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The Effectiveness of the Three-Module Job Training Intervention on Job Search Knowledge, Job Search Attitude Knowledge, and Job Survival/Maintenance Knowledge

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The Effectiveness of the Three-Module Job Training Intervention on Job Search Knowledge, Job Search Attitude Knowledge, and Job Survival/Maintenance Knowledge

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Rehabilitation

by

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ABSTRACT

The purpose of this study was to determine the effectiveness of the *Three-Module Job Training Intervention* on increasing job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. The *Three-Module Job Training Intervention* consists of Module I-Job Search Training (JST); Module II-Job Search Attitude Training (JSAT); and Module III-Job Survival and Maintenance Training (JSMT).

In this study, the researcher used three instruments to measure pre-training and post-training levels of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. The Job Search Knowledge Scale (JSKS) measured the level of job search knowledge; the Job Search Attitude Inventory (JSAI) measured the level of job search attitude knowledge; and the Job Survival Success Scale (JSSS) measured the level of job survival knowledge. All three instruments were created by John J. Liptak (2009, 2015). According to Liptak (2015), an increase in the participant's post-training assessment score compared to the participant's pre-training assessment score indicates an increase in the participant's level of knowledge.

In addition to Liptak's assessments, the researcher used the *Kirkpatrick Four-Level Training Evaluation Model* to evaluate the effectiveness of training (D.L., Kirkpatrick & J. D., Kirkpatrick, 2006, 2007). According to the Kirkpatrick and Kirkpatrick (2006, 2007) levels one, two, three, or all four levels may be used to evaluate effectiveness of training. In this study, the researcher evaluated the effectiveness of training at Level I (Reaction) and Level II (Learning).

For the evaluation of the *Three-Model Job Training Intervention* at Level I (Reaction), survey results indicated effectiveness of the Three-Model Job Training Intervention. At Level II (Learning) of the Kirkpatrick Four-Level Training Evaluation Model, Liptak's assessment tools

(JSKS, JSAI, JSSS) were used to measure participants' pre-training and post-training levels of knowledge. Paired *t*-tests results indicated that the participants who received training from the *Three-Module Job Training Intervention* to increase job search knowledge, job search attitude knowledge, and job survival/ maintenance knowledge showed an increase in their levels of knowledge. With an increase in the participants' level of knowledge in the specified areas, in addition to survey results, this study demonstrated the effectiveness of the *Three-Module Job Training Intervention*.

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DEDICATION

This dissertation is dedicated to my husband Randy. Randy, I thank you for being my “Rock.” I thank you for never wavering in your support of me obtaining my Ph.D. You are an awesome “support system.” Thank you for your love, understanding, patience, great sense of humor, positive attitude, unyielding faith in my ability to complete this journey, and your encouraging remark “You will get your Ph.D.” I thank you for starting and finishing this journey with me. It’s amazing that my defense date, a date by default, shares the same date with our 30th wedding anniversary. I thank God for blessing me with an awesome husband and my best friend.

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Chapter One

Statement of Problem

In the field of vocational rehabilitation, obtaining employment for the individual with a disability represents a major goal. In addition to obtaining employment, assimilation into the work environment while maintaining continued growth in skill requirements ensures job tenure (Rubin & Roessler, 2001; Rubin, Roessler, & Rumrill, 2016). Rubin et al., (2016), stated, “The ultimate goal of the rehabilitation process is successful placement and competitive employment.” In order to achieve successful placement and competitive employment, the individual must vocationally prepare for the job, educate himself/herself on the job search process as well as post-employment job maintenance (Farley & Hinman, 1987).

Currently, 32% of people with disabilities are successfully employed; approximately 72% remain unemployed. In 2016, the U.S. Department of Labor reported 72.8 % unemployment of people with disabilities (U.S. Department of Labor, 2016). After decades of disability related public policy and continued efforts of many to create inclusive workplaces for persons with disabilities, the employment rates for individuals with disabilities remain low (Misra, Orslene, & Walls, 2010). Individuals with disabilities face ongoing issues of unemployment, discrimination, lack of access, and society’s misunderstanding of disability (World Health Organization & World Bank Group, 2011). According to Misra et al. (2010), the majority of working-age adults (16 to 64) with disabilities prefer to work, yet three out of four are not employed. Surveys support that 71% of people with disabilities prefer employment to unemployment. Historically, employment for people with disabilities remained (McDonnall, 2017). In spite of actions taken to increase employment for people with disabilities, high unemployment continues.

Examples of action taken to reduce unemployment among people with disabilities are as follows: (1) Legislation passed such as the Rehabilitation Act of 1973; (2) American with

Disabilities Act (ADA) passed in 1990; (3) Amended American with Disabilities Act (ADAAA) passed in 2008; (4) Workforce Innovation and Opportunity Act (WIOA) in 2014 legislation; and (5) Action taken by advocacy groups, individual advocates, congressional advocates, and presidential advocates to reduce unemployment among people with disabilities. In spite of numerous efforts over a period of more than 100 years, unemployment remains high for people with disabilities.

This particular segment of society continues to struggle with high unemployment. In today's economy, unemployment represents a sad reality for many members of society. However, unlike most members of society who experienced specific periods in history of high unemployment, individuals with disabilities find the condition to be continuous regardless of the historical period. According to Roessler, Rubin, and Schapiro (1994, 2001), people with disabilities should be afforded the opportunity of full participation in all aspects of society including the world of work. Brostrand (2006) pointed out that if society truly holds to the belief that all members of society deserve equal access and opportunity, a substantially higher unemployment rate among people with disabilities does not support this proclaimed belief. Despite legislation and other steps taken to combat the high unemployment rate, unemployment of men and women with disabilities remain high compared to individuals without disabilities.

What are the causes for high unemployment among people with disabilities? There are numerous factors that may contribute to the unemployment of people with disabilities; however, the focus of this research rests on three major factors selected from a multitude of unemployment contributors (e.g. type of disability, race, gender, social economic status, etc.). Job search knowledge, job search attitude knowledge, and job survival / maintenance knowledge represent

the three major factors that are the focus of this study; each factor plays a role in unemployment among people with disabilities (Liptak, 2009 & 2015).

According to the literature, three of the barriers to employment that individuals with disabilities face are their deficiencies in the skills needed to prepare them for a specific vocation, deficiencies in the execution of a successful job search, and deficiencies in maintaining the job after the hiring phase (Craven, 1979; Farley & Hinman, 1987; Rubin & Roessler, 2001; Rubin, Roessler, & Rumrill, 2016). According to Rubin et al. (2016) some individuals seeking placement require job seeking skills training prior to placement. Rubin et al (2016) reported documentation of job seeking skills deficiencies in research (Hennessey, Rumrill, Fitzgerald, & Roessler, 2008; Roessler, Hinman, & Lewis, 1987; Strauser, 2013; G. Wright, 1980).

Training to address the deficiencies in *job search*, *job search attitude*, and *job survival/maintenance* was provided by the *Three-Module Job Training Intervention*. The purpose of the *Three-Module Job Training Intervention* is to increase the participants' level of knowledge in job search, job search attitude, and job survival/maintenance.

However, prior to focusing on job search, job search attitude, and job survival/maintenance, the researcher addresses four keys factors that play a role in the preparation of the individual prior to job training. The preparation of an individual impacts the individual's success in the *Three-Module Job Training Intervention*. Although these factors impact the ease at which the individual successfully completes the training, they do not determine the success or failure of the individual in completing their training.

The four keys factors are as follows: 1) Individual's role, 2) Parents' role, 3) School counselor's role, and 4) Role of community resources.

To address the individual's role, the researcher uses the *Big Five Model* developed by Costa and McCrae in 1993. According to Costa and McCrae (1993), the acronym "OCEAN" represents five factors: (1) openness, (2) conscientiousness, (3) extraversion, (4) agreeableness, and (5) neuroticism. Costa and McCrae (1993) reported that the *openness* dimension contrasts the *open* person who is generally more willing to entertain new ideas and unconventional values with that of the *closed* person who tends to be conventional in behavior and conservative in outlook. The authors (1993) reveal the major aspects of the *conscientiousness* factor include accomplishment, diligence, and responsibility. According to Costa and McCrae (1993), people that score high on this trait are well-organized, planful, careful, and thorough compared to individuals that score low who tend to be disorganized, careless, inefficient, and unreliable. On the *extraversion scale*, people who score high on this trait are described as talkative, sociable, energetic, and assertive (Costa and McCrae, 1993). Individuals who score low on this trait are described as quiet, solitary, shy, and reserved. On the *agreeableness scale*, people who score high are described as warm-hearted, kind, trusting, and compassionate (1993); people who score low are described as antagonistic, suspicious, and unsympathetic. On the *neuroticism scale*, people who score high on this trait are described as calm, even-tempered, self-satisfied, and comfortable with themselves; individuals that score low are described as emotional, anxious, and self-conscious (1993). The individual who scores high on the "OCEAN" model comes the training of the *Three-Module Job Training Intervention* better prepared to succeed in completing the training than the individuals who score low on the "OCEAN" model.

For the parent's role, the researcher refers to "The Partners Program" by Cochran (1985). Cochran (1985) designed a program to help parents help their adolescents to develop a sense of agency about a career. In this program, parents offer career guidance to their sons and daughters.

Cochran (1985) provided parents with information regarding the importance of parental support in the career development of children and adolescents. Parents received training in micro-counseling skills and attitudes, such as warmth, reciprocity, mutual balance of power, and attentiveness. Cochran and Palmer (1985) provided support and guidance in the form of phone calls and discussion groups with other parents as the parents worked individually with their adolescents using information provided by the *Partners Program*. Palmer and Cochran (1988) found that adolescents reported increased career interests and a strengthening of parental bonding. In a similar study completed by Kush and Cochran (1993), the researchers found that, compared to the control group, experimental group adolescents reported more certainty in their career directions, less career indecisiveness, greater career confidence, and increased motivation.

School counselors represent the third group of individuals who play a role in preparing participants prior to receiving the *Three-Module Job Training Intervention*. Counseling services include career planning and decision making, academic advising, social skills training, college fairs and career days, and assistance with the completion of college and financial aid applications. Services such as counseling, guidance, and support provided by school counselors enhance the individual's preparedness for the *Three-Module Job Training Intervention*.

Community resources represent the fourth factor of influence. Larson (2000) found that structured community-based experiences represent critical developmental pathways through which young people become self-directed, socially competent, caring, and successful young adults. Structured activities such as service and civic activities, Girl Scouts, Cub Scouts, and sports have been shown to help young people develop initiative, responsibility, and follow through (Larson, 2000).

The individual, the parents, school counselors, and community resources represent factors which may influence the participant prior to receiving the *Three-Module Job Training Intervention* and impact the level of increase in the participants' knowledge.

Purpose of Study

The purpose of this study was to investigate the effectiveness of the *Three-Module Job Training Intervention* on increasing the level of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. According to research, an increase in the level of knowledge in job search, job search attitude, and job survival/maintenance post- training indicates the effectiveness of the *Three-Module Job Training Intervention* (D. L Kirkpatrick & J. D, Kirkpatrick, 2006, 2007). The researcher hypothesized the effectiveness of *Three-Module Job Training Intervention* on job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. According to the hypothesis, an increase in the participants' level of knowledge in the areas of job search, job search attitude, and job survival/maintenance following training with the intervention demonstrates the effectiveness of the *Three-Module Job Training Intervention*.

In this study, the *Three-Module Job Training Intervention* represents the independent variable and the level of job search knowledge, level of job search attitude knowledge, and level of job survival/maintenance knowledge represent the dependent variables. Module I, Module II, and Module III comprise the *Three-Module Job Training Intervention*. Each module represents an independent variable. Module I-Job Search Training (JST) is designed to increase the level of job search knowledge. Module II-Job Search Attitude Training (JSAT) is designed to increase the level of job search attitude knowledge. Module III-Job Survival/Maintenance is designed to increase job survival/ maintenance knowledge. Following the training intervention, an increase

in the participants' level of job search knowledge, level of job search attitude knowledge, and level of job survival/maintenance knowledge demonstrates the effectiveness of the *Three-Module Job Training Intervention*.

Research Hypotheses

The *Three-Module Job Training Intervention* is an effective job training intervention on increasing the level of job search knowledge, the level of job search attitude knowledge, and the level of job survival/maintenance knowledge.

Hypothesis One

Module I-Job Search Training (JST) of the *Three-Module Job Training Intervention* is an effective job training intervention on increasing the participant's level of *job search* knowledge. The Job Search Knowledge Scale (JSKS) is used to assess pre and post tests for job search training. Paired *t*-tests are run to compare the mean of the participants' pre-test to the mean of the participants' posttests results following Module I-Job Search Training (JST). The researcher expects the participants' posttest results following the training with Module I-Job Search Training (JST) of the *Three-Module Job Training Intervention* to show an increase in the participants' *job search* knowledge.

A significant increase in the mean of the participants' level of knowledge in *job search* following training with Module I-Job Search Training (JST) of the *Three-Module Job Training Intervention* indicates the effectiveness of Module I-Job Search Training (JST).

Hypothesis Two

Module II-Job Search Attitude Training (JST) of the *Three-Module Job Training Intervention* is an effective job training intervention on increasing the participant's level of *job search attitude* knowledge. The Job Search Attitude Inventory (JSAI) is used to assess pre and

post tests for *job search attitude* training. Paired *t*-tests are run to compare the mean of the participants' pretests results to the mean of the participants' posttest results for Module II-Job Search Attitude Training (JSAT). The researcher expects the participants' posttest results following the training with Module II-Job Search Attitude Training (JSAT) of the *Three-Module Job Training Intervention* to show an increase in the participants' *job search attitude* knowledge.

A significant increase in the mean of the participants' level of *job search attitude* knowledge following training with Module II-Job Search Attitude Training (JSAT) of the *Three-Module Job Training Intervention* indicates the effectiveness of Module II-Job Search Attitude Training (JSAT).

Hypothesis Three

Module III-Job Survival/Maintenance Training (JSMT) of the *Three-Module Job Training Intervention* is an effective job training intervention on increasing the participant's level of *job survival/maintenance* knowledge. The Job Survival Success Scale (JSSS) is used to assess pre and post tests for *job survival/maintenance* training. Paired *t*-tests are run to compare the mean of the participants' pre-tests results to the mean of the participants' posttests results for Module III-Job Survival/Maintenance Training (JSMT). The researcher expects the participants' posttest results following training with Module III-Job Survival/Maintenance Training (JSMT) of the *Three-Module Job Training Intervention* to show an increase in the participants' *job survival/maintenance* knowledge.

A significant increase in the mean of the participants' level of *job survival/maintenance* knowledge following training with Module III-Job Survival/Maintenance Training (JSMT) of the *Three-Module Job Training Intervention* indicates the effectiveness of Module III-Job Survival/Maintenance Training (JSMT).

Research Questions

Research Question One

RQ1. Does training with Module I-Job Search Training (JST) increase the level of job search knowledge?

RQ1a. Is Module I-Job Search Training (JST) an effective job training intervention on job search knowledge?

Research Question Two

RQ2. Does training with Module II-Job Search Attitude Training (JSAT) increase the level of job search attitude knowledge?

RQ2a. Is Module II-Job Search Attitude Training (JSAT) an effective job training intervention on job search attitude knowledge?

Research Question Three

RQ3. Does training with Module III-Job Survival/Maintenance Training (JSMT) increase the level of job survival/maintenance?

RQ3a. Is Module III-Job Survival/Maintenance Training (JSMT) an effective job training intervention on job survival/maintenance?

Significance of the Study

According to research, job-search, job search attitude, and job survival/ maintenance knowledge represent factors that increase positive employment outcomes (Liptak, 2015). This study is significant, in that, a job training intervention targeting all three identified deficiencies may potentially show increases in the participant's level of knowledge in the three identified deficiencies of job search, job search attitude, and job survival /maintenance after receiving the *Three-Module Job Training Intervention*. If this study reveals that the *Three-Module Job*

Training Intervention represents an effective job training intervention on increasing the level of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge in participants, the *Three-Module Job Training Intervention* may potentially be used as an effective training intervention to increase the job seeker's level of knowledge in job search, job search attitude, and job survival/maintenance; in addition, as an effective job training intervention, the *Three-Module Job Training Intervention* may potentially increase the percentage of positive employment outcomes among people with disabilities.

Definitions

American with Disabilities Act of 1990 (ADA; P.L. 101-336): The American with Disabilities Act is the most comprehensive civil rights legislation adopted to prohibit discrimination against people with disabilities. Public and private businesses, state and local government agencies, private entities offering public accommodations and services, transportation and utilities are required to comply with the law. The ADA was signed into law by President George Bush on July 26, 1990, extending civil rights protections to individuals with physical or mental disabilities in the following areas:

- Employment (Title I)
- Public transportation and state and local government services (Title II)
- Public accommodations (Title III)
- Telecommunications (Title IV)
- Miscellaneous (Title V)

American with Disabilities Act Amendments Act of 2008 (ADAAA; P.L. 110-325): The ADAAA overturned a series of Supreme Court decisions that interpreted the American with disabilities Act in 1990 in a way that made it difficult to prove that an impairment is a

“disability.” The ADAAA made significant changes to the ADA’s definition of “disability” that broadens the scope of coverage under both the ADA and Section 503 of the Rehabilitation Act.

Autism Spectrum Disorder: Autism Spectrum Disorder as persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history: 1) Deficits in social-emotional reciprocity, 2) Deficits in nonverbal communicative behaviors used for social interaction, and 3) Deficits in developing, maintaining, and understanding relationships (American Psychiatric Association, 2013).

Disability: A physical or mental impairment that substantially limits one or more major life activities of an individual; or a record of such an impairment; or being regarded as having such an impairment (ADA; P.L. 101-336, 1990).

Intellectual Disability: Intellectual disability (intellectual developmental disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains (American Psychiatric Association, 2013).

Job Search Knowledge Scale (JSKS): Assessment instrument used to measure the level of job search knowledge (Liptak, 2015).

Job Search Attitude Inventory (JSAI): Assessment instrument used to measure the level of job search attitude knowledge (Liptak, 2015).

Job Survival Success Scale (JSSS): Assessment instrument used to measure the level of job survival success knowledge (Liptak, 2009).

Major Life Activities: Major life activities include, but not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending,

speaking, breathing, learning, reading, concentrating, thinking, communicating, and working (ADA; P.L. 101-336; 1990).

Module I-Job Search Training (JST): Training module designed to provide the necessary information to increase the level of job search knowledge (Liptak, 2015).

Module II- Job Search Attitude Training (JSAT): Training module designed to provide the necessary information to increase the level of job search attitude knowledge (Liptak, 2015).

Module III- Job Survival/Maintenance Training (JSMT): Training module designed to provide the necessary information to increase the level of job survival/maintenance knowledge (Liptak, 2009).

Module I-Job Search Training (JST) Survey: A survey composed of fourteen Likert-type questions and one opened-ended question to collect information from participants following Module I-Job Search Training.

Module II-Job Search Attitude Training (JSAT) Survey: A survey composed of fourteen Likert-type questions and one open-ended question to collect information from participants following Module II-Job Search Attitude Training.

Module III-Job Survival/Maintenance Training (JSMT) Survey: A survey composed of fourteen Likert-type questions and an open-ended question to collect information from participants following Module III-Job Survival/Maintenance Training.

Rehabilitation Act of 1973 (P.L. 93-112): The Rehabilitation Act of 1973 was the first rights legislation to prohibit discrimination against people with disabilities. The Rehabilitation Act of 1973 applies to programs conducted by federal agencies, those receiving federal funds, such as colleges participating in the federal student loan programs, federal employment, and employment practices of businesses with federal contracts. The standards for determining employment

discrimination under the Rehabilitation Act of 1973 are the same as those used in Title I of the Americans with Disabilities Act:

- Section 501 –covering federal government agencies of the executive branch
- Section 503- covering federal government contractors and subcontractors
- Section 504- covering any program or activity that either receives federal financial assistance or conducted by an executive agency or the United States Postal Services.

Scoliosis: A disorder characterized by a lateral curvature of the spine, usually during the growth spurt prior to puberty, possibly caused by cerebral palsy or muscular dystrophy but the actual cause is unknown (Mayo Clinic, 2018).

Three-Module Job Training Intervention: A job training intervention comprised of three training modules: Module I-Job Search Training (JST); Module II-Job Search Attitude Training (JSAT); and Module III-Job Survival/Maintenance Training (JSMT) based on John J. Liptak scales/inventories: JSKS (Liptak, 2015); JSAI (Liptak, 2015); and JSSS (Liptak, 2009).

Workforce Innovation and Opportunity Act (WIOA): On July 22, 2014, President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA). WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and match employers with the skilled workers they need to compete in the global economy. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. WIOA went into effect on July 1, 2015(U. S. Department of Labor, 2018).

Summary

Although numerous factors contribute to high unemployment among people with disabilities, the goal of this study is demonstrate the effectiveness of the *Three-Module Job Training Intervention* in the three areas of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge by showing an increase in the participant's level of knowledge in the three areas. According to Liptak (2015), job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge play a significant role in positive employment outcomes.

The researcher hypothesizes that the *Three-Module Job Training Intervention* is an effectiveness job training intervention on increasing the level of knowledge in the areas of job search, job search attitude, and job survival/maintenance.

Chapter Two

Literature Review

This chapter provides theoretical support for the effectiveness of *the Three-Module Job Training Intervention* on job search, job search attitude, and job survival/maintenance. The *Three-Module Job Training Intervention* is based on three of John J. Liptak's scales: the Job Search Knowledge Scale (Liptak, 2015), the Job Search Attitude Inventory (Liptak, 2015), and the Job Survival and Success Scale (Liptak, 2009). Liptak's Job Search Knowledge Scale (JSKS) measures the level of job search knowledge; the Job Search Attitude Inventory (JSAI) measures the level of job search attitude knowledge; and the Job Survival and Success Scale (JSSS) measures the level of job survival/maintenance knowledge. Although Liptak (2005) created the scales (JSKS, JSAI, and JSSS) to measure the level of knowledge in job search, job search attitude, and job survival success, no job training intervention designed specifically to provide training in the three areas identified by Liptak exists. The *Three-Module Job Training Intervention*, based on Liptak's scales and designed by the researcher, provides training in the specific areas identified by Liptak (2009 & 2015) as necessary to increasing the level of knowledge in job search, job search attitude, and job survival/ maintenance.

The researcher designed the *Three-Module Job Training Intervention* to represent an effective job training intervention in increasing the level of job search knowledge using Module I- Job Search Training (JST); the level of job search attitude knowledge using Module II-Job Search Attitude Training (JSAT); and the level of job survival/maintenance knowledge using Module III-Job Survival/ Maintenance (JSMT). According to Liptak (2009, 2015), effective training targets the deficiency and addresses the area of the deficiency by providing training. In this study, the identified areas of deficiencies are job search knowledge, job search attitude

knowledge, and job survival/maintenance knowledge. Following the training provided to address the deficiencies, if the participants' level of knowledge shows a significant increase in the specified areas, the *Three-Module Job Training Intervention* will have demonstrated effectiveness of training in job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge (D. L. Kirkpatrick & J. D. Kirkpatrick, 2006, 2007).

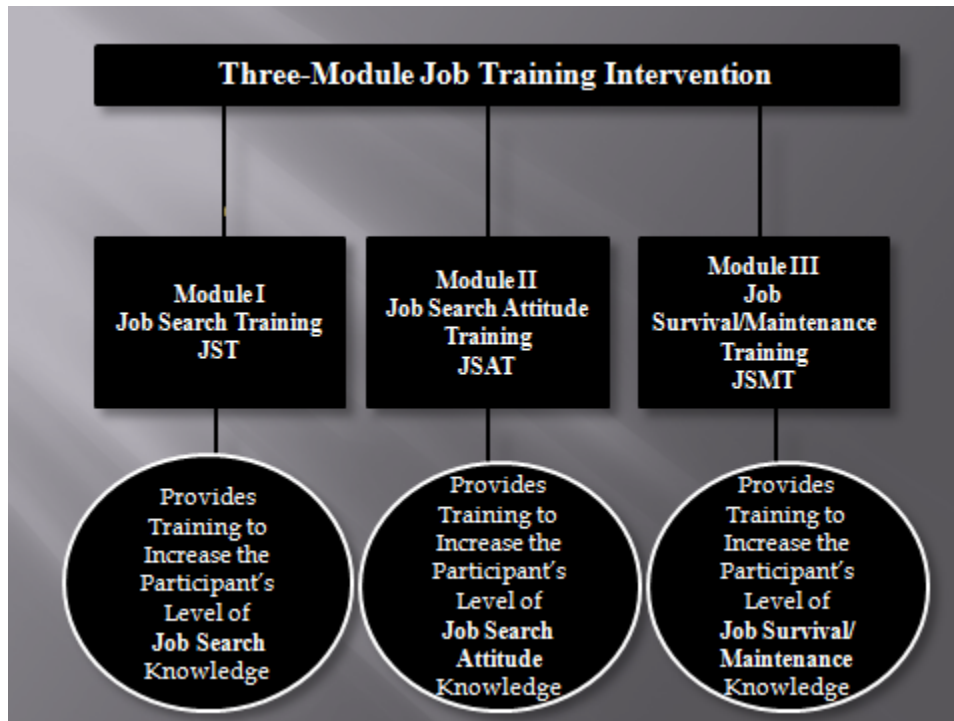


Figure 1. Conceptual Diagram of Three-Module Job Training Intervention. Content for the intervention is based John J. Liptak's scales: Job Search Knowledge Scale (Liptak, 2015); Job Search Attitude Inventory (Liptak, 2015); and Job Survival Success Scale Liptak, 2009).

Three-Module Job Training Intervention

The *Three-Module Job Training Intervention* consists of Module I-Job Search Training (JST); Module II-Job Search Attitude Training (JSAI), and Module III-Job Survival/Maintenance. Each of the three modules was designed to increase a specific area of knowledge.

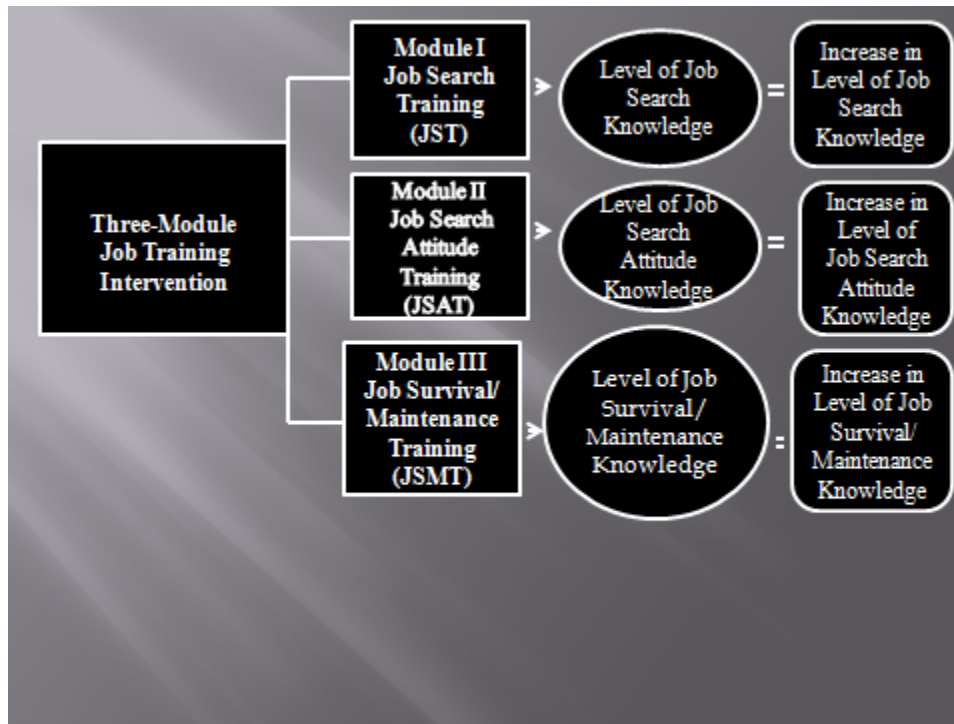


Figure 2. Functional Diagram of the Three-Module Job Training Intervention

Module I-Job Search Training (JST)

Module I-Job Search Training (JST) represents the first of three modules in the *Three-Module Job Training Intervention*. The purpose of Module I-Job Search Training (JST) is to increase the participant’s level of *job search knowledge* on completing a successful job search.

Module I (JST) incorporates five key categories identified by Liptak (2015) in the Job Search Knowledge Scale (JSKS): (1) Identifying Job Leads, (2) Direct Application to Employers, (3) Resumes and Cover Letters, (4) Employment Interviews, and (5) Follow-up. According to Liptak (2015), the five categories are key to conducting a successful job search.

Module II-Job Search Attitude Training (JSAT)

Module II-Job Search Attitude Training (JSAT) represents the second of three modules in the *Three-Module Job Training Intervention*. Module II (JSAT) provides training to increase the

job seeker's level of knowledge on how to demonstrate the appropriate attitude during and following a job search.

Module II (JSAT) is based on the Job Search Attitude Inventory (JSAI) created by John J. Liptak (2015). Module II consists of five key categories drawn directly from the Job Search Attitude Inventory (JSAI): (1) Luck versus Planning; (2) Uninvolved versus Involved; (3) Help from Others versus Self-Help; (4) Passive versus Active; and (5) Pessimistic versus Optimistic. Liptak (2015) identified these specific areas to address in that they are necessary to increase the job seeker's level of knowledge on demonstrating the appropriate job search attitude.

Module III-Job Survival/Maintenance Training (JSMT)

Module III-Job Survival/Maintenance Training (JSMT) represents the third and final module in the *Three-Module Job Training Intervention*; as the name suggests, this module's goal is to increase the job seeker's level of *job survival/maintenance knowledge*, i.e., how to survive in the workplace and maintain employment.

Module III-Job Survival/Maintenance Training (JSMT) is based on the Job Survival and Success Scale (JSSS). Module III (JSMT) incorporates all of the categories identified in the Job Survival Success Scale (JSSS): (1) Dependability, (2) Responsibility, (3) Human Relations, (4) Ethical Behavior, and (5) Getting Ahead. Liptak (2009) found that learning the five categories promotes successfully coping and advancement in the work environment.

John J. Liptak on the “Job Search Process”

According to Liptak's (2015) description of the job search process, the *Three-Module Job Training Intervention* is designed to train the job seeker in maneuvering the job search process more successfully, which demands multiple skills. The job search process consists of identifying potential job sources, maintaining the appropriate attitude during and following the search, and

getting and keeping the job (Liptak, 2009). Liptak (2009) discussed the complexity of the job search process using the analogy of the job search process similar to a maze with no clear beginning or ending, and questioned the job seeker's ability to determine how to initiate the job search.

Similar to Liptak, Lock (2005) questioned job seekers' knowledge as to the steps involved in executing a job search, or what a job search entails. Liptak (2008) supported Lock's beliefs in that he stated job seekers are not equipped with the necessary tools to successfully execute all that is required to complete a job search. In addition to Liptak's and Lock's concerns regarding the execution of a successful job search, Liptak (2015) emphasized another important aspect of the job search, i.e., to follow a set pattern in completing the job search. According to Liptak (2015), successful completion of the job search process is challenging without knowing the steps to follow. Similar to Liptak's (2015) findings, Doyle (2013) found that an organized pattern of completing a job search must exist.

In addition to establishing an organized job search process, McKay (2007) found that commitment to the job search process, planning an effective job search by knowing where to look for jobs, and utilizing all job search sources play significant roles in promoting an effective job search. Farr (2009) cautioned that today's job market presents more challenges in just knowing the aspects of how the job market works compared to past years. Farr (2009) also emphasized the importance of possessing the knowledge regarding the job market and referred to such knowledge as "essential survival skills" in today's job market.

Five Key Areas of Knowledge to Increase: Module I-Job Search Training

According to Liptak (2015), to complete a successful job search, the job seeker needs knowledge in the following: identifying job leads, direct applications to employers, resumes cover letters, employee interviews, and follow-up.

Identifying Job Leads

According to Liptak (2015), identifying job leads represents the first of five categories of training required to increase the level of *job search knowledge*. Liptak (2015) identified two main sources of job leads, the “Visible Job Market” and the “Hidden Job Market.” The *visible job market* consists of want ads, the internet, mass mailing of resumes, and posting the resume online. Liptak (2015) warned that relying on want ads in a job search leads to fewer job possibilities due to competition and noted that posting resumes with online job banks is helpful but not the most effective job search strategy. Liptak (2015) found that mass mailing of resumes represents one of the least effective ways to job search in that most mailed-in resumes are not even reviewed. Liptak (2015) emphasized that, while the *visible job market* appears to have job leads, the *hidden job market* represents the best source.

The *hidden job market* consists of direct contact job leads and networking (Liptak, 2015). According to Liptak (2015), 30% of people employed get their jobs leads by making direct contact with potential employers; further, direct contact represents the second most effective job search methods. However, even more effective than direct contact according to Liptak (2015) is networking.

Liptak (2015) reported 40% of all people find their jobs leads through networking and emphasized that networking represents the most effective method for job leads and finding employment. In agreement with Liptak, Ryan (2004) pointed to networking as the number one

way to find job leads, describing the networking process as a spider web with the job seeker at the center of the web. In Roessler's *Accommodations Planning Team Seminar* (2007), he agreed with Liptak on the importance of identifying job leads as a factor important to the job search process. Roessler et al. (2007) emphasized the importance of job leads in the job search, listing a number of sources such as placement offices, family and friends, and the Internet. Concurring with Liptak (2005) and Roessler et al. (2007), Ryan (2004) found locating leads as a necessary process to complete in a job search.

Direct Application to Employers

Direct application to employers represents the second necessary area of training provided by Module I-Job Search Training (JST). Module I covers the “what to do and not to do” in completing the job application; telephone etiquette; and online behavior. Liptak (2015) cautioned the job seeker on how organizations use the application process to filter out undesirable job seekers and offered tips to follow in completing the application. Liptak (2015) advised the job seeker to answer all questions, including those that do not apply in that the employer may think the job seeker missed or overlooked the question. Instead, Liptak (2015) advised the job seeker should use *N/A* to address questions that do not apply; that informs the employer the job seeker did not overlook the question and addressed it. Liptak (2015) advised the job seeker to be specific regarding job interests, knowledge, and skills. Liptak (2015) warned not to list salary amounts on the application as it may lead to an offer of less pay or result in not getting the job due to exceeding the employer’s salary range for the position. Liptak (2015) advised the job seeker to write “open.”

Liptak (2015) provided a complete review of the application process, the expectations of the employer regarding the applicant, directions on how to complete the applications, the main

purpose of the application, and the importance of reading all questions completely. Also, Liptak (2015) emphasized the importance of following directions, provided instructions on how to respond to questions regarding salary, and warned that it is never acceptable to lie on an application.

Writing Resumes and Cover Letters

The third necessary area of training is on *writing resumes and cover letters*. Liptak (2015) reported writing resumes, i.e., the art of presenting one's work experience and duties in a written standardized form, and telecommunication skills represent important information factors required in a job search. According to Liptak (2015), the resume provides the opportunity for the applicant to display his knowledge, skills, work ethic, and history of experience; he also emphasized the importance of presenting oneself in a positive light while maintaining honesty.

Employee Interviews

The fourth area of knowledge necessary to complete a successful job search is the *job interview* (Liptak, 2015). Liptak (2015) reviewed preparation for the employee interview, placing emphasis on obtaining knowledge on successful completion of the employee interview as conducive to increasing the overall knowledge level of the job search process. Liptak (2015) provided the following information regarding the interview process.

- Learn about the organization before going to the interview.
- Do not leave all questions to the interviewer.
- Ask the interviewer questions about the job.
- Always dress neatly and go well-groomed to the interview.
- Discuss work experience including non-paid work experience (ex. volunteer work).
- When answering interview questions, try to give specific examples.

- It is acceptable to pause for a few seconds before answering.
- **Never** speak negatively about a past employer.
- **Never** speak negatively about a past co-worker.
- First impressions are **very** important in an interview.

Follow-Up

Follow-up represents the fifth necessary area of training identified by Liptak (2015).

Reviewing the importance of appropriate post-interview follow-up, Liptak (2015) suggested writing a thank-you note; doing so shows appreciation on the part of the job seeker, functions as a reminder to the interviewer, and sets the job seeker apart from other applicants.

Area of Knowledge Relevant to Module I-Job Search Training: Interview Do's & Don'ts

According to Roessler, Reed, Rumsill, Brown, and Boen (2007), *Do's and Don'ts* for the interviewee during his/her job search are conducive to a successful interview.

The “Do's” of the Interview

- Prepare for the interview.
- Be prompt, neat, and courteous.
- Maintain an open and alert body posture.
- Be yourself.
- Ask relevant questions at appropriate times.
- Allow the employer to ask questions.
- Make yourself understood.
- Listen.
- Give prompt, concise, and brief answers.
- Maintain eye contact.

- Present informative credentials.
- Be positive.
- Think of how you can benefit the employer.

In addition to the *Do* list, Roessler et al. (2007) listed the *Don'ts* regarding the interview.

The “Don'ts” of the Interview

- Criticize yourself.
- Criticize your past employers, supervisors, or co-workers.
- Be late for your interview.
- Freeze or become tense.
- Present an extreme appearance.
- Introduce yourself as your disability.
- Become emotional or impatient.
- Talk too much or too little.
- Oversell yourself.
- Draw out the interview.
- Make elaborate promises.
- Come unprepared.
- Try to be funny.
- Unduly emphasize starting salary.
- Linger over fringe benefits.

Module I-Job Search Training (JST) includes Liptak's five categories and Roessler et al *Do's* and *Don'ts* as well as other training material.

Five Key Areas of Knowledge to Increase: Module II-Job Search Attitude Training

Liptak (2015) identified five areas of knowledge necessary for job seekers to develop and maintain the appropriate *job search attitude*. Module II-Job Search Attitude Training (JSAT) provides training in those areas. They include the following: (1) Luck versus Planning, (2) Uninvolved versus Involved, (3) Help from Others versus Self-help, (4) Passive versus Active, and (5) Pessimistic versus Optimistic.

Luck versus Planning

According to Liptak (2015), there are two types of job seekers, *self-directed* and *other-directed*. Liptak (2015) reported the *self-directed job seeker* implements planning and sets goals to promote positive job search outcomes. The author stated this type of job seeker maintains a positive attitude during the job search and facilitates the job search from a strength perspective while remaining cognizant of his/her weak aspects as well as strong aspects (Liptak, 2015). In comparison, the *other-directed job seeker* relies on luck to determine the outcome of the job search and allows his/her negative attitude to fuel the job search, which often results in blaming others and sabotaging the job search with negativity (Liptak, 2015). *Other-directed job seekers* focus on shortcomings and ignore their gifts and talents. The *self-directed job seeker* takes full responsibility while the *other-directed job seeker* relies on fate.

According to Liptak (2015), luck has little to do with maintaining a positive attitude; improving one's job search attitude requires taking responsibility, relying on self-motivation, and making the decision to maintain a positive attitude. Liptak (2015) pointed out that the responsibility rests with the job seeker to seize employment opportunities, noting that placing blame and living in the past leads to frustration and results in a negative attitude. All of this is

crucial for success; as Helwig (1987) discovered, having personal motivation and an effective job search attitude play major roles in positive job search outcomes.

Uninvolved versus Involved

Uninvolved versus Involved represents the second area of training required to demonstrate a positive job search attitude (Liptak, 2015). Liptak (2015) discussed the effects of being an *involved job seeker* compared to the *uninvolved job seeker*, specifically, the *involved* job seeker is *self-directed* and an *uninvolved* job seeker is *other-directed*. A job seeker who is both *self-directed* and *involved* possesses an attitude that leads to aggressively pursuing the job. In contrast, the *uninvolved, other-directed* job seeker's attitude lends itself to waiting and hoping the situation changes, along with the exertion of minimal effort to foster change (Liptak, 2015). Liptak (2015) pointed out that the job seeker must be willing to take on the challenge of the job search process and assume a self-directed attitude. Liptak (2015) emphasized the importance of maintaining the appropriate *job search attitude* and advised the job seeker that searching for a job is a full time job. Liptak (2012) stated that, to be successful in the job search, one must accept responsibility for one's actions, emotions, and career choices, comparing the *involved self-directed* attitude and the *uninvolved other-directed* attitude to a victorious versus a helpless attitude. Liptak (2012) described the *involved self-directed* job seeker's attitude as a take control of self, goal-directed, making a plan, and working the plan attitude. The *uninvolved other-directed* job seeker's attitude places responsibility on fate, has no goals, makes no plans, takes little action or exerts no action in determining the success of the job search (Liptak, 2012). In agreement with Liptak, Lock (2005) stated that job seekers must create and maintain a take-charge attitude or the *involved, self-directed* approach and aggressively seek employment. Lock

(2005) also emphasized that successful job seekers assume responsibility for their job search and maintain a positive attitude.

Help From Others versus Self-Help

Help from others versus self-help represents the third area of training required to increase the level of knowledge in how to demonstrate a *job search attitude*. According to Liptak (2000), the job seeker's attitude regarding unemployment and looking for a job plays an important role in the job search process. Liptak (2000) suggested that an attitude of helplessness deflects from the appropriate job search attitude. According to Liptak (2000), by maintaining an attitude of helplessness, the job seeker tends to decrease job seeking activity by accepting that he/she has no control over the outcome. Liptak (2012) also warned against the trap of negative behaviors, displacement of responsibility to others for unemployment, focusing on excuse making, and playing the blame game. Liptak (2005) noted that unemployment and career changes represent a part of life's experiences but possessing the appropriate attitude along with a sense of positivity can affect the outcome.

Vogt (2014) identified four negative mindsets or attitudes that work against a successful job search: (1) "the world owes me a job" attitude; (2) job searching without a goal or plan; (3) self-pity; and (4) allowing negative emotions to dominate behavior. Les (2013) made a similar observation, noting that the job seeker cannot yield to negativity and warned that an attitude of negativity leads to hopelessness, helplessness, and powerlessness. Emotions such as these are not conducive to creating the appropriate job search attitude.

Huffman (2009) emphasized the importance of maintaining a positive job search attitude and discussed seven factors that lead to a positive attitude: (1) self-belief positively affects the job search; (2) setting and achieving goals lift the attitude; (3) strengthening self-discipline plays

a positive role in forming a positive attitude; (4) planning for success; (5) thinking positive, which leads to a positive attitude; (6) training the mind to focus on success; (7) and avoiding negativity, which can defeat the goal of success.

Passive versus Active

Passive versus active represents the fourth area of training required to demonstrate a positive job search attitude by increasing the job seeker's level of knowledge on modeling the job search attitude (Liptak, 2015). According to Liptak (2015), the job seeker must have a proactive attitude and remain focused, determined, and persistent in the job search. Liptak (2015) advised that the passive stance in a job search leads to job search failure and encouraged a shift from a passive to active attitude to promote a successful job search.

Pessimistic versus Optimistic

Pessimistic versus optimistic represents the fifth and final area of training required to increase the knowledge level of the job seeker on demonstrating the appropriate attitude during and after the job search (Liptak, 2015). Liptak (2015) encouraged the job seeker to view the situation of unemployment as an opportunity to take on new challenges such as a new job, returning to school to train for a new career, or opening a business. Liptak (2015) advised the job seeker to remain focused on the optimistic aspects of his/her life and minimize their reflection on the pessimistic aspects. Research indicated that individuals' pessimistic attitudes are often the blame for the failure to become reemployed; hence, Liptak (2009) emphasized the importance of an optimistic attitude and the role it plays in the job seeker's success.

Knowing how to demonstrate the appropriate attitude impacts the job seeker's employment outcomes (Symanski, Enright, Hershenson, & Ettinger, 2010). In Symanski et al. book on *Work and disability: Issues and strategies in career development and job placement*, it

is noted that the attitude of the jobseeker plays a significant role in the success of the interview (Symanski et al, 2010). While the authors (2010) emphasized the importance of displaying confidence, they reminded the jobseeker to demonstrate respect and courtesy. In addition, Szymanski et al. (2010) discussed the importance of the job seeker demonstrating interest in and understanding of the employer's needs and expectations as employers are generally looking for someone with a positive attitude toward work and the ability to get along with supervisors and peers.

Area of Knowledge Relevant to Module II-Job Search Attitude Training

In the *Accommodations Planning Seminar: Your Career Planning Manual*, Roessler, Reed, Rumsill, Brown, and Boen (2007) devoted steps three and four of their section on *Winning Interviews* to maintaining a good attitude and staying positive. In the section titled “Be Positive,” Roessler et al. (2007) explained that the interviewer may be unaware of the job seeker’s strengths unless he/she points them out, which is the goal of the interview. Roessler et al. (2007) instructed the job-seeker to be honest and sincere in doing so. The authors (2007) expressed the importance of showing interest by asking relevant questions regarding the position, such as job responsibilities, working conditions, promotion opportunities, and fringe benefits. Roessler et al. (2007) advised the job seeker not to display discouragement and to maintain a positive and confident attitude; they also provided a list of specific instructions on how to do so: be polite and address the interviewer in a respectful manner; be courteous to everyone in the firm, not just the interviewer; show confidence and be direct; if asked a question to which you do not know the answer, say so; be alert and enthusiastic; and show an interest in the job and in the company.

In the *Accommodations Planning Seminar: Your Career Planning Manual*, Roessler et al. (2007) demonstrated the importance of training the job seeker on job search attitudes. In order for the job-seeker to display the appropriate attitude, training in ways to do so must be provided (Liptak, 2005, 2009, 2015). Both Roessler et al. (2007) and Szymanski and Parker (2003) supported Liptak (2005, 2009, 2015) on the importance of job search attitude.

Five Key Areas of Knowledge to Increase: Module III Job Survival/Maintenance Training

Liptak (2009) identified five areas of knowledge as critical to workplace survival: (1) Dependability, (2) Responsibility, (3) Human Relations, (4) Ethical Behavior, and (5) Getting Ahead. Module III (JSMT) of the *Three-Module Job Training Intervention* provides training on the five *soft skills* identified by Liptak. According to Liptak (2009), soft skills are those skills necessary to successfully maneuver workplace situations. Other examples of *soft skills* include a strong work ethic, flexibility, time management skills, multi-tasking, and working well in a team environment (Liptak, 2009). Liptak (2009) emphasized the importance of knowing and effectively using the “soft skills.” Liptak (2009) reported that becoming knowledgeable in the five specific areas increases the job seeker’s level of knowledge on surviving and advancing in the workplace.

Dependability

Dependability represents the first area of knowledge identified by Liptak as necessary to survive in the work environment (Liptak, 2009). Liptak (2009) reported employers view the *soft skill* of dependability as a valuable commodity. Calvert (2002) explained that employers specify the desired skills for a position, the work environment demands an employee it can count on to do his/her job in a consistent and timely manner, arrive on time, be productive, work their scheduled time, and maintain good work attendance with minimal or no tardiness. According to

Calvert (2002), employers place a higher value on soft skills compared to technical skills. In agreement with Calvert, Wilhelm (2004) revealed that employers rate soft skills highest in importance for success in the workplace. According to Sutton (2002), in a close race between job seekers for the same position, the employer may use soft skills as the determining factor in the hiring process.

Responsibility

Responsibility represents the second area of training needed to survive in the work environment (Liptak, 2009). According to Liptak (2009), the individual who demonstrates productive behavior in the workplace by looking for jobs that need to be done, completing job duties without the supervisor initiating his or her actions, striving to complete job duties as agreed, and, in working to achieve excellence, portrays the soft skills of responsibility and a good work ethic. Liptak reported this type of behavior is highly valued in the workplace environment. According to Liptak (2009), the individual who advocates to insure he/she receives the necessary training to achieve his/her best work performance demonstrates workplace survival skills. Knowing what to do, how to do it, when to do it, and the means by which actions are evaluated represents knowledge in ways to successfully maneuver in the work environment (Liptak, 2009). In the workplace, employers appreciate those who solve the problem as opposed to the one that talks about or creates problems. The individual who looks for ways to improve the work situation and promote progress as opposed to the individual who focuses on placing blame, finding fault, and contradicting his/her supervisor demonstrates actions that serve to increase one's survival in the workplace (Liptak, 2009). Establishing a good line of communication with the supervisor and coworkers, discussing problems, trying to find solutions, and working toward

positive outcomes in the workplace represent behavior conducive to success in the workplace (Liptak, 2009).

Human Relations

Human relations represent the third area of knowledge required to survive in the work environment (Liptak, 2009). Most employers seek job applicants that will bring a supportive attitude to the work environment (James & James, 2004). According to James and James (2004), one who communicates effectively, gets along with others, embraces teamwork, takes initiative, and possesses a strong work ethic is considered to possess a valuable set of human relation skills. Sutton (2002) reiterated these ideas, noting that flexibility, teamwork, productivity, and good communication with coworkers and supervisor are highly valued in the workplace.

According to James and James (2004), employers desire the complete package of specific skills geared toward accomplishing the required job functions coupled with the “soft skills” the employee needs to succeed in the workplace such good communication skills, dependability, and good people skills. Sheikh (2009) and Smith (2007) reported that compared to other desirable and required skills, skills that promote positive relationships in the work environment represent the most desired of the employees’ attributes.

Ethical Behavior

Ethical behavior represents the fourth area of training required to survive in the work environment (2009). Liptak (2009) reported demonstrating honesty and doing the right thing in the workplace represents critical factors in job survival. Liptak emphasized (2009) the importance of following company policy regarding information and communication technology. Liptak warned (2009) to never participate in any form of company theft (taking company supplies, using company equipment for personal use, and copying of company software).

According to Liptak (2009), maintaining a good work ethic, honoring commitments, following rules, and practicing good interpersonal skills represent examples of ethical behavior.

Liptak (2009) reported the ethical employee takes only the allotted time for breaks and lunch, stays abreast of company policy, and avoids all illegal and unethical forms of behavior.

Getting Ahead

Getting ahead represents the fifth area of training required to survive in the work environment (2009). According to Liptak (2009), the first step in getting ahead involves gathering information on *what it takes to do so* directly from the supervisor. Liptak (2009) stated improvement of skills, flexibility in skill use, and taking the initiative to ask for additional job responsibilities lead to getting ahead (Liptak, 2009). Liptak (2009) emphasized the importance of lifelong learning, e.g., increasing knowledge, training to improve skills, and staying current on information in one's field. Liptak (2009) explained monitoring job openings within the organization while building a reputation as a problem solver, demonstrating responsible and dependable behavior in the workplace, staying mindful of long-term career goals, and finding a coworker to provide leadership represent important factors to advancing in the workplace. James and James (2004) revealed survival attributes include working well with other coworkers, putting the customer first with patient and friendly service, motivating others through your behavior, and taking the initiative to get done what needs to be. Klaus emphasized (2010) what an employee knows is important; however, knowing how to communicate what one knows represents a key factor to success in the work environment.

Roessler's 3M Model: Area Relevant to Module III-Job Survival/Maintenance Training

Roessler's (2002) 3M Model, a three-part job retention model, consists of the constructs of match, maturity, and mastery, all of which are important survival and maintenance strategies in the workplace that contribute to job retention.

Match

According to Roessler, the "match" component, the first of the 3M's, plays a significant role in career adaptability. According to Roessler (2002), incompatibility between a person and the job may lead to problems with the individual adapting to the work environment. According to Roessler (2002), a good match increases chances for survival in the workplace.

If an employee cannot adapt to the work environment, the possibility of attaining success in the areas of dependability, responsibility, human relations, ethical behavior, and getting ahead in the workplace is greatly reduced. Based on Liptak's summation of the necessary soft skills required to achieve job survival, inadaptability to the job environment significantly decreases the individual's opportunity to practice and demonstrate dependability, responsibility, human relations, ethical behavior, and getting ahead in the work environment.

Maturity

Maturity, the second component of the 3M's, involves performance of the job basics and the development and improvement of one's skills over time (Roessler, 2002). Roessler (2002) indicated that the level of knowledge the individual displays in the work environment plays a significant role in determining whether or not the individual remains in that work environment. Roessler (2002) implied that in order for the individual to survive in the workplace and meet the demands of the changing workplace, flexibility and progressive learning are required.

Mastery

Mastery, the third component of the 3M's, entails those obstacles encountered in the daily work environment that disrupt maintenance of employment and interfere with survival in the workplace (Roessler, 2002). Roessler (2002) implied a strong correlation exists between an individual's knowledge on how to interact and perform in the work environment and the individual's ability to succeed in the work environment and maintain employment. According to Roessler (2002), possessing the knowledge on appropriate workplace behavior plays a critical role in one's survival in the workplace. Roessler (2002) indicated the individual's knowledge on appropriate behavior in the workplace enhances chances for job retention (Roessler, 2002). Similar to Roessler, Liptak (2015) emphasized the importance of knowledge on workplace behavior in order to survive in the workplace and maintain employment.

In agreement with Roessler (2002) and Liptak (2015), in the *Job-Search Handbook for People with Disabilities*, Ryan discussed (2004) "keeping the job" and encouraged the worker to learn as much as possible about the job, the employer, and the type of work. Ryan (2004) provided a list of instructions on how to succeed in the workplace and emphasized the importance of job survival/maintenance knowledge in workplace survival and employment outcomes.

Szymanski, Enright, Hershenson, and Ettinger (2010) discussed ways to promote workplace survival and advancement by expanding adaptability and flexibility in the work environment. The authors (2010) supported the concept of the importance of the individual preparing to enter the work environment by acquiring the knowledge conducive to progressing in the workplace. Module III-JSMT addresses this knowledge deficiency in that JSMT provides the training that potentially increases the job seeker's knowledge in work survival/maintenance.

In Hershenson's (1981) "Model of Work Adjustment Development," he discussed the three elements of work competencies: work habits, physical and mental skills applicable to jobs, and work-related interpersonal skills. According to Hershenson (1981), an individual's work habits, ability to do the job, and ability to interact with others represent work adjustment. Hershenson's theory (1981) implies that if the individual maintains good work habits, learns the job, and gets along well with others, he or she succeeds in the work adjustment process. Without those traits, they fail.

Theoretical Models Supporting the Three-Module Job Training Intervention

To support the effectiveness of the *Three-Module Job Training Intervention*, the researcher incorporates the following theories: (1) Problem-Solving Skills Model (D'Zurilla & Nezu, 2007) and (2) Kirkpatrick's Four-Level Evaluation Model (D.L. Kirkpatrick, 1996; D.L. Kirkpatrick & J.D. Kirkpatrick, 2006, 2007).

Problem-Solving Skills Model

The *Problem-Solving Skills Model* (D'Zurilla and Nezu, 2007) provided a theoretical basis for the "Effectiveness of the Three-Module Job Training Intervention" in addressing deficiencies of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge in job seekers. Following the implementation of the *Three-Module Job Training Intervention*, a significant increase in the level of knowledge in job search, job search attitude, and job survival/maintenance indicates the *Three-Module Job Training Intervention* represents an effective training intervention.

Four components of the Problem-Solving Skills Model are as follows: (1) problem definition; (2) generations of alternative solutions; (3) decision making; (4) solution implementation and verification. These four components represent goal directed tasks used to facilitate the solving of

a particular problem successfully. Each component represents a unique function or purpose in the problem-solving process (D’Zurilla and Nezu, 2007). In defining the problem, according to the model, relevant information regarding the problem, obstacles posed by the problem, and setting up of the problem-solving goals are taken into consideration. In this case, the problem represents deficiencies in job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge that present the obstacles to employment leading to the goal of alleviating the problem with training. The second component, generation of alternative solutions consists of addressing one area of deficiency, two of the three areas of deficiencies, or all three areas of deficiencies with training in order to alleviate the problem. The third component involves making the decision regarding the best decision. The researcher chose the best solution to implement, the *Three-Module Job Training Intervention* in order to address all three deficiencies of job search, job search attitude, and job survival knowledge.

According to research, all three areas needed to be addressed with training in order to alleviate or reduce deficiencies and potentially improve employment for people with disabilities. The final step involves solution implementation and verification of the solution outcome. In this case, solution implementation involves implementing the *Three-Module Job Training Intervention* and verifying the solution outcome with the solution outcome being the increase or decrease in job search knowledge, job search attitude knowledge, and job survival/maintenance. According to D’Zurilla and Nezu (2007), solution implementation and verification represents the means to determine the solution outcome and verify the effectiveness of the selected solution in resolution of the problematic situation.

According to D’Zurilla and Nezu (2007), the ultimate expected outcome of problem-solving is to reduce or eliminate the problem. D’Zurilla and Nezu (2007) explained that problem-

solving is a versatile coping strategy that can be applied across a wide range of problematic situations. According to D’Zurilla and Nezu (2007), problem-solving represents the procedure used to determine the most appropriate solution for a problem (2007). In this study and in accordance to D’Zurilla and Nezu’s Problem-Solving Skills Model, the three deficiencies in job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge represents the problem. D’Zurilla and Nezu (2007) emphasized that problem-solving links the problematic situation or problem and the problem solving solution in reaching the ultimate goal of problem resolution or solution outcome.

According to D’Zurilla and Nezu’s model (2007), the job seekers’ knowledge deficiencies in job search, job-search attitude, and job survival/maintenance represent the *problem*. The *solution outcome* represents the results following the implementation of an effective *solution* (D’Zurilla & Nezu, 2007).

According to D’Zurilla and Nezu (2007), the *Three-Module Job Training Intervention* functions as an effective solution, the means or intervention used to solve the problem. Deficiencies in the participants’ level of job search knowledge, job search attitude knowledge, and level of job survival/maintenance knowledge represent the problem. Increases in the participants’ level of knowledge in job search, job search attitude and job survival/maintenance represents the solution outcome, the *solution outcome* represents the results of a problematic situation (problem) following the implementation of an effective solution (D’Zurilla and Nezu, 2007). D’Zurilla and Nezu (2007) explained that problem solving guides an individual from the problematic situation to a solution outcome with the implementation of an effective solution.

In order to determine the effectiveness of the *Three-Module Job Training Intervention*, the researcher applied the Problem-Solving Skills Model to each of the individual modules: Module I JST, Module II-JSAT, and Module III-JSMT. According to the authors' Problem Solving Skills Model, the level of job search knowledge, one of the three deficiencies in job seekers, represents the problem; Module I of the job training intervention represents the solution; and the increase in the level of job search knowledge post-training represent the solution outcome. Using Module I-JST of the Three-Module Job Training Intervention as solution to alleviate the problem of the job search knowledge deficiency indicates the effectiveness of the job training intervention on increasing job search knowledge.

In Module II training, the level of job search attitude knowledge, one of the three deficiencies in job seekers, represented the problem; Module II of the job training intervention represented the solution; and the increase in the level of job search attitude knowledge post-training represented the solution outcome. Using Module II-JSAT of the Three-Module Job Training Intervention as solution to alleviate the problem of the job search attitude knowledge deficiency indicates the effectiveness of the job training intervention on increasing job search attitude knowledge.

In Module III, the level of job survival/maintenance knowledge, one of the three deficiencies in job seekers, represents the problem; Module III of the job training intervention represents the solution; and the increase in the level of job survival/maintenance knowledge post-training represents the solution outcome. Using Module III-JSMT of the Three-Module Job Training Intervention as the solution to alleviate the problem of the job survival/maintenance knowledge deficiency indicates the effectiveness of the job training intervention on increasing job survival/maintenance knowledge.

If the training received resulted in a significant increase in the level of knowledge of participants in each of the three areas of deficiencies, the training modules represent effective training tools. Effectiveness of each module in the *Three-Module Job Training Intervention* indicates the effectiveness of the intervention.

According to D’Zurilla and Nezu (2007), the ultimate goal of the Problem-Solving Skills Model is to reduce or eliminate problems. By applying the Problem Solving Skills Model, the effectiveness of the *Three-Module Job Training Intervention* was demonstrated with the implementation of Module I (JST), Module II (JSAT), and Module III (JSMT) with the results of a reduction in the knowledge deficiencies in job search, job search attitude, and job survival/maintenance. Reducing the problem of deficiencies by increasing the level of knowledge in the areas of the deficiencies with training provided by the *Three-Module Job Training Intervention* demonstrates the effectiveness of the job training intervention.

Kirkpatrick’s Four-Level Training Evaluation Model

In 1959, Donald Kirkpatrick laid the groundwork for his Four-Level Training Evaluation. According to Kirkpatrick (1996), while working on his Ph. D., he decided to write his dissertation on evaluating the programs he currently taught at the time. Kirkpatrick’s dissertation included two of the four levels, Level I (Reaction) and Level II (Learning), to which he added Level III (Behavior) and Level IV (Results) over the next five years. In 1959, the *Journal of the American Society of Training Directors* asked Kirkpatrick to write an article on his dissertation research (Kirkpatrick, 1996). Kirkpatrick (1996) reported he wrote a series of four articles and out of the four articles came what is now known as *Kirkpatrick’s Four-Level Training Evaluation Model*.

Kirkpatrick's Four-Level Training Evaluation Model consists of the following: (1) Level One (Reaction); (2) Level Two (Learning); (3) Level Three (Behavior); and (4) Level Four (Results). According to Kirkpatrick (1996), the *Kirkpatrick Four-Level Training Evaluation Model* measures the effectiveness of training. Kirkpatrick (1996) described and designated each of the four levels of the evaluation to address specific categories in determining the effectiveness of training. One, more, or all evaluation levels may be used in evaluating effectiveness of training.

According to Kirkpatrick and Kirkpatrick (2006 & 2007), each level of the four-level training evaluation serves a specific purpose: Level One (Reaction) evaluates the participants' reactions to the training received; Level Two (Learning) evaluates the participants' level of knowledge or increase in knowledge after receiving the training; Level Three (Behavior) evaluates the extent to which the participants demonstrate or put into practice their newly acquired knowledge with the interjection that behavior does not always reflect learning in spite of learning having taken place; and Level Four (Results) evaluates the organizational benefits such as revenue, efficiency, and productivity gained from the participants as a result of their training.

Research indicated that organizations, as well as individual trainers, vary in their choices of the specific level or levels chosen to evaluate the effectiveness of training provided (Kirkpatrick, 1996). According to Kirkpatrick and Kirkpatrick (2006 & 2007), levels may be evaluated individually, paired, or all levels depending on the purpose/goal of training. Allan (2008), author of *Training Evaluation Toolkit*, (2008) advised that individuals or organizations providing the training consider carefully the levels of evaluation needed to determine the effectiveness of training provided. For example, according to Allan (2008), if the organization

or trainer wants to evaluate the participants' reactions to the training, Level I (Reaction) meets the requirements. However, if the trainer wants to measure the level of increase in knowledge, Level II (Learning) represents the appropriate level of evaluation.

Due to the increased cost and time involved in evaluating the effectiveness of training at increasing levels, Allan (2008) emphasized the importance in selecting the appropriate level or levels to evaluate the effectiveness of training. According to Allan (2008), one, two or more levels, or all four levels may be used in evaluating the effectiveness of training. The level used is determined by "what is being evaluated" (D. L. Kirkpatrick, 1996; D.L. Kirkpatrick & J. D. Kirkpatrick, 2006, 2007; & Allan, 2008).

According to Kirkpatrick and Kirkpatrick (2006, 2007), most organizations, companies, and individuals typically do not use all four levels; in fact, the majority use levels one and two. The focus of this research was to determine the effectiveness of training based on the level of knowledge acquired from training provided by the *Three-Module Job Training Intervention*. For that reason, and in addition to financial cost, time consumption, and factors that interfere with an accurate assessment of levels three and four, this researcher evaluated the effectiveness of training at Level One (Reaction) and Level Two (Learning).

Level One (Reaction) of Kirkpatrick's Four Levels of Training Evaluation Model.

Level One (Reaction) of Kirkpatrick's Four Levels of Training Evaluation Model evaluates the reactions of the trainees in response to the training received; a survey will be used to evaluate reactions of trainees/participants. Kirkpatrick (1996) reported the majority of trainees express concerns regarding methods of learning, content reviewed in training, the trainer/ instructor, and the learning environment; for that reasons, survey categories are based on the trainees' concerns. The survey consists of four categories: 1) Method of training, 2) Content of training, 3)

Instructor/trainer, and 4) Learning environment. According to Kirkpatrick (1996), to measure the participant's "Reaction Level," the instructor asks the trainees to complete a series of survey questions. The survey results are used to evaluate effectiveness of training at Level One (Reaction).

Methods of training. Methods of training represent the first category of the survey. Examples of various methods of training used to promote the learning process include PowerPoint presentations, role play, videos, and question and answer sessions. According to Liptak (2010), role play, modeling, and videos represent methods of training that are conducive to learning.

PowerPoint presentations. The *Three-Module Job Training Intervention* incorporates the use of PowerPoint presentations throughout the training process. According to Pratt (2003), PowerPoint presentations represent one of the leading software tools used to enhance training instructions, promoting the learning process and reducing the task of the presentation for the trainer/instructor. The latter provides additional time to focus on feedback from participants.

According to Pratt (2003), the features of the PowerPoint presentation aid in capturing and retaining the attention of the viewer, potentially improves the comprehension of the viewer, increases the viewer's retention of the message, and enhances the overall learning experience. PowerPoint presentations represent a widely used tool in the method of instruction with the resulting effects of increased viewer interest and satisfaction (Apperson, J. M., Laws, E. L., & Scepansky, J. A., 2008).

Farwell (2005) reported that trainers using visual aids such as PowerPoint presentations are 43% more effective in disseminating the information to their viewers and achieving positive training results compared to those without the use of the power-point. To enhance the learning

process of participants, a PowerPoint presentation will be one of learning tools used in the training provided by the *Three-Module Job Training Intervention*.

Role-Play. The second learning tool in the “Method of Training” survey category is role play. Based on the Observational Learning Theory, Bandura (1977) recommended role play and modeling as an effective learning tool. In concurrence with Bandura’s findings, Rao and Supans (2012) reported that a broad spectrum of educational disciplines uses role play as a learning tool, while Cherney (2008) reported that role play serves a dual purpose: engagement of the participant in learning a specific skill using role play and increasing the participant’s knowledge on how to demonstrate the skill.

According to Nestel and Tierney (2007), role play is widely used as an educational method for learning. Armstrong (2003) reported role play represents an effective learning method, one of the main objectives being to encourage individuals to practically apply their knowledge to real life situations and another to provide the opportunity to practice skills in a nonthreatening environment. Rao and Stupans (2012) reported role play has the potential to address the domains of knowledge, attitude, and skills. With all of that evidence in mind, the Three-Module Job Training Intervention includes role play as part of the training intervention.

Videos/DVDs. Videos represent the third learning tool in the category of *Methods of Learning*. Videos are a major resource for training and draw on learning styles of the population receiving instruction (Berk, 2009). Berk (2009) reported that, in addition to providing content, videos represent the perfect medium for the illustration of concepts such as role-playing and modeling situations. Further, videos provide viewers with the opportunity to review concepts repeatedly which may lead to increasing the viewer’s knowledge of those concepts.

According to Berk (2009), the learning outcomes from the use of videos as a learning tool are many: grabs attention; increases students concentration; generates interest; energizes the learning experience; improves attitudes toward content and learning; builds a connection between the student and the instructor; increases retention of content; increases understanding; ; fosters creativity; stimulates the flow of ideas; fosters deeper meaning; provides an opportunity for freedom of expression; serves as a vehicle for collaboration; inspires and motivates students; makes learning fun; sets an appropriate mood or tone; decreases anxiety and tension; and creates memorable visual images. According to Rao and Stupans (2012), 94.4% of students who participated in a survey reported an improvement in learning following the viewing of a workshop video. Survey results indicated that the viewing of the video enhanced learning (Laneuville & Sikora, 2015).

Videos create a multi-sensory learning environment that results in an increase in an individual's ability to transfer information from the short-term to long-term memory, the creation of a more effective learning experience, enables the learner to engage in a variety of ways with the learning material, and appeals to the different learning styles (Zhang, Zhou, Briggs, & Nunamaker, 2006; Cairncross & Mannion, 2001). The Three-Module Job Training Intervention utilizes videos to disseminate information during the training process.

Questions and answers. Question and answer *sessions* represent the fourth learning tool in the category of "Method of Learning." According to Tofade, Elsner, and Haines (2013), the use of questioning promotes learning. Using questions to teach represents an age-old practice and remains a cornerstone of education. Asking questions helps students uncover what has been learned, explores the subject matter, generates discussion, and facilitates peer to peer interaction (Tofade, Elsner, and Haines, 2013). Tofade et al. (2013) observed that questions are often used

to stimulate the recall of prior knowledge, promote comprehension, and facilitate critical thinking skills and that effective questions, asked in a psychologically safe learning environment, support student learning by probing for understanding, encouraging creativity, stimulating critical thinking, and enhancing confidence. The effective use of questioning enhances learning and creates a positive educational climate which enables the trainee to explore different aspects of learning and engage fully in the learning process (Tofade et al., 2013). According to Yu and Chen (2014), the generation of questions by students represents a constructive strategy to enhance the learning process. Yu and Chen (2014) found answering student-generated questions, potentially, creates an environment more conducive to learning than answering teacher-generated questions. Tofade et al. (2013) stated that some questions are devised to cover specific areas in order to get the best response from the trainee/students. The Three-Module Job Training Intervention includes question and answer sessions as part of the training process.

Content of training. Content of training, the second survey category for evaluation at Level One (Reaction), originates directly from Liptak's three scales: Job Search Knowledge Scale (JSKS); Job Search Attitude Inventory (JSAI); and Job Survival Success Scale (JSSS). According to Liptak (2005), acquiring specific knowledge leads to completing a successful job search, demonstrating the appropriate attitude during and after the job search, and maintaining the job after hiring. The *Three-Module Job Training Intervention* consists of Module I (JST), Module II (JSAT), and Module III (JSMT), with each module comprised of content specifically developed to promote learning in the keys areas of knowledge to increase the participants learning in job search, job search attitude, and job survival/ maintenance. The training content in the *Three-Module Job Training Intervention* is based on the content measured by the three Liptak scales: Job Search Knowledge Scale (JSKS); Job Search Attitude Inventory (JSAI); and

Job Survival and Success Scale (JSSS). For example, Module I (JST) of the *Three-Module Job Training Intervention* provides training in the key areas of knowledge to learn in order to increase job search knowledge. The key areas of knowledge to learn are the same areas measured by Liptak's Job Search Knowledge Scale (JSKS). Module II (JSAT) of the job training intervention provides training in the key areas of knowledge to learn to increase job search attitude knowledge: the same key areas of knowledge measured by Liptak's Job Search Attitude Inventory (JSAD); and Module III (JSMT) of the Three-Module Job Training Intervention provides training in the key areas of knowledge to learn to survive in the workplace and maintain employment: key areas measured by Liptak's Job Survival and Success Scale (JSSS). The content of training of Three-Module Job Training Intervention consists of training material specially designed to increase the level of participants' knowledge in job search, job search attitude, and job survival/ maintenance.

Instructor/Trainer. The third survey category to be evaluated at Level One (Reaction) is the Instructor/Trainer. According to Polk (2006), ten factors contribute to teacher effectiveness: evidence of personal academic success; ability to communicate effectively; Generation of new and different ideas that enhances learning; one who maintains educational standards; awareness of how to present educational information to promote learning; knowledge of the student population's level of basic knowledge on subject material presented; staying current on his/her field of knowledge; awareness of self; knowledge of content presented; and knowing how to provide examples or model what is being taught (Polk, 2006).

In addition to emphasizing the characteristics of the instructor/trainer, Polk stressed the importance of clarity in communication, considering it to represent the epitome of effective

communication. The combination of both verbal and written communication clarity promotes learning.

Learning environment. The learning environment represents the fourth and final survey category for evaluation at Level One (Reaction). It is necessary that the researcher provides a supportive, relaxing, and encouraging atmosphere conducive to maximizing the learning process. According to Vuori, Price, Mutanen, and Malmberg-Heimonen (2005), encouraging participation, providing positive feedback, and listening supportively create a productive learning environment. In addition, Holmstrom, Claire, and Russell (2014) observed that forms of social support and self-esteem building enhance how job seekers feel about themselves and increase the job seeker's motivation to engage in job search behavior. Active learning methods, good trainer skills, and a supportive atmosphere represent important factors in establishing a learning environment that encourages active participation and promotes the learning process (Vuori et al, 2005).

According to Kirkpatrick (1996), measuring the participants' responses to the training received determines the effectiveness of that training. Hence, at the conclusion of training provided by the Three-Module Job Training Intervention, the researcher will provide a survey to all participants to rate the survey categories to be evaluated at Level One (Reaction), as listed above.

Level Two (Learning) of Kirkpatrick's Four Levels of Training Evaluation Model.

In this study, the Three-Module Job Training Intervention was evaluated for effectiveness through the use of Level Two (Learning) of Kirkpatrick's Four-Level Evaluation Model.

According to Kirkpatrick (1996), Level Two (Learning) evaluates that learning occurred and the amount of knowledge acquired from training. In agreement, Kaur and Bhatia (2013) reported

that Level Two (Learning) measures if learning occurred and to what extent. To determine if an increase in knowledge occurs, the difference in the participant's post-training level of knowledge minus the participant's pre-training level of knowledge in the specific area of focus determines if learning took place and to what extent (Kirkpatrick, 1996).

According to Kirkpatrick (1996), the comparison of the pre-assessment of one's knowledge to the post-assessment of one's knowledge following training is used to demonstrate that learning occurred. Iqbal, Maharvi, Malik, and Khan (2011) regarded Level Two (Learning) as the most objective measurement. According to Iqbal et al. (2013), the evaluation reveals the trainee's knowledge before training and following training. According to Kirkpatrick & Kirkpatrick (2006, 2007), knowledge gained following training received indicates effective training occurred. In this study, an increase in the level of knowledge in job search, job search attitude, and job survival/maintenance represented effectiveness of training.

To evaluate the effectiveness of training at Level Two (Learning) following training provided by Module I (JST), Module II (JSAT), and Module III (JSMT) of the Three-Module Job Training Intervention, the participants must show an increase in their level of knowledge in each of the three identified areas of deficiencies: job search, job search attitude, and job survival maintenance. According to Liptak (2015) one of the best ways to ensure that the participant's learning process leads to an increase in learning is to implement the guidelines geared to achieving the desired outcome: an increase in the participants' level of knowledge in job search, job search attitude, and job survival/ maintenance.

To achieve an increase in the level of knowledge in job search, job search attitude, and job survival/maintenance, Liptak (2010) revealed specific areas of knowledge crucial to achieving the goal of an increase in the level of knowledge in the specific areas, as well as

pointing out the importance of implementing a plan to achieve desired outcomes. The Three-Module Job Training Intervention represents the plan to achieve the desired outcomes.

According to Kirkpatrick and Kirkpatrick (2006 & 2007), to evaluate effectiveness of training at Level Two, the pre-training level of knowledge in job search, job search attitude, and job survival/maintenance of participants compared to the participants' post-training level of knowledge must show a gain by participants in their level of knowledge following training with Module I (JST), Module II (JSAT), and Module III (JSMT) of the *Three-module Job Training Intervention*. A gain in the participants' level of knowledge following training provided by the *Three-Module Job Training Intervention* demonstrates the "Effectiveness of the *Three-Module Job Training Intervention* in Job Search Knowledge, Job Search Attitude Knowledge, and Job Survival/Maintenance Knowledge."

Summary

According to *A Model for Research on Training Effectiveness* (1999), effective training functions as a form of communication directed at a defined population for the specific purpose of skill development, altering behavior, and expanding the level of competence. In reference to the description provided by "A Model for Research on Training Effectiveness" the *Three-Module Job Training Intervention* functions as a form of communication via PowerPoint presentations, YouTube DVD/Video training, and YouTube demonstrations of role play directed at the defined population of people with disabilities for the specific purpose of increasing their level of knowledge in the three specific areas of job search, job search attitude, and job survival/maintenance. According to Gupta, Bostrom, and Huber (2006), effective training targets deficiencies. The *Three-Module Job Training Intervention* was designed to target deficiencies in job search, job-search attitude, and job survival/maintenance.

According to the *Problem-Solving Model* (D’Zurrilla & Nezu, 2007), its ultimate goal is to reduce or eliminate problems. By applying the Problem-Solving Model, the effectiveness of the *Three-Module Job Training Intervention* was demonstrated with the implementation of Module I (JST), Module II (JSAT), and Module III (JSMT) resulting in the reduction in the knowledge deficiencies in job search, job search attitude, and job survival/maintenance. Reducing the problem of deficiencies by increasing the knowledge level in the areas of deficiencies with training provided by the *Three-Module Job Training Intervention* demonstrated the effectiveness of that intervention.

According to Kirkpatrick and Kirkpatrick (2006, 2007), Level One (Reaction) of *Kirkpatrick’s Four Level Evaluation Model* evaluates effectiveness of training based on the participants’ survey results on the method of training, content of training, the instructor, and the environment . At Level Two (Learning) evaluation of effective training is determined by the increase in the level of knowledge post-training compared to the level of pre-training knowledge.

Ultimately, the determining factor of the effectiveness of the *Three-Module Job Training Intervention* is based on an increase in the participant’s level of knowledge in job search, job search attitude, and job survival/maintenance and the participants’ reaction to surveys.

Module I (JST) of the *Three-Module Job Training Intervention* demonstrates effectiveness of training with an increase in participants’ level of job search knowledge post-training. Module II (JSAT) of the *Three-Module Job Training Intervention* demonstrates effectiveness of training with an increase in participants’ level of job search attitude knowledge post-training. Module III (JSMT) of the *Three-Module Job Training Intervention* demonstrates effectiveness of training with an increase in participants’ level of job survival/maintenance knowledge post-training. Module I (Job Search Training), Module II (Job Search Attitude

Training), and Module III (Job Survival/Maintenance Training) comprise the *Three-Module Job Training Intervention*. Consequently, the *Three-Module Job Training Intervention* provides effective training and represents an effective job training intervention.

Chapter Three

Methods

Three major barriers to employment that individuals with disabilities face are their deficiencies in the skills needed to prepare them for a specific vocation, deficiencies in the execution of a successful job search, and deficiencies in maintaining the job after the hiring phase (Craven, 1979; Farley & Hinman, 1987; Rubin & Roessler, 2001). To address three of the major barriers to employment, training in *job search*, *job search attitude*, and *job survival/maintenance* was provided by the *Three-Module Job Training Intervention*.

The *Three-Module Job Training Intervention* consists of *Module I-Job Search Training (JST)*; *Module II- Job Search Attitude Training (JSAT)*; and *Module III- Job Survival and Maintenance Training (JSMT)*. The purpose of this study was to determine the effectiveness of the *Three-Module Job Training Intervention* as a job training intervention on job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge in participants.

Participants

Initially, 34 participants agreed to participate in the study. Prior to the first day of the study, five participants decided not to be part of this study. However, on the first day of the study, only 26 individuals attended the workshop. The sample of participants consisted of 22 males and four females with a majority of males participants. The 22 male participants consisted of 19 Caucasians, one African American, one Asian/Hispanic, and one Marshallese. The four females consisted of two Caucasians, one African American, and one Native American. Participants ranged in age from 18 to 45 years of age with a mean age of 25.7 years. Participant's disabilities were as follows: *Intellectual Disability* (referred to as *Intellectual Disorder* in

DSM-5), Autism (referred to as *Autism Spectrum Disorder in DSM-5*), *Blindness*, *Mild Cognitive Impairment*, and *Scoliosis*. In general, all participants met the following criteria: (1) Diagnosed with a disability; (2) Age range 18 and up; (3) Eighth grade reading level; (4) Desire to increase their job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge; and (4) Willingness to participate four hours per day from 11:00am to 3:00pm in a three-day workshop to receive the *Three-Module Job Training Intervention*. The demographics of participants are listed in Table 1.

Table 1
Descriptive Demographics of Participants (n=26)

Demographics	<i>n</i>	%
Gender		
Male	22	84.62 %
Female	4	15.38 %
Ethnicity		
Caucasian	21	84.62 %
African American	2	7.69 %
Asian/Hispanic	1	3.85%
Marshallese	1	3.85 %
Native American	1	3.85%
Disability		
Intellectual Disability	21	80.77%
Autism	2	7.69%
Blindness	1	3.85 %
Mild Cognitive Impairment	1	3.85 %
Scoliosis	1	3.85 %

Instruments

In this study, three instruments were used to measure pre-tests and post-tests levels of knowledge for job search, job search attitude, and job survival/maintenance: (1) Job Search Knowledge Scale (JSKS), (2) Job Search Attitude Inventory (JSAI), and (3) Job Survival Success Scale (JSSS). The Job Search Knowledge Scale (JSKS) measures the level of job search knowledge; the Job Search Attitude Inventory (JSAI) measures the level of job search attitude knowledge; and the Job Survival Success Scale (JSSS) measures the level of job survival knowledge. All three instruments (see Appendix D) were developed by John J. Liptak (2009, 2015).

In addition to the three instruments developed by Liptak, three surveys (see Appendix C) were developed to collect feedback from participants following training with the *Three-Module Job Training Intervention* to evaluate participant's reactions to training. The researcher tailored three surveys from a professional development survey template for public use from the Service Center at the University of North Carolina in Greensboro. The researcher named the survey according to the training intervention it surveys: Module I-Job Search Training Survey, Module II-Job Search Attitude Training Survey, and Module III-Job Survival/Maintenance Survey. Following are descriptions of all instruments.

Job Search Knowledge Scale (JSKS). The purpose of this scale is to measure a person's knowledge about the job search or finding a job. Liptak (2015) developed the "JSKS" for ages 18-65 with a reading level of at least eighth-grade and designed it to be administered to people with or without disabilities; males or females; and individuals or groups. The JSKS contains 60 true /false statements about the job search, which are divided into five categories (Liptak, 2015): (1) Identifying Job Leads; (2) Direct application to employers; (3) Resumes and Cover Letters;

(4) Employment Interviews; and (5) Following-Up. Each of the five categories consists of twelve True/False statements, equaling a total of 60 statements. The participant selects a statement as “true or false” by circling one of four letters (A, B, C, or D) to indicate his/her “true or false” answer. “A and D” answers represent incorrect answers; “B and C” answers represent correct answers. The total number of correct (B and C) answers determines the score for each of the five categories.

The participant’s total possible score for each of the five categories range from 0-12 with each of the categories consisting of 12 statements and each statement ranging in value from zero (incorrect answer) to one (correct answer). The lowest possible score for each category is zero and the highest possible score for each category is 12. According to Liptak (2015), scores in each category can be divided into three levels: A) “0 – 3” indicate the participant possesses a low level of knowledge, B) “4 – 8” indicate the participant possesses some knowledge but needs to learn more, and C) “9 – 12” indicate a level of knowledge ranging from adequate to well prepared to complete a successful job search. For overall JSKS score, the participant’s total number of correct scores for each category is added. That total for all five categories is divided by five, the number of categories, to determine the range for the total of all five categories.

To determine the pre-training and post-training scores of participants, the correct answers of each participant’s JSKS is totaled for each category. The totals of all five categories of the JSKS are added to give the pre-training scores of participants. This procedure is followed with each participant’s score. Following training the same procedure is followed to obtain each participant’s post-training score. According to Liptak (2015), the “JSKS” requires approximately 20 minutes to complete.

Liptak (2015) reported the internal consistency reliability coefficients (alpha coefficients) of the JSKS for each of the five categories within the range of .75 to .91 which represents an acceptable to good range indicating the items of each scale are inter-correlated and measure the same construct (Ary, Jacobs, Razavieh, & Sorensen, 2006). For test-retest reliability (stability), Liptak (2009) completed assessments of 100 adults with the JSKS, repeated the same assessment with the same group of adults, and correlated the scores of the first group with those of the second group. The test-retest correlations ranging from .79 to .90 indicated good to high reliability.

Validity of the JSKS is presented in terms of inter-scale correlations and examination of the means and standard deviations (Liptak, 2015). The highest correlation is .47. Low inter-correlations of scales provide evidence of the individuality of the measurements by the JSKS (2015). According to Liptak (2015), JSKS measures what it purports to measure, i.e., job search knowledge, and demonstrates construct validity. In addition to construct validity, JSKS demonstrates content validity, as it consists of items that represent appropriate content of an instrument used to measure job search knowledge (Liptak, 2015).

Job Search Attitude Inventory (JSAI). The purpose of this inventory is to provide information to the job seeker regarding his/her attitude during the search for employment. Liptak (2015) developed the “JSAI” for individuals age 12-adult with a reading level of at least eighth-grade. The JSAI contains 40 items related to job search attitude. The JSAI consists of five categories: (1) Luck vs. Planning, (2) Uninvolved vs. Involved, (3) Help from Others vs. Self-Help, and (4) Passive vs. Active, and (5) Pessimistic vs. Optimistic. Each of the five categories consists of eight statements, making of total of 40 statements. The participant selects his/her response to each item or statement by circling the number below his/her response choice.

The response choices are as follows: Strongly Agree = 1; Agree =2; Disagree = 3; and Strongly Disagree = 4.

The participant's total possible score for each of the five categories ranges from 8 to 32 with each of the categories consisting of eight statements ranging in value from one to four. The lowest possible score of each category of JSAI is eight and the highest possible score for each category is 32. According to Liptak (2015), scores in each category can be divided into three score ranges: A) Scores ranging from 8-16 represent the "Low" score range indicates the participant possesses a low level of knowledge in the specific category is not actively engaged in the job search process; B) scores ranging from 17 to 23 represents the "Average" score range indicate the participant possesses some knowledge but need to learn more to be more focused leading to a more effective job search; and C) scores ranging from 24 to 32 represent the "High" score range " indicates the participant's level of knowledge ranges from adequate to well prepared, actively engaged in the job search process and open to learning more. For overall JSAI score, the participant's total number of correct scores for each category is added. That total for all five categories is divided by five to determine the range for the total of all five categories.

To determine the pre-training and post-training scores of participants, the correct answers of each participant's JSAI is totaled for each category. The totals of all five categories of the JSAI are added to give the pre-training scores of participants. This procedure is followed with each participant's score. Following training the same procedure is followed to obtain each participant's post-training score. According to Liptak (2015), the "JSAI" requires approximately 20 minutes to complete.

Liptak (2015) reported the reliability of JSAI in terms of internal consistency (alpha coefficients), stability (test-retest correlations), and split-half reliability. Internal consistency ranges from .85 to .91 and indicates the items for each of the five categories are inter-correlated and measure the same construct (Ary, Jacobs, Razavieh, and Sorensen, 2006). Test-retest correlations (stability) for the *JSAI* ranged from .60 to .76. Liptak (2015) completed assessments of 107 adults with the JSAI, repeated the same assessment with the same group of adults, and correlated the scores of the first group with those of the second group. Liptak (2015) reported consistency in the test-retest scores in comparing the first and second group results, with test-retest scores falling within an acceptable range of .60 to .76. Liptak (2015) provided evidence of split-half reliability with coefficients ranging from .53 to .81.

The validity of the Job Search Attitude Inventory (JSAI) is presented in terms of inter-scale correlations and examination of the means and standard deviations (Liptak, 2015). The highest correlation is .47. Low inter-correlations of scales provide evidence of the individuality of the measurements by the JSAI (Liptak, 2015). Concurrent validity for JSAI is shown in the form of inter-scale correlations, with the highest being .58. This evidence supports the independence of the scales (Liptak, 2015). According to Liptak (2015) JSAI measures what it purports to measure, job search attitude and demonstrates construct validity. In addition to construct validity, the JSAI demonstrates content validity, consisting of items that represent appropriate content of an instrument used to measure job search attitude (Liptak, 2015).

Job Survival and Success Scale (JSSS). The purpose of this scale is to measure a person's knowledge about keeping a job and getting ahead in the workplace. Liptak (2009) developed the "JSSS" for individuals ages 16-67 with a reading level of at least junior high, approximately at or above junior high school (seventh-eighth-grade) reading level to be

administered to people with or without disabilities; males or females; and individuals or groups. The JSSS contains 60 statements about surviving and succeeding on the job. The JSSS consists of five categories: (1) Dependability, (2) Responsibility, (3) Human Relations, (4) Ethical Behavior, and 5) Getting Ahead. Each of the five categories consists of 12 statements, equaling a total of 60 statements. The participant selects the response to each item or statement by circling the number below the response that best describes the participant. The four responses are as follows: 1) A lot like me; 2) Somewhat like me; 3) A little like me; and 4) Not like me. The participant will circle the number (1), (2), (3), or (4) below his/her response choice.

The participant's total possible score for each of the five categories ranges from 12 to 48 with each of the categories consisting of 12 statements and each statement ranging in value from one to four. The lowest possible score of each category of JSSS is 12 and the highest possible score for each category is 48. Scores ranging from 12 to 23 represent the "Low" score range and indicate more knowledge to survive in the workplace is needed; scores ranging from 24 to 36 represent the "Average" score range and indicate the individual possesses enough knowledge to retain the job but lacks the knowledge to advance; and scores ranging from 36 to 48 represent the "High" score range and indicate the individual possesses the knowledge to maintain employment and thrive in the work environment (Liptak, 2009). For overall JSSS score, the participant's total number of correct scores for each category is added. That total for all five categories is divided by five, the number of categories, to determine the range for the total of all five categories.

To determine the pre-training and post-training scores of participants, the correct answers of each participant's JSSS is totaled for each category. The totals of all five categories of the JSSS are added to give the pre-training scores of participants. This procedure is followed with each participant's score. Following training the same procedure is followed to obtain each

participant's post-training score. According to Liptak (2015), the "JSSS" requires approximately 20 minutes to complete.

Liptak (2009) reported evidence of the reliability in terms of alpha coefficients and test-retest correlations ranging from .87 to .92 which indicate good to high reliability. Test-retest reliability ranges from .79 to .89 which indicates good to high reliability. From these results, Liptak (2009) determined that the scale consistently measures job survival and success over time.

Validity for the JSSS is presented in terms of inter-scale correlations and examination of the means and standard deviations, with concurrent validity of the JSSS showing the inter-scale correlations with the highest correlation of .39 (Liptak, 2009). Low inter-correlations of the measurements provide evidence of the individuality of the (*JSSS*). According to Liptak (2009), JSSS measures what it purports to measure, job survival success, and demonstrates construct validity. In addition to construct validity, the JSSS demonstrates content validity, consisting of items that represent appropriate content of an instrument used to measure job survival success (Liptak, 2009).

Surveys of the Three-Module Job Training Intervention. The purpose of the surveys was to collect feedback from participants following training with one of the three modules of the *Three Module Job Training Intervention*. The researcher tailored three surveys from a professional development survey template for public use from the Service Center at the University of North Carolina in Greensboro. The surveys were named according to the training intervention it surveys: Module I-Job Search Training Survey, Module II-Job Search Attitude Training Survey, and Module III-Job Survival/Maintenance Survey. Each survey consists of a demographic section and survey questions common to all three training modules. Part one of

each survey consists of fourteen *Likert* scale questions and part two consists of one open-ended question.

In part one of each survey, the 14 questions consisted of the following four survey categories: (1) Method of Training; (2) Content of Training; (3) Trainer; and (4) Training Environment. Participants answered survey questions from each category based on a 5-point Likert-type scale (*Strongly Agree* = 5, *Agree* = 4; *Neutral* = 3; *Disagree* = 2; and *Strongly Disagree* = 1). Part two of the survey consists of one open-ended question. This question addressed the information gained from each training module. For example: In Module I, the question asked “What information did you learn from Module I-Job Search Training”?

Procedure

Setting. The Arkansas Support Network (ASN) in Springdale, Arkansas represented the setting for the three-day workshop for pre-training assessment, training, and post-training assessments to evaluate the effectiveness of the *Three-Module Job Training Intervention*. In 1988, five mothers of children with disabilities envisioned a different type of life experience in the future of their children, one of inclusion in the community (Arkansas Support Network, 2017). The efforts of the mothers paid off in that they obtained a grant from the Department of Human Services to fund a Family Support Program (ASN, 2017). In 1991, three years following the incorporation of the ASN, Keith Vire joined the Arkansas Support Network as CEO.

For the past twenty-five years, under the leadership of Keith Vire, CEO, the Arkansas Support Network (ASN) supported and continues to support families and promote their inclusion in the community. The Arkansas Support Network provides support and services to individuals and families with disabilities in the communities of Springdale, Fort Smith, Camden, and other communities throughout the state of Arkansas (ASN, 2017). ASN works with government

agencies and departments, nonprofit organizations, healthcare facilities, educational institutions and agencies, various foundations, and businesses to provide the most effective and least restrictive supports for people with disabilities (ASN, 2017). Arkansas Support Network is committed to the concept of equal access to supports, services, and community resources for all citizens (ASN, 2017).

The researcher's decision to select the sample of participants from the Arkansas Support Network (ASN) was based on the following reasons: ASN consists of the target population of people with disabilities; the researcher's committee chairman and the researcher brainstormed on several possibilities; the committee chairman recommended ASN; and the CEO of ASN gave his permission to select a convenience sample of participants from the adult client population of people that choose to participant in the study.

Workshop. To determine the number of participants required to participate in the study, the researcher used *G*Power3*, a power analysis program developed by Faul, Erdfelder, Lang, and Buchner in 1996 for use in social and behavioral research in statistical testing (2007). Based on *G*Power 3*, the researcher calculated the sample size of 34 to achieve the expected power of .80. Due to the constraints of finances, time, a large pool of participants, and number of trainers, a convenience sample of 34 was initially selected from the population of *Arkansas Support Network*.

The researcher provided all participants (i.e., the number of participants decreased from 34 to 26) with a consent form that described the purpose of the study, the potential benefits of the study, and the identification of the researcher completing the study. After reading the consent form or listening to the reading of the form and acknowledging that they understood the contents of the consent form, all participants signed the consent form with the understanding that their

signatures indicated that they freely agreed to participate and understood that they were free to withdraw at any time. In addition, to insure the confidentiality of the participants, pre-training and post-training results were identified by numbers. To maintain confidentiality regarding the results, the researcher agreed to use the results of the study for the specific purpose of demonstrating the effectiveness of the *Three-Module Job Training Intervention*.

All participants who attended all three days of the three-day workshop from 11:00am to 3:00 pm received a \$50 bonus as a show of the researcher's appreciation for their full participation in the study. In addition, food and refreshments were provided for all participants during the workshop.

In the beginning of each day's workshop, participants responded the following assessments: (1) *Job Search Knowledge Scale (JSKS)* for Module I-Job Search Training (JST) on the 1st day of the workshop; (2) *Job Search Attitude Inventory (JSAI)* for Module II-Job Search Attitude Training (JSAT) on the 2nd day of the workshop; and (3) *Job Survival Success Scale (JSSS)* for Module III- Job Survival / Maintenance Training (JSMT) on the 3rd day the workshop. After receiving training, all participants completed three post-training assessments.

Training methods & training content of Module I-Job Search Training (JST).

Module I-Job Search Training (JST) incorporates the following: 1) PowerPoint presentation, 2) DVD presentation on "Interview Skills" followed by a question and answer session, and 3) Role-play of interview scenarios to provide training to increase the level of job search knowledge in participants.

Power-point presentation. One hour power-point presentation on the five categories necessary to learn to complete a successful job search:

(1) Identifying job leads

- (2) Direct applications to employers
- (3) Resumes and cover letters
- (4) Employee interviews
- (5) Follow-up

DVD/YouTube review and discussion. Thirty-minute DVD presentation on “Interview Skills” and Question/Answer session

Role-play. Thirty-minute role-play DVD on “Interviewing Skills.”

Post-training of Module I-Job Search Training (JST). Participants receiving Module I-Job Search Training (JST) of the *Three-Module Job Training Intervention* will show an increase in their level of job search knowledge. A significant increase in the level of *job search* knowledge of the participant indicates effectiveness of Module I-Job Search Training (JST) of the *Three-Module Job Training Intervention*.

Training methods & training content of Module II-Job Search Attitude Training (JSAT). Module II-Job Search Attitude Training (JSAT) of the *Three-Module Job Training Intervention* incorporates a (1) PowerPoint presentation, (2) DVD presentation on “workplace attitude” followed by a question and answer session, and (3) Role-play you tube demonstrating the appropriate attitude to provide the training to increase the participant’s level of knowledge in *job search attitude*.

Power-point presentation. One hour PowerPoint presentation on the five categories necessary to demonstrate the appropriate attitude during and following the job search:

- (1) Luck versus Planning
- (2) Uninvolved versus Involved
- (3) Help from others versus Self-help

(4) Passive versus Active

(5) Pessimistic versus Optimistic

DVD/you tube review and discussion. Thirty-minute combined DVD presentation and discussion on demonstrating the appropriate *job search attitude*.

Role-play. Thirty-minute combined role-play DVD presentation and discussion on demonstrating the appropriate *job search attitude*.

Post-training of Module II-Job Search Attitude Training (JSAT). Participants receiving Module II-Job Search Attitude Training (JSAT) of the *Three-Module Job Training Intervention* will potentially show an increase in their level of *job search attitude* knowledge. A significant increase in the level of job search attitude knowledge indicates the effectiveness of Module II-Job Search Attitude Training (JSAT) of the *Three-Module Training Intervention*.

Training tools & training content of Module III-Job Survival/Maintenance Training (JSMT). Module III-Job Survival/Maintenance Training (JSMT) of the *Three-Module Job Training Intervention* incorporates a (1) Power-point presentation on five necessary areas to learn, (2) DVD presentation on “Job Survival/Maintenance” followed by a question and answer session, and (3) Role play demonstrating the appropriate “workplace survival skills” to provide the training to increase the participants’ level of *job survival/maintenance* knowledge.

Power-point presentation. One-hour PowerPoint presentation on the five areas necessary to learn to successfully cope and advance in the work environment:

(1) Dependability

(2) Responsibility

(3) Human Relations

(4) Ethical Behavior

(5) Getting Ahead

DVD/you tube review and discussion. Thirty-minute combined DVD presentation and discussion on job survival/maintenance.

Role-play. Thirty-minute combined role play DVD and discussion on job survival/maintenance techniques.

Post-training of Module III-Job Survival/Maintenance Training (JSMT). Those receiving Module III-Job Survival/Maintenance Training (JSMT) of the *Three-Module Job Training Intervention* will show an increase in their level of job survival and maintenance knowledge. A significant increase in the participants' level of *job survival/maintenance* knowledge indicates the effectiveness of Module III-Job Survival/Maintenance Training (JSMT) of the *Three-Module Training Intervention*.

Time-frames of the training of the *Three-Module Training Intervention* are in the daily schedules of training. Module I-Job Search Training, Module II-Job Search Attitude Training, and Module III-Job Survival/maintenance were organized according to the scale or inventory (JSKS, JSAI, and JSSS) with the following format: Liptak's five identified areas of knowledge to learn to increase job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge with the subsection of goals, objectives, teaching method, and time-frame (See Appendix A).

Statistical Analysis

To answer the research questions, the statistical analyses including the descriptive statistics and paired *t*-tests were conducted using SPSS 24. For all pair *t*-tests, the researcher calculated the assessments' scores and used the pre-training and post-training scores from JSKS, JSAI, and JSSS. The researcher selected the paired *t*-test due to the following reasons: (1)

simplicity and functionality; (2) appropriate method for this study; in that, the paired *t*-test compares the means of two time points related groups to determine if the difference between the means is statistically significant (Green & Salkind, 2008) with the pretest and posttest groups representing the two related groups in this study, and (3) paired *t*-tests required a smaller sample size. For surveys (i.e., *Module I-Job Search Training (JST) Survey*; *Module II-Job Search Attitude Training (JSAT) Survey*; and *Module III-Job Survival/Maintenance Training Survey*), the researcher collected feedback from participant to determine their reactions to training received.

The researcher reported paired *t*-tests results and survey results in Chapter Four. The researcher obtained results to provide sufficient information to answer the research questions based on the research hypothesis and, with that information, determine the effectiveness of the *Three-Module Job Training Intervention* and if the *Three-Module Job Training Intervention does what it was designed to do*.

Chapter Four

Results

The purpose of this chapter is to report the results of statistical analysis of the paired *t*-tests and surveys to address research questions. In this study, the researcher used three instruments to measure pre-training and post-training levels of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. The Job Search Knowledge Scale (JSKS) measures the level of job search knowledge; the Job Search Attitude Inventory (JSAI) measures the level of job search attitude knowledge; and the Job Survival Success Scale (JSSS) measures the level of job survival knowledge. The data from the pre-training and post-training assessments of participants with the JSKS, JSAI, and JSSS were analyzed using SPSS. However, prior to reporting the results of the statistical analysis, the normality of the distribution used in the statistical analysis was discussed in terms of skewness and kurtosis.

Kurtosis and skewness are used to determine if a distribution meets normality assumptions (Kline, 2005). Kurtosis helps to identify the shape of the distribution and provides an indication of how peaked or flat a distribution is relative to the standard normal curve. Skewness indicates the symmetry of the distribution (Kline, 2005). For a right skewed distribution, the mean is greater than the median; for a left skewed distribution, the mean is less than the median. In a symmetrically normal distribution, skewness equals zero. According to Brown (2006), acceptable values of skewness fall between -3 and +3 and acceptable values of kurtosis fall between -10 and + 10.

In reference to skewness and kurtosis, JSKS pre-training scores showed a skewness of -.220 (SE = 0.46) and kurtosis of -.268 (SE = 0.89). JSKS pre-training mean (36.50) was equal to the pre-training median (36.50). However, the post-training mean (38.96) was greater than the post-training median (38.50) which indicates a distribution skewed to the right or positively

skewed. A right skewed distribution with a value of skewness (-.220) that falls within the acceptable range (-3 to 3) of skewness represents an asymmetrical normal distribution. Second, JSAI pre-training scores showed a skewness of .361 (SE = 0.46) and kurtosis of -.686 (SE = 0.89). JSAI pre-training mean (23.19) was greater than the pre-training median (23.00) and indicates a right skewed distribution. The pre-training skewness value (.361) falls within the acceptable range (-3 to 3) of skewness. The post-training mean (24.23) was less than the post-training median (24.50) which indicates a distribution skewed to the left. A left skewed distribution with a value of skewness (.370) that falls within the acceptable range (-3 to 3) of skewness represents an asymmetrical normal distribution. Finally, JSSS pre-training scores showed a skewness of -.051 (SE = 0.47) and kurtosis of -.999 (SE = 0.918). Skewness of -.051 falls within the acceptable range (-3 to 3); kurtosis of -.999 fall within the kurtosis acceptable range (-10 to 10). JSSS pre-training mean (36.75) was less than the pre-training median (38.00) which indicates the distribution was skewed to the left. The post-training mean (38.58) was less than the post-training median (39.50) which indicates a distribution skewed to the left or negatively skewed. A left skewed distribution with a value of skewness (-.051) that falls within the acceptable range (-3 to 3) of skewness represents an asymmetrical normal distribution. In summary, the pretest and posttest distributions of JSSS, JSAI, and JSSS fall within the acceptable ranges indicative of an asymmetrical normal distribution (see Table 2).

Table 2

Descriptive Statistics of Pretest and Posttest of Scales

Scales	<i>n</i>	<i>M</i>	<i>SD</i>	Skewness	Kurtosis
Pretest					
JSKS	26	36.50	7.56	-.220	-.268
JSAI	26	23.19	3.21	.361	-.686
JSSS	24	36.75	5.95	-.051	-.999
Posttest					
JSKS	26	38.96	9.83	.214	-1.106
JSAI	26	24.23	3.96	.370	.891
JSSS	24	38.58	6.34	-.002	-1.556

Research Questions

The researcher addressed the following research questions with the results of the statistical analysis of the paired *t*-tests.

Research Question One

RQ1. Does Module I- Job Search Training (JST) increase the level of job search knowledge?

RQ1a. Is Module I-Job Search Training (JST) an effective training intervention on job search knowledge?

A paired *t*-test was conducted to compare the means of the JSKS pre-training scores and post-training scores to determine if there was an increase in the mean of the participants' scores following training with Module I-Job Search Training (JST). The results indicated that a significant increase in the mean of the participants' level of knowledge in job search, $t(25) = -2.12, p = .045$. The effect size index, *d*, was .41. Paired samples correlation is

$r(24) = .80, p < .001$. The 95% confidence interval for the mean difference between pre-training and post-training scores was -4.86 to -.06. In addition, the mean of the post-training scores ($M = 38.96, SD = 9.83$) was greater than the mean of the pre-training scores ($M = 36.50, SD = 7.56$). Therefore, results revealed a significant increase in the mean of the participants' level of knowledge in *job search* following training with Module I- Job Search Training (JST) of the *Three-Module Job Training Intervention* indicates effectiveness of Module I-Job Search Training (JST) of the *Three-Module Job Training Intervention*.

According to Cohen (1988), the effect size measures the magnitude of the treatment effect independent of sample size: $d = .2$ represents a *small effect*, $d = .5$ represents a *medium effect*, and $d = .8$ represents a *large effect*. In this study, the effect size index, $d = .41$, indicates that the magnitude of the *training effect* or *treatment effect* of *Module I-Job Search Training (JST)* was slightly less than a *medium effect* but greater than a *small effect*.

In Figure 1, prior to training, 56.90% of the participants scored below the median and 43.10 % of participants scored above the median with the majority of participants' scores below the median. After receiving training with Module I-Job Search Training (JST), the post-training boxplot shows 53.03 % of scores above the median and 46.97 % of score below the median with a minimum score of 23 and a maximum score of 56. In comparing the pre-training and post-training scores above the median, the percentage of participants increased from pre-training of 43.10% above the median to post-training of 53.03% of participants above the median. The difference in increase following training equaled a 9.93% increase in participants' level of job search knowledge above the median.

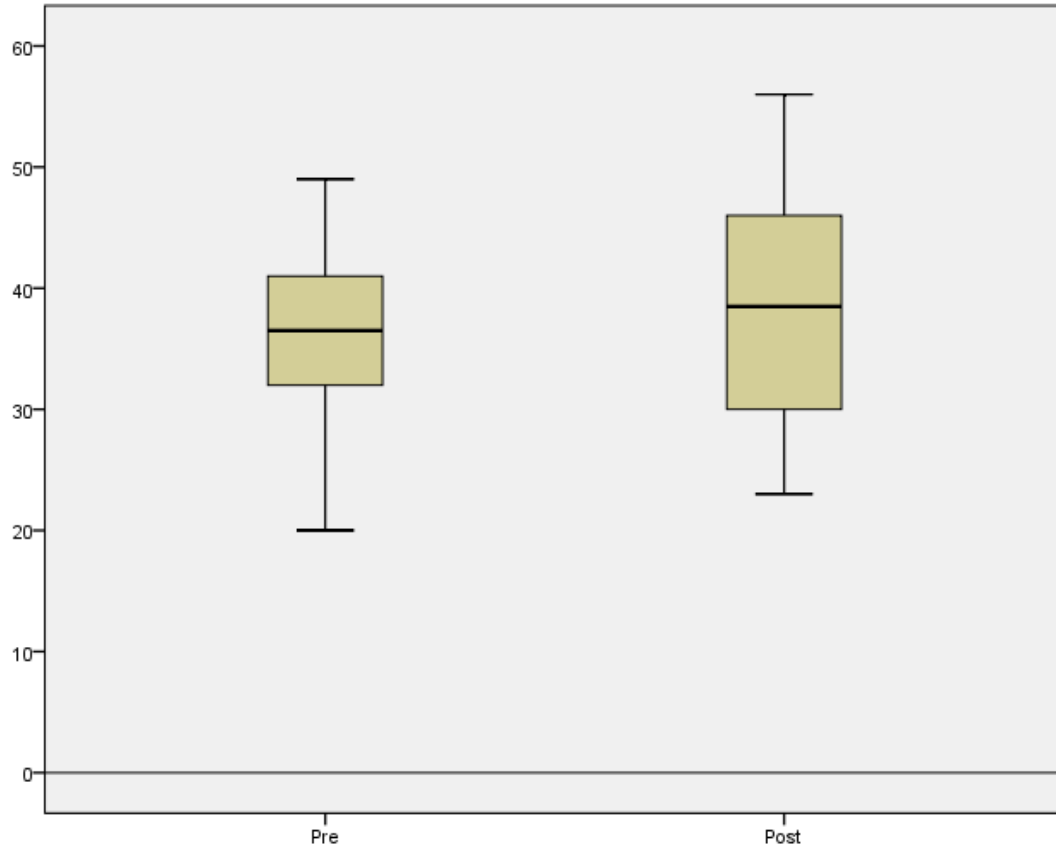


Figure 1. Job Search Knowledge Scale (JSKS) Pre and Post Scores (Liptak, 2015).

Research Question Two

RQ2. Does *Module II-Job Search Attitude Training (JSAT)* increase the level of job search attitude knowledge?

RQ2a. Is *Module II-Job Search Attitude Training (JSAT)* an effective training intervention for job search attitude knowledge?

Again, a paired *t*-test was conducted to compare the means of the JSAT pre-training scores and post-training scores to determine if there was an increase in the mean of the participants' scores following training with *Module II-Job Search Attitude Training (JSAT)*. The results were non-significant, but just slightly exceeded significance level, $t(25) = 2.05, p = .051$.

Paired samples correlation are $r(24) = .76, p < .001$. The 95% confidence interval for the mean difference between pre-training and post-training scores was -2.08 to .01.

Although the statistical results were nearly borderline significance, the effect size index, d , was .40, which indicates that the magnitude of the *training effect* or *treatment effect* of *Module II-Job Search Attitude Training (JST)* was slightly less than a *medium effect* but greater than a *small effect*. In addition, the mean of the post-training scores ($M = 24.23, SD = 3.96$) was greater than the mean of the pre-training scores ($M = 23.19, SD = 3.21$).

According to Figure 2, 45.45% of participants scored below the median and 54.55% of participants scored above the median. After receiving training with Module II-Job Search Attitude Training (JSAT), the post-training boxplot shows a 57.69% of scores above the median and 42.31% below the median with a minimum score of 19 and a maximum score of 32. In comparing the pre-training and post-training scores above the median, the percentage of participants increased from pre-training of 55.55% above the median to post-training of 57.69% of participants above the median. The difference in increase following training equaled a 2.14% increase in participants' level of job search attitude knowledge above the median.

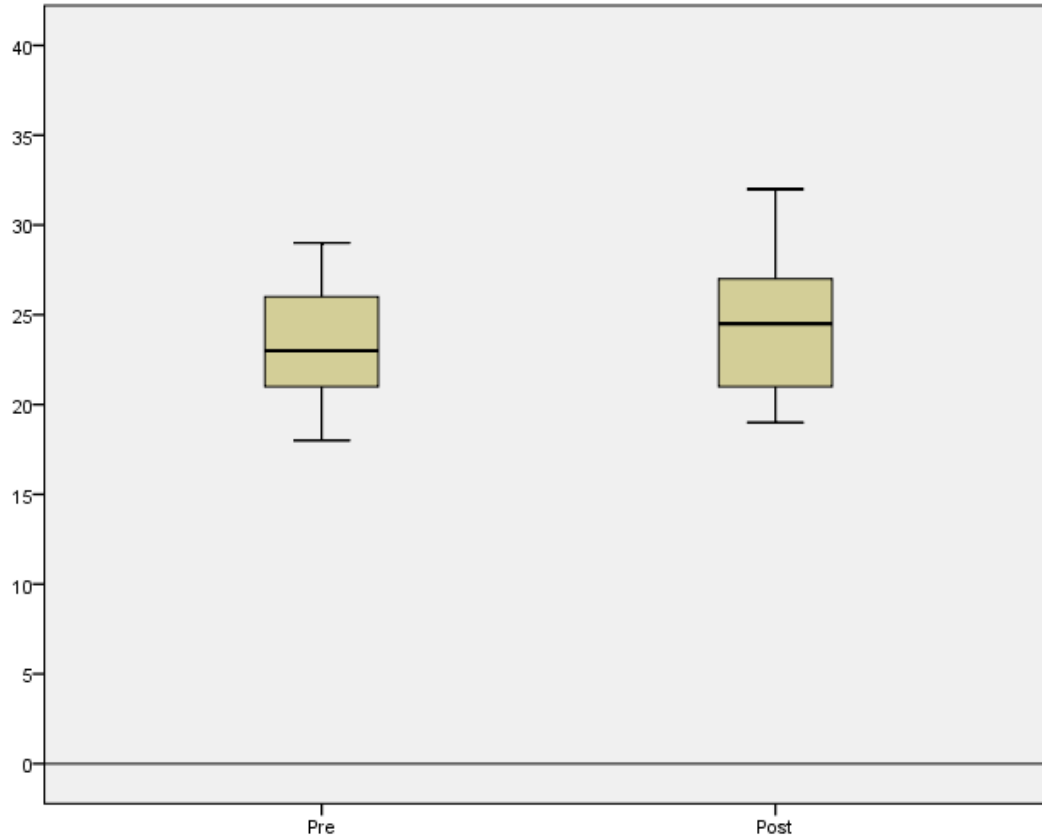


Figure 2. Job Search Attitude Inventory (JSAI) Pre and Post Scores (Liptak, 2015).

Research Question Three

RQ3. Does *Module III-Job Survival/Maintenance Training (JSMT)* increase the level of job survival / maintenance knowledge in participants?

RQ3a. Is *Module III-Job Survival/Maintenance Training (JSMT)* an effective training intervention for job survival/maintenance knowledge?

Similarly, a paired *t*-test was conducted to compare the means of the JSMT pre-training scores and post-training scores to determine if there was an increase in the mean of the participants' scores following training with Module III-Job Survival / Maintenance Training (JSMT). The results indicated that a significant increase in the mean of the participants' level of knowledge in job search, $t(23) = 2.65, p = .014$. Paired samples correlation are $r(22) = .85$,

$p < .001$. The 95% confidence interval for the mean difference between pre-training and post-training scores was -3.26 to -.40. The effect size index, d , was .54, which indicates that the magnitude of the *training effect* or *treatment effect* of *Module III-Job Survival/Maintenance (JSMT)* was greater than a *medium effect* but less than a *large effect*. Overall, the mean of the post-training scores ($M = 38.58, SD = 6.34$) was greater than the mean of the pre-training scores ($M = 36.75, SD = 5.95$).

The boxplot as shown in Figure 3 indicated 54.55% of participants scored below the median and 45.45% of participants scored above the median with the majority of participants' scores below the median. After receiving training with Module III-Job Survival /Maintenance Training (JSMT), the post-training boxplot shows a 47.22% above the median and 52.78 % of score below the median with a minimum score of 30 and a maximum score of 48. In comparing the pre-training and post-training scores above the median, the percentage of participants increased from pre-training of 45.45% above the median to post-training of 47.22% of participants above the median. The difference in increase following training equaled a 1.77% increase in participants' level of job survival/maintenance knowledge above the median. Results of the JSKS, JSAI, and JSSS boxplot displays reiterate the paired t-test results following training with the *Three-Module Job Training Intervention*.

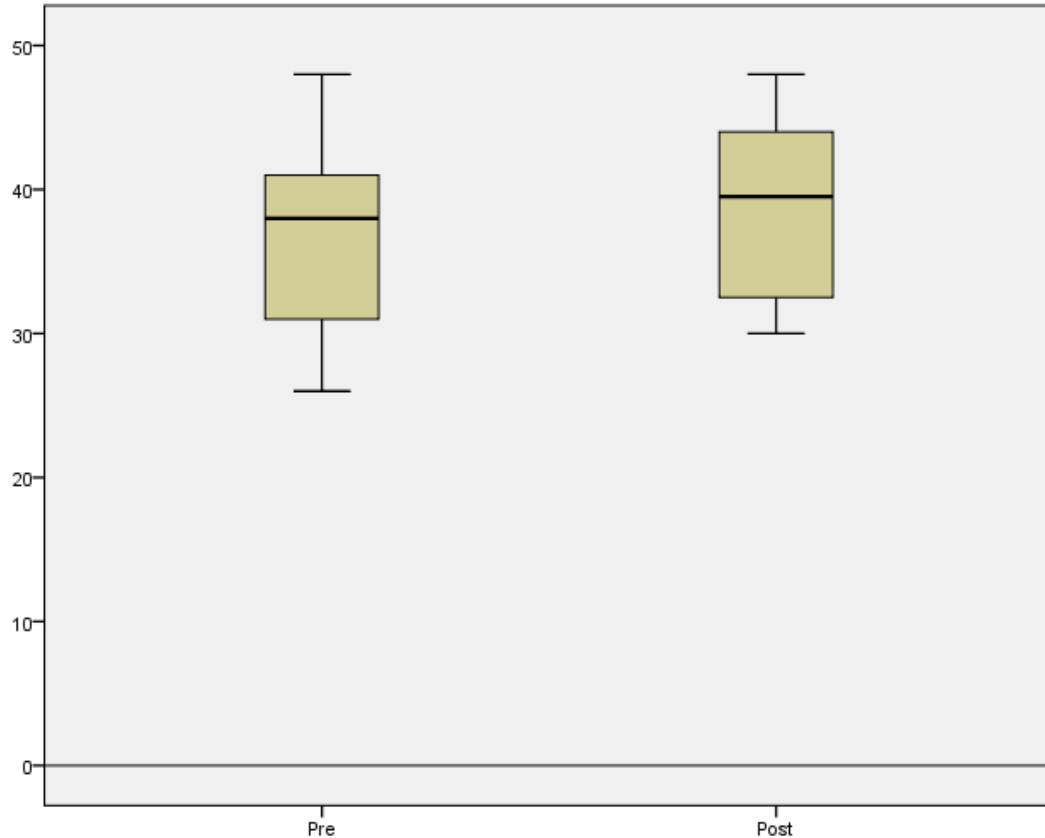


Figure 3. Job Survival Success Scale (JSSS) Pre and Post Scores (Liptak, 2009).

In summary, following training with Module I-JST, Module II-JSAT, and Module III-JSMT of the *Three-Module Job Training Intervention*, Module I results showed between a small to medium significant increase in job search knowledge, Module II results showed a small but significant increase in job search attitude knowledge, and Module III results showed a slightly greater than medium but significant increase in job survival/maintenance knowledge (see Table 3).

Table 3

Pre-Training/Post-Training Scores and Standard Deviations by Scale/Inventory

Scales/Inventory	Pre-training		Post-training		<i>t</i>	<i>p</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Job Search Knowledge Scale	36.50	7.56	38.96	9.83	-2.115	.045	.41
Job Search Attitude Inventory	23.19	3.21	24.23	3.96	-2.049	.051	.40
Job Survival Success Scale	36.75	5.95	38.58	6.34	-2.654	.014	.54

Survey Results

In addition to the paired *t*-tests results, participants completed one of the following three surveys: *Module I-Job Search Training (JST) Survey*; *Module II-Job Search Attitude Training (JSAT) Survey*; and *Module III-Job Survival/Maintenance Training survey*) at the end of each workshop day.

Module I Job Search Training (JST) Survey Results

At the end of day one of the workshop, participants completed *Module I Job Search Training (JST) Survey*. Each survey category consisted of a maximum score possible. The maximum score possible for the *Methods of Training* category was 15 points. Of 26 participants, eight participants scored 15 points, six participants scored 14, three scored 13, three scored 12, four scored 11, one scored nine, and one scored six. The results on *Methods of Training* category is ($M = 13.00$, $SD = 2.21$). Participants' mean score of 13.00 out of total possible points of 15 indicates a positive reaction to the *Methods of Training* category.

The second category of *Content of Training* had a maximum score possible of 26. Nine participants scored 25, four participants scored 23, three scored 22, three scored 21, three scored

16, and the remaining four participants scored one of the following scores: 24, 20, 19, and 17.

The results on this category was ($M = 22.00$, $SD = 3.03$). Participants' mean score of 22.00 out of total possible points of 25 indicated a positive reaction to the *Content of Training* category.

Trainer represented the third category of the survey with a maximum score possible of 20 points. Fifteen of the 26 participants scored the maximum score of 20. Two scored 19, two scored 18, two scored 15, and the remaining five participants scored one of the following: 17, 16, 14, 11, and eight. The results on this category was ($M = 18.08$, $SD = 3.16$). Participants' mean score of 18.08 out of total possible points of 20 indicated a positive reaction to the *Trainer* category.

The final category of the survey was *Training Environment*. The maximum score for the category of environment was 10. Thirteen participants scored 10 points, three scored nine points, five scored eight points, two scored seven points, one scored six points, one scored five points, and one scored three points. The results on *Training Environment* was ($M = 8.65$, $SD = 1.83$). Participants' mean score of 8.65 out of total possible points of 10 indicated a positive reaction to the *Training Environment* category.

Module I-Job Search Training (JST) Survey scores of the four categories indicated an overall positive reaction. In all four categories, percentages of points received out of maximum possible points are as follows: 1) Eighty-seven per cent (87%) in *Methods of Training*, 2) Eighty-eight per cent (88%) in *Content of Training*, 3) Ninety per cent (90%) in the *Trainer* category, and 4) Eighty-seven per cent (87%) in the *Training Environment* category.

Part two of the survey results consisted of one open-ended question: "What information did you learn from Module I-Job Search Training (JST)?" Out of 26 surveys, participants completed part two of 22 surveys. Twenty-two of the participants' responses indicated they learned

information from Module I-Job Search Training (JST). Listed below are selected comments made by the participants regarding information learned from Module I-Job Search Training (JST).

- “*About the hidden job market*”
- “*I learned how to get and keep a job.*”
- “*Dress nice.*”
- “*I was not aware of the hidden job market.*”
- “*Steps to finding a better job*”

Module II Job Search Attitude Training (JSAT) Survey Results

At the end of day two of the workshop, participants completed *Module II- Job Search Attitude Training (JSAT) Survey*. Of the 26 participants, 25 completed their surveys. One survey was not completed. Each category consisted of a maximum score possible. The maximum score possible for the *Methods of Training* category was 15 points. Nine participants scored 15, four participants scored 14, four scored 13, six scored 12, and two scored 11. The results on *Methods of Training* category was ($M = 13.48$, $SD = 1.42$). Participants’ mean score of 13.48 out of total possible points of 15 indicated a positive reaction to the *Methods of Training* category.

The second category of *Content of Training* had a maximum score possible of 25. Five participants scored 25, one participant scored 24, three scored 23, one scored 22, three scored 21, six participants scored 20, one scored 19, one scored 18, one scored 16, two scored 15, and one scored. The results on this category was ($M = 20.72$, $SD = 3.52$). Participants’ mean score of 20.72 out of total possible points of 25 indicated a positive reaction to the *Content of Training* category.

Trainer represented the third category of the survey with a maximum score possible of 20 points. Thirteen of the 25 participants scored the maximum score of 20. One scored 17, three scored 16, three scored 15, one participant scored 14, three scored 10, and one scored seven. The results on this category was ($M = 16.84$, $SD = 4.02$). Participants' mean score of 16.84 out of total possible points of 20 indicated a positive reaction to the *Trainer* category.

The final category of the survey was *Training Environment*. The maximum score for the category of *Training Environment* is 10. Ten participants scored 10 points, three scored nine points, seven scored eight points, three scored seven points, one scored six points, and one participant scored five points. The results on *Training Environment* was ($M = 8.60$, $SD = 1.44$). Participants' mean score of 8.60 out of total possible points of 10 indicated a positive reaction to the *Training Environment* category.

Module II-Job Search Attitude Training (JSAT) Survey scores of the four categories indicated a positive reaction. In all four categories, percentages of points received out of maximum possible points were as follows: 1) Ninety percent (90%) in *Methods of Training*, 2) Eighty-three percent (83%) in *Content of Training*, 3) Eighty-four percent (84%) in the *Trainer* category, and 4) Eighty-six percent (86%) in the *Training Environment*.

Part two of the survey results consisted of one open-ended question: "What information did you learn from Module II-Job Search Attitude Training (JSAT)?" Out of 25 surveys, participants completed part two of 22 surveys. Twenty-two of the participants' responses indicated they learned information from Module II-Job Search Attitude Training (JSAT). Listed below are selected comments made by the participants regarding information learned from Module II-Job Search Attitude Training (JSAT).

- “To stay positive when looking for a job and during an interview”
- “That you need positive attitude to get a job”
- “I learned it is good to keep a good attitude instead of a bad one”
- “Do not talk on the phone at the interview.”
- “How to talk in an interview”

Model III Job Survival/Maintenance Training (JSMT) Survey Results

At the end of day three of the workshop, participants completed *Module III Job Survival/Maintenance Training (JSMT) Survey*. Twenty-four of the 26 participants completed surveys. Two were absent. Each category consisted of a maximum score possible. The maximum score possible for the first category, *Methods of Training*, was 15 points. Eleven participants scored 15, two scored 14, three scored 13, three scored 12, two scored 11, one scored 10, one scored seven, and one scored three. The results on *Methods of Training* category was ($M = 12.92$, $SD = 2.96$). Participants’ mean score of 12.92 out of total possible points of 15 indicated a positive reaction to the *Methods of Training* category.

The second category of *Content of Training* had a maximum score possible of 25. Twelve scored 25, two scored 23, five participants scored 20, and the five remaining participants scored one of the following: 24, 21, 19, 17, and 13. The results on this category was ($M = 22.50$, $SD = 3.26$). Participants’ mean score of 22.50 out of total possible points of 25 indicated a positive reaction to the *Content of Training* category.

Trainer represented the third category of the survey with a maximum score possible of 20 points. Fifteen of the 24 participants scored the maximum score of 20, one scored 19, one

scored 18, two scored 16, three scored 15, one scored 12, and one scored 7. The results on this category was ($M = 18.04$, $SD = 3.32$). Participants' mean score of 18.04 out of total possible points of 20 indicated a positive reaction to the *Trainer* category.

The final category of the survey was *Training Environment*. The maximum score for the category of *Training Environment* was 10. Fourteen participants scored 10 out of 10 points, two scored nine points, four scored eight points, and the remaining four participants scored one of the following: seven, six, five, and four. The results on *Training Environment* was ($M = 8.83$, $SD = 1.76$). Participants' mean score of 8.83 out of total possible points of 10 indicated a positive reaction to the *Training Environment* category.

Module III-Job Survival/Maintenance Training (JSMT) Survey scores of the four categories indicated a positive reaction. In all four categories, percentages of points received out of maximum possible points were as follows: 1) Eighty-six (86%) in *Methods of Training*, 2) Ninety (90%) in *Content of Training*, 3) Ninety percent (90%) in the *Trainer* category, and 4) Eighty-eight percent (88%) in the *Training Environment*.

Part two of the survey results consisted of one open-ended question: (1) "What information did you learn from Module III-Job Survival/Maintenance Training (JSMT)." Out of 24 surveys, participants completed part two of 20 of the surveys. Participants' responses indicated they learned information from Module III-Job Survival/Maintenance Training (JSMT). Listed below are selected comments made by the participants regarding information learned from Module III-Job Survival/Maintenance Training (JSMT).

- "Its better to show up early than late to a job"
- "The job I learned how to gattting a job"

- “I learned that being dependable, flexible, and ethical employee will greatly increase my chances of keeping a job.”
- “Proffisonalisum”
- “Teamwork”

The results of Module I-Job Search Training Survey, Module-II Job Search Attitude Training Survey, and Module-III Job Survival/Maintenance Training Survey indicated the majority of participants showed a positive reaction regarding the *Three-Module Job Training Intervention*. In part-one of each survey, the percentages of scores in each of the four categories ranged from 83% to 90% with 100% representing the maximum percentage possible. Based on maximum percentage of 100, the range of percentages indicated positive feedback on participants’ reactions to training. In part two of all three surveys, results indicated participants acquired knowledge from training received. According to Kirkpatrick and Kirkpatrick (2006, 2007), positive feedback on training indicates effectiveness of training at Level One (Reaction). At Level Two (Learning), knowledge acquired following training received indicates effectiveness of training (see Table 4).

Table 4

Means and Standard Deviation by Categories of Training of Survey I, II, III

Survey	n	Methods		Content		Trainer		Environment	
		M	SD	M	SD	M	SD	M	SD
Module I	26	13.00	2.21	22.00	3.03	18.08	3.16	8.65	1.83
Module II	25	13.48	1.42	20.72	3.52	16.84	4.02	8.60	1.44
Module III	24	12.92	2.96	22.50	3.26	18.04	3.32	8.83	1.76

Chapter Five

Discussion

The purpose of this chapter is to discuss the results of statistical analysis reported in the chapter four. Chapter Five consists of discussions on the following: (1) Brief Summary on Purpose of the Study; (2) Discussion of Paired *t*-Tests Findings with the Corresponding Hypothesis; (3) Discussion of Survey Findings; (4) Summary; (5) Limitations; (6) Implications for Practice; (7) Implications for the Future; and (8) Conclusion.

Brief Summary on Purpose of Study

The purpose of this study was to determine the effectiveness of the *Three-Module Job Training Intervention* on increasing the level of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. The researcher hypothesized the Three-Module Job Training Intervention is an effective job training intervention on job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. In order to be an effective job training intervention, the *Three-Module Job Training Intervention* must do what it was designed to do. This intervention was designed to provide the training necessary to increase the level of job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge with each of the three modules designed to provide training in a specific area.

Discussion of Paired *t*-Tests Findings with the Corresponding Hypothesis

The researcher hypothesized that the *Three-Module Job Training Intervention* is an effective job training intervention on job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. Module I provided effective training on job search

knowledge; Module II provided effective training on job search attitude knowledge; and Module III provided effective training on job survival/maintenance knowledge. All three modules comprise the *Three-Module Job Training Intervention*. To discuss effectiveness of the modules, corresponding research questions were addressed in reference to the following hypotheses.

Hypothesis One

Module I-Job Search Training (JST) is an effective job training intervention on job search knowledge. Module I-Job Search Training demonstrated effectiveness as a job training intervention on job search knowledge in that results indicate that the Module I-Job Search Training received by participants resulted in a small but significant increase in the level of job search knowledge. According to results, the mean of the participants' scores following training with Module I-JST showed an increase over the pre-training mean of participants' scores.

In reference to *Hypothesis One* and the corresponding research questions, (RQ1) "Does training with Module I-Job Search Training (JST) increase the level of job search knowledge" and (RQ1a) "Is Module I-Job Search Training (JST) an effective job training intervention on job search knowledge," results revealed the following. Regarding the first research question, "Is there an increase in the level of job search knowledge in participants," results show an increase following training with Module I- Job Search Training (JST). Regarding the second question, "Is Module I-Job Search Training (JST) an effective job training intervention on job search knowledge," results show Module I-JST to be an effective job training intervention in that module I did what it was designed to do, increase the level of job search knowledge.

Hypothesis Two

Module II-Job Search Attitude Training (JSAT) is an effective job training intervention on job search attitude knowledge. After receiving Module II-Job Search Attitude Training (JSAT) participants showed an increase in the level of job search attitude knowledge, but the statistical results were just slightly exceeded significance level. However, taking the effect size into consideration, although participants showed an increase in their level of job search attitude knowledge, the increase was small.

In reference to *Hypothesis Two* and the corresponding research questions, (RQ2) “Does training with Module II-Job Search Attitude Training (JSAT) increase the level of job search attitude knowledge” and (RQ2a) “Is Module II-Job Search Attitude Training (JSAT) an effective job training intervention on job search attitude knowledge,” results revealed the following. In answer to the first research question, “Is there an increase in the level of job search attitude knowledge in participants,” results showed an increase following training with Module II- (JSAT). Regarding the second research question, “Is Module II-Job Search Attitude Training (JSAT) an effective job training intervention on job search attitude knowledge,” Module II-Job Search Attitude Training (JSAT) of the *Three Module Job Training Intervention* is an effective job training intervention in that it did what it was designed to do; Module II-JSAT increased the level of job search attitude knowledge in participants.

Hypothesis Three

Module III-Job Survival/Maintenance Training (JSMT) is an effective job training intervention on job survival/maintenance knowledge. After receiving Module II-Job Search Attitude Training (JSAT) participants showed an increase in the level of job search attitude

knowledge. Although participants showed a significant increase in their level of job search attitude knowledge, according to effect size results, the increase was small. In reference to *Hypothesis Three* and the corresponding research questions, (RQ3) “Does training with Module III-Job Survival/Maintenance Training (JSMT) increase the level of job search attitude knowledge” and (RQ3a) “Is Module III-Job Survival/Maintenance Training (JSMT) an effective job training intervention on job search attitude knowledge,” results revealed the following. Following training, in answer to the first research question, (RQ3) “Is there an increase in the level of job survival/maintenance knowledge in participants,” results showed an increase following training with Module III-(JSMT). In response to the second question is, (RQ3a) “Is Module III-Job Survival/Maintenance Training (JSMT) an effective job training intervention on job survival/maintenance knowledge, results showed Module III-Job Survival/Maintenance Training (JSMT) of the *Three Module Job Training Intervention* is an effective training intervention in that it did what it was designed to do; Module-III training increased the level of job survival/maintenance knowledge in participants. Module I-JST, Module II-JSAT, and Module III-JSMT of the *Three-Module Job Training Intervention* showed statistically significant paired *t*-tests results indicating the posttest group showed a significant increase in their mean differences which indicate the participants showed a significant increase in their levels of job search knowledge following training with Module I-JST, an increase in their levels of job search attitude knowledge following training with Module II-JSAT, and an increase in their levels of job survival/maintenance knowledge following training with Module III-JSMT. Effect size results indicated Module I-JST training showed a small effect in the level of increase in job search knowledge, Module II-JSAT showed a small effect in the level of increase in job search attitude knowledge, and Module III-JSMT showed a medium effect on the level of increase

on job survival /maintenance. Although, results indicated small to medium increases, the increases were statistically significant.

Discussion of Survey Findings

In addition to statistically significant increases in the levels of knowledge in job search, job search attitude, and job survival/maintenance, survey results indicated effectiveness of the *Three-Module Job Training Intervention*. The results of Module I-Job Search Training Survey, Module II-Job Search Attitude Training Survey, and Module III-Job Survival/Maintenance Survey indicated the majority of participants showed a positive reaction regarding the training of the *Three-Module Job Training Intervention*.

In “Part I” of all three surveys, percentages of scores ranged from 83 to 90% with 100% representing the maximum percentage possible in the four survey categories: (1) Methods, (2) Content, (3) Trainer, and (4) Training environment. The range of the participant’s score percentages (83-90%) in *Part I* indicated positive feedback to training. According to Kirkpatrick and Kirkpatrick (2006, 2007), positive feedback to training received indicates effective training at *Level I* (Reaction Level).

According to Kirkpatrick (1996), *Level I (Reaction Level)* of the *Four-Level Kirkpatrick Model* evaluates the effectiveness of training with the use of a survey consisting of questions from four categories. The four categories represent categories used to determine participants’ reactions to training received (Kirkpatrick, 1996). According to Kirkpatrick (1996), Level One (Reaction) level of the *Kirkpatrick Four-Level Evaluation Model* evaluates the effectiveness of training with the use of a survey consisting of questions from four categories. The four categories represent categories used to determine participants’ reactions to training received (Kirkpatrick, 1996).

According to Kirkpatrick (1996), *Level One* evaluates the opinions of the participants regarding the categories of training. The evaluation of effective training at *Level I* is based on the participants' survey results on method of training, content of training, the instructor, and the environment. Kirkpatrick revealed (1996) that positive feedback indicated effectiveness of training at Level I (Reaction).

Part two of each of the three surveys consisted of one open-ended question. Each survey consisted of the same question in reference to the training received from a specific module. Module I-JST Survey asked, "What information did you learn from Module I-Job Search Training (JST)?" Out of 25 surveys, participants completed part two of 22 surveys. Twenty-two of the participants' responses indicated they learned information from Module I-Job Search Training (JST). Based on participants' responses regarding information learned from Module I training, three main themes emerged: (1) Steps to finding a job, (2) Hidden job market, and (3) Dressing appropriately. Six participants referred to learning about finding and keeping a job, five statements referred to the hidden job market, and three participants referred to dressing nice. Of the eight remaining responses, two referred to positive attitude, two wrote remarks about interviewing, and two referred to role-play; the two remaining participants wrote cover letter and appropriate behavior. Sixty-Four percent of the responses generated the *steps to finding a job*, *hidden job market*, and *dressing appropriately* themes.

From Module II-JSAT Survey, 22 of 25 participants responded with answers that indicated they learned from Module II-Job Search Attitude Training (JSAT). Module II-JSAT Survey asked, "What information did you learn from Module II-Job Search Attitude Training (JSAT)?" Participants completed 22 surveys. Twenty-two of the participants' responses

indicated they learned information from Module II-Job Search Attitude Training (JSAT). Several main themes developed in reference to participants' responses. Participants' responses regarding information learned from Module II training generated the following themes: (1) Positive attitude, (2) How to act in an interview, and (3) Appropriate dress. Ten participants referred to a positive attitude, five referred to how to act in an interview, and three wrote statements regarding appropriate dress. Of the four remaining responses, two wrote "*all of it,*" one participant referred to *finding jobs*, and one wrote "*it gave me confidence.*" Seventy-Seven percent of the responses generated the main themes of *positive attitude*, *how to act in an interview*, and *appropriate dress*.

In reference to Module III-Job Survival/Maintenance Training (JSMT), 20 of 24 responses indicated participants learned additional information. Module III-JSMT Survey asked, "What information did you learn from Module III-Job Survival/Maintenance Training (JSMT)?" Out of 24 surveys, participants completed part two of 20 surveys. Twenty of the participants' responses indicated they learned information from Module III-Job Survival/Maintenance Training (JSMT). Four main themes developed in reference to participants' responses: (1) Keeping a job, (2) Teamwork, (3) Professionalism, and (4) Dressing appropriately. In response to information learned from Module III-JSMT, eight participants referred to learning how to keep job, four answered teamwork, three wrote professionalism, three referred to dressing nice, one answered getting ahead, and one wrote how to talk to people. Ninety percent of the participants' responses generated the main themes of keeping a job, teamwork, professionalism, and dressing appropriately.

In part two of surveys I, II and III, participants reported they learned information from the training provided. Themes developed from the participants' comments indicated the

information learned by participants. According to Kirkpatrick (2014), at Level II (Learning) of *Kirkpatrick's Four Level Evaluation Model*, participants' acquisition of knowledge following training indicated effective training received. Survey results of all three modules of the *Three-Module Job Training Intervention* demonstrated effective training.

Summary

According to Kirkpatrick and Kirkpatrick (2006, 2007), Level I (Reaction) of the *Kirkpatrick's Four Level Evaluation Model* evaluates the effectiveness of training. The evaluation of effective training at Level I (Reaction) is based on the participants' survey results on method of training, content of training, the instructor, and the environment. The results of Module I-Job Search Training Survey, Module II Job Search Attitude Training Survey, and Module III Job-Survival/Maintenance Survey indicate the majority of participants showed a positive reaction regarding the *Three-Module Job Training Intervention*. According to Kirkpatrick and Kirkpatrick (2006, 2007), participants' positive feedback to training received indicates effectiveness of training at Level I (Reaction Level).

In addition to Level I, *Kirkpatrick's Four Level Model of Evaluation* (1996) was used to evaluate effectiveness of training at Level II (Learning Level). According to Kirkpatrick and Kirkpatrick (2006, 2007), the comparison of the pre-assessment of one's knowledge to the post-assessment of one's knowledge following training may be used to demonstrate that learning occurred. Based on Kirkpatrick's assertion, participants must show a gain in their level of knowledge in job search, job search attitude, and job survival/maintenance following training with Module I (JST), Module II (JSAT), and Module III (JSMT) of the *Three-module Job Training Intervention*. Following training with Module I-Job Search Training (JST), Module II-

Job Search Attitude Training (JSAT), and Module III-Job Survival/Maintenance, participants' results revealed learning occurred with a significant increase in the level of participants' knowledge in job search, job search knowledge, and job survival/maintenance.

According to Kirkpatrick and Kirkpatrick (2006, 2007), the demonstration that learning occurred indicates effectiveness of training. Based on the evaluation of effectiveness of training at Level II (Learning Level), the *Three-Module Job Training Intervention* demonstrates the effectiveness of the *Three-Module Job Training Intervention* on job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge.

In addition to Kirkpatrick's evaluation of effective training, application of the *Problem-Solving Skills Model* (2007) indicates effectiveness of the *Three-Module Job Training Intervention*. The ultimate goal of the *Problem-Solving Skills Model* is to reduce or eliminate problems (D'Zurilla & Nezu, 2007). The effectiveness of the *Three-Module Job Training Intervention* is demonstrated with the post-training results of Module I (JST), Module II (JSAT), and Module III (JSMT). Reducing the problem of deficiencies by increasing the knowledge level in the areas of the deficiencies with training provided by the *Three-Module Job Training Intervention* demonstrates the effectiveness of the intervention.

Based on *Kirkpatrick's Four Level Evaluation Model*, the *Problem-Solving Model*, paired *t*-tests results, and survey results, the *Three-Module Job Training Intervention* represents an effective job training intervention with limitations.

Limitations

There are two key resources of systematic error in survey research: sample selection and response bias (Lavrakas, 2008). Due to the sample selection of a convenience sample, the

limitation of lack of generalizability exists for this study. In an ideal situation, the use of random sampling with an experimental and a control group represent the preferred experimental situation. However, due to lack of the conditions to allow for random sampling, the researcher used a convenient sample of 26 participants for day one and day two of training. On day three the sample of participants reduced to 24.

According to some research, convenience sampling with paired *t*-tests results are not significant due to the lack of generalizability. However, other research indicates that the results for a particular population can be significant, in that, the results is not intended to generalize to the entire population but to a specific population (Etikan, Musa, and Alkassim, 2016).

The focus of this study was a specific population within the general population, people with disabilities; the researcher does not expect the results to generalize to the general population. Although the lack of generalizability represents a legitimate limitation, according to Etikan et al., (2016) convenience sampling can generate useful information when the researcher does not expect to generate results that will be used to create generalizations pertaining to the entire population.

Systemic responses represent another limitation. During the three day workshop training, there were examples of systemic responses such as incomplete surveys and a pre and post assessments with the exact same answers. However, participants' fatigue may have added to the situation.

Sample size represents another limitation. Using random sampling with an experimental and a control group represents the "true experiment" and the "Gold Standard of Experiments." However, the "Gold Standard" requires a large sample size. According to G3Power, a sample

of 500 participants represents the smallest acceptable sample. For a sample size of 500 participants, money, time, location, number of trainers, transportation of participants, and recruiting of participants represented factors that were not feasible for this study.

Attrition of participants represents the fourth limitation. Initially, 34 participants agreed to participate in the study. Prior to the first day of the study, the number dropped to 29. On the first day of the study, the number of participants equaled 26. On the third and last day of the study, the number of participants reduced to twenty-four.

In reference to limitation number five, Liptak created the last edition of the JSKS in 2015, JSAI in 2015, and JSSS in 2009. Although Liptak's information on job search, job search attitude, and job survival success represent a valuable source for the job seeker, adjustments to fit the current workplace were addressed prior to training.

Implications for Practice

Arkansas Rehabilitation Services (ARS) provide vocational rehabilitations services to eligible people with disabilities for the purpose of assisting the individual with the necessary resources to secure full-time competitive employment (Arkansas Rehabilitation Services, 2014). One of the resources available to ARS are providers that contract with ARS to provide job training services to include job seeking skills and job retention skills for people with disabilities. *Arkansas Support Network (ASN)*, *Sources for Independent Living*, and *Bost Inc.* represent providers that offer job seeker training to people with disabilities.

Vocational Foundations Division of Arkansas Support Network provides job placement, educational training, and vocational opportunities for individuals who have disabilities (ASN, 2018). The Workbridge Program in the Vocational Foundations Division represents a joint effort

between Arkansas Support Network and Arkansas Rehabilitation Services to prepare individual for work and necessary social skills to interact successfully in the work environment (ASN, 2018). Individuals experience real work situation and training regarding the social aspects of employment (ASN, 2018). Following training, and with staff support, participants apply their training in the real world by applying for, accepting, and maintaining jobs in the community (ASN, 2018).

“Sources for Independent Living”, a service provider for people with disabilities, partners with Arkansas Rehabilitation on the “Youth Leadership Forum” to provide training on transition services for youth with significant disabilities. Those services include job exploration, workplace readiness, work-based learning experiences, counseling on educational opportunities at the postsecondary level, and self-advocacy.

Bost, Inc., another provider, provides services for individuals with disabilities, as well as their families. Arkansas State Rehabilitation Services office, Division of Disabilities Services, and the court system make referrals to Bost Inc. In Bost Inc. Vocational Division, *Work Development* concentrates on developing vocational and work-readiness skills for adults with disabilities. *Work Development* provides assessment and training in vocational skills, work habits, physical stamina, peer relations, ability to follow instructions, supervisory relationships, communications, socialization, and other skills important to successful job placement (Bost Inc., 2018). The program emphasizes skills and experiences necessary for job placement in competitive positions in the community.

The *Arkansas Support Network*, *Sources for Independent Living*, and *Bost Inc.* represent providers that offer job seeking skills. *Three-Module Job Training Intervention*

represents an effective training intervention that can be added to the existing training programs of these providers. The *Three-Module Job Training Intervention* represents a training intervention that prepares job seekers for the job search by providing information on what is required to perform a successful job search, trains the job seeker on demonstrating the “appropriate attitude” during and following the job search, and teaches the job seeker how to maintain employment by practicing the desirable qualities required in the workplace. Depending on the need of the client, the choice of implementing training with all three modules, two modules, or one module is optional and rests with the provider and the needs of the client.

The *Three-Module Job Training Intervention* incorporates power-point presentation, video/DVD, and role-play via DVD/You-tube as methods of training. The addition of visual training with the use of video technology enhances the effectiveness of this training intervention. Not only does the module provide information on how to successfully complete a job search, demonstrate the appropriate attitude, and succeed in the job, this intervention demonstrates interactions between the employer and job seeker to provide visual training on the appropriate job seeking and workplace behaviors. According to Wehmeyer, Palmer, Smith, Parent, Davies, & Stock (2006), video technology enhances the employability opportunities for people with disabilities and increases chances for successful vocational rehabilitation.

Implications for Various Populations

The *Three-Module Job Training Intervention* benefits people with various types of disabilities as well as people without disabilities (Liptak, 2015). People with physical, mental, developmental, and intellectual disabilities may potentially benefit from training with the *Three-Module Job Training Intervention*. Although the *Three-Module Job Training Intervention*

represents an effective job training invention for people without and without disabilities, the researcher selected four specific groups of people with disabilities for discussion. Three of the groups selected represent examples of participants included in the study. Twenty-one of the 26 participants in the study were diagnosed with *Intellectual Disorder*, two of the remaining five received a diagnosis of *Autism Spectrum Disorder*, and some of the participant had an additional diagnosis of a mental illness. Veterans represent the fourth group.

Implications for People with Intellectual Disorders

The first of the four groups consists of individuals diagnosed with an intellectual disability. DSM-5 defines “Intellectual Disability” as follows: Intellectual disability (intellectual developmental disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains (American Psychiatric Association, 2013). The majority of the participants in the researcher’s study were diagnosed with an intellectual disability. Twenty-one participated in the study. Following training with the *Three-Module Job Training Intervention*, participants showed an increase in knowledge in job search, job search attitude, and job survival /m maintenance. The *Three-Module Job Training Intervention* represents an effective training intervention for some individuals with an “Intellectual Disability.”

Implications for People with Autism Spectrum Disorder

People diagnosed with *Autism Spectrum Disorder* (ASD) represent the second group. DSM-5 defines *Autism Spectrum Disorder* as persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history: 1) Deficits in social-emotional reciprocity, 2) Deficits in nonverbal communicative

behaviors used for social interaction, and 3) Deficits in developing, maintaining, and understanding relationships (American Psychiatric Association, 2013). For individuals with ASD, interviewing for a job represents a major barrier to employment (Smith, Fleming, Wright, Losh, Humm, Olsen, & Bell (2015). Smith et al. (2015) reports high functioning adults with ASD have low employment rates. According to Smith et al. (2015), in order to increase opportunities for competitive employment in the ASD population, job interview training represents an important intervention target. Smith et al. (2015) encourage the use of interventions that target job interview skills. Module I of the *Three-Module Job Training Intervention* includes training on job interviews for job seekers. According to Smith et al. (2015), interventions that target job skills enhance the opportunities for employment of adolescents and adults with ASD. Implications for use of the *Three-Module Job Training Intervention* with members of the ASD population exist.

As a part of the study, two individuals diagnosed with ASD participated in the study. Following training, post-training assessments of the individuals showed an increase in knowledge in the areas of job search, job search attitude, and job survival / maintenance. Based on the findings of the study, *Three-Module Job Training Intervention* represents an effective training intervention for specific individuals with *Autism Spectrum Disorder*.

Implications for People with Mental Illness

People with mental illness represent the third group. According to Sherman, Lynch, Teich, and Hudock (2014) achieving employment represents a top priority to at least two-thirds of the individuals with a mental illness. Aside from the incentive of added income, socialization with others represents a motivating factor in addition to the positive effects of employment on

one's health (Sherman, Lynch, Teich, and Hudock, 2014). According to Sherman et al. (2014), employment represents a primary goal for people with a mental illness in that employment potentially raises self-esteem, promotes social integration, and increases community involvement. Employment creates the opportunity to improve one's economical status, provides an environment to widen an individual's social circle, and builds a sense of achievement (Olney, Compton, Tucker, Emery-Flores, & Zuniga, 2014). For some individuals with a mental illness, employment offers incentives of enhanced mental wellness, socialization, improves ability to work out problems, stress reduction, and redirected focus on work as oppose to feelings of sadness and hopelessness (Larson, Ryan, Wassel, Kaszynski, Ibara, Glenn, & Boyle, 2011).

However, before receiving the benefits of employment, the individual must obtain a job. In most cases, obtaining a job requires knowledge on how to complete a successful job search and demonstrate the appropriate job search attitude (Liptak, 2015). After obtaining the job, knowledge of survival in the work environment enhances the employee's chances of remaining employed. Implications exist for use of the *Three-Module Job Training Intervention* with members of the population with mental illness.

Implications for Veterans

Veterans represent the fourth group for discussion. The *Disabled Veterans' Outreach Program (DVOP)* specialists provide services to meet the employment needs of veterans with disabilities (United States Department of Labor, 2018). DVOP specialists actively participate to increase program participation of veterans and conduct outreach to employers to promote hiring of veterans. DVOP focuses on veterans of low socio-economic status, the educationally disadvantage, including homeless veterans, and veterans with barriers to employment (United

States Department of labor, 2018). To address barriers to employment, the *Three-Module Job Training Intervention* represents an effective tool to reduce specific employment barriers by increasing knowledge levels of veterans in job search, job search attitude, and job survival/maintenance.

In addition to *DVOP*, the *Local Veterans Employment Representatives* (LVER) staff conducts outreach to employers to encourage hiring and job-search workshops for veterans seeking employment and to assist veterans in gaining and retaining employment (United States Department of Labor, 2018). In reference to gaining and retaining employment, the *Three-Module Job Training Intervention* may potentially represent an effective job training intervention for the veteran in need of knowledge on the job search process, knowledge on how to demonstrate the appropriate attitude during and following the job search, and ways to maintain employment after being hired. Implications for training with this intervention are indicated for members of the veteran population.

Implications for Future Research

Implications for future research using the *Three-Module Job Training Intervention* show promise. Using a larger sample, random assignment with an experimental group and a control group of participants from various types of disability groups and non disability groups may generate results that can be generalized to the general population and provide additional knowledge to the field of rehabilitation. Implications for research exist in comparing individuals from different disabilities groups, age specific groups, and males to females.

Implications exist for more studies using the JSKS, JSAI, and JSSS. Currently, limited studies exist. Completing more studies utilizing the instruments will add to previous studies.

Creating a *Three-Module Job Training Intervention* for online training as well as interactive training scenarios on job search, job search attitude, and job survival/maintenance; creating more DVDs of role-plays demonstrating interviewing, appropriate attitude, and workplace survival scenarios using people with various disabilities; creating shorter and simpler scales or inventories to measure job search knowledge, job search attitude knowledge, and job/survival/maintenance knowledge represent future areas of research.

Conclusion

The purpose of this study was to determine the effectiveness of the *Three-Module Job Training Intervention* on job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge. Findings indicated that the *Three-Module Job Training Intervention* represents an effective intervention with on job search knowledge, job search attitude knowledge, and job survival/maintenance knowledge with limitations. This study introduced an intervention based on Liptak's scales/inventory that addresses three job seeking deficiencies that many people with and without disabilities face in their pursuit of employment (Liptak, 2009, 2015).

With the introduction of this intervention comes the opportunity for further research. Under improved experimental conditions of experimental design, random sampling, and a large sample size with experimental and control groups, limitations can be addressed. This intervention provides a foundation for a job readiness curriculum targeting three major job seeking deficiencies. With limitations addressed, the *Three-Module Job Training Intervention* represents an intervention that becomes part of the solution to the problem of job seeking deficiencies. To a greater extent, the *Three-Module Job Training Intervention* plays a small role

in addressing the more than one hundred year old problem of high unemployment among people with disabilities.

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Appendix A: Three Day Workshop Schedules

Day One (1) of Three-Day Workshop

**Title: Three-Day Workshop on the Three-Module Job Training Intervention
(Module I - Module II - Module III)**

Dates: September 20, 21, & 22 (Wednesday, Thursday, & Friday)

**Location: Arkansas Support Network (ASN)
6836 Isaac's Orchard Rd
Springdale, Arkansas 72762**

Room: ASN Training Room

Purpose: The purpose of this study is to determine the "Effectiveness of the Three-Module Job Training Intervention"

Day 1

Date: Wednesday, September 20, 2017

Time: 11:00am to 3:00pm

Module I-Job Search Training Schedule (Day 1)

Based on Job Search Knowledge Scale (JSKS) by John J. Liptak

Schedule

Module I- Job Search Training: 11:00am – 3:00pm

Pre-Assessment: 30 minutes

I. PowerPoint Presentation: Five (5) Categories to Increase Knowledge on Job Search

1. Identifying Job Leads

Goal: To discuss and review the category "Identifying Job Leads" to increase the knowledge level of participants on identifying job leads.

Objective: 1. Identify and define two types of job markets.

2. Give two examples of jobs leads in the two types of job markets.

3. Identify the most effective way to find employment.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

2. Direction Application to Employer

Goal: To discuss and review the category “Direct Application to Employer” to increase the knowledge level of participants on direct application to employers.

- Objective:**
1. Identify seven rules to follow when filling out an application.
 2. Name two suggestions regarding contacting the employer.
 3. Identify one misconception regarding completed applications.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

3. Writing Resumes and Cover Letters

Goal: To discuss and review the category “Writing Resumes and Cover Letters” to increase the knowledge level of participants on *what to do* and *what not to do* when writing resumes and cover letters.

- Objective:**
1. Name six tips on resumes and cover letters.
 2. Name three tips regarding “gaps” in employment.
 3. Identify one tip regarding “references.”

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

4. Employer Interviewing

Goal: To discuss and review the category “Employer Interviewing” to increase the knowledge level of participants on interviewing.

- Objective:** 1. Identify seven interview tips.
2. State two “never rules” to follow during an interview.
 3. Name one tip on “First Impressions.”

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

5. Follow-Up

Goal: To discuss and review the category “Follow-Up” to increase the knowledge level of participants on “Follow-Up.”

- Objective:** 1. Name four tips to following the interview.
2. Identify two wrong assumptions about job negotiating or bargaining.
 3. Name two tips regarding salary.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

6. Interview Do’s and Don’ts (Roessler et. al, 2007)

Goal: To provide an intense review “Interview Do’s and Don’ts.”

- Objective:** 1. Identify 13 “Interview Do’s.”
2. Identify 14 “Interview Don’ts.”

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

Lunch: 30 Minutes

II. Thirty (30) minute DVD viewing and discussion on “Job Search Techniques”

1. View DVD on the “Job Search Techniques”
2. “Q & A session” on Job Search Techniques

III. Thirty (30) minute DVD viewing and discussion an on role-play of “Job Search Situations/Techniques”

1. View DVD Role-play scenarios
2. “Q & A session” on the Role-play scenarios

Break: 10 Minutes

IV. Post-Assessment: 30 Minutes

V. Survey: 20 Minutes

End of Day One (1) of the Three (3)-Day Workshop

Appendix A (cont): Three Day Workshop Schedules

Day Two (2) of Three-Day Workshop

**Title: Three-Day Workshop on the Three-Module Job Training Intervention
(Module I - Module II - Module III)**

Dates: September 20, 21, & 22 (Wednesday, Thursday, & Friday)

**Location: Arkansas Support Network (ASN)
6836 Isaac’s Orchard Rd
Springdale, Arkansas 72762**

Room: ASN Training Room

Purpose: The purpose of this study is to determine the “Effectiveness of the Three-Module Job Training Intervention”

Day 2

Date: Thursday, September 21, 2017

Time: 11:00am to 3:00pm

Module II-Job Search Attitude Training Schedule (Day 2)

Based on Job Search Attitude Inventory (JSAI) by John J. Liptak

Schedule

Module II-Job Search Training: 11:00am – 3:00pm

Pre-Assessment: 30 minutes

I. PowerPoint Presentation: Five (5) Categories to Increase Knowledge on Job Search Attitude

1. Luck vs. Planning

Goal: To discuss and review the category “**Luck vs. Planning**” to increase the knowledge level of participants on luck vs. planning.

- Objective:**
1. Identify five factors regarding “Planning versus Luck.
 2. Identify the one of the most important factors in searching for a job.
 3. Identify two myths regarding “Planning versus Luck.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

2. Uninvolved vs. Involved

Goal: To discuss and review the category “Uninvolved vs. Involved” to increase the knowledge level of participants of the uninvolved vs. involved job seeker.

- Objective:**
1. Identify four facts regarding the “uninvolved versus involved” job seeker.
 2. Give three examples of the “involved” job seeker.
 3. Identify one of the main practices of the “involved” job seeker.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

3. Help from Others vs. Self-Help

Goal: To discuss and review the category “Help from Others vs. Self-Help” to increase the knowledge level of participants.

Objective: 1. Give five examples of a “self-help” attitude.

2. Identify two statements that indicate the “help from others” and “self-help” attitude.

3. Identify a statement that indicates a “help from others” attitude.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

4. Passive vs. Active

Goal: To discuss and review the category “**Passive vs. Active**” to increase the knowledge level of participants.

Objective: 1. Name four statements that indicate an “active” attitude.

2. Name three statements that indicate a “passive” attitude.

3. Identify important habits to maintain to promote an “active” attitude.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

5. Pessimistic vs. Optimistic

Goal: To discuss and review the category “Pessimistic vs. Optimistic” to increase the knowledge level of participants.

Objective: 1. Identify two statements regarding an “optimistic” attitude.

2. Identify three reasons not to maintain a “pessimistic” attitude.

3. Identify three reasons to maintain an “optimistic” attitude.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

Lunch: 30 Minutes

II. Thirty (30) minute DVD viewing and discussion on “Job Search Attitude Techniques”

1. View DVD on the “Job Search Attitude Techniques”
2. “Q & A session” on Job Search Attitude Techniques

III. Thirty (30) minute DVD viewing and discussion on Role-play of “Job Search Attitude Situations/Techniques”

1. View Role–play scenarios on job search attitude.
2. “Q & A session” on the Role-play scenarios on job search attitude.

Break: 10 Minutes

IV. Post-Assessment: 30 Minutes

V. Survey: 20 Minutes

End of Day Two (2) of the Three (3)-Day Workshop

Appendix A (cont): Three Day Workshop Schedules (cont)

Day Three (3) of Three-Day

**Title: Three-Day Workshop on the Three-Module Job Training Intervention
(Module I - Module II - Module III)**

Dates: September 20, 21, & 22 (Wednesday, Thursday, & Friday)

**Location: Arkansas Support Network (ASN)
6836 Isaac’s Orchard Rd
Springdale, Arkansas 72762**

Room: ASN Training Room

**Purpose: The purpose of this study is to determine the “Effectiveness of the Three-Module
Job Training Intervention.”**

Day 3

Date: Friday, September 22, 2017

Time: 11:00am to 3:00pm

Module III-Job Survival/Maintenance Training Schedule (Day 3)

Based on Job Survival Success Scale (JSSS) by John J. Liptak

Schedule

Module III- Job Survival Maintenance Training: 11:00am – 3:00pm

Pre-Assessment: 30 minutes

I. PowerPoint Presentation: Five (5) Categories to Increase Knowledge on Job Search

1. Dependability

Goal: To discuss and review the category “Dependability” to increase the knowledge level of participants on how to demonstrate dependability.

Objective: 1. Identify seven ways to demonstrate dependability in the workplace.

2. Name two tips to on transportation for work.

3. Discuss the appropriate “length of time” to give for a notice of resignation.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

2. Responsibility

Goal: To discuss and review the category “Responsibility” to increase the knowledge level of participants on how practice responsibility.

Objective: 1. Identify four ways to demonstrate responsibility in the workplace.

2. Identify five rules to practice to promote success in the workplace.

3. Identify one tip on responsibility for continued success in the workplace.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

3. Human Relations

Goal: To discuss and review the category “Human Relations” to increase

the knowledge level of participants on human relations.

- Objective:** 1. Identify five ways to build good human relations in the workplace.
2. Name four ways to promote a pleasant work environment.
 3. Identify a very important policy in customer service.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

4. Ethical Behavior

Goal: To discuss and review the category “Ethical Behavior” to increase the knowledge level of participants on ethical behavior.

- Objective:** 1. Name five rules regarding unethical behavior.
2. Identify three rules regarding illegal and unethical workplace behavior.
 3. Name two tips regarding company policy on ethical behavior.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

5. Getting Ahead

Goal: To discuss and review the category “Getting Ahead” to increase the knowledge level of participants on getting ahead.

- Objective:** 1. Identify five ways to get ahead in the workplace.
2. Identify four good practices to implement in the workplace.
 3. Identify two positive characteristics necessary to getting ahead.

Teaching Method: PowerPoint Presentation

Timeframe: 10 Minutes

Lunch: 30 Minutes

II. Thirty (30) minute DVD viewing and discussion on Job Survival/Maintenance.

1. DVD viewing on Job Survival/Maintenance Techniques.
2. Q & A Session” on Job Survival/Maintenance Techniques.

III. Thirty (30) minute DVD viewing and discussion on Role-play of Job

Survival/Maintenance Techniques.

1. View Role-play scenarios on job survival/maintenance.
2. “Q & A session” on the Role-play scenarios job survival/maintenance.

Break: 10 Minutes

IV. Post-Assessment: 30 Minutes

V. Survey: 20 Minutes

End of Day Three (3) of the Three (3)-Day Workshop

Appendix B: Three-Module Job Training Intervention

THREE-MODULE JOB TRAINING INTERVENTION

Module I

Job Search
Training
JST

Module II

Job Search Attitude
Training
JSAT

Module III

Job Survival/Maintenance
Training
JSMT

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5

Introduction

The researcher designed the *Three-Module Job Training Intervention* using the information from the *Job Search Knowledge Scale (JSKS)*, *Job Search Attitude Inventory (JSAI)*, and the *Job Survival Success Scale (JSSS)* created by John J. Liptak, Ed.D.

6

Introduction

In addition to the information obtained from Liptak's three scales/inventory, the researcher added other relevant job training information, DVDs from You-Tube on job search techniques, demonstrations of the appropriate job search attitude, and job survival skills to create the *Three-Module Job Training Intervention*.

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Introduction

The *Three-Module Job Training Intervention* provides training specific to Liptak's scales and inventory. Dr. Liptak created and designed:

I. Job Search Knowledge Scale (JSKS)

(Liptak, 2015).

II. Job Search Attitude Inventory (JSAI)

(Liptak, 2015).

III. Job Survival Success Scale (JSSS).

(Liptak, 2009).

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Introduction (cont)

(Liptak, 2009 & 2015)

Job Search Knowledge Scale (JSKS)

Measures level of job search knowledge.

Job Search Attitude Inventory (JSAI)

Measures level of job search attitude knowledge.

Job Survival Success Scale (JSSS)

Measures level of job survival knowledge.

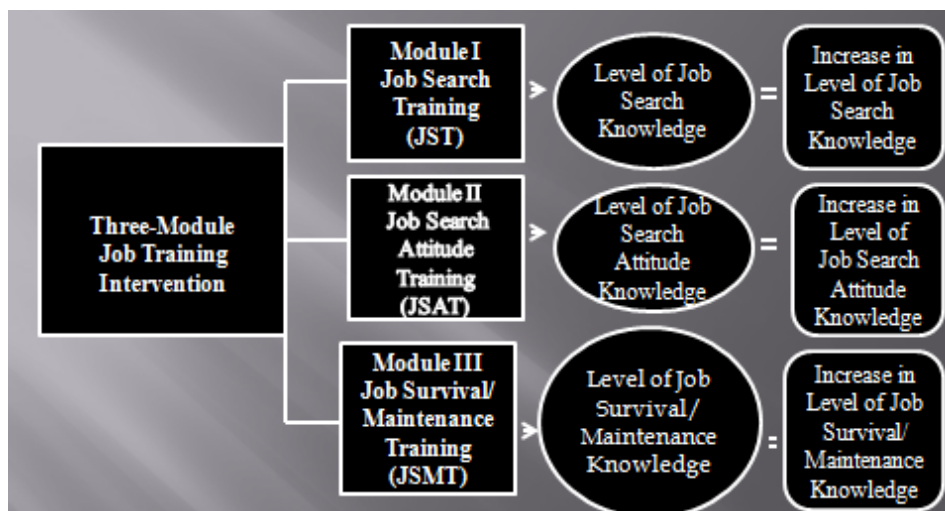
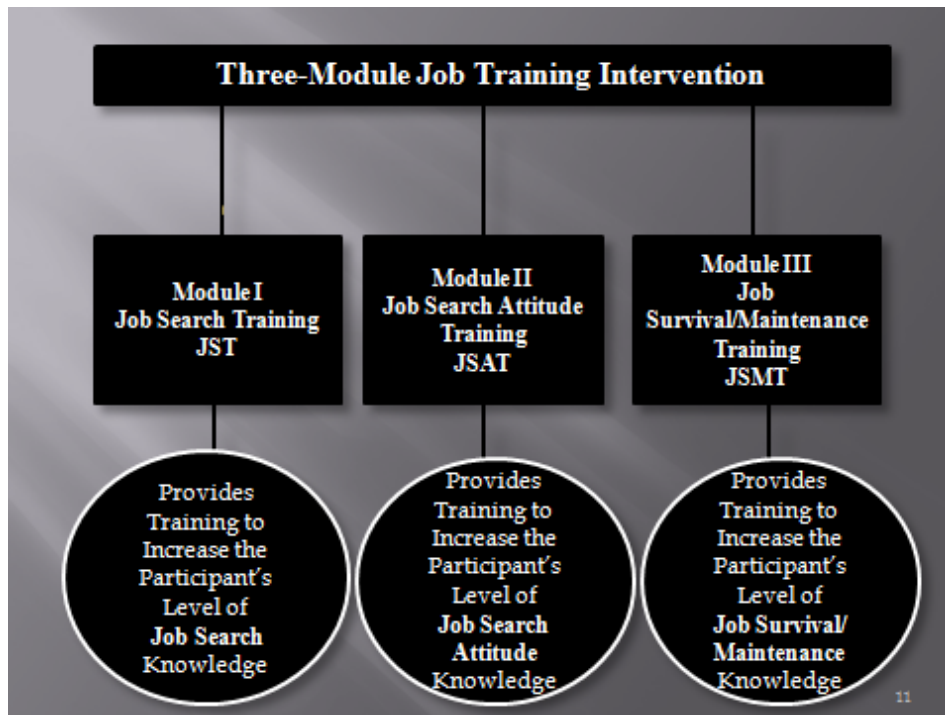
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Purpose of the Three-Job Training Intervention

The Three-Module Job Training Intervention represents an effective job training intervention on job search, job search attitude, and job survival/maintenance. It consists of Modules I, II, and III to provide training to participants to increase the participants' level of knowledge in specific areas.

1. Module I-Job Search Training (JST) targets job search knowledge.
2. Module II-Job Search Attitude Training (JSAT) targets job search attitude knowledge.
3. Module III-Job Survival/Maintenance Training (JSMT) targets job survival/maintenance knowledge.

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The Effectiveness of the Three-Module Job Training Intervention on Job Search, Job Search Attitude, and Job Survival/Maintenance. It does what it was designed to do. Modules I, II, and III of the Three-Module Job Training Intervention provide training to participants to increase the participants' level of knowledge in specific areas. Module I-Job Search Training (JST) targets job search knowledge; Module II-Job Search Attitude Training (JSAT) targets job search attitude knowledge; and Module III-Job Survival/Maintenance Training (JSMT) targets job survival/maintenance knowledge.

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Module I
Job Search Training (JST)
of the
Three-Module Job
Training Intervention

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Module I: Job Search Training (JST)

1. PowerPoint Presentation on the five categories of knowledge to learn to complete a successful job search.
(Liptak, 2015)
2. DVD / You Tube: DVD presentation and discussion on “Interview Skills”
3. Role-Play of “Interview Skills” via DVD/You-Tube: Role-play and discussion on “Interview Skills”

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I. PowerPoint Presentation on “Five Categories of Knowledge Necessary to Learn to Complete a Successful Job Search”

(Liptak, 2015)

- (1). Identify Job Leads
- (2). Direct Applications to Employers
- (3). Resumes and Cover Letters
- (4). Employee Interviews
- (5). Follow-Up

15

I. Identify Job leads

(Liptak, 2015)

1. Two main types of job markets in which the job seeker can identify Job Leads:
 - (A) Visible Job Market
 - (B) Hidden Job Markets
2. Visible Job Market (posted/ publicized jobs)
 - (A) Newspapers (high competition for few jobs)
 - (B) Internet online jobs
 - 1) Valuable tool with access to millions of jobs
 - 2) Can be effective in finding jobs
 - 3) Searching for jobs only online (ineffective strategy)

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I. Identify Job leads (cont.)

(Liptak, 2015)

Two Main Ways of Identifying Job Leads: Visible and Hidden Job Markets (cont)

3. Hidden Job Market (unannounced job openings)

A. Direct Contact (applying directly to the employer)

Thirty per cent (30%) of people get jobs through direct contact with an employer.

B. Networking (talking to people who can provide job leads).

Forty per cent (40%) of people find their jobs through networking.

Examples: Family members, friends, co-workers, people from your school environment

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I. Identify Job Leads (cont.)

(Liptak, 2015)

4. Advertised jobs are not the best source of job leads.

* Highly competitive; limits options if focus is only on advertised jobs.

5. Newspapers' job ads represent examples of advertised jobs.

6. The internet (visible market) is a good source to find a job but do not limit the job search to the internet .

*Explore all options.

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I. Identify Job leads (cont)

(Liptak, 2015)

7. Use the internet to find out information on the company to which you're applying.
8. The job seeker can often find unadvertised jobs by calling the employer directly.
9. Employers fill some jobs before they are advertised.
10. Networking is the most effective way to find employment.

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II. Direct Application to Employers

(Liptak, 2015)

1. Look over the entire application before writing.
2. Do not leave any questions blank.
3. Write "N/A" if the question does not apply.
N/A stands for "Not Applicable."
4. List the type of job for which you are applying.
5. When asked about salary requirements, write "open."
6. Always complete your application in ink.

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II Direct Application to Employer (cont.)

(Liptak, 2015)

7. **Never** lie on an application.
8. When contacting employers about job openings, prepare what you are going to say before contacting the employer.
9. Phone contact with the employer is more effective than emails. *** Changes in the area of phone use. Currently, emails and texting are frequently used. Call employer if requested by employer.
10. Completing an application does not guarantee an interview.

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III. Resumes and Cover Letters

(Liptak, 2015)

1. Specify the job of interest on your resume.
2. Do not list personal information (ex. age, weight, gender) on your resume.
3. Check and correct spelling and other errors on resume.
4. Always send a cover letter with a resume. ***
5. You may need to change the format of your resume to submit it electronically.
6. Do not mass mail or email your resume to employers.

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III. Resumes and Cover Letters (cont.)

(Liptak, 2015)

7. Do not leave gaps on your application or resumes.
8. Briefly explain gaps.
9. A “functional” resume, organized by skills, is best if you have gaps in employment.
10. List references upon request. Permission for use of work references is not necessary. Get permission from your “personal references” to list them as a reference.

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IV. Employee Interviews

(Liptak, 2015)

1. Learn about the organization before going to the interview.
2. Do not leave all questions to the interviewer.
3. Ask the interviewer questions about the job.
4. Always dress neatly and go well-groomed to the interview.
5. Discuss work experience including non-paid work experience (ex. volunteer work).

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IV. Employee Interviews (cont)

(Liptak, 2015)

6. When answering interview questions, try to give specific examples.
7. It's acceptable to pause for a few seconds before answering.
8. Never speak negatively about a past employer
9. Never speak negatively about a past co-worker.
10. First impressions are very important in an interview.

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V. Follow-Up

(Liptak, 2015)

1. Always say thank-you when appropriate.
2. Send a thank-you note within 24 hours following the interview if appropriate.
3. Be prepared to provide any information the employer may need.
4. Always maintain a friendly attitude.

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V. Follow- Up (cont)

(Liptak, 2015)

5. All applicants can negotiate for salary and benefits at all job types.
6. Salary is not the only negotiable part of a job offer. Job schedule, number of hours, job classification (full-time, part-time, temporary, and volunteer) may be negotiable.
7. Use the internet to determine the pay range for a job.
8. Ask for the amount you think is fair. Stay open.

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Interview Do's

(Roessler, Reed, Rumrill, Brown, & Boen, 2007)

Do:

- Prepare for the interview.
 - Be prompt, neat, and courteous.
 - Maintain open, alert body posture.
 - Be yourself.
 - Ask relevant questions at the appropriate time.
 - Allow the employer to ask questions.
- (Roessler, Reed, Rumrill, Brown, & Boen, 2007)

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Interview Do's (cont.)

(Roessler, Reed, Rumrill, Brown, & Boen, 2007)

Do (cont.)

- Make yourself understood.
- Listen.
- Give prompt, concise, and brief answers.
- Maintain eye contact.
- Present informative credentials.
- Be positive.
- Think of how you can benefit the employer

(Roessler, Reed, Rumrill, Brown, & Boen, 2007) 29

Interview Don'ts

(Roessler, Reed, Rumrill, Brown, & Boen, 2007)

Don't:

- Criticize yourself.
- Criticize your past employers, supervisors, or co-workers.
- Be late for your interview
- Freeze or become tense
- Present an extreme appearance
- Introduce yourself as your disability
- Become emotional or impatient

(Roessler, Reed, Rumrill, Brown, & Boen, 2007) 30

Interview Don'ts (cont.)

(Roessler, Reed, Rumrill, Brown, & Boen, 2007)

Don't:

- Talk too much or too little
- Draw out the interview
- Oversell yourself
- Come unprepared
- Try to be funny
- Unduly emphasize starting salary
- Linger over fringe benefits

(Roessler, Reed, Rumrill, Brown, & Boen, 2007)

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II. DVD/You Tube Presentation on “Job Search”

1. Job Search Tips

Part I: Staying Motivated During a Job Search

Part 2: Finding Unadvertised Jobs (The Hidden Job Market).

<https://www.youtube.com/watch?v=5aMRw32Ngus>

2. Get the Job and Keep the Job

https://www.youtube.com/watch?v=GosoTn_D8nY

3. 10 Job Interview Tips

<https://www.youtube.com/watch?v=kayOhGRcNt4>

4. The Best Job Interview Prep Video

<https://www.youtube.com/watch?v=aAHKkBxrVoY>

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III. Role-Play

Role-Play DVD / You- Tube: On Interview Skills

1. 30 Seconds to Impress

<https://www.youtube.com/watch?v=HVK-xbdddhA>

2. How Soft Skills impact the interview

<https://www.youtube.com/watch?v=IM3BXr-f7N0>

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Module II

Job Search Attitude Training (JSAT)

of the

Three-Module Job Training

Intervention

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Module II: Job Search Attitude Training (JSAT)

1. PowerPoint Presentation on the five categories of knowledge to learn to demonstrate the appropriate attitude during and after the job search.

2. DVD/ YouTube Review and Discussion
DVD/YouTube presentation on demonstrating the appropriate “Job Search Attitude”

3. Role-Play
Role-play on DVD to demonstrate the appropriate “Job Search Attitude”

35

I. PowerPoint Presentation on “Five Categories of Knowledge Necessary to Learn to Demonstrate the Appropriate “Job Search Attitude” (Liptak, 2015)

- (1). Luck versus Planning
- (2). Uninvolved versus Involved
- (3). Help From Others versus Self-Help
- (4). Passive versus Active
- (5). Pessimistic versus Optimistic

36

I. Luck versus Planning

(Liptak, 2015)

1. People find most jobs by planning, not by luck.
2. Planning increases productivity.
3. Planning a job search gives direction to the job search, makes the most of one's time, and increases the chances of finding a job.
4. People make their own opportunities in the job market by planning, searching, and following up on job leads .

37

I. Luck versus Planning (cont.)

(Liptak, 2015)

5. People who work hard on the job search have a better chance of finding a job than those relying on luck.
6. Where a person lives is a factor in finding a job; however, the job seeker is the most important factor in finding a job.
7. Luck plays a major role in finding a job. (*myth*)
8. Planning does not increase the job seeker's chances of finding a job. (*myth*)

38

II. Uninvolved versus Involved

(Liptak, 2015)

1. Finding a job is ultimately something the job seeker must do.
2. Assistance is fine but the job seeker must also help himself or herself.
3. Keep in mind that looking for a job is a job.
4. Job search skills are lifetime skills that can be used over and over.

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II. Uninvolved versus Involved (cont.)

(Liptak, 2015)

5. The involved job seeker focuses on the job search.
6. The involved job seeker learns skills and gains knowledge to increase employability.
7. The involved job seeker doesn't wait for things to happen; he/she makes them happen.
8. The involved job seeker stays involved in the job search process.

40

III. Help From Others versus Self-Help

(Liptak, 2015)

1. Develop a network of employment contacts.
2. A job seeker can improve skill and increase knowledge to become more employable.
3. The ultimate responsibility of finding employment rests with the job seeker.
4. Spend time with people who encourage you in your job search by providing emotional support.
5. Keep a positive attitude.

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III. Help From Others versus Self-Help (cont.)

(Liptak, 2015)

6. Professional experts may help you with the job search; however, self-help is important as well.
7. In many cases, assistance with the job search is necessary.
8. Professionals can find a job for the job seeker; it takes the job seeker to make employment a reality.

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IV. Passive versus Active

(Liptak, 2015)

1. Problems do not work themselves out; people work out problems.
2. What actions can I take to find a job.
3. Receiving assistance in the job search is fine but as the job seeker, I must stay active in the job search.
4. The job seeker must take an active role in the job search.

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IV. Passive versus Active (cont.)

(Liptak, 2015)

5. I'll just wait to hear from vocational services or my rehab counselor about how my job search is going.
6. When vocational services find me a job, they'll contact me.
7. I'm tired of going to interviews and not being hired, I wish my rehab counselor would do a better job in finding me a job.

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V. Pessimistic versus Optimistic

(Liptak, 2015)

1. Keep a positive attitude about finding a job.
2. A positive attitude motivates the job seeker.
3. Negativity drains energy.
4. Negativity increases frustration.
5. Negative thoughts lead to negative actions.

45

V. Pessimistic versus Optimistic (cont)

(Liptak, 2015)

6. Positivity energizes.
7. A positive attitude reduces frustrations.
8. Positive thoughts lead to positive actions.
9. Get plenty of rest, eat healthy, and stay positive.

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2. DVD/You Tube: DVD/You-Tube Presentation on demonstrating the appropriate “Job Search Attitude”

1. Soft Skills

Synopsi<https://www.youtube.com/watch?v=OwPArMTI9i8&index=4&list=PLG0im2-n6wDL16gAXtoFpi6yh3mPijeQps>

2. Job searching: Your attitude and approach

<https://www.youtube.com/watch?v=ZyEoToFf6Tc>

3. What Employers Look For

<https://www.youtube.com/watch?v=iCFNOa8fmDs>

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3. Role-Play: Role-Play DVD on “Job Search Attitude”

1. Soft Skills- Enthusiasm and Attitude

https://www.youtube.com/watch?v=-vk-9seC_I&list=PLG0im2-n6wDL16gAXtoFpi6yh3mPijeQp

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Module III
Job Survival/Maintenance (JSMT)
of the
Three-Module Job Training
Intervention

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Module III: Job Survival/Maintenance
Training (JSMT)

1. PowerPoint Presentation on the five categories of knowledge to learn to survive and advance in the workplace.

2. DVD/ YouTube Review and Discussion
DVD presentation on “Job Survival/Maintenance”

3. Role-Play on DVD/YouTube Review and Discussion on
“Job Survival/Maintenance Techniques”

50

I. PowerPoint Presentation on “Five Categories of Knowledge Necessary to Learn to Survive and Advance in the Workplace”

(Liptak, 2009)

- (1). Dependability
- (2). Responsibility
- (3). Human Relations
- (4). Ethical Behavior
- (5). Getting Ahead

51

I. Dependability

(Liptak, 2009)

1. Arrived a little early and leave a little late each day.
2. Work hard to complete your work in a timely manner.
3. Inform your supervisor of any work concerns.
4. Keep track of appointments and meetings.
5. Plan ahead for emergencies at home that will affect work.

52

I. Dependability (cont)

(Liptak, 2009)

6. Let the employer know in advance if you need to miss work.
7. Only take sick days if you are actually sick.
8. Ensure that you have reliable transportation.
9. Have a back-up plan for transportation to work.
10. If at all possible, give a two weeks notice prior to resigning from a job.

53

II. Responsibility

(Liptak, 2015)

1. Read the employee handbooks and manuals.
2. Always take ownership of your actions.
3. Accept both compliments and criticisms from your supervisor.
4. Respect authority and supervision from your boss.
5. Follow instructions and procedures carefully.

54

II. Responsibility (cont.)

(Liptak, 2015)

6. Finish what you start.
7. Know all of your job tasks.
8. Complete all job tasks with excellence.
9. Be flexible and open to helping co-workers.
10. Take responsibility for continued learning.

55

III. Human Relations

(Liptak, 2009)

1. Make an effort to get to know your co-workers.
2. Try to assist your coworkers when you can.
3. Be a team player.
4. Stay out of disputes between coworkers.
5. Do not gossip.

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III. Human Relations (cont.)

(Liptak, 2009)

6. Be a good listener.
7. Remain open to the positive ideas and opinions of your coworkers.
8. Value diversity among your coworkers.
9. Do not get romantically involved with a co-worker.
10. Practice excellent customer service. Keep the customer happy.

57

IV. Ethical Behavior

(Liptak, 2009)

1. Do not use your work email and the internet for personal use during work hours.
2. Only take the allotted break time.
3. Do not treat co-workers differently because of their age, race, or gender.
4. Do not misrepresent your skills, experience, or training.
5. Don't lie for a co-worker or ask a co-worker to lie for you.

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IV. Ethical Behavior (cont.)

(Liptak, 2009)

6. Do not give materials from your job to friends and family. (This is theft.)
7. Do not take-home small, inexpensive goods or supplies for personal use. (This is theft.)
8. Do not do anything illegal even if your supervisor orders you.
9. Review the company's policies on ethical behavior.
10. Practice company policy.

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V. Getting Ahead

(Liptak, 2009)

1. Work late if needed.
2. Volunteer for difficult projects.
3. Create new and innovative solutions to old problems.
4. Express helpful ideas that may improve the work environment.
5. Request special assignments that can help to develop your skills.

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V. Getting Ahead (cont.)

(Liptak, 2009)

6. View an evaluation by your supervisor as a learning experience.
7. Implement suggestions made by your supervisor.
8. Keep a written plan of what you would like to accomplish at your job.
9. Continue to learn new skills.
10. Be a responsible and dependable person.

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2. DVD/You Tube: DVD/You-Tube Presentation on “Job Survival / Maintenance”

1. The Do’s and Don’ts in the Professional Workplace

<https://www.youtube.com/watch?v=Zex9hKT2XZI>

2. Professionalism in the Workplace

<https://www.youtube.com/watch?v=0o3INMBL58w>

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3. Role-Play: Role-Play DVD/You-Tube on “Job Survival/Maintenance”

1. Soft Skills-Professionalism

<https://www.youtube.com/watch?v=7dPWVjQSad4&feature=youtu.be>

2. Critical Thinking and Problem Solving

<https://www.youtube.com/watch?v=hPiI44XEKgs&index=2&list=PLG0im2-n6wDL16gAXtoFpi6yh3mPijeQp>

3. Soft Skills-Teamwork

<https://www.youtube.com/watch?v=sMFh9QYFh2I>

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Appendix C: Module I, Module II, and Module III Surveys

Module I-Job Search Training (JST) Survey of the THREE-MODULE JOB TRAINING INTERVENTION

Demographic Information

1. Name: _____
2. Age: ____
3. Gender: _____
4. Race: _____
5. Disability _____

Survey Questions: Please Circle the Number that Best Describes Your Answer.

I. Methods of Training

1. The “PowerPoint” presentation method aided in helping me to learn new information.
 - Strongly Agree = 5
 - Agree = 4
 - Neutral = 3
 - Disagree = 2
 - Strongly Disagree = 5
2. The “You-tube” presentation method aided in helping me to learn new information.
 - Strongly Agree = 5
 - Agree = 4
 - Neutral = 3
 - Disagree = 2
 - Strongly Disagree = 1

3. The “Role play” via you-tube presentation method aided in helping me to learn new information.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 5**

II. Content of Training

1. The job search content on “hidden job market” added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 5**

2. The job search content on “do’s and don’ts” of completing a job application.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

3. The job search content on “resumes and cover letters” was helpful.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

4. The job search content on the “do’s and don’ts” of a job interview added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

5. The job search content on examples of tips on “follow-up” after the interview.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

III. Trainer

1. The trainer presented the information well.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

2. The trainer explained the subject matter well.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

3. The trainer was friendly.

- **Strongly Agree = 5**

- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

4. The trainer was encouraging.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

IV. Training Environment

1. The training environment/workshop was pleasant.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

2. The location of the workshop was convenient.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

Part Two: Open-Ended Survey Question. Please answer the question below.

1. What information did you learn from Module I – Job Search Training (JST)?

Thank you for your participation!!!

**Module II-Job Search Attitude Training (JSAT) Survey of the
THREE-MODULE JOB TRAINING INTERVENTION**

Demographic Information

1. Name: _____

2. Age: ____

3. Gender: _____

4. Race: _____

5. Disability _____

Survey Questions: Please Circle the Number that Best Describes Your Answer.

I. Methods of Training

1. The “PowerPoint” presentation method aided in helping me to learn new information.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 5

2. The “You-tube” presentation method aided in helping me to learn new information.

- Strongly Agree = 5
- Agree = 4
- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

3. The “Role play” via you-tube presentation method aided in helping me to learn new information.

- Strongly Agree = 5

- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 5**

II. Content of Training

1. The job search attitude content on “planning” a job search versus “relying on luck” added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 5**

2. I learned new information on how to improve my job search attitude.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

3. The job search attitude content on “self-help” versus “help from others” was helpful.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

4. The job search attitude content on examples of “the active job seeker” versus “the passive job seeker” added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**

- **Strongly Disagree = 1**
- 5. The job search attitude content on examples of “the pessimistic job seeker” versus “the optimistic job seeker” added to my knowledge.**
- **Strongly Agree = 5**
 - **Agree = 4**
 - **Neutral = 3**
 - **Disagree = 2**
 - **Strongly Disagree = 1**

III. Trainer

1. The trainer presented the information well.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

2. The trainer explained the subject matter well.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

3. The trainer was friendly.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

4. The trainer was encouraging.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

IV. Training Environment

1. The training environment/workshop was pleasant.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

2. The location of the workshop was convenient.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

Part Two: Open-Ended Survey Question. Please answer the question below.

1. What information did you learn from Module II–Job Search Attitude Training (JSAT)?

Thank you for your participation!!!

**Module III-Job Survival/Maintenance Training (JSMT) Survey of the
THREE-MODULE JOB TRAINING INTERVENTION**

Demographic Information

1. Name: _____
2. Age: ____
3. Gender: _____
4. Race: _____
5. Disability _____

Survey Questions: Please Circle the Number that Best Describes Your Answer.

I. Methods of Training

1. The “PowerPoint” presentation method aided in helping me to learn new information.
 - Strongly Agree = 5
 - Agree = 4
 - Neutral = 3
 - Disagree = 2
 - Strongly Disagree = 5
2. The “You-tube” presentation method aided in helping me to learn new information.
 - Strongly Agree = 5
 - Agree = 4
 - Neutral = 3
 - Disagree = 2
 - Strongly Disagree = 1

3. The “Role play” via you-tube presentation method aided in helping me to learn new information.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 5**

II. Content of Training

1. The job survival/maintenance content on the characteristics of a “dependable” employee added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 5**

2. The job survival/maintenance content on the characteristics of a “responsible” employee added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

3. The job survival/maintenance content on ways to achieve good “human relations” in the workplace added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

4. The job survival/maintenance content on examples of “ethical behavior” in the workplace added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

5. The job survival/maintenance content on examples of “follow-up” added to my knowledge.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

III. Trainer

1. The trainer presented the information well.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

2. The trainer explained the subject matter well.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

3. The trainer was friendly.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

4. The trainer was encouraging.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

IV. Training Environment

1. The training environment/workshop was pleasant.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

2. The location of the workshop was convenient.

- **Strongly Agree = 5**
- **Agree = 4**
- **Neutral = 3**
- **Disagree = 2**
- **Strongly Disagree = 1**

Part Two: Open-Ended Survey Question: Please answer the question below.

**1. What information did you learn from Module III–Job Survival/
Maintenance Training (JSMT)?**

Thank you for your participation!!!

Appendix D: Letter of Permission & Scales/Inventory

The screenshot shows an email interface in Internet Explorer. The browser title is "Request for Permission - tmiddlet@email.uark.edu - University of Arkansas Mail - Internet Explorer". The address bar shows a Google Mail URL. The email header includes the subject "Request for Permission", the sender "Tris Middleton <tmiddlet@email.uark.edu>", and the date "4/10/17". The recipient is "To Copyright Clearance Center". The body of the email contains three paragraphs of text regarding the use of scales and inventory for a study. The first paragraph states that graduate students must be granted permission in writing. The second paragraph lists the scales to be used: Job Search Knowledge Scale (JSKS) Third Edition, Job Search Attitude Inventory (JSAI) Fifth Edition, and Job Survival and Success Scale (JSSS) Second Edition. The third paragraph expresses appreciation for the permission and lists the specific copies to be made. The email ends with a signature: "Sincerely, Tris Middleton". At the bottom, there is a reply box with a placeholder text: "Click here to Reply or Forward".

Request for Permission

Tris Middleton <tmiddlet@email.uark.edu> 4/10/17

to info

To Copyright Clearance Center

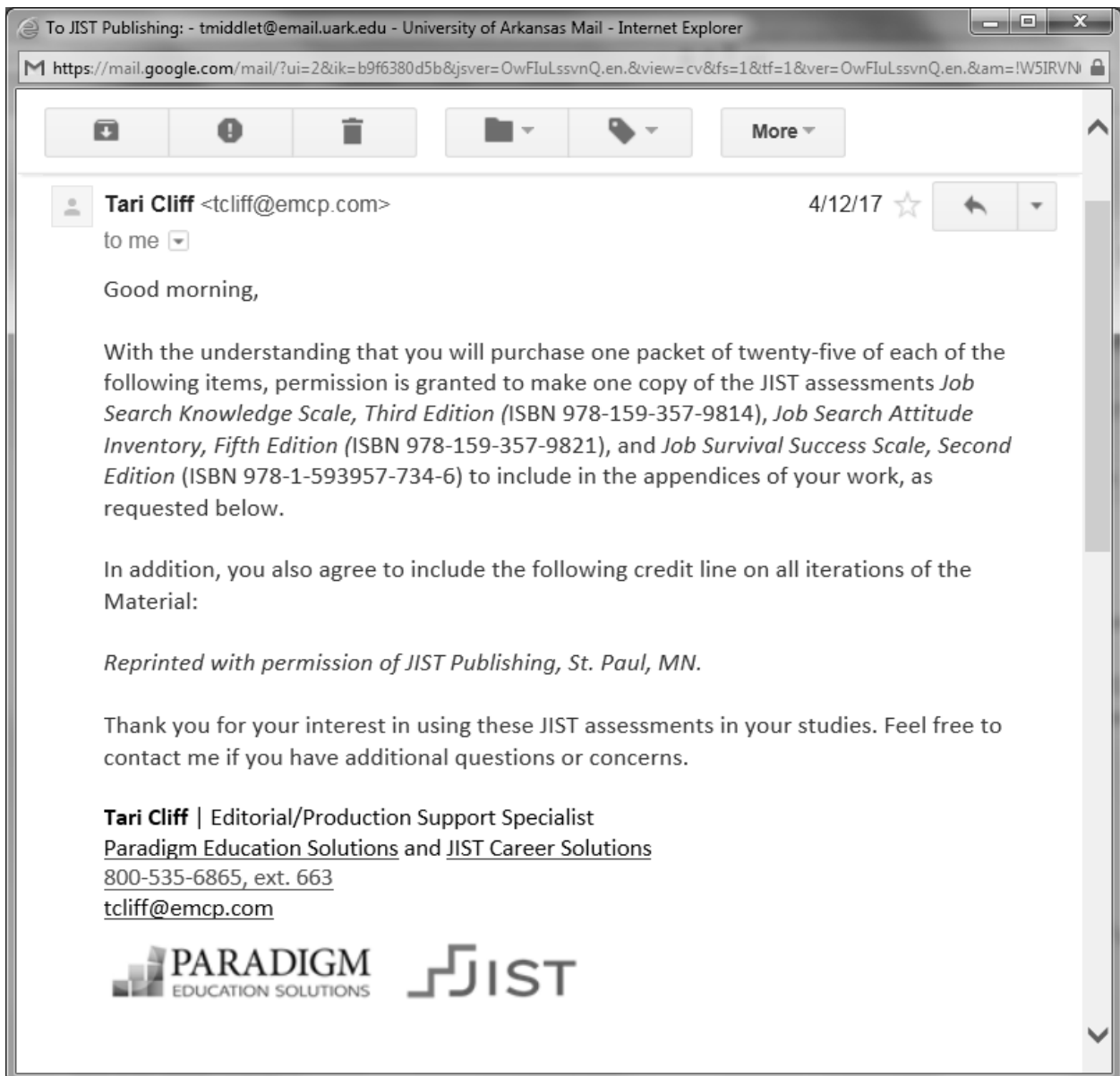
According to the policy of *The University of Arkansas Graduate School Guide to Preparing Master's Theses and Doctoral Dissertations*, graduate students must be **granted permission in writing** to use copyrighted and/or published material. As part of my study, I want to use the following scales and inventory before and after the training intervention: 1) *Job Search Knowledge Scale (JSKS)* Third Edition; *Job Search Attitude Inventory (JSAI)* Fifth Edition; and 3) *Job Survival and Success Scale (JSSS)* Second Edition.

For the study, I plan to order one packet of twenty-five of each of the following: *Job Search Knowledge Scale (JSKS)* Third Edition, ISBN 978-159-357-9814; *Job Search Attitude Inventory (JSAI)* Fifth Edition, ISBN 978-159-357-9821; and the *Job Survival and Success Scale (JSSS)* Second Edition, ISBN 978-1-593957-734-6 for use by the participants.

I would greatly appreciate the granting of JIST Publishing's permission to me to make one copy of *Job Search Knowledge Scale (JSKS)* Third Edition, one copy of *Job Search Attitude Inventory (JSAI)* Fifth Edition; and one copy *Job Survival Success (JSSS)* Second Edition to place in my appendices. Thank you.

Sincerely,
Tris Middleton

Click here to [Reply](#) or [Forward](#)



Job Search Knowledge Scale™

JSKS

Third Edition

John J. Liptak, Ed.D.

Name _____ Date _____ Age _____

About the JSKS

The *Job Search Knowledge Scale (JSKS)* helps you determine how much you know about finding a job. It also gives you guidance on the job search methods that work best so you can find work faster.

Answer each question as honestly as you can. When you are finished, you will learn how much you know about the job search process and in which areas you need more information or instruction. You can then use this information to formulate a job search plan.

To use the JSKS, open up this assessment and begin with Step 1.

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CAREER SOLUTIONS

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Step 1

Complete the JSKS

Read each statement (1-60) and decide whether you think the statement is true or false.

If you think the statement is true, circle the letter next to that statement in the **True** column. If you think the statement is false, circle the letter next to that statement in the **False** column.

In the following example, the circled **A** means that the person completing the JSKS believes the statement to be true.

Example

1 You should focus your search on jobs that have been advertised.	True	False
	A	B

Respond to all the statements before moving to Step 2.

Step 2

Total Your Scores

The JSKS has five sections, shown in rows with alternating colors. For each section, count the number of **B** and **C** answers you circled. Write each section's total in the **Total** column. For each section, you should get a total ranging from 0 to 12.

When you have finished totaling your scores, open the assessment and proceed to Step 3.

Open for Step 3

Job Search Knowledge Scale

	True	False		True	False		True	False	TOTAL
1 You should focus your search on jobs that have been advertised.	A	B	21 You should always ask what a job pays before applying.	A	B	41 You should use the Internet to find information about a business before you apply for a job there.	B	A	Section 1 1
2 Most people find jobs by searching for online job postings.	D	C	22 Posting your resume with online job banks, such as Monster, is one of the best ways to find a job.	D	C	42 A social media presence is not necessary.	D	C	
3 The Internet is the only resource you need to find a job.	A	B	23 All jobs must be advertised before they are filled.	D	B	43 Networking is an effective method for finding employment.	B	D	
4 Mass-mailing your resume is not an effective way to contact employers.	C	D	24 You can often find unadvertised jobs by contacting employers directly.	C	A	44 Friends and family are often valuable sources for job leads.	C	A	
5 If a question on a job application does not apply to you, you should leave it blank.	D	B	25 You can complete an application in either pen or pencil.	A	B	45 When making first contact, it is better to email employers than to stop by or call them.	A	B	
6 You should list the kind of job you want on an application.	C	A	26 You should thoroughly look over an application before writing on it.	B	D	46 When contacting employers about job openings, you should prepare what you want to say in advance.	C	D	Section 2 2
7 You should write "see resume" on an application if there is not enough space for your answer.	A	B	27 When asked about salary requirements, it is best to write "open" or "negotiable" on an application.	C	A	47 When calling about a job, you should always ask to speak to human resources.	A	C	
8 Completing an application will almost always get you an interview.	D	C	28 A lie on an application can be a cause for dismissal if you get the job.	B	A	48 You should always ask to meet with an employer, even if no positions are currently available.	B	D	
9 It is best to mass-mail resumes to any employers who might have a job available.	D	B	29 Do not include part-time jobs on a resume, even if they apply directly to your objective.	D	C	49 Employers will ignore spelling and other errors on a resume if you have the right skills and experience.	A	B	
10 You don't need to change your resume to submit it electronically.	A	C	30 If you have not worked for a long time, it's best to leave an employment gap on your resume.	A	C	50 Cover letters are not always necessary when applying for jobs electronically.	C	D	
11 Personal information (age, weight, gender) does not belong on a resume.	B	D	31 A "functional" resume, which is organized by your skills, is best if you have gaps in employment.	B	D	51 The longer your resume, the more likely you are to get the job.	D	C	Section 3 3
12 Your resume should be general and apply to many different jobs.	A	B	32 You should always list three references at the bottom of your resume.	A	B	52 You should never list your salary requirements on your job application or resume.	B	A	
13 You should let the interviewer ask all the questions in a job interview.	D	C	33 An interview is an excellent opportunity for you to evaluate the employer and the job.	C	D	53 A portfolio is a valuable way to showcase your skills and experience.	C	D	
14 You should find out as much as you can about an organization before interviewing with them.	B	A	34 All interviews are just one-on-one conversations.	A	C	54 In an interview, you should not be afraid to speak negatively about former employers.	A	C	
15 Neatness and grooming are not important in an interview as long as you are well-qualified.	D	B	35 You should prepare a list of questions to ask the employer during an interview.	B	A	55 It is not necessary to cover tattoos and piercings for an interview.	D	B	
16 You should not discuss volunteer or other non-paid work experience in an interview.	A	C	36 When answering interview questions, you should always give specific examples.	C	D	56 In an interview, first impressions are not as important as your work experience.	D	C	Section 4 4
17 Emailing a thank-you note after an interview is unacceptable.	A	C	37 You should always send thank-you letters to all the people who interview you.	B	D	57 The only negotiable part of a job offer is your salary.	A	B	
18 You should ask for a written description of any job you've been offered.	B	D	38 After an interview, you should always wait for the employer to contact you first.	A	B	58 If you want a job and are offered it in an interview, you should accept it on the spot.	D	B	
19 If an interview goes well, you don't need to send a follow-up letter.	A	C	39 Follow-up letters give you another chance to convince employers that you are right for the job.	C	A	59 You can use the Internet to determine the salary range for a job you are interested in.	C	D	
20 You should wait several days after an interview before sending a thank-you note.	D	B	40 Only people who are applying for high-level jobs can negotiate salary and benefits.	D	C	60 Always ask for less money than you want so employers do not think you are taking a job just for the money.	D	C	

Step 3

Profile Your Results

Copy each section's total from Step 2 to the **Score** column in the chart on the right. Then put an **X** under the number that represents your score for each section.

When you are finished reviewing your results, move on to Step 4.

Section	Score	0	1	2	3	4	5	6	7	8	9	10	11	12
1 Identifying Job Leads														
2 Direct Application to Employers														
3 Resumes and Cover Letters														
4 Employment Interviews														
5 After the Interviews														

Scores from 9 to 12: You have a great deal of knowledge about this aspect of the job search.

Scores from 4 to 8: You have some knowledge about this aspect of the job search but could learn more.

Scores from 0 to 3: You have little knowledge about this aspect of the job search. You should improve your knowledge and skills in this area to make your job search more effective.



Step 4

Improve Your Job Search Knowledge

Review the sections below for additional information to improve your job search knowledge and skills. Start with sections you scored the lowest in. You will benefit most from information and training on these topics. The numbers in parentheses indicate the statements from Step 1 that address the topic in question. Note that **B** and **C** are the correct answers for all statements.

Section 1: Identifying Job Leads	Section 2: Direct Application to Employers	Section 3: Resumes and Cover Letters	Section 4: Employment Interviews	Section 5: After the Interviews
<p>Visible Job Market</p> <p>The visible job market includes openings that you know about because they have been officially posted and publicized. Although it appears easier to get such a job, this is often not the case. (1)</p> <p>Consider these other points about the visible job market:</p> <ul style="list-style-type: none"> • Although the Internet can be effective in finding employment, networking still remains the best way to find a job. (2) • The Internet is a valuable tool and provides access to millions of job listings. You should use job boards as part of your job search, but searching for jobs only online is not an effective strategy. (3) • Mass-mailing your resume is one of the least effective ways to find job openings. Most of the time, your resume won't even be looked at. (4) • If you ask about salary before applying for a job, you send the wrong message and may eliminate yourself from consideration. (21) • Posting your resume with online job banks probably won't hurt, but it's not the most effective strategy. You are better off conducting a targeted job search. (22) <p>Hidden Job Market</p> <p>The hidden job market includes openings most people are not aware of because they have not been announced. Most jobs get filled without being advertised. You can find these jobs by contacting employers directly or through networking. (23)</p> <p>Direct Contact</p> <p>About 30 percent of people get their jobs through direct contact with prospective employers, making it one of the most effective job search methods. Develop a well-planned presentation and use it to highlight your skills when you contact the hiring official. (24)</p> <p>To improve your chances of success with this method, you should also do the following:</p> <ul style="list-style-type: none"> • Use the Internet to research organizations of interest to determine if your skills fit their needs. You can also use the Internet to identify hiring officials in these organizations. (41) • Develop a social media presence by setting up a LinkedIn account and adding professional information to your Google+, Twitter, and Facebook profiles. Use social media to develop a network of people who can help you secure employment. (42) <p>Networking</p> <p>About 40 percent of people find their jobs through networking, which makes it the most effective method for finding employment. (43)</p> <p>Networking is the process of meeting and talking with people who can provide you with job leads. A network is made up of people you know and people you will soon meet. Start with friends, family, and people you know from school and work. (44)</p> <p>Additional Resources</p> <p>The following resources can help you learn how to more effectively identify job leads (published by JISTJ):</p> <ul style="list-style-type: none"> • <i>Getting the Job You Really Want</i> • <i>Quick Job Search Guide</i> • <i>Job Search Basics</i> • <i>The Complete Job Application</i> (DVD) 	<p>Employment Applications</p> <p>Organizations use applications to screen for qualified applicants. Therefore, you should fill out applications carefully and accurately. Follow these tips:</p> <ul style="list-style-type: none"> • If a question on an employment application does not apply to you, you should write "N/A" or "not applicable" in the blank. This lets the employer know you did not miss or skip the question. (5) • On applications, be as specific as possible about the type of job you want. Identify the job that best suits your interests and abilities. (6) • Answer all questions in the space provided. You should also attach a resume, but fill in the application as completely as possible in case the resume gets lost. (7) • Applications are commonly used to screen candidates. Although completing an application is often a requirement for employment, it is no guarantee that you will get an interview, so be sure to follow up. (8) • Complete all applications in pen, not pencil. Carry an erasable blunt pen with you for your job search. (25) • Thoroughly read all of the questions on an application before you answer them, and closely follow directions. Consider writing your answers on a scrap of paper beforehand. (26) • Write "open" or "negotiable" when asked about salary requirements. Salaries too high or too low might cost you an interview. (27) • It is never acceptable to lie on an application. If you do, you can be fired for it later. (28) <p>Telephone Contacts</p> <p>Using the phone, you can reach many employers, regardless of whether a job has been posted. Making direct contact by phone is often more effective than mailing resumes or filling out applications. Consider these tips when contacting employers:</p> <ul style="list-style-type: none"> • Although emails are an easy way to communicate with employers, they are too often ignored or deleted and get less attention than phone calls. (45) • Prepare and practice what you intend to say to employers on the phone. A written script will help you highlight your strengths and experience. (46) • Try to reach the hiring official for the job, rather than the human resources department. Make every effort to identify the official's name and title. (47) • An informational interview is a request to talk with a hiring official for information (not a job) about what they do. An informational interview is an excellent way to meet with an employer, even though no formal job exists. Remember to dress and act professionally to make a good impression so that employers will think of you when positions do become available. (48) <p>Additional Resources</p> <p>The following resources can help you learn how to more effectively contact employers (published by JISTJ):</p> <ul style="list-style-type: none"> • <i>Getting the Job You Really Want</i> • <i>Quick Job Search Guide</i> • <i>Job Search Basics</i> • <i>The Complete Job Application</i> (DVD) 	<p>Resumes and Cover Letters</p> <p>When creating and sending out your resume and cover letter, consider the following points:</p> <ul style="list-style-type: none"> • Mass-mailing your resume rarely works as a job search technique. Instead, research organizations and send your resume and cover letter to employers who may have jobs that match your skills. (9) • If you are submitting your resume electronically, you will need to adapt your paper resume to a simple format that can be scanned by computers. Electronic resumes differ in their appearance, but most of the content is the same. (10) • List your name, address (including zip code), phone number (including area code), and email address, but don't include any personal information that an employer might use to eliminate you from consideration. (11) • Always be sure to customize your resume to match each job you apply for. Be sure to show how you can meet that employer's specific needs. (12) • You should include all types of work experience (such as full-time work, volunteer work, part-time jobs, and internships) on your resume. Always emphasize the skills you developed that will transfer to the job you want. (29) • Try to avoid employment gaps on your resume. Think about some of the activities you were engaged in during this time, such as going to school, traveling, or raising a family. Use these activities as work experience. (30) • A functional resume is a better format for people with gaps in employment. It is organized by your key skills, rather than by your work history. It allows you to present your strengths and prevents you from revealing your weaknesses. (31) • Since references take up valuable space that can be used to describe your skills, do not list them on your resume. Instead, develop a list of three or four references on a separate sheet of paper that can be used in the interviewing stage of your job search. (32) • You should not have any grammatical errors, punctuation errors, or misspelled words on your resume. Spell-check your resume and ask someone to proofread it before handing it out. (49) • Always include a cover letter with any resume you mail. Cover letters give you a chance to tell employers what you have to offer and why you are right for the job. However, when applying for a job through a job search site, such as Monster or CareerBuilder, a cover letter is not always necessary. (50) • Resumes should be one or two pages long. The most critical information about your skills and abilities should always go at the beginning of your resume. Employers do not have time to review long resumes. (51) • Avoid listing salary requirements on a resume or cover letter. Salary requirements can remove you from consideration or be used to pay you less than you deserve. (52) <p>Additional Resources</p> <p>The following resources can help you learn how to write effective resumes and cover letters (published by JISTJ):</p> <ul style="list-style-type: none"> • <i>Resume Magic</i> • <i>Cover Letter Magic</i> • <i>Step-by-Step Resumes</i> 	<p>Before the Interview</p> <p>Consider the following tips for a successful interview:</p> <ul style="list-style-type: none"> • Prepare questions that you would like to ask the interviewer. These questions should cover information that you have not obtained from your research of the organization, such as "What are your expectations of employees?" "How often do you conduct performance reviews?" and "Where do you see this organization heading?" (13) • Learn about the employer's products and services, its growth, and its prospects. This information will help you answer questions during the interview. (14) • Good grooming is just as important as a solid work history. Because the first few seconds of the interview are critical in most hiring decisions, you need to look your best. The best guideline is to dress a step above what you would wear on the job. (15) <p>During the Interview</p> <ul style="list-style-type: none"> • Interview jobs are a great source of employment skills. Be prepared to discuss skills you have acquired through hobbies, free-time activities, and volunteer work. (16) • Interviews provide an opportunity for you to evaluate the job and organization. By asking good questions, you can determine whether you want to work for the employer. (33) • There are many types of interview situations, including the preliminary screening by the human resources department and group interviews by several people in the organization. Be prepared for anything. (34) • You will need to develop a list of questions to ask the interviewer. These questions should address information you have not been able to find by researching the organization. (35) • Use proof by example to show your skills and emphasize your strong points. Give numbers whenever possible. (36) • Portfolios, whether in a paper or electronic format, are a record of your work experiences, skills, accomplishments, strengths, and honors. They can be used to support your experiences in an employment interview. (53) • Avoid speaking badly about employers, which suggests that you have a negative attitude and tend to blame others. (54) • When interviewing, employers are looking for employees who are professional. Most often, the first impression you make in an interview is based on your appearance. For the interview, you should remove any piercings and do your best to cover up any tattoos. (55) • Interviewers form an impression of the interviewee during the first few minutes of the interview. You need to be courteous and professional and work to develop rapport with the interviewer. (56) <p>Additional Resources</p> <p>The following resources can help you learn how to interview successfully (published by JISTJ):</p> <ul style="list-style-type: none"> • <i>Next-Day Job Interview</i> • <i>Getting the Job You Really Want</i> • <i>Quick Job Interview Guide</i> 	<p>After the Interview</p> <p>Consider these tips when following up:</p> <ul style="list-style-type: none"> • Consider sending a short thank-you note by email immediately after the interview and a longer follow-up letter by mail. (17) • Always ask for a detailed job description for any job that you have been offered and are considering. (18) • Always send a follow-up letter or email, regardless of how the interview went or whether you are interested in the position. You may get called back if other jobs become available. (19) • Be sure to send thank-you notes within 24 hours after an interview. In your follow-up correspondence, you should express appreciation for the interviewer's time, restate your interest in the job, and further develop your relationship with the interviewer. This is also an opportunity to add any additional information about your qualifications that you didn't mention or highlight in the interview. (20) • Always send a thank-you letter or email to everyone you interviewed you. Make sure to write down their names and titles. (37) • Be very active in pursuing a job after the interview. Be prepared to provide whatever information the employer requests. If the employer hasn't contacted you after a few days, call to restate your interest. (38) • Use follow-up letters, emails and thank-you notes to reemphasize your skills and experience. (39) <p>Assessing Job Offers</p> <ul style="list-style-type: none"> • A common misconception is that only executives can negotiate for their salaries and other benefits. Everyone has the opportunity to negotiate salary. The secret is to be assertive, yet not demanding. (40) • You can and should negotiate both salary and benefits with the hiring official. Some other negotiable items include retirement plans, vacation time, profit sharing, and flexible hours. (57) • You should always take time to examine a job offer carefully. Consider the company, your coworkers, the salary, your supervisor, and the benefits. Be sure to discuss any offers with friends or family members who will be impacted. (58) • Review industry standards for wages to determine the salary range for the position you're considering. You can research this information online at www.salary.com or by using career references such as the <i>Occupational Outlook Handbook</i>. (59) • When negotiating your salary, talk in terms of a wide salary pay range—do not aim too high or too low. Your research about the company should help you identify the range for the job. (60) <p>Additional Resources</p> <p>The following resources can help you learn how to more effectively follow up after an interview (published by JISTJ):</p> <ul style="list-style-type: none"> • <i>Getting the Job You Really Want</i> • <i>Quick Interview and Salary Negotiation Video</i> (DVD) • <i>Occupational Outlook Handbook</i>

Step 5

Create a Job Search Plan

Improving your job search knowledge is only the first step. Once you know *how* to find a job effectively, the next step is to act on that knowledge. The following worksheet can help you plan what actions to take by defining your job search goals.

In the first column, develop some long-term goals that you would like to accomplish within the next year. In the second column, develop some short-term goals that will help you accomplish your long-term goals. These are things you can do within the next month or two. Include a deadline for each goal.

My Job Search Goals

Part of the Job Search	Long-Term Job Search Goals	Short-Term Job Search Goals
1 Identifying Job Leads		
2 Direct Application to Employers		
3 Resumes and Cover Letters		
4 Employment Interviews		
5 After the Interviews		

JOB SEARCH ATTITUDE INVENTORY™

JSAI

Fifth Edition

John J. Liptak, Ed.D.

Name _____
Date _____ Age _____ Gender _____

ABOUT THE *JSAI*

Your attitude when looking for work is the most important factor in finding employment. The *JSAI* helps you to identify the attitudes you hold about the job search process. Based on your results, the *JSAI* also recommends strategies and exercises to improve your job search success.

The *JSAI* is not a test, and there are no right or wrong answers. Just follow the directions for each step and take your time. When you are ready, open the booklet and begin with Step 1.

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A free administrator's guide is available at <http://jist.emcp.com/resource-center/instructors-guides-assessments>.



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Complete the Inventory

There are 40 statements below. Read each one carefully, and then circle one (and only one) of the numbers to the right of each statement:

- Circle the number in the column **Strongly Agree** if you strongly believe the statement is true most of the time.
- Circle the number in the column **Agree** if you believe the statement or feel it is true some of the time.
- Circle the number in the column **Disagree** if you do not believe the statement or feel it is not true some of the time.
- Circle the number in the column **Strongly Disagree** if you strongly believe the statement is not true most of the time.

Look at the example below to see how this is done. The person completing the inventory agreed with the statement, so she or he circled the number 2 under **Agree**.

Respond to each of the items before moving on to Step 2.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. People who find jobs often do so by luck.	1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. People who find jobs often do so by luck.	1	2	3	4
2. It is not very productive to plan for the future.	1	2	3	4
3. People make their own opportunities in the job market.	4	3	2	1
4. Planning an organized job search is often a waste of time.	1	2	3	4
5. Finding a job is ultimately something I have to do on my own.	4	3	2	1
6. It is important to learn about new job search skills.	4	3	2	1
7. I would prefer to take time off before looking for a new job.	1	2	3	4
8. Job search skills are life skills that can be used over and over.	4	3	2	1
9. Developing a network of contacts is critical to finding employment.	4	3	2	1
10. People looking for employment should not be afraid of rejection.	4	3	2	1
11. There is very little I can do to make myself more employable.	1	2	3	4
12. I don't need to look for a job if an agency is helping me.	1	2	3	4
13. Most problems will work themselves out if you let them.	1	2	3	4
14. There are many jobs available for someone with my skills and experience.	4	3	2	1
15. I often put off things that need to be done in my job search.	1	2	3	4
16. I often lack the energy to search for a job.	1	2	3	4
17. When things go wrong, I remain hopeful.	4	3	2	1
18. I have trouble controlling my negative emotions.	1	2	3	4
19. I view unemployment as an opportunity rather than a setback.	4	3	2	1
20. I often feel like I will never find a job.	1	2	3	4



Score Your Responses

The items on the *JSAI* are grouped into five color-coded sections or scales so you can easily determine your attitudes about searching for a job. For each of the sections in Step 1, add up the scores you circled and put that number on the corresponding scale below. For each scale, you will get a score ranging from 8 to 32.

When you are finished scoring your responses, move on to Step 3.

	Strongly Agree	Agree	Disagree	Strongly Disagree	
21. Getting a job depends on being in the right place at the right time.	1	2	3	4	Luck vs. Planning This scale shows how much you emphasize planning a job search rather than relying on luck. Score _____
22. Where a person lives is the most important factor in finding a job.	1	2	3	4	
23. Because the workplace is changing, it is hard to plan a job search.	1	2	3	4	
24. Only the luckiest people find the jobs they desire most.	1	2	3	4	
25. I am very interested in learning all I can about searching for a job.	4	3	2	1	Uninvolved vs. Involved This scale shows how much you are involved in your search for a job. Score _____
26. Training in job search techniques often doesn't help.	1	2	3	4	
27. Finding a job is a skill that can be learned.	4	3	2	1	Help from Others vs. Self-Help This scale shows how much you depend on other people and agencies to find a job for you. Score _____
28. Computers and the Internet do most of the work of finding a job for you.	1	2	3	4	
29. Community agencies are available to assist me, not to find a job for me.	4	3	2	1	
30. I am confident I can find a job.	4	3	2	1	
31. You can depend on professional experts to get a job for you.	1	2	3	4	Passive vs. Active This scale shows how much control you have in your job search. Score _____
32. I will ask for assistance, but I am determined to find a job on my own.	4	3	2	1	
33. I will get better results concentrating on jobs that have not been advertised.	4	3	2	1	Pessimistic vs. Optimistic This scale shows how positive you are about your job search and your future. Score _____
34. When looking for a job, people are often at the mercy of potential employers.	1	2	3	4	
35. I actively seek out people who will support me when I am looking for work.	4	3	2	1	
36. Job search problems are often due to circumstances beyond my control.	1	2	3	4	
37. I stay positive most of the time.	4	3	2	1	
38. Because I have failed in the past, I will most likely fail again.	1	2	3	4	
39. I know that better career opportunities await me.	4	3	2	1	
40. I get frustrated easily when looking for a job.	1	2	3	4	



Interpret Your Scores

Notice the five rows on the profile below with numbers from 8 to 32. Transfer your score for the first scale to the corresponding line by circling that number. Do this for all five scales. Then take some time to review your scores:

- **Scores from 8 through 16 are "Low"** and indicate that you are "other-directed" in your attitude about the job search. You are not actively engaged in the job search process and might not be hopeful about the future. You tend to believe that getting a job has more to do with luck than with planning and might rely on others to find a job for you.
- **Scores from 17 through 23 are "Average"** and indicate that your attitude is similar to that of most people who take the *JSAI*. You could still be more self-directed and thus more effective in your job search.
- **Scores from 24 through 32 are "High"** and indicate that you tend to be "self-directed" in your attitude about looking for a job. You are more actively engaged in the job search process and are willing to learn new job search techniques. You plan for the future and are hopeful about your job prospects.

When you are finished reviewing your profile, turn to Step 4 on the back.

Other-Directed	LOW	AVERAGE	HIGH	Self-Directed
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32				
<ul style="list-style-type: none"> • Believes finding a job is based on luck • Believes that no good jobs are available • Sets unrealistic job goals or none at all 				<ul style="list-style-type: none"> • Feels that planning a good job search is important • Creates own opportunities in job market • Sets realistic job search goals
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32				
<ul style="list-style-type: none"> • Assumes a job will come along eventually • Resists learning new job search skills • Not willing to work hard to find a new job 				<ul style="list-style-type: none"> • Knows about job search options • Willing to learn about more-effective job search methods • Willing to spend the time and effort needed to find a job
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32				
<ul style="list-style-type: none"> • Unwilling to conduct own job search • Not interested in own career development • Relies on experts and agencies to find a job 				<ul style="list-style-type: none"> • Determined to find a job through own efforts • Highly interested in own career development • Accepts but doesn't rely on experts' assistance
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32				
<ul style="list-style-type: none"> • Waits until job openings are posted to apply • Believes that "something will open up eventually" • Refuses to consider other career options 				<ul style="list-style-type: none"> • Willing to look for jobs that are not advertised • Actively expands network of possible job contacts • Willing to consider all career possibilities
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32				
<ul style="list-style-type: none"> • Gets frustrated easily when looking for a job • Sees the job search as a problem that will persist and maybe cannot even be solved at all • Feels hopeless and depressed about the future 				<ul style="list-style-type: none"> • Remains positive throughout the job search • Sees obstacles and setbacks as opportunities • Is able and willing to solve problems and accomplish career and life goals

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Improving Your Job Search Attitude

Being "self-directed" means that you take responsibility for your own actions. For example, self-directed job seekers accept help, but they also actively look for ways to help themselves. Self-directed job seekers are likely to be more active in looking for job openings and will often find jobs in less time.

If you scored in the average or low range for any of the scales on the JSAT, you should consider how your attitude may be keeping you from finding employment. A more self-directed attitude can help you take responsibility for your career and get better results in your job search. Following are some suggestions and activities that will help to improve your job search attitude.

Luck vs. Planning	
<ul style="list-style-type: none"> • Don't focus on the past or blame others for your situation. Learn organized ways to find a job to reduce your frustration. Who do you blame for your current situation? • Break your current job search into simple steps with realistic, measurable, and attainable goals. List three short-term goals for a more effective job search and deadlines for achieving them. 	<ul style="list-style-type: none"> • Focus on your dreams of employment success. List three long-term employment goals and what you can do to achieve them. • Remember that luck may play a role in some of the opportunities that come your way, but seizing those opportunities is your responsibility. What opportunities do you have that you can seize?
Uninvolved vs. Involved	
<ul style="list-style-type: none"> • Learn job search methods from the Internet, books, training programs, career counselors, and agencies. List three resources you are using or would like to begin using. • Master job-seeking skills such as finding job openings, writing resumes, and completing applications. Identify people you know who can help you to better master these skills and ask for their assistance. • Approach your job search like a full-time job. Spend time and energy wisely; don't just wait for things to happen. Develop a plan for how you will spend 30 to 40 hours each week looking for employment, and follow through with it. 	<ul style="list-style-type: none"> • Use computers and technology wisely to enhance your job search. Search online job boards and post your resume online, but realize that you cannot rely on computers and the Internet to find a job for you. You must also continue to network and apply directly with employers. List three websites you can use to enhance your job search. • Don't compare yourself to others. Consider your own interests and activities in which you've had success. By using these talents, you can take ownership of your work life. What are your specific talents?
Help from Others vs. Self-Help	
<ul style="list-style-type: none"> • Remember, finding a job is up to you. List three things (such as updating your resume, networking, developing a portfolio, preparing for interviews, and so on) you will start doing today to be a more effective job seeker. • No one can get a job for you, but others can help you along the way. Seek out people who will encourage your job search by providing practical and emotional support. Write down the names of three people who will support you in your job search efforts. 	<ul style="list-style-type: none"> • Don't be afraid to fail. From those failures, learn how to take the right actions next time. Think about the last three times you failed to get a job. What did you learn from each of those experiences? • Be confident that you can find employment. List five businesses that could use help from someone with your skills and abilities. Identify the hiring officials and write letters of inquiry to each asking for an informational interview.
Passive vs. Active	
<ul style="list-style-type: none"> • Identify several national or state Career Information Delivery Systems (CIDSs). How can these CIDSs help you find a job? • Investigate both the visible and hidden job markets. Visible job openings are publicized through ads, company websites, and other Internet resources. List the visible job search methods you are currently using and add to that list. 	<ul style="list-style-type: none"> • Hidden (unannounced) job vacancies are found through networking (systematically meeting people who may be able to provide job information). List the people in your network. How can you start to network more effectively? • Don't procrastinate. Getting the job you want takes self-discipline, hard work, and self-motivation. What can you do today that will help you find a job?
Pessimistic vs. Optimistic	
<ul style="list-style-type: none"> • Reframe your current situation as an opportunity. If you are unemployed, think about all of your options: You could go back to school, start a home-based business, or set and follow new career goals. How can you apply your skills and experience to a new line of work? • Engage in activities that are fun and make you feel good about yourself, such as hobbies, sports, or community activities. List three such activities now. 	<ul style="list-style-type: none"> • Forget past failures and focus on your successes. You'll gain confidence to try more things. List three things you have done well or small victories you feel you have won in your job search. • Think positively. Positive thoughts lead to positive behaviors and actions. What are some of the positive thoughts that might lift your spirits during this situation?

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JSSS

Job Survival and Success Scale

Second Edition

John J. Liptak, Ed.D.

About You

Name _____

Date _____

Gender _____

Age _____

About the JSSS

Job survival and success skills are critical in today's workplace. You need to know what is required to not only keep your job, but to get ahead in your career. Knowing your strongest and weakest skills can help you to improve them, which will lead to increased job success.

The *Job Survival and Success Scale (JSSS)* is designed to help you identify your most effective and least effective job survival and success skills, also known as soft skills. The *JSSS* is arranged in steps. Follow the directions for each step before going to the next one. This is not a test. There are no right or wrong answers, so do not spend too much time thinking about your responses. Be sure to respond to every statement.

To use the *JSSS*, open it up and begin with Step 1.

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STEP 1

Complete the JSSS

Read each statement and decide how much it describes you. Then circle the corresponding number next to the statement. In the following example, the circled 3 indicates that the statement was somewhat like the person completing the assessment:

Example

On the job, I would/I do...

	A Lot Like Me	Somewhat Like Me	A Little Like Me	Not Like Me
1. Follow the dress code	4	3	2	1

Now respond to the statements before moving to Step 2.

STEP 2

Total Your Scores

The JSSS is designed to measure your ability to survive and thrive on a new job. The items in the scales are grouped so that you may explore how your attitudes are related to potential job success.

The JSSS is divided into five color-coded sections, each with twelve statements. Add up the scores you circled for each of the sections in Step 1. Put each total in the box marked **Total** at the right of the section. For each section, you will get a score ranging from 12 to 48.

When you have finished totaling your scores, proceed to Step 3.

On the job, I would/I do...

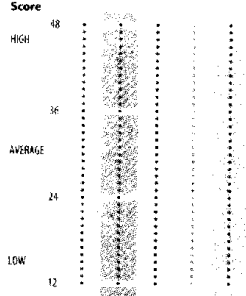
	A Lot Like Me	Somewhat Like Me	A Little Like Me	Not Like Me
1. Follow the dress code	4	3	2	1
2. Avoid working as part of a team	1	2	3	4
3. Let my employer know in advance if I need to miss work	4	3	2	1
4. Plan ahead for emergencies at home that will affect my work	4	3	2	1
5. Keep track of appointments and meetings	4	3	2	1
6. Not worry about personal grooming as long as I do the job well	1	2	3	4
7. Ask my supervisor what I need to do to be promoted	4	3	2	1
8. Feel that reading employee handbooks and manuals is a waste of time	1	2	3	4
9. Ask my supervisor how I could be more valuable to the organization	4	3	2	1
10. Avoid taking responsibility for my failures or mistakes	1	2	3	4
11. Accept both compliments and criticism from my supervisor	4	3	2	1
12. Find it difficult to accept authority and supervision from my boss	1	2	3	4
13. Have limited interest in the jobs performed by my coworkers	1	2	3	4
14. Get involved in disputes between coworkers	1	2	3	4
15. Find it hard to ask for help and advice when I need it	1	2	3	4
16. Gossip about my coworkers, but not my supervisor	1	2	3	4
17. Make every effort to get to know my coworkers	4	3	2	1
18. Share credit when it is deserved	4	3	2	1
19. Make personal phone calls from work	1	2	3	4
20. Use e-mail and the Internet for personal use	1	2	3	4
21. Treat coworkers differently because of their age, race, or gender	1	2	3	4
22. Take home small, inexpensive goods or supplies for personal use	1	2	3	4
23. Misrepresent my skills, experience, or training to get a raise	1	2	3	4
24. Not use alcohol or drugs on the job	4	3	2	1
25. Work late only if I am compensated for it	1	2	3	4
26. Rarely volunteer for difficult projects	1	2	3	4
27. Create new and innovative solutions to old problems	4	3	2	1
28. Express my ideas even if they are different from those of my supervisor	4	3	2	1
29. Request special assignments that can help to develop my skills	4	3	2	1
30. Make my accomplishments known to my supervisor	4	3	2	1

On the job, I would/I do...	A lot Like Me	Somewhat Like Me	A Little Like Me	Not Like Me	
31. Only take sick days if I am actually sick	4	3	2	1	Section 1 TOTAL <input type="text"/>
32. Ensure that I have reliable transportation	4	3	2	1	
33. Simply quit if I don't like my job or the work is too hard	1	2	3	4	
34. Take work home to meet a deadline	4	3	2	1	
35. Arrive a little early and leave a little late each day	4	3	2	1	
36. Keep my supervisor informed of my work	4	3	2	1	
37. Learn skills outside of my specific job duties	4	3	2	1	Section 2 TOTAL <input type="text"/>
38. Ask my boss for additional training	4	3	2	1	
39. Follow instructions and procedures carefully	4	3	2	1	
40. Let others make most of the decisions	1	2	3	4	
41. Have difficulty finishing what I start	1	2	3	4	
42. Plan my time off (vacations, appointments, etc.) with my supervisor	4	3	2	1	
43. Find it difficult to listen to others without interrupting	1	2	3	4	Section 3 TOTAL <input type="text"/>
44. Try to assist my coworkers when I can	4	3	2	1	
45. Keep customers happy at all costs	4	3	2	1	
46. Value diversity among my coworkers	4	3	2	1	
47. Ignore the ideas and opinions of my coworkers	1	2	3	4	
48. Approach romances with coworkers cautiously	4	3	2	1	
49. Ask a coworker to lie for me	1	2	3	4	Section 4 TOTAL <input type="text"/>
50. Do something illegal if my supervisor orders me to	1	2	3	4	
51. Not use work time for personal business	4	3	2	1	
52. Take longer breaks if my work is caught up	1	2	3	4	
53. Know all of the company's policies regarding ethical behavior	4	3	2	1	
54. Offer discounts or free materials and services to friends and family	1	2	3	4	
55. Implement suggestions made by my supervisor	4	3	2	1	Section 5 TOTAL <input type="text"/>
56. Not appreciate being evaluated by my supervisor	1	2	3	4	
57. Keep a portfolio of my accomplishments	4	3	2	1	
58. Keep a written plan of what I would like to accomplish in my career	4	3	2	1	
59. Ask my supervisor what I need to do to get promoted	4	3	2	1	
60. Avoid taking a leadership role	1	2	3	4	

STEP 3

Profile Your Scores

Chart your scores by placing an X along each line.



- 1 Dependability
- 2 Responsibility
- 3 Human Relations
- 4 Ethical Behavior
- 5 Getting Ahead

Scores from 12 to 23 are **LOW** and indicate that you need to do more to survive and succeed on the job.

Scores from 24 to 36 are **AVERAGE** and indicate that you are probably doing enough to keep a job, but need to be more proactive and do more to succeed on the job.

Scores from 37 to 48 are **HIGH** and indicate that you are proactive and do what is necessary to both survive and succeed on the job.

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STEP 4

Identify Job Survival and Success Skills

Following are suggestions for improving your job survival and success skills for each of the five scales. Start with the scales on which you scored in the average or low ranges. These are the areas in which you need the most assistance. Mark any of the suggestions that you feel you are not doing or need to work on. Then do the same for the scales on which you scored in the high range. When you have finished reviewing the suggestions, proceed to Step 5.

**Section 1: Dependability
Others at work can count on you to do a good job and be professional**

- The impressions that you make at work are important. Always dress for success—but also follow the dress code.
- Personal grooming is critical to career success. Bathe or shower regularly, trim your hair and nails, and use cologne or perfume sparingly.
- Control any unusual mannerisms or bad habits that you may have, such as smoking or cursing.
- Develop a work lifestyle that includes getting plenty of sleep, exercising, and eating nutritiously.
- Come in early and stay late.
- Prepare in advance for transportation problems. Be sure your transportation is reliable.
- If you have children, be sure that you have dependable child care and emergency care.
- Use a calendar or an electronic device to keep track of assignments, meetings, and appointments.
- Your supervisor expects you to get there on time. Call if you are going to be late.
- Don't come to work if you are ill, but always be sure to call your supervisor as soon as possible if you can't make it to work.
- Meet your deadlines. Get your work done on schedule, and let your supervisor know if you are having problems.

**Section 2: Responsibility
Initiative, accountability, and follow-through at work**

- Remember that you are responsible for your own success. Get as much training as you can.
- Be sure you know what your work tasks are, how to perform them, and how you will be evaluated.
- Be a good problem solver. Try to find ways to improve the products and processes you are involved with.
- Maintain a positive self-image. Believe in yourself and take pride in your work.
- Follow directions carefully. If you have questions about a task, be sure to ask before starting.
- Do not fight with your supervisor. Keep things from your supervisor, or blame your supervisor if something goes wrong.
- Communicate with your supervisor. Report problems as well as positive results.
- Be cooperative and flexible. Be willing to complete tasks outside of your job description.
- Take responsibility for your mistakes.

**Section 3: Human Relations
Effective communication and teamwork skills on the job**

- Teamwork is important in most jobs. Get to know your coworkers and make the most of their strengths.
- Learn to accept and value differences and diversity in your coworkers.
- Be assertive, but avoid conflicts. Work cooperatively with your supervisor and coworkers to solve conflicts that can't be avoided.
- Be honest and direct. Let coworkers know when they do something that bothers you.
- Be positive and supportive. Listen to your coworkers' ideas. Ask for help when you need it, and share credit with coworkers when it is deserved.
- Be aware of and avoid workplace problems such as sexual and racial harassment and dating conflicts.
- Do whatever you can to make your customers happy. Customer service skills are critical in today's workplace.
- Be an active listener. Try to understand your customers', supervisor's, and coworkers' concerns.

**Section 4: Ethical Behavior
Being honest and doing the right thing at work**

- Follow organizational policies regarding telephone, computer, e-mail, and internet use.
- Avoid employee theft. Never take office supplies, use office equipment for personal needs, make unauthorized long-distance phone calls, or illegally copy software.
- Do not drink alcohol or abuse other substances at work, even on breaks.
- Never take extra time on breaks or lunches unless you are engaged in company business.
- Read the organization's policies and procedures and use good judgment.
- Develop your own guidelines for making ethical decisions. Be sure everything you are involved in is legal and does not hurt yourself or others.
- When making ethical decisions, be aware of when you use words such as fair, right, and true.

**Section 5: Getting Ahead
Commitment to improve on the job and in your career**

- Talk with your supervisor about what you need to do to be promoted and how you can improve your skills.
- Learn new skills and ways to transfer your skills between jobs. Volunteer for challenging projects that will help you to develop your skills.
- Become a lifelong learner. Go back to school and take courses to improve your skills and knowledge and expand your career opportunities.
- Keep track of openings within the organization or create your own job by learning a special skill or solving a particular problem.
- Develop a reputation as a responsible and dependable employee.
- Set long-range (5–10 years) and short-range (3–6 months) career goals.
- Find a mentor who can support you as you work to achieve your career goals.
- Develop a portfolio of your accomplishments, including your resume, references, licenses, and diplomas.

STEP 5

Create a Success Plan

In the spaces below, list ways that you can become a more successful employee. Consider any of the suggestions that you checked in Step 4 or list your own ideas. Concentrate on those areas in which you scored in the low or average ranges. Divide these suggestions into immediate, short-term, and long-term goals.

**Ways I Can Be More Successful
Starting tomorrow**

In the short-term (3–6 months)

In the long-term (5–10 months)

Resources to Help Me

- For help with job survival and success, consider these print and Web-based resources:
- Job Savvy: How to Be a Success at Work
 - Job Survival: How to Adjust to the Workplace and Keep Your Job
 - Pocket Book of Job Survival and Success Tips
 - <http://careerplanning.about.com/od/workplacesurvival/>
 - www.careerknowhow.com/index.htm
 - <http://careeradvice.monster.com/>

Appendix: E



Office of Research Compliance
Institutional Review Board

September 14, 2017

MEMORANDUM

TO: Tris Middleton
Brent T. Williams

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 17-08-049

Protocol Title: *The Effectiveness of the Three-Module Job Training Intervention on Job Search Knowledge, Job Search Attitude Knowledge, and Job Survival/Maintenance Knowledge*

Review Type: EXEMPT

Approval Date: 09/14/2017

Your protocol has been approved by the IRB. We will no longer be requiring continuing reviews for exempt protocols.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.