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# The job search program as a method for obtaining employment for CETA eligible clients : demonstration, evaluation, and training of trainers.

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THE JOB SEARCH PROGRAM AS A METHOD  
FOR OBTAINING EMPLOYMENT FOR CETA ELIGIBLE CLIENTS:  
DEMONSTRATION, EVALUATION, AND TRAINING OF TRAINERS

A Dissertation Presented

By

ROBERT PHILIP WINFIELD

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1982

Education

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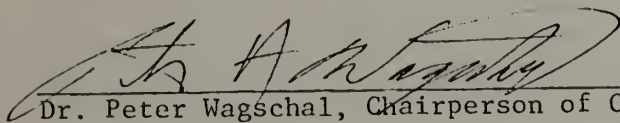
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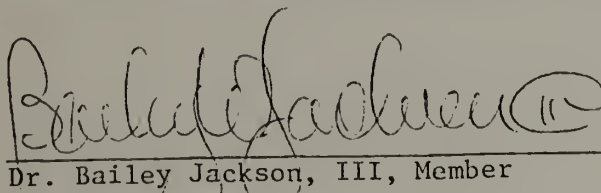
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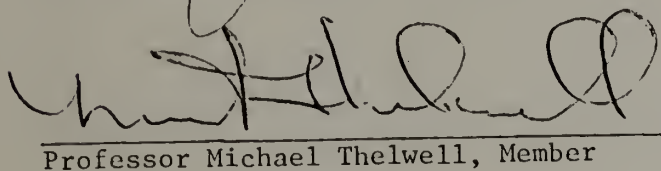
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ABSTRACT

The Job Search Program as a Method  
for Obtaining Employment for CETA Eligible Clients:  
Demonstration, Evaluation, and Training of Trainers  
(May 1982)

Robert Winfield, B.A., M.Ed., Ed.D., University of Massachusetts

Directed by: Professor Peter Wagschal

The question of career choice is a complicated area with which job seekers require definite help. A more serious and encompassing question is how one copes with the job market in American society today. A major reason for this training need is merely because these job applicants lack the experience and training required to secure gainful employment. Getting a job requires learned skills.

The purpose of this dissertation is to examine and identify techniques in the skills and abilities required to "get a job" in the recession years of our time. Only a small fraction of the millions of unemployed Americans each year receive the expert help and guidance they desperately need in order to find the best job in the shortest time.

This thesis analyses a practical, cost effective program which provides applicants with the expert job - finding help previously mentioned. Studies have been conducted that indicate that a comprehensive program to help job seekers could reduce unemployment rates as much as fifty percent during normal times.



This study analyses in a controlled setting, the effectiveness and feasibility of the Job Search Program as an operational model for manpower programs. It offers the cost per placement of the program, provides a model for the training of trainers, and conducts a comparison study between two different groups of CETA clients.

This research study describes a program successful in placing CETA clients into unsubsidized employment. The instructional content of the program is described as well as program activities, goals and objectives, and overall cost.

The major findings of this study reveal that for CETA clients, age, sex, race, and educational background are not factors in gaining employment. It was also found that through this program over 70% of the enrolled clients found employment.

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## C H A P T E R I

### Introduction

Job finding is a skill which can be learned, more specifically, the job finding process involves a complex sequence of skills which utilize social factors, motivational factors, informational factors and skill factors. Job seeking can be viewed as a learning experience.

Recently a number of programs throughout the United States have been implemented to try to equip the unemployed with the tools necessary to find employment quickly and efficiently. These programs have received little publicity; some program operators are only vaguely aware of similar programs elsewhere. Although quite new, these efforts have demonstrated a high degree of success in aiding individuals, many of whom have been unemployed for some time, to obtain employment within a period of weeks. The training involved is relatively inexpensive and appears to be very effective for a wide variety of individuals; that is age, sex, educational level, race, and other similar variables do not seem to be a factor for those using these methods.

The results of these programs have significant public policy implications. Presently, federal regulations and formulas provide substantial disincentives that deter agencies dealing with the unemployed from providing training in job finding skills.

The need for such training is paramount. In a survey conducted by Douglas C. Marshall, Legal Counsel for the Association of Washington Business, several dozen employers reported:

The need for counseling services was frequently mentioned; apparently many applicants do not know how to present themselves physically, nor how to handle an employment interview. I am not being facetious in reporting that some applicants need to be advised to shave before an interview. They need counseling in the art of finding a job.<sup>1</sup>

This view is mirrored in the experience of Miriam Johnson, who for several years ran workshops in the rather depressed section of western San Francisco. She says:

In a recent survey of six San Francisco hospitals, personnel representatives were asked to discuss their reactions to applicants referred by outreach offices. The report reads like a script entitled "Why Workshops are Necessary". The most repetitive comments made by five of the hospitals completely validate the pertinency of this section: poor work application, poor interviewing behavior, unexplained gaps in time, no references from other employers, poor appearance, etc. The report pointed out that absence of skills to perform the job was not the <sup>2</sup> primary problem, but rather the absence of skills as a job seeker.

It cannot be assumed that absence of job skills is confined to relatively uneducated individuals seeking low paying jobs. Career Management International and Haldane Associates are two nation wide agencies providing this kind of service for a general fee of about two thousand dollars.

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<sup>1</sup> Operation of the U.S. Employment Service, Hearing before the House Manpower and Housing Subcommittee of the Committee on Government Operations (Washington, D.C.: U.S. Government Printing Office, 1976): p. 129.

<sup>2</sup> Miriam Johnson, "The Workshop, A Program of the S.F. Adult Project of the California State Employment Service", Unpublished paper (San Francisco: Adult Opportunity Center, 1967): p. 48.

Martin Tobin, Executive Director of the Seattle Volunteer Employment Service Team for Professionals said:

Now the length of time, according to the Department of Labor statistics, that a professional can expect to be unemployed is 15 weeks. Through the techniques that we developed and are teaching, we have cut that time down to 8 weeks as an average.<sup>3</sup>

The potential impact of these programs is significant particularly during this time of high inflation. Each day spent employed is one day less drawing on the federal welfare or unemployment insurance expenditures, and one more day spent paying federal or state taxes. Because job search instruction can be given in a relatively short time period and at a low cost, these potential benefits are attractive compared to alternative solutions to unemployment.

Richard Lathrop, author of Who's Hiring Who, estimates that providing public service employment to produce a similar reduction in the unemployment rate (7.0% to 6.3%) would cost in the order of 25 billion dollars.<sup>4</sup>

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<sup>3</sup> Martin Tobin, Executive Director of the Seattle Volunteer Employment Service Team for Professionals.

<sup>4</sup> Richard Lathrop, Who's Hiring Who, (Ten Speed Press, 900 Modoc, Berkeley, California, 94707) p. 2.

Background of Study

Gainful employment is the single most reliable means for obtaining the fundamental benefits, privileges, and satisfactions available in our society.<sup>5</sup> Economic security, recreational and educational opportunities, social status, family perogatives, and medical benefits are some of the many advantages that accrue to satisfactory employment. Conversely, joblessness is associated with, and may be causally related to, such problems as crime (Wilson, 1970), mental illness (Hollingshead and Redlich, 1958), alcoholism (Johnson, 1964), racial discrimination (Hildebrand, 1966), medical neglect (Bakke, 1960), and eviction and family desertion (Wickendon, 1965). General recognition of the vital importance of employment to the individual is evidenced by numerous pamphlets, books, and manuals available to assist the job seeker.

The job-getting methods commonly suggested in these materials are to look at Help Wanted advertisements, to apply to company personnel offices, to dress and speak properly during interviews, to obtain job related training, to place Situation Wanted advertisements, to learn how to fill out employment forms, to ask friends about openings, and to register with employment agencies. (Dresse, 1970; Irish, 1978; Taylor, 1975; and Noer, 1975.

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<sup>5</sup> Richard Lathrop, The Job Market (Washington, D.C. National Center for the Job Market Studies, 1978) p. 5.



### Specific Problem

It is surprising that the great importance and apparent concern with job finding is paralleled by an absence of experimental evidence regarding the comparative effectiveness of any of these procedures. Therefore, from the point of view of the unemployed, a systematic and experimentally based technology of job-getting is not available. The employment process continues to be viewed, intuitively as a straight forward matching of the work requirements of employers with the job qualifications of available applicants.

In an initial attempt to determine the critical factors involved in job-finding, a survey study was conducted (Jones and Azrin, 1973) asking job holders about the circumstances that were responsible for their learning about the availability of the position in which they were employed. This study revealed several surprising results. Personal contacts were found to be the single, most important source of successful job lead information. These leads were usually obtained from friends or relatives. A previous study by Shepard and Belitsky (1966) and a subsequent study by Granovetter (1974) also found this relation. Further, these friends or relatives did more than simply provide the leads; a majority of them also intervened actively in the actual hiring process.

### Conceptualization Of The Job Search Program Approach

The general strategy formulated in developing a new job-finding program was based on this relationship of the importance of personal factors as well as on the learning therapy model (Ullmann and Krasner, 1969; Bandura, 1969; and Skinner, 1953). Job seeking is viewed as a learning experience. The strategy was to create an intensive and structured learning situation in which the factors known to facilitate learning were maximized and to continue this learning process until success had been achieved; namely, a job.

Recent legislation has created a provision for an intensive job seeking requirement as part of the CETA program and is identified as the Job Search Program. This program method seems ideally suited to the requirements of the Employment and Training Division of CETA for the following reasons. It is virtually the only method of job counseling that has been demonstrated to be more effective in obtaining employment in a controlled comparison study. It has a high record of job placement; over 75%. It emphasizes motivational factors which seem paramount with CETA clients. It instructs clients as a group, thereby providing economy of counseling. The program is individualized to the extent that it provides supervised instruction as deemed appropriate to clients who have serious difficulties in obtaining employment. It has been successful with clients very similar to those served by CETA programs and other populations which have far more serious job finding limitations.

As an intensive, daily, instructional procedure, the Job Search Program is distinctive in being a low cost, effective program for CETA participants.

Begun early in 1976, the Cambridge Office of Manpower Affairs implemented the first such job search program, called the Job Factory. The basic innovation of the Job Factory was developed at the Norton Company in Worcester, Massachusetts, where an orientation program for professionals facing layoffs was developed by Thomas Hourihan, Personnel Manager, in conjunction with Albert Cullen, an independent manpower consultant. In essence the Job Factory and job search programs operate as blue-collar versions of the Job Clubs that have helped out-of-work managers and professionals view job opportunities and handle interviews successfully.

#### Objective Of The Present Study

The principal objective of the present research effort is to analyze in a controlled setting the effectiveness and feasibility of the Job Search Program technique as an operational model for manpower programs. To that end the following issues shall be addressed.

- 1) Identify the measurable effectiveness of the Job Search Program in terms of rapid and inexpensive job placements.
- 2) Analyze the cost per placement of the technique and of the program as a whole.
- 3) Provide a model for the training of trainers.

To accomplish the above objectives, the method is as follows:

- a) Complete analysis of the Job Search Program in place at the Lawrence CETA Manpower Program.
- b) A comparison study shall be conducted with two groups. One group shall be CETA eligible clients who enter Job Search initially upon entering CETA. The second group, the PSE group, enters Job Search immediately at the end of their 18 month duration in CETA. Their last three weeks shall be spent in Job Search.
- c) Analyze the results of the program in terms of its demonstrated effectiveness in securing jobs for eligible clients as compared to those assigned from the public service employment group.

One might assume that the PSE group, who have been working, have developed work skills and work habits will have an advantage over the CETA eligible group. The PSE group should benefit greatly by Job Search, and secure employment more readily than group A.

Group A, the CETA eligible group who have been unemployed for varying lengths of time, have varying amounts of marketable skills, shall enter Job Search directly upon entering CETA.

It is hypothesized that there will be no significant difference in favor of the PSE group in terms of placement and speed of placement.

Included shall be an analysis of the process, follow up, and outcome data as well as comparable cost figures per placement. The final analysis will include recommendations for implementation, identifying the administrative, operational, and statistical data in the design of the program

Should the hypothesis prove true, this study suggests several significant factors. Firstly, work skills have less to do with "getting the job" than some other definable skills in job seeking. Secondly, much of the large amounts of federal money going to public service employment could be better utilized in more cost effective programs as Job Search. Thirdly, at the completion of government sponsored programs, Job Search could be utilized to obtain speedy placements.

This work will be organized in the following sequence of chapters.

Chapter I This chapter presents reasons for the need of obtaining job seeking skills and the potential impact of programs of this type. The specific problem that this work addresses is stated. The introduction presents the background of the study, the problem, conceptualization, specific objectives, and limitations of the study.

Chapter II Presents the review of literature on this subject. This chapter will examine all the current programs of this type nationwide and overview the subject of job seeking skills.

Chapter III In this chapter is the method of the study. Included here is the program description, process for the analysis, program activities, instructional content, methodology and the comparison.

Chapter IV Presented in this chapter are the results of the study including characteristics of the sample, comparability of the two groups in terms of placements, rate of pay, speed of placements, type of employment, methods used to obtain jobs, and occupational categories.

Chapter V In this chapter is the presentation of the results of the study. Suggestions are offered as to policy implications and guidelines for improvement are offered. Program guidelines for implementation are suggested.

#### Limitations of the Study

This study has two major constraints. First, it will be addressed to Manpower Programs wishing to initiate such a cost effective program. Second, the experimental results are not meant to be nationally generalizable, but rather to present data on a successful model for the skill acquisition needed to gain employment in one particular situation. It should be clear that job search training is no panacea for America's unemployment problem. It has limited power to create jobs.

C H A P T E R II  
REVIEW OF LITERATURE

The Employment Situation

A review of the abundant literature on strategies of finding employment reveals that vocational guidance manuals and encyclopedias of potential employers often yield little value. Most of these books and pamphlets remain on the shelves of libraries, largely unused.

More recently however, there are signs of change. Greater emphasis is being placed on counseling rather than placement in many colleges and universities. More regard is being paid to teaching people how to find jobs themselves. Moreover, improved approaches to aiding people in focusing on their abilities rather than relying solely on education and experience are becoming the "necessary" appropriate qualifications for employment.

Even now however, most "how to find a job" systems fail in the understanding of that peculiar relationship between the hired and the hiring, the simple but little-known methods on how to find judgement jobs, (those where you are paid for your decisions); and how "luck" fits into the process.

Also, many books and life-planning guides simply do not deal with the fact that working in the first place should be primarily because it gives pleasure. The game is merely not to get a job but to discriminate among employers in finding a job we love.

Employers need to focus on candidate motivation and ability. Secondly in importance, are education and experience. People who hire people need to learn how to screen in the effective people. Able people are hard to find and even more difficult to identify.

The employment situation, in particular concerning programs designed to aid the job seeker, demands that one make oneself aware, confident, poised, and prepared to obtain a job of interest.

Many people think of their need, rarely their desire for a job. Often they make the mistake of accepting a job because of its availability rather than choosing a job with a future. Most people doubt their competence and ability to find a job of interest. These people need bullying to be persuaded to do what they want to do.

The review of literature for this thesis is specific, rather than general. The body of literature reviewed here was purposely selected to offer specific examples and descriptions of programs designed to aid the unemployed. The central questions this thesis explores, (aids to unemployment, job seeking, and job getting), suggest that the body of literature be defined specifically in order to more effectively convey the most recent and effective attempts to answer questions of employment.

Rather than presenting a global and too general overview of the vast literature on the subject of job getting, this thesis presents a literature review confined to programs to aid the unemployed. These programs offer a unique perspective on the issue of job finding,<sup>1</sup>

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<sup>1</sup>Richard Irish, Go Hire Yourself An Employer, (Archer Press/Doubleday Garden City, New York, 1978)



### Assumptions of the Job Market

Job finding is hard for anyone these days: the skilled, the unskilled, the rich and the poor. Unemployment is worse today than any other time since the thirties. Even during good times, (late sixties), the unemployed were active in that good times often bring out the job-jumpers in us. Many satisfied job-holders start reaching for better opportunities. Turnover in executive employment grows incredibly. The important point here, is that in good times or bad, there are always jobs open. New jobs are opening every day, however elusive, they exist. New and different jobs are being created in response to forces and problem areas in our society. Examples include space technicians, environmental systems analysts, cross cultural training experts, family planning specialist, etc. Many of these jobs did not exist even twenty years ago and perhaps ten years from now shall no longer exist.

The increased organizational tempo of work itself is creating problems of job relevance across society. Our assembly line culture along with specialization has brought in an age where men and women are separated from the results of their labor. The final product is usually never seen. Many working people are seeking simpler, more satisfying work. Almost everyone wants to work with people. Social services, relevant as it is, remains overcrowded, with few job-openings available for the common man.

The ideal job really does not exist. The dream job of all our imaginations may be just a figment of that imagination. The more positive side of this however, is that a judgement job can be changed into that dream job. Fewer people change jobs when the economy is tight, so those who are employed are content to remain in that stable position.

Another common assumption of the employment scene is the well known belief that many employers, if not most, will only offer a job to someone who already has one. Hirers are so wary of the unemployed. They are suspicious of long hair in many institutions as well as contemporary dress and life-styles. Banks, insurance companies, and trade institutions are such institutions which must maintain their images. In the recent past however, this has begun to change, but the young still have problems in this area of job-seeking. If you are young, you may expect several ego deflating encounters on your way to your dream job.

Another problematic element in job-seeking is that while several excellent programs can improve one's ability to find a job, most employers still practice outdated employment techniques in hiring. Understanding how luck and mood can affect you, the job-seeker is playing a game where the rules and boundaries definitely exist. It's the extra effort, the spirit, the charisma that will judge one's success. One must realize at some point that many employers do not necessarily know what they are doing when they hire you or do not hire you.

Employers rarely feel comfortable during interviews and have tremendous difficulty in deciding who or what they want.

The normal job-seeker (newly graduated) usually spends nine to twelve months to first obtain an entry level professional position. The blue-collar worker who is unemployed usually spends twelve to sixteen weeks to get a job.<sup>2</sup> Programs such as the Job Search Program and others like it drastically reduce this time spent unemployed. These programs work because the techniques work if the job-seeker works. Knowing what one wants is usually the key to success.

Effective job-finding methods are necessary in getting the job you want. That is only part of the problem however. Figuring out what you want involves finding out who you are, what you have done, learning the methods to match your strengths against the job market.

The following program descriptions offer effective methods in job-seeking. They all involve that crucial introspection into who you are, what you can do, and most of all, what you want.

#### Program Descriptions

The programs described in this chapter are programs which attack the problem of "frictional unemployment". Frictional unemployment is defined as the time spent seeking but not finding an existing unfilled job.

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<sup>2</sup> Richard Lathrop, Who's Hiring Who, (Ten Speed Press, 900 Modoc, Berkeley, California, 94707) p. 4.

It is estimated that frictional unemployment is 42% of the total unemployment during 1977, the remainder being either cyclical, (a shortage of jobs due to an economic recession) or structural, (a mismatch between skills demanded by unfilled jobs and those possessed by job-seekers). Richard Lathrop, author of Who's Hiring Who, points out that in 1977, the mean duration of unemployment was 100.1 days, with a median of 49 days. If frictional unemployment could be reduced, (i.e., if people could be routinely shown quicker and more effective ways to find new positions), the impact on the economy would be substantial. Lathrop estimates that subtracting even a single day from the average time spent unemployed would produce a three billion dollar increase in the gross national product.

The importance of reducing unemployment is clear and in this regard it is important to note some of the early efforts in this area. Some programs have been developed using experimental conditions, with control groups drawn from the same population but not provided with job search training. Thus there exists some experimental data from individuals working with varying populations in several parts of the country, sufficient to draw some reasonable initial conclusions on how such services might best be provided.

The Job Finding Club. One pioneering effort in experimental studies of this type took place in Carbondale, Illinois. Dr. N.H. Arzin, a psychologist, viewed job-finding as a process requiring a number of complex skills. He, therefore, designed a structured learning experience for purposes of transmitting these skills.

The criteria for selection for what he termed "the job-finding club" was that the client had to be unemployed, seeking permanent full-time employment, and not collecting unemployment compensation.

Carbondale is a small college town with a long history of above-average unemployment. It has a population of approximately 30,000 and no public transportation. The clients in the test were matched as nearly as possible by age, race, education, type of position sought, marital status, and salary sought. The determining factor for admittance into the group was a coin toss. A total of sixty clients (28 men and 32 women) received counseling for a least five sessions. The results were compared to the control group pairs, who did not receive this training.

The counseled job-seeker on the average began work in fourteen days compared to 53 days for the control group. One month after counseling began, about 66% of the counseled clients, but only 33% of the non-counseled clients, had obtained employment. After two months of the program, 90% of the counseled group, compared to only 55% of those in the non-counseled group were employed. It is interesting to note that the average starting salary for the experimental group was \$2.73 per hour compared to \$2.01 per hour for the control group. There were five counseled clients who did not obtain a job. The reason for this is most likely that their attendance was very irregular. All the clients who attended regularly found employment on a more professional and skilled level than the control group.

The first two sessions of the training seminars lasted for three hours; after that each session lasted for one to two hours. Every other week a new group of 2-8 clients was begun. The training sessions were held every day and the clients were urged to attend until employment was secured. Clients were encouraged to car pool, interviews were role-played, resumes were reviewed, clothing discussed, and telephone inquiries were monitored. The families of the clients were contacted and urged to be understanding about the time being spent in seeking employment, as well as providing emotional support to the job-seeker.

Since a critical factor in hiring is often the personal reaction of the employer, personal attractiveness was emphasized. Strict records were kept of all employers contacted and the results of such contact. Resumes were typed by a clerical staff along with letters of recommendation or inquiry. Cost of duplication, postage, telephones and similar services amounted to about \$20.00 per client.<sup>3</sup> The total estimated cost (including salaries) totaled about \$200.00 per client.<sup>4</sup>

The WIN Studies. Impressed with the results, the Work Incentive (WIN) Program of the Department of Labor, funded five pilot projects serving WIN clients with Dr. Azrin as principal investigator and Robert Philip as Project Coordinator.

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<sup>3</sup> N.H. Azrin, T. Flores and S.J. Kaplan, "Job Finding Club: A Group Assisted Program for Obtaining Employment," Behavior Research and Therapy, 13 (1975): pps 17-27.

<sup>4</sup> The total cost figure is taken from the report cited in footnote 1.

These sites began to operate between October, 1976 and September, 1977. Data was collected until March of 1978, and the project report was released in July, 1978. Each of the five sites involved a Job Club conducted by a local WIN staff member trained under Dr. Azrin's direction. Clients were randomly assigned to both the Job Club and the normal WIN services (which varied somewhat from location to location).

Clients were directed to treat the job-search as a full time job. They were encouraged to use friends and relatives as much as possible in getting job leads. Training was provided in handling typical job-search situations. Use of telephones was greatly emphasized in getting job interviews. In addition to job related skills, emphasis was placed on the personal and social skills of the individual.

Assigned to either the Job Club or the control group were almost one thousand clients. The group was typical of WIN participants: 54% were female, 52% had completed high school, 22% were veterans, 11% were handicapped, 35% were black, 83% were mandatory clients, 15% were hispanic, and the mean age was 35 years.

The overall results were as follows: 62% of the Job Club clients found jobs as compared to 33% of the control group. Actual attendance at the Job Club was a substantial determinant of success. Of those who attended six of the daily sessions (or found work before the end of six days), 50% had found work; after 14 sessions this rose to 78%, and by 23 sessions, 90% had found jobs. The cost of these Job Club programs (including salaries) was \$87.00 per client and \$167.00 per placement.

There was little difference between the jobs obtained by the Job Club participants as compared to the control group; but participants did find jobs faster and found more of them.<sup>5</sup> With the exception of "Service Occupations", (21% for Job Club members and 26% for the control group), all occupational categories were within 3 percentage points of each other for the two groups. Only 16% of the Job Club jobs (compared to 25% of the control group jobs) were in any way subsidized, (through CETA or tax write-offs).

One unexpected finding was that 10% of the Job Club clients (5% for the control group) reported working even before the first Job Club session. A possible explanation for this is that some clients had actually been employed and receiving welfare payments as well. The strict attendance criteria of the Job Club eliminated this situation.

Although originally designed for each of the five sites to be similar, practical problems led to some differences in client populations and length of treatment. Examination of the situation city by city reveals the following: Harlem: Clients were taken from all registrants for WIN except those assigned to on-the-job training, counseling, or who were illiterate in English. The program began in October, 1976 and ran for seventeen months. New Brunswick: Clients were WIN registrants who were determined "job-ready". This program ran for sixteen months, from November, 1976 to March, 1978.

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<sup>5</sup> This is consistent with the experience of an experimental program described by Lathrop in The Job Market pps. 25-26.



Tacoma: Clients were all WIN registrants judged "job-ready".

This program ran for nine months, June, 1977 through March, 1978.

Wichita: Here there exists a more extensive IMS (Intensive Manpower Services) component to its WIN Program. This involves group meetings, videotapes of job interviews, and other job-search counseling. The control group participated in this IMS component; the Job Club clients were assigned to the Job Club instead. The program ran from July, 1977 to March, 1978, a period of eight months. Milwaukee: The clients were all WIN registrants even those who were not judged "job-ready". The program ran from October, 1977 to March, 1978, a period of five months. The results of these programs are summarized in table 1.

Finally, although men, whites, mandatory WIN clients, veterans, the handicapped, and those who had finished high school were slightly more likely than average to find jobs, while women, high school dropouts, Blacks, and voluntary WIN clients were somewhat less likely than average to do so, in each case the Job Club method was significantly more successful than methods used with the control group.<sup>6</sup>

The Job Factory. A similar program operated through CETA funds rather than WIN funds, is called the Job Factory and operates out of Cambridge, Massachusetts, Office of Manpower Affairs. This program originated through the joint efforts of the CETA Director, Joseph Fischer, and Albert Cullen, a private consultant.

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<sup>6</sup> All this information is summarized from "The Job Finding Club as a Method for Obtaining Employment for Wehrare-Eligible Clients: Demonstration, Evaluation, and Counselor Training, "Final Report to the U.S. Department of Labor on Grant #51-17-76-04, July 28, 1978.

TABL 1

WIN STUDY PROGRAM RESULTS

Site	Unemployment rate in area during project	Number	Proportion finding jobs		Proportion finding jobs excluding no snows	
			All participants	Control		
			Job Club	Control	Job Club	Control
barlen	15%	210	56%	35%	86%	40%
New Brunswick	9.6	227	63	30	70	38
Tacoma	9.0	260	72	39	93	57
Wichita	4.6	176	60	39	80	55
Milwaukee	6.9	98	54	12	65	21
<b>TOTAL</b>		971	62	33	80	46

Mr. Cullen conducted a study for the Cambridge Office of Manpower Affairs on the barriers to employment. This study concluded that the backgrounds of the unemployed were not a significant barrier to effective competition in the labor market, but rather the quality and quantity of their job-seeking efforts were the central problem. He discovered that the unemployed lacked knowledge of effective job-finding methods, the communication skills needed to present themselves to employers as desirable applicants, and the confidence and drive to apply themselves to an aggressive job search.

Based upon these findings, Mr. Cullen developed a short but intensive program combining formal instruction in job search methods with direct planning and supervision of job seeking activities. This program was called the Job Factory. Beginning in May, 1976, the program viewed job-search activities as a full time job. Clients were required to "punch in" at 8:00 a.m. and "punch out" at 4:30 p.m. The training allowances were termed "wages" and the director was called the "foreman". All clients were interviewed prior to acceptance into the program, where they were made fully aware of the demands of the program. Participation was voluntary. Groups usually begin on Fridays with up to twenty clients per group. With the weekend to relax after a very intense first day, the next four days are spent in the classroom.

During this classwork in the first week, resumes are developed, videotapes of mock interviews are taken, a job search plan is developed, employers are identified, and many phone calls are made to set up interviews. Mailing lists are developed and specific notes are kept on all communications with employers.

Instruction is given on how to fill out applications properly and neatly. After the first week, clients who are not yet working routinely "punch in" at the Job Factory at 8:30 a.m. and usually by 9:00 a.m. are out taking an interview or seeking them. In late afternoon, clients are required to return to class to discuss and review the events of the day in a group setting. Individual conferences are held when needed during this time. Clients punch out at 4:30 p.m.

Of the first 34 clients to go through the program, 26 found jobs with an average starting salary of \$7,000 per year. These 26 people combine to contribute \$29,000 annually in state and federal taxes. The entire program for all 34 clients cost CETA \$15,000.

Between May, 1976 and June, 1978, 159 CETA eligible workers had gone through Job Factory. Of these, 105 (66%) have successfully found employment. A second Job Factory has been opened in Worcester, Massachusetts. Including these clients in the total sample, 200 participants have been served with 133 placements (65%).

Between May, 1976 and September, 1977 more extensive data has been collected. These clients averaged 11.7 years of education, 18.4 months of unemployment (all were out of work for at least 6 months), and were typically 32-48 years old. Of the total group, 64% were placed and of those who stayed with the program, 79% were placed. The statistical data on the clients seem to indicate that factors such as age, sex, race, lack of education and length of unemployment do not significantly affect placement rates.

These clients averaged \$3.64 per hour in the jobs they secured. Six months after employment, a follow-up study was conducted for the first twenty-five clients employed. It revealed that 19 were still employed for a retention rate of 76%. Finally, it should be mentioned that all CETA programs in the area have placed 589 of 1,665 clients, only a 35% placement rate. The cost of the program is now running \$334 per client and \$518 per placement.<sup>7</sup>

The Self Directed Placement Corporation. Charles Hoffman of California, conceived and founded the independent operation which became the Self Directed Placement Corporation. He began his work in 1973, having worked a short time at a private employment agency in order to test his theories and gain an understanding of the job market. His initial efforts to market job-finding services directly to the unemployed met with little success. While those who followed his advice did well, many were not motivated enough to try. The operation met with financial failure. This experience allowed Hoffman to refine his training methods and when he applied to the Regional Employment and Training Consortium (serving as CETA prime sponsor for the city and county of San Diego), he received a grant of \$50,000 for a six month program. He was able to successfully finish the program in three months and return more than half the money.

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<sup>7</sup> This information was provided by Joseph Fischer, Director of the Cambridge Office of Manpower Affairs.

Because SDP is a for-profit corporation, Hoffman is less inclined to discuss in detail his trade secrets for successful employment. Basically, however, Hoffman argues that there are only two things necessary in order to obtain employment. First, one has to get an interview with an employer. This is the easy part; Hoffman's office has banks of phones and stacks of yellow pages, and clients are trained how to get an interview, which is part of believing in oneself and knowing what to say.

This program, as many others of this type, utilized videotaping of interviews for discussion and review. The difference after only one week is striking. Tom Kelly, an Applicant Services Specialist in San Francisco, sat in on the first and last sessions of the week long training that SDP provides before clients begin their job-search.

He said:

The first week is devoted to job-finding techniques, with emphasis on the interview and on self-esteem. The interview is the moment of truth in the job-search. "But most people, even sophisticated executives, don't know how to interview effectively. And, our new students are in worse shape because their manners betray that they think they're not worth a damn."

On the first day of class, this becomes painfully obvious. In a videotaped mock interview with the instructor, an older woman doesn't even introduce herself or say why she is there. One man takes a seat and immediately crouches into the fetal position, with a furrowed brow.

"Why should I hire you instead of someone with more experience?" the interviewer asks. "That's a tough one," the applicant mumbles, as he searches the ceiling for an answer. Another interviewee answers nearly every question with "yeah" or "no" or a shrug of the shoulders. During this session, even students with extensive work histories make serious mistakes.

That was on Monday. By Friday, however, it is a different story altogether:

Now the students introduce themselves in strong, clear voices and sit with an attitude of interest and enthusiasm. They volunteer information and give full, responsive answers to each question. With greater confidence and self-assurance, even students with heavy Vietnamese and Spanish accents are more easily understood. At the end of the interview, each student asks two or three well rehearsed questions about the firm and what it does.<sup>8</sup>

Hoffman's contract with San Diego's RETC requires him to service graduates of the skills training programs funded by consortium. After being trained in clerical, auto body, computers, or electronics, CETA job placement specialists work with CETA trainees to place them in full-time jobs. If after 45 days, these graduates are still unemployed, they are sent to Hoffman's SDP.

Thus far, Hoffman has been able to place 92% of the 346 clients who have been referred. Placement usually comes after one week's training and 5-10 days of job-search. Starting salaries averages \$7,300. Hoffman charges \$500 per client.

SDP has been responsible for some other programs as well. Project JOVE, a two week program with 50 ex-offenders, was completed in August, 1977. A pilot program for WIN participants was operated with two groups going through Hoffman's training. The first group of 24 had 18 completions and 15 placements. Average salaries were \$7,800.

Hoffman is now setting up similar training centers in several other cities, including Indianapolis and Baltimore.<sup>9</sup>

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<sup>8</sup> Tom Kelly, "Putting Job Hunters on the Scent", Worklife (October, 1977): p. 26.

<sup>9</sup> Robert G. Wegman "Job Search Assistance: A Review" Unpublished paper.

When clients go through Hoffman's program, they end up with the sincere desire to work. It comes across.

Washington State Programs. Since 1972, the Employment Security Department of the State of Washington has served over 27,000 people with Work Orientation Programs. The one most similar to the programs already described is the Ex-offenders Programs. Of 2,000 ex-offenders released from Washington state penal institutions in 1978, 1,018 were enrolled in this program. Of these, 709 found employment. Clients are enrolled for a period of a month. Those placed by this program had a recidivism rate of only 2%. At present the program cost \$389 per client and \$547 per placement.<sup>10</sup>

#### The Job Market

Why are these programs effective? Why do they consistently place such a high percentage of their clients into full time jobs? Recent research findings on the American job market enable one to more clearly understand the success of these programs. One important study analyzed social security records, and calculated new hire rates in the entire private sector of the nation.

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<sup>10</sup> This information was taken from "Work Orientation": 1978 Progress Report (Olympia, Washington: State Employment Security Department, 1979).



This study defined a new hire as any worker who did not work for an employer in the previous year, and concluded that:

The annual estimated rate of new hires by non-agricultural firms was more than 90% in 1978. This means that the average firm hires almost as many new workers in a year as its average employment. <sup>11</sup>

What is implied here is that jobs are constantly becoming available; if one is not open today, it is very likely that one will be open the following week. This study also implies that there are always jobs out there. The job market in America is strong and dynamic and always changing. What is important is knowing how to penetrate it effectively.

The rate of turnover was found to be higher in the West and Southwest, and lower in New England and the Midwest. It was found that smaller firms have higher turnover rates than larger ones. Turnover rates also vary widely by industry. Using a 1% sample of social security data, the rate of new hires per 100 employees during the second quarter of 1974 is shown in table 2. <sup>12</sup>

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<sup>11</sup> "Teaching Workers How to Find a Job", Business Week (November 1, 1976): p. 37.

<sup>12</sup> Barbara Shaprio, "Employment and Self Esteem: An Evaluation of the Cambridge Job Factory, a Manpower Program under the Comprehensive Employment and Training Act (CETA)," Unpublished Ph.D. dissertation (Medford, MA: Tufts University, 1978)

TABLE 2

## NEW HIRES PER 100 EMPLOYEES

Construction	50.5
Retail Trade	33.8
Services	27.7
Mining	22.8
Wholesale Trade	18.8
Finance	18.5
Manufacturing	16.2
Transportation & Public Utilities	15.3
TOTAL	25.0

Confirmation of these findings is available from the studies of California employee turnover using wage history analysis, which infers turnover from the individual employee wage data submitted with the firm's Unemployment Insurance tax return. Among the findings: each of California's 6 million jobs in the non-agricultural private sector is held by an average of 1.2 workers in the course of a year; 85% of the 7.4 million hires made in this sector of California are of new employees (workers not employed by the firm within the past year); and only 30 percent of the new hires made by the average California employer remain on the payroll more than six months. Only 2 percent of the hires are due to net industry growth, and 4 percent to normal attrition (death, retirement, etc). But 32% are the result of matched growth and decline, as some firms expand their business while others contract; and 62% are just pure turnover, as some persons quit or are fired and others are hired.<sup>13</sup>

What are the methods of finding work? The Bureau of Labor Statistics had the Census Bureau collect information on this question as part of its periodic Current Population Survey. In January, 1973, a national sample was asked when they had started their current job.

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<sup>13</sup> Jean Dietz, "Being Paid While Finding Work", The Boston Globe (November 22, 1976).

Wage and salary workers aged 16 and over who were not in school and who had started their present job during the previous year (1972) were asked both how they looked for work and how they actually obtained their present position. The results are summarized in table 3. The average person used four methods to look for work.

The most successful methods, however, were either to apply directly to an employer without knowing whether there was a job opening or not, or to go to an employer on the recommendation of a friend or relative, (most often one who already worked for the employer).<sup>14</sup> It is obvious that these are precisely the methods stressed in the Job Search Program and others described.

From an employer's perspective, these data imply that the typical employer is usually confronted with two groups of job seekers. The first are recommended by others, often by present employees. Since the recommending employee thus takes at least some measure of responsibility for the person recommended, the employer finds this group at least somewhat "prescreened". The second group is made up of persons who simply apply and ask about potential openings (called "gate hires" in industry because, quite simply, they present themselves at the plant gate and ask for work).

Why, then, would the employer bother to place want ads, or advertise with the employment service or private agencies? Logically only when the groups of persons who spontaneously look for work or are recommended by others is insufficient.

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<sup>14</sup>Barbara Shapiro, "Employment and Self Esteem: An Evaluation of the Cambridge Job Factory", (1978).

TABLE 3

## HOW AMERICANS LOOK FOR WORK

Applied directly to employer	66.0%
Asked Friends:	
About jobs where they work	50.8%
About jobs elsewhere	41.3%
Asked Relatives:	
About jobs where they work	28.4%
About jobs elsewhere	27.3%
Answered Newspaper Ads:	
Local	45.9%
Nonlocal	11.7%
Private Employment Agency	21.0%
State Employment Service	33.5%
Civil Service Test	15.3%
School Placement Service	12.5%

## HOW AMERICANS FIND WORK

Applied Directly to Employer	34.9%
Asked Friends or Relatives:	26.2%
About jobs where they work	18.5%
About jobs elsewhere	7.7%
Answered Newspaper Ads	13.5%
Private Employment Agency	5.6%
State Employment Agency	5.1%
School Placement Office	3.0%
Other	11.7%

TOTAL 100%

This situation usually arises because the employer has a large number of undesirable, low paying, high turnover jobs, or jobs which require fine skills that most people lack.

A recent study confirms this fact. The Department of Labor funded an extensive survey of the use of the Employment Service in 12 geographically, economically and socially diverse parts of the country, and compared the results to a review of the want ads over a twelve month period in the same areas. The study concluded that the two mechanisms (ES listings and want ads) serve a similar function:

Together, they constitute a discrete, highly competitive market with characteristics which suggest that their universe of vacancies has undergone a picking off and filtering process through other formal and informal channels that are preferred by employers. As a whole, the announcement of a job in either or both mechanisms represents a last resort employer recruitment method.<sup>15</sup>

The job-seeker who limits his or her efforts to openings listed in the employment service or want ads is, therefore, not only limited to the small proportion of the jobs open by more direct and informal methods, but to a subset of available openings which (a) are disproportionately low paid or demand very scarce skills, and (b) where one is in direct competition with every other job-seeker who has access to the want ads or employment service listings of the area (which is just about everyone).

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<sup>15</sup>U.S. Department of Labor, The Public Employment Service and the Help Wanted Ads: A Bifocal View of the Labor Market, R & D monograph 59, (Washington D.C., U.S. Government Printing Office, 1978): p. 90.

What this means in practice becomes evident when the following analysis is examined. An analysis of the Sunday edition of the Times Herald-Record want ads revealed that there were 228 ads that Sunday. Many, however, were for only part-time employment, and others were for sales jobs on a commission-only basis. All totaled, only 131 of the 228 ads were employer ads for full time jobs in the area. Since a few of these ads offered more than one job, there were a total of 142 jobs available altogether.

However, 100 of these required some special skill or other qualification (nursing degree, auto mechanic, teaching credentials, bookkeeper, etc.). Thus, there were only 42 jobs to be filled by an inexperienced worker or one without credentials. The employers who offered these 42 jobs found themselves swarmed with applicants. One disconnected his phone because of the volume of calls. As a result, 90% of the jobs were filled in two weeks, many within two days.<sup>16</sup>

What it is therefore, that job-search assistance programs do is to train clients to penetrate what is sometimes called "the hidden job market". Recognizing that it is possible to obtain good jobs through the wants ads or the employment service, they advise their clients to put most of their efforts into direct application to employers, with a recommendation from a friend or relative if possible.

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<sup>16</sup>Herbert E. Meyer, "Jobs and Wants Ads : A Look Behind the Words", Fortune, (November 20, 1978): pps. 88-90. 94, 96.

Through these means the client has available the full range of possible job openings, rather than the narrow range that is publicly advertised.

It is commonly believed in the field that the job does not go to the best person, but to the person who makes know his or her availability. Direct application to the employer, given the rate of turnover characteristic of the job market, is more likely to make an applicant the best person available than any other means.

Confirmation of these findings is found in a study which examined the Sunday editions, quarterly, for a five year period from 1968 through 1972 of the San Francisco Examiner - Chronicle and the Salt Lake City Tribune.

In San Francisco, 85% of the employers, and in Salt Lake City 76 percent, hired no workers through the want ads. In San Francisco, 411 employers reported that a total of 10,686 job-seekers applied for the jobs advertised, of which only 407, one out of every 24, were hired.<sup>17</sup> The open job market, again, contains only a small fraction of available jobs, for which one must compete with everyone who can read.

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<sup>17</sup> Miriam Johnson, "The Role of Help Wanted Ads", in Labor Market Intermediaries, pps. 169-193.



Finally, how much time do most people spend searching for work? A national survey done by the Census Bureau found that of those who obtained jobs during 1972, 65% spent less than five hours per week in their job-search activities, and only 13% spent 16 hours a week or more.<sup>18</sup>

These findings are confirmed by a number of other studies. In May, 1976, the Bureau of Labor Statistics conducted a special survey among a sample of the unemployed. This survey found that job-seekers averaged six contacts with an employer over the previous month; of those who had been unemployed 4 weeks or more, an average of 17 hours had been spent looking for work over the past 4 weeks.<sup>19</sup>

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<sup>18</sup>Bureau of Labor Statistics Bulletin 1886, p. 151.

<sup>19</sup>Carl Rosenfeld, "Job Search and the Unemployed.", May 1976 Monthly Labor Review 100 (November, 1977): pps. 39-43

Similarly, a study by Professor David Stevens of unemployment insurance recipients in St. Louis found that, even setting aside job- or union- attached claimants (50% of the group) and those needing support services beyond the scope of the Service to Claimants program (10%), "...over the minimum seven week interval from prior job separation to follow-up interview, one-third of the respondents had contacted fewer than ten employers in person."<sup>20</sup> Further, as time went on the search efforts became less and less intense.<sup>21</sup> Job-search programs in contrast however, provide a structure in which potential employers are contacted continuously on a day-in, day-out basis.

Chapter III presents the methodology of the study and provides a detailed description of the Job Search Program of Lawrence CETA Subgrantee.

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<sup>20</sup>David W. Stevens, Unemployment Insurance Beneficiary Job Search Behavior : Washington D.C. U.S. Department of Labor, Unemployment Insurance Service, (1977): p. 23.

<sup>21</sup>Stuart Garfinkle, "The Outcome of a Spell of Unemployment", Monthly Labor Review 100 (January, 1977): pps. 54-57.

## C H A P T E R   I I I

### METHODOLOGY

#### Introduction

The Job Search Program of the City of Lawrence Manpower Program (CETA), was begun early in 1980. This program originated through the joint efforts of the CETA Director and the author. It was modeled after the "Job Factory", a program operated out of Cambridge, Massachusetts.<sup>1</sup> The program was initiated as an effort of the Balance of State Prime Sponsor to investigate various alternatives to improve program performance. In particular, emphasis was placed on various available options that would directly impact upon Prime Sponsor placement rates.

This program was conducted on an experimental basis for nine months through eight program cycles. It was introduced in January of 1980 and has been operated by the staff of the Lawrence CETA Career Planning Unit.

The Job Search Program is a short 15 day intensive workshop teaching job seeking skills and discipline. Clients are enrolled in groups of twenty or less and are expected to follow an industry like work discipline for 3 weeks. The clients' "job" is to find himself a job.

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<sup>1</sup>See Chapter II page 21.

Clients are paid minimum wage CETA stipends. During the first week, clients are taught self-evaluation, resume writing, and effective interview techniques. Workbooks, video tape and other instructional aids are used. Subsequent time in the program is spent on the phone, or "on the road" in intensive, supervised job search. Industrial directories, phone books, and newspaper want ads are provided. Clients are expected to get jobs entirely through their own efforts.

Studies done recently throughout the United States <sup>2</sup> show that these programs have the similar results of about 60 to 70% of clients finding employment within three to four weeks in programs. Job seeking is a skill which can be learned and job finding is a discipline which can be imposed.

This discipline study provides an analysis of one such program. The problem has been defined, the objectives clarified, and the definition of the problem has been tested in the first two chapters of this study. This chapter examines the program itself, its operations and describes the sample for the comparison.

The next chapter of this study examines and interprets the results. The conclusion of this work focuses on implications for the future, provides recommendations, offers training of trainers information, and suggests further research.

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<sup>2</sup> See Chapter II page 15.

### Process for the Analysis

The job-getting methods commonly suggested in the literature are of a general nature and actually little help to the chronically unemployed.<sup>3</sup> The scant experimental evidence on the subject is surprising in that the issue of employment is so important.

This study provides a detailed description of one such employment program. Presented in this chapter are the concepts of the Job Search Program, its objectives, philosophy, process flow, activities, and the comparison study.

The analysis presented in this study is a comparison of two groups of clients. Group A are the CETA eligibles, who enter the Job Search Program initially upon entering CETA and Group B, the PSE clients who enter the Job Search Program upon completion of their 18 month duration in CETA. It is hypothesized that there will be no significant difference between the two groups in terms of obtaining unsubsidized employment.

### The Program

Early in 1980, the Lawrence CETA Subgrantee voted to allocate funding to operate the Job Search Program. This program was designed as a low cost means of increasing the placement rate of the Balance of State Prime Sponsor.

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<sup>3</sup> See Chapter II page 11.

The concept behind the program is that job seeking can be learned. There are definite skills required in job seeking and these skills can be mastered through a learning situation.

In the Job Search Program, the clients have the responsibility of obtaining their own job. The system was initiated as a training program which would not only enhance and teach job seeking skills, but would also discipline the formal job search.

The Job Search Program provides instruction, skills training, tools for job search, work planning, and supervision. Punctuality is stressed, as well as work performance and attendance.

Clients are required to devise a personal resume, complete a job application, provide written reference, and develop a letter of solicitation for prospective employers. Tools used to aid the client include , daily newspapers, Industrial Directories, yellow pages, telephones, and access to a typist.

The major skills provided by the program are skills in interviewing. Each client in the program is videotaped during a mock interview session.

The program is three weeks in length for a total of 105 hours. Week one is classroom instruction in the topic areas of communication skills, personal selling techniques, interviewing skills, values by objectives, applications, orientation to business, the world of work, and the labor market.

Weeks two and three are field work for the client. It is during this time that the client actively is out "knocking on doors". During these weeks the client is actively seeking employment. Ideally, the client interviews are prearranged so as to fall into these job search days. It is during these weeks the client is either on the phone, taking interviews, or screening companies for information.

The short duration of the program (3 weeks) adds to its cost effectiveness. Clients are paid a stipend of \$140 per week for 35 hours of work. This issue will be considered more closely in the next chapter.

The program staff, responsible for its operation consist of four trainers and the Director, who comprise the Career Planning Unit. Two trainers work as team teachers for each topic area. The Director is responsible for overall supervision, training of trainers, budget maintenance, documentation of statistics and designing topic areas. The trainers are the presentation leaders. They are responsible for teaching the actual subject matter, attendance, record keeping, and personal and group counseling.

The Job Search Program operates as a structured learning experience whose primary objective is to teach the client how to get a job. In essence the Job Search Program operates as a blue collar version of the job clubs that have helped out-of-work managers and professionals spot job opportunities; write resumes, and handle job interviews successfully.

A. Goals & Objectives:

The general goal of the Job Search Program is to facilitate the self-placement of all Title IIB CETA eligible participants and IID PSE participants into unsubsidized employment. The benefit to the community of citizens who are better able to appraise themselves of any opportunity which promises the economic independence of the individual and the prosperity of the community is obvious. It will be a significant contribution to the community and the participants when this unit is able to inform people of the latest developments in the areas job market, future employment trends, growing paraprofessional careers, career planning techniques and how to prepare for current job opportunities.

Our more specific objectives include:

- 1) An understanding and orientation to the future (nature of change, value of present actions and coping methods).
- 2) A thorough professional self-assessment and vocational preference inventory.
- 3) Techniques for enhancing career goals (career planning).
- 4) An understanding of the workings of small and big business, as well as a sense of one's personal role in private enterprise.



- 5) An understanding of the key elements in management planning (Management By Objectives).
- 6) An understanding of different interviewing techniques.
- 7) Knowledge of the importance of communication skills and self-image.
- 8) Knowledge of, as well as creation of, a resume.
- 9) Positive affirmation of self-worth.
- 10) Motivation and confidence to seek and secure unsubsidized employment.
- 11) Job leads and plan of action for the Job Search.
- 12) Use of telephones for contacting employers.
- 13) Positive reinforcement of job seeking efforts.

B. Program Design:

- 1) The Job Search Program is a program offered to job ready CETA IIB and IID eligible clients not currently enrolled in another program activity and PSE clients during the last three weeks of their program activity.
- 2) Persons will be scheduled for the Job Search Program by MIRA (Manpower Intake and Referral Agency) unit in conjunction with JDP Career Planning.
- 3) The Job Search Program shall be a three week open ended program where clients shall be paid a stipend of \$3.10 per hour.
- 4) The Job Search group shall not exceed twenty clients per program.

Intake and Assessment Functions Relative to the Job Search Program

Prior to any individual entering the Job Search Program, all clients are required to go through the process of intake and often times, assessment as well.

The basic objective of intake in the Lawrence CETA subgrantee is the determination of eligibility and the providing of pre-assessment. Intake also controls the flow of enrollees into a program activity i.e., (Job Search Program) at a rate that maintains optimum enrollment levels.

Pre-assessment is conducted by the intake counselor to insure that the client fully understands what the agency provides and if the agency can indeed provide for meeting the needs of the client. It is at this time a determination is made by both the intake counselor and the client as to whether or not further assessment is desired or needed.

The client is specifically informed as to what to expect from the assessment, the length of assessment and the benefits derived from it.

Following the determination of eligibility and the pre-assessment process, if the client agrees, he/she is sent to assessment for a week of the assessment cycle.

The length of the assessment cycle may vary depending on the individual client. It may range from one day to one week. The amount of counseling and number of diagnostic tests depends again on the clients' needs and vocational goals.

There are two forms of assessment: 1) basic assessment and 2) comprehensive assessment.

Basic assessment, one to two days in duration, aids those clients who have a sound basis of understanding of the skills they possess. This type of assessment is important because many individuals who recognize their skills fail to know the capacity of those skills or where to properly apply or direct them. This type of assessment acts primarily as direction for the client to assist him/her in setting realistic vocational goals.

The services provided in basic assessment include an indepth interview, math and reading diagnosis and vocational testing. Comprehensive assessment contains these elements as well as hands on testing.

Each assessment counselor is part of a team, made up of the Department Head, and the intake counselor. The approach to recommending a program activity for the client is a result of a meeting of this team.

The assessment counselors initiate the Employment Development Plan <sup>4</sup> and the same plan is passed on to the employment counselor.

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<sup>4</sup>See Appendix A.

The assessment counselor insures that the client makes suitable, realistic vocational goals.

In order that the employment counselors utilize the Employment Development Plan, (EDP), they are trained to be knowledgeable about the assessment tools used, what they measure, how they work and interpretation of the results.

The end product of the assessment process is the EDP. The EDP acts as the referral of the client to the program activity, i.e., (area of training, public service employment, or the Job Search Program).

The EDP contains the following sections:

1. Education and Work History
2. Employment/Training Goal
3. Diagnostic Information
4. Assessment staff observation
5. Client Needs
6. Rationale for the Plan
7. Recommended activities

Before leaving assessment, an assessment case conference is conducted. The purpose of the conference is to decide on the program activity the client is to begin and to insure that the EDP recommendations are realistic in relation to the clients background, skills and interest.

The case conference is attended by the assessment team and a counselor from the Training Division. Each member has input into the decision making process.

The assessment case conference can modify the recommendations previously made. It can place the client in hold for the training or accept him/her for immediate training, referral to public service employment, or the Job Search Program.

The clients referred to the Job Search Program are usually semi-skilled, blue collar, and have been unemployed for several months.<sup>5</sup>

At this point in the referral process, prior to entering the Job Search Program an individual interview is conducted between the Job Search trainer and the client. The sole purpose of this interview is to try to determine whether the client has a sincere desire to work. This is overall the only criteria of the Job Search staff in terms of acceptance into the program.

#### Program Activities

During the initial week of the Job Search Program, the entire five days are devoted to classroom instruction. The topic areas presented are sequentially designed to best educate the client in the important areas of ones' job search.

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<sup>5</sup> A survey of the program conducted by the author in 1980.

The major topic areas which comprise the curriculum are as follows: Communications, Management by Objectives, Interviewing Skills, Self-Directed Search, Resume Design, Applications, Orientation to Business, Occupational Discussion, Orientation to the Future, Paraprofessional Careers, Business Aid Case Studies, Personal Selling Techniques, and Videotaping mock interviews.

Each topic area requires approximately 45 minutes to an hour for completion. The topic is presented by two trainers usually using a team teaching discussion/lecture format.

#### Instructional Content

There are six principal instructional strands in the Job Search Program. These are as follows:

1. Management by Objectives
2. Orientation to Business
3. Communication Skills
4. Elementary Business Case Studies
5. Personal Selling Techniques
6. Job Search

### Management by Objectives (MBO)

The principles of MBO (identification of goals, development of sequential plans to achieve those goals, and periodic assessment of progress toward those goals) are necessary and important in the Job Search Program. In order to successfully obtain a desired job, clients must effectively plan their job activities.

The purpose of MBO is to provide clients with an awareness of the proven effectiveness of management by objectives and to provide an overview of the planning process. An outline follows:

1. Introduce MBO by asking: What is it? Where did it come from?
2. Cite examples of the effective application of the method.
3. Give examples of its usefulness.
4. Define and explain its key elements.

MBO's method is to establish a goal that is realistic, has a performance standard and is to be attained within a specific period of time. It is then broken down into short term objectives. Next, it is necessary to clearly put it in writing and establish a timetable for completion.

### Orientation to Business

Several topic areas fall under this instructional strand. They are designed to realistically portray the employment perspectives of private business in today's economy.

These sessions, (Occupational Discussion, Applications, Para-professional Careers), focus upon the reward system which currently exists in private industry. Once clients examine and understand

the reward system, they are more able to realistically assess their salary potentials at their present skills and experiences levels. Also clients can better determine which skills and experiences they should seek to develop in order to make themselves more marketable.

The purpose of Occupational Discussion is to provide clients with an understanding of the perspectives and strategies used by the types of competent interviewers whom they are likely to encounter.

The purpose of the session "Applications" is to let clients know of the importance of neat applications and their role in the job getting process.

Paraprofessional careers is offered to inform clients of the potential of these types of careers. They include: dental assistant, education assistant, science technicians, legal assistants, library assistants, medical assistants and more.

#### Communication Skills

This area of instruction is perhaps the most vital to utilize the principles of MBO. In seeking employment in private industry a person must be able to communicate effectively. The skills of communications are developed through a series of exercises emphasizing both listening and speaking skills. Video taping allows development of receptive and expressive language skills.

Some of the exercises include hand shaking and its meaning, eye contact, body expression etc. These are fully discussed in the group setting.



### Elementary Business Case Studies

Case studies are introduced in the program in a series of worker related problems to be resolved by the client (in the role of the supervisor). The hypothetical situations presented this way helps develop an understanding of the roles and responsibilities of management. Clients learn approaches to solving elementary business problems as well as learning about the pressures of a supervisor.

### Personal Selling Techniques

Instruction in "selling oneself to an employer" delivers an important message. Once clients have realistically assessed their salary and employment potential in the labor market, concentrated toward achieving the goal of a job, and reached the point of taking an interview, these techniques in salesmanship of self are very important. The purpose of this instruction is to help to persuasively and honestly convince potential employers of client's motivation and suitability for employment.

In this session clients learn and understand the three basic types of questions, (open, direct, and reflective). They learn to handle objections by identifying and classifying objections. The steps in this process include: welcoming, isolating and validating, questioning, and returning.

### Performance Objectives

Performance objectives for each session conducted in the Job Search Program follow.

## PERFORMANCE OBJECTIVES

## ORIENTATION TO THE FUTURE

Participants will:

- 1) Define their personal view of the future
- 2) Demonstrate their ability to accept and cope with technological changes of the future
- 3) Prepare a written report indicating where they expect to be and what they expect to be doing five years into the future.
- 4) Participate in a discussion, with other clients, on the goals of this report.

## PARAPROFESSIONS

Participants will:

- 1) Understand the definitions and place in industry of the paraprofessional.
- 2) Become aware of the importance and the contribution to industry of the paraprofessional.
- 3) Participate in a discussion of what types of training are available and where.

## VIDEO AIDES

Participants will:

- 1) Participate in mock interview situation before a TV camera.
- 2) Identify weak areas of the interview such as poor posture and mannerisms, lack of communication and presentation skills and overall nervousness.
- 3) Take positive measures to correct these flaws.

## BUSSINESS CASE STUDIES

- 1) Learn a method for solving elementary bussiness problems.
- 2) Know the importance of the supporting reason for a particular problem.
- 3) Know the significance of documenting events surrounding problem situations.

## M.B.O.

Participants will:

- 1) Define goals, ambitions and differences between them.
- 2) Demonstrate knowledge of planning by discussing realism, importance, and definitions using new terminology.
- 3) Jointly develop an MBO plan for a common or individual goal.
- 4) Participate in a discussion led by trainers.

## INTERVIEWING SKILLS

Participants will:

- 1) Share in a discussion of the successful interview to obtain a list of interviewing tips.
- 2) Demonstrate an ability to handle objections.
- 3) Demonstrate an ability to answer questions by categorizing the three basic types of questions.
- 4) Demonstrate ability to conduct a proper interview.

## SDS SESSION

Participants will:

- 1) Successfully complete the test.
- 2) Verbalize a need to integrate the self and the environment.
- 3) Verbalize the nature of his personality as it applies to Holland's theory.
- 4) Verbalize possible career choices and decisions involved.

## OPEN DIRECTED DISCUSSION

Participants will:

- 1) Verbalize personal situations as it relates to one's occupational status and future plans.
- 2) Verbalize personal concerns/CETA problems.
- 3) Discuss major accomplishments.
- 4) Discuss ideas and opinions on the subject of the world of work.

## RESUMES AND APPLICATIONS

Participants will:

- 1) Demonstrate understanding by verbalizing the fact that a resume is a well written personal advertisement used for obtaining an interview.
- 2) Verbalize the fact that CETA clients have time available for interviews.
- 3) Discuss feelings about the value of self assessment and self exploration in relation to career choice.
- 4) Participate in a discussion of different resume formats.
- 5) Demonstrate their ability to design a suitable resume.

## ORIENTATION TO BUSSINESS

Participants will:

- 1) Verbalize the major differences between small and large companies in relation to their future plans.
- 2) Participate in a discussion about why people work and they personally desire from a job.
- 3) Discuss personal contributions they could make and the rewards they may expect from them.

## OCCUPATIONAL DISCUSSION

Participants will:

- 1) Discuss ways of enhancing poise during an interview
- 2) Demonstrate knowledge of the importance of details in interviews by verbalizing aspects of their personal background.
- 3) Demonstrate knowledge of the advantages of being able to discuss personal weaknesses by discussing the topic.
- 4) Participate in a discussion using Nagle three.

## COMMUNICATIONS

Participants will:

- 1) Understand the necessity to communicate with others by doing such in class.
- 2) Describe what another classmate communicates about himself.
- 3) Participate in the stain glass window exercise

## PERSONAL SELLING TECHNIQUES

Participants will:

- 1) Understand three basic kinds of questions
- 2) Use questioning techniques to reduce the chance of being rejected when initiating a conversation.
- 3) Recognize and categorize objections.
- 4) Understand techniques for handling objections in a pleasant manner.

## WOMEN IN WORK

Participants will:

- 1) Understand the reasons why some women must return to the work force.
- 2) Identify some of the problems faced by women returning to the work force, childcare, psychological preparation, acceptance by fellow workers, etc.
- 3) Participate in group discussions directed to solve these problems.
- 4) Develop skills to be able to apply the solutions.

## TRANSACTIONAL ANALYSIS

Participants will:

- 1) Understand that each man is personally responsible for his future.
- 2) Understand the multiple nature of man and how to control it.
- 3) Understand the basic scientific transactional unit between two people - the Transaction.
- 4) Know the psychological realities of the responses, (parent, adult, and child).

## JOB ORIENTATION

Participants will:

- 1) Understand guidelines for developing good work relationships.
- 2) Recognize the personal initiatives which they must develop in order to gain visibility as a good worker.
- 3) Learn the rationales behind many of the general requirements made of entry level employees.

### Job Search

The final day of classroom instruction and the two weeks to follow is the time the client is assisted in actually seeking employment, contacting employers, as well as follow up reinforcement after the interview. These job search activities serve to motivate the client, reinforce self image and self determination, hopefully resulting in employment.

### Operations of the Program

The Job Search Workshop is a fifteen work day program. To present a rigid schedule that does allow for flexibility is impossible. Therefore, what follows is a general outline that remains adaptable to fit the different needs of the client group.

Day 1, Friday, 8:30 - 9:15:

Introduction of staff, history and philosophy of job search and discussion of rules and regulations by supervisors. The concept that the client is now in a work environment is heavily stressed.

9:15 - 12:00:

Group discussion led by staff. It is the intent in this period to stimulate group interaction, facing the reasons why clients cannot find jobs and how to overcome them.

The expression of frustrations and how to deal with them are major obstacles.

12:00 - 1:00 Lunch

1:00 - 4:30:

This afternoon session is devoted to the first half of the manual<sup>6</sup> for clients (up to and including resumes). In depth discussion of individual sections and problems are raised.

Day 2, Monday, 8:00 - 12:00:

Clients are responsible for strict timekeeping. Review of Friday's work with emphasis on the resume section. Clients are responsible for a rough outline of their resume. Upon completion, individual session with staff take place to refine and complete the resume. There is no set style of resume used. Each resume is geared to the client's needs and work experience. When clients finish the resume section, they are to go to former employers for work references. It is hoped that by the end of day 3 all resumes and references have been completed in order that the client has a complete package to present an employer when he starts his job search.

12:00 - 12:30: Lunch

12:30 - 4:30:

Afternoon session is comprised of job search and interview techniques.

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<sup>6</sup> See Appendix 3.

They consist of where to look for a job, how to research company needs and prospects, essentials for a good interview, and mock interview experience using video-tape equipment. We may be fortunate to get industrial personnel involved for the interview portion of this session. They do not come to offer employment but rather insight into interviewing.

Day 3, Tuesday, 8:00 - 12:00:

Clients under the direction of staff start developing a job search plan. Use of the daily newspaper, industrial directories, yellow pages, etc., are a start. Clients who find leads from the newspaper start calling prospective employers for interviews. Before leaving on an interview client discusses with staff members a "plan of attack" during the interview. Finding facts about the company (library is one source), what points to stress and how to handle difficult interviews are requirements before one leaves for an interview.

The goal of producing a resume for a blue collar is twofold:

- 1) An ego booster, everyone likes to see themselves in print and see their accomplishments.
- 2) Help the client get his foot in the door. The rarity of a blue collar worker with a resume may make a potential employer sit up and take notice. If the client has an interview that lasts during his lunch time, he is responsible for contacting his/her supervisor and reporting it.

12:30 - 4:30:

Afternoon session is comprised of refining interview techniques, and use of the telephones.



Clients are shown different methods of handling employers' questions and not being "screened out" over the telephone. Group discussion consists of day's events and the common problems and solutions.

Day 4, Wednesday:

Clients again search out job leads and individually consult with staff before going out. Each client is encouraged to check other companies in the interview area for possible job openings before returning for afternoon session. Staff members are always available for individual help at anytime.

Afternoon:

The second half of the manual - pages 12-25 is concluded.<sup>7</sup> Group discussion and further development of job search plan conducted. Use of the library, in-house resources, and development of mailing list employed.

Day 5 & 6, Thursday & Friday:

Continuation of Wednesday's schedule with refinements and emphasis on areas as dictated by clients problems. All clients must return at 4:30 before ending the day.

Weeks 2-3:

The day's routine closely follows that of days 4, 5 and 6: Individual job search in the morning; group discussions and the review of skill techniques in the late afternoon. Individual conferences are arranged as determined necessary by supervisors.

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<sup>7</sup> See Appendix B.

Any special needs, problems coordinated between staff and outside agencies. We find that as clients find employment, it may not be necessary to keep two staff members at the Job Search Program full-time. Usually one of the trainers can return to his/her other duties during the 3rd week, or can start recruiting for the next program. See page 63 Attachment B.

### Methodology

The principal objective of this research is to test the effectiveness and feasibility of the Job Search Program as a model. To that end, the following shall be addressed<sup>8</sup>

- 1) Identify the measurable effectiveness of the Job Search Program in terms of rapid and inexpensive job placements.

The data used in this measurement was gathered on an ongoing basis after each program cycle. Between January 1980 and September 1980, ninety-seven clients entered the program. This study will examine the placement data for these ninety-seven clients to see how effective this technique was for them.

The data on placement is numerically categorized into four areas. The first classification is termed code 02; attained unsubsidized employment in the private sector.

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<sup>8</sup>See page 7, Chapter I.

ATTACHMENT B

DAY # 1 DAY # 2 DAY # 3 DAY # 4 DAY # 5

DAY # 1	DAY # 2	DAY # 3	DAY # 4	DAY # 5
Intro. Overview Name Game	Communications # 2	Communications Johari's Window	Communications Symbolic Pictures	Communications The Ideal Job
Communications # 1	What Do I Value? Resume	Job Search Strategies	Supervisor Case Studies	Occup. Review
Break	Break	Break	Break	Break
World of Work	Resumes	Interview Skills	Mock Interviews	Resume & Applications
Lunch	Lunch	Lunch	Lunch	Lunch
Manuel for Clients Part I	Vocational Assessment	M.B.O. # 1 Interview Techniques	M.B.O. # 2	Developing Career Potential
Break	Break	Break	Break	Break
Manuel for Clients Part II	Career Strategies Video mock interviews	Presentation Personal Selling Techniques	O.J.T. Opportunities	Say Hello to The Future ..... Closing Discuss

The second is termed code 06; transferred from the existing program to "on the job training" in a private sector company. The third area is classified as code 10; hold for placement. This code means that the client has not yet found employment and will remain in code 10 for three months from his/her program termination date.

If the client after three months still is unemployed, he/she is coded a negative termination; code 18.<sup>9</sup> During this three month period, the client is eligible for further counseling services from the training division.

These type of categorizations of data will readily reveal the types of placements clients have attained.

It should be mentioned here that an area of importance in question 1 is the speed of job placement and the expense for these placements. This program has a cycle duration of only three weeks. This is a very short period of time when compared to other training programs of similar design. Most other training programs have a cycle duration of at least 16 weeks, more often 26 weeks. The less time a client spends in a subsidized program of this nature the less cost that is incurred. All clients are subsidized monetarily at the minimum wage for their participation in any training program.

The second area relates to question two, Chapter I. "Analyze the cost per placement of the technique and of the program as a whole."

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<sup>9</sup>See Appendix C.

The cost per placement is defined as what is cost in terms of program operation, staff salaries, materials, rent, client wages, etc., to reach the objective of client placement.

This data was also gathered on an ongoing basis and tabulated after each program cycle and as a whole for the year. This information is filled out on a specific form for monthly financial reporting to the fiscal department.<sup>10</sup>

The cost per placement of the Job Search Program will be compared to the cost per placement of other training programs in Lawrence CETA.

The specific categories which determine the cost per placement are administration, fringe, training, and services. This total dollar amount is then simply divided by the number of clients in the program during that month.

The third question this thesis shall address is "provide a model for the training of trainers." (pg. 7 Chapter I). The effectiveness of the program in large part rests with competent, knowledgeable, trainers. Chapter five will discuss in detail the role of the trainer, how to train individuals in conducting workshops, and the trainers' role in the group process.

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<sup>10</sup> See Appendix D.

### The Comparison Analysis Process

The comparison in this study is a comparison between two groups of clients in the Job Search Program. Group A are the CETA eligible clients who enter the Job Search Program initially upon entering CETA.

Group B, are the PSE (Public Service Employment) clients who enter the Job Search Program upon completion of their 18 month duration of public service employment. It is hypothesized that no significant difference will be found between these two groups in terms of securing unsubsidized employment and speed of attaining employment.

The comparison will examine the following:

- 1) What percentage of clients found employment from each group?
- 2) Is there a difference in speed of attaining employment?
- 3) Is the program cost effective?
- 4) Is there a difference in types of employment attained?

Group A, comprises 97 CETA eligible clients who entered the Job Search Program between January 1980 and September 1980. Forty-eight women and forty-nine men make up this sample.

Group B, the PSE clients comprise a sample of 80 clients who entered the Job Search Program between June 1980 and September 1980. Thirty-eight women and forty-two men make up this sample.

Both groups attended for the full program cycle of three weeks. They were instructed by the same staff using the standard workshop design and format.

The comparison will examine the percentage figures on placements. The code categories of positively placed, 02; transferred, 06; hold for placement, 10; negatively terminated, 18; will be used in this determination. It is hypothesized that no significant difference will appear in the numbers of clients positively placed.

One might assume that since the PSE group, Group B, has been working for 18 months, they would have developed positive work skills, gained experience in the labor market, and perhaps developed specific marketable skills that an employer would find attractive. Therefore, this group could conceivably secure employment quickly and at a higher rate than Group A, who do not have the benefit of this past work experience. Group A have all been unemployed or underemployed for some significant time.<sup>11</sup>

The speed of placements is determined by how long it takes a client from initially entering the program to finding employment. One would also assume that Group B would be able to gain employment more quickly than Group A due to their past work experience in the PSE program.

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<sup>11</sup>To become IIB eligible for CETA training programs one must be unemployed for at least 7 days and have earned under a specific amount of money for the past year, i.e., underemployed.

The categories for placement data shall include the following: male; female; white; black; spanish; AFDC; veteran; handicapped; and ex-offender. These categories will be examined in the percentages each sub-group makes up to the total of each major group. Outcomes will be examined in areas of age clusters, education, ethnic background and sex. All of this data is information gathered on an ongoing basis as required by the Balance of State Prime Sponsor. Specific data forms are submitted monthly.

Cost effectiveness will be determined by listing the expenses to operate the Job Search Program. This data will show the cost per enrollee and cost per placement. Four other CETA training programs will be analyzed this way to allow a comparison in cost to be determined. The other similar training programs to be cost analyzed are clerical classroom training, computer programming training, electronic technician training, and machine operator training. This data is tabulated monthly by the program enrollment and referral control unit of the CETA agency.

The final area of comparison for this study will examine the types of employment attained, and starting salaries. Any general consensus of the types of jobs attained will be discussed in Chapter Five. This discussion will look at the ways these jobs were attained in order to assess salient characteristics integral to the process of gaining employment.



C H A P T E R I V  
RESULTS AND ANALYSIS

Introduction

The exploratory portion of this study indicates the importance of obtaining employment.<sup>1</sup> Some experimental data exists from programs in various parts of the country which suggest the benefits of teaching job seeking skills as one approach to gaining employment and lowering unemployment.<sup>2</sup> Personnel professionals are aware of the vital importance of employment, but have yet agreed upon one systematic and experimentally based approach to improve clients' abilities to gain employment.<sup>3</sup> In short, most of the literature on the subject suggests reviewing help-wanted ads, personnel offices, and employment agencies. (Dresse, 1970; Irish, 1978; Taylor, 1975; and Noer, 1975.)

While attempts have been made to address the skills needed to gain employment, researchers have yet to produce a comprehensive description of a program model to address the problem. The intent of this study is to provide such a model.

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<sup>1</sup>See Chapter I, Introduction.

<sup>2</sup>See Chapter II, Program Descriptions.

<sup>3</sup>See Chapter I, page 4.

Four aspects of the problem are investigated: (1) the measurable effectiveness of the program in terms of placements, (2) the cost per placement and for the program as a whole, (3) a model for the training of trainers and, (4) the comparison of two different groups of clients in the program.

### Review of the Methodology

From January through September of 1980, 177 clients entered the Job Search Program. Ninety-seven of these clients comprise the CETA eligibles, who enter immediately into Job Search as their program activity. The other 80 clients enter Job Search just after completing 18 months of Public Service Employment. These two groups make up the samples for the comparison study.

Four areas are analyzed between these two groups. They are: (1) placement data; how many clients from each group attained employment? (2) speed of placements; (3) cost effectiveness of the program; and (4) types of employment attained. The information and data necessary for this analysis was gathered on an ongoing basis during the program cycles.

### Placement Data

Of the ninety-seven clients comprising group A, the CETA eligibles, sixty-two attained employment. This represents a positive placement rate of 63%. Of the eighty clients comprising group B, the PSE group, thirty-four secured employment.

This placement rate percentage is 42.5%. Table 4 presents the breakdown of the comparison. For this analysis, clients who were transferred to OJT, (code 6), will be classified as (02), found employment. A large concentration of OJT contracts was taking place during the time Job Search was being studied. An effort was made to place suitable clients into on-the-job training. The employer is obligated to hire the client at the end of the training period. PSE clients are not eligible for OJT.

As shown in table 4, group A achieved a positive placement rate of 82%. This percentage includes those clients transferred to OJT. For comparison purposes, if the transfer group is excluded, the placement rate is 77% in that 62 clients found employment from a total of 80.<sup>4</sup> The numbers on table 5 and table 6 present the summary of outcomes by significant segments, age, education, ethnic status, and sex.

It was hypothesized that there would be no significant difference<sup>5</sup> in terms of placements between the two groups. As the results demonstrate, not only is group B's placement rate not significantly higher than group A's but it is significantly lower.<sup>6</sup>

There are a number of possible explanations for this. One possible reason for this surprising difference in performance could be the fact that group B, the PSE group, all attended during the summer months.

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4

See table 5 and table 6

5

See Chapter I, page 8

6

Chi Square Analysis, .01 level of significance,  $\chi^2 = 7.26$

TABLE 4  
PLACEMENTS

<u>Group A</u>			<u>Group B</u>	
Total Clients			Total Clients	
male	49		male	42
female	48		female	38
white	69		white	57
black	7		black	5
spanish	19		spanish	19
portugese	1		portugese	1
other	1		other	1
Head of House	24		Head of House	15
AFDC	4		AFDC	-
Ex-offenders	6		Ex-offenders	4
Veterans	24		Veterans	22
Handicapped	3		Handicapped	2
Age	19-56		Age	18-64
Educ.	7-16		Educ.	7-16
Unemp.	1-14 months		Unemp.	N/A
<u>Outcomes for Clients</u>			<u>Outcome for Clients</u>	
O2 Found Employment	62 63%		O2 Found Employment	34 42.5%
Completed/not placed	15		Completed/not placed	37
Did Not Complete	3		Did Not Complete	9
Transferred to OJT	17			
Positive Placement	82%		Positive Placement	42.5%

This time of the year is not usually the most productive time for job attainment.

Secondly, although this group had been working for 18 months prior to entering Job Search and as assumed may have acquired more job skills than group A, they also had the opportunity to collect unemployment after their Job Search program. Group A did not have this flexibility and perhaps was more desperate to find employment. In Tables 5 and 6, even though the samples are small, the figures seem to suggest that factors such as age, sex, and race do not affect to a large degree the placement of Job Search clients.

In the category of age, most of the clients in both groups fell into the category of 22-35 year olds. Fifty-six percent of this cluster in group A found employment while fifty percent of this cluster in group B found employment. No major differences are observed in how age plays a factor in employment. Group A chi square is .27 vs. .001 for B.

In the category of race or ethnicity, within both groups, the majority of clients were white. Group A's white clients (69) had a positive placement rate of 63%. Group B's white clients (57) had a positive placement rate of 47%. These numbers are not far removed from the total positive placement rates of 63% and 42.5% respectively. Blacks placed at a rate of 71% for group A and 40% for group B. Hispanics placed at a rate of 71% for group A and 30% for group B. These percentages all closely correlate with the total percentages for the respective groups.

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7

Chi Square Analysis, .01 level of significance

2	2	2
X = 4.72 for whites	X = 4.57 for blacks	X = 3.60 for hispanics

TABLE 5

SUMMARY OF OUTCOMES GROUP A

Significant Segments	<u>Total</u>	<u>02</u>	<u>18</u>	<u>06</u>
Head of House	21	15 71%	4 19%	2 10%
Welfare	4	2 50%	1 25%	1 25%
Receiving UI				
Ex-offenders	6	4 66%	2 33%	
Veterans	24	16 66%	2 8%	6 25%
Handicapped	3	1 33%	1 33%	1 33%
Age Clusters				
18 - 21	16	14 87%	1 6%	1 6%
22 - 35	52	29 56%	12 23%	11 21%
36 - 45	20	14 70%	2 10%	4 20%
46 - 60	7	4 57%	2 28%	1 14%
61+	2	1 50%	1 50%	
Education				
7	1	1 100%		
8	1		1 100%	
9	1		1 100%	
10	5	3 60%	1 20%	1 20%
11	16	12 75%		4 25%
12	48	32 66%	4 8%	12 25%
13	10	7 70%	3 30%	
14	11	5 45%	6 54%	
15	2		2 100%	
16	2	2 100%		
Ethnic				
Black	7	5 71%		2 28%
Hispanic	19	9 47%	7 36%	3 15%
White	69	47 68%	11 15%	11 15%
Portugese	1	1 100%		
Other	1			1 100%
Sex				
Male	49	34 69%	6 12%	9 17%
Female	48	28 58%	12 25%	8 16%
Total	97	62	18	17

TABLE 6

## SUMMARY OF OUTCOMES GROUP B

Significant Segments	Total	02	18	06	10
Head of household	15	4 28%	11 62%	-	-
Ex-offenders	4	4 100%	0 -	-	-
Veterans	22	11 50%	11 50%	-	-
Handicapped	2	1 50%	1 50%	-	-
AFDC Recipient	0	-	-	-	-
Receiving UI	0	-	-	-	-

## Age Clusters

18 - 21	11	1 9%	10 91%
22 - 35	42	21 50%	21 50%
36 - 45	18	9 50%	9 50%
46 - 60	8	3 37%	5 63%
61+	1	-	1 100%

## Education

7	1	1 100%
8	2	2 100%
9	5	5 100%
10	9	3 33%
11	12	2 16%
12	37	20 54%
13	10	6 60%
14	2	1 50%
15	1	1 100%
16	1	1 100%

## Ethnic

Black	5	2 40%	3 60%
White	57	27 47%	30 52%
Spanish	17	5 30%	12 70%
Portugese	-	-	-
Other	1	-	1 100%

## Sex

Male	42	18 42%	24 58%
Female	38	16 42%	22 58%

It appears in this study that ethnicity is not a major factor in gaining employment. Real world statistics tell otherwise.

In the category of sex, 69% of the males in group A found jobs and 58% of the females did. Group B had correspondingly similar results in relation to their total placement percentage of 42% males and females in group B placed at a rate of 42%. These statistics also support the fact that sex does not seem to be a factor of success for Job Search clients.<sup>8</sup>

The area of education needs to be examined carefully. Group B shows that education may be a factor in job getting at this level. The statistics demonstrate that no differences exist however.<sup>9</sup> The clients with the least education, grades 7, 8, and 9, all failed to secure employment. The other grade levels all achieved some success. Of particular note is the top four people with some college education who all secured jobs. The range in the middle averages about 50% positive placement, which is consistent with overall placement data for group B.

In group A, no obvious data emerges other than the majority of clients in the range of 11 to 14 years, placed at a rate of 64%. This too, corresponds closely with the overall 02 category for this group at 65%.<sup>10</sup>

In the cluster of significant segments, as seen in the other clusters, percentages for each of the categories corresponds closely with overall percentages.

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<sup>8</sup>  
Chi Square Analysis, .01 level,  $\chi^2 = 3.415$ , no differences

<sup>9</sup>  
 $\chi^2 = 5.21$ , no differences

<sup>10</sup>  
 $\chi^2 = .235$ , no differences



Group A averages 65%. Similar results can be seen in group B. The average of these categories in this group is 46%. Again, it appears that significant segments do not affect Job Search clients' ability to gain employment more than other reasons.

Table 7 shows data on this above mentioned influencing factors of sex, age, race, education, and significant segment for both groups. The numbers of clients in each category is broken down into percentages. This is done also for total clients placed in each category. The comparison between these two groups almost overlaps in that the percentages are so strikingly similar in every category. This comparison also serves to substantiate the fact that these areas of classification have less to do with getting a job than other areas. This area will be discussed further in the conclusion of this chapter. See Appendix F, Statistics

#### Speed of Placements

The second area of analysis for this comparison is the speed of placements. This question investigates if there is a difference between group A and group B in terms of how long it took to secure employment. It was assumed that group B, the PSE clients who had previous work experience should find jobs more readily than would group A.

The results of this question do not reveal any difference in speed of placements. Only 3 clients from group A did not complete the program and only 9 clients from group B did not complete. These numbers are not significant.<sup>11</sup> All other clients from both groups attended for the full three weeks of Job Search.

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<sup>11</sup>Chi Square Analysis, .01 level of significance,  $\chi^2 = 3.41$   
no differences

TABLE 7  
Enrollees -vs- Placements by Influencing Factors

	GROUP A				GROUP B			
	Enrollees		#Placed		Enrollees		#Placed	
SEX								
Male	49	51%	34	54%	42	52%	24	52%
Female	48	49%	28	45%	38	48%	22	49%
RACE								
White	69	71%	58	73%	57	71%	27	79%
Black	7	7%	7	9%	5	6%	2	6%
Spanish	19	19%	12	15%	17	21%	5	15%
Portugese	1	1%	1	12%	-	-	-	0%
Other	1	1%	1	12%	1	1%	-	0%
AGE								
18 - 21	16	16%	15	19%	11	13%	1	2%
22 - 35	52	54%	40	51%	42	52%	21	61%
36 - 45	20	21%	18	22%	18	22%	9	26%
46 - 60	7	7%	5	6%	8	10%	3	9%
60+	2	2%	1	1%	1	1%	-	0%
EDUCATION								
7	1	1%	1	1%	1	1%	0	0%
8	1	1%	0	0%	2	2%	0	0%
9	1	1%	0	0%	5	6%	0	0%
10	5	5%	4	5%	9	11%	3	9%
11	16	16%	16	20%	12	15%	2	5%
12	48	48%	44	55%	37	46%	20	58%
13	10	10%	7	8%	10	12%	6	17%
14	11	11%	5	6%	2	2%	1	1%
15	2	2%	0	0%	1	1%	1	1%
16	2	2%	2	2%	1	1%	1	1%
SIGNIFICANT SEGMENTS								
Head of House	21	21%	17	21%	15	18%	10	29%
AFDC	4	4%	3	4%	-	-	-	-
Ex-offender	6	6%	4	5%	4	5%	4	5%
Veteran	24	24%	22	28%	22	27%	19	55%
Handicapped	3	3%	2	3%	2	2%	1	2%

Generally, the clients who were successful in obtaining employment did so during the final week of the program. The program is structured so that the last two weeks are spent either on the phone setting up interviews or in the field actually interviewing for jobs. The clients who found unsubsidized employment did so within the framework of the program. Group B did not secure jobs any more readily than did Group A.

#### Cost Effectiveness

The monthly cost for operation of the Job Search Program is detailed in Table 8. The costs are broken down into categories of administration, fringe, training and services.

To determine the cost per client placement, the total monthly cost minus client stipends is divided by the number of clients placed by Job Search for that month.

Financial reports are sent to the fiscal office on a monthly basis and the costs are fixed. The operational costs per month do not vary. Only client stipends vary dependent upon numbers of clients enrolled. The Job Search Program operates for three weeks of the month and the cost per placement is dependent upon only numbers of clients who are actually placed.

Table 8, a monthly financial report, shows the cost of the Job Search Program to be fixed at \$7,158 per month. For the nine months from January through September, the total cost incurred is \$64,422. During this time period 79 clients from group A were positively

TABLE 3  
MONTHLY EXPENSE REPORT

<u>ADMINISTRATION</u>	<u>YTD BUDGET</u>
Salary and Wages	\$242
Fringe	20
Travel	12
Communications	120
<u>TRAINING</u>	
Salary and Wages	2268
Fringe	182
Premises	922
Expendable Supplies	152
<u>SERVICES</u>	
Salary and Wages	3000
Fringe	240
TOTAL	\$7,153

placed.<sup>12</sup> The cost per client placement is \$815.47. This cost per placement is low when compared to other CETA programs examined.

In the four months that group B participated in the Job Search Program the total cost was \$28,632. The cost per placement was \$842.05 for the 34 clients placed. This cost, very close to the cost per placement of group A, serves to substantiate the cost effectiveness of the Job Search Program overall.

To determine cost effectiveness, four other programs are examined. They are Electronic Technician, Clerical, Computer Programming and Machine Operator/Sheet Metal. These training programs operated during approximately the same time period as did the Job Search Program. They vary in length and cost but will still provide a good comparison for better understanding of cost effectiveness of the Job Search Program.

The Electronic Technician program operated from March of 1980 through September of 1980. This seven month program enrolled twenty clients and had a total cost of \$88,586. Sixteen of the twenty clients were placed. Cost per participant was \$4,429.30 while the cost per client placement was \$5,536.62.

The Machine Operator/Sheet Metal Program operated from July, 1980 through September, 1980. This three month program enrolled forty clients and had a total cost of \$79,360. Twenty-four of the forty clients were placed. Cost per participant was \$1,984 while the cost per client placement was \$3,307.

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<sup>12</sup> Positive placement includes those clients who were transferred to O.J.T. They are used in determining cost per placement.

The Clerical Training Program began in October of 1979 and operated until September of 1980. This full year program's total cost was \$83,539, and it enrolled twenty-four clients. Eighteen of these clients were placed. Cost per participant was \$3,480.79 while the cost per placement was \$4,641.05.

The Computer Operator Program operated from January, 1980 through January, 1981. This full year program's total cost was \$158,856. Sixteen clients were enrolled while twelve of those were placed. The cost per participant was \$9,928.50 while the cost per placement was \$13,238.

Table 9 illustrates the costs described for each of the programs examined. By far Job Search is the most cost effective program. Machine Operator/Sheet Metal was the closest program in cost per placement at \$3,307 per placement.

It must be mentioned, however, that the length of these programs contribute greatly to their cost. Staff salaries and administrative costs go up the longer a program operates. The short duration of the Job Search Program keeps costs per placement low. It also allows more clients to participate and be placed.

The costs per placement of the CETA programs in Table 9 substantiate the cost effectiveness of the Job Search Program. Appendix D provides cost figures for each of these programs.

TABLE 9  
COMPARISON OF COSTS

<u>PROGRAM</u>	<u># SERVED</u>	<u>TOTAL</u>	<u># PLACED</u>	<u>COST PER PLACEMENT</u>
Job Search A	97	\$64,422	79	\$815.47
Job Search B	80	\$28,632	34	\$842.05
Electronic Technician	20	\$88,586	16	\$5,536.62
Clerical	24	\$83,539	18	\$4,641.05
Computer Programmer	16	\$158,856	12	\$13,238.00
Machine Operator/ Sheet Metal	40	\$79,360	24	\$3,307.00

### Types of Employment

The breakdown of the types of employment secured by clients is listed on Table 10 . As the table shows, many (50%) of the clients from group A attained jobs in fields related to electronics. This is true as well for group B, but not to the same extent. Twenty percent (20%) of the clients from group B entered electronic related fields.

The second largest area of job attainment was in the secretarial field. Group A had five clients enter this career field. Group B also had five clients enter this field. The health related field was the third most entered field with four clients from group A and four clients from group B.

The areas of construction and health care was the next area of most success for group A with three and four clients attaining jobs respectively.

Group B, as well falls into this category with four clients entering health care and four clients entering construction.

A brief analysis of these similarities tends to support the fact that the Lawrence/Haverhill area has a number of electronics firms. Western Electric, Parlex, ITT, Wang, Gould-Madicon, Car-Ted are some of the larger electronic related firms in the area.

Secretarial fields are one of the most "in-demand" occupational fields in the Northeast.<sup>13</sup> Secretarial skills play a great factor in this specialized field, however, which explains why even more job search clients were not able to enter it.

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<sup>13</sup> Information supplied by Division of Employment Security, Lawrence, MA.



TABLE 10

TYPE OF EMPLOYMENT

<u>GROUP A</u>	<u>GROUP B</u>
39 electronic workers	7 electronic workers
3 shoe workers	1 leather workers
4 health care workers	4 health care workers
4 leather workers	2 legal assistants
2 auto body workers	4 construction workers
5 secretarial workers	5 secretarial workers
3 plastic workers	3 laborers
1 groundskeeper	2 kitchen workers
2 materials workers	2 glass workers
1 glass worker	1 painter
2 cleaning workers	1 material worker
3 construction workers	1 sheetmetal worker
2 auto mechanic workers	1 telephone worker
1 translator	
1 energy conservation	
2 bakery workers	
1 kitchen workers	
1 machine operator	
1 teacher	
1 sheetmetal worker	
79 Total	34 Total

### Starting Salaries

The average starting salary for group A was \$4.84 per hour. The average starting salary for group B was \$4.70 per hour. These salary amounts are very similar.

The highest starting salary for group A was \$10 per hour and the least starting salary was \$3.10 per hour. For group B, the highest salary was \$5.75 per hour and the least was \$3.10 per hour.

The large number of clients from group A who entered electronics related fields tended to raise the average wage of the group. Many of these clients began work in Western Electric (a high paying company) during two Job Search cycles at salaries in the range of 6-7 dollars per hour.

This skewing of group salaries was similar in group B, however fewer (only 7) clients entered the more high paying positions in electronics.

In the Clerical Training program the average starting salary was \$4.21 per hour.

The Electronic Technician Training program averaged starting salaries of \$5.90 per hour, while the Computer Programmers began at salaries of \$5.08 per hour on the average.

The average starting wage for Machine Operators/Sheet Metal Training clients was \$4.46 per hour and \$4.31 per hour respectively.

### Additional Observations

From all the data compiled, several observations appear. There was no significance demonstrated in group B achieving more jobs than group A.

The hypothesis held true that the PSE group would have no significant differences in terms of placements and speed of placements.

There does not appear to be any major differences in gaining employment due to factors of race, age, or sex for the samples examined. Other factors perhaps are more important in job getting. Education does, even from this small sample, appear to influence the task of job seeking and securement. See table 7.

The area of cost effectiveness shows that other CETA programs of longer duration are much more expensive in terms of program operation and cost per placement. See table 9.

The types of employment secured shows that the fields of electronics and secretarial appear to be major hiring fields in the area of Haverhill/Lawrence. See table 10.

Follow up information received three months after the end of the program cycles reveals some valuable input. Twenty clients from Job Search who did not secure employment were contacted. This contact was made to discover whether these clients had been able to find jobs.

Of the population of twenty, most of whom terminated Job Search in September of 1980, it was found that six of the twenty were in other CETA training programs. Finally, four clients were positively terminated. They had found jobs. Fifty percent of this group surveyed had terminated positively.

Chapter V, the conclusion, will discuss the implications of these results, guidelines will be offered for implementation and information on the training of trainers will be offered. The discussion will examine salient characteristics of job getting.

## CHAPTER V

### CONCLUSION

#### Introduction

The purpose of this research study is to examine and identify the effectiveness and feasibility of the Job Search Program technique as an operational model for manpower programs. It offers a detailed description of the program and provides some new information on the skills and abilities required to secure employment.

The information presented in this study is a composite of exploratory research, defining effective job seeking methods and programs, and descriptive research, offering a model for agencies wishing to help employ people.

#### Exploratory Research

The exploratory portion of this study illustrates methods and techniques rarely, until recently, publicized. Job finding can be learned. It is a process requiring a sequence of skills not necessarily related to work skills. Agencies and programs are becoming more popular in teaching people how to find jobs themselves.

From the programs examined, several elements to effective job finding emerge from the programs reviewed.

There is a statistical element in job getting. The more time that is invested in the job search, the more interviews one will get. This increases one's probabilities in securing a job. Second, the process of looking for a job is in itself discouraging, and almost everyone finds support a productive influence in keeping the job search going. Third, there is factual information about how to find and approach employers that is transmitted in the group setting. Fourth, are the skills in interviewing and use of telephones that are demonstrated in the group. Lastly, each of the programs examined have important effects on the attitude and behavior of their clients. They contribute to self-confidence which is so necessary in the interviewing process. They stress communication skills and push clients to demonstrate these skills in the workshop. These four elements will be discussed farther in this chapter.

Once learned, job finding skills are always available in the future. Success in job finding requires marketing oneself to an employer. The descriptive portion of this study program researches the effectiveness of a model to teach such employability skills.

#### Descriptive Research

While questions still remain as to the ideal structure for job search assistance, the available evidence suggests the need for demonstration projects to test the feasibility of these programs at the completion of government sponsored employment

programs. The amount of money invested in such programs is potentially wasted unless the clients are quickly placed in jobs where the skills learned can be utilized. In the past, such programs as Public Service Employment and other government training programs, have failed to achieve high levels of placement after training. Job search programs hold promise of aiding in placements. Therefore, it becomes necessary, to examine a job search program in this context as a model.

This study examines a program operated out of Lawrence CETA. It describes the operations of the program and compares two groups of clients in that program. Data was collected on an ongoing basis after each program cycle. The purpose of this data collection was to answer a set of research questions.

What is the measurable effectiveness of the program in terms of placements?

The Job Search Program demonstrates effective placements of clients into unsubsidized employment. Of the ninety-seven clients in group A, sixty-two attained employment. Even more significant is the placement rate when the transferred clients are counted as positive placements. The placement rate jumps to 82% in that 79 clients were placed out of 97.

Group B had a placement rate of 42.5%, thirty-four placed out of eighty.

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<sup>1</sup>Tom Kelley, "Putting Job Hunters on the Scent," Worklife (October 1977): p. 26.

What is the cost of the program and the cost per placement?

The total cost of the Job Search Program, from January through September, 1980 was \$64,422. Seventy-nine clients were placed at a cost per placement of \$815.47. Other CETA programs reveal much higher costs per placement. Electronic technician training ran at \$5,536.62 per placement. Machine Operator/Sheet Metal Training ran at \$3,307 per placement. Clerical Training ran at \$4,641.05 per placement and Computer Operator Training ran at \$13,238 per placement.

These figures are astounding when compared to the Job Search Program. In a time when the economy is tight and resources are declining, cost effective placement related programs are necessary replacements for the expensive, training programs described.

What does the comparison study reveal?

The comparison study supports the original hypothesis that there would be no significant difference in placement rates of the two groups. Not only is Group B's placement not significantly higher than group A's but it is significantly lower. Whether this is a result of the summer months, or the fact that the PSE group could collect unemployment, the fact remains that this group did not achieve jobs.

One of the prerequisites for success in the Job Search Program is that the client wants to work.

Characteristics of age, sex, race do not significantly affect job getting in the samples examined. Education does seem to play a factor in employment.

What is the role of the trainer?

The training of trainers plan is based on the knowledge and experiences gained by the staff of the Lawrence, MA Manpower Program in devising and operating the Job Search Program. Optimum Training includes a combination of both formal teaching and "learning by doing" exercises. These exercises are designed to offer the trainers as many as possible of the tasks, frustrations, and successes as experience the actual clients. The role of the trainer is vital in the success of the program.

The curriculum for the training of trainers is Appendix E.

### Discussion

The results of this research support the findings of other programs of job-assistance. They consistently achieve high placements in a relatively short period of time. They are cost effective in relation to other types of training programs.

This research points out several areas of concern. The PSE group did not demonstrate any more capabilities in getting jobs than the CETA eligible group. The PSE group performed less well than the other group. This raises questions as to the value of Public Service Employment in terms of training. It suggests that government money could be much more wisely spent in more placement oriented training programs.



Training programs without job search assistance built into the system result in high costs per placement. The four other CETA programs examined reveal costs per placements four and five times higher than is found in the Job Search Program. These programs would be much better served by a job assistance component as part of their placement activities.

This research suggests further that specific job skills may have less to do with getting the job than some other factors. The factors of continuous applied job seeking and self confidence seem to in this situation become highly influencing factors. The ideal of possessing both job skills and job seeking skills is the match to seek.

#### Salient Characteristics of Job Search Programs

From analysis of the Job Search Program and review of other job assistance programs, several interrelated aspects of job finding emerge.

The statistical element in job-finding is one not often emphasized enough. The more time one spends attempting to get interviews, the more interviews one will succeed in getting. This is the first principle of these programs; seeking a job is a full time job. The structured program format increases the unemployed person's time spent looking for work. Barbara Shapiro found that clients who obtained jobs had almost twice as many interviews as those who did not and that this was the major vehicle by which

the Job Factory in Cambridge assisted its clients to secure employment.<sup>2</sup>

The second important element in the structure of these programs is the support they provide for the client to sustain efforts to continue. The weariness of job seeking is lessened by the support of the group. For instance in the Job Club, Robert Philip describes:

Each client keeps a chart, showing the potential employers contacted, what the reaction was and if a call led to a personal interview. The charts are out there for the whole group to see.<sup>3</sup>

These programs thus allow unemployed clients to share discouraging moments and receive support from the staff and each other around common problems. Perhaps several people were turned down for jobs in the same day. The group meeting at the end of the day allows clients to vent their frustrations, share a common experience and motivate each other for tomorrow.

Third, the group setting in the programs provide factual information in how to approach employers and get information or interviews. Role plays are done, pertinent questions explored, and specific advice about behavior usually offered.

The fourth interrelated element of job search programs is the skills in interviewing. The interview preparation goes far beyond the "dress neatly and be on time" advice usually offered to job seekers. Clients are rehearsed with difficult questions

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<sup>2</sup>Barbara Shapiro, "Employment and Self Esteem: An Evaluation of the Cambridge Job Factory, A Manpower Program under the Comprehensive Employment and Training Act", PH.D. dissertation Tufts University, 1978.

<sup>3</sup>Joanne Wood, "Job-Finding Secret: Treat Looking for a Job as a Job," Southern Illinoisan, (February 26, 1978).

until they feel comfortable. Past histories which could be viewed negatively are discussed openly and often turned around to be positive. Learning from one's mistakes is a positive and healthy behavior and if expressed honestly and openly, the employer's viewpoint of negativity may change.

Videotapes of mock interviews are often done with special attention applied to non-verbal behavior. Clients are taught to volunteer information and ask questions in a way that communicates sincere desire to work well.

This type of rehearsal necessarily builds the client's confidence which is demonstrated in the interview.

The importance of demonstrating a feeling of confidence to an employer is extremely important. The group process of sharing concerns has an effect on the individual confidences of the clients.<sup>4</sup>

The sense of self-worth is a critical element in achieving a good interview. Not all clients in these programs can do this, but as the placement rates demonstrate, many can and do. The workshop mechanism aids in this success.

#### Limitations

Despite the many positive results of the Job Search Program it should still remain clear that job search training is not the ultimate answer to unemployment. This thesis examined a program as a model for other Manpower programs who wished to initiate such.

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<sup>4</sup>Barbara Shapiro, "Employment and Self Esteem", p. 224.

The results are not meant to be nationally generalized but rather to present data on one program.

First, it should be noted that the job search approach has no power to create new jobs. There is the possibility that a qualified and energetic job applicant could persuade an employer to create a new position. Usually, however, this is not the case. Also a large scale reduction of frictional unemployment would necessitate mass participation in job search programs.

Second, the training only works when clients want to obtain employment. Certain numbers of clients fail to participate due just to the fact that they do not want to work.

Third, this program has little effect on clients who severely lack work habits and cannot hold a job. These people are few in number but some do exist. Despite its limitations, job search training, from the programs examined, seems to be a very cost effective approach to reducing frictional unemployment, cutting welfare, and unemployment costs, and adding to increased productivity. More importantly it holds the potential for greatly enhancing the well being of the clients served.

#### Policy Implications

As matter of public policy, job search assistance programs should be tested in the following situations:

First, as a condition for continuing payments to unemployment insurance recipients who have not secured a job after six weeks. The available data on these programs indicates that re-employment

for many of this group could be tremendously speeded-up with large savings in benefits.

Second, job search assistance programs could be used in conjunction with expensive government training programs. The job search training could help facilitate placements in programs like Computer Training or Clerical.

Third, in relation to ex-offender programs, job-search assistance could prove successful in reducing residivision and aid in the transition to society for this troubled population.

Fourth, upon graduation or dropping out of high school these training programs could greatly facilitate placements for this population. They could be integrated into the regular curriculum senior year.

Fifth, these programs could be a regular part of the services of the State Employment Service. Rather than using the limited number of job openings that are listed in the Employment Service, clients could be much better aided by being taught how to find and secure jobs themselves.

In all of these situations, job search training holds the promise of a very cost effective approach to attacking the problem of unemployment.

#### Guidelines for Implementation

For manpower programs and agencies wishing to initiate a job assistance program, either as a followup to other training programs

or to achieve speedy placements of entering clients, the following guidelines are offered:

1. Thorough research of the existing programs throughout the country to realize the differences which exist and understand the successful interrelated elements they have in common.
2. Assessment of the organizational structure of the agency in relationship to the requirements of job search programs.
3. The system that is implemented be comprehensive and standardized.
4. Staff selection be done with consideration paid to creating a diverse staff in terms of age, race, background and experience.
5. Thorough review of the local labor market and of employment practices.
6. Review of current literature on the subject of job seeking.
7. Adequate funding to allow for video, comfortable space, capable staff, and stipends to clients.
8. Ongoing in-service training for staff in related subject matter of job seeking.
9. Pre-service training for staff in the role of workshops to determine uniform guidelines and understanding of their purpose and structure.
10. Implementation of systematic ongoing assessment functions in order to determine weaknesses, strengths, and need for change.

#### Limitations of the Study and Recommendations for Further Research

One of the limitations of this study is that its results are not meant to be nationally generalized. Rather, it is intended for Manpower programs and other agencies wishing to implement such a

program. Second, the experimental results are gained from a sample of small size. However, the purpose of this research is to provide a description of an individual program as a model.

If the Job Search Program is to be modeled, further research could aid in the design of the most cost effective and successful programs. This thesis provides a basis for this research.

There is a need to isolate the most important elements of this training. Second, there is a need to collect longitudinal data on program participants. There is no available research on which of the various elements of job search training are most vital. Whether its group support, interviewing training, formal instruction, is not known.

Follow-up studies need to be conducted to determine whether the skills in job getting are truly lasting skills. To determine whether the placement rates achieved initially do indeed last over time is important information to be attained. This would add to determining the success of these programs:

### Conclusion

The results of this research provide a detailed description of an effective program as a model. It provides some new information on the skills and abilities required to get a job. The results of this research can provide a model for a more controlled and comprehensive study of some of these elements of job-finding. It becomes the responsibility of those interested in alleviating

frictional unemployment to conduct such research. The information provided by this study lends itself to initiating further research. It is likely that research of the kind suggested will support the findings of this study.

It should be noted that this research was begun in 1980 and concluded in 1982. During these two years much has happened in terms of CETA, social services and the economy in general. The advent of Reaganomics has seriously impaired the possibility of implementing a job search program through CETA. The unemployment rate is now approaching ten percent and the skills in finding work are only effective when there are jobs available. It is becoming more and more difficult to utilize these important skills.



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APPENDIX

APPENDIX A

CETA CLIENT EMPLOYABILITY DEVELOPMENT PLAN

NAME: SOCIAL SECURITY NUMBER:  
ADDRESS: I.D. NO. AGE:  
CHANGE OF ADDRESS

DATE OF CHANGE:

CLIENT APPLICATION RECAP

DATE: PREPARED WITH:

DATE REVIEWED BY:

ELIGIBILITY:

CERTIFIED FOR TITLE (S): IIB IIC IID IV YETP IVYCCIP  
IVSYEP VI VII

LENGTH OF ELIGIBILITY HOURS WEEKS

W/E  
CRT  
PSE  
OVERALL

ELIGIBILITY RESTRICTIONS

APPROVED BY: DATE

CLIENT SIGNATURE: DATE

CLIENT VOCATIONAL INTERESTS

IN AREA MARKED REASON, CLIENT SHOULD STATE, TO THE BEST OF THEIR ABILITY, THE REASON FOR SELECTING EACH JOB OCCUPATION.

JOB PREFERENCE

REASON

1

2

3

After a complete review and analysis of your application, it has been determined that an assessment of your vocational skills be conducted by the CETA Assessment Unit so as to ascertain what training may be required to better prepare you to secure unsubsidized employment in private industry.

An appointment has been made for you to meet them

on: DATE  
with. NAME

at: TIME

PERC COUNSELOR'S SIGNATURE:

DATE:

CLIENT'S SIGNATURE:

DATE:

SECTION II CLIENT PRE-ASSESSMENT TESTING INTERVIEW

EDUCATION/TRAINING

EDUCATION: 1 2 3 4 5 6 7 8 9 10 11 12 GED

COLLEGE: MAJOR

DEGREE

BUSSINESS SCHOOL  
COURSE

TECHNICAL SCHOOL  
COURSE

LICENSE/CERTIFICATIONS:

LAST SCHOOL ATTENDED:

PREVIOUS TRAINING/WORK COMPETENCIES ACQUIRED

SPECIFY (WHEN, WHERE, HOW)

HOBBIES/LEISURE ACTIVITIES

#### BARRIERS TO EMPLOYMENT

MEDICAL	EMOTIONAL	LEARNING
WORK BEHAVIOR	LIFE STYLE	CRIMINAL
DRUGS	HANDICAPPED	FINANCIAL
AGE	SEX	LANGUAGE
CAREER CHANGE	SKILLS	EDUCATION
TRANSPORTATION	FAMILY CARE	ATTENDANCE

BARRIER SPECIFICS: (Please explain)

#### JOB PREFERENCE ANALYSIS

The following questions are predicated on the three job choices your application interview with the CETA PERC Counselor.

- 1 What would you really like to do?
- 2 What, from all of your previous experiences, have you liked doing the most?
- 3 How do you feel your past work/educational experiences will help you to achieve your vocational choices?
- 4 What do you feel that CETA can do to help you in attaining the job of your choice?
- 5 What do you feel is your major stumbling block in securing any of your chosen job listings?

#### BEHAVIORAL OBSERVATIONS

	INA	GOOD	FAIR	POOR	COMMENTS
APPEARANCE					
PERSONAL HYGIENE					
PUNCTUALITY					
DEPENDABILITY					
INITIATIVE					
ADAPTABILITY					
INVOLVEMENT					
SELF CONFIDENCE					
ATTITUDE					
COMMITMENTS					
TEMPERMENT					
COMMUNICATION SKILLS					
LEARNING ABILITY					

To receive a full and comprehensive evaluation of your vocational and educational skills, an additional appointment has been made for you with our Assessment Testing Unit

on: DATE

at: TIME

with: NAME

OCCUPATIONAL ASSESSMENT COUNSELOR:

SIGNATURE:

DATE

CONCURRED AND APPROVED BY CLIENT:

SIGNATURE:

DATE

### SECTION III FORMAL ASSESSMENTS RESULTS

TYPE	INSTRUMENTS	RESULTS	INTERPRETATIONS
------	-------------	---------	-----------------

LANGUAGE ABILITY

WORK BEHAVIORS

LEARNING CAPACITY

APPEARANCE  
 PERSON HYGIENE  
 PUNCTUALITY  
 DEPENDABILITY  
 INITIATIVE  
 ADAPTABILITY  
 INVOLVEMENT  
 SELF CONFIDENCE  
 ATTITUDE  
 COMMITMENTS  
 TEMPERMENT  
 COMMUNICATION SKILLS  
 LEARNING ABILITY



MOTIVATIONAL OBSERVATIONS:

WORK ADJUSTMENT RATING:                      GOOD                      FAIR                      POOR

SECTION IV VOCATIONAL OBJECTIVES PROFILE AND CHARACTERISTICS

JOB CHOICES (PRIMARY)

	JOB TITLE	DEFINITION	DOT#	WAGE
INTERMEDIATE				
ULTIMATE				
ALTERNATE				
IMMEDIATE				
OTHER				

EDUCATIONAL OBJECTIVE (SECONDARY)

BARRIERS TO ENTRY	
EDUCATION	LANGUAGE
FINANCIAL	OTHER
TRAINING	OTHER

EXPLANATION OF CHOICES:

QUALIFICATIONS PROFILE DOT

EDUCATIONAL LEVEL  
 SKILL LEVEL  
 COMMUNICATIONS LEVEL  
 ENVIRONMENTAL CONDITIONS  
 ATTITUDES  
 PHYSICAL DEMANDS  
 OTHER

## SECTION V EMPLOYABILITY PLAN

STEPS TO ACHIEVE CAREER GOAL

BASED ON OCCUPATIONAL GOAL  
BASED ON EDUCATIONAL GOAL

Activity Component

Purpose and Results

## JOINT AGENCY COOPERATING PLAN SUMMARY

## JOB ENTRY, DEVELOPMENT AND PLACEMENT PLAN

TYPE	AVAILABILITY	WAGE RANGE	LOCATION	COMMENTS
------	--------------	------------	----------	----------

## CASE CONFERENCE MEETING

INDIVIDUALS ATTENDING

POSITIONS

PURPOSE:

RESULTS

It is the responsibility and intent of the Lawrence CETA subgrantee, contingent on available resources and opportunities within the subgrantee, to supplement your activity enrollment with job search assistance, job development and placement services which will assist you in attaining unsubsidized employment. After enrollment, in addition to the Program Activity Counselor, a CETA PERC Counselor will be available to assist you in completing your ultimate career goal.

DATE OF REFERRAL

RECOMMENDED ACTIVITY

PERC APPOINTMENT

DATE

ASSESSMENT COUNSELOR SIGNATURE

DATE

ASSESSMENT SUPERVISOR SIGNATURE

DATE

#### CLIENT ACKNOWLEDGEMENT

I have participated with the CETA Assessment Counselor in the preparation of my employability development plan and fully understand and agree with all test findings and decisions. I also have received a copy of this EDP for my records.

I further understand that I also have certain responsibilities towards CETA should I be enrolled within an activity. Among them will be prompt and daily attendance participation in the program activity schedule and in achieving those goals and skill levels commensurable to the best of my ability.

CLIENT'S SIGNATURE:

DATE:

## APPENDIX B

### PARTICIPANT WORKBOOK

You have made a decision to spend the next three weeks in the full time task of finding your next job. What follows in this manual is a guide to help you in this task. The Job Search Program has worked for many others in similar situations as your own. It can work for you if you work at it.

The manual covers a seven step procedure outlined on page two. Each step is more important than the last, and you should invest the time and effort to complete each step to the best of your ability.

At this point we want to emphasize two major points that are so important to the job seeking process. They will be of immeasurable help and should be kept in mind continuously as you go about your task.

- 1) Develop and maintain a positive attitude toward this job of seeking employment, even in the face of the inevitable disappointments you may experience along the way. Remember that this process has worked for many other job seekers and it will work for you also.
  
- 2) There is absolutely nothing to be ashamed about not having a job. Since the greatest single source of job leads come from family and friends, tell everybody that you are presently engaged in an extensive well organized program to find employment.

remember\*\*\*\*\*

IT WORKS IF YOU WORK

## JOB SEARCH PROGRAM

- STEP 1      Collect and organize useful background information
- STEP 2      Review your goals, objectives and personal traits.
- STEP 3      Using information gathered in Steps 1 and 2 create your selling tools (resume, interview skills).
- STEP 4      Develop a list of potential employers
- STEP 5      Contact potential employers and your friends
- STEP 6      Investigate potential employers
- STEP 7      Sell yourself in personal interviews

Your first task is to assemble job related information about yourself. The following work sheets are provided to help you collect information in three important areas: employment history, personal data, and job accomplishments.

You will use this information to develop your resume and to assist you in personal interviews. Also application forms can be completed in less time by having this information already available.

Your employment history work sheets should be detailed. Each responsibility or assignment for each employer should be fully described. This information can later be boiled down to concise meaningful and informative statements in your resume.

Your personal data work sheet should be given the same detailed attention.

Next, write a description of your job accomplishments. In each job you have held, select one or more accomplishments, programs or responsibilities which you successfully carried out. Tell us what each was, how you organized the task, and what the results and benefits were.

Dig deeply and think. Write about large or small accomplishments. You will be surprised how many worthwhile projects you have been responsible for when you finish.

Use the blank pages in this manual to supplement the following work sheets. This will keep all your information together for quick reference.

## EMPLOYMENT HISTORY

Follow the outline in organizing the data and information for each employer. Arrange them in reverse order; that is the last one first. Include everything that may be useful. At this point it is better to collect too much information than too little. Later you can select the items to be included in a resume.

TITLE OF JOB

COMPANY OR FIRM

ADDRESS

CITY

STATE

EMPLOYED FROM

EARNINGS

TYPE OF BUSSINESS

Describe in detail the work and responsibilities for each of your jobs or assignments:

Include what you did and how well you did it. Organize these data in a logical order, such as chronologically or by type of work.

#### Reason for Leaving

In application forms or at interviews you may be asked why you left a particular job or jobs. Be ready to give the reasons.



## PERSONAL DATA

This work sheet will help you to develop a profile of yourself outside of your job. What are your interests and how do you spend your non-working time? If the various headings listed below do not apply to you, change them or add new ones. The object is to create a complete non-business picture of yourself; personal, family, and social. This information will help you later in writing your resume and when you have interviews.

AGE

MARITAL STATUS

NO: OF DEPENDENTS

PHYSICAL

QUALITY

EDUCATION

MILITARY SERVICE

GROUPS OR CLUBS

CIVIC ACTIVITIES

HOBBIES

## JOB ACCOMPLISHMENTS

Think through each one of the jobs you have held and describe the special things you may have done, the individual contributions you have made to the job over and above what normally is expected. What improvements have been adopted as a result of your ideas and suggestions?

Follow this outline for each job accomplishment:

- . Employer
- . Date
- . Describe accomplishment and its result

## REVIEW YOUR GOALS, OBJECTIVES, AND PERSONAL TRAITS

The next two subjects, work sheets 4 and 5, have been included to make you think- think about yourself and where you want to go.

You should allot some time to the full development of the answers to these questions. Think about the questions in terms of your objectives. Don't skim through the answers- be honest and face the facts as you see them and be yourself.

Answering these questions can help you determine how you will benefit from and contribute to a new job, and help you consistently in an interview.

Try to identify your strong and weak points. This will improve your chances of getting a good job and progressing in it once you have it. Knowing about yourself will help you at the interview.

## PERSONAL CRITIQUE

What do you think are the important characteristics of qualities one should have to be successful in any line of work?

What are the strong or good points of your personality that should help you in your job?

What are the weak or bad points of your personality that may hinder you in your job?

In what ways can you make a contribution to an employer?

## VOCATIONAL ANALYSIS

What kind of work are you looking for?

What do you like most about that kind of work?

What do you like least about that kind of work?

In what jobs have you been most successful or do you have particular aptitudes?

In what areas have you been unsuccessful or do you have particular weaknesses?

List all jobs, with which you are familiar and of which you have any knowledge. Make this as complete a list as possible. Again list all information.

## CREATE YOUR SELLING TOOLS

The information you have collected in steps 1 and 2 will now help you in developing your selling tools.

Your selling tools are:

- a) The introductory letter
- b) The resume

The introductory letter and resume may be mailed to prospective employers through the direct mail technique described in Step 5 or hand carried when you apply for a job in person.

The introductory letter can be individually addressed to a specific employer at a given company or can be addressed to the personnel department.

The resume is a means of presenting your qualifications for employment in a concise, easy to read format. The resume is sometimes required when answering want ads, and by many employers. It should be given to friends and other persons you have asked for help in your job search.

## INTRODUCTORY LETTERS

There are several different kinds of introductory letters, all of which have the same objective: to get you an interview.

Although most of your contacts with possible employers will be through your personal visit, there are times when you should use the mail.

1. when answering want ads;
2. when using a common friend as a reference

These letters, with your resume attached, should be short and to the point. Essentially, the letter "introduces" the resume by telling the employer why he is receiving your resume.

This is an example:

Dear (name of employment manager)

Your ad for a (job identified in the ad) in the (name of the paper) described skills and qualifications which are similar to what I have to offer.

The attached resume describes my experience and ability. May I make an appointment to meet you in an interview?

Sincerely,

(Your name)

Enclosure

## WRITING THE RESUME

The purpose of a resume is to get you a face to face interview with an employer. It is briefly a description of your work experience, education, and accomplishments which will make a prospective employer want to learn more about you through an interview. If you have completed the work sheets in Steps 1 and 2, writing the resume will not be difficult.

The following sample is an example of how one resume was written. It is a guide only. You should compose your resume to reflect your own background and accomplishments. The Job Search Program will help you to write your resume and will provide typing and duplicating services.

The resume should include:

- 1 Name, Address, and telephone number.
- 2 Work experience- a list of the jobs you held, the name and address of the employer, dates worked, and a brief description of what you did on the job.
- 3 Education- a list of schools attended, dates, and major subject.
- 4 Organizations or personal achievements- a list of organizations you may belong to or special skills you may have.
- 5 Personal- items you may feel necessary such as marital status, military status, health, etc.
- 6 References- do not include references in the resume. Just say "References furnished on request".



## SAMPLE RESUME

GEORGE C. SMITH

167 North Street

Cambridge, Massachusetts

Tel. (617) 555-1677

Objective: To apply my skills in the metalworking trades or related areas.

## Work Experience:

1974 - 1976 ACME Metal Products  
133 Richfield Street  
Somerville, MA

Operated power shear and press brake. Did minor maintenance on other shop machines such as drill press and milling machine.

1973 - 1974 Idea Shipworks Inc.  
2000 Colonial Avenue  
Boston, MA

Welder Trainee - Used electric arc welding equipment - both vertical and overhead.

## Education:

Somerville Trade High School - 1969-1973  
Diploma - Metal Fabrication

## Organizations:

Coach - Cambridge Little League Baseball

Member - Crusaders Drum and Bugle Corps

## DEVELOP LIST OF POTENTIAL EMPLOYERS

The next step is to :

Identify the companies, firms, institutions, and agencies that need your skills.

List all personal contacts that might be of help.

A systematic approach has been outlined which will aid you in identifying the largest number of potential employers in many fields.

Take advantage of any information on companies in your public library and at the Job Search Program. The full and systematic use of this material is the best way to market yourself.

Don't keep your job hunting a secret. It is important that you let as many people know that you are looking for a job as possible. One of them may just come up with something. Put your pride in the closet - there is nothing to be ashamed of. Almost everyone has been out of work at one time.

The Job Search Program is available to assist you in developing this list.

### NAMES OF CONTACTS

A. Prepare a list of people and companies you might want to contact to help you find your job. Keep a notebook with you at all times. Wherever you go or whatever you do, keep alert for names of people and companies. Jot down on a raw list, every name that you can think of or find, even if you think you may not use some of them.

These names will logically divide into the following general groups, each of which you will approach differently.

1. people you know who could hire you.
2. people you know who could not hire you because they don't use your particular skills in their work;

these are people who could help you in your campaign by giving you good advice, job leads, or the names of their friends who could be interested in your availability.

3. names of companies that might need a person like you or in which you think you would like to work.

- B. Use the following categories to help you remember or locate the names of people who could be of real value to you in your job finding campaign. Search through your memory and records for:

Friends	Doctors/Dentists	
Relatives	Small Business owners	Associations
Past employers	Clergymen	Insurance men
Alumni	Landlords	Teachers

Please list below all your personal contacts.

## SOME SOURCES OF JOB OPPORTUNITIES

- . NEWSPAPERS
  
- . LOCAL SOCIAL SERVICE AGENCIES
  
- . DIRECTORIES OF EMPLOYERS
  
- . EMPLOYMENT SECURITY OFFICES
  
- . CHAMBER OF COMMERCE
  
- . THE JOB SEARCH PROGRAM

Now that you have your introductory letter and resume, and have prepared visit and mailing lists, you are now ready to begin your campaign to sell yourself in the job market.

Remember - the more contacts you make, the better the chances.

1. In order to get the most done in the shortest time, first mail your introductory letter and resume to everyone on your mailing list. Contact your friends and start planning your visits.
2. Next, take your visit list and plan on visiting as many companies as soon as possible.
3. Before you visit any company, be sure that you have completed steps 6 and 7 in this manual as they help you prepare for the most important aspect of your job search, the interview.
4. Using the blank forms in this manual, keep a schedule of everyone you visit and mail to. Also note on the schedule when you plan to make a follow up call on a company.

Some points to remember in making this call:

1. Try to speak directly to the person doing the hiring. Ask for him/her by name if possible.
2. Try to arrange an interview.
3. Sound confident, talk clearly, its good to practice this call beforehand.
4. If there are no openings, ask the employer if there will be some in the future or ask for suggestions of where else to call.

## INVESTIGATE POTENTIAL EMPLOYERS

Before visiting a company for an interview, try to get as much information as possible on the company.

Try to gather the following kinds of information:

1. Length of time the company has been in business.
2. Its products and/or services
3. Number of employees
4. Other pertinent information.

The employer will be impressed by knowing you have taken time to familiarize yourself with his business.

## SELLING YOURSELF AT INTERVIEWS

The interview is the target and objective toward which your work has been aimed. It is the opportunity for both of you, the employer as well as yourself, to determine the "fit" of one with the other.

When you go to an interview, go alone. Do not go with a group of friends or even one friend. Alone.

## APPLICATION FORMS

Prior to an interview, many companies will require you to fill out an application. One of the purposes of this manual is to help to organize the information needed so that the forms can be completed quickly and easily.

Several points to remember when filling out application forms:

1. Make it neat and accurate.
2. Do not leave any gaps in your employment history.
3. Be completely honest in answering questions.
4. When you have completed the form clip your resume to it.



## THE INTERVIEW

If you have followed the step by step procedure outlined in this manual, you have good prospects for an interview and will be well prepared.

Your careful analysis of yourself, your aims, your abilities, and your accomplishments has provided you with background data that are fresh in your mind and available for instant recall.

This will make it easier for you to answer all questions quickly and fully that may be asked of you at the interview. Knowing this should give you confidence and put you at ease during the interview.

Before going to the interview, think about the business and how you can fit in.

The interview should be a two way meeting.

Let the interviewer set the pace. Be a good listener.

If the interviewer does not lead the discussion, then you should speak up. Don't completely take over, but don't let the discussion drag. It may be a test of your leadership or ability to take over.

Answer the questions fully but concisely. Phrase your answers so that they are meaningful and convey your grasp of knowledge of the subject.

Be businesslike, positive, and straightforward in your approach.

## SUMMARY

## THINGS YOU WANT TO HAVE HAPPEN IN THE INTERVIEW

1. Immediate good impression of you.
  - a. Appearance
  - b. Bring your folder with copies of your resume
  - c. Stand, shake hands, have good eye contact.
  - d. Positive attitude all the time.
  
2. Let the employer know what you can do for him.
  - a. Attitude- give him/her the idea that you want to work.
  - b. Your skills and experience  
Ask questions about the skills needed and the experience that you possess.
  
3. Show the employer that you know something about the company.
  
4. If there are no openings, ask when there will be and if the employer knows anyone who is hiring.

## FOLLOW UP

Immediately following the interview, take time to record your major impressions, write names and titles of interviewers, and decide upon your next step. Next steps may be a letter of thanks, or a follow up phone call in several days.

Record all this information on a schedule form. This gives you an organized approach to initiate follow up steps at the right time.

Record on a separate calender the dates for whatever follow up you decide.

After an interview, it is often advantageous to call back in a day or two rather than to wait for the employment manager to call you. In such a phone call you want to show your interest without sounding too pushy.

## SUMMARY

This manual gives you the basic fundamentals for seeking and finding employment. If you have carefully followed the steps and suggestions in this manual, and have been thorough in the preparation of all work sheets and materials, you can be assured that you are well prepared for job seeking.

Perhaps most important is the fact that you have thought through and assembled a considerable amount of information about yourself, your abilities, skills, and your aims so that you will be at ease and relaxed during the interview and will ultimately be matched to the position best suited for you.

The Job Search Program will guide you and assist you in every possible way.

## APPENDIX C

### TERMINATION CODES

The following definitions should be used to determine the appropriate termination code when completing the CETA Participant Termination Form.

#### Positive Terminations

- 01: Direct Placement - Participant is placed (through the sub-grantee or otherwise) in unsubsidized employment after receiving only outreach, intake, and employment and training services. Participant may or may not have received supportive services, but has been placed prior to enrollment in a program activity.
- 02: Indirect Placement - Unsubsidized employment has been secured for the participant by the sub-grantee after participation in a training or employment activity. Participant has also received supportive services.

Please note that this termination code should be used to report placements if the participant has received formal Job Development services.

- 03: Indirect - Obtained Own Employment - Unsubsidized employment has been secured for the participant through means other than those provided by the sub-grantee, after participation in a training or employment activity.
- 05: Entered Military - Participant entered the Armed Forces after participation in a training or employment activity.

#### Other Positive Termination

- 04: Entered School Full-time - Entered or continued full-time in an elementary, secondary, or post-secondary academic or vocational school.

Please note that this term code should be used for in-school participants who leave a CETA program but remain in-school.

- 06: Entered Other Manpower Program - Entered an employment/training program not funded under CETA or a CETA funded program not operated by the same sub-grantee.

### Non-Positive Termination

The remaining termination categories are self-explanatory unless otherwise noted:

- 11: Laid Off  
 12: Health  
 13: Family  
 14: Transportation  
 15: Moved from Area - Note: if the participant moved from area to enter unsubsidized employment or full-time school, the appropriate positive termination code should be used.  
 16: Refused to Continue  
 17: Cannot Locate  
 18: Other - Note: This term code should be used only when no other category is applicable.  
 19: Involuntary Term  
 20: Exceeded Program Duration Limits - participant has reached or exceeded the allowed maximum for either an activity or overall CETA.  
 21: Non-positive program completion - this termination code should be used for those participants who complete one program objective, but were planned to enter either unsubsidized employment or another activity.

### Transfers:

Intra-Title Transfer - participant transfers into an activity funded under the same title as his/her previous activity.

Inter-Title Transfer - participant transfers into an activity funded under a title different from his/her previous activity. This does not include transfers from a Title IIB or Title IV activity into the Summer Youth Program.

Please note that inter-title transfers are, by definition, other positive terminations (excluding the above-mentioned transfers into the Summer Youth Program).

APPENDIX D

Electronic Technician Training 3/10/80 - 9/26/80

\$4,429.30	Cost per participant	Twenty clients
\$5,532.62	Cost per placement	Sixteen clients
\$88,586	Total Cost	

Machine Operator/Sheet Metal Training 7/7/80 - 9/26/80

\$1,984	Cost per participant	Forty Clients
\$3,307	Cost per placement	Twenty-four Clients
\$70,360	Total Cost	

Clerical Training 10/22/79 - 9/26/80

\$3,480	Cost per participant	Thirty Clients
\$4,641	Cost per placement	Eighteen Clients
\$33,539	Total Cost	

Computer Training 1/14/80 - 1/19/81

\$9,928	Cost per participant	Sixteen Clients
\$13,238	Cost per placement	Twelve Clients
\$158,856	Total Cost	

## Appendix E

### I. Classroom Curriculum

#### First day: Friday

1. Why is Job Search Education necessary?
  - a. Explanation of "Frictional Unemployment"
  - b. Nature of Job Market: Turn-over in America
  - c. BLS and other data on how Americans look for and find jobs
  - d. The "Hidden" Job Market
2. Models of Job Search Education.
  - a. Azrin's Job Club
  - b. Azrin's WIN Experiment
  - c. Hoffman's Self-Directed Search
  - d. Other programs: California EDD, Washington's State ES, Nevada Ex-Offenders
3. Cambridge Job Search Programs
  - a. Job Factory--Experimental Phase (1976-77)
  - b. Job Factory--On-going phase 1977-present
  - c. Job Shop
  - d. PSE Job Factory
  - e. Youth Job Factory

Discussion of history, client flow, statistics, differences, etc.  
(handouts)

#### Lunch

4. Job Search/Job Shop Curriculum  
Overview: Discussion of essential elements of Job Search
  - a. Confidence Building in Participant
    1. Group formation and dynamics
    2. Supervisor's role
  - b. Assistance in Skills identification and resume writing
    1. Needs and goals
    2. Profile chart
    3. Task analysis
    4. Tool: Workbooks
  - c. Factual information on best search methods to tap "hidden" job market
    1. Friends and Relatives
    2. Ads, directories, phone books
    3. Local labor market information
    4. Other agencies



- d. Methods for locating and obtaining interviews with potential employers.
    1. Cold call
    2. Telephone/Tele-trainer
    3. Letters/Clerical support/Resumes
    4. Friends and Relatives
  - e. Training in and practice for effective interviewing
    1. Standard questions
    2. Handling negatives
    3. Asking for job
    4. Lots of practice at mock interviews with AV equipment
  - f. A disciplined environment which forces clients to search for a job full-time.
    1. Check in/Check out procedure
    2. Goal and limit setting
    3. Morale and discipline
    4. Discuss differences between Job Factory and Job Shop
  - g. Provision of support system to deal with frustration and discouragement
    1. Group support
    2. Daily meetings
5. Readings:  
 Lathrop: The Job Market  
 HEW: Work in America

Second Day: Monday

1. Surprise! In order to save energy, Congress has abolished CETA. You are all laid off effective immediately. What's more, there are almost no jobs in the local labor market for people with your experience. However, your prime sponsor will pay your wages for the next five days so that you can utilize the Job Factory program to get a job in another field. That is why you are here.
2. The Get Acquainted Exercise. "We are all in the same boat and experience with this program proves that you can be a lot of help to each other in your job search. So we had better get acquainted and share our individual thoughts about our next jobs."

Directed group discussion follows. This is a critical beginning of the "positive group dynamic" which makes the program work.

3. Skills and Goal Identification.
  1. Directed group completion of Steps #1 through #3 of Job Search Manual

2. Group discussion and individual identification of individual job goals. Participants write formal statement of goals which become part of resume.
4. The "What are Employers Looking For" exercise. This is a group discussion exercise with black board notes. It provides a basis for critique of mock interviews. It has three parts:
  - a. How does the screening interviewer see his/her job
  - b. What makes the hiring supervisor "tick"
  - c. What qualities is an employer really looking for
5. Surprise! Select one or more participants to be interviewed by one of the training staff group (and videotaped). Participant will not do well, and this will be clear from directed group critique. This illustrates need for both knowledge and skill preparation before meeting employers in immediate hiring situation. (Tapes will be used in later exercises.)
6. Resume. Balance of day (and homework) will be spent in preparation of skills--oriented resume using Job Search manual. Clients are reminded that CETA, DES--type organizations no longer exist and they will need to seek non-traditional areas in which to apply their skills.
7. Readings:  
Lathrop: Who's Hiring Who, chapters on resume writing

### Third Day: Tuesday

1. Individual work with participants by training staff to "perfect" resumes. Resumes are sent for typing, proofreading and duplicating.
2. Lecture and group discussion on employer contacts: use of friends, ads, agencies, telephone, appointments, cold calling, etc.

Reading: Nichols and Schill: Yellow Pages of Careers

### Lunch

3. Surprise! Your assignment at this stage of the program is to secure and accomplish four constructive interviews with employer organizations appropriate to the kind of job goal which you have identified.

You have from this moment to 1:30 Thursday to do this. You are to return to this group at that time with the ability to tell us:

- a. How you got the interviews
- b. What happened in the interview
- c. What the employer said when you asked him what he thought about you as an employment candidate. Pros and Cons. Your job is to get both comments.

Ground rules:

- a. Honor system - no interviews with established personal or business acquaintances
- b. Telling the truth about the object of your visit is fine
- c. So are other devices your good judgment indicates are ethical and effective

Should you wish to do any preparatory work in assembling information or in planning contacts, the resources (directories, etc.) which we have here are available to you. You may also choose to use other information sources (libraries, trade associations, etc.)

Also, if you would like some help, guidance, suggestions, or just someone to talk to, now, or at any time, through Thursday afternoon--this training staff is available here for telephone calls or personal meetings.

Fourth Day: Wednesday

Field work.

Training staff will schedule group or individual sessions at request of "job seekers" to discuss problems, questions, frustrations, etc.

Fifth Day: Thursday

1. Morning--field work wrap-up. Training staff assistance available.
2. 1:30 pm: Directed group discussions on field work. Identification of possible weaknesses in conducting interviews. Clients should begin to realize need for and value of interview training and practice.
3. Interview Training. Mock interviews of all participants. First few will be conducted by training staff, subsequent ones by participants themselves. Each will be critiqued by group.
4. Homework: Digest the "20 questions" exercise. This is basically a written summary of the kind of questions to which good interviewers will be trying to get answers. Purpose: we will insure that all participants have the experience of both conducting interviews and being interviewed during tomorrow.

5. Readings:

Lathrop: Who's Hiring Who, chapter on interviews

Irish: Go Hire Yourself an Employer, chapter on interviews

Sixth Day: Friday

1. Complete interview technique training. Compare "before" and "after" video tapes of those poor souls we surprised on Monday. There will (or should) be an enormous difference.
2. Critique all interviews.
3. General discussion and review of high points with entire training staff. Last questions.

APPENDIX F

CHI SQUARE ANALYSIS STATISTICS

.01 Level of significance  $\chi^2 = 6.62$  critical value  
df = 1

Placements

	no job	job	
A	35	62	97
B	46	34	80
	81	96	n = 177

$\chi^2 = 7.26$

Race

White

	no job	job	
A	22	47	69
B	30	27	57
	52	74	n = 126

$\chi^2 = 4.72$

Black

	no job	job	
A	2	5	7
B	5	2	7
	7	7	n = 14

$\chi^2 = 4.57$

		no job	job	
Hispanic	A	7	9	16
	B	12	5	17
		19	14	n = 33

$\chi^2 = 3.60$

Education

		no job	job	
Group A	7 - 10	3	4	7
	13 - 16	11	14	25
		14	18	n = 32

$\chi^2 = .235$

		no job	job	
Group B	7 - 10	14	3	17
	13 - 16	5	9	14
		19	12	n = 31

$\chi^2 = 5.21$

Age

		no job	job	
Group A	18 - 35	13	43	56
	35 - 65	5	19	24
		18	62	n = 80

$\chi^2 = .276$

		no job	job	
Group B	18 - 35	31	22	53
	35 - 36	15	12	27
		46	34	n = 80

$\chi^2 = .001$

Sex

		no job	job	
male	A	15	34	49
	B	24	18	42
		39	52	n = 91

$\chi^2 = 5.76$

		no job	job		
Female	A	20	28	48	
	B	22	16	38	
		42	44	$n = 86$	$\chi^2 = 2.93$



