program

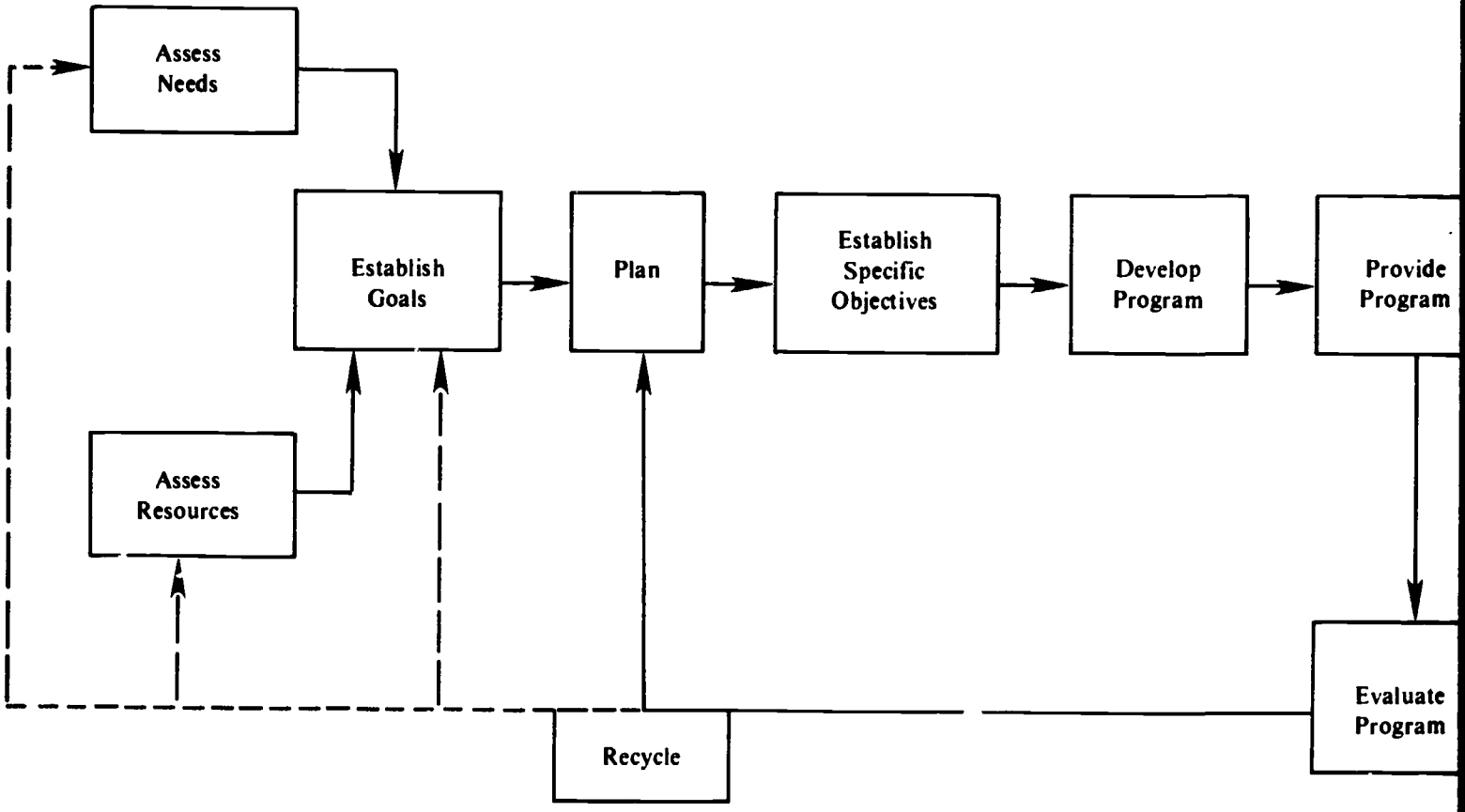


Figure 1. Adult career counseling delivery system model

- Provide program
- Evaluate program
- Recycle system

Of course, service providers will adapt elements of any general systems model to meet local needs. One should not expect to find any model replicated exactly in multiple settings, but the basic elements must be present before the system can be said to be in place.

Assess Needs

In assessing needs for an adult career counseling program, two categories should be addressed: the needs of clients (or potential clients) and the needs of the service provider.

Assess Client Needs

Campbell and Cellini (1981) developed a taxonomy of adult career problems. The taxonomy consists of four major problem categories: (1) problems in career decision making, (2) problems in implementing career plans, (3) problems in organizational/institutional performance, and (4) problems in organizational/institutional adaptation. The model presented in this publication focuses primarily on the problems assigned by Campbell and Cellini to the career decision-making category. (Obviously, the adult career counseling program is not offered in isolation from other facets of the service provider's offerings, e.g., training, education, placement. This concern is dealt with in the section on planning the adult career counseling program.)

Campbell and Cellini (1981) list the following areas under problems in career decision making:

- Getting started
  - Lack of awareness of the need for a decision
  - Lack of knowledge of the decision-making process
  - Awareness of the need to make a decision, but avoidance of assuming personal responsibility for decision making
- Information gathering
  - Inadequate, contradictory, and/or insufficient information
  - Information overload, such as excessive information, which confuses the decision maker
  - Lack of knowledge as to how to gather information, such as where to obtain information, how to organize it, and how to evaluate it
  - Unwillingness to accept the validity of the information because it does not agree with the person's self-concept
- Generating, evaluating, and selecting alternatives
  - Difficulty in reaching a decision because of multiple career options, such as too many equally attractive career choices
  - Failure to generate sufficient career options due to personal limitations such as health, resources, ability, and education
  - The inability to decide due to the thwarting effects of anxiety, such as fear of failure in attempting to fulfill the choice, fear of social disapproval, and/or fear of commitment to a course of action
  - Unrealistic choice, such as aspiring either too low or too high, based upon criteria such as aptitudes, interests, values, resources, and personal circumstances

- The inability to evaluate alternatives due to lack of knowledge of the evaluation criteria--the criteria could include values, interests, aptitudes, skills, resources, health, age, and personal circumstances

- Formulating plans to implement decisions

  - Lack of knowledge of the necessary steps to formulate a plan

  - Inability to utilize a future time perspective in planning

  - Unwillingness and/or inability to acquire the necessary information to formulate a plan

Darkenwald and Merriam (1982) have classified the barriers to participation of adults in educational activities into four general categories: situational, institutional, informational, and psychosocial. Situational barriers include the following:

- Cost
- Lack of time
- Lack of transportation
- Lack of child care

Institutional barriers include the following:

- Inconvenient schedules
- Restrictive locations
- Institutional policies and practices that impose inconvenience, confusion, or frustration

Informational barriers include the following:

- Institutional failure to communicate information to adults
- Individual failure to seek out or use information that is available

Psychosocial barriers include the following:

- Individually held beliefs, values, attitudes, or perceptions that inhibit participation

The preceding listings of problems and barriers may be used as the basis for assessing the needs of clients, either clients who are currently using the adult career counseling services of the provider or potential clients, such as displaced workers, displaced homemakers, and the like.

Assess Service Provider Needs

Identifying service provider needs requires an evaluation of what adult career counseling program services are currently being offered and what services are being contemplated.

Current Programs Offered

In assessing the needs for adult career counseling, the following questions should be considered:

- What is the intended outcome of the adult career counseling program? (For example, are clients placed in a training program or in a post-secondary education program? Are they aided in their search, or are they left on their own?)

- What are the requirements of the funding source for the program? (For example, is a specific program required? Are specific assurances mandated? Are there specific requirements for accepting an individual into the program?)

- What are staff capabilities and competencies? (For example, is an

inservice staff development program needed?)

It is possible that the needs of the service provider may conflict with the needs of the clients. If this is determined to be the case, program staff will need to work out these conflicts.

Services Being Contemplated

During an assessment of needs for adult career counseling not currently being offered by the service provider, the following questions should be considered:

- Why would adults want to come to the service provider for adult career counseling programming?
- What is currently being offered by the service provider?
- Could current services be expanded? In what ways?
- What is the range of current staff capabilities?
- What new staff would be needed to expand services?
- What would be the source of funding for the expanded program? (JTPA, the Carl D. Perkins Vocational Education Act, other federal sources, client fees)
- What other service providers in the area are already providing adult career counseling programs?
- Would a joint program with another service provider make more sense than a "go-it-alone" program?

The information obtained as a result of such questions can assist a service provider in determining if there are unmet adult career counseling needs in the community. This information can then be used, in conjunction with the needs assessment information from clients, needs assessment information from current programs, and resource assessment, described below, to determine the goals for the adult career counseling program.

Assess Resources

In order to establish goals for an adult career counseling program, the resources of the service provider, as well as the needs of the clients, should be assessed.

Questions that should be addressed in assessing resources include these:

- What are the current sources of funding for adult career counseling programs?
- How stable is the funding for the programs?
- What are other potential sources of funding?
- What are the physical facilities available to the adult career counseling program?
- Who are the staff members available, and what are their competencies?
- What formal information (print, audiovisual, computerized) is currently available in-house?
- What activities are currently being offered to adults in-house?
- What are the resources available in the community to which adult clients can be referred?

For additional information on sources of funding for career counseling programs, the reader is referred to Andrews and Drier (1985). Bhaerman, Belcher, and Merz (1986) have provided an extensive review of support services that will also be useful in determining the resources available in different communities.

Establish Goals

The needs assessment and resource assessment information can be used to establish goals for the adult career counseling program. The goals should be based on some model of the needs of adults at various stages of adult life and with diverse presenting problems (Herr and Cramer 1984).

It is beyond the scope of this document to provide a thorough discussion of models of adult and career development, but Merriam (1984) and Schlossberg (1984) have provided a great deal of information on adult development. Although a variety of sequential models of adult development have been published, there are many unresolved questions about the nature and existence of sequential models of development and additional questions regarding the universality and generalizability of stage theories.

A basic problem is that most of the models are based on small, white, middle-class, largely male samples (Merriam 1984). Schlossberg (1984) summarizes as follows:

> The new work of adulthood has thoroughly challenged the older ideas that adulthood--in contrast to childhood, adolescence, and youth--represents stability and certainty . . . . No theorist assumes that those who are over age 30 have made their important decisions and settled into a steady pattern of living untroubled by the doubts, conflicts, and upheavals that mark earlier years. Instead, our overview makes clear the agreement that adults continuously experience change--transitions--in themselves, their personal lives, their family lives, and their work and community lives, even though the theorists do not agree as to the predictability and variability of change. (p. 29)

Osipow (1983) provides the definitive work on theories of career development, whereas Crites (1981) clarifies the applicability of counseling theories to career counseling.

Herr and Cramer (1984) point out that, in addition to the usual journals referred to by counselors, the following periodicals may be particulary helpful to counselors new to counseling adults:

- *Industrial Gerontology*
- *Journal of Gerontology*
- *Monthly Labor Review*
- *Industrial Sociology*
- *Journal of Employment Counseling*
- *Personnel Administration*
- *The Gerontologist*
- *The Family Coordinator*

Examples of general goals that may be established as a result of needs assessment and resource assessment include the following:

- To assist adults in making career decisions
- To assist programs (at the service provider's institution or elsewhere) in making training or education placements
- To assist employers in making personnel decisions
- To generate income for the service provider

Plan

Herr and Cramer (1984) point out that "compared to programs and theory effected in educational institutions and with younger counselees, the field lacks historical

perspective, empirically verified techniques, validated materials, and pertinent theory" (p. 339). However, they suggest that career counseling of adults will be more efficient and effective if attention is given to the following suggestions:

- Goals and objectives should be based on some model of the needs of adults at various stages of adult life and with diverse presenting problems.
- The physical location, hours of operation, and services available should be publicized in such a way that the adults to be served know what opportunities exist and how to reach the services with minimum discomfort and maximum ease.
- Readiness for counseling should be established.
- Abstract explanations should be avoided. Adults typically have an immediacy, an urgency, and a concreteness in their concerns.
- Adults need a knowledge of self, a knowledge of the world of work, and decision-making skills, just as younger counselees do.
- Delivery of services should be systematic, but the length of time needed may be less than with younger clients, because of accrued experience.
- Specificity is a keynote in planning. Adults typically do not need to broaden goals but need to narrow generated alternatives, to negotiate systems, to focus interests, to secure employment, or otherwise deal in self-relevant specifics.
- For many adults, career counseling will have to occur within the context of a strong awareness of family implications.
- A great many adults will simply want information; thus, information dissemination becomes a highly important service for adults.

In discussing planning for adult career counseling, Bhaerman (1985) concludes that, with the obviously heterogeneous needs of adults, it is especially important that counselors respond to the individual needs of clients as well as to common group needs. Other conclusions he offers are as follows:

- Carefully consider goals and needs before maki ; program changes.
- Provide in-depth program information so that clients know and understand their options.
- Consider various supportive services and establish them as needed.
- Use caution when it comes to formal testing programs and the interpretation of test scores.
- Make certain that services and facilities are accessible.
- Establish an atmosphere in which it is acceptable for adults to seek the services they need.
- Do not neglect to evaluate all aspects of programs. (Bhaerman 1985, viii)

Questions that may be addressed to assist in planning the adult career counseling program include these:

- How will the goals be implemented?
- What will the program offer?
- When will it be offered?
- How much time will the program require?
- Where will the program be offered?
- Who will staff the program?

- Where does the program fit into the agency or institution structure?
- Who are potential collaborators in offering the program?
- How will data be maintained for evaluating the program?

Establish Specific Objectives

Generally speaking, objectives are more precise and specific than goals. In fact, they can be a subset of a goal statement. If, for example, a program goal is to assist in making training or educational placements at the service provider's agency, specific objectives may consist of the following:

- Determine entrance requirements for the training program.
- Determine availability of places in the training program.
- Determine services needed in the adult career counseling program to provide assistance in making placements.
- Make information available regarding services to the adult community
- Provide services to the adults responding to recruitment strategies.
- Evaluate services.
- Use evaluation information to revise program, as needed.

Objectives may be sequenced and associated with various functions of the career counseling program model (presented in the part of this section entitled "Adult Career Counseling Program Model"), such as intake, formal assessment, exploration and information gathering, decision making, and planning. Long-term goals and objectives are important to guide the direction of the counseling program, but specific incremental objectives may be used to provide positive, reinforcing feedback to each client.

Develop Program

Developing an adult career counseling program requires a knowledge of funding sources, client needs, and the tools available to help clients in their search for fulfilling careers.

The counselor must select and use these tools carefully. Information on agencies, such as employment security and vocational rehabilitation, which may be useful for referral purposes, must be assembled, and procedures must be developed for assisting clients through the counseling process. Decisions such as the assignment of clients to counselors, the handling of records, and the use of referral agencies must be carefully thought through prior to accepting clients. If the program receives public funds for providing assessment and counseling services, then the eligibility of clients for services becomes a major consideration during the intake procedure. A general model for an adult career counseling program is presented later in this section.

Provide Program

The primary consideration in the conduct of an adult career counseling program is the relationship between the clients and those who serve them. The concept should be one of partnership. It is important to keep in mind the following assumptions developed by the staff for this project.

- Individuals (clients) should direct their career planning.
- Adult career counseling is often part of a system; it may be followed by training, education, and placement.
- Each individual is a unique case. However, many specific activities

can be used with groupings of individuals.

- The client has answers; the counselor's role is to help the client realize this.
- Not all clients come in ready for the career planning process.
- The outcome of the career development process has value only to the extent that the process is internalized by the client (the client "owns" the information).
- Adult career counseling is teaching a process that can be used in other situations--thus a process worth "buying into."

Evaluate Program

To evaluate the effectiveness of career interventions, Fretz (1981) recommends that three dimensions be considered: clients, treatments, and outcomes. He lists the following under client attributes:

- Demographic
  - Sex
  - Race
  - Age
  - Socioeconomic and educational levels
  - Urban or rural origin
- Psychological
  - Intelligence
  - Cognitive complexity
  - Need for achievement
  - Locus of control
  - Ego strength
  - Self-confidence
  - Anxiety
  - Dependence
  - Defensiveness
  - Personality type
- Career related
  - Type of undecidedness
  - Career maturity
  - Attitudes toward choices
  - Career decision style
  - Motivation for treatment
  - Expectancies for treatment

Under treatment parameters, Fretz (1981) lists the following:

- Content domain
  - Occupational information
  - Self-knowledge
  - Decision skills
- Interpersonal context
  - One-to-one counseling
  - Group counseling
  - Self- or computer-administered
- Degree of structure
  - Highly structured
  - Semistructured
  - Unstructured

According to Fretz (1981), the outcome dimensions to be considered are listed as follows:

- Career knowledge and skills
  - Accuracy of self-knowledge
  - Accuracy of occupational information
  - Accuracy of job-seeking skills knowledge
  - Planning and goal selection skills
  - Appropriateness of choices (realism)
  - Range of choices
- Career behavior
  - Career information seeking
  - Relevant academic performance
  - Seeking initial or new job
  - Getting initial or new job

- Job ratings
- Promotions
- Earnings

- Sentiments

  - Attitudes toward choices; certainty, satisfaction, commitment, career salience
  - Job satisfaction
  - Quality of life ratings
  - Satisfaction with intervention
  - Perceived effectiveness of intervention

- Effective role functioning

  - Self-concept adequacy
  - Personal adjustment
  - Relapses of career problems
  - Contributions to the community

Specific recommendations made by Fretz (1981) for the evaluation process include the following:

- Assess and explicitly describe the nature of the interventions.
- Describe participants according to all client attributes.
- Identify the outcomes evaluated.
- Identify the measures used to evaluate outcomes.
- Report the best approximation of the personnel, materials, and physical plant costs of the intervention.
- Compare interventions when possible.
- Employ as many outcome criteria as feasible in terms of participants' time and evaluators' resources.

After reviewing the published research on the effectiveness of career development interventions for college students, Pickering and Vacc (1984) concluded that future researchers should do the following:

- Consider the cost-effectiveness of various treatments.
- Use rigorous experimental designs and controls.
- Use standardized treatments and dependent measures.
- Base the choice of treatments on clearly explicated theoretical orientations.

Of course, the ultimate indicator of program effectiveness is the client's acquisition of satisfying, gainful employment. Rarely are all of the occupational goals met to the degree the client envisions. However, it should be possible to asses the degree of success on such summative, long-range indicators as these:

- Accepting employment or further training consistent with the goals established during counseling
- Earning an income sufficient to meet the client's minimum needs
- Using experiences and skills the client already possesses

The drawback to many of these summative indicators is that they all require a lapse of time before the effects of the program can be assessed. A good follow-up and reporting system that extends beyond six months is needed for effective follow-up.

In addition to these summative measures of program success, formative process measures are needed. For example, the client should be asked during progress through the program if important questions are being answered by either the program activities or the counselors themselves. Formative questions such as "Does the client need to engage in career exploration activities?" or "Is the client able to narrow the range of possible career options?" can be addressed. Evaluators should look

for behavior that indicates the client is accepting personal responsibility for decisions affecting career plans.

Recycle System

Administrators of adult career counseling programs should be concerned with the effectiveness and scope of the program. The following questions illustrate these concerns:

- Are clients from all segments of society being served?
- Are clients completing the program within a reasonable length of time?
- Is the dropout rate too high? If so, what are the reasons why clients discontinue services?

Linkages to community service agencies and to sources of other clients are strengthened and reinforced by successful results.

Evaluative feedback can be used by program managers to determine if changes are needed in the program being offered. Additionally, the evaluation information can be used to determine whether the goals of the program are meaningful and when it is necessary to consider additional assessment of needs and resources.

Manage Client Information

The flow of clients through adult career counseling programs places great demands on a counselor's time when managing large amounts of information. There are several guidelines to be followed when organizing and implementing information processing activities.

Determine Uses to be Made of Information

One of the first guidelines is to collect only information that is needed for the counseling process. Experienced counselors should carefully sort out essential information likely to contribute to a solution of the client's presenting problems.

In addition to its use in the counseling process, information may be needed for forms that are to be submitted to government agencies and funding sources. These requirements must be known in advance so that all of these data can be collected at one time during the intake process. The client's record should contain a minimum amount of information; only data necessary for follow-up, reporting purposes, and additional counseling should be maintained in a permanent file.

When collected, test score data can be used for the development of local norms. Many tests are available without norms for adults. Data in program files often may be used to create local norms for specific groups of clients. Data drawn together over a number of years and in sufficient quantity allow local test users to generate predictions of client success in educational courses or in gainful occupations.

Physically Manage Information

Electronic technology has revolutionized the word processing industry, so it is relatively easy to convert current files to floppy discs. Microfilm and microfiche represent other options for storing massive amounts of information. Once test scores are in the computer, they can be used to analyze results of individuals or groups. In fact, many of the assessment instruments themselves can be machine scored; others function as part of computer-based guidance systems, so the client can complete assessments without much assistance from counselors.

Ensure Confidentiality of Information

An important aspect of operating an adult career counseling program is the need

for strict confidentiality of information. Progress toward this goal starts by hiring professional staff who maintain high ethical standards of performance toward clients and toward each other. There are many different actions that can be taken to ensure the security of client records. Among them are the following:

- Use a code for client identification on all forms containing sensitive information.
- Keep records under lock and key.
- Do not share personal information with prospective employers or with others who have no need to know.

The privacy of the individual is very important in this society; career counselors need to respect commonly held professional standards of conduct regarding client information. (See American Association for Counseling and Development 1981.)

Adult Career Counseling Program Model

When planning and implementing an adult career counseling program, three sources of requirements need to be kept in mind:

- Client needs
- Agency requirements
- Funding source requirements

Figure 2 provides a model for an adult career counseling program. The model was developed by project staff. The steps of the program in the model are as follows:

- Intake
- Formal assessment
- Exploration and information gathering
- Decision making
- Planning
- Next steps (education, training, job seeking, employment)

As can be noted in the model, following the intake step, there is a great deal of interaction among the steps. Not included in the model, but necessary in many programs for adults, are such components as support services and referrals to other agencies for specific needs.

Intake

There are typically two purposes for the intake step in adult career counseling programs. They are (1) the process of determining eligibility for, and completing entry into, a program and (2) the orientation to program services, goals and objectives, schedule, and responsibilities of the counselor and the client. The intake interview is a means of obtaining information about individuals and is a foundation for the counseling relationship. The process usually involves both interview and paperwork.

The structure of the intake must be predetermined with regard to the content, type, and amount of information required. Documentation and record keeping should be objective, accurate, and thorough. It is important to distinguish between subjective or inferred information and actual observable behaviors.

In the process of determining eligibility for a program, specific paperwork typically centers around verification and documentation of demographic data for proof of eligibility. This will involve the use of standardized forms that require the

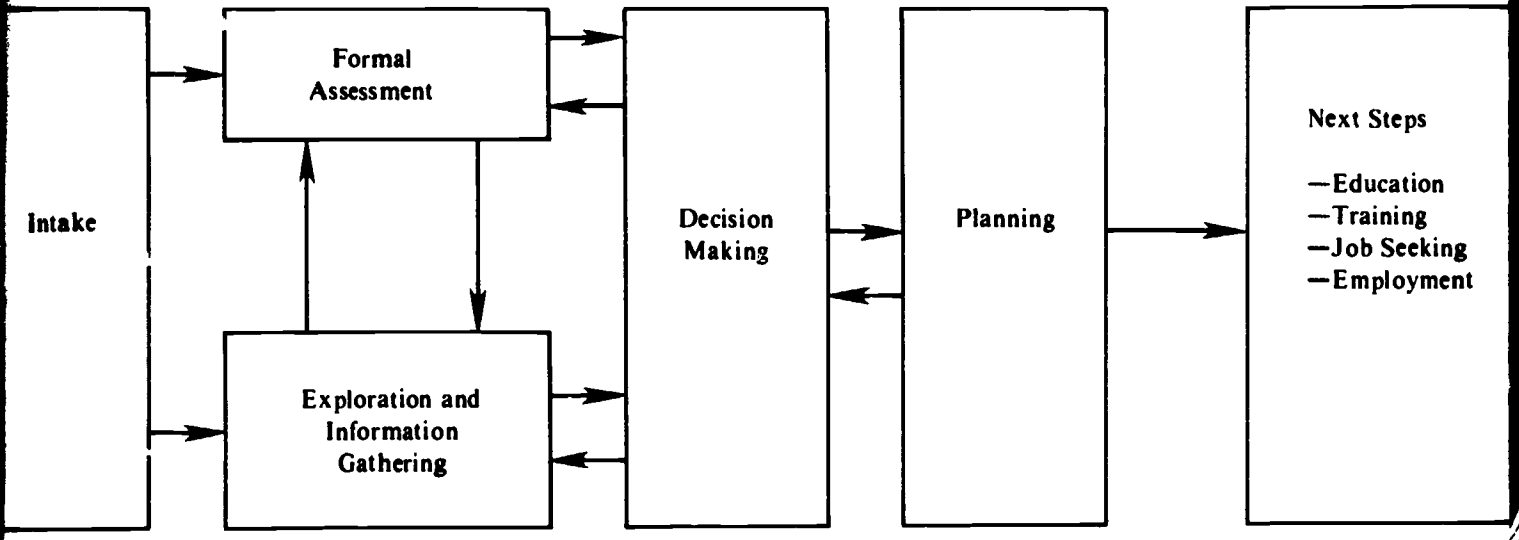


Figure 2. Adult career counseling program model

acquisition of client background data. Use of these forms will vary with eligibility requirements. Counselors can take this opportunity to get permissions for releases of needed information from other agencies or institutions with whom the client has had contact. As well as a determination of eligibility for the program, intake is also the time to consider appropriateness of the program and possible referral to other agencies.

The intake process will also include an orientation to program services, goals and objectives, schedule, and responsibilities of the client and the counselor. Counselors provide program information to increase understanding and to clear up possible misconceptions. The client will better understand that the information sought is to be used in the planning process, and the information may be referred to at various points throughout the program to provide direction. Then, any formal assessment may be viewed as one more piece of information that is one part of the counseling process.

In addition to functioning as a registration procedure in which data concerning the client are obtained, need is determined, and types of services needed are decided, intake can also be the time when clients are given the opportunity to discuss problems and gain information about the kind of help available. If the client is permitted to explore problems, the intake interviewer will generally get more insight into the nature of the client's problems and will therefore be better prepared to identify the kinds of services needed.

Formal Assessment

In considering formal assessment, Tyler (1984) provides the following guiding principle for users of tests:

> What test scores give us are clues to be followed as we deal with the children and adults for whose welfare we have some responsibility. The scores mean something, but in order to know what we must consider each individual case in an emphathetic way, combining test evidence with everything else we know about the person. The practice of basing important decisions on test scores alone is unsound; so is the policy of dispensing with tests altogether. (p. 50)

The purpose of assessment is to provide the client and the counselor with an accurate and thorough information base about the client in order to develop realistic goals. Thorough assessment increases awareness of options and encourages career exploration. Assessment is the process of analyzing and evaluating client strengths and weaknesses. It can involve any topics that enhance or increase self-knowledge. It generally includes the examination of client skills and abilities, attitudes, interests, values, and personality (Bolles 1978; Kinnear and Krumboltz 1984; Maze and Cummings 1982; Zunker 1981).

Pryor and Ward (1985) point out that in working with unemployed persons, there is a variety of possible intentions for using psychological assessment. They list the following:

- To assess the functioning level of the person with respect to skills relevant to study or work performance
- To diagnose possible problem areas for counseling
- To stimulate and structure client thinking in a particular domain, such as self-awareness, occupational awareness, and life plans and goals
- To monitor and evaluate change in relevant characteristics as a consequence of counseling (p. 10)

The format for assessment should be flexible to allow for dealing effectively with the needs of a special populations. Counselors must at times use alternative

modes of assessment in order to meet client needs. Based on client or group needs, the counselor introduces a planned continuum of activities and experiences, and links these to the career development process.

An orientation may be provided for the assessment phase of the program. This would include a description of assessment procedures and information to be acquired, a brief explanation of data collection instruments, reporting procedures, and review of the career decision-making process.

In choosing appropriate formal assessment instruments, program and client goals must be considered. It is imperative that counselors or test administrators understand the technical strengths and limitations of the instrument, such as norms, reliability and validity, context, administration, and scoring.

It is important to take into consideration that many adults have had little or no recent experience with tests and testing procedures and are apprehensive. Timed tests especially may cause anxiety.

Preparation time should include a test orientation as well as attention given to seating, room temperature and lighting, and supplies, in order to limit discomfort and distractions. Review of administration and scoring procedures may also be helpful to adult clients. The following topics could be covered: limitations of tests and test scores, brief explanation of the relevance of normative data for the particular instrument being administered, and implications for the client.

It is important to identify instruments specifically normed for adults. If none are available for the specific objectives of the program, this lack should be taken into consideration and should also be explained to clients. The counselor and client would then have to determine the validity of test results for the situation.

Use of Computerized Systems

The use of computer-assisted career guidance systems with adults has been expanding (Sampson, Shahnasarian, and Maddox 1984). Harris-Bowlsbey (1984) discusses the distinction between guidance systems and information systems. The guidance system places emphasis on the online assessment of self variables and on teaching the decision-making process, while the information systems place emphasis on searching files with variables external to the user and inherent in work tasks.

Several journals have devoted complete issues to the topic of the use of computers in counseling:

- *Journal of Counseling and Development*, November 1984--computers in counseling and development
- *The Counseling Psychologist*, Volume 11, No. 4, 1983--computer-assisted counseling
- *Rehabilitation Counseling Bulletin*, June 1985--implementing computer technology in the rehabilitation process

Heppner and Johnston (1985) have provided the following 17 criteria for comparing computerized career guidance and information systems:

- Content of the system
- Hardware
- Cost
- Contacts for further information
- Designer
- Content update
- Reading level
- Graphics

- Staff requirements
- Additional costs
- Built-in evaluation and accountability
- Ability to tailor basic program
- Theoretical orientation
- Use of previous test scores
- Sex fairness
- Use by the physically disabled
- Ease of use

These criteria can be used to compare systems that are being considered for use in adult career counseling programs.

Exploration and Information Gathering

The use of standardized assessment instruments in career counseling can provide clients with increased options to encourage exploration. Test results should be used with other materials to stimulate exploration (Zunker 1981).

Past experience can be examined to evaluate successes and failures and to identify possible patterns. Clients can also look at skills desired in future jobs and skills to be avoided.

Zunker (1981) provides specific suggestions for tasks:

- Identify and evaluate previous work experience and life experience.
- Identify desired work tasks and leisure experience.
- Assess family relationships.
- Identify career satisfaction variables and specific interest patterns.
- Relate interests to past experience and compare interests with identified skills.
- Relate interests to potential occupational requirements and avocational needs.
- Identify and evaluate skills developed through previous work experience, leisure learning experience, and formal learning experience.
- Identify and evaluate previously developed functional, technical, and adaptive skills.

The process of values clarification is an often-used component of exploration. Values clarification assists individuals in identifying priorities, and it encompasses any activity that promotes self-examination. Values serve as guides for behavior and as a basis for planning. Values may be indicated by goals, attitudes, interests, feelings, activities, behavior, and even by problems. Values clarification suggests that because values are not often consciously acquired, the process of thinking about and discussing opinions on a variety of topics and reviewing past experiences and interests can help people clarify what they value in life (Kinnear and Krumboltz 1984). The most important values will be those considered in the decision-making and planning process. The counselor's responsibility is to act as an agent in providing methods for clarifying values (Zunker 1981).

In addition to exploring past experiences, formal assessment information, and informal assessment information, the exploration phase of an adult career counseling program includes seeking career-related information. Seeking information is an essential part of the career planning process (Kinnear and Krumboltz 1984). Clients should be assisted in exploring opportunities and in understanding how these relate to their skills, interests, and situation.

Sources of career information include but are not limited to the *Dictionary of Occupational Titles* (DOT), the *Occupational Outlook Handbook* (OOH), computer information systems, and interviews with workers in occupations. Career exploration assists in the process of career planning as individuals seek out and evaluate data in terms of personal needs, resources, and preferences. The information itself should increase options and facilitate further exploration. Counselors need to be aware that clients sometimes use career information to hasten the career decision-making process by narrowing their choices. As with values clarification, acquisition of occupational information can increase or strengthen decision-making skills.

Both counselor and client should be aware of means of evaluating career information. The following points need to be considered:

- Format is clear and concise.
- Information is current and accurate and/or revisions are available.
- Source is reliable.
- Information is relevant and objective.
- Content and vocabulary are appropriate for the population addressed.
- Information is available regarding specific occupations (nature of work, duties, requirements and occupational clusters grouped by job skills, functions, work settings, and personality types).

Computer-assisted systems may be especially useful for career exploration because they have a large capacity for information storage and retrieval and for updating and modification. Different systems available emphasize information and/or guidance. Clients can use computer systems to identify career information and the effects of their values and decisions on occupational interests. Once preliminary exploration has begun on a computer, more detailed and current information can be obtained by interviewing people working in occupations (Maze and Cummings 1982).

Harris-Bowlsbey (1984) points out that there is an emphasis in the development of accurate, timely, and often localized occupational information and in the use of the computer in the delivery of this information. There is an absence of didactic material. She summarizes the benefits of the use of computer guidance and information systems as follows:

- Increased motivation toward career planning
- Increased vocational maturity
- Increased understanding of the world of work
- Increased counselor time and effectiveness

Use of the computer can stimulate career exploration.

Decision Making

The decision-making phase of the model involves the application of occupational and self-information to a decision-making framework. Decisions are based on what individuals know about themselves and their environments and on what they want. The decision-making process involves increasing the amount of information available in order to increase the possibility and probability of the desired outcome and to decrease risk involved (undesired outcomes). A decision is defined as the act of selecting among alternatives.

A general decision-making model includes problem definition, data collection, values clarification, goal setting, identification of alternatives, and planning (Herr and Cramer 1984; Kinnear and Krumboltz 1984; Maze and Cummings 1982). A

decision-making model provides a structured, systematic method to assist in problem solving. Although use of a career decision-making process does not guarantee success, it does increase the likelihood of obtaining desired results because it provides a structure for attending to all important variables. It can assist clients in avoiding some of the common problems in decision making:

- Too much or not enough information
- Lack of planning
- Lack of awareness regarding values
- Too many or too few considered alternatives
- Poor evaluation of risks and potential outcomes

It is not necessary to apply a structured decision-making process to all decisions or to use all steps in the process when using a structured process. The importance of the particular decision will determine how much of the structure to use.

Herr and Cramer (1984) identify some underlying assumptions of decision-making strategies:

- Many variables are outside of the control of the decider.
- Individuals are rarely able to acquire and process all relevant information in making some career related decisions.
- Decisions will generally be made under the condition of suboptimization (choice optimizes chances of a given outcome occurring and simultaneously suboptimizes the chances of conflicting outcomes). This condition suggests that short-range decisions that may be good at the time may be suboptimizing in the sense that they seriously affect the flexibility of a long-range plan.
- The evaluation of a career decision is frequently more a matter of process (decision) than outcome (result of decision).
- Individuals can be taught career decision making.
- There is some evidence to suggest that the following factors bear a relationship to decision-making abilities: values, propensity for risk, achievement motivation, and age.
- The following factors conflict with or have an unclear relationship with decision making: sex, interests, vocational maturity, anxiety, and self-esteem.
- There is a variety of theories regarding decision-making style. The interaction of variables (listed above) is paramount in decision making. Their content, weighting, and combination vary with individuals.
- Each decision-making model assumes motivation or attempts to establish readiness to take responsibility for decisions.

A decision-making model (adapted from Kinnear and Krumboltz 1984) may appear as follows:

- Define the problem or task: Use facts to identify the problem; examine issues and values related to the problem; and state the goal.
- Identify and assess options: Develop information-seeking skills; gather information on options; process information (excluding those alternatives that are not viable); and prioritize those to be considered.
- Make a self-assessment: Assess related skills, capabilities, and values; consider values that may be

enhanced or diminished; and clarify and prioritize related values and skills.

- Consider possible and probable outcomes: Look at possible consequences and risks; estimate probability of success and risk and their effects on goals and life-style, including family; compare benefits and costs (risks).

- Eliminate least favorable alternatives.

- Establish a tentative plan: Outline steps and action, including time frame and specification of resources and needs.

Planning

The planning phase completes assessment, exploration, and decision making. Clients are assisted in this phase in translating preferences and goals into action. It is the counselor's job to identify and assist in implementing processes to facilitate career development.

A good action plan contains a goal setting component in which clients establish and prioritize goals in terms of achievable and measurable behaviors. The more concretely and specifically stated the plan, the more likely individuals will be to follow through. Counselor involvement may be needed to ensure that goals are set realistically. Frustration can occur if goals are set too high and obstacles are not considered. When goals are set too low and are easily achieved, very little learning or satisfaction results.

In planning, the counselor and client assess skills needed, identify obstacles (such as lack of information or resources, inaccurate information, and maladaptive behaviors), identify education and training opportunities, determine strengths and resources, and outline a specific plan for implementation. Contingency or alternative plans can be considered to aid in increasing the possibility of success.

Clarification of goals and objectives may require a verbal or written contract about goals, responsibilities, and behaviors. Bolles (1978) defines the purpose of career planning: "to take a longer view of a person's life so that one can avoid short-term band-aid thinking. It involves building in alternative options from the beginning" (p. 67).

Zunker (1981) suggests the following tasks for career planning:

- Identify sources of education and/or training information.

- Relate identified skills to programs for further development.

- Identify programs and admissions requirements.

- Investigate potential credit for past work experience and previously completed programs.

- Evaluate accessibility and feasibility of programs.

- Identify and assess financial and personal assistance.

- Identify sources of occupational information.

- Identify and assess occupational opportunities.

- Relate identified skills and work experience to specific occupational requirements.

- Evaluate occupations from a need-fulfilling potential.

- Relate identified goals to occupational choice.

- Relate family needs to occupational benefits.

- Identify education and/or training needs for specific occupations.
- Learn decision-making techniques.
- Clarify short and long term goals and alternative goals in relation to family expectations.
- Develop life-planning skills.
- Identify life-style preferences.

Next Steps

Depending on the choices made by the client during the decision-making and planning stages of the model, next steps may be one or more of the following:

- Entrance into a training program to develop occupational skills
- Entrance into an education program, such as GED (General Education Diploma), postsecondary occupational program, or college or university program
- Entrance into a job-seeking program
- Entrance into employment

Counselors may be sending clients to other programs within a service provider agency; they may be providing additional programming for some of the next steps, or they may be assisting the client to move to another agency or educational institution.

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Chapter 2
Providing Employability Skills for Adults

Developing Job-Related Skills

Helping individuals to acquire employability skills is one of the most vital services provided by career guidance personnel. Many people spend months, and even years, preparing for specific jobs by developing job-related skills. However, this factor alone will not guarantee them employment.

Employers hire individuals who not only have job skills, but who can communicate that they have these skills and convince employers that they are the most qualified persons for the job. Once employed, the same individuals must demonstrate their value by exhibiting positive attitudes and behaviors as they function in the work setting.

In today's competitive job market, it is imperative that people develop skills that will enable them to compete successfully in the struggle to acquire and retain jobs. Career guidance personnel are frequently in a position to offer such assistance.

The purpose of this chapter is to help identify the specific employability skills sought by employers and then to plan methods for helping clients acquire those skills. Guidelines set forth in this chapter will provide a structure for planning. However, a thorough investigation of printed resources and continuing consultations and discussions with colleagues, employers, and other human resources will also be necessary if the goal is to develop a comprehensive, well-organized plan that is designed to meet the needs of clients.

This outline for planning and implementing a program for providing employabililty skills for adults has been excerpted and condensed from the following document:

Lankard, Bettina A. *Providing Employability Skill Development.* Module CG C-8 of Category C--Implementing. Wooster, OH: Bell & Howell Publication Systems Division, 1985. (72 pp.)

This source document contains a thorough presentation of the subject of employability skills and how they are most effectively imparted to adult clients. It also provides a wealth of activities and learning experiences that reinforce the user's learning of each one of the competencies in this competency-based career guidance module. The source document may be purchased from

--Bell & Howell Publication
Systems Division
Old Mansfield Road
Wooster, Ohio 44691-9050

Skills Important to Job Acquisition and Retention

Work preparation must include development of the human or nontechnical skills one needs to function successfully in the work force. To provide guidance to clients in this area, it is important to be aware of the employability skills most sought by employers. These employability skills include work maturity skills and job search skills. In general, employers want workers who are reliable, self-confident, responsible, cooperative, ethical, and willing to learn. They want prospective employees to convey these qualities at the preemployment stage by showing interest in and enthusiasm for the job and by presenting positive appearances and attitudes.

Work Maturity Skills

To demonstrate work maturity skills, clients should accomplish the following:

- Present a positive image.
  - Follow good grooming practices.
  - Practice good health habits.
  - Dress appropriately for the job.
  - Exhibit self-confidence.
- Exhibit positive work attitudes.
  - Use basic social skills.
  - Be creative and willing to learn.
  - Take pride in their work.
- Practice good work habits.
  - Maintain regular attendance
  - Be thorough and diligent.
  - Follow safety practices.
- Practice ethical behavior.
  - Exercise integrity and good judgment.
  - Respect property.
  - Follow safety practices.
- Communicate effectively.
  - Demonstrate spoken communication skills.
  - Demonstrate written communication skills.
  - Demonstrate nonverbal communication skills.
  - Demonstrate good listening habits.
- Accept responsibility.
  - Use initiative.
  - Use problem-solving techniques.
  - Manage personal responsibilities.
- Cooperate with others.
  - Work as a member of a team.
  - Work under supervision.
  - Cope with job frustration, conflict, and if necessary, prejudice.

Job Search Skills

To obtain a job, clients should be able to do the following:

- Prepare for the job search.
  - Choose an occupation and prepare for employment.
  - Compile information for application and resume.
  - Prepare a resume.
- Search for available jobs.
  - Identify potential employers.
  - Decide which employers to contact first.
  - Follow job leads.
- Apply for jobs.
  - Fill out applications.
  - Present applications.

- Interview for the job.
  - Prepare for the interview.
  - Participate in the interview.
  - Follow up on the interview.
- Handle job offers.
  - Find out information about the job and company.
  - Negotiate for the job.

Resources on Employability

Resources that help clients develop employability skills come in the form of individuals, activities, and materials. Individuals include the following:

- Faculty and staff, who can demonstrate such skills as punctuality, acceptance of responsibility, positive work habits, and so forth, in the classroom setting.
- Client peers, who are successfully functioning in the work force, who can discuss the importance of good attitudes and behaviors, and who can give testimonials about the problems they have encountered and the ways they have dealt with such problems.
- Local employers, who can offer advice on the focus of employability skill training and who can offer guidance to clients (1) by observing and critiquing them as they practice their skills in role-play situations and (2) by providing information to them about specific employers and the preferred means of accessing those employers.

Activities such as workshops, conferences, and seminars can help counselors develop the skills they need to deliver employability skill guidance and training. Many professional associations and private organizations offer such skill building workshops and training programs.

Organizations and institutions offer education and training programs for clients, too. You might contact the following groups for such program information:

- Proprietary schools
- Area vocational-technical schools
- Technical institutes
- Business and trade schools
- Business- or government-sponsored training programs
- Community colleges

Assisting Clients to Employment

Effective counseling begins at the point of initial contact with the client and extends beyond job placement. To provide the vast array of counseling services necessary to cover this span of activity, a number of varying techniques will be employed. The process used, however, will most likely resemble the stages described below.

Establishing the Relationship

In this initial stage, the counselor establishes rapport with the client, communicating personal interest in the client and expressing staff caring and concern. A skillful counselor will lead the client to view guidance personnel and their efforts in a positive manner by conveying expres-

sions of acceptance, sincerity, understanding, respect, and competence.

A positive one-to-one relationship of client to counselor is especially important at this stage of assistance, because only in an atmosphere of trust will clients give insight into their needs by revealing the failures, limitations, insecurities, and other problems that have prevented or will prevent them from being "employable." With the information gained through this communication, the counselor will be better able to assess clients' training needs and to help resolve obstacles (such as transportation and child care problems) that might prevent them from accepting guidance and related services. Because clients will have varying language skills, home environments, and motivations, the counselor will need to use a variety of approaches.

Assessing Needs

Assessment is done to determine a client's specific needs so that appropriate guidance and training can be offered. The counselor typically begins this assessment by reviewing the client's background--education, skills, occupational interests, and work experience--and then uses that information to help the client work toward a realistic and accurate decision about appropriate training and services.

For example, the counselor may discover that a client lost a previous job because of repeated tardiness for work and irresponsibility in performing assigned tasks. Knowing this, the counselor would have some basis for recommending that employability skill training focus on ways to get to work on time and to accept responsibility on the job.

Most people need positive reinforcement of their worth. During assessment, the counselor should also make note of the client's strengths, listing skills and qualities that could be highlighted on a resume. In this way, the counselor will be able to make a more accurate assessment of the client and that person's needs.

Providing Linkage to Appropriate Services

Once client needs have been identified, the counselor considers the kinds of available services and links the client to those that most directly meet the needs. Sometimes this means referral to outside sources.

The practice of orienting clients to training programs is being recognized as an important part of facilitating clients' success in those programs. Orientation provides clients with information about the process and content of the programs and about the outcomes they can expect from program participation. Ways to provide such orientation include the following:

- Establishing a resource center that provides directories, guides, pamphlets, and other written materials about available programs so that clients can compare content, training time, type of instruction, training outcomes, costs, and so forth.

- Inviting representatives of training programs to speak to groups of interested clients about such topics as their programs' content, admission requirements, and costs.

- Encouraging clients to visit the organizations or institutions that are service providers to view the facilities and to speak with the staff and students. (King-Fitch 1982)

Employing Counseling Techniques

Both individual and group counseling techniques offer effective means of assisting clients who need employability skills. Such techniques would include the following:

- Group counseling techniques

  - Lecture

- Conference or group discussion
- Training groups or sensitivity training
- Role play
- Games
- Simulation
- In-basket
- Case studies
- Audiovisuals

- Individual counseling techniques

  - Dialogue with client
  - Dialogue with employer
  - Intervention or advocacy
  - Programmed or computer-aided instruction
  - Modeling
  - Exploratory experiences
  - Selective placement
  - Referral
  - Reading lists and printed materials

Both counseling techniques offer advantages that will make one more appropriate than the other in a given situation. The advantages of both techniques include the following:

- Group counseling techniques

  - are less costly because several clients are served simultaneously,

  - can offer the benefits of peer interaction, as clients can learn from each others' experiences and are often more receptive to suggestions from peers than from others, and

  - can contribute to ongoing assessment as individual problems surface in the group process.

- Individual counseling

  - can be specifically tailored to the participants' needs,

  - can be provided at the proper time to be relevant and perhaps avert crisis. (King-Fitch 1982)

Conducting Ongoing Assessment and Follow-up

This final stage of counseling is done to provide positive reinforcement of appropriate work behavior during and following training and to determine the long-range impact of services provided. Three methods of monitoring and supporting clients follow:

- Establish and maintain close contact with program instructors

- Act in a referral capacity to help students obtain legal, medical, dental, welfare, social, or psychological assistance

- Schedule and conduct visits to on-the-job work sites (Worthy-Winkfield, Stork-Whitson, and Ripple 1980)

In one vocational program, the director hired two part-time staff members to work as student advocates. These advocates had personal and telephone contact with each student and met with the instructors at least once a week to discuss progress and problems. The purpose of these contacts was to establish a relationship between advocates and students so that students would feel comfortable discussing their concerns, successes, and problems and so that they would seek the advocates' help in resolving their problems. Advocates helped students deal with problems that ranged from locating a quiet place to study to finding transportation to and from classes or finding a baby-sitter.

Program Planning

A comprehensive, well-planned program contains two elements:

- Goals and objectives that are based on client needs
- Activities that are designed to help clients achieve the desired program outcomes.

Program goals should be stated in broad, general terms. They should answer these questions:

- What should clients be able to do as a result of their involvement in the program?
- What will you do to help clients achieve the desired outcomes?

Program objectives are the specific outcomes to be obtained through the program. They specify the behaviors clients need to demonstrate in order to achieve the program goals. Objectives should state the following:

- *Target group or person involved.* This population includes the people or percentage of people who are to do something as a result of the program.
- *Expected behavior or outcome.* The objective should include a statement of what the target group is supposed to do as a result of the program.
- *Conditions under which performance is to occur.* Conditions include procedures, materials, and strategies used to assist clients to learn and perform the expected behaviors.
- *Criteria (or measures) for judging successful performance.*

The implementation strategies used to achieve the goals and objectives become the basis for establishing a comprehensive program plan. Such strategies include the following:

- Resources, both human and material
- Services to which you will refer clients
- Counseling techniques
- Assessment procedures
- Staffing
- Staff roles and responsibilities
- Time lines
- Other programs you will coordinate with this one
- Evaluation techniques

Planning for Follow-Up

Purpose

Follow-up is conducted as part of a comprehensive evaluation system whose goal is to assess the outcomes of a program. The exact purposes for conducting follow-up can vary but usually focus on the following categories:

- Reportorial (accountability)
- Planning
- Program evaluation and improvement
- Labor market information

- Follow-through *(Prepare for the Job Search 1981)*

Reportorial (accountability) follow-up provides evidence that current services rendered to clients are yielding results in relation to the established objectives and the money expended (i.e., effectiveness, efficiency, and relevancy). It allows agencies to--

- comply with legislative funding specifications for reporting;
- provide support for the program in response to pressures to divert the resources elsewhere and to compete for resource allocations;
- advocate that additional funding would be justified or that existing funding should be allocated in different ways;
- provide evidence that the program meets community, state, and federal needs; and
- (for programs with program-operator incentives for quality placements and job retention) verify placements and evaluate their quality.

Planning follow-up contributes to administrators' ability to plan meaningfully on the basis of information. It allows agencies to--

- contribute to decisions about expanding, deleting, or revising existing programs;
- find out how cost-effective program operations are;
- determine the number and kinds of employment of former clients and their geographic and occupational mobility; and
- provide both internal d external justification for decisions.

Program evaluation and improvement follow-up identifies strengths and weaknesses in the program and solicits suggestions for improvement. It allows agencies to--

- evaluate the overall effectiveness of services by measuring clients' ability to perform satisfactorily on the job,
- obtain feedback about the program from clients after they have been in the work world,
- obtain employer input for use in setting program priorities and giving direction for improvement, and
- compare program standards with occupational standards.

Labor market information follow-up supplements other sources of labor market information to be used in planning and program improvement. It allows agencies to--

- obtain employer input for use in giving a better understanding of job requirements;
- improve relations between the institution and the private sector, business, industry, and labor and to inform and involve business, industry, and labor;
- maintain and supplement information files on employers; and
- identify occupational trends and learn how new technology is affecting the job market so as to adapt realistically.

Follow-up Methods

The following is a description of two follow-up methods and the advantages and disadvantages of each.

Interviewing is collecting data by talking with people, either in person or by telephone. This kind of contact offers the following advantages:

- Questions requiring in-depth answers can be asked.
- Probing questions can be asked to clarify answers; this ensures that respondents understand the questions.
- Questions on complex and sensitive topics can be asked.
- The initiative for completing the contact remains with the follow-up staff; this ensures a higher response rate than with other methods.
- Unforeseen circumstances can be dealt with.
- Reading and writing are not required of respondents.
- Public relations can be enhanced effectively because of the personal nature of the interview.
- The environment can be somewhat structured.

There are disadvantages to interviewing. Some of these are as follows:

- For personal interviews, the cost of transportation is significant, especially if participants are widely scattered and not easily accessible.
- Personnel time costs are high; the process is time-consuming.
- Trained interviewers are necessary. Interviewer bias may be introduced.

The first and second disadvantages can be reduced through the compromise of a telephone interview.

A mail questionnaire involves sending a list of questions to people and asking them to self-report and return the questionnaire by mail, with the following advantages:

- The cost is relatively low, since responses are obtained without the presence of an interviewer.
- Large numbers of respondents can be reached quickly.
- Respondents can answer at their own pace.
- Geographically dispersed respondents can be reached easily.
- All respondents receive exactly the same questions, posed in the same way.
- Portions of the response may be made anonymously if desired.

Mail questionnaires may present the following disadvantages:

- The rate of return may be quite low.
- The method is relatively impersonal.
- Checking of reliability and validity of responses is limited. There is no opportunity to probe answers.
- The types and length of questions that can be asked are limited because of chances for misinterpretation of the question or response.
- The method requires respondent to spend time reading the questions and writing responses.
- Uncertainty is introduced as to who completed the form.
- Because the questionnaire may be read entirely before response, questions asked later on the form may influence the answers to earlier questions.

Implementation

The procedures for implementing the follow-up strategy should be structured so as to gain the maximum effectiveness (Franchak and Smiley 1981; Ponce and Franchak 1981). For example, if personal interviews are to be conducted, consider what procedure would allow for the following:

- Making contact with the employer or participant (Telephone for an appointment, send a letter, and follow with a phone call.)
- Selecting a desirable location for the interview
- Grouping contacts in order to minimize time and transportation costs
- Maximizing uniformity
- Eliminating interviewer bias

If telephone interviews are selected, consider what procedure will allow for the following:

- Timing make the greatest number ntacts in the least time
- Arranging a time when it is convenient for the respondent to answer questions freely
- Encouraging acceptance of the call by the respondent

If questionnaires are to be mailed, consider whether procedures can be included for these purposes:

- Prepaying postage for the response
- Reducing the impersonality by a cover letter or other means
- Assuring that the questionnaires will be noticed

For any method of follow-up, consider what procedure would be best for doing the following:

- Pursuing no-contacts or nonrespondents
- Simplifying the rest of the process, such as coding responses into categories
- Coordinating the follow-up office process

Development of Instruments

When developing aids for data collection, the following guidelines are helpful:

- *Review of options.* Compare the options for designing or adapting data collection instruments on the basis of objectives, data collection methods, time, and cost. Instruments are necessary whether mail or interview methods are to be used, so as to standardize the data collection and assure that objectives are met. Review other instruments used in the field; initiate and maintain contacts with other similar agencies for the purpose of sharing information.
- *Adherence to objectives.* In developing or adapting instruments for data collection, adhere closely to the objectives identified so that each question serves at least one of the purposes. Also adhere to accepted practices of instrument development.
- *Optimum length.* Determine the optimum length of the questionnaire by balancing considerations of information needs against ease of administration and response.
- *Question structure.* Select the type of question structure best suited

for the kind of information being elicited. The basic types of question structure can be classified as open-ended, closed-ended (check off or short answer), or partially closed-ended (allowing for an "other" response).

- *Wording*. Word questions to maximize clarity and to be specific, concise, and objective. Care in word choice can avoid a number of problems.

- *Arrangement*. Arrange items on the instruments for ease of response. For example, group questions with similar types of responses together (i.e., open-ended, closed-ended). Start with a series of questions likely to establish rapport with the respondent, and sequence the remaining questions logically.

- *Appearance*. Pay attention to format and appearance in designing instruments. For example, quality paper (preferably colored or with colored ink) should be used if possible, and the typing and design should be attractive. Sufficient space to answer each question should be provided.

- *Usability of results*. As you design or adapt instruments, remember the needs of people who will finally use the results of the follow-up and include content that will be helpful and important to them. Inclusion of anecdotes or quotations from the respondents may help in interpretation. If suggestions are sought, ask for the underlying reasons as well. When asking for assessments about the program, distinguish between the overall program and specific components of it.

- *"Satisfaction" items*. When requesting judgments or opinions about "satisfaction" with training or a job, be aware that responses will be influenced by the person's values, needs, expectations, and objectives. This type of data, imprecise as it is, should not be used as a means of measuring program effectiveness or quality, but should be used to point the way for follow-through or public relations purposes.

- *Specificity*. When constructing questions, look ahead to how the possible responses may be used. For a questionnaire administered by interview, indicate when a response should be clarified or probed. Decide which of the possible responses should be put into the categories identified.

- *Public relations*. If employers are to be contacted, use the opportunity to make public relations strides on behalf of the program and to elicit as much labor market information as possible. However, do not ask for information that can be obtained another way.

- *Input*. Obtain input on the instruments from the planning committee and other staff who will be using the results.

Pilot Test

Pilot test the follow-up instruments (and procedures) with a sample of respondents. This step may pinpoint problems that can be corrected early and increase the probability of gathering meaningful and useful information. Check for the following items:

- Clarity, how well questions are understood
- Wording, presence of a bias
- Form, layout, length, and ease of response
- Usefulness of responses
- Predictability of contact with those to be questioned

- Percentages of returns
- Cost

Data Collection

When collecting data, establish a detailed schedule for the follow-up contacts and associated procedures. Include a cover letter of explanation (unless this is incorporated in the questionnaire itself), a deadline or desired return date, and an assurance that the response will be confidential. Also, implement contingency plans for no-contacts or nonrespondents. (Considerable bias of the data can occur if these are not pursued and included.)

Reporting

Prepare several versions of the follow-up report according to the information and the level of detail needed (and understood) by the users. Provide sufficient time for users to read the report. Provide opportunities for discussion of the report's findings and ask for feedback on the usefulness of the information provided and make adjustments to improve the follow-up process.

Counseling Techniques

This chapter on providing employability skills for adults has already touched upon many of the counseling strategies available to the counselor or facilitator. The following is a more detailed look into the array of strategies, exploring the benefits of each and describing situations where one may be more appropriate than others.

Group Counseling Techniques

The following provides a brief look into nine group counseling techniques:

- *Lecture.* A person who is knowledgeable about a given topic presents information on that topic to a group of listeners. This technique is generally considered an inferior training method for several reasons: the client is in a passive role, placing the burden solely on the trainer; lectures tend to be boring; the content may not be individualized to each client's needs; and there is little opportunity for feedback from the client as to how well the content is being learned. These disadvantages tend to increase with the size of the group. There are, however, some advantages to the lecture technique: much information can be given to many people quickly; it is inexpensive in terms of client-counselor ratio; and an excellent lecture can be an inspirational model to the clients.

- *Conference or group discussion.* A group leader and a small group of clients work together in a discussion setting. The purpose, goals and objectives of the session are carefully explained by the leader, who keeps the discussion focused on the objectives. The leader presents typical problems or clients present their actual problems, and group members participate in their resolution. In the course of discussion, clients use each others' insights to shape their own thinking.

- *Training groups ("T groups") or sensitivity training.* A small group of clients and a facilitator focus on some dimension of interpersonal relations, critically evaluating themselves and the others while focusing on the "here and now." The goal is to see oneself as seen by others, using conflict as a vehicle for accomplishing this.

- *Role play.* Participants in a small group assume the roles of characters in a problem situation and act out the situation: Problems may be provided by the leader, presented through case studies or open-ended audiovisual vignettes, or suggested by the clients. If the group is large, it can be broken into smaller groups who act out the same situation simultaneously and then reassemble to discuss the solutions.

- *Game techniques.* Two or more clients, each given information about a hypothetical problem or situation, compete within the framework of a game. Each strives to win the game and maximize returns.

- *Simulation.* Clients assume worker roles in a hypothetical situation, frequently some type of business venture. Participants learn the importance of worker interrelationships through carrying out interrelated tasks. For some clients, this can be a motivational technique because of the participatory element and the interesting situations that can be created. Simulations are usually flexible, in that different numbers of roles can be used together or roles can be combined in different ways. It is important to use this technique selectively, with those clients who are most likely to benefit from it.

- *In-basket technique.* This technique is closely related to simulation but can be conducted with less elaborate structure and preparation. Each client receives a description of a worker role and an in-basket of job tasks representing day-to-day problems or decision points. (Although this technique is most effective when several clients are given interrelated roles and in-baskets, it may also be used with one client.) Clients deal with the items in their in-baskets, then discuss their activities with the counselor, who helps them interpret appropriateness of decisions and actions and their impact on other workers' roles.

- *Case studies.* Written problem descriptions are presented to the clients, who try to resolve the problems. Members of the group share their ideas and discuss alternative solutions.

- *Audiovisuals.* Films, filmstrips, slides, tape recordings, videotapes, and closed circuit television can be used in a variety of ways in job adjustment counseling.

Individual Assistance

Individual assistance, in the form of counseling or other services, has the advantage that it can be tailored exactly to the client's needs. The content can be individualized on the basis of the client needs assessment and services can be rendered when they are most needed. Several techniques for providing assistance are described as follows:

- *Individual counseling.* Counseling is provided on a one-to-one basis to help the client deal with adjustment problems on the job and to develop coping skills that will help the client handle future on-the-job problems without assistance.

- *Dialogue with employer.* Ongoing dialogue with clients' employers is a good source of information about job adjustment. By keeping informed in this way, the counselor can be alert to potential problems and offer counseling services before problems become critical.

- *Intervention or advocacy.* Sometimes a job adjustment problem results in a crisis--the client is fired, is under threat of being fired, quits, or is about to quit--before the

counselor learns about the situation. After becoming aware of these circumstances, the counselor may decide to intervene. The counselor talks to the employer and the client and determines the nature of the problem and any underlying causes. A decision is then made as to the best course of action. For example, the counselor might--

- talk to the employer on behalf of the client,
- get the client to stay on the job,
- counsel the client on coping with job stress,
- get the employer to modify a stressful situation, or
- refer the client for needed outside services.

This technique is most easily implemented if an ongoing dialogue has been maintained with the employer.

- *Programmed or computer-aided instruction (PI or CAI).* In this technique, small increments of material are presented to the learner and a question is asked. If the learner's response is correct, new material is presented; if wrong, the material is repeated. In the linear method of PI, material is presented in ascending order of difficulty, and the material at each level must be learned before the next level of material is presented. In the branching method, the learner who gives a wrong answer is "branched" to a deeper exploration of the problem material.

Programmed or computer-aided instruction is available in several forms, including program books, piecemeal program materials, and program learning machines that accommodate many clients at once.

CAI and PI techniques are useful only when there is a definite content with "right answers" to be learned. This may limit its applicability for some areas of job adjustment counseling.

- *Modeling.* The client observes a person (model) performing a task, then duplicates the task. The task is repeated until the client can successfully perform it, and correct performance by the client is rewarded.

- *Exploratory experience.* Often used for people whose career goals are unclear, this technique may also be useful for the client who has a history of work adjustment problems, who has been identified during training as having strong potential for such problems, or who has no experience whatsoever with work environments. In this technique, the clients are placed with a worker on a job in the type of industry or business in which they are seeking employment. The clients observe a typical workday and "get a feel for" the work environment.

- *Selective placement.* Employment situations to which clients are referred may need to be chosen carefully to avoid a particular adjustment problem for which a potential has been noted in the client. Occasionally an instructor or counselor, by observing a client's performance or interaction with program staff and other clients, will detect an aspect of employment to which the client is likely to have trouble adjusting (for example, personal grooming or strict regimentation). If it is determined that the client's attitudes or behaviors cannot be modified sufficiently, or that employment is needed before modification can take place, it may be helpful to place the client on a job in which the problem is not likely to arise.

- *Referral.* When personal, family, or other non-job-related problems impede the client's adjustment to work, it may be appropriate to refer the client to outside services (for example, child care, legal, or mental health services) for assistance with the problem.

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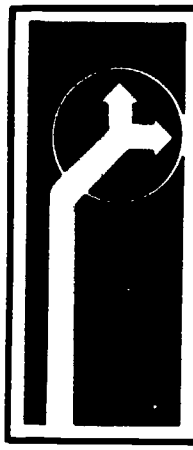


Chapter 3
Providing Career Guidance for Multicultural Adults

Key Terminology

Effective career guidance services are essential in a highly technological, ever-changing society. Whereas these services are necessary for all people, they are are especially needed for those ethnic minority persons whose career development patterns have been restricted by societal limitations. Professionals in schools, colleges, and universities have expressed concern about the lack of effective career guidance services for this group. Similar alarm has been voiced by workers in community agencies when they contemplate the unresolved career needs of people who are not attending educational institutions.

Not much has been written about the specific career development needs of ethnic minorities until recently. But, if minorities are to achieve equality as American citizens, it will be necessary for them to attain their highest educational, worker, and career goals. Therefore, professionals and lay staff in schools, colleges, universities, and community agencies must meet the challenge of delivering better career guidance services to ethnic minority adults.

Several steps might be considered in providing better career guidance in this area. First, guidance workers can begin by increasing their own understanding and acceptance of ethnic minorities, attitudes, and feelings toward them. Awareness of attitudes and feelings can lead to elimination of erroneous impressions, but most of us need skills and behavior changes that go beyond that first step. Second, counselors should acquire and practice ways to

This outline for preparing counselors to assist multicultural adults in career planning has been excerpted and condensed from the following document:

McDavis, Roderick T., and Parker, Woodrow M. *Help Ethnic Minorities with Career Guidance.* Module CG C-15 of Category C--Implementing. Wooster, OH: Bell & Howell Publication Systems Division, 1985. (68 pp.)

This source document provides a searching look into the misconceptions that often get in the way of providing effective career guidance for ethnic minorities. It also provides a wealth of activities and learning experiences intended to help the user develop more effective communication with multicultural clients. This competency-based career guidance module may be purchased from

--Bell & Howell Publication Systems Division
Old Mansfield Road
Wooster, OH 44691-9050

communicate effectively with ethnic minorities. This can be accomplished in part through counseling that focuses on sending and receiving clear messages. The products of these two steps, self-awareness and effective communication, are the keys to successful relationships in this important area of career guidance. This chapter is designed as an initial part of constructing the above two steps.

The following are key terms used in this chapter:

- *Career*--the pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined here to include occupational and education choices and patterns as well as other aspects of a person's life--personal and social behaviors, skills, social responsibilities, and leisure activities.

- *Career development*--the life-long process people use to gain skills in setting career goals and in developing, implementing, evaluating, and revising plans to define a career.

- *Career guidance*--various types of assistance provided to help individuals in their career development. It may include instruction, counseling, placement, follow-through, evaluation, and support procedures based on career planning and development needs.

- *Culturally relevant career guidance materials*--career guidance materials that reflect the culture and experiences of the members of racial or ethnic groups.

- *Discrimination*--the differential treatment of individuals; an overt or covert expression of prejudice.

- *Ethnic minority*--a person who identifies with a common and distinctive culture or language that is not that of the majority population in a country. The term is used in this chapter to refer to the United States as the country and to Asian Americans, blacks, Latinos, and Native Americans as the ethnic minority groups.

- *Prejudice*--a predisposition to act toward individuals and groups with a (typically) rigid, emotional attitude based on inadequate information and without regard for individual differences.

- *Receiving message*--a response that communicates that someone heard the idea, thought, or feeling expressed.

- *Sending message*--a response that communicates an idea, thought, or feeling.

- *Stereotype*--a belief about all members of a human group in which little concern is shown for individual differences and facts, even when they are available.

Stereotyping Ethnic Minorities

A stereotype is a belief about all members of a human group, a belief that shows little concern for individual differences. Stereotypes make us see an exaggerated picture of the importance of certain characteristics.

Some of our stereotypes may be positive or appreciative in nature, such as the stereotype that women are nurturing and compassionate and, therefore, should take jobs in the human services field. It is the woman who does not fit the stereotype

that is penalized by society and oftentimes by her own feelings of guilt. Hence, even positive stereotypes may have negative implications for some segment of any given group of people. The focus in this chapter is on examining the nature of common stereotypes used to label ethnic minorities and possible effects on them.

What Are Some of the Common Sources of These Stereotypes?

Many social stereotypes that influence career development result from distortions presented in movies, television, magazines, and other forms of mass media. An obvious example is provided in the many westerns in which the Native American worker is portrayed as speaking little or no English and acting extremely naive and gullible. Another instance is the "Amos and Andy" portrayal of the black worker as slow or even shiftless. One of the reasons for these ethnic stereotypes is that their users have had limited experiences with specific minority groups. They take whatever limited (and basically negative) information or experience they have and apply it to all representatives of a group.

Mass media comprise only one vehicle for transmitting and reinforcing stereotypes. Certainly, textbooks have stereotyped, omitted, and distorted the many contributions that ethnic minorities have made to government, social structures, medicine, foods, arts and crafts, technology, and military strategy. Omission or distortion of historical information often creates a climate in which stereotypes may grow and can subtly influence educators and even employers to limit the career options of stereotyped persons.

One of the most powerful sources perpetuating stereotypes is verbal and nonverbal communication (subtle or otherwise) from family, friends, and other significant persons. When an influential person makes discriminatory statements (e.g., tells antiminority jokes) listeners may believe that the presented stereotype represents reality.

What is the Process of Learning Stereotypes and Responding to Them?

Stereotypes are internalized intellectually and emotionally and their internal responses can in turn influence inappropriate and inadequate overt behaviors. Social discrimination is the outcome. Sensitive to negative treatment, an ethnic minority person may consent to the behavioral expectations expressed in the stereotypes and may assume certain roles for survival. Others may learn to rationalize or deny the existence of negative treatment, while still others may absorb it and develop a negative self-concept because they believe the negative treatment is appropriate. This can lead to insidious results where individuals even become prejudiced against themselves. The end results for these people can be fear and anger directed at both themselves and others. Undoubtedly, counselors will be exposed to such responses in their career guidance contacts with ethnic minorities. How career developers identify and explore them will have major implications for the career planning and actions those people make.

Other responses to stereotypes may include perceiving every majority person as a potential source of pain, ranging from a social snub to outright violence. Some stereotyped people may react by demanding to be heard, insisting that justice be done, and moving beyond rhetoric into action. They may resist strongly the assumption that they are guilty until proven innocent. In any event, ethnic minority persons may tend to assume a defensive attitude when responding to an interethnic situation, such as ones that frequently occur in educational and job environments. Career guidance personnel can help minorities prepare for possible social problems in both types of settings.

When interacting in such situations, majority persons also face a dilemma. They have been given conflicting messages by society. One message is that ethnic minority persons are inferior to them in

ways that are important in the working world. The second message is that in today's democracy all people are equal relative to career opportunities and that no one should be the recipient of discriminatory behavior. How do people go about reconciling these two conflicting concepts? Some majority persons attempt it by denying that discrimination exists. They justify any actions that ethnic minorities perceive as discrimination by seeing only those actions that fit into their stereotypic picture.

Other majority persons, concerned with discrimination and fair play, have reacted perhaps out of guilt or conscience, with tokenism and charity--sometimes to the extreme. The implementation of policies of equal employment opportunities adopted by many businesses and industries frequently seem to reflect such tokenism. Ethnic minority career planners certainly will be exposed to this type of more subtle discrimination. However, this behavior is often communicated as paternalism and as an attempt to foster a dependency relationship. Anger is the end result when charitable actions do not seem to be appreciated by the ethnic minority groups. These emotions interfere with the acquisition of knowledge, distort judgment, and prohibit effective interpersonal relationships and communication.

An Action Plan for Improved Interactions

The inability of many career guidance personnel to relate with ethnic minorities is one of the major obstacles to providing effective services for them. You can begin to better understand them (in fact, any individual) if you have more contact and better relations. One method of increasing the contact is to have a variety of experiences with them on professional, social, or personal levels. With more experiences, usually you will become aware of both differences and similarities between you and them. This statement should not imply that all interactions with ethnic minorities will lead to positive results for you or them. The possibility of adverse consequences holds for any of our social interactions but hopefully they can be minimized by careful planning and thoughtful contacts.

Experiences such as eating meals, going to social gatherings, working on professional projects, or traveling with ethnic minorities can usually help you learn and grow as individuals and professionals. Successful interactions can afford you the opportunity to use first-hand information as a basis to change any negative attitudes or stereotypes and to help you form genuine friendships. In addition, these contacts can increase your knowledge which can then be transferred to your communications and contacts with ethnic minority clients in your career guidance efforts.

Culturally Relevant Career Guidance Materials

Bias is prejudice, the favoring of one group over another, creating distortion of facts. Bias has too frequently been presented in career guidance materials. One problem with these materials is that they simply do not motivate or encourage ethnic minority persons to consider the careers presented. Having role models is important in the career decision-making process of most people, and it is especially so in the case of ethnic minorities who have been underrepresented or misrepresented in most career guidance materials. Another problem is that biased materials can foster ethnic stereotypes among members of the majority ethnic group.

Developing Materials

Developing counseling materials that are culturally fair may be problematic. One solution to this problem is to incorporate culturally relevant career guidance content specifically designed for ethnic minorities into existing materials. The chief advantage of this approach is that minorities are displayed in job areas where they are typically underrepresented. It also provides role models that might inspire ethnic minorities to develop interests in new and different job areas. Incorporating culturally relevant content into existing materials also demonstrates that you are genuinely trying to meet their career guidance needs.

The development of such materials for ethnic minorities requires creativity, time, knowledge of job, and some supplies. For example, one idea might be a scrapbook that illustrates ethnic minorities in traditional and nontraditional jobs. Another example is a slide or tape show that shows them in a wide variety of jobs, discussing the factors that motivated them to develop an interest in their job areas.

The development of a scrapbook that illustrates ethnic minorities is a relatively easy task. First, the necessary materials are gathered. These include a scrapbook cover, pictures of ethnic minorities, and information on job areas. Covers for the scrapbooks are obtained from bookstores while pictures are taken from such ethnic minority magazines as *Ebony*, *Jet*, *Essence*, or *Nuestro*. Pictures of ethnic minorities who are currently working in various local jobs also can be used. These pictures show ethnic minorities performing their jobs in their work settings. The *Occupational Outlook Handbook (OOH)* and the *Dictionary of Occupational Titles (DOT)* are typical and excellent sources to use for gathering information on various job families.

Scrapbooks may be arranged in several ways. One strategy entails presenting pictures of ethnic women and men in jobs that cluster together. This provides role models for both male and female ethnic minorities. A second strategy involves arranging pictures according to the *OOH* or *DOT* listings of jobs. This allows ethnic minorities to use the *OOH* and *DOT* with the scrapbook. A third strategy includes organizing the pictures according to one of the many other systems for categorizing jobs. Regardless of the format used, the idea is to provide pictures of ethnic minorities in a scrapbook that is attractive, creative, and practical.

The next portion of the scrapbook could be a description of each job listed earlier in the resume but this description could include information about education requirements, types of work, salary ranges, and job opportunities. The *OOH* and *DOT* are sources typically used for this information. Some scrapbooks include an audio tape with a brief description of the job areas illustrated in them. A client can then listen to this tape while reading the scrapbook.

Most good scrapbooks are pilot tested before they are put into general use. This process helps ensure appropriateness since the test results can be used to direct any necessary revisions. The pictures and descriptions can be incorporated into existing career guidance materials, if that is preferable.

A slide/tape show can also be developed. Again, traditional and nontraditional jobs where ethnic minorities are underrepresented are identified. Jobs in medicine, college teaching, engineering, law, communications, and architecture are a few examples. Information from the United States Department of Labor is a source often used in identifying such jobs.

The next step in the process is obtaining pictures and taped interviews with ethnic minority representatives in the various jobs presented. These interviews are used to ask the workers questions about significant factors that contributed to their job and career decision-making process. These questions address such factors

as motivation, self-concept, personal interests, education, obstacles, and background experiences. The pictures show ethnic minority workers performing in their work settings.

The taped interviews are edited and significant comments and ideas that would be valuable for ethnic minority clients to hear are retained. Editing usually reduces each tape to five to ten minutes. Each of the 5- to 10-minute interviews is then recorded on one tape according to the order selected for presenting them. Often some ethnic music or poetry that has an inspiring message to ethnic minority listeners is used as a background.

The pictures are processed into slides. Sometimes the slides are organized according to the *OOH* or *DOT* job families or sometimes by the order of the taped interview. Slide/tape shows should be interesting, informative, relevant, and fairly brief (30-45 minutes), and would motivate ethnic minorities to seek more information about specific jobs and careers in general.

A slide/tape show, like a scrapbook, should be pilot tested. The most common test is to have ethnic minority persons view it and give feedback on its value to them. After revisions, based on this feedback, the slide/tape show is then ready to be used with ethnic minority clients or incorporated into an existing career guidance slide/tape show.

The scrapbook and slide/tape show could be used in a number of different ways. Following are some examples:

- Duplicate and place a copy in every career guidance setting that is made available. This allows ethnic minority persons to look at the scrapbook whenever time permits.
- Keep these items in one central location. Users could then access them during periods of the day as their schedule permits.
- Use them in a program that assigns a special day or evening to the presentation of job and career options.
- Use them as an activity in a group experience focusing on career development for ethnic minorities. This could serve as a stimulus for group discussion.
- Use them in one-to-one counseling or advising sessions with ethnic minorities. It would serve as a basis for job and career exploration with these clients.
- Present them to large groups. These resources could provide excellent role models for ethnic minority persons and also provide valuable information.
- Give them as an assignment to ethnic minority clients to develop individually. This would give them firsthand knowledge of various jobs and role models with whom they can identify.
- Keep them in a school, college, or public library either on reserve or available to check out.
- Use them to supplement and complement other information distributed to ethnic minority persons. Each resource could demonstrate to them that you are trying to meet their specific career development needs.
- Use them as an example to show other professionals how to develop culturally relevant career guidance materials that can be used with ethnic minorities.
- Incorporate them into existing career guidance scrapbooks.
- Incorporate them into existing career guidance slide/tape shows.

Examining Career Guidance Materials for Cultural Fairness

Another approach for resolving the problems of ethnic bias in career guidance materials is to adopt and use specific standards and better procedures for examining available products to determine the nature and extent of their biases. In fact, you should employ such guidelines as you pick materials to incorporate into any resources you develop along the lines of suggestions presented in the preceding section.

In one approach to developing such guidelines, the Council on Interracial Books for Children *(Racism in Career Education Materials* 1975) published a useful description of how its staff reviewed for racist content a random sample of 100 career education materials. The Council's review team studied books and other printed material, films, filmstrips, cassettes, and records. Some of the team's findings include the following:

- Whereas white workers were depicted with a variety of facial expressions and seemed to be taking their work seriously, blacks were usually shown as grinning.
- Most minorities in leadership appeared to have been subjected to cultural "whitewashing."
- Tokenism was frequently reinforced and minority workers were often shown either working alone or together, but with no whites present.
- Ethnic minorities were seldom shown supervising and training white workers or as thinkers, planners, or highly skilled employees.
- Perhaps the clearest indication of pervasive racism was provided by materials showing whites as "serving" blacks only in professional capacities (e.g., as social workers, public health nurses, doctors, law enforcement officers). However, when blacks were depicted as "serving" whites, their interactions centered around food and hospitality services.
- Many materials tended to (1) promote the *ideal* of ethnic equality (e.g., in terms of power, social benefits, and privileges for all workers in the same occupational category), (2) ignore cultural variations, and (3) encourage submissive attitudes toward employers.

The team ended its report by recommending a set of strategies for countering ethnic bias in instructional materials. It suggested that teachers and guidance personnel can use as discussion stimulators racist connotations uncovered in materials. In discussion groups, questions such as the following can be investigated:

- Which minority groups are depicted in this material?
- Are their roles presented to reflect the current realities of society or to reflect society as it ought to be? In either case, did the text (or film commentary) discuss injustice to minorities?
- What might the author or film producers have done to show this minority group in a more positive way?
- What three things would have been different if all of the white people were shown as blacks, for instance, and all of the minorities as whites?
- Can you see why it is especially important for minorities to consider more professional careers rather than just jobs?

Communicating with Ethnic Minorities

Effective communication is an important component of any meaningful relationship among individuals or groups. Developing effective communication skills with ethnic minorities is an essential step toward providing better race relations and career guidance services. If you can effectively communicate with ethnic minority persons, you are able to establish genuine interpersonal relationships with them. These relationships can then serve as a basis for you to help them with a wide variety of their personal, social, or career development concerns. Moreover, the fact that you make a serious effort to communicate effectively demonstrates to them that you are trying to better understand and relate to them. This is an important message to communicate because ethnic minorities very often perceive majority persons as not really wanting to learn how to communicate with them.

Honest communication, meaningful dialogue, and the development of genuine and authentic relationships with ethnic minorities require a commitment from you. An authentic relationship is one in which there is a full recognition of differences between you and the person or persons with whom you are communicating and a mutual appreciation and valuing of these differences. But how are authentic relationships formed? Fortunately, some of the communication skills found to be effective in developing such relationships have been identified. A few of these skills are presented here. The purpose of this section is to help you learn how to use these skills to send and receive messages in communicating during the career guidance process with ethnic minorities. All communication involves sending and receiving messages. It is as important to receive a message accurately as it is to send a clear message.

Sending Messages

Three ways to send messages in responding to ethnic minority persons are as follows:

- *Providing decision alternatives.* This type of response offers the individual a range of options or choices for solving a problem. These responses can be used when a person presents you with any type of career development concern. The main idea is to discuss some of the alternatives that are available to help resolve the concern. Exploring career options is probably the most salient career guidance illustration of this skill. Once the alternatives are presented, the advantages and disadvantages of each alternative are discussed. Providing alternatives and discussing their possible consequences can be helpful to any person who is seeking solutions to a career problem.

- *Providing encouragement.* This type of response helps clients acquire the motivation and desire to succeed in their career development. These responses can be used as positive reinforcement of wise career decision making and planning. They can serve the purpose of communicating that you are aware of the individuals' progress and that you want to let them know that. These responses can also help ethnic minorities to build more positive self concepts and to feel better about their ability to achieve.

- *Providing challenges.* This type of response stimulates individuals to consider new directions. Here they

are stimulated to reach beyond their current levels of achievement or success and to seek higher goals. Responses of this type can be used to help ethnic minority persons reevaluate their present career plans and achievement. Providing challenges is a way of communicating to them that you believe they are capable of a higher level of achievement.

Receiving Messages

Three ways to receive messages from ethnic minority persons are as follows:

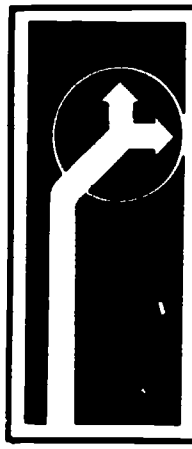
- *Acknowledging messages.* To acknowledge a message means to communicate that you have heard what the person said. This could be done by nodding your head up and down or saying, "I heard you." The intent is to indicate that you are really listening to what the person is saying. By acknowledging the career-related messages that ethnic minority persons send, you can also communicate that what they are saying is really important.

- *Accepting messages.* To accept a career-related message communicates that you hear and understood what the person said, that you do not wish to judge it as unfavorable or undesirable, and that you might want to respond further to it. These responses communicate that you accept the message, care about the person, and want to help. Accepting messages in situations where language differences exist communicates that you are really trying to understand the other person in spite of those barriers.

- *Empathizing messages.* Empathic messages communicate that you hear and accept the feelings or emotions an individual expresses about a career problem and want to respond to it. This can be done by saying that you understand what the person is feeling and then reflecting back to him or her the feeling or feelings you thought were communicated. Empathic messages communicate that you are aware of the feelings being expressed, you are experiencing one (or all) of them yourself, and you are responding to them.

Reference

Racism in Career Education Materials: Study of 100 Career Materials. New York: Council on Interracial Books for Children, 1975.



Chapter 4
Providing Career Guidance for Older Adults

Vocational Counseling Needs

Vocational guidance for older adults is a topic that touches upon some of the core concerns of present-day American society. As the average life-span of Americans stretches on toward an eighth decade, fundamental questions about when--and whether--to stop working can pose serious dilemmas for older persons. Was the individual's previous employment experience rewarding, satisfying, enriching? --or otherwise. Is the full retirement option economically feasible? Does the older worker possess skills that are useful--or obsolete? If training or retraining programs are available, is the prospective client comfortable with the prospect? This chapter is intended to examine the vocational counseling needs of older adults, the common misconceptions about older job seekers, and the options open to them. It is also intended to provide strategies for vocational educators who assist them in their search for employment or training.

The material in this chapter is a synthesis of ideas that were developed in the following documents:

Burkhauser, Richard V.; Doescher, Tabitha A.; Sheppard, N. Alan; Turner, John A.; and Warlick, Jennifer L. *Retirement Policy: Planning for Change*. Edited by Kathryn H. Anderson. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982. (64 pp.)

Denniston, Denie. *Older Workers: What Voc Ed Can Do*. Information Series No. 256. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1983. (50 pp.)

Sheppard, N. Alan. *Educational Opportunities for Older Persons: A Review*. Information Series No. 170. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979. (60 pp.)

The term "older adult" may be applied to anyone older than 40, particularly in issues involving age discrimination. However, this chapter will focus on two groups: those persons aged 55-65, preretirees; and those over 65 who may have retired but are not ready to stop working.

The notion is widely held that older people want to quit work. Indeed, statistics showing that a large number of people take early retirement are frequently cited to support this contention. Some people do want to retire early. Others, however, wish to work as long as they can. Still others would like to go on working, but with greater flexibility in hours or days of activity. Some would like to con-

tinue in their present jobs. Others might prefer to have different jobs in the same organization or occupational area, or at least a lighter, less demanding work load. Most want be judged on the basis of individual capacities and personal desires regardless of age. There is a growing recognition of the need for more training options for older people, upgrading of obsolete skills, volunteer service, and keeping active in other useful ways. Although some of these individuals will continue to work in their current positions or occupations, many will wish to change jobs, necessitating training or retraining.

Millions of older Americans are in retirement--either voluntarily or involuntarily. They represent an enormous untapped resource of paid, self-employed, and volunteer workers. Many want to have new careers. Persons over 65 who are not working in any capacity--

- may feel that they have specific skills that no one will give them a chance to use,
- may be interested in learning new skills,
- may want to work and be paid for it, and
- may be interested in doing volunteer work.

In order to be able to respond effectively to a client's needs, a vocational counselor must be aware of both the actual and the stereotypical characteristics of older job seekers. It has been shown that in many cases, the client's own self-appraisal may be negatively influenced by popular misconceptions.

Characteristics of Older Workers

Health, mental and physical capacities, work attitudes, and job performance are individual traits at any age. Indeed, measures of characteristics in different age groups usually show many older workers to be superior to the average worker in the younger group and many of the younger ones to be inferior to the average older person.

A number of researchers have warned that most standard tests of capacity and characteristics penalize older workers, whose experience, judgment, and dependability might, in actual practice, compensate for the slower reactions and educational deficiencies that at times cause them to do poorly on tests. Young competitors of the older worker are more accustomed to taking tests.

It is also important to be mindful of the fact that not all older workers are the same. Older workers differ from each other at least as much as they differ from younger workers. Moreover, any differences between the actual job performance of older and younger workers have been shown to be of little or no importance. Certain job features have been identified as potential causes of problems for older workers. They include the following:

- Glare or inadequate light
- Prolonged bending, stooping, or stretching
- Work that is heavily visual or auditory in nature
- A speed of work that outpaces the older worker's abilities
- Strenuous physical work in a high temperature environment
- Infrequent breaks in work routine

Sonnenfeld (1978) has noted that one of the most generally observed characteristics of older workers is that they tend

to work more slowly than younger persons. Whether the reasons are neurological, physiological, or psychological, it follows that vocational training programs should allow older workers to work at their own pace rather than to be distracted by the pressures of highly structured time schedules.

Persons who design training programs have expressed concern over the evidence that older individuals have less physical strength and visual and auditory acuity. Relatively few jobs, however, require great physical strength, making this characteristic one of relatively small importance. A well-designed vocational training program should assist older adults in performing more effectively by demonstrating ways to compensate for minor physical disadvantages (e.g., increasing the available illumination and using larger print materials for those who have trouble seeing, and seating those with hearing difficulties close to the trainer).

Misconceptions about Older People

Misunderstandings, inaccurate assumptions, and stereotypes about the older person abound in our society. According to such beliefs, most older people are--

- in poor health and dependent upon others for their activities,
- senile,
- emotionally disengaged and bored with life,
- unproductive, and
- resistant to change. (Butler 1975)

Although the misconceptions about older workers are without foundation, they affect the chance of employment for these persons (Kieffer and Flemming 1980). Even when there is concern for the plight of older workers, hiring decisions are still based on the assumption that older workers are rigid, resistant to change, and uninterested in self-improvement. A concern among many employers is the perception that older people cannot or do not want to work a full day or that they suffer from some handicap; in short, that they are unemployable. Medical experts, however, insist that the only way to look at aging is to separate it from illness. The healthy older person is the norm; the exception is the hospitalized or institutionalized older person ("Aging" 1982). The majority of older people are in good health and are actively taking part in life activities. Although about 81 percent of older persons over 65 have some type of chronic health problem, only 15 percent are unable to be productive because of it (Cap 1979).

The term "senility" is often used loosely to refer to older people, but it must be remembered that "senile" more properly describes the result of brain damage caused by Alzheimer's disease or other organic dementias. Senility is not an inevitable consequence of the aging process.

Nor can it be said that the elderly are emotionally disengaged. Shanas (1979) showed that older people talk to and see other frequently. Rubenstein, Shaver, and Peplou report, "Old people are less lonely, on the average, than young adults. . . . Although older people see their friends less often than young adults do, the elderly are more satisfied with their friendships, have higher self-esteem, and feel more independent" (Thomas 1981, p. 403). Most older people do not move to retirement communities and "seek the sun," but rather live where there are people of all ages ("Aging" 1982). Depression as a normal part of growing old is also a misconception (National Mental Health Association 1980), since psychological studies show that most older people are optimistic and coping.

Misconceptions about productivity and adaptability are especially detrimental to older people in their working roles. It is a matter of record that many people have been extremely productive in their later years, including politician Claude Pepper; octogenarian painters Georgia O'Keefe, Michaelangelo, and Picasso; state and church leaders such as Golda Meier and Pope John XXIII, and countless others. As noted above, while older workers may perform more slowly than younger workers, their accuracy tends to be very high. That is, overall productivity tends to be as good as that of younger workers.

Last, the notion that all older workers have obsolete skills is also damaging to job market prospects in an era of rapidly changing technology. Today, most older workers possess a wide range of skills and talents, probably more than at any other time in the nation's history. Many of them have developed talents far beyond what is needed in their place of business. Furthermore, to keep pace with technology today, the skills of all workers--young workers no less than old--need updating approximately every 5 years.

Self-Awareness for Educators

One good safeguard against the destructiveness of popular misconceptions about older workers is a well-informed vocational counseling staff. Educators of adults must be knowledgeable about the processes of aging as well as the needs of older people and their immense contributions to American society. Educators need to examine seriously their own attitudes toward older people and the potential of any vocational counseling program to serve the clients adequately. The following suggested activities were designed to help counselors increase their awareness of the concerns of older workers while increasing awareness among employers and the clients themselves:

- Collect and assimilate information about employment and volunteer programs that have been developed specifically to aid the older worker--for example, local senior employment programs that may operate as components of the League of Older Americans, Inc., or an area agency on aging; professional or trade association programs; Forty-Plus Clubs that now have offices in major cities; labor union employment services; and groups such as the Foster Grandparents Program, the Service Corps of Retired Executives (SCORE), Senior Companion Program, and the Retired Senior Volunteer Program (RSVP).

- Tap into the experience and expertise of older persons to work with young adults and youth. Many older people are in a position that makes it possible for them to serve as volunteers. They need the psychological compensation that comes from such work. Yet, they are often ignored because they are considered to be too old. Learn how and where older people in the local community may volunteer their services. Don't overlook centers for the handicapped, vocational and technical schools, hospitals, Indian reservations, and Job Corps Centers.

- Try to understand what it is like to be old and unemployed. Forced unemployment is one of the nation's biggest concerns. The problems of unemployment among the youth of this nation are well known, but unemployment can be just as vicious, traumatic, and victimizing to the elderly.

- Contact employers in the community to determine where the capabilities of older people may be best put to use in part-time jobs.

- Look into the possibility of starting a job bank in the local community for older persons. This system should match the individual's skills with an employer who has a need for that skill and is willing to pay for it.

- Work to help enact legislation that will provide training or retraining for unemployed older persons.

- Become knowledgeable about educational opportunities for older Americans in the local community and state. Get vital information from the city or county board of education and the state department of education. An agency on aging in each state and in more than 55 substate areas is available to plan as well as coordinate services to help carry out the objectives of the programs. The state agency will give information on educational opportunities offered by the state's organizations, senior centers, schools, and colleges.

- Make use of vocational and technical education classes as a means for providing opportunities for social interaction and leisure pursuits or recreational activities--in addition to the instructional activities--as a means of helping older persons avoid the possibility of boredom and social isolation.

Employment Considerations for the Older Job Seeker

Finding appropriate employment can pose considerable problems for older persons. Changing technology and labor market demands may have left some of them vocationally obsolete. Once automated out of their jobs, older workers are hard pressed to find other work. Employers may hesitate to train or retrain them because of the limited number of years that they will be available for work. Other considerations include whether Social Security or other benefits will be affected by employment. Many older persons feel that going to a regular employment agency, whether state or private, can be a traumatic as well as futile experience. As noted earlier, assessment testing and training can be stressful for older workers who may not feel comfortable in an academic setting. The final sections of this chapter will deal with the options open to older job seekers and will discuss strategies available to the career counselor.

The Early Retirement Decision

In 1980, the President's Commission on Pension Policy reported that 47 percent of working adults expected to take early retirement at age 62 or younger. Only 9 percent were opting to work past age 65 (Meier 1980).

There are various reasons why older workers take early retirement. Many union workers and employees from the public sector or large companies have retired early due to good pension plans (Woodruff 1980) that are periodically adjusted according to the cost of living indexes. Current Social Security policies, such as the "work test" and inequitable delayed retirement credits, also have pronounced effects on the decision whether to work (Burkhauser 1980). In addition, some employers give incentives, such as a lump sum payment, for early retirement. For these retirees, social security or investments may combine with pensions to provide a comfortable living. Medicare and Medicaid are available to help with health-related expenses. They have few financial worries. Relaxed, contented people who enjoy leisure activities with their families, they see their "golden years" as payment for a lifetime of toil in the work place.

Health has been cited as a major factor in early retirement. Parnes and

Nestel (1975) found that male retirees aged 50 to 64 could be divided into two groups: truly voluntary retirees, and those forced to retire early by ill health. Health may have been overemphasized, however; it is sometimes given as a socially acceptable or face saving reason for retirement when other factors are actually responsible (Morse 1979).

Numerous other reasons have been given for the early retirement decision. Rosenfeld and Brown (1979) report that some men retire rather than compete with younger, better educated workers for the limited jobs that are available. During the 1970s, a major reason for early retirement was to decrease layoffs of younger workers.

The work place climate can also have an effect, if it is perceived by the employee to be age discriminatory. Although the 1967 Age Discrimination in Employment Act has been effective in eliminating certain blatantly discriminatory practices, its effect on more subtle policies, such as promotion and wage structures, is more difficult to measure. Discriminatory attitudes affect the morale and motivation of all groups of workers. If such attitudes are present, competent, older workers will take early retirement rather than tolerate mortifying work environments.

Unemployment and Reentry

Unemployment is hardly a new problem for older workers; whenever unemployment levels are high, older workers find the problem especially acute. Consider the following facts:

- Even when overall unemployment is low, older workers make up a relatively large proportion of the jobless. When older workers lose their jobs, they face a much longer unemployment period than do younger persons (Sheppard 1979).

- One in 12 men loses his job in midlife. These men generally had built up equities in their job situations, and rarely regain positions that are as advantageous (Parnes 1976).

- Older workers who have become discouraged and dropped out of the job hunt are not statistically counted as unemployed by government standards. If they were, unemployment data for older workers would be higher (Wilson, Bercini, and Richards 1978).

It is not uncommon for unemployed persons over 50 years of age to stay out of the employment ranks until they qualify for some type of retirement.

The reasons for these reentry problems are numerous. Doubts by management about the productivity of aging workers play a part. Furthermore, older workers, because of their expertise, usually receive higher salaries than do younger ones. Company personnel policies often consider the fringe benefits for older workers (such as life and health insurance) as an added expense (Davis 1980).

Despite the protective legislation, discriminatory practices still exist. In hiring, discrimination for most older applicants takes the form of systematic exclusion from consideration for jobs without the employer mentioning that age was the reason for rejection. At the entry level, firms may justify this on the grounds that persons in these positions will be trained and promoted, and that hiring older applicants would interfere with the development of their labor force. It is ironic that this same system of promotion and job security that had protected the older job seekers when they were employed will tend to work against them during the job search.

The loss of a job due to cutbacks, firing, or forced retirement at an earlier age than planned, as well as the inability to find another job, are all factors that result in the older job seeker's frustration, loss of self-esteem, loss of income, and discouragement. Unemployed workers

are denied the economic, social, and psychological benefits of work. Ultimately, those persons, their families, their communities, and the nation as a whole share the losses incurred by unemployment.

Solutions in the Workplace

In the past, employers have been generally receptive to new social expectations (Wilson, Bercini, and Richards 1978). As our society becomes more positive towards older workers, employer policies will change. Policy innovations that benefit both worker and employer include the following:

- Alternative work schedules
- Job redesign, transfer, or reassignment
- Increased educational opportunities
- Phased retirement by reassignment of lesser responsibilities or limited hours
- Recall of retirees on a consulting basis
- Cultivation of second careers, including second careers in small business
- Counseling
- Placement in part-time job or full-time retirement, at the worker's option (The Future of Older Workers in America 1980)

Some older workers choose part-time work as an alternative to complete retirement. Other older displaced or reentry workers may be taking part-time jobs because they cannot get full-time jobs. It is likely that many more older persons would accept part-time positions if they were available.

It is worth noting that many older people who are still in the work force full time would actually prefer part-time hours, but companies are reluctant because of perceptions about added costs in the areas of fringe benefits, employee start-up costs, and the fixed costs of hiring extra workers (Clark 1977; National Commission for Manpower Policy 1978). Many of these costs, however, are involved in hiring workers of any age. Moreover, the Age Discrimination in Employment Act as amended in 1978 allows employers to offer fewer fringe benefits when hiring older workers than would otherwise be required (Warlick 1982), thereby avoiding the extra costs of defined benefits for older workers.

The Option to Remain in the Work Force

The most obvious reason for delaying retirement or reentering the work force is financial. Survey results show that finances are the leading personal problem for older adults (Denniston 1981). For example, black workers and white female workers have traditionally been less likely to retire early. They have generally accumulated less seniority and fewer benefits, or have been less likely to be covered by pension plans, than white males.

Today's middle-aged adults will enter their elderly years healthier, better educated, and better prepared for later life than any other previous generation. This and the following factors may also contribute to a longer stay in the work force:

- The direct relationship between enforced idleness and poor health that was highlighted by an American Medical Association Study (Morse 1979) is receiving growing recognition.
- In the past, men who have not attended college have tended to depart from employment ranks sooner than workers with more education. This has often been the case with older male workers who became unemployed, and is particularly true for factory workers (Johnston 1971; Killingsworth 1968).

- Some workers would continue to work for personal reasons, even if only on a part-time basis, despite adequate retirement income (Sheppard 1979; Wilson, Bercini, and Richards, 1978).

The financial benefits to the nation could extend beyond lessening the strain on social security and other systems:

- One researcher claims that $10 billion is lost annually through the nonuse of older workers, based on the value of items that they could produce for purchase if they were employed (Sheppard 1979).

- Another study suggests that a rise in the total retirement income, without a comparable increase in the supply of goods and services, may accelerate inflation *(Work After 65,* 1980).

It is also expected that older persons will be needed in the future in the service programs that have traditionally depended on women volunteers. As greater numbers of women have entered the work force, their participation in volunteer activities has decreased. Organizations that depend on volunteers have begun to realize the expense of employing people to do these jobs. They are faced with the choice between cutting out program activities or finding additional sources for volunteers. One source they have begun to tap is older persons.

There are full-time positions, such as in training and in community service organizations, that require the kind of unique contributions that older people can make (National Committee on Careers for Older Americans 1979). Also, in the event that large numbers of older workers should retire from critical careers, certain areas of production will be seriously affected. In 20 years, incentives to continue to work may become necessary. Persons doing training and providing educational opportunities should begin addressing these trends now (French 1980).

Programs and Services for Older Adults

Older Adults and Lifelong Learning

If we think of lifelong learning as a pleasant, rewarding, and productive experience, then we can certainly subscribe to the idea of the extended worth of the individual through continued education. The concept is highly positive. Studies, however, have not yet substantiated whether lifelong learning necessarily leads to increased employment among the aging. Although 28 states have passed legislation to permit older students free or reduced tuition, tuition waivers, and special privileges, few programs are designed to meet the particular needs of older persons--especially their vocational needs. Most extension programs in higher education are geared toward self-enrichment, rather than training for a second career or acquiring reentry skills.

Elderhostel

This program combines the best traditions of education and hosteling. Inspired by the youth hostels and folk schools in Europe, Elderhostel is based on the belief that retirement does not mean withdrawal, and that one's later years are an opportunity to enjoy new experiences.

Elderhostel is a network of over 2,300 colleges and universities in 38 states that offers special low-cost, 1-week summer residential academic programs for older adults. It is open to people over 60. Most programs begin Sunday evening and end Saturday morning and are limited to 30-40 persons. The experience provides an informal and human atmosphere where the individual is important, and making new friends comes easily.

A wide range of liberal arts and science courses that explore all aspects of the human experience is offered. At each campus, hostelers may take up to three credits per week. These noncredit courses are taught by regular faculty members of

the college. There are no exams, no grades, and no required homework. Professors are available to make suggestions for outside reading and studying. In general, the courses do not presuppose previous knowledge of the subject. Lack of formal education is not a barrier.

Institute of Lifetime Learning

The Institute, a program offered by the National Retired Teachers Association (NRTA) and located in Washington, D.C., was originally intended to provide older learners with courses in languages, current events, government, philosophy, art, literature appreciation, and a variety of skills. Also, for those who sought their own pace of study, the NRTA sponsored a Home Study Institute, offering courses on subjects of interest that older adults could complete on a self-paced schedule in their own homes. At present, however, the Institute functions primarily as a national center on aging to further educational opportunities for older persons.

Senior Citizens Placement Bureau

Many needed services, such as follow-through counseling for small business endeavors, job search assistance, and referral to community service agencies, are now being provided by volunteers (including older volunteers) through public and not-for-profit private organizations. Workers in these organizations have solicited help from business, industry, and labor groups within their communities.

One such organization is currently operating within the Columbus, Ohio, area. Opened by a senior citizen in 1972, the Senior Citizens Placement Bureau has placed about 56 percent of its 7,000 applicants age 55 and older. The Bureau is staffed by part-time volunteer retirees with expertise in a variety of employment fields and a part-time director, himself an early retiree. These placement specialists draw upon the unemployed person's known skills and, through counseling, help him or her discover other hidden talents. They also locate employers who are willing to work with older employees.

Other Programs

Other related programs that offer training for older persons have been initiated by a variety of organizations. They have been supported by federal funds, local civic groups, church groups, businesses, and private contributions. A sample of these programs includes the following:

- New Career Opportunities, Inc., of Glendale, California, teaches older adults how to use their skills and hobbies for profitable home-based enterprises.
- Green Thumb was organized by the National Farmers Union to provide job training in conservation for persons over 45 years of age.
- The "Good Neighbor" Aide Training and Placement Program was organized by the Federation of Women's Clubs in Montgomery County, Maryland, to train older women in child and adult care.
- The Senior Home Craftsman Program, developed by the Washington Buildings Trade Council in conjunction with the Maryland Home Builders Association, provided workers with the skills to do minor repairs in private homes.

See table 1 for a listing of post-secondary educational programs available for adults, and table 2 for a listing of service programs for older adults.

TABLE 1

POSTSECONDARY EDUCATIONAL PROGRAMS AVAILABLE FOR ADULTS

Program	Location	Purpose
The Second Career Program	George Washington University School of Medicine and Health Services	To provide a classroom program combined with field experience that includes group and individual counseling. This combination helps adults explore options in the health field.
Training Program	Bellevue School of Nursing	To encourage nursing as a second career for former or retired firefighters and police officers.
APEL (Assessment of Prior Experiential Learning)	American University in Washington, DC	To offer "brush up" courses for older women in the transition back to college.
The Institute for Retired Professionals	New York School for Social Research in New York City	To combine classwork with leisure time roles for retired professionals such as teachers, activists, and other types of leaders.
Branch Campuses Program	Florida Junior College at Jacksonville	To provide instruction for over 1,000 older students at branch campuses, e.g., nursing homes, school, and community centers.
Elderhostel Program (part of a national network)	University of New Hampshire	To provide low-cost educational hostels that offer week-long minicourses to help adults identify with an academic environment.
The Guest Student Programs	University of Wisconsin	To use various marketing techniques to encourage older adults to enroll (e.g., guest student lounge, publicity through media, student guides, transportation, and simplified registration procedure).

TABLE 2

SERVICE PROGRAMS FOR OLDER ADULTS

Program	Location	Purpose
SERVE (Stimulate, Educate, Reassess, Volunteer, and Employ)	Oakland Community College, Michigan	To provide placement and counseling for older adults.
ASSERT (Activity to Support the Strengthening of Education Through Retired Technicians)	Columbus, Ohio	To offer opportunities for retired technicians to serve as volunteers in postsecondary education institutions.
SWAP (Senior Worker Activity Program)	Raleigh, North Carolina	To locate part- and full-time jobs for older workers.
TAP (Teacher Aide Program)	Iowa	To hire older adults as teacher aides for vocational programs that serve disadvantaged and handicapped students.
ABLE (Ability Based on Long Experience)	Chicago, Illinois	To provide a telephone hotline that provides cooperative job information and referrals, thus creating employment opportunities for adults age 55 and older. Founded in 1977 by a network of over 30 agencies.
GROW (Gaining Resources for Older Workers)	Action for Older Persons, Inc. Binghamton, New York	An employment service that matches older persons seeking employment to individuals or businesses in the community that need work done.

Strategies for Educators

In their various positions of responsibility (as teachers, administrators, curriculum specialists, counselors, and others), vocational educators have many opportunities to promote and provide services for the aged.

One of the most important services is to increase the ability of older persons to assume second careers. Factors such as changing technology and changes in skill requirements that force a second career on an individual can no longer be overlooked. Neither can increased longevity and the potential for extended working years.

The need for finding a satisfactory second career after retirement is a major problem for older Americans. In many cases, this need is an outgrowth of financial needs. In others, it may be a need for validation of worth, for physical and intellectual stimuli, or for a feeling of accomplishment. Employment and career opportunities for the aged can be enhanced by the following strategies:

- Offer vocational training or retraining for older persons reentering the labor force and to older persons whose skills have become obsolete.
- Provide short-term training to develop or enhance employability skills and attitudes.
- Provide vocational and career counseling services.
- Develop job placement activities that may facilitate the transition from subsidized to unsubsidized employment, from voluntary to paid employment, from an unskilled to a skilled job, or from part-time to full-time employment.
- Actively recruit older workers who may have dropped out of the official and visible unemployed population because of job discouragement.
- When needed, provide referral coupled with accurate job assessment to place older workers in positions commensurate with their abilities.
- Identify and develop nontraditional occupations oriented to older persons.
- Place those who are engaged in supplemental income activities at home in touch with some individual or group that can help them to produce quality items and to find markets for their products or services.
- Enlist older persons as volunteers; although there may be little or no monetary reward, volunteerism is a viable second career option for many older Americans.

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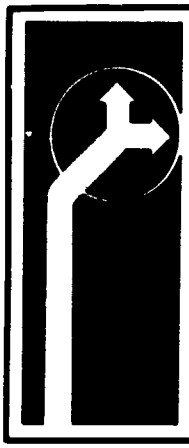

Chapter 5
Providing Support Services for Handicapped Adult Learners

Key Support Service Needs

The following description of services for handicapped adult learners was synthesized from the following document:

Bhaerman, Robert; Belcher, James; and Merz, Harold. *A Helping Hand: A Guide to Customized Support Services for Special Populations.* Bloomington, IL: Meridian Education Corporation, 1986. (172 pp.)

This source document is a guide to planning and providing a broad range of support services principally to the following special populations:

- Multicultural/bilingual
- Displaced homemakers/reentry women
- Handicapped and disabled
- Veterans
- Adults in need of training, retraining
- Ex-offenders

It contains a generic program model, a survey of successful programs and activities, and a detailed look at four major areas of concern to special populations. To purchase the source document, write to

--Meridian Education Corporation
205 East Locust Street
Bloomington, IL 61701

Adults who are handicapped with physical impairments or learning disabilities are typically faced with multiple barriers to successfully completing a program at a postsecondary institution. The most apparent barriers are those that are directly related to the impairment: sightlessness, deafness, restricted mobility--and the attendant difficulties those conditions place in the way of learning programs. Just as significant, however, and perhaps even harder to deal with are the attitudinal barriers that stand in the way of success. These may take the form of stereotyped biases against handicapped persons, presumptions about their needs or abilities, or, as in many cases, the handicapped client's own negative self-image and prejudices.

With the present emphasis on mainstreaming, the primary goal of some programs may be simply to place the adult client in a postsecondary program. However, if the needed support services are not available during the course of the program, the prognosis for a client's successful completion is diminished. Career counseling that is responsive to the client's special needs will also be a critical factor in the client's success in the world of work. This section on providing support services for handicapped adult learners focuses on (1) key support service needs, (2) range of services provided, (3) problems facing service deliverers, and (4) strategies for meeting the needs.

The following are three of the most common needs of clients with handicapping conditions:

- Counseling for self-image and building confidence about entering the work place
- Instruction in how to overcome employers' attitudinal barriers about hiring
- Equipment and devices to accommodate disabled workers at the work site

Range of Services Provided

Disabled citizens--an estimated 36 million persons--are our nation's largest special population. The impairments of those in this group range from developmental disabilities to multihandicaps to the aftermath of emotional illness. This group also has the lowest rate of labor market participation of any special population. It is estimated that only 4 million of the 14 million working-age disabled people have jobs (Bowe 1985). Although the disabled have historically been subject to institutionalized dependency and have been to some extent segregated from society, the trend is toward full participation. Legislation and professional organizations have led the movement toward "normalization" of the disabled. As described by Wolfensberger (1980), normalization involves the treatment of individuals in ways that will help them to be viewed as normal. Included in this treatment would be participation in regular education and competitive employment to the greatest extent possible.

Depending on the type of disability, age, and other characteristics, a wide variety of public and private agencies provide support services to those with physical impairments. In postsecondary technical institutions and community colleges, the range of support services depends on the enrollment, size, and budget of the institution. In addition to a student services office specializing in the disabled, larger institutions often provide the following services:

- Readers/interpreters for the visually and learning impaired
- Special equipment such as amplified telephones and talking calculators
- Tutorial assistance or referral to peer tutoring groups
- Mobility assistance

Problems Facing Service Deliverers

Some of the most evident and common problems are as follows:

- Coordination of services to the disabled has become a problem, with so many different public and private organizations having a stake in providing financial and rehabilitative services. The potential for both unnecessary duplication and for gaps in services frequently is recognized by researchers and program operators alike.
- Instructors may lack the skills to work effectively with handicapped students, who formerly may have studied exclusively outside the regular classroom.
- Organizations assisting the handicapped may have difficulty keeping up with the latest information on technological advances related to physical impairments and job accommodation.

Strategies for Meeting the Needs

The following descriptions of support services designed for disabled persons have been obtained from organizations around the country. The descriptions are not intended to report "exemplary" programs, but to show a range of approaches and activities. No attempt has been made to verify whether any of the following programs are still functioning. These examples, which can be used as a source of ideas for program options, cover the following topics:

- Creating staff linker roles
- Training tutors
- Organizing instructional support services
- Operating a job club
- Providing information about work site modification
- Extending the classroom
- Dealing with attitudinal barriers
- Tailoring relationships with employers to support placement and follow-through
- Maximizing corporate incentives to hire the disabled
- Operating a job development clearinghouse
- Developing a career planning for disabled students

Creating Staff Linker Roles

The Lehigh County Vocational-Technical School in Schnecksville, Pennsylvania, has dealt with the problem of serving special needs students who are located at several campuses of the county vocational-technical school by creating the position of "Itinerant Instructor for Special Needs." The itinerant instructor is required to hold "permanent certification in the field of vocational education and/or special needs" and to have had 3 years of teaching experience. The following are the main elements in the job description of this instructor:

- Act as a liaison between lab instructors and the home school special needs instructors.
- When appropriate, provide assistance to vocational instructors in formulating functional vocational individualized education plans.
- Be responsible for the continuity of all programs dealing with all types of special need students.
- Deal directly with individual lab instructors throughout the system and with any special needs students having difficulty within regular lab programs.
- Act as a facilitator to the occupational transitional staff.
- Work in conjunction with guidance departments within the school, as well as each sending school, for easy transition of special needs students from program to program.
- Assist co-op personnel in placing special needs students in co-op programs.
- Be responsible for maintaining records and for writing and updating reports and federal proposals dealing with special needs students.

The school also employs a "Special Services Aide" to assist in the day-to-day delivery of support services for special needs clients. Qualification requirements for the aide include a high school diploma and evidence that the candidate has worked successfully with special needs persons. The aide is responsible to the itinerant

instructor and is expected to perform the following tasks:

- Assist lab instructors by providing supplemental services necessary for students to meet success within the lab setting.
- Provide alternative means of dealing with discipline and attendance situations encountered by special needs students.
- Assist handicapped students on arrival and departure.
- Monitor special needs students' movement to and from the cafeteria and provide assistance where necessary.
- Assist in daily life functions when necessary for lesser ability students.
- Patrol holding and bus loading areas to assist in discipline procedures when directed.
- Assist in attendance procedures when directed.
- Perform any other nonprofessional duties assigned by the director. (Deborah Handschue, in a letter to the authors, 1985.)

Training Tutors

City College of San Francisco has developed a handbook for tutors who have the responsibility to direct learning-disabled adults toward independent learning while studying basic academic, career, and daily living skills in a small group. This small group arrangement (called the Diagnostic Learning Center) emphasizes a supportive atmosphere, realistic academic goals that are based on the client's needs and skills, and the client's accepting responsibility for his or her own learning. The handbook contains general directions for tutors as well as suggested activities and materials for achieving each objective. The objectives cover reading comprehension, spelling, grammar and composition, and mathematics. The handbook also contains samples of tests, guidelines for independent learning, an individual education plan form, and a Career/School/Daily Life Questionnaire. The handbook enables tutors to help learning-disabled students write their own learning goals and to use the materials from their career choice in developing basic academic skills (Wright et al. 1984).

Organizing Instructional Support Services

Cedar Valley College in Lancaster, Texas, provides free tutorial and counseling services for disadvantaged students. The project employs a full-time tutor coordinator who trains the 25 part-time tutors.

The project's basic format of tutorial counseling assistance was modified to address the learning-disabled population, which comprises a large percentage of the college's handicapped students. Adaptations included taping textbooks and tests, teamworking with instructors to permit students to test in nontraditional modes, lab assistance, interpreting for the deaf, mobility assistance, and scheduling the tutoring sessions immediately following classes to allow greater retention of material.

Operating a Job Club

A key part of the St. Louis Goodwill Industries program is a Job Club approach to encourage disabled individuals to work toward their own placement. For the first week of the program, clients attend a job search skills workshop. Following the workshop, clients come to daily Job Club meetings to report job leads and discuss their progress in the search for employment. A bank of telephones at the facility is used to secure job leads. Since the

telephones have double receivers, a counselor can listen to the clients' calls and later make suggestions about the most effective communication methods. Severely handicapped individuals are given special placement assistance by a staff counselor, and many individuals have been able to generate positive employment leads. The personal involvement of clients in job development increases their confidence and motivation in the job search.

Providing Information about Work Site Modification

The President's Committee on Employment of the Handicapped has sponsored a national service called the Job Accommodation Network (JAN) for employers and others who need current information on cost-effective work site modifications. Those who call toll-free 1-800-526-7234 are connected with consultants who provide information on equipment and how employers have used it. JAN also provides information packets for job seekers to use in discussions with potential employers. This information helps to defuse the issue of costly work site modifications, one of the attitudinal barriers that disabled persons often encounter in dealing with employers.

Extending the Classroom

The purpose of Project Homebound is to enable severely physically disabled students who are homebound to participate in regular classes through the use of speaker telephones. Los Angeles City College began this program in the fall of 1978. In the fall of 1983, 11 courses were offered in the program. The homebound students in the program live within a 35-mile radius of the college. Textbooks, class materials, and tests are mailed to the students. At the beginning of each class, the instructor makes a call to each of the homebound students enrolled in that course. During the class, these students can listen to or talk with the instructor and nonhandicapped classmates by conference telephone receivers and microphones (Wright et al. 1984).

Dealing with Attitudinal Barriers

Brookdale Community College in New Jersey has operated a project known as Breaking Through Barriers. A key feature has been the development of information on people in the community who, although handicapped, have succeeded at work. Through direct mailings from the college office and contacts with community agencies serving the disabled, a directory of over 200 workers with disabilities was assembled. From the individuals contacted during the production of the directory, 56 were selected as speakers for a special career fair. Eight individuals were featured in videotapes and 12 have been portrayed in a book summarizing their achievements. These materials are offered for sale to the public and also are used in a weekly workshop series attended by persons from the community in addition to Brookdale students.

Tailoring Relationships with Employers to Support Placement and Follow-Through

Vista College, one of five institutions in the Peralta Community College District in Berkeley, California, uses several innovative approaches to the employment of handicapped individuals. For example, in the job development process, program staff members seek access to a cluster of at least 10 job openings in a specific occupational area and with a single employer. Placement of several handicapped individuals in this kind of cluster is believed to be more effective than placement of one or two isolated workers. Conditional job offers are also sought. A special effort is made to place qualified graduates of training programs as soon as openings are available. The carefully negotiated agreement may include a provision in which the employer grants permission for applicants to give an actual

demonstration of their work skills instead of, or in addition to, a formal employment interview. Sometimes disabled individuals do poorly in an interview but excel in work demonstrations.

College staff are very involved with local employer, community, and organized labor groups. An advisory council of 10-12 private industry representatives provides active input to the program and is a major source of job referrals. The relationship is not just one-sided. For example, a local union requested training for 200 supervisors and shop stewards on assisting employees with alcohol abuse problems. In return for this training, the union made a commitment to seek nearly 100 placements for disabled workers in hospital jobs.

Once on the job, the new employee and the employer representative are contacted by program staff at least once a month for the first 3 months and again after 6 months. In these follow-through contacts, staff emphasize the importance of giving clear and consistent feedback to the disabled employees. Often supervisors have to be encouraged to give honest comments because they are trying to protect the disabled workers. Similarly, staff encourage the new employee to ask for constructive criticism and to ask questions to clarify work assignments (Hans, Whitmore, and Knightly 1981).

Maximizing Corporate Incentives to Hire the Disabled

By using the Targeted Jobs Tax Credit (TJTC), institutions and agencies can provide an incentive for corporations to hire the disabled. The Marriott Corporation provides an example of how much this can accomplish. Since 1979, this company has hired more than 15,000 TJTC-eligible employees, some 40 percent of whom are handicapped.

The key to this program was the hiring of an in-house TJTC coordinator. The states and localities where Marriott operates have different rules, regulations, and procedures for administering the TJTC. Hence, the coordinator keeps informed about the regulations and acts as a liaison between the local Marriott managers and the agencies that administer the TJTC. The tax savings resulting from the TJTC incentive are credited to the individual manager's payroll expenses, increasing the unit profit. This helps motivate the managers to learn about the program and apply it locally.

Operating a Job Development Clearinghouse

In Baltimore, the League for the Handicapped operates the Jobbank Clearinghouse as a cooperative effort of 15 organizations that serve the disabled in central Maryland. Agencies receiving job orders that they are unable to fulfill, return the unfilled orders to Jobbank. Jobbank sends a coded weekly listing of jobs to each agency in the network and maintains communication with the local employer community. Employers may call Jobbank directly to place job orders. The clearinghouse aspect maximizes the effectiveness of job development efforts at the different agencies without competing with the achievements of individual agencies. A number of other cities are beginning cooperative efforts of this type.

Developing a Career Planning Guide For Disabled Students

While conducting a search for existing materials on the topic of counseling the disabled, staff and their advisers at Chaffey College in Alta Loma, California, perceived the need for a career-planning guide specially designed for this population. The resulting product was made available in standard and large print, braille, and audiotape formats. It is intended to supplement the regular career-planning materials. The *Career Planner: A Guide for Students With Disabilities* focuses on the need for systematic planning while providing a realistic look at the

world of work. The *Career Planner* contains specific information necessary for making career decisions as well as step-by-step procedures to follow. Chapter titles are as follows: "Health Information," "Vocational Information," "How to Get Information from People," "Job Analysis," and "Job Modification." There are sample forms and letters, tips for contacting people, and a list of role models and helpful organizations (Wright et al. 1984).

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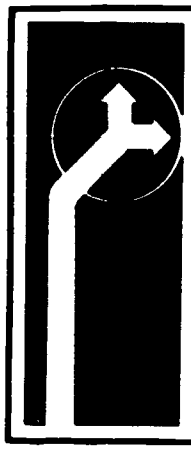

Chapter 6
Planning Dislocated Worker Programs

The Counseling Needs of Dislocated Workers*

The material in this chapter is synthesized from the following documents:

Ashley, William L., and Zahnizer, Gale L. *Helping the Dislocated Worker: Sample Programs.* Research and Development Series No. 243B. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984. (65 pp.)

Wegmann, Robert G. *Reemployment Assistance for Laid-Off Workers.* Information Series No. 258. Columbus: The ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1983. (36 pp.)

Zahniser, Gale L., and Ashley, William L. *Helping the Dislocated Worker: Planning Community Services.* Research and Development Series No. 243A. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984. (82 pp.)

Zahniser, Gale; Ashley, William L.; and Inks, Lawrence W. *Helping the Dislocated Worker: Employer and Employee Perceptions.* Research and Development Series No. 243D. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1985. (81 pp.)

In an earlier chapter ("Providing Employability Skills for Adults"), the discussion centered on the basic employability skills that are needed by the typical adult job seeker. As subsequent chapters have shown, some groups of adults pose special problems to the postsecondary counselor who endeavors to meet their career counseling needs. The case of dislocated workers is no exception. The counseling needs of workers who have lost their jobs go far beyond the ordinary processes of getting hired.

It is the purpose of this chapter first to sensitize the counselor to the psychological, financial, and emotional stresses that beset the dislocated worker. Next, in an effort to learn directly from unemployed workers and their employers (past and present), recommendations for improving the situation of both groups will be presented. Attention will be paid to

*Excerpted and adapted from *Helping the Dislocated Worker: Employer and Employee Perceptions* (Zahniser, Ashley, and Inks 1985, pp. 71-73).

the standard tools of job search, their strengths and weaknesses, and to the counselor's role as job search supervisor. This chapter ends with a survey of a wide range of services likely to be available in the community.

In the transition from work to unemployment, a pronounced change in life roles occurs. Familiar routines and time schedules are severely disrupted, and feelings of boredom and insecurity often result. Family relationships can alter significantly, with the spouse suddenly going off to work, children demonstrating a heightened concern about money, and all family members showing concern for house payments and overall security. Patterns of social interaction with friends may shift as limited income precludes even modest entertainment expenditures. Also, the constant anxiety from not knowing when or where reemployment will occur creates an emotional environment of stress that can lead to depression and self-doubt.

Emotionally, the dislocated worker frequently must struggle to overcome feelings of guilt, anger, and bewilderment at the sudden, perhaps misunderstood, job loss. The former employer's actions may be seen as uncaring and as only a ploy to receive a healthy tax write-off. There may be also a longing for the former job and a denial that the former plant or job is gone forever.

The worker must also adjust to the role and the idea of needing and accepting outside help or assistance. People who are accustomed to paying their own way and being self-sufficient may need to file for unemployment compensation or welfare, to turn to relatives or friends for financial aid, to depend on others for emotional affirmation, and to seek advice about searching for a job. Workers suffer a tremendous loss of self-pride and dignity and can feel humiliated at the hands of public assistance bureaucrats.

As the dislocated worker moves from unemployment to reemployment, a new set of adjustments must be made. Just as with the transition to unemployment, there is a life adjustment aspect. This hinges upon the worker's actually taking reponsibility once again for his or her own future, gaining a renewed sense of adequacy, and putting to rest any bitterness that may have lingered from the job loss period. Once back into a job, family roles must again shift and new routines and behavior patterns must be established. Depending on wages in the new job, finances may still be a source of stress.

It is extremely important that service providers recognize the significance and scope of the transition that many dislocated workers must make. Their values and belief in themselves and the system have been tested to the limit. They are not just individuals who have left one job and must find another. They are, rather, people who must change in many ways that transcend their occupational roles. The following conclusions are based on workers' comments and perceptions about their job loss and reemployment experiences:

- Not all dislocated workers adapt to the dislocation experience without long-term scarring effects. Some workers, particularly those who are unable to locate a satisfying job or who have suffered severe economic losses, continue to manifest a variety of effects, including mistrust of employers, low self-esteem, pronounced insecurity toward the future, and continued physical and psychological difficulties stemming from economic and material losses.

- Short-term services such as skill analysis, interview training, and resume preparation are important and helpful in the job search and rehiring process. However, success and future growth in a new job depend greatly on the ability of workers to make necessary job and life adjustments. Such needs are not adequately addressed through short-term services but require

longer and more in-depth support and assistance, often from the new employer and co-workers.

- Life goals, security, the future, religion, faith, family, and the concept of self-worth have new and important meaning for adults who undergo the trauma of dislocation.

- Employers in a labor market area with substantial numbers of dislocated workers may want to give these workers priority consideration, simply because they often bring valuable training, ideas, and work maturity with them from their former employer.

- Dislocated workers often do not need or want special privileges but ask only that they be given an opportunity to prove their worth and value to a new employer in return for a fair wage and reasonable benefits. If they are given that opportunity, most will adjust successfully and prove their worth as productive, dependable, and loyal employees.

Client Perceptions of Program Services*

The counselor who assists in the reemployment of dislocated workers will provide or secure several important services for them. It is important to bear in mind that while a general list may be formulated to cover the services typically needed by dislocated workers, the individual resourcefulness, strengths, and deficits of each client will determine whether and to what extent a particular service is indicated. A working list of services that the counselor may consider would include the following:

- Skills assessment
- Self-assessment
- Career and life planning
- Labor market orientation
- Resume writing and preparation
- Interviewing preparation
- Job and employment orientation
- Assistance with designing a job search campaign
- Self-marketing and confidence-building techniques
- Basic skills training
- Occupational cross-training
- Skill and upgraded skill training
- Skill enhancement training
- Job development assistance
- On-the-job training placements

It is likely that dislocated workers will face the prospect of program services with ambivalent feelings. As people who have taken pride in managing their own finances, dislocated workers may be averse to accepting any kind of public assistance, often denying that the need for services exists or believing that public assistance is degrading. Dislocated workers tend to be most appreciative of help from family, friends, churches, unions, and the community at large. They also typically hold negative perceptions of government transfer payments such as unemployment compensation, food stamps, and welfare. In many

*Excerpted and condensed from *Helping the Dislocated Worker: Employer and Employee Perceptions* (Zahniser, Ashley, and Inks 1985, pp. 41-50).

cases, the dislocated workers' perceptions are borne out by the bureaucratic maze encountered in obtaining public assistance, which may involve brusque treatment, hostility, or even contempt.

Apart from negative perceptions, program services may present the client with perplexing dilemmas. For example, clients who wish to enroll in a 5-day-per-week training program may be unable to do so if they are required to contact a quota of employers in order to receive unemployment checks. The fact that home ownership is not permitted for welfare recipients is another major complaint; many dislocated workers perceive themselves to be solid, middle-class citizens who are having a momentary run of bad luck and are being penalized unfairly for owning their homes.

Another potential barrier to successful delivery of services is the sense of bewilderment and intimidation experienced when clients are given erroneous or conflicting information from agency personnel. This causes clients to waste valuable time and resources (e.g., gasoline, funds for child care) and does nothing for the credibility of a counselor's service delivery efforts.

Although clients may regard encounters with public agencies as negative experiences, they typically report that dislocated worker programs yield considerable personal satisfaction and support. The most appreciated services are job search, placement assistance, and occupational skill training. Clients have responded enthusiastically to job search and placement services saying that meeting with others in similar circumstances brought them out of their loneliness and isolation. Moreover, since older dislocated workers especially have had little or no experience at job search, the training that they receive in this area is of inestimable value. As with job search and placement services, occupational skill training receives high marks from clients, who appreciate the psychoemotional fulfillment as much as the technical skills they receive.

For those clients who do not pursue training, there may still be a positive perception of education or training. Many of these individuals may be unable to pursue training, even though they want to. Some of the reasons may be as follows:

- They do not have the resources. They may have exhausted their unemployment benefits and now have no other resources available. Even if they are eligible for tuition assistance, they would have nothing to live on while in training.

- They are not able to find information about available training assistance and programs.

- The individuals want apprenticeship training but have been told they are too old to be accepted into the program.

- There simply are no adequate training facilities or courses available within a reasonable commuting distance. This occurs most often in rural areas.

In addition to the comments of the dislocated workers themselves, the following observations from researchers who have observed operating programs provide some important insights into finding ways to ensure that a program is as effective as possible:

- It is often the case that only a relatively small number of those who qualify for program services actually take advantage of them. This suggests that outreach is extremely important. The importance of establishing personal contact with workers, getting accurate information to them, and working with them as early as possible in their dislocation experience should not be overlooked.

- The whole issue of training and its value for workers needs to be

closely reexamined. Many service providers assume that training, especially for older workers, is a nonproductive, unworkable strategy. Older dislocated workers themselves provide somewhat contrary information. Apparently, there are benefits that go beyond the specific occupational skills that are taught (e.g., creation of a self-image as a student rather than as an unemployed worker who is living off society). This suggests that the more salient issues surrounding training are what type of training may be best, who can best benefit from the training, and when shoul' training be delivered. On-the-job training contracts properly used to deliver actual training for the employees and not as a subsidy for the employer, for example, may offer creative options for short-term training.

- Experience has shown that those dislocated workers who handle the entire experience most comfortably are those who can and do draw upon the support of the informal service sector (family, friends, churches, unions, and so forth). One important form of assistance that service providers can offer is to help the worker utilize this informal service network more effectively.

Improving Services for the Unemployed*

Both dislocated workers and hiring employers have valuable suggestions to offer about how dislocated wo'kers might best be assisted in finding new jobs. These comments are included here because preemployment activities and interventions often affect a dislocated worker's attractiveness to a hiring employer, the worker's attitudes about him or herself and work in general, the worker's adjustment behaviors on the new job, and the worker's adjustment to changes in life-style.

The reemployed workers' recommendations, based on actual experience with long periods of unemployment and later adjustment to new jobs, address four groups intimately involved with job displacement and reemployment: (1) service providers (e.g., public agencies); (2) employers of dislocated workers; (3) and other dislocated workers currently seeking or entering new jobs. The employers' recommendations, based on their own experiences with reemployed workers in their firms, address (1) service providers, (2) other current or potential employers of dislocated workers, and (3) dislocated workers currently seeking or entering new jobs.

Employees' Recommendations

For Service Providers

Most of the recommendations that reemployed workers have for service providers relate to services needed during the long period of unemployment experienced by so many. The recommendations address a number of general areas, including job search and placement needs, job information needs, counseling approaches, relocation problems, debt management aid, retraining programs, and agency concerns and approaches:

- *Job search and placement needs.* Service providers should--
  - teach dislocated workers how to prepare resumes and write cover letters.

*Excerpted and condensed from *Helping the Dislocated Worker: Employer and Employee Perceptions* (Zahniser, Ashley, and Inks 1985, pp. 51-69).

- offer dislocated workers a place where they can use telephones, get help typing resumes, and get financial assistance with mailing costs, since mailing resumes can be a real expense for unemployed workers.

- place as much emphasis as possible on helping dislocated workers attain interviewing skills. One practice session may not be enough.

- bring corporate managers in to see program facilities and talk with dislocated workers.

- ask employers to work with the program instructor when hiring new employees and offer to help the employers with recruitment and screening of dislocated workers.

- invite reemployed workers to come to program sessions and relate their own experiences, help with writing resumes, filling out applications, and so forth.

- ask reemployed workers to help dislocated workers still in the job search stage via networking and employer contacts. Reemployed workers can help keep service providers aware of openings in their companies.

- stress placement more strongly in programs, especially retraining programs, and help workers with this as much as possible.

- involve the spouses of dislocated workers as much as possible, including training the spouses to assist in the job search (e.g., by developing good telephone-answering skills--especially helpful when employers phone a dislocated worker at home for additional information or to arrange an interview).

- *Job information needs.* Service providers should--

  - provide more accurate information about the local labor market, as well as explaining the workings of the local labor market to the dislocated workers.

  - find out about which local employers are hiring what types of workers, as well as about what the occupational needs are in training programs they offer. This information needs to be communicated more effectively to dislocated workers.

  - provide information that will help dislocated workers make better decisions about skill training. Often, workers have a variety of trade and skill experiences, but they need direction in how to apply and develop them in relation to the needs of local employers. Often, 6 months of brush-up training will qualify a person for a job, but the person needs to know the specific skill areas on which to concentrate.

  - have training program instructors become more involved in giving information to dislocated workers about jobs and employers.

  - offer workshops or presentations that feature experts on the local labor market and local employers. These workshops should be free of charge with no commitments required from the workers to register for program services. Afterwards, the service providers should spend a few minutes discussing program offerings and should invite dislocated workers to register for services.

- *Counseling approaches.* Service providers should--

- concentrate on helping people obtain needed training and personal and family counseling during long unemployment periods. Also, many dislocated workers have talents not previously used in employment and need help developing and marketing them.

- have more information, including materials and publications, about other services in the community for dislocated workers. Too often, workers have to run from place to place seeking information about services, or they must wait until they are on public assistance before learning about other available services.

- concentrate on convincing dislocated workers that they may need to get additional training or go back to school.

- offer counseling and support for the spouses of dislocated workers. This should not be ongoing psychotherapy, but it should help the worker solidify his or her position with the spouse during this difficult period. Too many families split up during the layoff because the spouse blames the worker for what has happened. The spouse should be helped to know how to support the dislocated worker and respond to his or her needs at this time.

- *Relocation problems.* Service providers should--

  - create a program or workshop to help dislocated workers determine whether to stay in their local labor market or relocate. Workers also need help in finding out whether such a move is financially feasible.

  - help dislocated workers understand the wisdom of relocation (in appropriate circumstances).

- *Debt management aid.* Service providers--

  - need to help dislocated workers early in their unemployment to reorganize their priorities to match their financial situation.

  - should seek potential sources of financial assistance for dislocated workers with large expenses such as mortgage payments and hospital bills. Although debts cannot be erased, some kind of cushion is often needed.

- *Retraining programs.* Service providers should--

  - convince dislocated workers in depressed labor markets that retraining may be the best and quickest way to get back into employment.

  - help dislocated workers in retraining programs identify new talents and interests and develop new skills. Overall, service providers need to help workers see themselves positively.

  - offer more help with basic skills during retraining programs. Workers also need to be made aware of technological developments in their general industrial area, even if their specific occupation presently is not using those technologies.

  - emphasize developing dislocated workers' previously unused talents and help them identify transferable skills.

  - monitor and evaluate the quality of all retraining (and other) programs to ensure that the best instructors and equipment are in use.

- *Agency concerns and approaches.* Service providers should--

- ensure that their staff members treat dislocated workers with respect. Many workers complain that they were treated "like animals" or "as less than real people." This was especially true about staff in large public bureaucracies.

- leave their "ivory towers" and make themselves accessible to dislocated workers via such networking activities as newsletters and information passed through labor unions, local churches, and the like.

- make staff aware that dislocated workers have special problems and are somewhat different from more typical clients. Several complaints by the focus group workers were that agencies too often "throw everyone together." Service providers (particulary the unemployment offices) should make better use of information about laid-off workers from outplacing employers.

- focus on getting dislocated workers "into something--anything--just get them off the streets and out of their houses where all they do is watch television."

- consider a service that picks up dislocated workers at their homes and brings them to the service site.

- begin program activities for laid-off workers as soon as they become unemployed. It would be good if program attendance could be a requirement for receiving unemployment insurance.

- convince dislocated workers that their jobs are gone and they will not be rehired by their former employers. Agencies need to get these workers away from sitting by the phone waiting uselessly for a recall from their former employer. Service providers need to get workers into programs as soon as possible.

- avoid competing with each other in delivery of services. All service staff should recommend other appropriate services to the workers. The unemployment service should not withhold referrals to local programs just because they fear losing credit for a positive termination. Also, all services should be made available to dislocated workers without bias or fear of losing status.

- establish one central location at the program site where dislocated workers can get information, find out about application opportunities, get assistance, get information about financial help, and so forth. This could also be at a union hall or unemployment office. Dislocated workers often do not have the money or transportation to travel "all over the country" for different services or information.

- provide information and assistance on a one-to-one basis. Not all services should be delivered on a group basis. For most dislocated workers, explaining their problems individually to a caring person is very important.

• *Helping reemployed workers adjust.* Service providers should--

- continue helping dislocated workers after they are reemployed. Sometimes these workers will have problems adjusting (especially to a serious loss of earning power), and they may become depressed or lack motivation in their new jobs.

- set up support groups for reemployed workers that will help them adjust to the new job.

- possibly set up job co-op programs with the help of staff at a community college. Reemployed persons could meet weekly for a discussion group, led by an instructor, that would help them deal with adjustment or learning problems on the new job.

Recommendations by Dislocated Workers to Employers

Reemployed workers' suggestions include a number of ways in which employers could help make unemployment-to-reemployment transitions for dislocated workers smoother and more positive for both the workers and the hiring companies. The suggestions involve both outplacing and hiring employers.

- *Outplacing employers should--*

  - be more sensitive toward laid-off workers' needs and problems during plant closure. This applies to affected labor unions as well. Company managers and union leaders should hold joint workshops to foster cooperation and diminish confrontations that negatively affect the laid-off workers. Above all, these groups should try to avoid "nitpicking" regarding workers' personal problems and should jointly seek practical ways to help the workers.

  - furnish information about terminated workers to the unemployment office to aid in placing the dislocated workers in new jobs.

  - at least give terminated workers a letter of recommendation, without which it will be more difficult for the workers to find new jobs.

  - allow workers who are to be terminated to cut back on work time (e.g., to a 3- or 4-day work week) before the layoff. This time would be used by the workers for retraining or skill upgrading to improve their chances of finding a new job quickly. The continued part- ime pay would help alleviate undue financial stress.

  - provide retraining or tuition reimbursement. They should help outside service providers by directly referring workers to them or by providing information about workers to the service providers.

- *Hiring employers should--*

  - have the line supervisor or direct manager for the open position interview the prospective dislocated workers applying for the position. These supervisors or managers should then participate actively in the hiring decisions. Too often, interviewers from a company's personnel department do not know much about the job and may inadvertently give the prospective workers false or exaggerated information or expectations about the job or company.

  - recognize and make use of the value of older dislocated workers. These workers can train new employees and serve as mentors to younger workers.

  - be careful not to expect an unreasonable amount of work from newly reemployed workers because they know how desperate the workers are to have the job.

Recommendations by Dislocated Workers to Other Dislocated Workers

These recommendations focus primarily on the unemployment period and address

(1) general attitudes and self-knowledge, (2) career planning, (3) job search, (4) assistance programs and retraining, (5) part-time work and use of free time, (6) employment agencies, and (7) financial coping.

- *General attitudes and self-knowledge.* Dislocated workers should--

  - not be embarrassed to ask for help during the unemployment period. They should take advantage of any program resources that are available.

  - try to have faith and stay optimistic. They must be careful not to become complacent or so discouraged that they give up looking for another job.

  - stop feeling sorry for themselves and do something about their situation. They should avoid negative thinking and should not get into drinking or taking drugs. They should try to keep their sense of pride and self-worth.

  - evaluate their skills and the possibility of using these skills in other occupations.

- *Career planning.* Dislocated workers should--

  - evaluate their income needs, acceptable commuting distance to work, and tolerable working conditions before investigating a new job.

  - become involved in different activities, make contacts, check into retraining opportunities, and be willing to relocate if necessary.

  - reevaluate their skills. In many cases, they may need retraining. Because all trades are changing, workers may need to learn new skills or obtain new knowledge in order to find a good new job.

  - on finding new jobs, take a long-term view and consider that their job may change in 5-10 years. Reemployed workers should begin preparing themselves for those changes now.

- *Job search.* Dislocated workers should--

  - get out of the house, meet people, and make contacts that may eventually lead to job interviews.

  - begin to look for new jobs as soon as they are laid off.

  - face the fact that they may experience rejections and disappointment during their job search. This happens to everyone, and they should not give up.

  - take a job they like, even if the pay is lower than in previous jobs. It is easier to find a job if the worker already has one, and employers will at least see that the worker is motivated to work.

  - take advantage of any schooling, programs, or adult education available in order to enhance their skills, to meet new people, and to make new job contacts that may lead to interviews. Workers will have a better chance of finding a job through personal contacts than through most other sources of job information.

  - be persistent about maintaining contact with potential employers. Sometimes employers will be impressed with workers' persistence and hire them.

  - realize that there are both good employers and bad employers. They

should try not to be discouraged by unpleasant experiences with bad employers during their job search.

- stress to prospective employers that they do not expect to be recalled by their former employers, or that if they are recalled, they will not leave a new job to return to their former jobs. In many cases, prospective employers want a confirmation of this during the interview.

- realize that some employers do not know how to delve into the workers' backgrounds during an interview. As a result, the workers must learn to "sell" themselves and their skills to the prospective employers. Employers often look for this quality in interviewees.

- *Assistance programs and retraining.* Dislocated workers should--

  - if eligible for special assistance, register to receive that assistance. Many dislocated worker programs are especially helpful for those who haven't looked for a job in 10-20 years. These programs also are a good source of job information about the local area.

  - use every possible program or educational opportunity to get as much trade or skill training as they can. If they don't have this training, they aren't likely to get better jobs. Some workers who retrain get better jobs than the ones they lost.

- *Part-time work and use of free time.* Dislocated workers should--

  - consider part-time employment. Employers may offer this kind of work to test a worker's interest. Also, accepting part-time work demonstrates the worker's willingness to work.

  - not be afraid to take short-term entry-level jobs. Doing so may extend the overall period of eligibility for unemployment compensation by interrupting it with temporary paid employment. After the interruption, unemployment would again resume. This way, workers can extend time available for training or job search services.

  - remember that employers are impressed with dislocated workers who use their unemployment productively. That may mean attending service programs, retraining, or even doing volunteer work.

- *Employment agencies.* Dislocated workers should--

  - be aware that some workers encounter private employment agencies that have an agreement with hiring companies to provide temporary workers. The worker, who was not necessarily told of this agreement, was subsequently dismissed from the job after a few months. In such a situation, the worker could not collect unemployment insurance and still had to pay the private agency's fee for placement.

  - know that some private employment agencies try to pressure a worker into taking a job for which the worker may not be suited.

- *Financial coping.* Dislocated workers should--

  - realize that another member of the family (often the spouse) may need to go to work during the unemployment period.

  - try to meet their financial commitments as best they can and

should consider part-time work if necessary.

Employers' Recommendations

Based on their own experiences with reemployed workers in their firms, employers address (1) service providers, (2) other current or potential employers of dislocated workers, and (3) dislocated workers currently seeking or entering new jobs.

Recommendations to Service Providers

Employers are likely to be knowledgeable about local programs and services for dislocated workers and may have been associated with local service providers in a variety of ways. Employers' recommendations for service providers focus on (1) personal services for dislocated workers, (2) job search and employement-related services, and (3) reemployment follow-up services. The following items are offered as a help to the counselor in selecting approporiate programs and in monitoring the effectiveness of those programs:

- *Personal services for dislocated workers.* Service providers should--

  - give dislocated workers information about the existence and availability of program services. Service providers may be able to get unions and companies that are laying off workers to disseminate this kind of information.

  - find ways to prod dislocated workers gently and invite them personally to participate in program activities. Again, unions and companies that are laying off workers may be able to help with this.

  - offer financial planning and counseling assistance to dislocated workers. If the agencies themselves lack the resources to do this, they should at least refer workers to other providers within the community who do offer these services.

  - establish a place where dislocated workers can go to meet others experiencing similar problems. This may be the most important service that an agency can provide.

  - try to involve a dislocated worker's entire family in program activities, with a special effort to involve children, who sometimes suffer considerable shame at their parents' unemployment.

  - ensure that program staff who work with dislocated workers treat these workers respectfully and help them maintain their dignity. Dislocated workers who encounter patronizing or bullying staff in service programs often find these experiences negative and damaging. Reemployed workers have particularly mentioned unemployment insurance offices as sources of this negative staff behavior.

- *Job search and employment-related services.* Service providers should--

  - provide training in job search skills and labor market orientation to dislocated workers in order to help workers present themselves positively to prospective employers.

  - consider offering an initial screening of dislocated workers for prospective employers. This service is valuable to employers because it saves them time. It is valuable to dislocated workers because it eliminates unnecessary disapppointment for those who are truly not qualified for the positions, while it increases the

qualified workers' chances of getting the jobs.

- provide retraining programs for dislocated workers whenever possible. Employers are interested in hiring skilled, experienced, well-trained dislocated workers because these workers need less orientation and become productive much more quickly than regular workers.

- help dislocated workers prepare for and understand the adjustments they must make in a new company. This is especially important for workers coming from high-paying, highly unionized, and highly structured industries.

- provide training in interviewing skills and other activities that help strengthen dislocated workers' self-esteem.

- aid dislocated workers in preparing good resumes. Resume writing skills should be a part of both job search and occupational training programs.

- foster in dislocated workers a realistic view of what they can and cannot offer employers. Dislocated workers must understand that they need to have at least a minimum match between their skills and the job requirements.

- seek the support of community groups (e.g., Rotary, churches, trade associations) to get people to discuss the problems of job dislocation openly and to aid dislocated workers via support groups and other assistance.

- place much more emphasis on placement as part of their services to dislocated workers. This need is strongest in some of the skill retraining programs.

- *Reemployment follow-up services.* Service providers should--

  - try to help reemployed workers develop an understanding of where and how they fit into the new company.

  - check periodically with reemployed workers to see whether there are adjustment problems at work or in the workers' homes.

  - provide follow-up counseling for reemployed workers who are overqualified for their new jobs. Such workers need help in using their skills more creatively in the new company, in setting more specific and long-term career goals, and in avoiding chronic job-hopping because of job dissatisfaction.

Recommendations to Other Employers

Employers have offered numerous recommendations for other employers concerned with dislocated workers. Their advice is specifically for managers, personnel office staff, and human resource development staff within companies. The recommendations address two roles in which employers find themselves when dealing with worker dislocation and reemployment. They are employers laying off workers and employers interviewing and hiring dislocated workers.

- *Employers laying off workers should--*

  - at the very least provide workers with letters of reference and resume writing assistance.

  - actively seek ways to reinforce workers' self-esteem by emphasizing to the workers and the community the economic reasons for the termination.

- whenever feasible, provide outplacement counseling and assistance for workers.

- contact other companies in the area to obtain job information for workers.

- *Employers interviewing and hiring dislocated workers should--*

  - in general, and personnel staff in particular, rid themselves of dated and illogical attitudes about hiring, particularly biases toward worker age, previous experience, job requirements, and the like.

  - examine such qualities as overall attitude, cooperativeness, willingness to learn, trainability, and attendance. Employers should give less importance to such factors as age, previous salary, union membership, and reputation of former employer.

  - not refuse to hire a dislocated worker because the person appears to be overqualified for the position. Many dislocated workers have a broad array of skills, and if the employer finds ways to use these skills creatively, the worker will be an asset to the company.

  - not refuse to interview dislocated workers who formerly earned high salaries (e.g., $20,000-$30,000 per year), particularly those who had unionized positions. These wage levels should not be viewed as faults. Instead, employers should examine the workers' attitudes toward the prospective job and their willingness to work for the lower wage.

  - not refuse to hire a dislocated worker for fear that the worker will return to the former employer. Dislocated workers whose new jobs promise stability and security usually will not want to return to their old employers.

  - be pragmatic and realistic about the requirements of the positions they seek to fill and what qualities they expect of prospective workers. Employers should be honest about these factors when interviewing dislocated workers.

  - become as informed as possible, particularly personnel staff, about the issues and realities of job dislocation. They should realize that many good, qualified workers lose their jobs due to plant closure or mass layoffs that have nothing to do with the workers' performance.

  - be careful to avoid stigmatizing dislocated workers who apply for employment because of former union membership.

  - recognize the value of hiring older dislocated workers. Managers always claim they want mature, loyal, healthy, stable, and family-oriented workers. Many older dislocated workers have all of these qualities.

  - consider older dislocated workers for part-time work as well as full-time work. Many older dislocated workers are interested in part-time work if finances are not their prime reason for wanting to work.

  - realize that many older dislocated workers have private retirement and alternative health care arrangements. Such workers would not be much of a drain on company benefits.

  - consider hiring older dislocated workers when the company needs to train younger workers. The older

workers can serve as valuable trainers and mentors.

- consider more creative and flexible ways to take advantage of the rich skill background that older dislocated workers often have, when they consider whom to hire for open positions.

Recommendations to Dislocated Workers

Employers have many recommendations to offer to the dislocated worker who is seeking reemployment. These recommendations may address the workers' attitudes toward unemployment and reemployment. Others are of a more pragmatic nature dealing with how to get along in and adapt to the new work environment. Overall, employers seem to expect workers to assume most of the responsibility for making a successful adjustment to the new job. The employers' recommendations can be grouped into three segments of the layoff-to-reemployment-adjustment continuum. They are the unemployment period, the job search and interview period, and the reemployment adjustment period:

- *The unemployment period.* Dislocated workers--

  - should lay to rest any anger and bitterness toward their former employers. Such negative emotions will often sabotage job search and interview attempts.

  - must try to leave their former jobs behind; that is, they should give up the idea of returning to those jobs and turn their attention to the future and another employer.

  - should use their free time during unemployment to do part-time or volunteer work or to pursue other leisure activities. They could become the basis for starting and building a job search campaign.

  - should pursue activities that will help them enhance their old skills or learn new ones. Productive activities during unemployment are good signs to prospective employers.

  - should not take the loss of jobs for economic reasons personally. They should never allow their self-esteem to falter.

  - should examine their life-style and income needs while they are unemployed and use the time to realign their expectations for the future. They need to consider the fact that they might not return to former wage levels.

  - should face the reality that the labor market is very competitive and that a job search may take a long time and will require much persistence.

- *The job search and interview period.* Dislocated workers should--

  - be able to explain in an interview what experience and skills they can offer a new employer.

  - realize that they may have to apply for jobs that they do not want, at first, in order to meet their financial obligations. Once they are working again, they may need to continue looking for more attractive jobs.

  - not sit around waiting for the ideal new job to appear. Instead, they need to stay active, work at whatever they can, and keep looking.

  - know that to many interviewers, the workers' attitudes, personal orientation, and motivation can be as important as their skills or training. Good work habits, discipline, and interest in the job

can make the difference between the worker who is hired and the one who is not.

- demonstrate to a prospective employer that they have the ability to grow and improve within the new job and the new company. Workers must be able to apply skills in new ways and to learn new skills.

- not allow themselves to place preconceived "price tags" on prospective jobs, especially if their wages at their former jobs were higher. Prospective employers do not know a dislocated worker's worth, and the worker may have to prove his or her worth in terms of being a hard-working employee.

- prepare themselves for rejection during the job search process. For most dislocated workers, finding a good job is a long process, and a worker should not give up or give in to depression because of this.

- realize that most jobs today will require at least a high school diploma. If the worker does not have one, he or she should earn a GED.

- not neglect small companies when searching for new jobs. These employers often offer good promotional opportunities and the potential for skill diversification. In addition, many small companies expand when they become more successful, and the opportunities for workers to grow with the company are frequently better than in larger, established firms. This is especially true in single-owner companies.

• *The reemployment period*. Reemployed workers--

- must be willing to leave the past behind. This may mean adjusting to changes in wages, status, union protection, performance requirements, seniority, job security, and so forth.

- must try to understand the employer's expectations and requirements for the new job and try to adjust accordingly. This may include understanding the nature of the new workplace, the industry, the worker's role in the organization, and so forth.

- should accept the fact that automation has become a fact of life in the work world. For that reason, the workers should seek ways to keep diversifying their skills and abilities, even after they are reemployed.

- should try to understand that they do not need to derive their personal identity and self-esteem from their job or occupation. Persons who are reemployed in jobs having lower status than their former jobs are not failures as human beings.

- should, when not finding their new job satisfying, view the job as a vehicle for moving up, either within the company or to a more satisfying job in a different company.

- should learn from their past experiences and apply what they can to their current jobs, but they should also be willing to learn new skills and new routines and procedures.

- should demonstrate a high level of motivation on the new job.

- should be willing to take on new responsibilities in the new job.

- should not hold back in the new job setting. Instead, they should be willing to demonstrate their

abilities and learn and fit in as quickly as they can.

- should not be afraid to ask questions while learning their new jobs. They should not make assumptions or judgments. These may lead to unnecessary mistakes or to poor work habits

- should pay careful attention to job task explanations and work environment information they receive while learning their new jobs and becoming aware of the new work environment.

- demonstrate good work attitudes by showing a willingness to accept new supervision, by being on time for work, and by maintaining a positive work attitude.

- should proceed on a day-by-day basis when first entering the new work environment. They should avoid being too aggressive or forceful. Workers need to give themselves time to become acclimated to the new work environment and to let their co-workers and supervisors become acclimated to them, as well.

- should try to be confident, but not arrogant, with new supervisors and co-workers. The new workers should try to contribute to the new work group as soon as possible so as to gain co-workers' respect.

- who have lingering financial problems from a long period of unemployment should find out whether the new employer has a credit union or can assist with finances via a special payback schedule for the creditors The same process can be used for other problems carrying over from unemployment.

Tools for the Job Search*

A job search is essentially an information search. Obtaining a job after a client learns of an opening is a problem, too, but the primary and most important challenge is to find the openings in the first place. In the American economy, without central planning, hiring decisions are made independently and without direction or control. No one person is informed about all of them, and there is no one place where one can learn about all available jobs, or even a high proportion of them. Therefore it is important to explore every significant source of employment information and to be aware of the advantages and drawbacks of each one. The following discussion will examine the want ads, the state employment service, private employment agencies, other intermediaries, help from friends, and approaching employers directly.

The Want Ads

The first and most obvious place to look for information about openings is the want ads. Walsh, Johnson, and Sugarman (1975) report a study of the want ads that appeared in the Sunday papers in San Francisco and Salt Lake City during the 5-year period from 1968 to 1972. What they found, essentially, was that the want ads contain only a small proportion of the available jobs, and that the distribution of jobs in these ads presents a very distorted picture of the jobs that are actually available. In both cities, only a

*Excerpted and condensed from *Reemployment Assistance for Laid-Off Workers* (Wegman 1983, pp. 16-24).

small percentage of employers hired workers through the want ads, and these tended to be large firms concentrated in just a few industries. In a survey of employers they found that 85 percent of those surveyed in San Francisco and 76 percent of those in Salt Lake City had hired no workers through the want ads during the previous year. Firms in such areas as finance, insurance, and real estate were particularly unlikely to hire through the want ads. Employers said that when they did hire through the ads, they had the most success in hiring clerical, sales, and service workers.

Many of the want ads lacked essential information; in over half of them the employer could not be identified, either because a box number was used or because the job was available only through an employment agency. There was no wage information in 85 percent of the ads. Many of the jobs were obviously hard to fill; 2 to 3 months after the ad appeared, a full third of the jobs were still open. Employment agency ads were particularly short on specific information: 90 percent gave no idea of the geographic location of the job, and 86 percent did not even give the industry, much less the specific employer.

The study concluded that the absence of jobs in the middle range, requiring only moderate levels of skill and experience but providing good pay, suggested that employers advertise only after they have used other, more informal methods to fill their openings. Placing a want ad is something of a last resort, after all else has failed.

Employment Services

This same study also made a careful review of the jobs available through the local offices of the U.S. Employment Service in 12 areas of the country. This federally funded agency provides free services to employers and job seekers. Like the want ads, however, the employment service tends to have a stock of slow-moving, highly skilled positions--often listed only because federal law requires the listing of jobs where a federal contract is involved--and a flow of semi-skilled and unskilled blue-collar and service listings, which are typically filled almost upon receipt. These latter jobs predominate; 40 percent of the employment service listings were categorized as low-paying, low-status jobs.

It should be noted that this study, funded and reported by the U.S. Department of Labor (1978), had some tendency to overemphasize large metropolitan areas. In smaller towns, local employment service offices may handle a far higher proportion of the available job listings. In fact, a local office may even have exclusive hiring agreements with major local employers, serving in effect as their personnel office. The process of mapping the labor market for any given city will quickly reveal the local situation.

Employment Agencies

The other major labor market intermediary consists of private employment agencies. In contrast to the want ads of employers, which are written to discourage applicants, often listing artificially high educational and experience requirements in order to reduce their numbers, the ads of employment agencies describe jobs in glowing terms in order to generate the largest possible number of applicants.

It is not that these applicants are needed to fill the advertised openings, but rather that they can be sent to interview for other jobs that the agency has listed or that can be developed on the basis of the applicant's credentials. Private employment agencies, in other words, list the best jobs in order to stimulate a large flow of applicants to their offices. (If they are unethical, they may make up and advertise nonexistent attractive jobs.) These job seekers are then quickly interviewed, and the most attractive and marketable selected. The rest are dismissed. To the extent that the agency has listings, the selected job seekers are matched to them. For the rest, employer

after employer is phoned, the job seekers are described, and a request is made for an interview if, but only if, either the job seeker or the employer has agreed to pay the agency fee.

Employment agencies, like all other labor market intermediaries, know of only a small percentage of the available job openings. And, like other intermediaries, they tend to be disproportionately aware of those jobs for which workers are in short supply either because of relatively low wages or the high skill levels the jobs demand. In an economic downturn, when a job seeker needs them most, employment agencies are least likely to be able to provide assistance, since few employers see any need to pay their fees or deal with them at all, given the large number of job seekers who are coming on their own initiative to seek work.

Finally, there is always a natural pressure--accepted or resisted, according to the agency's ethics--to send a job seeker to those jobs of which the agency is aware, regardless of whether these jobs are what the job seeker wants or are those for which he or she is best suited, in order to earn a quick fee. If there is a shortage of secretaries, the question is likely to be "Can you type?" regardless of the job being sought. Hence, regulatory agencies receive consumer complaints of bait-and-switch advertising, downgrading of skills for quick placements, giving of misleading information, and abusive financial practices (Mangum 1978).

Other Intermediaries

There is a variety of other labor market intermediaries: centralized civil service hiring offices, unions, school placement offices, community-based organizations, and so on. Many are very helpful but are available only to a limited membership group. Others serve every applicant but have other disadvantages. Civil service offices, for example, tend to be notorious for generating an enormous amount of paperwork, which takes months and months to process.

With all intermediaries, however, there is one fundamental problem: They know of only a very limited proportion of the available jobs, and even this limited proportion is not a random sample, but tends to consist disproportionately of either high-turnover jobs or jobs demanding very high levels of training and experience. Clearly, the rest of the available jobs are being obtained by other methods.

Help from Friends, Relatives, and Acquaintances

The next general approach to finding employment is to seek information from friends, relatives, and acquaintances in order to discover any job openings of which they may be aware. Rees (1966) points out that the problem for both employer and job seeker is not finding a larger quantity of possibilities, but rather obtaining high-quality information. The employer does not want a huge number of applicants, but a small number of suitable ones about whom he or she knows a lot. The job seeker does not need a list of thousands of jobs so much as the opportunity to learn about a few that would be genuinely attractive, preferably where some friends or relatives already work.

In studies of the hiring process in Chicago, Rees found that in four white-collar occupations, informal sources accounted for half of the hires; in eight blue-collar occupations, it was four-fifths. Sheppard and Belitsky (1968), reporting a study carried out in Erie, Pennsylvania, found that most of the male blue-collar workers who found new jobs after layoff heard of them through friends, relatives, or other workers. What such sources provide is usually not only information about the existence of an opening, but also some idea of the characteristics of the place of employment, and often a "good word" to whoever is doing the hiring.

Granovetter (1974), in a study of the job-finding methods of professional, technical, and managerial workers in a Boston suburb, reports that the majority obtained their new jobs through some kind of personal contact, and in proportions quite similar to those found in studies of blue-collar workers. Granovetter also found that in 28 percent of the cases this was a person who was ordinarily seen once a year or less. This led Granovetter to develop the concept of "the strength of weak ties," arguing that those who are closest to us tend to move in the same circles and know the same people, so that we are more likely to get critical job information from those who are not so well known to us, and who are more likely to move in different circles and know different people. Lin, Ensel, and Vaughan (1981) found that what is important about "weak ties" is that they connect the job seeker to well-placed individuals.

Obviously, every friend, relative, and acquaintance should be contacted in order to see if they know of any job openings. But if this has been done, and nothing develops, what then? And, more important, what if one has few friends and relatives in town, or those one has are not highly placed? Moreover, the individual who has worked for many years at the same plant, which is now closing, and whose friends and acquaintances are largely also working at the same plant, may quickly exhaust the potential sources of job information even among distant acquaintances.

Approaching Employers Directly

This option is approaching employers without a referral and without knowing if there is an opening, in order to inquire if an opening exists and to apply for any opening that is found. This is how employment agencies locate the majority of their job openings. As Figler (1979) points out, the job seeker at least has the option of using the appropriate portion of the telephone book to find every employer who would be likely to use any given set of skills. The employer has no similar option.

One drawback of this approach is that it is not always clear, when approaching any given firm, who should be contacted in order to find out if an opening exists. It is often the case that hiring activities are not centralized, sometimes requiring the job seeker using this approach to contact three or more people to find out about available vacancies in the firm. It is quite possible that no one person may know. Therefore, a job seeker may telephone a firm and be told that there are no openings when, in fact, openings do exist.

Finding vacancies and obtaining interviews is, thus, a difficult art. Most books on the subject of how to find vacancies and obtain interviews tend to focus on the more educated job seeker. Lathrop (1977) is one of the few who regularly includes examples and ideas appropriate to working-class job seekers.

Which of these three methods--using an intermediary, asking friends and relatives, or approaching an employer directly--actually leads to a job for most people? In a study of information collected as part of the Current Population Survey, Rosenfeld, Michelotti, and Deutermann (1975) found that over 60 percent of those finding jobs did so through direct action on their part, rather than by using some established labor market intermediary.

All of which brings us back to one fundamental fact: A job search is an information search. There are always job openings, even during a severe recession; the problem is to find them. As Stevens (1972) observed in a study of the behavior of unemployed males seeking full-time, nonconstruction industrial work, what is striking is the low quality of labor market information available to the job seekers. His data imply that, despite an unemployment rate of less than 3 percent and a study limited to workers with at least 2 years' prior work history, it took an

average of 14 contacts with potential employers for experienced workers to obtain new employment. With these facts in mind, what kind of assistance is needed by laid-off workers as they seek reemployment? There are at least three areas in which almost all laid-off workers could use specific skill training: telephone usage, application form completion, and interviewing.

Telephone Usage

The telephone is a very valuable tool for the job seeker if it is used properly. Workers can be trained on a teletrainer (essentially, a closed circuit phone) supplied by the telephone company. They can develop such habits as always giving their own name and then asking for the name of the person to whom they are speaking, dealing in a friendly but assertive way with secretaries, summarizing their skills in a succinct but attractive way when speaking to employers, and so on. Scripts can be provided, and participants in training sessions can first practice on each other and then make actual phone calls with the trainer listening in. With practice, workers seeking new employment can obtain much of the information they need over the phone; as with shopping, it can save much time and gasoline to "let your fingers do the walking."

Application Forms

Application forms will be required by almost all employers of any size, and training in the best way to complete them will save the unemployed worker a great deal of time and trouble while raising the probability of being chosen for an interview. Workshops covering the employment application form should lead the participants through a sample form, blank by blank. It is particularly important to deal appropriately with gaps in employment histories and with other potentially negative factors, such as criminal records, health problems, dishonorable discharges, and so on. By showing the participants how to present themselves in the best light, and stressing the importance of providing information in the manner specified by the directions on the form, the probability of obtaining an interview can be increased. At the end of the workshop, the properly filled out sample forms should be checked and then typed, so that job seekers can carry them to personnel offices and interviews, and copy the information from them when filling out the forms of the company or agency to which they are applying. This practice will ease and speed up the application process and relieve the individual of trying to remember the various dates, names, and other information that will be required.

The Interview

Interview training is needed by laid-off workers at all levels. Most people, even college graduates, have had no formal instruction on how to interview properly, and errors that cost them job offers are common. The most powerful way to improve interviewing behavior is by videotaping practice sessions and then playing back the videotape for review. Barbee and Keill (1973) report that if this playback, in which specific behaviors are identified that need to be changed, is followed by practice in the proper behaviors and then repetition of the simulated interviews, the quality of interviewing behavior rises significantly. Dress makes a powerful first impression. Being positive is extremely important, since anything negative tends to weigh heavily against the applicant. The decision tends to be made early in the interview, on the basis of the first impression; this makes it essential to demonstrate the ability to communicate well in a friendly and likable manner.

The objective of interview training is to prepare job applicants to be active and assertive in speaking well of themselves, handling any difficult or awkward questions smoothly, and straightforwardly asking for the job. Some background in assertiveness training will be valuable for those who are to conduct the sessions. Many applicants

are nervous during job interviews and tend to sit passively and silently, answering any questions in one or two words, and becoming totally unnerved if asked embarrassing or difficult questions. With training, they can learn to introduce themselves properly, establish rapport with the interviewer, volunteer favorable information about themselves, and indicate an interest in the company to which they are applying. If they have practiced difficult questions, they will be able to handle them much more smoothly should any come up in an actual interview. By asking for the job, inquiring when they can call back if a decision will not be made immediately, and generally communicating a pleasant personality, initiative, and a strong desire to work, they can increase the probability of being offered the job.

Blue-collar job interviews may take place either formally, in an office, or very informally, on the shop floor or even in a pickup truck at a construction site while the boss runs an errand. In any of these settings, however, the same fundamental interviewing skills are needed. Since so few people have had the advantage of careful training in this area, those who have this training will find it a real advantage. Finally, some programs to assist displaced workers may want to help them put together a simple one- or two-page resume to use as part of their job search activities.

The Counselor's Role As Job Search Supervisor*

One of the most significant findings of recent research has been the importance of the role of job search supervisor as played by the counselor. The difference in the level of activity between an independent job searcher and one who is properly supervised can be astonishing. Naturally, the success note of job seekers at getting hired also rises dramatically under supervision. The following discussion will look at the general features of supervised job search and then present a detailed chronology for implementing procedures.

Job-Search Training: Supervision

The job-search period need not be a long one, nor even an unprofitable one. Kahn and Low (1982) suggest that, because an unemployed job seeker can collect more job offers than one whose time is more limited because he or she is still employed, the unemployed job seeker will often do better financially. Using data collected from the National Longitudinal Survey, they found a 10 percent wage offer advantage for those who sought work while unemployed over those who found a new job while still holding down the old one. Even accounting for lost wages, unemployed job seekers came out slightly ahead. The key is to keep the period of unemployment short and to search intensively.

The critical issue in contemporary approaches to job-search training is the intensity of the search process. Programs set up to assist the unemployed have been offering information and training for years. However, as Johnson (1982) points out, what is different about recent programs is the emphasis they put on supervising the actual search process. Descriptions of such programs may be found in Wegmann (1979), Kennedy (1980), and Johnson (1982). These job-search training programs also offer information and training, but they then set specific quotas for the use of that training (at least 20 phone calls to employers per day, or at least two job interviews per day, for example). They provide support and supervision during the actual job-search process. Phone calls are

*Excerpted and condensed from *Reemployment Assistance for Laid-Off Workers* (Wegmann 1983, pp. 24-27).

made from program quarters, for example, rather than from home. Participants report on their activities daily.

The importance of this supervision can be seen in some data gathered as part of the Current Population Survey (Rosenfeld 1977). A national sample of unemployed adults was asked how much time they had spent on their search for work, and how many contacts with potential employers they had made in the previous 4 weeks. Although unemployed for a month or more, the respondents were spending only 17 hours a month on their job-search activities, averaging 6 contacts with employers during the last 4 weeks.

Those in job-search groups, on the other hand, are strongly encouraged to consider obtaining a job as a job in itself and to work at it full-time. Typically, they spend more hours on their job-search activities in one week than most unemployed individuals do in a month, and they make more contacts with employers in 1 day than the average person does over several weeks.

The importance of this intensity can be seen in recent reports describing the results of two programs to find jobs for graduates of Control Data Institute courses. In the Boston area, a group of 20 participants averaged 5 months' unemployment since graduation from the Control Data training. Each person in the program averaged 233 phone contacts with potential employers in 12.4 days of supervised job search under the direction of a group called JIST (Job Information and Seeking Training). It typically took 22 phone calls to get an interview, and 8 interviews to get a job offer. Now that they were looking for work more intensely under supervision, 18 of the 20 found jobs; the average time to locate employment was just under 4 weeks, with all 18 employed within 6 weeks (JIST 1982). The average salary accepted was $14,700 per year.

In Los Angeles, working with a similar population of 18 Control Data Institute graduates unemployed for up to 1 year, the Self Directed Placement Corporation assisted 17 of them to find employment within a 4-week period. The participants averaged 32 phone calls per person per day, which led to an average of 4 interviews and 1.4 job offers each. The average salary accepted was just over $14,000.

As has been stressed in the discussion of labor market operations, looking for work by applying to employer after employer will, inevitably, turn up far more situations where no jobs are available than businesses where an opening is found. From a behavioral point of view this means that there will be far more failure than success, a situation that tends to extinguish their initiative. Azrin and Besalel (1980) describe their group job-search program (called a "job club") as a program that essentially provides interim positive reinforcement, such as praise for the successful completion of interim tasks, in order to keep the unemployed person at his or her efforts until a job is offered and accepted. Without this assistance, job seekers tend to become discouraged and to lower the frequency of employer contact. They then soon come to feel that there are no jobs to be found, which further reduces their search activities, so that this belief soon begins to act as a self-fulfilling prophecy. Azrin and Besalel's manual (1980) describes in some detail how this tendency can be counteracted.

Such groups as a job club are not easy to lead. As has recently been pointed out (Wegmann 1982), assigning persons to run such groups without providing the necessary training and experience can significantly reduce their effectiveness. Although good printed materials are now commercially available (Azrin and Besalel's manual has already been mentioned; Farr, Gaither, and Pickrell [1983] also have an excellent manual.), the heart of the ability to conduct such a workshop lies in a positive attitude toward the participants, a good sense of their emotional states and how to deal frankly with these, a high level of energy, and an ability to be directive without being offensive. With this kind of leadership, the great majority of the

participants can be expected to find new jobs before the emotional, financial, and physical stress of unemployment produce really negative results.

Job Search Training: Chronology for Implementing Procedures*

The following presents a chronology of steps likely to be required in meeting your program goals:

- Provide for both job-related and social service needs.
- State the types of services that will be required during the period stretching from layoff to perhaps a year afterwards.
- Identify any special provisions made by the employer (e.g., pensions and benefits, early retirement, severance pay, continuation of health and insurance coverage, letters of insurance coverage, letters of reference and referral to other employers).
- Provide information about how to file for Unemployment Insurance, Trade Adjustment Assistance, food stamps, and other grants or assistance.
- Provide information about where affected workers can go for assistance within the community (family counseling centers, debt counseling centers, United Way offices, medical assistance centers, YWCAs).
- Provide assessment services, such as an interview with each worker, to determine specific needs and to arrange for referral to an appropriate program or service provider. (For a detailed discussion of intake and assessment, refer to the first chapter of this monograph, "Implementing Adult Intake and Career Assessment.")
- Provide psychological counseling if needed to help dislocated workers and their families in understanding and coping with some of the emotions, pressures, changes, issues, and attitudes that they may experience in the coming weeks and months.
- Provide career planning, counseling, and training in job search skills. (For a detailed discussion of job search skills, refer to the second chapter of this monograph, "Providing Employability for Adults.")
- Provide retraining and upgrading of skills if such services are needed and feasible. Several options are available: (1) training classes for high-demand or replacement occupations; (2) courses in existing vocational programs; (3) on-the-job training; (4) cooperative classroom-employer site training; and (5) courses and assistance leading to successful GED testing. Training is one of the more costly and long-term services that can be offered, but for the right group of dislocated workers, it will be beneficial. Training should only be developed in conjunction with a thorough labor market analysis, however. Some type of placement assistance should also be included.

*Excerpted and adapted from *Helping the Dislocated Worker: Planning Community Services* (Zahniser and Ashley 1984, pp. 20-40).

- Provide an array of social services, if possible. Services likely to be needed include debt counseling, arrangements for health care, stress counseling, and child care. Counseling for transportation needs, productive use of leisure time, and family and personal or peer group counseling may be an ongoing need. The most important aspect of delivering social services, though, is that they be continued as long as necessary.

Finding Services for Dislocated Worker Programs*

There is an almost infinite variety of strategies and specific services that may be developed or utilized in dislocated worker programs. This section examines specific services that individual organizations and groups may contribute to program planning and implementation activities. These service listings are not exhaustive and are offered more as a stimulus for creative thinking than as a series of prescriptive actions. These ideas should give anybody who is responsible for dislocated worker programs an idea of the variety of program resources and resource providers that may be available in a community. Those using the lists should be able to determine how the various services required for program efforts fit together and, as a result, will be aided in determining the administrative and management structure that the program may require.

The listing of a service does not constitute an absolute assurance that it is provided by the suggested agency in all localities or that an agency's policies currently allow for such a service. However, the listed services represent the types of help that are within the realm of possible and practical approaches as suggested by experts in the field. Some of the service ideas are of a preventive nature and are intended to avert or soften the impact of a plant closure or mass layoff on a community. Others relate directly to program planning and implementation. Several groups or organizations may seem to offer the same type of service. No attempt is made here to eliminate duplication, because program planners may benefit from being able to choose from among varied service providers or to broaden service levels by using a larger number of providers to provide a specific type of service.

The listings begin with services and activities that may be undertaken by public and private education and training institutions. Other categories of service providers to be explored are as follows:

- Public libraries and specialty librarians
- Social service providers
- The state employment service
- State vocational education departments
- Local governing body
- Local, state-level, and international union organizations
- Chamber of commerce
- Local Private Industry Council
- Private employers
- Banks and lending institutions

*Extracted and condensed from *Helping the Dislocated Worker: Planning Community Services* (Zahniser and Ashley, 1984, pp. 41-63).

- Public utilities
- Affected firms and firms at risk

Public and Private Education and Training Institutions

Public and private education and training institutions may provide the following services and activities:

- Confer with the employment service and other employer groups to identify and define growing industries and occupations in demand.
- Develop training programs or modify existing ones to concur with employer specifications and labor market needs.
- Provide lists of available course offerings and descriptions to groups responsible for aiding dislocated workers.
- Hold workshops for dislocated workers to introduce them to self-help career counseling information that may be available in a community or college library or local media resource center.
- Restructure program or course requirements to offer dislocated workers intense and specific skill-related training.
- Locate courses near dislocated workers' residences, especially in rural areas or when classroom-size training courses are offered.
- Develop flexible scheduling for course offerings.
- Coordinate with other social service providers to offer integrated services to help dislocated workers remain in training (e.g., child care, transportation assistance, health care).
- Designate a staff member to be available specifically for dealing with dislocated workers and their concerns.
- Establish a special room or meeting area on the school campus especially for dislocated workers; allow workers to utilize the area for socializing and mutual support groups; use it as an information dissemination point; have books, articles, and other helpful resources available for the workers' use.
- Hold informational workshops that will help dislocated workers identify and locate community social services and recreational resources that will assist them; bring together community care providers and other individuals (e.g., psychologists, social workers, employment service job counselors, and credit counselors) who can help the dislocated worker better understand and cope with unemployment.
- Provide, free or for a nominal fee, off-hours use of athletic and recreational facilities for dislocated workers and their families.
- Provide the services of career counselors and use of counseling facilities.
- Offer GED and basic skills remediation training.
- Offer special career exploration sessions in local occupational areas that are rapidly growing or in high demand.
- Work with employers to identify larger-sized training needs (e.g., one employer who needs a number of workers or several employers who need people with similar skills); use as a basis for developing class-size skill training programs.

- Offer to act as a recruitment center for area employers.

- Assume a major role in promoting the dislocated worker program, keeping the public informed about the situation (e.g., develop brochures, fliers, posters, articles for local newspapers, television and radio spots).

- Combine efforts with the Small Business Administration to plan, develop, and offer special workshops and seminars for dislocated workers who want to start their own businesses.

- Work closely and directly with employers to develop customized, on-the-job training assistance for those hiring dislocated workers.

- Take a regional approach to training; provide training in occupations that may be in demand in another nearby labor market, preferably one that is within commuting distance; combine efforts with another institution within the region to develop a specialized training program.

- Develop and offer a series of self-help seminars for dislocated workers (e.g., developing good personal coping strategies, stress reduction, maintaining good nutrition, effective time management, leisure time planning, financial counseling, handling marital problems, forming mutual support groups, self-help job strategies).

- In rural areas, find ways of establishing a mobile training or career assessment center in order to take services to the dislocated workers.

- Stay informed about grants from private foundations that may be available for worker dislocation programs.

- Develop special brochures for laid-off workers, involved employers, and unions describing special services that the educational community offers (e.g., courses, counseling, flexible scheduling, tuition assistance, life management skills training).

Public Libraries and Specialty Librarians

Public libraries and specialty librarians may offer the following program services:

- Prepare a bibliography of books, journal articles, and research reports that are of relevance and interest to program planners and to the dislocated workers themselves.

- Set aside books and resources relating to the worker dislocation problem in a special section area of the library (e.g., books on family budgeting and financial management, stress coping, self-administered skill and career analysis guides, career and occupational information, employer directories, books on preparing inexpensive but nutritious meals, inexpensive hobbies and crafts, resume preparation).

- Display special materials attractively in part of the library where dislocated workers may come and browse, meet informally, and perhaps have coffee or tea.

- In rural areas, especially, utilize the library as a central location for holding meetings, seminars, and workshops for the dislocated workers.

- Use the library as one of several centralized points in the community where information relevant to and

about dislocated workers is disseminated; post information on a special bulletin board.

- Technical librarians on the staff of such organizations as the chamber of commerce may work closely with training and placement specialists and with program planners to locate needed data and specialized information (e.g., private employment and wage surveys that the utility companies or a bank may have conducted, special background information on specific firms, special directories or data from departments of the federal government); this service is especially valuable for grant writing and program planning related to dislocated worker programs.

Social Service Providers

Numerous social service agencies or organizations may become involved in programs for dislocated workers. These agencies or organizations may provide the following program services:

- Establish a 24-hour informational and crisis intervention hotline. (Mental health agencies, United Way, churches, neighborhood associations, city associations, city or county social agencies and service departments, YWCA, YMCA, the news media, local libraries)

- Provide for child care assistance during job interviews or training classes. (Churches, Catholic Charities, Jewish Family Services, YMCA, YWCA, United Way, community colleges, neighborhood associations, community mental health centers)

- Establish a system for periodically recontacting dislocated workers and their families to check on their progress or to arrange for a change in services. (United Way, YMCA, YWCA, community colleges, churches, Catholic Charities, Jewish Family Services, social services groups offering special services to the dislocated, dislocated worker programs)

- Prepare and distribute to dislocated workers special self-help guides, brochures, and pamphlets; include community resource information and ideas for coping with the layoff situation. (United Way, chamber of commerce, community colleges, city or county social services departments, employment service agencies, local mental health centers, local libraries)

- Provide staff assistance for dislocated worker program operation.

- Contribute equipment, furniture, or supplies for program operation; assist with developing forms, copying, printing brochures; conduct worker outreach programs.

- Offer workshops on family budgeting and money management. (County Extension Service, local banks, community mental health center, YMCA, YWCA, local community colleges)

- Provide information to dislocated workers and their families about obtaining welfare assistance, food stamps, rent assistance, and other income assistance. (Community planner from city or county planning commission, county welfare department, city or county housing commission, United Way, city social services department, libraries, local tenants association)

- Facilitate the development of a ride-sharing program for dislocated workers to and from the reemployment center, job search club, or training site. (Regional planning council, local public transportation department)

- Offer reduced public transportation fares for those going to training,

job search classes, or job interviews. (Local public transportation authority)

- Provide transportation for individuals going to job interviews. (United Way, churches, neighborhood associations, Urban League)

- Provide nutritional counseling for preparation of low-cost nutritious meals. (County Extension Agent, home economist at the local utility company, food editor of local newspaper staff)

- Provide food assistance for lunches or other main meal when dislocated workers are in a skills training program or special job search training. (Churches, YMCA, YWCA, neighborhood association, local restaurant owners associations, United Way)

- Provide use of facilities for a job club group, "Forty Plus" club, or other job search organization. (Training institutions, churches, YMCA, YWCA, local mental health centers, neighborhood associations, chambers of commerce, local department of parks and recreation, libraries)

- Provide a trained social worker or counselor at the plant or layoff site, transition center, or other center of program operation. (Local mental heaith or community health center, local hospital association, local university, Catholic Charities, Jewish Family Services, local health department, YMCA, YWCA, United Way)

- Encourage the dislocated workers to organize mutual peer support groups for themselves. (Training institutions, United Way, unions, community health centers, YMCA, YWCA)

- Prepare and conduct an out-placement program for workers who are about to be or have been laid off. (Professional personnel counseling association, unions, YMCA, YWCA, community mental health center, churches, Catholic Charities, Jewish Family Services, Urban League)

- Provide legal assistance. (Legal Aid Society)

- Provide specialized counseling (e.g., substance abuse). (United Way, drug or alcohol counseling programs or treatment centers, YMCA, YWCA, local child care service agencies, local department of social services, hospitals, community colleges)

- Examine the possibility of obtaining temporary retail discounts from local merchants. (Local retail merchants association)

- Provide special information to dislocated workers about area athletic facilities and other recreational or leisure time activities. (Local department of parks and recreation, community colleges athletic department representative, local schools or colleges)

- Provide temporary, low-cost health care for workers left without insurance or benefits. (Local hospital or medical association, group of local physicians, special clinics, community health centers, local medical school)

- Provide access to personal and family counseling; stress-coping and stress reduction programs. (Local community mental health center, local hospital, local pastoral counseling center, United Way, local university department of psychology, Catholic Charities, Jewish Family Services, YMCA, YWCA, city or county social services department)

- Provide special support groups or workshops for spouses or children of the dislocated workers. (Local community colleges, local community mental health center, city or county social services department, churches, Catholic Charities, Jewish Family Services, United Way, YMCA, YWCA)

- Assist terminated workers in exploring the potential for implementing programs of employee ownership. (Economic development groups, neighborhood associations, local or county planning department)

- Hold a media-sponsored employment fair for workers and area employers. (Local television or radio stations, local newspaper)

State Employment Service

The state employment service may provide the following preventive service: Explore with company officials the possibility of finding suitable employment for the workers elsewhere within the firm or at a branch plant of the same firm.

The state employment service may also provide the following program services:

- Obtain reliable information from the employer about the timing and scheduling of layoffs.

- Obtain demographic, biographical, and work experience information about the workers from plant management or union officials.

- Provide information to workers (before layoff, if possible) about how to file for Unemployment Insurance.

- Assign occupational titles and codes to the workers that reflect all their qualifications and skills.

- Activate a telephone hotline at the employment service office regarding Unemployment Insurance and Trade Adjustment Assistance; advertise the service via the local media.

- Initiate action to activate interarea recruitment and job bank services.

- Obtain the cooperation of such organizations as the National Alliance of Business and veterans' organizations for job development efforts.

- Conduct a labor market analysis and translate data into reemployment strategies.

- If closure or layoff occurs because of imports, help workers and employers file a petition under the Trade Act; provide petition forms for Trade Adjustment Assistance.

- Arrange for area employers to interview dislocated workers for potential jobs on the plant premises, union hall, or local employment service office.

- Consider applying for supplementary grants to cover training needs.

- Assume responsibility for seeking a special waiver in Unemployment Insurance regulations to allow dislocated workers to continue receiving benefits while enrolled in training.

State Vocational Education Departments

The state vocational education and/or community college departments may provide the following program services:

- Work with the state department of labor or industry to obtain special equipment or machinery, if needed, for retraining programs.

- Encourage use of campuses around the state as resource centers for

"drive-in" conferences for those out of work.

Local Governing Body

The local governing body may provide the following program services:

- Assume leadership for applying for special grants or loans that may be used for financing a dislocated worker program.
- Assume leadership in bringing together necessary individuals or organizations that are capable of reducing or assuming dislocated workers' mortgage payments for a few months.

Local Unions

Local unions may provide the following program services:

- Meet with plant officials about severance pay and continuation of other benefits; pass all information on to employees.
- Assist workers to file for Trade Adjustment Assistance if the company is eligible.
- Contact other labor unions, locally or elsewhere, as well as business and civic groups for job leads.
- Deliver information to dislocated workers about financial and income assistance available to them and community services that have been designed to help them.
- Assist with making arrangements for mortgage and debt moratoriums on repayment of credit union loans, and any other stopgap financial measures that may be implemented.
- Help workers interested in relocating to other areas, prepare resumes, then circulate them via the union's international office.
- Allow laid-off workers to continue using the union hall as a focus for meetings and general peer group support.
- Develop a special fund for providing legal and mortgage assistance for dislocated workers; develop union-sponsored retraining programs for laid-off workers.
- Develop a special fund to provide a wage differential for laid-off union members.
- Spearhead a program of assistance for nonunion workers caught in a plant closure or layoff; hold informational workshops and help with mobilization and delivery of social services.
- In a layoff situation where not all employees are terminated, act as a catalyst to collect union and nonunion employees' voluntary contributions for those who are laid off.

State-Level Union Organizations

State-level union organizations may provide the following program services:

- Assume leadership in developing informational workshops for workers caught in a plant closure.
- Assume leadership for developing and implementing job search workshops.
- Apply to the state JTPA agency for funding to administer a retraining program for the laid-off workers.
- Develop or conduct a labor market analysis of expected economic and employment trends for the local union body or program planning council.

- For unionized plants: try to locate funds to enable one union person to help with outreach and to act as special facilitator and coordinator for union-related layoff activities.

International Union

International unions may provide the following program services:

- Assist state and local unions in developing community informational and outplacement workshops for workers being terminated.
- Provide training for state and local union leaders who may be working with union members experiencing a plant closure or permanent layoff.
- Encourage union members currently working and retirees to contribute foodstuffs for the dislocated; provide matching funds for the local contributions.

Chamber of Commerce

The local chamber of commerce may provide the following program services:

- Assume leadership in organizing and implementing an employer outreach program.
- Initiate and work with the media, employment service, and other appropriate agencies to implement an employment job fair for the dislocated workers.
- Utilize influence with membership to contact employers personally and identify those who are actively hiring.
- Provide access to industrial directories and other employer-related information for job developers, placement specialists, and, if appropriate, workers.
- In communities that are emphasizing relocation, establish contacts with chambers of commerce in other locations for information about employment prospects or for help in resettling the workers in the new locations.
- Assist in locating jobs in the "hidden job market" for the dislocated workers.

Private Industry Council

The local Private Industry Council may provide the following program services:

- Obtain needed labor market information for program planners and operators.
- Provide recommendations about the type and mix of social services the program may require.
- Provide assistance in establishing a reporting system for tracking workers' progress, services rendered, and funds expended.

Private Employers

Local private employers may provide the following program services:

- Offer to assess or review selected training programs for relevance to the employer workplace.
- Assist with the development of curricula and training standards and establishment of entrance criteria; also, help with recruiting and screening program candidates, establishing recruitment standards, finding qualified instructors, administering end-of-course tests, and assisting with placement.
- Assist training institutions in obtaining the most current equipment possible for retraining programs.

Banks and Lending Institutions

Local banks and lending institutions may provide the following program services:

- Provide a staff person to assist with family budget counseling.
- Provide staff expertise to help workers, local government, and other interested groups explore the feasibility of employee buy-out options.

Public Utilities

Local public utility companies may provide the following program service:

- Transfer the dislocated workers to a low "lifeline" rate during the unemployment period; do not make them pay rate differences when reemployed ("Community Response to Plant Closures" 1982).

Affected Firms and Firms at Risk

Affected firms or firms at risk may provide the following program services:

- Provide workers with as much advance notification as possible.
- When layoff or closure is occurring, inform local officials, unions, and workers about the progress of the layoff.
- Inform the unions at the earliest moment about closure or layoff plans; discuss and explore ways of implementing collective bargaining agreements.
- Allow employees to accept new jobs before the layoff date without losing benefits.
- Apply for Trade Adjustment Assistance for the firm's workers if the layoffs are caused by increased competition from foreign imports.
- Provide time and space, before the layoff, for prelayoff registration with the employment service.
- Assign management staff to any community groups that are assisting workers with job placement.
- Provide demographic and work experience information about employees to the employment service and any others involved with placement or retraining services.
- Provide each laid-off employee with a personal letter of reference and recommendation.
- Assemble employee resumes into a book that may be circulated to other employers in the area.
- If the affected firm was unionized, undertake special efforts to get hiring commitments from nonunion firms in the area to help dispel the stigma that unionized employees may carry.
- Encourage workers to take new jobs, even if the new jobs pay less, by offering to make up wage differences for the first year (McKersie and McKersie 1982).
- Assemble special informational kits for each employee being terminated; include information about severance pay, benefits, and self-help job search and career information. This kit may be used in conjunction with an outplacement counseling program, or by itself.
- Place ads in local or even statewide newspapers announcing the availability of workers.
- Allow terminated employees to remain eligible for work at other branch

plant locations, even if reemployed elsewhere, for up to five years without loss of seniority or benefits.

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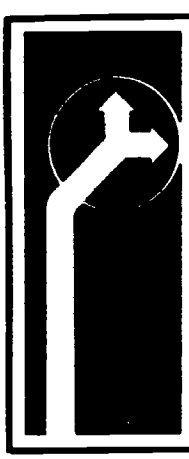


Chapter 7
Providing Vocational Counseling for the Dislocated Worker

Need for Programs

This chapter on vocational counseling for the dislocated farmer was synthesized and developed from mostly unpublished materials contributed by Indian Hills Community College, Ottumwa (Iowa) campus.

According to the results of a survey requested by Iowa's secretary of agriculture in May, 1984, it was expected that between 5,000 and 11,000 of Iowa's 115,000 farmers may be forced out of business during the spring of 1986. The deterioration of Iowa's rural economy reflects a national trend away from the small and middle-sized family-owned farm. Persons not employed in agriculture may perceive the rural economic crisis as a "business failure." However, it is a crisis of human dignity and self-worth as well as economics for families who view the loss or anticipated loss of their farms in a highly personal manner. The emotions generated may be fear, anger, self-doubt, and grief. Providing any kind of public assistance to this group is a great challenge. Efforts to provide vocational counseling, for example, must also address the group's strongly traditional feelings of independence in the context of a grief crisis. This chapter describes a program that deals with those personal and family crises while exploring other avenues of making a living. Another important phase of the program is to aid farmers who are still in business and hope to survive. It is expected that this significant group of farmers can benefit from educational efforts to help them become more cost-efficient and conscious of marketing techniques. Life and career planning for the future will be an essential task and perhaps central to overall recovery.

Program Description and Objectives

The dislocated farmer program should include a wide range of objectives that will accomplish its goals--the placement of clients in employment or training programs, provision of needed support services, and, whenever possible, counseling and support services for clients whose farms may be saved. The objectives for such a program may include the following:

- Organizing and implementing occupational education programs
- Developing effective programs for participants with special needs
- Networking with a variety of resource persons and agencies

- Conducting research to support decisions for planning and implementation
- Monitoring progress and evaluating results of program
- Implementing effective vocational guidance and counseling activities
- Promoting an integrated effort by cooperating with other staff and coordinating activities when such action is indicated
- Maintaining a climate that encourages the efforts and morale of the clients
- Monitoring federal and state legislation for changes in governmental programs which may apply to the program or clients
- Updating, revising, and improving the program on a continuing basis
- Expanding the program to meet emerging, intense needs of clients

The objectives selected will necessitate effective planning and implementation activities. When planning appropriate activities and services, care should be taken to ensure that any expenditure of time and resources relate directly to meeting the clients' needs. Because of the crisis situations that may characterize programs for dislocated farmers, and also the possibility that funding may be inadequate, some traditional activities and services may have to be foregone while new ones may need to be created. Typical activities and services in a program for displaced farmers would include the following:

- Recruitment
- Orientation
- Assessment
- Career exploration
- Career counseling
- Job search skills
- Preemployment training
- On-the-job training
- Cognitive skills training
- Needs based payments
- Support services
- Referrals
- Labor market information
- Networking
- Support groups
- Placement and follow-up
- Occupational information

The above activities and services, general to any dislocated worker program, would need to be focused on the specific needs of a client population such as dislocated farmers. The following suggestions relate many of those activities and services to dislocated farmers' needs:

- *Recruitment.* The self-reliant independence of farmers may make recruitment efforts difficult. However, a strong community network exists among farmers and it provides an important access to potential clients who may qualify for dislocated worker services. Bankers in farm communities are in a position to identify potential clients; because of confidentiality restrictions, banks will not provide the names of clients, but may be willing to forward information about your program services to persons in need of them.

  Other strategies that are likely to enhance recruitment efforts include--

- advertisements placed in local papers;

- promotional flyers or posters distributed to extension offices, churches, grange halls, restaurants, and other places where farmers congregate;

- workshops conducted away from school in locality of clients to reduce transportation costs for clients;

- tuition waivers on noncredit courses in basic arithmetic and English, study skills taught by instructors at the school;

- public service announcements placed on TV and radio, that can be obtained at no charge to the project;

- contacts made with business and labor leaders; and

- entire outreach effort coordinated with JTPA, local social services, vocational training and rehabilitation, and community-based organizations.

- *Orientation.* Clients complete applications, receive clearly stated printed and verbal descriptions of program goals and activities. Orientation should be conducted with groups of clients and individually. Possible locations include local schools, churches, community halls, and meeting areas at business, industry, or union areas.

- *Assessment.* Farmers as a group may tend to be unaware of the marketability of skills they have developed while managing a farm. These skills include entrepreneurship, personnel management, long-term financial planning, and the like. Assessment activities should evaluate the clients' skills, interests, aptitudes, and academic strengths as well as provide for career exploration.

- *Career counseling.* The information gained during the assessment process will be crucial to providing realistic career counseling for the client. Of primary concern will be questions such as, Is the farm salvageable if it is more efficiently operated? Is relocation to another part of the country a viable option? Is appropriate vocational training needed? Or available? Are there any impending financial or interpersonal crises?

- *Job search skills.* All clients should have access to instruction in the skills needed to find and keep a job, including resume writing, filling out applications, interviewing techniques, identifying and contacting potential employees, as well as learning to display appropriate behavior on the job. In particular, clients may require assistance in presenting their skills and interests in assertive, positive, and relevant language.

- *Needs-based payments.* Networking with service-providing agencies and organizations will be crucial to your success in providing emergency financial assistance to your clients. In view of the fact that funding for programs tends to be unpredictable, it will be necessary to stay in touch with all groups who may one day be able to provide funds to assist your clients. For example, the local JTPA office may be able to provide funding to cover training costs. The postsecondary institution itself may offer tuition waivers or rate reductions for clients who are unable to pay for classes or training.

- *Referrals.* In general terms, this involves assisting participants to contact appropriate agencies or organizations for services that are

judged to be needed as a result of the above activities. An important diagnostic tool in making referrals is the General Aptitude Test Battery (GATB).

- *Networking*. In addition to the networking conducted by post-secondary counselors, staff, and administrators among themselves and their colleagues, the clients should be encouraged to maintain active contact with friends, relatives, and--importantly--casual acquaintances whom the client might otherwise talk with less often than once a year. In the case of a broad-based economic downturn, farmers searching for employment will need to maintain as wide a network for contacts and leads as possible.

- *Support groups*. Support groups are an integral part of the fabric of farm life. Family, neighbors, friends, agricultural organizations, and church groups are likely to be already in place and providing support for members in need of it. However, in the midst of a widespread economic recession (or depression), whole communities may disappear, leaving the former members without their fragile, traditional groups. Such persons tend to be greatly appreciative of support groups created by a dislocated farmer program, and to benefit from that support in positive and productive ways.

In many cases, it will be efficient and effective to conduct workshops for groups of clients, who may benefit from sharing their own concerns and by learning how others in similar crisis situations are coping. These workshops may focus on a particular topic or a narrow range of topics for the purpose of accomplishing one or more of the program's objectives. What follows is a description of a workshop conducted by the Indian Hills Community College (IHCC), Ottumwa, Iowa:

At the start of the Dislocated Worker Center program, farmers and other self-employed persons were not eligible for services. However, by 1984, the farm and business areas were feeling the effects of a declining economy, and it was determined that the individuals who could meet the Center's guidelines of eligibility were able to receive services.

Eligibility. The IHCC Dislocated Worker Center program defined eligibility for farmers to qualify for services in the following way: Self-employed individuals, who are residents of the State of Iowa, including farmers, who have discontinued self-employment due to a permanent business dissolution as evidenced by proof of foreclosure; proof of bankruptcy; proof of inability to secure the capital necessary to continue the business operation; or proof of voluntary foreclosure. An individual who works for another employer at least once a week during any 11 consecutive weeks since being laid-off or discontinuing self-employment, is no longer considered a dislocated worker.

The Rural Assistance Project. With the increasing numbers of individuals in the rural areas needing services from the Center, it became necessary to set up programs designed specifically for this group. The Indian Hills Community College Rural Assistance Project was planned to help farmers and others who had been forced off the land or had otherwise lost their businesses. The purpose of the workshop was to provide needed information and to establish a communicative workshop climate for reviewing and sharing life-planning perspectives. The helping agencies located near the community college

were very much attuned to the needs of farmers who faced possible loss of the farm. Each one made its particular service(s) available to assist the individual adjustment to the agricultural economic realities. Efforts were made to recruit participants for continuing workshops that would be developed from a format based on clients' needs: stress management, decision making, entrepreneurship, support groups, career information, and assessments.

Outreach efforts necessary to notify participants of these meetings included--

- advertisements placed in newspapers and on radio,
- flyers and other information sent to County Extension Agents,
- Farmer's Hot Line--toll free number to IHCC office, and
- speaker's bureau for presentations to church and civic organizations.

The following is an outline of the project:

1. Conduct an initial one-time Life Planning Workshop designed to attract participants who are considering vocational change (to be located centrally, one per county).
   - Provide critically needed information in a communicative, mutually supportive workshop climate; encourage clients to review and share life-planning perspectives.
   - Provide goal-setting instruction tailored to needs of individual participants.
   - Recruit participants for the following Life Planning Career Development Workshops from among participating clients with appropriate needs.
   - Establish a working relationship with the County Extension Directors in each county.
2. Follow up with Life Planning/ Career Development Workshops to begin within 2 weeks of the initial workshop sessions.
   - Conduct workshops in central location, one per county, meeting once per week for four weeks.
   - Integrate clients referred from the initial workshop together with new arrivals into one group.
   - Select group leaders from among the community college counseling staff.
   - Emphasize the following: building a support group, goal setting, awareness of other resources and appropriate referrals, testing, and career planning.
   - Coordinate workshop progress and results with the county extension director.

In summary, the Life-Planning/Career Development Workshop attempts to reach economically stressed farmers with direct services and information regarding life and employment options for their future, making use of the preexisting county extension network system. The purpose of the project is to augment the Dislocated Worker Center's efforts in this regard without duplicating services by any other providers.

Farm Family Seminar Series. The material above was designed primarily to help farmers who have already been forced off the land or who face almost-certain failure in a business sense. However, another important phase of Iowa's Rural Assistance Project was to aid farmers who were still in business and hoped to survive. Program planners recognized that this significant group of farmers could benefit from educational efforts to help them become more economical in their operations and conscious of marketing realities and strategies.

Rural families, farmers, and persons from the business community were invited to participate in four seminars on topics that brought the problem to life with actual examples of the economic struggle in the 10-county area. In addition to learning more about the problem, participants had the chance to apply helpful information to their specific needs. The session emphasized the following strategies and discussion points:

- *Self-discovery*--the chance to take a hard look at the situation without feeling threatened. Do you consider farming a way of life or a business? Have your decisions been good business choices?

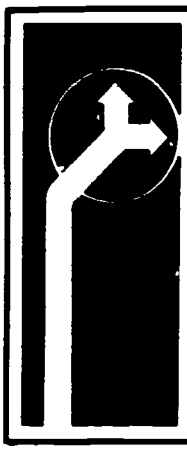
- *Objective assessment*--decisions you face now that could make a critical difference in your chances for success. Are you aware of all the options? Should you reassess your goals, or change the direction of your operation? What choices are available?

- *Reinforcement*--understanding that you are not alone. Is your situation similar to your neighbor's? How can another farmer's mistakes help you avoid the same problems?

- *Communication*--dealing with the fact that the economic problems of rural America are most stressful at the family level. Does your family talk about the situation? Do you feel you are compromising family values because times are tough?

The seminars were designed to be practical and pertinent to the clients' situations. Examples of the topics that were addressed include the following:

- Financial trends in agriculture
- Profiling family relationships
- Alternative talents of the farm family members
- The realities of stress
- An objective assessment of the situation
- Assistance--where can it be found?
- Tax-loss management
- Diversification
- Asset erosion
- Financial planning
- Leasing vs. buying
- Asset rentals
- Risk management--what is it?
- Timing and methodologies



Chapter 8
Providing Vocational Counseling for the Displaced Homemaker and Reentery Woman

Need for Programs

The following chapter on vocational counseling for the displaced homemaker and reentry woman was synthesized and developed from mostly unpublished materials contributed by Indian Hills Community College, Ottumwa (Iowa) campus; and St. Louis Community College, Forest Park campus.

One of the most significant social trends to emerge during the last decade has been the growth in the number of households that are headed by women. These households are a reflection of the rise in the national divorce rate, but they have other important characteristics in common, too. They tend to be poorer than families headed by two spouses, and the woman at the head of the household very often has had little or no vocational preparation or training. The following facts illustrate the reality of such households:

- Two out of three adults in poverty are women.
- Seventy-five percent of poor people are women and children.
- Only 7 percent of American families with two children now have a working father and a dependent mother.
- When a family breaks up, the usual result is that the man becomes single and the woman becomes a single mother.
- One-half of all children in the country can expect to live in one-parent homes for a significant part of their lives.
- Eighty-four percent of all children in the country whose mothers must work can find no government licensed child care.
- Seventy-four percent of all fathers default in the first year of court-ordered child support.
- Forty-five percent of mothers with children under the age of six are working. Eleven million children under 13 have no care while their parents work.
- Up to one-third of the women on welfare work but can't earn enough to support their families.
- Although there are more than 44 million women in the paid labor force, 80 percent are employed in just 20 of the 420 listed occupational categories (as in retail sales, services, clerical, or factory or plant work).

A program of career counseling and training for displaced homemakers or for

reentry women (those who for various reasons are compelled to enter the work force or to reenter after an absence of many years) should be designed to meet the needs of women who have been caught in the current cycle of social changes: longer life spans, new no-fault divorce laws, the rising divorce rate, inflation, death of a spouse, changing family patterns, and the changing lifestyles of our time. The primary focus of such a program should be to reach potential clients, inform them of the available opportunities, and to provide the career and support services that will enable this group to become confident and self-sufficient.

Goals and Objectives

A program intended to provide vocational counseling for displaced homemakers and reentry women might expect to address the needs of the following groups:

- Women needing an immediate source of self-support (widowed, divorced, or separated and without any immediate resources)
- Women who are ready to explore career or job options and can be referred into existing programs
- Women who lack the self-confidence to enter into existing programs (or those who need pre-training, values clarification, confidence building, or personal counseling)
- Women who wish to participate in a support network
- Women and men who wish to obtain counseling and training for employment in a nontraditional occupation

The following goals and objectives are offered as examples of the kind that may be selected to help meet the needs of displaced homemakers and reentry clients:

- *Goal*--that all persons qualifying as displaced homemakers in the service area have the opportunity to participate in a multipurpose service center designed to help women attain career and employment goals that were previously inhibited by homemaker status or responsibilities

  Objective--Support services to be offered will include intake, assessment, planning, and personal counseling.

  Objective--Job-related services to be offered will include career and job counseling, specific job training, referral to or placement in a job, and assistance in entrepreneurship.

- *Goal*--that an increased amount of information for and about displaced homemakers be made available throughout the service area and that communications and cooperation with and between those agencies that serve this population also be increased

  Objective--Communications with current and potential clients of the displaced homemaker program will include letters, memos, program listings in the college's tabloid of courses and services, news releases, radio public affairs programs, and announcements and flyers handed out at monthly singles networking meetings.

  Objective--Coordination with other agencies serving displaced homemakers will involve visits with area directors of human service programs, letters to area agencies and service groups, visits to county human

resource planning groups, and a shared speaker's bureau.

- *Goal*--that participants in the displaced homemaker program will move in the direction of increased self-confidence in handling their situations, and in securing placement in a job or a training program

  Objective--Approximately 30 percent of the participants will indicate on their follow-up evaluation form that they feel more capable of caring for their own or their family's needs.

  Objective--Approximately 10 percent of all participants will take part in a vocational training program.

  Objective--Approximately 5 percent will obtain full-time jobs.

  Objective--Another 5 percent or so will obtain part-time jobs to supplement income while searching for permanent employment, to gain work experience, or to subsidize further training.

  Objective--Several will begin their own cottage industry or small business.

- *Goal*--that the program staff will work cooperatively with all other human services and job training and placement agencies in the area in order to provide a full array of services for clients

  Objective--Information and referral service will be offered to persons who contact the program office by phone (a toll free number will be publicized in all promotional materials) or in person. The program office will display literature from local service agencies and organizations and will provide information on training programs (with emphasis on nontraditional employment).

  Objective--Full services of the displaced homemaker program will be offered to all who are eligible.

  Objective--Strengthen and further develop an area support network to provide better access to services by rural residents; make use of rural media to publicize services.

  Objective--Provide monthly networking meetings for single heads of families; include an educational program, a time for sharing information from groups and individuals sponsoring programs throughout the service area, and an opportunity to develop programming in areas not yet served.

- *Goal*--that the program will provide for placement of clients into a support group for either building prevocational skills, or training or employment

  Objective for prevocational skills--Client participates in a support group or program designed to increase prevocational skills such as building self-confidence; identifying values and interests; handling home, family, and parenting responsibilities; developing basic skills; and forming new positive relationships with others.

  Objective for training--Client participates in training designed to provide either vocational skills (anything from a course in word processing to a full two-year vocational program such as computer programming) or job search skills (resume writing, preparing for an interview, and the like).

  Objective for employment--Client participates in a job (full time or part time) or owns a business.

- *Goal*--that information for and about displaced homemakers and reentry women will be communicated

throughout the service area in cooperation with those agencies that serve this population

Objective--The full services of the displaced homemaker program will be offered to displaced homemakers, single parents, and homemakers, with a minimum of an agreed upon number completing the intake procedure and receiving either support services or career and job-related services offered at the center, or through various workshops and programs presented throughout the area.

- Objectives--Specific services to be offered might include

  - *Intake/orientation*, one-to-one with counselor or coordinator; interview and discuss services available

  - *Individual or group assessment*, formal or informal interest inventories on an individual basis; workshops may be used to provide assessment services for groups

  - *Planning*, providing information and referral to other appropriate resources; an action plan is developed during an interview to identify a main goal and activities to achieve it; client keeps one copy and another goes into the client file

  - *Personal counseling*, available during the daytime or evenings; individually at the program offices, or through group workshops in rural areas; should address any personal problems that could hinder the start or completion of a training program or placement in employment

  - *Career or employment counseling*, providing job market analysis; comparing assessment results with job market; locating financial aid to support further training; referral to JTPA or a state vocational rehabilitation office for those eligible for such services

  - *Career/employment training*, locating appropriate training or jobs; writing effective skills-based resumes; interviewing with confidence; following-up on employment contacts

  - *Referral to/placement in a job bank*, which may be coordinated through the program office or with other related service providers

  - *Assistance in starting a business*, offering both individual counseling and referral to a small business development center or to workshops on entrepreneurship. (For a description of planning factors for an entrepreneurship program, refer to the monograph *Entrepreneurship Education* included in the *OPTIONS* package.)

- *Goal*--that the program will strengthen and develop the local support network, placing special emphasis on contacting the rural or isolated displaced homemakers and single parents

  Objective--Set up a singles network to provide support for displaced homemakers and single parents. Meeting on a monthly basis, participants would share information about forthcoming events and activities on a master singles calendar. The network meetings would also provide a forum for new participants to learn about the program's services and services provided by related organizations and agencies.

  Objective--Continue to provide support services through cooperative efforts with already established local support groups; groups may cooperate in promoting each other's services and programs.

A Plan for a Program

After a concise list of goals and objectives has been formulated, the task is to create a framework for delivering them in the context of a working program. The following will identify and describe the primary components of a vocational counseling program for displaced homemakers and reentry women:

Recruitment/Outreach

Outreach and public information must be a priority, particularly when significant numbers of potential clients reside in rural areas. Publicity efforts may include a variety of approaches (such as news releases with a human interest slant, public service announcements broadcast during daytime hours, or appearances on live radio shows). The college printing facility may be able to produce professional quality flyers, posters, and brochures. A services-focused news tabloid may be mailed regularly to organizations and potential clients in rural areas. Other outreach efforts may be conducted on an ongoing basis (such as contacts with area human service and self-help programs, churches, and with civic, volunteer, and other community groups).

Intake

Clients are given an overview of services available through the program. They may be asked to complete an intake form which will be kept confidential. The information collected can be used to form a data profile for clients and can also be useful in a computerized tracking and follow-up system.

Related Services

Support services--provided as needed to enable clients to complete the program and find employment may involve the following:

- *Personal development.* Clients are counseled through classes, workshops, conferences, and personal counseling on a variety of topics. Likely topics of interest would include confident self-expression (assertiveness); dealing effectively with oneself and others; developing a winning attitude; confidence building; moving forward after divorce; communicating on the feeling level.

- *Consumer survival skills.* Clients are counseled as needed in such areas of critical or immediate need as housing, food, clothing, child care, money management, transportation, legal assistance, nutrition, and clothing repair and maintenance.

- *Career exploration.* Clients are offered a one-to-one assessment with the coordinator or counselor. Group assessment within various workshops may be provided free by the program.

- *Job readiness.* Clients are provided with employment counseling or training from either the project coordinator, counselor, or a workshop facilitator in the areas of pre-employment readiness skills (confidence building, values clarification, goal setting) as well as job-seeking skills (assessing the local job market; preparing resumes, cover letters, applications; and completing successful interviews and follow-up calls with potential employers).

- *Career and family management.* Clients are provided with counseling and other information through direct contact with project staff or through workshops, classes or support meetings. Workshops may be offered in areas such as balancing

career and family (single-parenting skills). The program could also set up a support group for adults returning to school, which would meet regularly.

- *Institutional support services.* By virtue of the fact that a displaced homemaker or reentry women program is operated by a postsecondary institution, many interrelated programs and services on the campus may be made available to clients. A typical list of such services may include

  - ABE/GED and English as a Second Language (classes and individual tutoring);
  - driver education classes;
  - consumer homemaking for the economically disadvantaged;
  - lifetime learning centers (for career assessment, evaluations with work samples, remedial and tutorial services, business education assessment and upgrading, and academic courses);
  - student services (information on college programs, vocational counseling and exploration; assistance in obtaining financial aid);
  - student financial aid (through scholarships earmarked for the displaced homemaker or reentry woman attending the college).

- *Training programs and linkages.* The college may offer a wide variety of training programs, along with credit classes that lead to completion of an associate degree. Care should be taken to ensure that courses and programs offered must be viable in today's job market. A program for the displaced homemaker or reentry woman may benefit from working closely with local training agencies. Possible linker agencies and the services they provide include:

  - JTPA--on-the-job training, vocational training, career counseling, needs-based supplementary payments, placement;
  - WIN (Work Incentive Program)--training funds, child care, transportation funds;
  - State employment service--job counseling, job search assistance;
  - vocational rehabilitation--assessment, job skills training, vocational training funds, transportation allowance; and
  - Department of Corrections Offender Program (JTPA 8 percent grant)--may provide workshop sessions for parolees in values clarification, building self-esteem, and goal setting.

- *Evaluation.* The evaluation for the program should be a quantified statement that demonstrates the extent to which the initial goals and objectives were met. For example, if one goal had been "to reach, inform, and provide the job-related services and the support services that will enable displaced homemakers, single parents, and homemakers become confident and self-sufficient," the evaluation of it may require data on the following:

  - The number of referred (and self-referred) inquiries per month
  - The number of participants in each service provided by the program
  - Types of informational activities as distributed through various media

- Referrals to other agencies and organizations

- The extent of interagency cooperation

- Placement and follow-up statistics

Recruiting

A successful recruiting effort will figure significantly in the success or failure of any program designed to provide human services, particularly to a special population. A thorough knowledge of the needs and related problems of a targeted clientele is essential if a program is to make a compelling case for enrollment. That is although it is important to make every attempt to inform potential clients of a program, it is equally important to understand why individuals do not--or cannot--enroll. Once identified, barriers to enrollment may often be eliminated. The discussion here will consider the following topics in the recruitment of displaced homemakers and reentry women.

Client Characteristics

The 1980 census does not identify displaced homemakers as a group, but it does show that there were 10.5 million widows and 5.8 million divorced women in the 18 and over age groups throughout the United States. Since 1968, the number of households headed by women had nearly doubled. This rise in the number of households headed by women has been accompanied by an equally striking decline in the incomes of such families after the divorce or separation. As noted earlier, 75 percent of men default on support payments within one year after separation or divorce, while women struggle to support a family on incomes often barely more than half of what a man earns.

The situation is proportionately more difficult for single heads of households in areas where unemployment is severe. Women who have provided "housewife" support for their families may find themselves in the position of having to get a job in order to supplement or replace the husband's earnings if his employment is terminated. Whether their role as wife, mother, and homemaker had been satisfying or not, they must now face an entirely new role as breadwinner. With age, sex, and a lack of recent employment experience and training standing as roadblocks to financial solvency (or independence), it is clear that these women are in need of the type of services that a program at a post-secondary college may offer. Displaced homemakers or reentry women face a future that demands not only a change in their physical surroundings, but an entire redistribution of their value structure. They may attempt to hold to values that strongly imply that their place is in the home and that to work means they are taking a job away from a man, who then cannot support his family. The changes in value structure do not come without due emotional strain; and the help of a structured service delivery program and its network of support and advocacy groups offers a valuable service to these women.

Eligibility

All program proposals, reports, and publicity should include a clearly worded statement describing the characteristics that qualify persons for participation in the program. A sample eligibility statement includes the following:

- Displaced homemaker--a person who has been dependent on the income of another family member, but is no longer supported by such income because of divorce, separation, or death of a spouse.

- Single parent--an individual who is unmarried or legally separated from a spouse, and has a minor child or children for which the parent has either custody or joint custody.

- Homemaker--an adult who has worked primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

- Reentry woman--a woman who has found it necessary or desirable to seek employment after an absence of several years from the work force (or who has never been employed outside the home). She may be hindered by obsolete skills, or by her perception of her lack of marketable skills.

Targeted Clients

The definitions above do not in reality describe very many individuals. A program for displaced homemakers and reentry women would have to respond to the needs of real people which may not often match perfectly with legalistic definitions (themselves a kind of stereotype). A more realistic description of persons who might be recruited to participate in your program includes the following:

- Persons with very low self-esteem who usually have a fear of participating in activities outside the home. This group may include persons recently separated, divorced, minority women, paroled women, and those who have never worked outside the home.

- Individuals in a crisis and who need immediate support for such things as food, shelter, employment, or an agency subsidy. (To meet these needs, the program coordinator might serve on community-based projects such as local crisis centers, community pantries, and open shelters.)

- Persons who have been victims of physical or mental abuse and those who live in fear of attack.

- Farm wives whose families are faced with bankruptcy or reorganization.

Networking

Much has been written about the advantages of networking among human service agencies (such as *A Helping Hand* by Bhaerman, Belcher, and Merz; see chapter 5, "Providing Support Services for Handicapped Adult Learners"). Briefly, through networking, a program coordinator may do the following:

- Expand activities for outreach and recruiting through referrals and shared publicity channels

- Provide services away from a campus-based program by using the facilities of another organization or agency

- Link clients with self-help groups sharing common concerns

"Singles" Conferences and Workshops

These may serve double purposes as (1) a means to extend services to target groups and (2) a recruiting strategy. Topics for such conferences and workshops would cover compelling issues of concern to potential clients, for example, health, careers, financial independence, dealing realistically with oneself and effectively with others, developing the confidence needed to achieve what one wants, and so forth. At these events, participants would be given information about your program and services as well as the types of persons served and their achievements. Many persons who hesitate to commit to a long-term program will come to a workshop. For some persons, it will be the first venture into the social world since their marriage ended, and the first step toward

overcoming their fear of meeting new people and taking a more active role in directing the course of their lives.

Services and Activities for Clients

The following list of services and activities includes many that are standard components in any career counseling program for adults. Also included are services and activities that more directly relate to the special needs of displaced homemakers and reentry women. Since even similar programs in different areas of the country encounter clients with varying needs, no attempt has been made generate an omnibus "boilerplate" list. It is hoped that these ideas will provide insights into the problems of delivering services to a selected group of clients--as well as lead to novel responses to the unique needs of your clients.

Following are typical services provided by a program:

- *Intake/orientation.* Conduct interviews to acquaint clients with program services; have clients complete intake forms and activities.

- *Assessment.* Conduct one-to-one assessment with client; conduct group assessments within various workshops (which may be provided free by the program); or contract assessment services from another agency in the locality.

- *Planning.* Develop an action plan as a part of the intake procedure; keep one copy of this plan in the client file and give the original to the client; places and persons to which the client may be referred are listed on her or his action plan.

- *Personal counseling.* Conduct one-to-one sessions touching on such areas as grief, loss, abuse, single parenting; small group sessions within seminars may also be aimed at these same topic areas.

- *Career and employment counseling.* Conduct one-to-one planning sessions--small groups within workshops or seminars designed to expand awareness of the types of careers and jobs available, the realities of the local job market, training required, and so forth.

- *Specific career or employment training.* Conduct one-to-one sessions with clients to cover the areas of job-seeking skills, resume writing, interviewing, and other employability topics. Workshops could be specially designed to offer training in both job-seeking skills and pre-employment readiness (confidence building, values clarification, goal setting) and could be offered periodically at locations throughout the service delivery area.

- *Placement.* Refer clients to cooperating agencies that provide job search assistance, on-the-job training, work experience, or other appropriate placement activities; keep a job file at the program office, with current job opportunities posted on a "job board"; develop a computerized retrieval system of intake information for immediate reference to those clients interested in a particular type of work.

- *Assistance in entrepreneurship.* Provide this type of information through workshops, minisessions, or through courses offered at the post-secondary institution. (See also the related monograph in this series, *Entrepreneurship Education.)*

- *Intake.* Perform this function in ways that accommodate the client's

needs and schedule; for example, intake interviews may be conducted by phone, in area human service delivery offices, or in the client's own home.

- *Advocacy.* Conduct this activity on a continuous basis. Speakers from a variety of women's and community organizations may be available to discuss self-help activities and places where specific assistance (such as legal or educational advocacy) may be obtained.

- *Case management.* Limit the data kept on each client to one set of files, even though a number of persons may need to use the same materials. All information concerning a client should be sent to one staff member who will be responsible for maintaining the file. Information in client files may be compiled periodically for reports. Files may be cross-referenced for easy access to basic information.

- *Support services.* Provide child care facilities, transportation services or funds, cash allowances, and educational assistance through the available state agencies and community organizations when needed by clients.

Following are services that may be provided by the postsecondary institution:

- One-half-time counselor for nontraditional students attending classes at the college or school. These students may be older than other students, employed or unemployed, or returning to the classroom for educational upgrading or learning new skills.

- A women's center located on campus specializing in providing workshops, support groups for those returning to the classroom, and making available information about related resources and programs at the institution.

- Career, academic, and manual skills assessment through the institution's counseling office.

- Tuition-free programs for low-income persons in the area, provided through a grant from foundations or governmental agencies.

- Workshop sessions provided for parolees by a state corrections offender program, which may be funded in part by the Job Training Partnership Act.

- Tutoring in basic skills or assistance with a particular academic need.

- Financial aid, grants, or awards made available to assist clients who might otherwise be unable to complete a program.

- Tuition-free instruction in adult basic education, general education development, and English as a second language.

- A volunteer literacy program which has clients involved as tutors as well as students.

The following agencies and organizations provide a variety of important support services available in the community and should not be overlooked when planning a comprehensive program for displaced homemakers and reentry women:

- *State department of human services*--Aid to Dependent Children, food stamps, medical assistance, day care

- *Work Incentive Program (WIN)*--training funds, child care, transportation funds

- *State Employment Service*--job counseling, job search assistance

- *State-level vocational rehabilitation program*--assessment, job skills training, vocational training funds, transportation support funds

- *Job Training Partnership Act (JTPA)*--on-the-job training, vocational training, career counseling, needs-based supplementary payments, placement

- *Dislocated worker center*--counseling, training, career assessment, outreach workers, area-wide workshops, placement

- *Senior Community services employment program (SCSEP)*--temporary job placement of low income adults over 55

- *Retired Senior Volunteer Program (RSVP)*--volunteer assignments for older adults interested in gaining work experience or in becoming interested in meaningful activities

- *Family crisis center*--emergency housing, assistance for abused women and their children

- *YWCA*--housing for women, recreational and leisure programming, special babysitting rates available to displaced homemakers

- *Other groups*--in addition to the scholarships and financial assistance available from your college or school, service and professional groups offering financial assistance for displaced homemakers attending vocational or educational training include:

  - American Association of University Women scholarship

  - Soroptimist Club scholarship

  - Business and Professional Women interest-free loans to displaced homemakers

- *Role models*--women who have successfully completed nontraditional and displaced homemaker/reentry women programs and are now working meet and talk with clients currently participating in the program

Special Interest Workshops and Miniconferences

Although every individual is unique, many groups of persons share common concerns and problems. When valid generalizations can be made for the benefit of a group of clients, one efficient way to impart the information to them is through special interest workshops or miniconferences. The short time span and small number of interested participants make it possible to provide a focused look at solutions to problems or answers to questions shared by a group of clients. The following workshop titles and descriptions are offered as a starting point for planning this type of activity at your college or school:

- *Nontraditional Careers for Homemakers.* This special vocational counseling program is designed to help single parents, displaced homemakers and reentry women who are interested in pursuing nontraditional careers. Trained counselors are available to help participants evaluate their abilities, interests, and career goals. Emphasis is on finding the best career path for the participant's needs. Once it is determined that a nontraditional career is right for the participant, the counselors help with planning financial strategies, registering for classes, and providing continued support activities as the participant completes a training program.

Participants have the opportunity to talk with women already in training and with women currently employed in nontraditional jobs. Participants explore the numerous options available in the rapidly expanding fields listed below. Challenging work, good salaries and a promising future are just a few of the rewards of these high growth fields that were previously dominated by men. Grants, based on need, are available for tuition and child care to program participants. Nontraditional Careers for Homemakers offers placement in a wide range of 1- to-2-year training programs, include the following:

- Architectural Technology,
- Automotive Technology,
- Aviation-Air Traffic Control,
- Aviation-Flight Training,
- Biomedical Engineering Technology,
- Building Inspection,
- Chemical Technology,
- Civil Engineering Technology,
- Computer-Aided Drafting Design,
- Computer-Aided Manufacturing,
- Construction Technology,
- Electrical Engineering Technology,
- Electronic Engineering Technology,
- Engineering Drafting,
- Fire Protection Technology,
- Funeral Services Education,
- Industrial Electronics Technology,
- Industrial Engineering Technology,
- Manufacturing Technology,
- Mechanical Engineering Technology,
- Microprocessors,
- Plumbing Design Engineering Technology,
- Quality Control Technology,
- Robotics Technology,
- Technical Illustration.

- *Monday Morning Job Club.* Meets once a week to provide support for job seekers and monitor their job hunting progress. Participants develop skills in

  - responding to classified ads,
  - writing eye-catching resumes,
  - composing impressive cover letters,
  - standing out in a job interview,
  - remaining enthusiastic during the job hunt.

  Participants also benefit from direct job referrals from the school's "Careers for Homemakers Job Bank."

- *Entrepreneurship.* Assists clients in exploring the feasibility of starting their own cottage industry. With more and more people laid off from jobs, and the farming community becoming displaced, unemployment is expected to be a continuing problem. This workshop would help clients find ways to create their own jobs. Workshop sponsors link with a local small business development center to provide follow-up workshops that offer more detailed information and assistance.

- *Divorce, Child Support and the Law.* A lawyer reviews recent changes in divorce and child support laws; question and answer session follows lawyer's presentation.

- *Making the Health Care System Work for You.* A lawyer teaches participants how to shop around for the best health care for their dollars. Information is provided on a new program that can assist the unemployed.

- *What's the Right Career for Me?* A vocational counselor discusses the job outlook with participants, explores their skills and interests, and looks at ways for clients to enter the job market.

- *Parenting and Communications on the Feeling Level.* A single parent who has conducted human relations programs for the past 15 years presents a program based on the assertion that we may think we're communicating, but until we get to the

feeling level, most likely nobody's listening; learn how to really communicate.

- *Couple to Single: Steps in Personal Growth.* A home economist and educator, divorced and a mother of three, discusses personal needs and developmental changes that often occur during the transitional period of separation; presents a checklist to help participants monitor their progress.

- *How Our Personalities Affect Our Closest Relationships.* A psychologist demonstrates that personality style can help or hinder relationships with children, partners, coworkers, and friends. Participants learn more about their own personality and why they tend to link with "opposites."

- *New Rules for Dating.* A sociologist discusses such topics as men and women in the marketplace, grandparents dating, daters who must first find a baby sitter, application of standards learned as teenagers, and men's and women's expectations.

- *Live Life . . . I Dare You!* A world traveler and single mother of three grown children relates that personal attitudes and perceptions can make a world of difference. Clients learn that they can choose to become more open and develop a new understanding of themselves and others.

In addition to the above suggestions, there are many other topical areas that may be of interest to displaced homemakers. By carefully assessing the clientele's needs, an educational institution can provide the needed information in a cost-effective manner by using the workshop or mini-conference format.

OPTIONS ORDER FORM

BILL AS LISTED BELOW

- ☐ Bill Me
- ☐ Bill My Agency/Organization on Purchase Order No. _____
  - ☐ Purchase Order Enclosed
  - ☐ Confirming P.O. to Follow

REMITTANCE

- ☐ $_____ U.S. enclosed CK No. _____ (payable to the National Center for Research in Vocational Education)
- ☐ Payable on receipt of invoice

CHARGE* TO MY CREDIT CARD ☐ ☐

_____ Expiration Date _____
Credit Card Number mo. yr

_____ $ _____ U.S.
Name on Card (Print or Type) Amount

_____ _____
Authorized Signature Date

(_____) _____
Telephone Number

* Agreeing to pay the sum set forth to the bank which issued the card in accordance with the terms of the credit card.

BILL TO:

_____
Agency

_____
Name/Title

_____
Street Address

_____
City State Zip

SHIP TO:

_____
Agency

_____
Name/Title

_____
Street Address

_____
City State Zip

Order Authorized by _____
Signature Date

Office Use Only
Date _____
Authorization _____

Order No.	Title	Unit Price	Quantity Ordered	Extended Price
SP500	OPTIONS: Expanding Educational Services for Adults (complete set)	$174 00		
SP500A	The Educator's Guide	5.25		
SP500B	Orientation to Options (videocassette—VHS)	25 00		
SP500C	Publicity Kit	29.95		
SP500D	Linking with Employers	39.95		
SP500E	Developing a Curriculum in Response to Change	39 95		
SP500F	Special Services for Adult Learners (includes)	29 50		
SP500FA	Adult Career Guidance	12 95		
SP500FB	Literacy Enhancement	9 50		
SP500FC	Entrepreneurship Education	9.50		
SP500G	Case Studies of Programs Serving Adults	39.95		

NOTE: Complete package price of $174.00 represents a 15% + discount of total individual product prices.

Sub Total $ _____
(less _____ % discount as applicable) Minus _____

Total $ _____