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EFFECTIVENESS OF JOB SEARCH INSTRUCTION  
FOR HANDICAPPED YOUTH:  
AN EXPERIMENTAL INVESTIGATION

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Carol Louise Bergquist

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THE END OF THE WORLD

EFFECTIVENESS OF JOB SEARCH INSTRUCTION  
FOR HANDICAPPED YOUTH:  
AN EXPERIMENTAL INVESTIGATION

By

Carol L. Bergquist

A DISSERTATION

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## ABSTRACT

### EFFECTIVENESS OF JOB SEARCH INSTRUCTION FOR HANDICAPPED YOUTH: AN EXPERIMENTAL INVESTIGATION

By

Carol L. Bergquist

Unemployment is one of our most significant social problems, and it is a particularly difficult problem for handicapped individuals who face additional obstacles to their employment. The current study involved a training program offered within the context of a high school special education program, which was designed to provide handicapped youth with job seeking skills. The resulting Job Search Program was evaluated experimentally with the pre-test post-test control group design. Thirty-two handicapped students ages 17 to 22 were randomly assigned to receive the Job Search Program (experimental n=16) or normally available services (control n=16).

The Job Search Program involved ten instructional sessions utilizing a small group format. Following instruction, support for independent job search efforts was provided during a four week follow-up period.

It was hypothesized that Job Search Program participants, as compared to the control group, would evidence significantly (1) increased knowledge of job seeking skills, (2) increased knowledge of employment resources, (3) increased work adaptive attitudes, (4) higher frequency of job search behavior and a (5) higher placement rate.

Comparisons of before and after scores, as well as between the experimental and control groups, indicated that the Job Search Program was highly effective as shown by a number of outcome criteria. Analyses of knowledge scores revealed that the experimental group was significantly higher than the control group on knowledge measures that covered (a) job seeking skills, and (b) employment resources. In regard to the hypothesized effect on job acquisition, a higher placement rate was observed for Job Search Program participants than controls. Specifically, experimental group subjects evidenced an 88% job placement rate as compared to 30% for the control group.

Hypothesized increases in work adaptive attitudes for the experimental group were not supported. Similarly, no significant differences were noted in frequencies of job search behavior between subjects receiving the Job Search Program and those in the control group.

The current study demonstrated the feasibility of developing an effective training curriculum in the area of job search skills for special education students. Overall, the findings from the present study suggest that increases in knowledge of job seeking skills and employment resources, and job placement rates for handicapped youth can be achieved through a short term systematic instructional program. Theoretical implications and directions for future research are also discussed.

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To my children Laurie, Lynn and Don

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## TABLE OF CONTENTS

	<u>Page</u>
LIST OF TABLES.....	vi
LIST OF FIGURES.....	viii
LIST OF APPENDICES.....	ix
<u>Chapter</u>	
I. THE PROBLEM.....	1
Introduction.....	1
Need and Background of the Problem.....	3
Purpose of the Study.....	7
Research Questions to be Addressed by the Study.....	10
Overview.....	10
II. REVIEW OF THE LITERATURE.....	11
Models of Job Seeking Skill Preparation.....	11
Specific Applications of Job Seeking Skills.....	17
Elements of Successful Programs.....	22
Integration of the Research.....	24
Use of Experimental Design.....	26
III. METHOD.....	28
Context of the Research.....	28
Subjects.....	29
Design.....	30
Data Collection.....	30
Measures.....	35
Demographic Information.....	37
Test of Knowledge.....	37
Employability Assessment Scale.....	39
Work Opinion Questionnaire.....	40
Rotter's Internal-External Control Scale.....	42
Self-Report Behavioral Measures.....	43
Job Search Program Attendance and Objectives Completed.....	44

<u>Chapter</u>	<u>Page</u>
Job Placement.....	45
Job Search Program Rating Form.....	46
Procedures.....	46
Referral.....	46
Intake and Informed Consent.....	46
Assignment to Conditions.....	47
Follow up.....	47
Conditions.....	47
Control Condition: Normally Available Services....	47
Experimental Condition: Job Search Program.....	48
IV. ANALYSIS OF RESULTS.....	51
Subject Characteristics.....	51
Tests of Specific Hypotheses.....	53
Hypothesis One.....	53
Hypothesis Two.....	64
Hypothesis Three.....	70
Hypothesis Four.....	74
Hypothesis Five.....	77
Supplemental Data Section.....	82
Summary.....	90
V. DISCUSSION.....	92
Summary of Results.....	93
Informal Observations.....	98
Interpretive Limitations.....	99
Conclusions and Directions for Future Research.....	102
APPENDICES.....	104
BIBLIOGRAPHY.....	149

## LIST OF TABLES

<u>Table</u>	<u>Page</u>
4.1 Demographic Characteristics of the Sample Across Treatment Groups.....	52
4.2 Pre and Post Group Means and Standard Devia- tions on the Employment Seeking Preparation Activity Questionnaire for Experimental and Control Groups.....	55
4.3 Summary of Analysis of Variance for the Em- ployment Seeking Preparation Activity Ques- tionnaire.....	55
4.4 Chi Square Analysis of the Ability to Name Job Lead Sources After Treatment for Experi- mental and Control Groups.....	56
4.5 Pre and Post Group Means and Standard Devia- tions on the Employment Application Vocabu- lary Worksheet for Experimental and Control Groups.....	58
4.6 Summary of Analysis of Variance for the Employment Application Vocabulary Worksheet.....	58
4.7 Pre and Post Group Means and Standard Devia- tions on the Application for Employment Form for the Experimental and Control Groups.....	60
4.8 Summary of Analysis of Variance for the Ap- plication for Employment Form.....	60
4.9 Chi Square Analysis of the Appearance Rating of Completed Application Forms After Treat- ment for Experimental and Control Groups.....	62
4.10 Chi Square Analysis of the Presence of a Resume After Treatment for Experimental and Control Groups.....	63

<u>Table</u>		<u>Page</u>
4.11	Pre and Post Group Means and Standard Deviations on the Employment Resources Test for the Experimental and Control Groups.....	66
4.12	Summary of Analysis of Variance for the Employment Resources Test.....	66
4.13	Chi Square Analysis of Registration at the Michigan Employment Security Commission After Treatment for Experimental and Control Groups.....	68
4.14	Chi Square Analysis of Referral Status or Clients at Michigan Rehabilitation Services After Treatment for Experimental and Control Groups.....	69
4.15	Pre and Post Group Means and Standard Deviations on Rotter's Internal-External Control Scale for Experimental and Control Groups.....	73
4.16	Summary of Analysis of Variance for Rotter's Internal-External Control Scale.....	73
4.17	Chi Square Analysis of Reported Job Search Behavior After Treatment for Experimental and Control Groups.....	76
4.18	Chi Square Analysis of Employment Status After Treatment for Experimental and Control Groups.....	79
4.19	Frequencies of Types of Employment After Treatment for Experimental and Control Groups.....	81
4.20	Percentage of Verbalized Obstacles to Employment Before Treatment by All Subjects (n=32).....	84
4.21	Percentage of Participants (n=16) Indicating Agreement or Disagreement with Evaluative Items on the Job Search Program Rating Form.....	87
4.22	Correlates of Employment Acquisition for All Subjects (n=32).....	89

## LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
3.1	Pre-test Posttest Control Group Design.....	31
3.2	Subject Flowchart.....	32
3.3	Summary of Measures, Administration and Purpose....	33
3.4	Timeline Summary of the Dependent Measures.....	36

## LIST OF APPENDICES

<u>Appendix</u>	<u>Page</u>
A. Demographic Information.....	104
B. Knowledge Measures.....	109
C. Employability Assessment Scale.....	119
D. Rotter's Internal-External Control Scale.....	130
E. Self-Report Behavior Measure.....	133
F. Employment Information Form.....	135
G. Job Search Program Rating Form.....	137
H. Job Search Program Handout.....	141
I. Job Seeking Skills Questionnaire.....	143
J. Job Search Program Curriculum Components.....	146

## CHAPTER I

### THE PROBLEM

#### Introduction

In our society the issue of employment carries far reaching implications at both an individual and a social level. Having a job is for the vast majority of people the key to economic self-sufficiency which in turn has a pervasive influence upon the individual's life style. Of all the different factors for identifying, and distinguishing between, lower and middle class individuals, none is more consistently utilized than employment and income indices.

Employment status serves as a shorthand descriptor for a variety of negative traits and life circumstances including poverty, crime, and social difficulties. Triandis (1971) found that, while there are cultural differences in the tendency, all cultures attach strong significance to the occupation of an individual. High status occupations have the effect of immediately according the holder of that occupation benefits and privileges commensurate with the position. According to Triandis (1971) a doctor or lawyer can reasonably expect preferential treatment because this society assigns unusual and valued traits to people in those occupations. Assigning the characteristics of the occupation to the individual performing the occupation is socially facilitative in many instances and has clear social advantages for those engaged in high status occupations. Not only do others assign these traits but the individual may appropriate the traits of the occupation as self descriptors.

Unfortunately, the same attribution process produces social costs for those performing occupations at the lower end of the social desirability continuum. Further, to the extent unemployment is one of the least desirable employment conditions, this group is particularly unfortunate. It seems likely that as the culture assigns negative attributes to the unemployed, the unemployed come to assign those same negative characteristics to themselves. Thus, a devastating combination of limited financial opportunity, social ostracism, and low self-esteem all come to bear on the unemployed person. Given this multiplicity of negative forces in operation, it is small wonder that unemployment has been cited as a major mental health problem (Brenner, 1973). It has also been associated with increased crime rates (Johnson, 1964), alcoholism (Plant, 1967) and institutionalization (Hollingshead and Redlich, 1958). There are obviously a broad range of people who fall into the classification of unemployed. Issues of age, sex, education, experience and vocational skills all play a role in determining the intransigence of the problem. The subjects in the current study represent a group that faces many severe obstacles to employment. Inexperience, inadequate academic skills, and limited vocational capabilities all combine to narrow the opportunity for the entry of handicapped youth into the employed work force.

In recognition of the severe personal stigma and social disintegration associated with unemployment, a number of programs have been aimed at ameliorating unemployment in the United States. With unemployment figures approaching depression era level (Detroit Free Press, 1982), one may speculate on the efficacy of these efforts. Whatever the value, or lack of it, that accrues to C.E.T.A. (Comprehensive

Employment and Training Act, 1973) training and work experience efforts, these projects appear destined to evidence sharp decreases in size and scope. Faced by the potential of decreased government funded placement and job preparation services for the unemployed, and ever growing numbers of unemployed people, inexpensive, self-help services must be explored. The current study examines a low cost set of training procedures for teaching job seeking skills to unemployed youth.

### Need and Background of the Problem

The Post School Services (P.S.S.) is a program provided by the Ingham Intermediate School District (I.I.S.D.) to special education high school drop outs. The Ingham Intermediate School District is an educational service agency that provides support services to twelve local school districts in Ingham county. Individuals referred to the Post School Service reside in eleven of the twelve constituent districts of the Ingham Intermediate School District. The population served by the Post School Service are individuals who meet the following criteria:

1. Resident of Ingham Intermediate School District.
2. Age range 16-26 years.
3. Dropped out of school prior to completing an approved course of study.
4. Eligible for special education services.

The Post School Service offers a variety of educational, vocational, social and employment services. Due to the multiplicity of presenting problems, interventionary measures are aimed at ameliorating problems prescriptively at the individual level. However,

broad program goals include:

1. Implementing an "enablement" program for providing participants with skills necessary for entry into the mainstream of society;
2. Assisting with the development of plans for high school completion;
3. Providing individual and group counseling;
4. Structuring vocational evaluation and training experiences;
5. Providing job placement services;
6. Instructing participants in career exploration and planning, job seeking skills, community resource utilization, appropriate work habits;
7. Assistance in procuring daily living necessities such as medical and psychological treatment, food, housing, clothing and transportation.

Due to legal guidelines for special education programs, the Post School Service staff can serve only a maximum of twenty-five students at any one time.

The needs of the group served by the Post School Service staff probably exceed those of virtually any other subgroup within this particular school system. These students are targeted for special education services because of difficulties encountered with regular school programming. They are individuals for whom academic achievement, personal-social adjustment and/or behavioral difficulties present major obstacles to school and training performance and subsequent employment.

With the establishment of the Post School Service in 1979, two issues became immediately apparent. These were the vast scope of the problem and the large number of individuals involved. Preliminary needs assessment resulted in the immediate identification of approximately 200 youths who might profit from a post school program aimed at

special education students who had terminated high school programming prior to completion. Referrals were obtained from a variety of sources including parents, teachers, social workers, special education directors, the courts, other social agencies, computer searches, and self-referrals. Students initially identified ranged from 15 to 24 years of age and represented the special education classification categories of learning disabled, mentally impaired, emotionally impaired and physically handicapped. The initial 200 individuals represented only a portion of the actual population who qualified for the program and were in need of a continuation of some type of educational service.

Outreach, referral and interviewing efforts disclosed the fact that it was extremely rare that any of these individuals had attained full time employment or were involved in any type of vocational training or educational programs. The general pattern was one of isolation and detachment. Presenting problems included unemployment, lack of academic and vocational skills, criminal behavior, problem pregnancies, drug and alcohol abuse, lack of awareness of available resources, extreme poverty and a wide range of personal-social problems. Their circumstances suggested a future picture formed of probable life long poverty, severe underemployment and marginal social roles.

During the years 1979-1981, needs assessments were conducted with drop outs (n=50), educators and related professionals (n=34) and parents of Post School Service students (n=23). The results of these assessments identified employment as the most salient need for special education drop outs.

A needs assessment was conducted during the 1979-1980 academic year on a random sample drawn from the 200 individuals eligible for

Post School Services. Telephone or in-person interviews were conducted with fifty prospective students. Information was gathered regarding reason for dropping out, school intervention measures, activities since dropping out, community resource utilization, current status and interest in services. Briefly summarized the vast majority of individuals were unemployed (88%), were not currently involved in educational or training programs (90%), and did not have any knowledge of available community resources. Eighty-five percent of the individuals surveyed identified assistance with employment as their most needed service.

In 1980, a Central Planning Committee (n=34) of educators and related professionals was formed. The purpose of this committee was to provide input into the problem of drop out prevention and post school programming for special education drop outs. This committee rated unemployment, lack of employability skills, underemployment and fear of leaving rural communities for employment as major problems for drop outs.

In 1981, a telephone survey was administered to the parents of students enrolled in the Post School Service. When asked what type of services their son or daughter needed after dropping out of school, 90% responded affirmatively to job placement and work experience programs.

The various needs assessments, as well as first hand experiences of the Post School Service staff, identified unemployment as a major obstacle to living independently within the community. All input supported the development of a program that would assist participants in learning the skills necessary for accessing the labor market. In

evaluating the extent of the need for a job seeking skills program for special education drop outs, two additional groups were identified that experienced similar job search needs. One of these was special education students who had graduated from high school but were unable to find employment due to the lack of job search techniques. The other group was special education students who could complete their approved course of study in the 1981-82 academic year, but had not received systematic training in job seeking skills.

In an attempt to meet the needs of these groups, three existing Job Club programs in Lansing and the Pre-employment Program at the Capital Area Career Center were evaluated. None were found to be appropriate for the group for such reasons as not meeting eligibility criteria, lack of transportation, low academic skills and behavioral problems.

### Purpose of Study

The basic goal of education is to develop independent individuals who can control their life and be contributing members of society. Employment is an extremely important step toward this goal. In recent years programs have been developed within school systems focusing on the areas of vocational guidance, career education and job placement. Often these programs do not facilitate the actual entry of students into the world of work. Placement services many times only refer individuals to a job and do not actually teach skills for an independent job search. A review of the literature shows that only 15% to 20% of people seeking employment actually obtain jobs through a placement service (Mihalka, 1974).

An important element that is overlooked in many placement programs, is to require training in independent job search behavior. Studies show that most people obtain jobs on their own or through the help of friends, relatives and acquaintances (Azrin, 1979, 1980; Keith, 1976; Milhalka, 1974). To obtain a job in the shortest period of time a person needs certain patterns of effective job seeking behavior which include specific skills and techniques. These skills and techniques can be learned through a systematic instructional program (Azrin, 1980; McGee, 1981; Keith, 1976; Tesolowski, 1979). Without skills for an independent job search, the individual will revert to contacting the placement counselor each time they are faced with unemployment. Satisfaction with employment and upward job mobility have been correlated with independence in the job search (Salomone, 1971).

The purpose of the study was to develop and evaluate the effectiveness of an instructional program in job seeking skills for handicapped youth. The goals of this Job Search Program provided for the following:

1. Instruction in job seeking skills;
2. Instruction in the utilization of community resources for employment such as Michigan Rehabilitation Services (MRS), Michigan Employment Security Commission (MESC), Comprehensive Employment and Training Act (CETA), etc.;
3. Group support for an independent job search;
4. Amelioration of obstacles to employment;
5. Parental or significant other involvement as a source of support during the job search process;
6. Identification of positive work behaviors.

This intervention was conducted experimentally in a field setting and its effectiveness evaluated. The use of instructional techniques for training handicapped youth was studied. To the extent that

effective techniques and procedures were identified they may be utilized in on-going programming. In addition to job placement, theoretical connections between attitudes, behavior, self-perception, demographic variables and knowledge acquisition were studied. The program was evaluated in terms of positive changes noted in the attitudes, knowledges and behavior of the program participants. Process factors were examined correlationally to determine whether the program was more effective with certain types of participants, which factors were of significance, and the proper mix of these factors were identified for future programming.

In the current study, a number of outcomes seemed to be important. These outcomes were in the areas of knowledge gains, work adaptive attitudes, job search activities and job placement. Knowledge gains would result from an increased understanding and more information about job seeking skills. Information would include such areas as knowledge of services offered by the various employment resources, vocabulary related to employment applications, job interview techniques and how to handle problem questions. Work adaptive attitudes refer to attitudes that are associated with success in the workplace and may facilitate the implementation of skills. These attitudes which include such areas as consideration, self-confidence and maturity, were expected to be the principle determinants of success in low skill level jobs. Job search activities included behaviors necessary to obtain employment. These activities included getting job leads, contacting employers, obtaining and completing employment application forms, completing job interviews and distributing resumes. Job placement referred to obtaining employment offers and becoming employed.

Given these types of outcomes, a number of questions were posed in regard to this study. The most prominent of these questions are stated below.

### Research Questions Addressed in the Present Study

The following research questions summarize the focus of the study:

1. Will Job Search Program participants demonstrate more knowledge of job seeking skills than those subjects in the control group?
2. Will Job Search Program participants demonstrate greater knowledge of employment resources than those subjects in the control group?
3. Will Job Search Program participants show a greater increase in work adaptive attitudes than those subjects in the control group?
4. Will Job Search Program participants have a higher frequency of job search behavior than those subjects in the control group?
5. Will Job Search Program participants have a higher placement rate than those subjects in the control group?

### Overview

The remainder of this work will present the study outlined in Chapter I in greater detail. In Chapter II, a review of the literature relevant to the field of investigation will be presented. Methodology will be discussed in Chapter III. Included in Chapter III will be discussions of sample selection and procedures used, presentation of the research design, and a discussion of the measures utilized in the study. Analysis of the data and the interpretation of the results will be presented in Chapter IV. A discussion of the results, recommendations for future research and conclusions will be the content of Chapter V.

## CHAPTER II

### REVIEW OF THE LITERATURE

A basic assumption underlying this research is that the ability to find a job is a set of learnable skills. More precisely, the ability to find an adequate job in a reasonably short period of time is comprised of a series of learnable skills. The following review of the literature examines the major studies in employment seeking and specific variables that are related to job attainment. Important related issues include principles of learning and behavior change that are applicable to the current study. In addition, literature that is related to the development of the proposed program for teaching job seeking skills to handicapped youth, is summarized.

#### Models of Job Seeking Skill Preparation

Employment seeking preparation and activity. Keith (1976) conducted experimental research that evaluated a training program that directly taught clients procedures for obtaining employment. Eighty-four Vocational Rehabilitation clients were ranked on a handicap-difficulty score and assigned to one of three groups. The experimental group was given the Employment Seeking Preparation and Activity (ESPA) training program. One control group was given only outcome measures and to control for reactivity of the measures a second control group was established (Keith, Engelkes and Winborn, 1977). The ESPA training was individualized self-help materials that instructed participants in how to determine vocational interests, assess vocational assets and liabilities, develop resumes, complete job application forms, secure

job leads and plan a job search. All subjects in the three groups continued to receive usual services from their rehabilitation agency. All counselors were blind to the assignment of their clients to one of the three conditions.

Multiple measures were used to determine the effects of treatment. Pre-post behavioral measures on job search behavior were administered to all subjects. The "ESPA Achievement Questionnaire" (Keith, 1976) was used as an outcome measure. Sixty-six subjects completed the study. Results showed that 42% of the ESPA group obtained employment as compared to 10% and 14% of the control groups. In addition, ESPA Achievement Questionnaire scores and behavioral measures which assessed job leads obtained and interviews completed were higher for the experimental group.

In a follow up study the ESPA program was used in a group format with mentally retarded and emotionally disturbed rehabilitation clients (Keith, et al., 1977). Eighty percent of the group obtained jobs within a two month period.

Job factory. The Job Factory program was developed using CETA funds in Cambridge, Massachusetts (Wegman, 1979). The study concluded that the quantity and quality of job seeking efforts, not the backgrounds of the unemployed, were the central problem in competing in the labor market. The Job Factory program involved intensive formal instruction in job search methods with direct supervision of job search efforts. Searching for a job was viewed as a full time job, and training allowances were paid to volunteer participants. The first few days were spent in classroom training in job search techniques. Specific techniques included planning and goal setting, writing a

resume, completing application forms, job lead identification, telephoning skills and videotaped interviews. Following formal training, participants engaged in daily job search activities and started and ended each day by punching in and out at the "factory". Results over two years showed a 66% placement rate (n=159). Statistical data on participants indicated that age, sex, race, lack of education and length of unemployment did not significantly affect placement rates (Wegman, 1979).

Self-directed placement corporation. The Self-Directed Placement Corporation was described as a private "for profit" business, that reported a 92% placement rate following one week of training and five to ten days of job search activities (Wegman, 1979). Training focused on two aspects, getting an interview with a potential employer and knowing what to do during an interview. Training included confidence building, practicing effective interviewing skills and training in telephone techniques. The program served some hard to place groups such as ex-offenders (n=50) with 66% placement and WIN participants (n=36 program completers) with 92% placement (Wegman, 1979).

Job club. One of the earliest experimental studies in a job assistance program was conducted in Carbondale, Illinois, (Azrin, Flores and Kaplan, 1975). Volunteers, who were unemployed and desired permanent full-time employment, were matched on the variables of age, sex, race, education, marital status, type of position and salary sought. Participants were randomly assigned to the job finding club model. The purpose of the experiment was to determine whether the treatment group (n=60) would succeed in obtaining employment more efficiently than the control group (n=60). The treatment consisted of a

small group format where job seekers worked together under the instruction and encouragement of a group leader. Activities included instruction in specific techniques of job finding such as extensive use of the telephone, obtaining job leads, resume writing, interview behavior, letter writing, and planning job seeking strategies. Other unique aspects of the Job Club model included use of a buddy system, psychological support by the group and family, standardized scripts and forms, provision for needed facilities and supplies, and the application of behavioral principles to learning (Azrin, 1975, 1980).

Results of the Carbondale study (Azrin, 1975) indicated that the average Job Club member started work in 14 days as compared to 53 days for the control group. One month after the Job Club began two-thirds of the treatment group had obtained employment as compared to one-third of the control group. Within 60 days, 90% of all Job Club participants had obtained employment, whereas only 55% of the control group were employed. Salaries for the Job Club group were 36% higher. In evaluating within group differences, regular attendance was highly correlated with early success in finding a job.

Following the initial success of the Job Club model, Azrin applied the model to sub-populations that experience unemployment difficulties. In 1976-1978, (Azrin & Philip, 1979) operated five pilot projects for serving WIN (Work Incentive Program of the Department of Labor) clients. In this large scale experimental project (n=971), clients were randomly assigned to Job Club or normally available WIN services. Sites were operated in Harlem (n=211), New Brunswick (n=227), Tacoma (n=265), Wichita (n=176), and Milwaukee (n=100). Although some differences existed between sites, participants were 54% female, 52% had

completed high school, 22% veterans, 11% handicapped, 35% Black, 15% Hispanic and 83% mandatory clients. The mean age was thirty-five years with a median of three dependents (Azrin et al., 1980).

Reported results showed that 62% of the Job Club participants found jobs as compared to 33% of the control group. Attendance at the Job Club was considered a substantial determinant of success, as after twenty-three sessions 90% of the participants found jobs. Job Club participants were more successful on all dimensions measured in all five locations, at all follow up durations and for all sub groups. A follow up to the WIN Job Club (Azrin et al., 1980) study, was completed to evaluate the effects on welfare benefits by job club participants (Azrin, Philip, Thienes-Hontos and Besalel, 1981). A six month follow up showed that welfare payments were reduced by 48% for Job Club versus 15% for the control group. Azrin and Philip (1979) evaluated the Job Club model against an alternative method using a comparison group design. Subjects were 154 job seekers with identified employment problems such as physical, emotional, intellectual and social handicaps, or long term unemployment. Clients were randomly assigned to the two methods. The Job Club method followed the earlier model (Azrin et al., 1975) and participants met for small group activities and support for job search effort each day until employment was obtained. New groups of approximately eight people started every two to three weeks.

The comparison group used a job placement program developed for rehabilitation clients (Multi-Resource Center, Inc., 1971). This program included informational group lectures on how to obtain a job, rehearsal of interview behaviors, preparing resumes, scheduling job

seeking efforts and other relevant employment skills. The main difference between the two methods was that the comparison group was informed of the need for job seeking behavior, whereas the Job Club group was required to perform the behaviors under supervision. Areas of job seeking skills covered and small group size were similar in each of the two methods.

Follow up phone calls were made at least once a month for four months and less frequently for twelve months for some clients. Only jobs over twenty hours per week were considered in the six month data analysis. Of the Job Club participants (n=80) 95% obtained employment compared to 28% of the comparison group (n=74). All jobs were obtained competitively and paid for by the employer. These results added to the findings of earlier Job Club successes at Carbondale (Azrin et al., 1975) and with WIN participants (Azrin & Philip, 1979) have lead to the adaptation of the Job Club model with various populations.

Job club in a college setting. The U.C.L.A. placement center utilizes the Job Club model with college students and graduates (Parsell & Thompson, 1979). Adaptations from the Azrin model include meetings once weekly and assertion training. Although the UCLA Job Club does not follow an experimental design, participant feedback has been positive.

Job club for older workers and retirees. Gray (1980) adapted the Job Club model for older workers and retirees. This model involved a half day training workshop and ongoing Job Club meetings twice weekly. Forty-eight volunteers (age 50 and older) were matched and assigned to either the Job Club or the control group over a six month period.

Although the study was less intense than the Azrin model, after twelve weeks 74% of the Job Club members were employed as compared to 22% of the control group.

Job club for out-of-school-youth. Overton (1980) described a Job Club available for out-of-school youth ages 16-21 years. Based on the Azrin (1975) model, the Job Club offers three basic service areas, (1) job seeking skills training, (2) resources and referral and (3) support. Groups of job seekers meet two times a week for two hour meetings for group instruction in job search techniques. After formal instruction is completed, members enter a maintenance group that shares job leads, sets goals and offers support for the often discouraging task of employment seeking. In the first year of the program, 70% of Job Club members acquired jobs. In 1979, a Handicapper Job Club was begun that offered additional instruction and support services to handicapped youth.

Job squad. Baltimore's Job Squad (Matthias, 1981) is based on Azrin's Job Club model. Job Squad results showed 71% (n=133) employment over a two year period. The Job Squad offers five days of instructional sessions with supportive follow along during the job search. Sessions may be repeated if necessary. One unique aspect of the Job Squad is the reported team effort among employers, community leaders and local businesses that contribute to the program.

### Specific Applications of Job Seeking Skills

In addition to the more comprehensive programs designed to teach a full range of job seeking skills, a variety of programs and techniques have been developed for more specific populations. Some groups that

present problems in the job search process are individuals who are disadvantaged (Clark, Boyd & Macrae, 1975), paraplegics (Veglahn, 1976), visually impaired (Inana, 1981), learning disabled (McGee, 1981), drug addicts (Stevens & Tornatzky, 1976) and mentally retarded (Clark et al., 1975). Although individuals with the above characteristics may be successful in the comprehensive programs, specific techniques for job seeking skill acquisition and placement strategies may be more effective.

### Job Application Forms

Although completing job application forms is required for almost every job acquired, little is written on how to fill out the forms. This task may be overwhelming to some individuals.

A systematic program utilizing behavioral principles was developed for teaching delinquent or mildly retarded youth to write biographical information on job application forms (Clark et al., 1975). Students were trained using an item by item structured format to respond correctly to nine frequently asked questions. Teacher praise and tokens were used for reinforcement for correct responses, writing within the space provided, approximation to the goal and generalization of the skill to application forms on which the students had not been trained. A multiple-baseline analysis showed marked improvement.

A program for teaching job seeking skills to learning disabled adolescents was evaluated by McGee (1981) using a pre-post test model. He taught students to complete application forms with increasing accuracy by utilizing shaping techniques. Scores averaged 15% on pre-test accuracy as compared to an average 90% on the post test. To

assist with the correct completion of application forms, students completed personal data sheets and vocabulary exercises. Other curriculum components included interpretation of classified ads, and videotaped role played job interviews.

### Job Interview Skills

Programs with emphasis on interview skills have been developed for specific populations. In her work with visually impaired students, Inana (1981) stressed the importance of teaching interview behavior in detail. Responses to questions about how a visual disability may relate to job performance and questions about visual impairments were practiced. One technique involved recording interview questions on audiotape. The student practiced responses, and then shared answers with the group for additional feedback. Other areas that may require special training, according to Inana, are appearance, grooming and specific mannerisms that the student may exhibit.

In their review of employment interview literature, Clowers and Fraser (1977), described the employment interview as the principle method of making hiring decisions. They suggested that counselors might emphasize to their clients communication, interpersonal skills, appearance, attending behavior, presentation of positive self information and to be informed about the demands of the job for which they are applying. In order to emphasize important aspects of the job interview, several job search programs stress role played interviews. In his work with Job Corps females, Jackson (1972) used interview evaluation forms, audiotape and role playing. Several role playing techniques were found effective such as role reversal, where

participants role play as the applicant and then as the employer; mirroring, where the participants recount and role play incidents from past interviews; and soliloquy, where the role player stops acting, turns and addresses the audience regarding the interview. Results showed that 85% of the participants agreed that the role playing activities were good practice for an actual job interview.

Keil and Barbie (1973) used behavior modification techniques with disadvantaged subjects (n=30). Subjects were randomly assigned to experimental or control conditions. Pre and post interviews were videotaped. Following the pre-interview, experimental subjects were shown their taped interview. Both subject and trainer recorded specific behaviors that were done well or needed to be changed. Deficient behaviors were role rehearsed with alternate responses suggested by the trainer. Appropriate behaviors were socially reinforced by the trainer. Trainers attempted to maintain a "real interview climate" and the mean time spent was 38 minutes. Personnel interviewers (n=23) who were blind to the conditions, judged the videotapes and rated experimental and control subjects using a Likert-type format. A minimum of four judges rated each interview. An analysis of pre-post test scores showed that the experimental group improved significantly on nine out of ten items, and changed significantly more than the control group in ability to respond to interview questions, degree of honesty, openness and self-confidence. Findings suggested that interview behavior can be altered, but whether this behavior can be altered significantly on a hire/not hire criteria is in need of further research (Keil et al., 1973).

A Job-Interview Skills Workshop with drug abuse clients was evaluated experimentally by Stevens and Tornatzky (1976). The authors identified the lack of job skills, significant employer bias and lack of interview skills as major obstacles to employment. Using random assignment, clients were assigned to the experimental (n=10) and control (n=16) groups. The experimental group received nine hours of instruction covering areas such as appearance, interview preparation, waiting room etiquette, non-verbal communication, positive explanation of negative aspects on a completed application form and demonstration of interest and job skills. A questionnaire was sent to participants six months after the program. Differences were found in favor of the experimental group in rate of pay, employment status, hours worked per week and cooperation in completing the follow-up questionnaire.

### The Employment Search

Research has shown that some methods of job hunting are more effective than others. In a report of job seeking methods that were used by unemployed workers, (n=3,277,000), Bradshaw (1973) reported that the most frequently used method by job seekers (70%) was direct application to prospective employers. In second place was public employment agencies (30%) and classified advertising (25%). Data was obtained from the Current Population Survey (1970-71) by the Bureau of Labor Statistics.

Azrin reported (1980) that people find jobs most efficiently through establishing a widespread "information network". He stressed the use of informal sources such as friends, relatives and acquaintances and direct application.

Zadny and James (1978) surveyed the job search patterns of state vocational rehabilitation clients. Telephone interviews with 273 clients revealed where they looked for jobs, sources of successful job leads and problems they encountered. In seeking job leads, direct application and newspaper want ads were the most used. Forty-one percent reported finding jobs through family, friends or direct application without prior knowledge of a job opening. Rehabilitation counselors and training facilities were third and fourth. Twenty-five percent of the clients interviewed stated that their disability was their main problem in obtaining employment.

Job search methods of 133 paraplegic males who had obtained employment were surveyed by Veglahn (1976). Returned questionnaires (n=48) revealed that formal methods such as agencies, newspaper advertisements and placement services were used more than the informal methods. The most frequently used source was the rehabilitation agency (n=25) followed by friends and relatives (n=22) and direct application (n=20).

In suggesting new methods for securing job leads, Salomone and Rubin (1979) identified some novel, but undocumented procedures. Procedures suggested include paying for job leads, business and industry survey cards, job fair, advertising and using news items in the local newspaper. More traditional suggestions included job finding clubs, combined efforts with industry and city-wide coordination of placement activities.

#### Elements of Successful Programs

In response to questions regarding the dynamics of why programs in teaching job search skills work, Wegman (1979) proposed the following. A review of labor market statistics revealed that jobs

are constantly available. In 1978, an analysis of social security records showed that "new hires" (workers that did not work for an employer in the previous year), by non-agricultural firms exceeded 90% of their work force. With the job market in dynamic change, a job seeker needs knowledge of how to penetrate it.

In a Bureau of Labor Statistics Bulletin (1975) survey of how Americans find work, the most successful methods reported were direct application to an employer without prior knowledge of a job opening, and to approach an employer on the recommendation of a friend or relative. These two methods are stressed by the job search assistance programs reviewed.

Employers generally only list openings with agencies or in the classified ads when spontaneous applicants are in short supply. By limiting efforts to employment services listings or responses to help wanted ads, a job seeker accesses only a small percentage of openings with competition from all other job seekers with the same access. Job assistance programs generally train participants to penetrate the hidden job market (Azrin et al., 1975, 1979, 1981; Keith, 1976; Gray, 1980; Wegman, 1975).

Some of the elements of successful programs include the principle that the more time an individual job seeker spends, the more interviews he/she will obtain, the greater the probability will be of receiving a job offer. Job hunting can be discouraging and the social support of the group can help prevent slowing down or quitting the job search.

The factual information on "how to" get a job can be transmitted effectively and efficiently in a group setting. The programs reviewed seem to effect attitudes and behaviors that build self confidence

that may be apparent during the job interview. In addition, once job seeking skills are learned they may be utilized in the future whenever necessary.

In reviewing the methods used in successful job search programs, there is a strong reliance on behavioral principles of learning. Azrin (1980) described his Job Club approach as an application of operant behavior principles as described by Skinner (1938; 1953). Behavioral principles incorporated in the Job Club model, as well as with several other programs and procedures reviewed, include reinforcement, desensitization, behavior recording, extinction, and behavioral contracting (Bandura, 1969; Azrin, 1980; Thoresen and Mahoney, 1974). Principles of social learning theory (Bandura, 1969; Bandura and Walters, 1963) incorporated imitation, observational learning and modeling.

#### Integration of the Research

The body of research reviewed generally presents findings which support the efficacy of a behaviorally based approach to teaching job search behavior and success in placement (Azrin et al., 1975; Azrin, 1978; Keith, 1976; Gray, 1980). The majority of studies reviewed present strong positive results with a variety of client populations in several types of settings. Specific job search skills have been successfully taught to groups of handicapped students with similar disabilities (Clark, et al., 1975; McGee, 1981; Inana, 1981). In addition, a number of studies have suggested that job search programs produce favorable attitudinal changes (Salmone, 1971; Azrin, et al., 1975; Sinick, 1976), increased job search behavior (Azrin, et al., 1975;

Azrin, 1978; Keith, 1976), and increased knowledge of job search methods (Azrin, et al., 1975; Keith, 1976; McGee, 1981). While many of the studies reviewed showed methodological deficiencies, the general success of these studies in teaching job seeking skills and offering support during the job search process is promising. However, little has been reported in utilizing a group format in teaching comprehensive job search skills to handicapped youth. These youth, who may experience primary handicapping conditions such as mental retardation, learning disabilities, emotional impairments and physical impairments, coupled with severe reading difficulties, present an inordinantly problematical and unique population. The success of reported studies in enhancing job finding and reducing unemployment gives sufficient reason to evaluate a job search training program with handicapped youth.

The research that has been reviewed above has been used by the author to develop three participant workbooks and an instructional guide for the Job Search Program. The workbooks have been written to accommodate handicapped youth with limited reading abilities.

The first workbook Entering the Labor Market includes activities such as completing job application forms, contacting employers, writing a resume', obtaining job leads and recording job search behavior. The second workbook Working For the Future covers appropriate work habits and problem solving in the world of work. Activities include the self-rating of behavior, affirmative action information and getting along with co-workers and supervisors. Using Community Resources, the third workbook, assists participants in identifying and utilizing available employment resources. The

instructional manual gives behavioral objectives and procedural lesson plans for each activity. Additional information and alternative methods gathered from the literature are also included.

### Use of Experimental Design

Due to the fact that the skill issues covered in the study could have been examined in a variety of ways, a brief discussion of research design is in order. Correlational (Cooley & Lohnes, 1962), quasi-experimental (Crano & Brewer, 1973) and certain types of time series (Campbell & Stanley, 1963) approaches are potentially useful in studying the relationship between training and skill acquisition. However, Fairweather (1967) has argued effectively that these approaches lack the power of a true experiment. Fairweather and his colleagues (Fairweather, 1972; Fairweather, Sanders, & Tornatzky, 1974) have demonstrated the feasibility of experiments in real world settings, and there is widespread agreement (Campbell & Stanley, 1963; Anderson, 1971) on the value of an experiment for making causal assertions. Fairweather (1967) has outlined an approach for developing and evaluating the effectiveness of programs that he terms the Experimental Social Innovation (ESI) model. Evaluation involves an experimental test of the innovative program in which it is pitted against other treatment models, including no treatment whatever. The ESI model emphasizes social experiments rather than correlational approaches and secondary data analysis (Campbell, 1969) as a means for creating social change through research.

Correlational approaches are helpful in identifying relationship between variables, but even when relationship between two variables

such as (a) training and (b) superior skill levels have been demonstrated, causal interpretations are not possible. Variable (a) may have caused (b), or (b) caused (a), or some third variable may have caused both (a) and (b). Correlational techniques were utilized in the current study mainly for studying "process" (Fairweather, 1967) variables. The primary research questions were answered in the context of a true experiment. Campbell and Stanley (1963) indicated that the principal defining characteristic of an experiment which distinguishes it from less powerful approaches is initial random assignment to comparison group (i.e., conditions). Random assignment is the optimal technique for insuring initial equivalence of comparison groups (Crano & Brewer, 1973) and is probably underused in field research (Fairweather, et al., 1974).

Although the design details of the current study are presented in detail in subsequent sections, it may be helpful to put this research in context. In order to derive a clear picture of the efficacy of the skill training program, subjects were assigned randomly to either the skill training (experimental) or service-as-usual (control) group within the context of Campbell's Design IV: Pretest-Posttest Control Group Design. The study is consistent with Fairweather's (1967) ESI model of evaluating an innovative program by testing its effects through an experiment. The multiple follow-up measures after the conclusion of the project are consistent with Fairweather's call for the necessity of longitudinal emphasis in social problem research.

## CHAPTER III

### METHOD

#### Context of the Research

This study was completed in conjunction with Special Education Services provided by the Ingham Intermediate School District (I.I.S.D.), Mason, Michigan. The Ingham Intermediate School District is an educational service agency that provides support services to twelve local school districts in Ingham County. These services include accounting, data processing, professional development, consultive services, vocational education and special education. The specific services involved were the Post School Service and Teacher Consultant Services for Special Education students enrolled in vocational programs at the Capital Area Career Center (C.A.C.C.). All subjects referred to the Job Search Program were receiving services from special education based at the C.A.C.C. The C.A.C.C. site was chosen because all subjects were familiar with the facility, and needed resources and school bus service were available from eleven constituent districts.

The Post School Service has offered a wide range of services to special education eligible dropouts since September, 1979. These services have included instruction in vocational evaluation, job seeking skills, independent living skills, academic skills, career counseling and referral to other community and school resources.

Teacher Consultant support services were offered to all special education students enrolled in C.A.C.C. vocational programs. Two

Teacher Consultants provided support services on an as-needed basis. Their individual caseloads at any given point were limited to twenty-five students, and students served were drawn from all special education categories.

The study began in March, 1982, and continued through June, 1982. The study adhered to all I.I.S.D. research requirements.

### Subjects

All subjects were volunteers from a population of referrals provided by the Post School and Teacher Consultant Services. Individuals referred to the study met the following criteria:

- a) Resident of Ingham Intermediate School District;
- b) Age range 16 to 26 years;
- c) Receiving or eligible for special education services;
- d) Dropped out of high school prior to completing an approved course of study;
- e) Completed an approved course of study prior to July, 1982, or
- f) Graduates who have been unable to find employment.

All subjects referred to the program evidenced severe reading problems with equivalent scores less than the fourth grade level. Most of the students were classified as functionally illiterate. Subjects who volunteered for the study were randomly assigned to either an experimental or control condition. Subjects in the control group were offered the Job Search Program after the experiment had been completed and all outcome measures were obtained. A total of thirty-four subjects were assigned in equal numbers to the experimental (n=17) and

control (n=17) groups. Subsequently, one subject from each of the comparison groups discontinued participation in the first two weeks of the study. Both subjects were identical in regard to age, sex, special education classification and resident school district.

### Design

The research design for the study was the Pre-test Post-test Control Group Design (Campbell & Stanley, 1963). Subjects were randomly assigned to either the Job Search Program (treatment) or Normally Available Services (control). Randomization insured initial equivalency in the two groups. (See Figure 3.1.)

Figure 3.2 presents a time referenced diagram of experimental design and assessments. Subjects were interviewed (intake) approximately two weeks prior to program commencement. Premeasures were completed one week prior to the beginning of the Job Search Program. The Job Search Program lasted five weeks. Post measures on both groups were completed the last week of the program. Telephone interviews for four weeks following the Job Search Program provided the follow-up data.

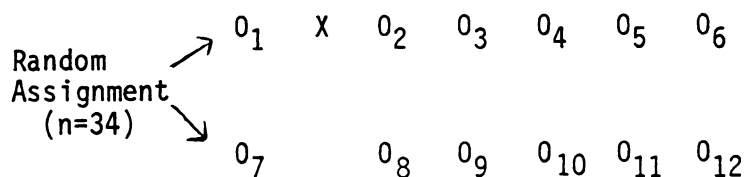
### Data Collection

Data was gathered by the experimenter, three teacher consultants and a graduate student. All individuals involved in data gathering were trained by the experimenter in accurate data collection techniques. With the exception of the follow-up telephone interviews, all data was gathered in face-to-face interviews at the C.A.C.C. facility or in the students' home.

The data collected by treatment stage is listed on Figure 3.3. The data includes demographic information, knowledge test scores,

Design: Pretest-posttest Control Group

Subjects referred to  
Job Search Program  
from special educa-  
tion programs.



$X$  = Treatment

$O_1$  and  $O_7$  = Pre measures

$O_2$  and  $O_8$  = Post measures

$O_3, O_4, O_5, O_6, O_9, O_{10}, O_{11}, O_{12}$  = Follow up Measures

All O's involve multiple measures.

Figure 3.1: Pre-test Post-test Control Group Design

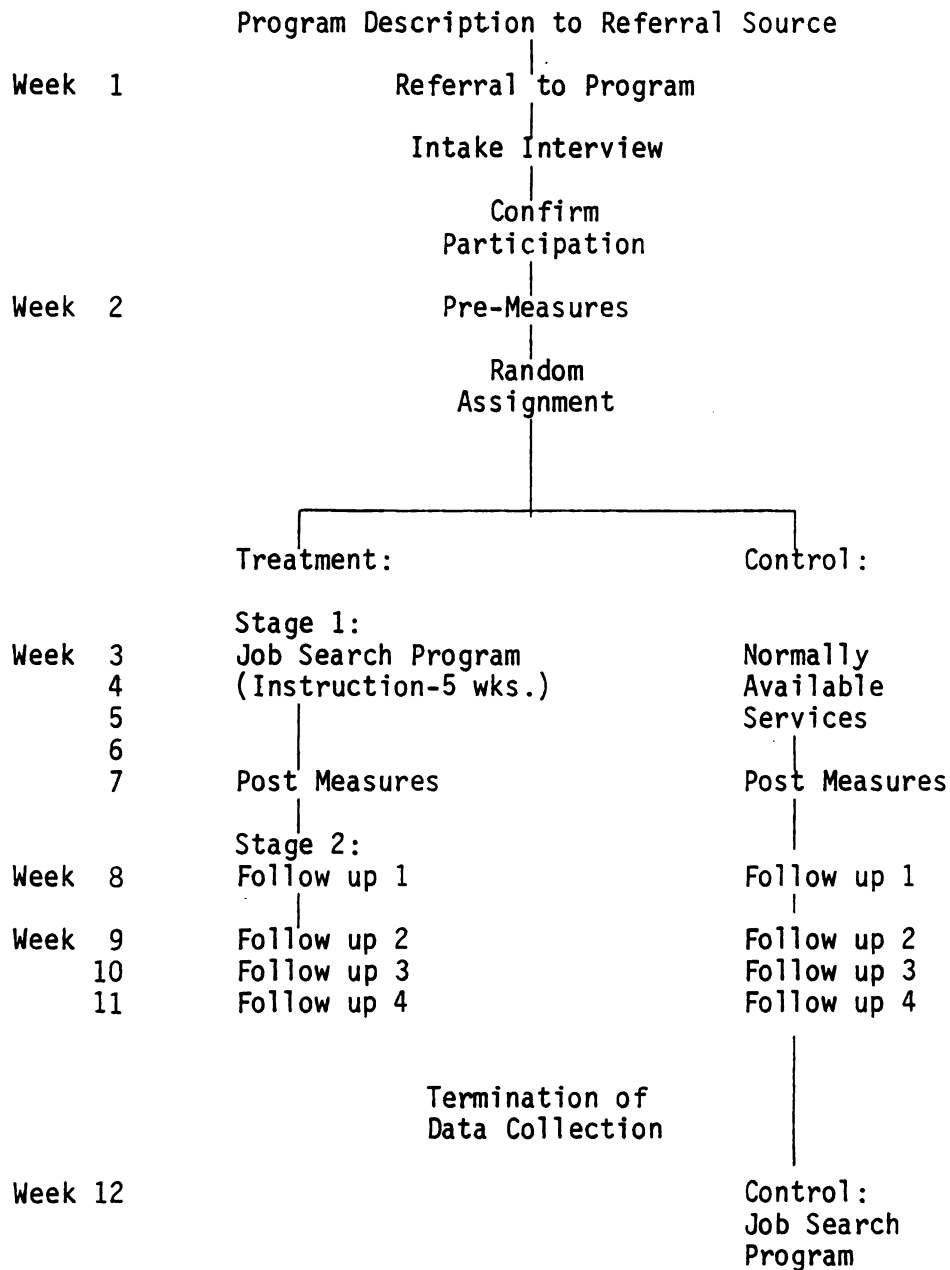


Figure 3.2: Subject Flowchart

STAGE	MEASURE	ADMINISTRATION	PURPOSE
Referral/Intake	1. Participant Information Form (P.I.F.)	Referral Source Provides information on Subject	Demographic Information
	2. Intake Interview	Subject provides information orally to Experimenter	Demographic Information
	3. Scale of Employability	Referral Source makes rating	Employability Potential
Pre-Measures	1. Job Search Behavior Measure	Subject provides information orally to Experimenter	Baseline Information of Job Search and use of Community Resources
	2. Knowledge Assessment	Subject completes/a + b Administered orally	Assessment of Current Knowledge
	a. Employment Seeking Preparation and Activity Achievement Questionnaire		
	b. Employment Resources Questionnaire		
	c. Employment Applications Vocabulary Worksheet		
	3. Job Seeking Questionnaire	Subject completes/ Administered orally	Baseline Information
	4. Work Opinion Questionnaire	Subject completes/ Administered orally	Measure of work related attitudes

Figure 3.3: Summary of Measures, Administration and Purpose

Figure 3.3 (cont'd.)

STAGE	MEASURE	ADMINISTRATION	PURPOSE
Pre-Measures (continued)	5. Rotter's I/E Scale	Subject completes/ Administered orally	Measure of Internal/ External Control
Process-Measures	1. Attendance (Treatment Group Only)	Daily Recording	Amount of Treat- ment/Subject Satisfaction
	2. Objectives Completed (Treatment Group Only)	Daily Recording	Amount of treat- ment
Post-Measures	1. Job Search Program Rating Form (Treatment Group Only)	Subject completes/ Administered orally	Participant Satisfaction
	2. Knowledge Assessment (See Pre-Measures-2)		
	3. Job Seeking Questionnaire (See Pre-Measures-3)		
	4. Work Opinion Questionnaire (See Pre-Measures-4)		
	5. Rotter's I/E Scale (See Pre-Measures-5)		
Follow-up	1. Job Search Behavior Measure (See Pre-Measures-1)	Telephone Interview Self-Report by Subject	Job Search Activ- ities and Com- munity Resource Utilization
	2. Placement/Employment	Telephone Interview Self-Report by Subject	Record Employment Information

instructor ratings, attitude measures, self-report information, personality measures, and behavioral frequency counts. Techniques used were gathering archival information, instructor reports, formal testing situations, in-person interviews, telephone interviews and direct observation.

### MEASURES

Based upon prior research, a number of important issues were raised by the study. Five research questions covering both process and outcome variables are of particular significance. The five research questions are listed below.

1. Will Job Search Program participants demonstrate more knowledge of job seeking skills than those subjects in the control group?
2. Will Job Search Program participants demonstrate greater knowledge of employment resources than those subjects in the control group?
3. Will Job Search Program participants show a greater increase in work adaptive attitudes than those subjects in the control group?
4. Will Job Search Program participants have a higher frequency of job search behavior than those subjects in the control group?
5. Will Job Search Program participants have a higher placement rate than those subjects in the control group?

The measures chosen for this study were selected on the basis of their relation to those research questions. Figure 3.4 illustrates the measures used by time within the study. Pre-measures included all data gathered prior to the first Job Search Program session. Process measures occurred within the Job Search Program and were gathered only

MEASURES	REFERRAL/ INTAKE	PRE/ MEASURES	PROCESS MEASURES	POST MEASURES	FOLLOW UP		
					1	2	3 4
Participant Information Form	X						
Intake Interview	X						
Scale of Employability: Counseling	X						
Job Search Behavior Measure		X			X	X	X
Knowledge Assessment (a,b,c & d)		X		X			
Job Seeking Questionnaire		X		X			
Work Opinion Questionnaire		X		X			
Rotter's I/E Scale		X		X			
Attendance*			X				
Objectives Completed*			X				
Job Search Program Rating Form*				X			
Placement/Employment					X	X	X

\*Treatment Group Only

Figures 3.4: Timeline Summary of the Dependent Measures

on the treatment group. Post measures were administered after the completion of the Job Search Program Stage One. Follow-up measures were gathered weekly during Stage Two of the Job Search Program. The measures that were used are described below.

### Demographic Information

The Participant Information Form was completed by the referring teacher consultant on each subject as a part of the intake process. The Intake Interview Form was completed during a personal interview, with the participant. Participant Information and Intake Interview Forms included self-reported information by the subject as well as archival information provided by school records. Information gathered was used to assist in determining effective instructional methods, to devise a job search strategy, and to identify individual obstacles to employment. Major demographic variables (i.e., sex, age, handicap, etc.) were correlated with outcome variables. The focus of this correlational analysis was to identify subject variables that were related to outcome. If, for example, the Job Search Program was differentially effective for males, or individuals with a particular handicapping condition, it was extremely important that this be noted. (See Appendix A for demographic measures.)

### Test of Knowledge: Employment Seeking Preparation and Activity Achievement Questionnaire, Employment Resources, Employment Applications - Vocabulary Worksheet and an Application for Employment Form

A battery of tests were administered to determine the amount of knowledge gained in the Job Search Program. Areas covered were knowledge of job seeking skills and community resources. Keith (1976)

and Gray (1980) found knowledge of job search information and techniques were associated with successful job acquisition. Based on these prior studies, knowledge was viewed as an important outcome in the study.

The knowledge measure consisted of four components. The first two components, the Employment Seeking and Preparation Activity Achievement Questionnaire and the Employment Resources test, were objectively scored tests consisting of a number of items sampling the domain of job seeking and employment resource information covered in the Job Search Program training. These two tests were administered orally to the subjects. The Employment Applications Vocabulary Worksheet consists of matching exercises where terms frequently used on employment forms were matched with definitions. The fourth component of the knowledge measure was more behavioral than the first, and required a demonstration of an important skill. Specifically, each subject completed a job application form which was rated for completeness and accuracy of response. Since these ratings were not completely objective, multiple judges were trained to a high criterion ( $r=.90$ ) of reliability, and asked to independently rate the applications. The ratings were made "blind" regarding the subjects' condition.

The knowledge test battery was administered to both experimental and control subjects as a pre-post measure. This procedure permitted comparisons over time (within groups), as well as comparisons between the experimental and control subjects (between groups). The objective of these comparisons was to identify the impact, if any, of the Job Search Program on subject knowledge. (See Appendix B for knowledge measures.)

### Employability Assessment Scale and Profile

This scale was developed at the Chicago Jewish Vocational Services, and was used to evaluate the ability of a vocationally handicapped person to get and keep a job. The Counseling Scale (39 items), assessed language skills, dependency of subject, effect of handicap upon subject, marketability of subject as related to his/her handicap, employment record or history, attitude and motivation, appearance and general impression and marketability of subject as related to placement.

The Counseling Scale was to be completed by the referring teacher consultant on each student. The score yielded was to be correlated with outcome variables. The resulting correlations were expected to yield insight into subject variables which affected success in training and job search skills. Due to the fact that prior reliability estimates have been based on small clinical populations, judgements were to be made on each subject by two independent raters.

In addition to permitting insight into the process underlying any experimental effects noted, correlations between variables presumed to affect counseling and success in the program were of general theoretical interest. The issues covered on the Counseling Scale were typical of the decisions and judgements made by vocational counselors. To the extent these judgements were related to program success, one has an indication of the value of initial counselor impressions and the "clinical judgement" that is frequently the basis for service referral and treatment. Unfortunately, the scale proved too cumbersome to be completed by teachers and was subsequently dropped from the study due to low return rate. (See Appendix C for Employability Assessment Scale.)

### Work Opinion Questionnaire

An important predicted outcome of the study was an increase in facilitative work-attitudes. Positive changes in attitudes relating to work are an underlying assumption for many training and work-experience programs. An important aspect of the study was to actually measure, rather than speculate about, work attitudes.

The Work Opinion Questionnaire (W.O.Q.) is a forty item rational-empirical scale designed to measure work related attitudes which are predictive of success in the work place. The focus is on attitudes and predispositions, rather than prior work experience since these latter areas tend to be less useful for making predictions about low income youth and adults (Johnson, Crano & Messel, 1981). Initial validation procedures involved administering 100 rationally derived work attitude items to over 500 youthful C.E.T.A. participants. A factor analysis (Cooley & Lohnes, 1962) identified five independent factors which were predictive of supervisor ratings of worksite performance. That is, there were five attitude areas that were related to how well the youth functioned on the job. The criterion of supervisor ratings could be challenged as too limited in scope. On the other hand, supervisor evaluation is certainly a key feature of success in the work place.

Additional items were constructed around the five factors and validated with 200 additional subjects. This procedure resulted in five, eight-item scales with test-retest reliabilities averaging  $r=.72$  and validity coefficients ranging from  $r=.35$  to  $r=.58$ . The five attitude factors include (1) self-confidence in the work place,

(2) immaturity, (3) social consideration, (4) perceived fairness, and (5) security. Each of the sub-scales of the WOQ is described briefly below.

1. Self-confidence. The self-confidence sub-scale consists of eight items which measure the degree of confidence the individual has in regard to work performance. Self-assurance over one's competency is a positive predictor of actual work performance. A high score on this scale indicates that the person is sure of their capabilities and satisfied with their on-job performance.

2. Immaturity. The immaturity sub-scale measures whether an individual has a mature outlook on the value of work, or is impulsive, externally controlled, and interested in work strictly as a source of money, with no thought of self-satisfaction. A high score on the immaturity scale indicates an immature, externally motivated, set of attitudes regarding the value of work.

3. Social consideration. The consideration sub-scale indicates the extent to which a person is concerned with: the welfare of others, other people's feelings, and the importance of being helpful. This scale is very highly correlated with supervisor ratings of performance on the job. A high score indicates that the person is cooperative and considerate of others.

4. Perceived fairness. This sub-scale measures a C.E.T.A. participant's view regarding their treatment in the work place, in particular it identifies attitudes reflecting a feeling of consistently being singled out for blame. An individual who chronically complains will score high on this sub-scale, which is a negative predictor of work performance. A high score apparently is associated with having a "chip on one's shoulder."

5. Security. Items on the security scale measure whether a respondent is concerned about retaining their job and sees the job as a source of security. Concern about job retention is a positive indicator of work performance. A high score indicates that the person is anxious to retain their job and sees it as an issue of personal security.

The WQQ was administered to all subjects before and after the treatment. Comparisons, both between and within-groups, was conducted to determine the effect of Job Search Program experience on work attitudes.

#### Rotter's Internal-External Control Scale

Attitudes and perceptions have been cited as key elements to success in both school (Coleman, 1972) and the work place (Moynihan, 1967; Vroom, 1964). Rotter's (1966) concept of internal-external control (I-E) has been particularly productive of research on the prediction of success in the labor market from attitudes (Phares, 1968). Derived from Rotter's (1975) social learning theory of personality, the I-E dimension assesses the extent to which an individual believes whether the reinforcers and punishers occurring in his/her life are contingent upon his/her own behavior or powerful outside forces beyond their control (Rotter, 1966). An internally controlled person is characterized by the belief that people, through effort and talent, control their own lives, while an externally controlled individual would look to external explanations like fate, luck or powerful others as causal forces. These differing belief systems have obvious implications for the perceived efficacy of individual effort, and externally controlled subjects consistently evidence less assertive, self-initiated behavior

(Lefcourt & Ladwig, 1965). In a study of direct relevance to this study, Andrisani (1976) found that internal control was predictive of subsequent success in the work place for both white and black youth. The fact that I-E scores are associated with initiative and job success has prompted its adoption as an outcome measure for the current study.

The Internal-External Control Scale (Rotter, 1966) consists of twenty-nine dichotomous items, each involving opposing assertions about causes for life events. In a forced-choice format the subject must endorse one of the two statements and the test is scored such that a high score is indicative of external control. Reliabilities in the .70's have been noted in a number of studies (Rotter, 1966) and a variety of construct validity studies (Liverant, & Scodel, 1960; Seeman, 1963) have supported the predictive validity of the scale. The I-E scale was administered on a pre-post basis to both experimental and control subjects. Group changes in the direction of higher internal control were hypothesized for subjects receiving job seeking skills instruction. (See Appendix D for Internal-External Control Scale.)

#### Self-Report Behavioral Measures

The objective underlying these measures was to provide a more specific measure of job search activities than is provided by placement rate alone. Indeed, given the element of "good fortune" involved in acquiring a job, it can be argued that placement rate alone is much too crude a measure to assess the impact of the program on subjects. If one subject acquires a job on his/her first interview, and another goes through six interviews without obtaining a job, it is not clear



that the former gained more from the program than the latter. Placement rate, while of obvious interest, may be less informative than rate of job seeking activity.

To gain information regarding the subjects' job seeking behavior, self-report behavioral measures were administered before and after the Job Search Program. Self-reported baseline information was gathered about the subjects' job seeking behavior in the one week period prior to intake. Similar information was gathered at one week intervals in the follow up phase of the program. Areas to be measured included number and sources of job leads gathered, number of application forms and interviews obtained and completed, number of resumes used, time spent looking for work, community resources utilized and number of job offers obtained. Self-report measures were gathered in the following areas:

1. Job search activities,
2. Use of community resources,
3. Job offers obtained,
4. Job placement,
5. Employment information.

(See Appendix E for Self-Report Behavior Measures.)

#### Job Search Program Attendance and Objectives Completed

Attendance at the Job Search Program and number of objectives completed, was recorded for each session on each subject. Attendance was an important measure of the "amount" of the treatment actually received, as well as an immediate indicator of subject satisfaction with the Job Search Program.

### Job Placement

Job placement is the ultimate objective of the Job Search Program model. It probably should not, however, be treated as a strictly dichotomous outcome (i.e., job vs. no job). The dichotomous view carries the implication that all jobs are identical which is an untenable position. In the study both employment and unemployment were viewed as complex conditions involving many subtle, but significant, differences among individuals falling into either classification.

In recognition of this complexity, characteristics of jobs obtained were examined in addition to simple placement rates. These characteristics of job placement were recorded during the follow up phase of the study on the Employment Information Form. Specific descriptors include: name, location and type of company, job title, full or part-time employment, permanent or temporary, subsidized, wage paid, name of supervisor and starting date. (See Appendix F for Employment Information Form.)

### Job Search Program Rating Form

Participant evaluation of the Job Search Program was assessed by the Job Search Program Rating Form that was developed by the author for the proposed program. Following completion of the Job Search Program, each participant (treatment group only) rated specific components of the program on a five point Likert type scale. Specifically, subjects were asked to indicate their degree of satisfaction with each program component. Intuitively, one would expect satisfaction to be associated with success, but the issue is best answered empirically.

Subject evaluations were also considered in modifying the Job Search Program curriculum for future groups. (See Appendix G for Job Search Program Rating Form.)

## PROCEDURES

### Referral

Potential participants were referred for the Job Search Program by teacher consultants from Ingham Intermediate School District. The experimenter met with these consultants to explain the study and the eligibility requirements for inclusion. A referral form with demographic information was forwarded to the experimenter on each subject.

### Intake and Informed Consent

The experimenter met with each student and explained the Job Search Program. All interested volunteers had the opportunity to participate in the Program because the treatment was offered to the control group after the post measures had been completed. Each student received a handout and a personal presentation explaining the Job Search Program. (See Appendix H.) Students who were not interested in participating were referred to other available services and excluded from further experimental procedures.

During the Intake Interview, additional demographic information was gathered from the students. This information was recorded on the Intake Interview Form. Information was also gathered regarding the participant's readiness for completing a job search on the Job Seeking Skills Questionnaire. (See Appendix I.) Following the intake interview, participation in the Job Search Program was confirmed with other personnel in terms of scheduling, riding the school bus and need for parental permission.

### Assignment to Conditions

Since the Job Search Program requires a group format, volunteers were assigned randomly to either of the two groups, treatment or control. Randomization was achieved by using a table of random numbers. Thirty-four subjects volunteered for the study. These subjects were divided evenly between the two conditions. The random assignment was made the week prior to program commencement after all pre-measures had been gathered.

### Follow Up

Following completion of the Job Search Program instructional component (Stage 1), each participant was actively involved in the job search process. Each Friday the participants self-reported job search activities or employment were recorded via a structured telephone interview. This information was recorded on the Job Search Behavior Measure and the Employment Information form.

## CONDITIONS

### Control Condition: Normally Available Services

Subjects assigned to the control group received job seeking skills and placement services as normally available. Generally, these services include job seeking skills instruction on an individual as requested basis. Job placement is usually based on the counselor centered model rather than providing for an independent job search on the part of the student. Many of the students within the population from which the sample was drawn experienced difficulty in participating in community and school based employment programs because of low academic skills and low general functioning level.

Job search knowledge and activities of subjects in the control group were assessed with the same measures and within the same time frame as the experimental group.

Experimental Condition: Job Search Program

The Job Search Program provided job seeking skill instruction utilizing a small group format. The goal of the program was to teach participants the skills necessary for completing an independent job search. Subjects assigned to the experimental group participated in a nine week Job Search Program. The program consisted of two separate stages. Stage one was a job seeking skills instructional component and stage two involved group support for independent job search activities. The main differences between the Job Search Program and the Normally Available Services were the use of an objective based, sequential instructional program; utilization of a group for support and practice of social skills, use of materials developed for participants with low reading abilities and an emphasis on the active involvement of participants in the job search process.

Stage 1. Instruction consisted of ten, two and one-half hour sessions. Skills in job search techniques were taught and practiced within the Job Search Program group setting. Each participant received a series of three Job Search Program workbooks, that were used in the program and retained for future reference. Instructional areas covered included the following. (See Appendix J for curriculum description.)

1. Completing job application forms.
2. Writing a resume'.
3. Completing role played job interviews.
4. Locating and using job lead sources.

5. Establishing a network of friends, relatives, acquaintances to assist in the job search.
6. Using the telephone for obtaining job leads and follow up activities.
7. Arranging transportation for the job search and employment.
8. Grooming for the job search and employment.
9. Establishing appropriate work behavior for job retention.
10. Gathering personal and work references.
11. Obtaining letters of recommendation.
12. Using community employment resources.
13. Developing job search strategies.
14. Behavioral self-modification procedures.
15. Obtaining support from significant others.

Stage 2. Following the instructional component, subjects participated in four weeks of active job search with meetings continuing twice weekly. The role of the Job Search Program during Stage 2 was to provide support, encouragement and continued instruction. This instruction included the areas of job seeking strategies, recording techniques and problem areas as they related to a specific job search such as interviewing skills, problem questions, transportation, writing letters and job leads. There were eight, two and one-half hour sessions offered in Stage 2.

During Stage 2, the follow-up procedures were implemented with weekly telephone interviews documenting job search activities and employment. After the completion of Stage 2, subjects received on-going service on an individual basis with their assigned teacher consultant.

Throughout the Job Search Program, an emphasis was placed on providing support and encouragement. The program instructors adhered to the model of positive reinforcement and successive approximations to goal behavior. Utilization of the positive social influence of the group was encouraged.

During the entire nine week program, every effort was made to elicit support from significant others (family members, roommates, or friends) in the subject's environment. At the beginning of the program, a letter describing the Job Search Program was sent to the person whom the subject identified as closest to him/her. Telephone calls to the subject's support person communicating positive job search progress were completed periodically throughout the program. Support persons were invited to attend Job Search Program sessions.

## Chapter IV

### ANALYSIS OF RESULTS

Results of the current study fall into three major areas each of which is described below. The first area is a summary of subject demographic data. The second area is the formal testing of the experimental hypotheses derived from the five research questions regarding the impact of the Job Search Program. Descriptive, correlational analyses of subject demographic and process variables comprise the third area.

#### Subject Characteristics

Thirty-two special education students completed the study. Major demographic variables of the sample are reported in Table 4.1. The group was equally divided between males and females. Eighty-four percent of the sample were white. Ages ranged from seventeen to twenty-two years. The major participant disability group was Mentally Impaired followed by Emotionally Impaired and Learning Disabled. Eighty-four percent of the subjects had previous paid work experience. Reading abilities were all below the fifth grade level.

Two subjects dropped out early in the study, fortunately one was lost from the experimental group and the other from the control group. Since they were the same age, sex, disability and from the same local school district, both cases were eliminated from the analysis. The nonsignificant results noted in Table 4.1 indicate that the random assignment of subjects to conditions produced two initially equivalent

Table 4.1

## DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE ACROSS TREATMENT GROUPS

Variable	All Subjects (n = 32)	Experimental (n = 16)	Control (n = 16)	Test of Significance $\chi^2$ p
<u>Sex</u>				
Male	16	6	10	N.S.
Female	16	10	6	
<u>Race</u>				
White	27	12	15	N.S.
Black	1	1	0	
Spanish American	4	3	1	
<u>Age</u>				
17-18	14	9	5	N.S.
19-20	11	4	7	
21-22	7	3	4	
<u>Special Education Classification</u>				
Emotionally Impaired	7	3	4	N.S.
Learning Disabled	5	1	4	
Mentally Impaired	20	12	8	
<u>Previous Work Experience</u>				
Yes	27	13	14	N.S.
No	5	3	2	
<u>Reading Grade Level</u>				
2.0	11	6	5	N.S.
3.0	8	3	5	
4.0	13	7	6	

comparison groups. This initial equivalence provided a solid base for addressing the research questions and hypotheses considered in the next section.

### Tests of Specific Hypotheses

The following sections present the results of the formal testing of the five experimental hypotheses tested in the study. These five hypotheses are:

1. Job Search Program participants will demonstrate a significantly higher degree of knowledge of job seeking skills than subjects in the control group.
2. Job Search Program participants will demonstrate a significantly greater knowledge of employment resources than subjects in the control group.
3. Job Search Program participants will show a significant increase in work adaptive attitudes as compared to subjects in the control group.
4. Job Search Program participants will have a higher frequency of job search behavior than subjects in the control group.
5. Job Search Program participants will have a higher placement rate than subjects in the control group.

#### Hypothesis One

Job Search Program participants will demonstrate a significantly higher degree of knowledge of job seeking skills than subjects in the control group.

Knowledge of job seeking skills was assessed by three separate pre-post measures. These included two objectively scored tests, the Employment Seeking Preparation Activity Questionnaire (E.S.P.A.) and the Employment Application-Vocabulary Worksheet (E.A.V.W.). Each subject also completed an application for employment form which was rated

for completeness and accuracy of response. An analysis of variance was conducted to compare within and between group variances on these three knowledge measures. A repeated measures analysis of variance (Winer, 1971) was required in each instance to correct for the fact that both the experimental and control groups were tested twice. The Bio-Medical Data Program (BMDP) was used to conduct the actual analyses.

Job seeking knowledge. One of the primary concerns underlying the present study was a desire to develop an effective instructional program for teaching special education students job seeking skills. Table 4.2 presents the group means and standard deviations for both groups. The summary of the analysis of variance for the E.S.P.A. Questionnaire is in Table 4.3. Examination of Table 4.3 indicates a significant main effect for both Group (experimental vs. control) and Time (pre-post) as well as a significant interaction between Group X Time. Both the experimental and control groups were initially equivalent on the E.S.P.A. measure, but experimental subjects achieved substantially higher scores on the post test than the control subjects. The Job Search Program apparently produced gains on the knowledge issues measured by the E.S.P.A.

The second part of the E.S.P.A. Questionnaire required the respondent to list as many sources of job leads as possible. A chi-square analysis was performed on this categorical data by dividing subjects on the basis of whether they could name one or more sources of job leads at the conclusion of the program. These results are presented in Table 4.4. The Job Search Program participants were better able to name a source of job leads than control subjects who did not

Table 4.2

PRE AND POST GROUP MEANS AND STANDARD DEVIATIONS  
ON THE EMPLOYMENT SEEKING PREPARATION ACTIVITY QUESTIONNAIRE  
FOR EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	<u>Pre</u>	<u>Post</u>
Experimental	$\bar{X} = 25.5$	$\bar{X} = 36.63$
	$s = 3.25$	$s = 3.59$
Control	$\bar{X} = 25.25$	$\bar{X} = 26.25$
	$s = 4.09$	$s = 4.60$

Table 4.3

SUMMARY OF ANALYSIS OF VARIANCE FOR THE  
EMPLOYMENT SEEKING PREPARATION ACTIVITY QUESTIONNAIRE

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Group (Experimental/ Control)	451.56	1	451.56	16.62
Error	814.87	30	27.16	
Time (Pre/Post)	588.06	1	588.06	168.22*
Interaction	410.06	1	410.06	117.30*
Error	104.87	30	3.49	

\* $p < .001$

Table 4.4

CHI SQUARE ANALYSIS OF THE ABILITY TO  
NAME JOB LEAD SOURCES AFTER TREATMENT  
FOR EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	None	One or More	
Experimental	0	16	16
Control	9	7	16
	9	23	

$$\chi^2 = 12.52$$

$$p < .001$$

participate in the program. This was a particularly important outcome since lack of knowledge regarding job leads was identified by subjects as an important obstacle to their employment. Results from the E.S.P.A. Questionnaire support Hypothesis One in that the program produced substantial gains in job seeking skill knowledge among experimental subjects.

Vocabulary knowledge. The Employment Application-Vocabulary Worksheet (E.A.V.W.) measured knowledge of twenty words commonly used on commercially available employment application forms. The means and standard deviations for the group receiving the Job Search Program and the comparison group, who did not receive the program are presented in Table 4.5. The results of the repeated measures analysis of variance performed on the pre-post test scores for the experimental and control groups are given in Table 4.6.

An examination of Tables 4.5 and 4.6 reveals several important points: the groups were initially equivalent, there was a powerful effect for Time and Group membership, and there was a significant interaction effect. Inspection of the individual means indicate that subjects who received the Job Search Program showed a marked improvement on the E.V.A.W. Indeed, the average score for the experimental group ( $\bar{X}$  = 18.13,  $s$  = 3.96) constituted a near-perfect score on the 20 item scale.

Application completion task. An important practical skill for attaining employment is the ability to complete an application form. In addition to knowledge of relevant vocabulary, the adequacy with which subjects complete an actual employment application was regarded

Table 4.5

PRE AND POST GROUP MEANS AND STANDARD DEVIATIONS  
ON THE EMPLOYMENT APPLICATION VOCABULARY WORKSHEET FOR  
EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	<u>Pre</u>	<u>Post</u>
Experimental	$\bar{X} = 7.81$ $s = 6.00$	$\bar{X} = 18.13$ $s = 3.96$
Control	$\bar{X} = 7.75$ $s = 5.39$	$\bar{X} = 8.44$ $s = 5.37$

Table 4.6

SUMMARY OF ANALYSIS OF VARIANCE FOR  
THE EMPLOYMENT APPLICATION VOCABULARY WORKSHEET

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Group (Experimental/ Control)	380.25	1	380.25	8.24*
Error	1383.69	30	46.12	
Time (Pre/Post)	484.00	1	484.00	55.97**
Interaction	370.56	1	370.56	42.85**
Error (within cells)	1697.12	60	28.29	

\*p &lt; .01

\*\*p &lt; .001

as an important outcome variable for assessing the effect of the Job Search Program. The employment application form used to evaluate the subjects' ability to effectively complete a job application was scored on a forty item scale, allowing one point for each appropriate blank. Each subject was assigned a score corresponding to the number of correctly completed items on their sample application form. From this perspective, the application can be viewed as a forty item test which measures a subject's capability to successfully complete a job application. Similar to the other knowledge data discussed to this point, pre and post test comparisons of treated and untreated subjects were the most powerful approach available for determining the impact of the Job Search Program on this important skill area (Campbell & Stanley, 1963).

Table 4.7 contains the summary data on Application Form scores for Job Search participants and control subjects. All subjects completed the application before and after the program. Inspection of Table 4.7 reveals a pattern similar to that observed for Employment Application-Vocabulary Worksheet scores. From a point of initial inability to complete nearly three-fourths of an application form, Job Search Program participants were nearly perfect ( $\bar{X}$  = 38.06,  $s$  = 2.26) at the conclusion of training. Control subjects evidenced no appreciable gain in their ability to complete an application, suggesting that mere practice, without direct instruction, is not sufficient for success.

In addition to overall scores on the forty application items, each application was rated by three judges as to the overall appearance of the form. Each judge was experienced in evaluating applications, interjudge reliability was  $r$  = .99, and judges were blind regarding the

Table 4.7

PRE AND POST GROUP MEANS AND STANDARD DEVIATIONS ON  
THE APPLICATION FOR EMPLOYMENT FORM FOR THE  
EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	<u>Pre</u>	<u>Post</u>
Experimental	$\bar{X} = 12.50$ $s = 8.50$	$\bar{X} = 38.06$ $s = 2.26$
Control	$\bar{X} = 10.62$ $s = 7.93$	$\bar{X} = 11.13$ $s = 8.20$

Table 4.8

SUMMARY OF ANALYSIS OF VARIANCE FOR  
THE APPLICATION FOR EMPLOYMENT FORM

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Group (Experimental/ Control)	3335.06	1	3335.06	40.96*
Error	2442.37	30	81.41	
Time (Pre/Post)	2730.06	1	2730.06	121.36*
Interaction	2525.06	1	2525.06	112.25*
Error	674.87	30	22.49	

\*p < .001

group assignment of the subject being rated. Judges were instructed to review the applications for appearance and rate them as "good" or "poor", with poor meaning that they would probably not hire this individual based on their job application. All ratings were made after the conclusion of the project for both experimental and control groups. The frequencies of good and poor applications are presented in Table 4.9. The resulting chi-square analysis was significant ( $p < .001$ ) with the results being in the direction of marked superiority by participants in the Job Search Program relative to controls. This finding corroborates the prior two measures of program impact on skills required for effectively completing a job application. The Job Search Program clearly had a significant effect on increasing the competency of participants to succeed in this critical skill area.

Resume' development task. In addition to the task of completing a job application form, a second important skill area covered in training was the development of a resume' by each youth. Training in this skill area was aimed ultimately at a behavioral product (i.e., a resume'), and to the extent training was effective, more experimental than control subjects should possess a resume' detailing their job qualifications. Although all subjects initially indicated that they were fervently seeking employment, it was hypothesized that the Job Search Program would result in a greater number of program participants having resume's.

Frequencies of subjects having resume's are listed in Table 4.10. The chi-square analysis was significant ( $p < .001$ ). All Job Search Program participants had a resume' at the conclusion of the project while only one of the control subjects had a resume' to assist them in their job search.

Table 4.9

CHI SQUARE ANALYSIS OF THE APPEARANCE RATING OF  
COMPLETED APPLICATION FORMS AFTER TREATMENT  
FOR EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	Poor	Good	
Experimental	2	14	16
Control	15	1	16
	17	15	

$$\chi^2 = 21.20$$

$$p < .001$$

Table 4.10

CHI SQUARE ANALYSIS OF THE PRESENCE OF A RESUME'  
AFTER TREATMENT FOR EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	<u>Resume'</u>		
	Yes	No	
Experimental	16	0	16
Control	1	15	16
	17	15	

$$\chi^2 = 28.24$$

$$p < .001$$

Summary. The current study included a number of knowledge measures. The Employment Seeking Preparation Activity (E.S.P.A.) Questionnaire sampled subjects' knowledge of job seeking skills and also required them to list sources of job leads. The Employment Applications-Vocabulary Worksheet (E.A.V.W.) was a 20 item test measuring familiarity with words and terms frequently encountered on job applications. Further data relevant to a subject's competency in dealing with job applications involved two measures of the quality of actual applications completed by subjects. A final knowledge area pertained to effective resume' writing, and presence or absence of a resume' at the conclusion of the project was the criterion measure for this skill.

Analyses of the data derived from each of the measures supported the hypothesized superiority of the experimental group over the control group in regard to knowledge of job seeking skills. All pre measures indicated initial equivalence of experimental and control subjects, as might be anticipated from random assignment, so treatment rather than selection factors are responsible for the differences noted. The magnitude of the changes noted suggest that the Job Search Program was highly effective in producing gains in knowledge of job seeking skills among the special education students who served as subjects.

### Hypothesis Two

Job Search Program participants will demonstrate a significantly greater knowledge of employment resources than subjects in the control group.

Job search skills are not the only requirement for attaining a job; knowledge of employment resources is also helpful. An hypothesized outcome of the Job Search Program was that experimental subjects

receiving the program would evidence marked improvement, relative to untreated controls, in their knowledge of public and private resources for employment. Knowledge of employment resources was assessed by an objectively scored test which measured knowledge about public and private resources.

In addition to paper and pencil reflections of knowledge, two behavioral measures of the actual utilization of available resources were taken. These behavioral indications of resource utilization were viewed as helpful supplements for providing a richer picture of the treatment and its effect on participants. The services selected were ones that are particularly relevant to the employment needs of special education students residing in Michigan. Specifically, it was determined whether each subject was registered at the Michigan Employment Security Commission (M.E.S.C.) and/or had applied for services from the Michigan Rehabilitation Services (M.R.S.). The M.E.S.C. is the primary governmentally funded employment service for all Michigan residents. The M.R.S. is the single state agency for the delivery of vocational rehabilitation services as authorized by federal law. Both of these agencies provide employment related services to the handicapped.

Knowledge of resources. All subjects in the current study were potentially eligible for employment services from the M.E.S.C. and M.R.S. agencies, and familiarity and involvement with them was regarded as a positive outcome. Aside from the possibility of an immediate, direct placement, the subject could become aware of services having lifelong benefits. In terms of results, Tables 4.11 and 4.12 are a summary of the knowledge of Employment Resources Test. Each subject was assigned a score corresponding to the number of correct

Table 4.11

PRE AND POST GROUP MEANS AND STANDARD DEVIATIONS ON THE  
EMPLOYMENT RESOURCES TEST FOR THE EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	<u>Pre</u>	<u>Post</u>
Experimental	$\bar{X} = 8.33$ $s = 2.05$	$\bar{X} = 13.75$ $s = 1.98$
Control	$\bar{X} = 8.81$ $s = 2.40$	$\bar{X} = 8.69$ $s = 2.30$

Table 4.12

SUMMARY OF ANALYSIS OF VARIANCE FOR THE  
EMPLOYMENT RESOURCES TEST

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Group (Experimental/ Control)	102.51	1	102.51	15.30*
Error	200.96	30	6.69	
Time (Pre/Post)	118.26	1	118.26	46.78*
Interaction	129.39	1	129.39	51.18*
Error	75.84	30	2.52	

\*p < .001

responses. A review of the cell means in Table 4.11 shows that from similar starting points, the experimental group departed dramatically from the control group by posttest. The ANOVA summary in Table 4.12 contains significant F's for both the two main effects and their interactions, similar to those observed on the E.S.P.A. job seeking skills test discussed earlier. Once again, all significant F's seem attributable to gains made by experimental subjects as a consequence of their participation in the Job Search Program. Results for the Employment Resource Test are clearly supportive of Hypothesis Two in that program participants evidenced significantly greater knowledge of employment resources than untreated controls.

Resource utilization. Actual registration at M.E.S.C. and M.R.S. can be viewed both as criteria for evaluating the utility of the Employment Resources Test as well as important outcomes in their own right. A failure of experimental subjects to utilize employment resources, even though a test might reveal familiarity with them, would sharply limit the theoretical and practical implications of differential test scores favoring experimental subjects.

Frequencies of experimental and control subjects who enrolled for M.E.S.C. and M.R.S. services are listed in Tables 4.13 and 4.14 respectively. A chi-square analysis was performed on the categorical data in these two tables to determine the correspondence between these more behavioral measures and the Employment Resources Test. For both agencies, chi-square values were very large ( $p < .001$ ), and inspection of the cell frequencies reveals that experimental subjects were much more likely to be registered at these agencies than control subjects. Participation in the Job Search Program was associated with higher

Table 4.13

CHI SQUARE ANALYSIS OF REGISTRATION AT THE  
MICHIGAN EMPLOYMENT SECURITY COMMISSION  
AFTER TREATMENT FOR EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	Yes	No	
Experimental	13	3	16
Control	1	15	16
	14	18	

$$\chi^2 = 18.28$$

$$p < .001$$

Table 4.14

CHI SQUARE ANALYSIS OF REFERRAL STATUS OF CLIENTS  
AT MICHIGAN REHABILITATION SERVICES AFTER  
TREATMENT FOR EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	Yes	No	
Experimental	12	4	16
Control	2	14	16
	14	18	

$$\chi^2 = 12.70$$

$$p < .001$$

utilization of employment resources. Indeed, only one of the controls was enrolled at M.E.S.C. and two were M.R.S. clients at the conclusion of the project. These results suggest that spontaneous involvement with, what are the two most likely sources of community based employment assistance in Michigan, is not particularly likely for this group.

Summary. The second experimental hypothesis regarding an hypothesized increase in knowledge of resources for employment among experimental subjects was strongly supported. The primary outcome variable was an Employment Resources Test measuring subjects' ability to identify employment resources. Participants in the Job Search Program were able to correctly identify aspects of a substantially greater number of resources, both in relation to nonparticipants, and to themselves prior to training.

Utilization of the two most prevalent sources of employment assistance in Michigan was regarded as an additional indicant of knowledge acquisition and application. Registration with the Michigan Employment Security Commission and the Michigan Rehabilitation Services was examined specifically to determine if knowledge acquired in the Job Search Program was manifested behaviorally. Observed frequencies of resource utilization by experimental and control subjects, like the results for the Employment Resources Test, supported Hypothesis Two.

### Hypothesis Three

Job Search Program participants will show a significant increase in work adaptive attitudes as compared to subjects in the control group.

Creating positive work attitudes is either an explicit or implicit goal of most employment related training programs. Although frequently

unmeasured, attitudes are nonetheless regarded as important process and outcome variables in employment counseling efforts. One objective of the current study was to determine the veridicality of measuring work related attitudes and determining whether these attitudes were enhanced through participation in the Job Search Program. On the basis of prior research, two objectively scored instruments were selected to assess increases in work adaptive attitudes. The first of these was the Work Opinion Questionnaire (W.O.Q.).

Work Opinion Questionnaire. The W.O.Q. is a forty item rational-empirical scale designed to measure work related attitudes which are predictive of success in employment situations. Five separate attitude factors are measured which include: (1) self-confidence in the work place, (2) immaturity, (3) social consideration, (4) perceived fairness and (5) security. Each factor consists of an eight item scale which measures the subject's agreement with a statement reflecting an attitude one might hold about work, supervisors, or their own capabilities. A separate repeated measures analysis of variance was completed on each attitude sub-scale. Although all changes noted were in a direction favoring the experimental group, none of the differences approached significance. Thus, Hypothesis Three was not supported by data from the W.O.Q. The Job Search Program did not produce significant gains on attitudes which are presumably predictive of performance on entry level jobs.

Internal-external control. The second measure of interest was Rotter's Internal-External Control Scale (I-E Scale). The Internal-External dimension refers to the extent to which an individual believes that the reinforcers and punishers occurring in their life are

contingent upon their behavior or powerful outside forces beyond their control. Being internally controlled is a frequently cited predictor of social and economic success, since a person who believes they control their own fate will presumably exert more effort toward achievement. In the current study, it was hypothesized that participation in the Job Search Program might lead to a shift toward internal control by experimental subjects. In order to test this hypothesis, experimental and control subjects were administered the I-E Scale both before and after the training project.

Similar to the Work Opinion Questionnaire data, adaptive changes on the I-E Scale did not reach significance. The changes in I-E scores were greater than W.O.Q. scores, however, consequently they are presented in Tables 4.15 and 4.16.

The means and standard deviations for the I-E Scale are reported in Table 4.15. Table 4.16 contains the results of the repeated measures and analysis of variance for I-E Scale data. Although the direction of the experimental group is toward greater internal control (low score indicates internal control) after the program, the effect does not reach statistical significance. The inclusion of more subjects, and the consequent gain in power, or a longer period of time before post testing, might have lead to a significant effect for internal-external control, but on the basis of current data, Hypothesis Three is not supported. It is noteworthy, however, that correlational analyses reported in a subsequent section of the present paper reveal a significant relationship between internal control and job acquisition.

Summary. Increases in work adaptive attitudes were an hypothesized outcome of participation in the Job Search Program. Measures

Table 4.15

PRE AND POST GROUP MEANS AND STANDARD DEVIATIONS ON  
 ROTTER'S INTERNAL-EXTERNAL CONTROL SCALE FOR  
 EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	<u>Pre</u>	<u>Post</u>
Experimental	$\bar{X} = 11.94$	$\bar{X} = 10.13$
	$s = 2.86$	$s = 2.75$
Control	$\bar{X} = 12.31$	$\bar{X} = 12.38$
	$s = 2.85$	$s = 2.47$

Table 4.16

SUMMARY OF ANALYSIS OF VARIANCE FOR  
 ROTTER'S INTERNAL-EXTERNAL CONTROL SCALE

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Group (Experimental/ Control)	27.56	1	27.56	2.19
Error	378.19	30	12.60	
Time (Pre/Post)	12.25	1	12.25	5.13*
Interaction	14.06	1	14.06	5.88*
Error	71.68	30	2.39	

\*p > .05

that seemed most relevant to this hypothesized relationship were the Work Opinion Questionnaire and the Internal-External Control Scale. Pre-post comparisons for experimental and control subjects failed to support the hypothesis, although Internal-External Control did show a near significant effect in the predicted direction. Failure to confirm the hypothesized effect of training on adaptive work attitudes suggests at least three possibilities: a) the Job Search Program was ineffective at changing work attitudes, b) the measures selected were insensitive to changes that did occur, or c) the work attitudes measured are not associated with job acquisition.

#### Hypothesis Four

Job Search Program participants will have a higher frequency of job search behavior than subjects in the control group.

Although the primary emphasis of the current research is on training rather than direct placement, the issue of job search activities is still of importance. To the extent knowledge was gained in the Job Search Program, an increase in job search activities could be expected among members of the experimental group.

Self-reported job search behavior was measured before and after the Job Search Program on all subjects. The premeasure was completed on the week period prior to intake. Subjects were asked to list all activities they had completed during the preceding week (See Appendix F for the job search behavior instrument). Possible activities included: contacting employers, use of employment resources, obtained application forms, interviews completed, etc. The intent was to establish a base rate of these activities against which the rate of

subsequent activity could be compared. Self-reported behavior was zero for all subjects on the pre-measure. None of the subjects responded affirmatively to any of the listed behaviors, yielding a base rate of zero for preprogram job seeking behavior. This low, or essentially nonexistent, rate of effective search behavior mirrors the observation of many job placement personnel that clients typically claim to be constantly "looking" for a job, although the frequency of actual behaviors is low.

Follow up measures on job seeking behavior were administered weekly during a four week period at the end of the instructional phase of the project. Frequencies of self-reported job search behavior at the conclusion of the first follow up week are listed in Table 4.17. Virtually all subjects, regardless of group membership (i.e., experimental vs. control), reported some job search behavior during the preceding week. The resulting chi-square analysis was not significant, and the hypothesized superiority of experimental subjects in regard to job search behavior was not confirmed.

Measurement of job search behavior was discontinued in the event subjects attained employment. This fact, while obvious, provided an interesting methodological twist in the present study, and points up the fact that seemingly simple behavioral measures can be deceptively attractive.

Data on job placement is reviewed in the following section, but due to their relevancy to testing Hypothesis Four, those results must be previewed here. Virtually all of the experimental group secured

Table 4.17

CHI SQUARE ANALYSIS OF REPORTED JOB SEARCH  
BEHAVIOR AFTER TREATMENT FOR EXPERIMENTAL AND  
CONTROL GROUPS

<u>Condition</u>	No	Yes	
Experimental	2	14	16
Control	3	13	16
	5	27	

$$\chi^2 = .24$$

$$p = \text{N.S.}$$

employment well before the follow up period had expired. Indeed, the majority of the experimental group were employed within two weeks after the conclusion of the instructional phase of the project.

Summary. It may be accurate to assert that Hypothesis Four was untested rather than unconfirmed. The abbreviated follow up period may have precluded true differences from emerging, or alternatively no differences in self-reported job search behavior would have been observed between participants and nonparticipants regardless of the length of follow up. In view of the significant differences in the actual placement rates noted in the next section of this paper, the latter possibility has potentially alarming implications for self-report behavior. The fact that two groups who were substantially different on job acquisition, but essentially identical on self-reported job search behavior, raises questions about the veracity of self-report in this case.

It is of course possible that subjects' self-report was an accurate indication of their actual behavior. That is, control subjects may have completed as many job search behaviors as experimental subjects. The Job Search Program may have affected the effectiveness but not the frequency of job search behavior. Unfortunately, this view also carries the implication that a simple report of the frequency of job search behavior must be cautiously interpreted when used as an outcome measure.

#### Hypothesis Five

Job Search Program participants will have a higher placement rate than subjects in the control group.

Training rather than placement was the principal outcome of the Job Search Program. Mastery of instructional exercises by special education students was the stated goal of the program. It seemed plausible that the program might be an effective educational intervention without showing an immediately high job placement rate for low skill students in this difficult economic era.

These caveats aside however, job placement data is important from the view of whether subjects are able to apply skills once acquired. Indeed, many researchers cite job placement rate as the only credible outcome variable. Whether or not one adheres to this extreme view, employment is unquestionably a desirable outcome for a job search training program and in the test of Hypothesis Five a critical evaluation issue.

The main outcome measure was a categorical tally of the frequency of employed and unemployed subjects among the two comparison groups. It was hypothesized that experimental subjects would evidence higher rates of employment than control subjects. Descriptive data on each job acquired was also gathered in order to verify job placement.

The incidence of employment and unemployment among experimental and control subjects is presented in Table 4.18. The chi-square analysis revealed a significant relationship ( $p < .01$ ) between employment status and group membership. These results support Hypothesis Five in that Job Search Program participants were more likely to obtain employment than controls. Remarkably, 87.5% of the experimental group were employed at the conclusion of the follow up period.

In addition to employment ratios a more fine grained analysis of type of employment was examined. Descriptive data on whether the

Table 4.18

CHI SQUARE ANALYSIS OF EMPLOYMENT STATUS  
AFTER TREATMENT FOR EXPERIMENTAL AND CONTROL GROUPS

<u>Condition</u>	Unemployed	Employed	
Experimental	2	14	16
Control	10	6	16
	12	20	

$$\chi^2 = 8.52$$

$$p < .01$$



position was publicly subsidized or unsubsidized (private sector) was of particular interest. Job type frequencies are presented in Table 4.19 for both experimental and control groups. The most frequent category was part-time (25 hours per week) subsidized employment for both groups. All employment obtained was at the minimum wage (\$3.35 per hour) level. A significant association ( $p < .01$ ) between group membership and employment status was again observed. The most striking differences between controls and experimentals are attributable to unemployment among control subjects.

Summary. Employment status, while not the only important outcome of the Job Search Program, was an important indicant of its impact. An increased rate of employment among Job Search Program participants relative to control subjects was hypothesized. This fifth research hypothesis was supported. Nearly all of the subjects who attended the program were employed at the end of the follow up period. Given the obstacles to employment facing subjects in the current study, the employment rate was encouraging and suggested that attaining employment is a viable possibility for educationally handicapped youth.

The fact that many ( $n=6$ ) of the control group also attained employment is also noteworthy. It should be recalled however, that these controls were not actually "untreated". The control group received customary services, which among other services, provide for some assistance in employment. In fact, two of the control subjects acquired jobs through direct placement efforts by their special education consultant. These facts suggest that the employment comparisons cited above probably represent a conservative test of the effectiveness of the Job Search Program.

Table 4.19

FREQUENCIES OF TYPES OF EMPLOYMENT AFTER  
TREATMENT FOR EXPERIMENTAL AND CONTROL GROUPS

Type of Employment	Experimental (n=16)	Control (n=16)
Unsubsidized full-time (35+ hrs per week)	2	0
Unsubsidized part-time (less than 35 hours)	4	2
Subsidized part-time (20-25 hrs per week)	8	2
Subsidized (sheltered workshop)	0	1
Unemployed	2	11

n=32

$$\chi^2_4 = 13.50$$

$$p < .01$$

### Supplemental Data Section

In addition to the formal testing of the hypotheses, supplemental data was gathered during the course of the study. Some of this information was incorporated into descriptive and correlational analyses. The purpose behind the collection of this data was to provide further insights regarding process and outcome variables.

#### Job Seeking Skills Questionnaire

The Job Seeking Skills Questionnaire was administered to all subjects on a pre-post basis. The purpose of pre test administration was to assess the subjects' readiness to complete a job search and to identify possible obstacles to gaining employment. The posttest administration was to assess change over the program's duration. The first four questions utilized a Likert type rating format (5=strongly agree to 1=strongly disagree) and dealt with the subject's feelings of confidence about job search activities such as completing application forms and job interviews. Additional questions inquired about career development issues, specific obstacles to finding employment, use of employment resources and sources of occupational information.

Pre-post results on the four confidence questions showed little change within and between groups. Responses seemed to reflect individualized response sets to the questionnaire items. Patterns emerged such as checking all "strongly agrees" or all "disagrees". In addition, these expressed feelings of confidence ratings were not seemingly related to observed or measured competence. For example, subsequent correlational analyses indicated a negative correlation between

pre-rating of confidence and the attainment of employment. Following program completion, several experimental group subjects were asked about the lack of correspondence between their expressed confidence on the post test and their skill gains. These participants stated that when they completed the pre-test they really did not understand the process that was involved in completing an interview or an application form. Many participants had never called a prospective employer on the telephone prior to the Job Search Program, and they had little knowledge regarding the importance of employment inquiries at the time of pre-testing. It appears that the subjects' expressed confidence was related more to naivete' than competence. This pattern of results has serious implications for using self-reported confidence as an outcome measure, because it may actually be a negative predictor of employment success.

As a part of the Job Search Questionnaire, subjects were asked to identify obstacles that might preclude them from gaining employment. They responded to a list of common employment seeking problems and were asked to identify any additional obstacles. The results of this survey compiled for all subjects (n=32) are summarized in Table 4.20. Of the five most frequently identified problems, three were in the area of job seeking skills. These were "getting job leads", "completing job interviews" and "calling employers on the telephone." Each of these skill areas was addressed in the current program. Only 16% of the respondents viewed their handicap as an obstacle to employment. This view was in contrast to referral sources as all subjects had been

Table 4.20

PERCENTAGE OF VERBALIZED OBSTACLES TO  
EMPLOYMENT BEFORE TREATMENT BY ALL SUBJECTS (n=32)

<u>Obstacles</u>	<u>Percent Responding Affirmatively</u>
Getting Job Leads	66%
Transportation	66%
Not Enough Skills	59%
Completing Job Interviews	50%
Calling Employers on Telephone	50%
Lack of Education	47%
Handicap	16%
Personal Problems	16%
Legal Problems	16%
Poor School Record	16%
Poor Work Record	13%
Child Care	6%

directed to the study because their handicaps and low reading abilities were identified as probable obstacles to gaining employment. (See Appendix I for Job Seeking Skills Questionnaire.)

#### Job Search Program Attendance

Attendance and objectives completed were measured as an assessment of the amount of treatment received, as well as an indicator of subject satisfaction with the program. Analysis showed that although there was little variation in attendance, there was a significant correlation between attendance and employment ( $r = .56$ ;  $p < .001$ ), as generally all participants attended each session. When the Job Search Program was cancelled due to school closings (in service, snow days, etc.) it was rescheduled. Participants who were absent from a session or who needed additional assistance with specific problem areas such as resume writing, or answering specific interview questions, sought additional time with program instructors after regularly scheduled class sessions.

#### Employability Assessment Scale

The purpose of this instrument was to provide the Job Search Program staff with a rating on the ability of participants to get and keep a job. The Employability Assessment Scale (E.A.S.) was to be completed by the referral source and the score was to be correlated with outcome variables. The resulting correlations were to yield additional insight in subject variations which affected success outcomes. Due to the fact that prior reliability estimates using the E.A.S. were low, the Scale was to be completed by two independent raters. However, only a small portion (20%) of the Scales were completed by referring teachers.

In spite of training and repeated urgings, the teachers reported that the E.A.S. was too cumbersome and items difficult to respond to accurately for this sample. Of the few sets of paired Scales returned, there was little consistency between the two independent raters. Due to the low return rate of completed Scales, and the fact that the purpose of this measure was not of primary importance to the study, the E.A.S. measure was dropped from the analyses.

#### Job Search Program Rating Form

Following the completion of the Job Search Program, all experimental group participants completed the Job Search Program Rating Form. Specific program components were rated on a five point Likert type scale (5=strongly agree to 1=strongly disagree). Participants were asked to indicate their degree of satisfaction with various program components. They were asked to respond to eleven evaluative statements in terms of the extent of their agreement with each statement. Thus agreement was indicative of a positive evaluation while disagreement reflected dissatisfaction with a particular program area. Results of the rating form in terms of relative frequencies of different response options, are summarized in Table 4.21. It appears that the majority of participants were satisfied with the type of training they had received. This was also confirmed verbally by participants and was in agreement with the program outcomes by knowledge gain and employment.

Table 4.21

PERCENTAGE OF PARTICIPANTS (n=16) INDICATING  
AGREEMENT OR DISAGREEMENT WITH EVALUATIVE ITEMS ON  
THE JOB SEARCH PROGRAM RATING FORM

(SA - strongly agree to SD - strongly disagree)

	SA	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
1. I learned a lot of useful information in the Job Search Program.	19%	75%	6%	--	--
2. I am satisfied with the training I received in the Job Search Program.	25%	63%	12%	--	--
3. I know more about community resources now than before I started the Job Search Program.	25%	44%	25%	6%	--
4. I understand more about how to get job leads than before I started the program.	19%	43%	19%	19%	--
5. I would recommend the Job Search Program to one of my friends who is looking for a job.	25%	38%	25%	12%	--
6. I have more confidence about how to look for a job after the Job Search Program.	6%	63%	19%	12%	--
7. The Job Search Program motivated me to look for a job.	12%	58%	12%	12%	6%
8. I learned more about good work behaviors in the Job Search Program.	37%	44%	19%	--	--
9. My teachers did a good job of running the class.	44%	44%	12%	--	--
10. My teachers were concerned that the class learn the Job Search material.	25%	75%	--	--	--
11. I would like more of this type of training.	20%	37%	37%	--	6%

### Correlational Analyses

In an effort to identify variables associated with attaining employment, correlations were computed between subject demographic and personality variables on the one hand, and employment on the other. The intent was to identify factors which might predispose a participant toward success in obtaining employment. Table 4.22 contains the results of these correlational analyses. Examination of Table 4.22 points up a number of interesting findings, regarding the relationship between subject attributes and subsequent success.

The demographic variable of race was a significant correlate of employment, with white participants being more likely to obtain employment. Other demographics such as sex, age and handicap did not reach significance. Internal control as measured on Rotter's Internal-External Control Scale was associated with subsequent employment, and was the most effective predictor of any personality measure in the present study.

Most of the correlates of employment success were actually program process variables. For example, the variable evidencing the strongest relationship to finding a job was program attendance. Subjects who showed better attendance were more likely to find subsequent employment.

One interesting, and unexpected, outcome pertained to the issue of referral source ratings of predicted student success. Prior to intake, teachers and/or counselors rated all participants on a five point scale as to the probability of their success in the Job Search Program, and in attaining employment. The motivation behind these comparisons is that on a day-to-day basis counselors and teachers make

Table 4.22  
CORRELATES OF EMPLOYMENT ACQUISITION FOR  
ALL SUBJECTS (n=32)

<u>Variable</u>	<u>Correlation with Employment</u>	<u>Significance</u>
Race	-.32	$p < .05$
Age	-.11	$p < .30$
Sex	-.06	$p < .40$
Handicap Category	-.16	$p < .20$
Attendance	.56	$p < .001$
Pre-Rotter's I-E Scale	.28	$p < .059$
Post-Rotter's I-E Scale	.39	$p < .05$
Rating for Success in Program	-.28	$p < .10$
Rating for Success in Unsubsidized Employment	-.27	$p < .10$

these types of decisions, which may have serious training and placement consequences for clients. Unfortunately, a negative relationship was noted between predicted participant success and subsequent employment. A similar effect was noted by Keith (1976) and suggests the importance of caution in interpreting counselor/teacher judgments and predictions. This negative relationship may be attributable to a variety of factors. The referral source ratings may have reflected a negative response set in which false positives were viewed as a greater reflection on rater competence than false negatives. Such a tendency toward "cautiousness" could account for a limited relationship between rater judgments and job acquisition, but a desire to avoid false positives cannot account for the negative validity of referral source predictions. Another possibility is that these referral sources simply lack direct experience with job seeking skill training or job placement activities. This lack of familiarity with job search and placement activities may lead them to focus on client characteristics which are not predictive of success. Indeed, the negative value of counselor ratings for predicting participant success suggest that they may misclassify client assets and liabilities in relation to job acquisition.

Summary. Analyses of the results showed that the knowledge measures for job seeking skills and employment resources, and the number of subjects obtaining jobs were significantly higher in the experimental group than in the control group at probabilities of less than .001.

No significant differences were found between experimental and control groups on changes in work related attitudes or on frequencies of job search behavior.

Correlational analyses associating subject variables with employment showed that race, internal control and program attendance were significantly correlated with obtaining employment at probabilities of less than .05.

## Chapter V

### DISCUSSION

The purpose of this study was to develop and evaluate the effectiveness of an instructional program in job seeking skills for handicapped youth. The resulting Job Search Program was conducted experimentally in a field setting. In the course of this evaluation, an effort was made to better understand sources of treatment efficacy as well as outcome measures.

The research design utilized in the study was the Pre-Test Post-test Control Group Design (Campbell & Stanley, 1963). Thirty-two subjects were randomly assigned to either the experimental or control group. The experimental group received nine weeks of the Job Search Program, the control continued with the normally available services. Pre-post measurement efforts focused on three assessment areas: knowledge, attitude and behavior changes among participants. In addition, participant job search efforts were assessed via structured telephone interviews in a four week followup phase.

Five research questions provided the basic framework for the study. Specifically, these questions focused on hypothesized changes in the experimental subjects. It was hypothesized that Job Search Program participants as compared to the control group would evidence significant (1) increased knowledge of job seeking skills, (2) increased knowledge of employment resources, (3) increased work adaptive attitudes, (4) higher frequency of job search behavior and a (5) higher placement rate.

### Summary of Results

The first research question under investigation hypothesized gains in job seeking skill knowledge for Job Search Program participants. Results of three separate objectively scored tests and the development of a resume' indicate significant superiority on the part of the experimental group on the post measures. Similar results of knowledge gains have been reported in previous research. McGee (1981), Gray (1980), Keith (1976) all found significant increases in knowledge on measures administered at the end of their respective studies. Increases in scores on application forms in the current study reflect similar gains found in previous research. Effective completion of application forms was also successfully taught to learning disabled adolescents by McGee (1981) and mentally retarded youth by Clark (1975).

Both the job application and resume' data serve a dual purpose. As they have been treated here they function as outcome measures, against which the effectiveness of the Job Search Program can be assessed. In addition they can be viewed as manipulation checks on whether the intended instruction actually occurred. From either perspective, the evidence suggests that the Job Search Program resulted in the acquisition of these two important skills. One might challenge these results on the basis of a "teaching toward the test" alternative explanation, but experimental group superiority on more generalized outcomes (e.g., employment) mitigate much of this concern.

Comparison group differences on the knowledge measures can be viewed at worst as a measure of process variables accounting for the subsequent superiority of experimental subjects on actual job placement.

Researchers adopting a behavioral perspective (Azrin, 1979, 1980; Gray, 1980) generally concur with this view and regard job acquisition as the only truly believable outcome. Client centered counseling and educational research perspectives offer an alternative view that while not a trivial outcome, immediate job acquisition is secondary to acquisition of the skills required to attain future jobs. Certainly anyone involved in job placement can attest to the problems of "revolving door" clients, who despite many counselor initiated placements, never learn to conduct a successful, independent job search.

The second hypothesis tested was an increase in knowledge of employment resources by subjects in the Job Search Program. Knowledge was assessed by an objectively scored test and two behavioral measures. These behavioral measures were actual use of two public employment resources, Michigan Security Employment Commission (M.E.S.C.) and Michigan Rehabilitation Services (M.R.S.). Actual use of community employment resources has been cited as an important source of job leads (Zadny & James, 1979; Veglahn, 1976; and Bradshaw, 1973). Results of the Employment Resource Test and the two behavioral measures revealed that experimental subjects evidenced significantly greater knowledge of employment resources than untreated controls. Participation in the Job Search Program was associated with increased knowledge of public and private employment resources and higher utilization of these resources.

Positive increases in work-adaptive attitudes were hypothesized for the experimental group in the third research question. Two attitude measures were administered on a pre-post basis to all subjects.

The first of these, the Work Opinion Questionnaire measured work related attitudes on five separate subscales. The second measure was Rotter's Internal-External Control Scale. Separate analyses of variance on all five W.O.Q. subscales and the I-E Scale failed to show change at a significant level. The subjects' attitudes did not appear to change as a consequence of this program. However, the I-E Scale scores were correlated with ultimate employment ( $r=.39$ ,  $p<.05$ ). That is, subjects who were more internally controlled were more likely to become employed. The W.O.Q. was standardized on work performance rather than job acquisition, and its use in the current study may have been stretching the instrument's utility.

The attitudes assessed in the Job Search Program study tend to be enduring and possibly not readily amenable to change. It seems that most powerful predictors, those that account for a high degree of variance in employment success, tend to be difficult to change. Examples of strong predictors that are resistant to change might include intelligence, socio-economic status, sex, prior education, vocational training, and type of handicap. If these types of predictor variables were more easily changed, people interested in employment would likely change them of their own volition. In the current study, the personality measures taken may be effective predictors of job search performance and employment success, but nonetheless not easily altered in response to a short term training program such as the Job Search Program. The absence of longitudinal data in the current study may have masked attitudinal effects. Changes noted were in the anticipated



direction and longer term follow up, once subjects were firmly established on their jobs, may have revealed significant changes in work related attitudes.

The fourth research question hypothesized a higher frequency of job search behavior for experimental subjects following instruction in job seeking skills. Results, however, showed no differences between the experimental and control subjects in job search behavior performance. This "no difference" was in accord with similar findings by Keith (1976) and Gray (1980), although earlier research had reported that intensity of job seeking is causally related to placement success (Sheppard & Belitsky, 1966; Dyer, 1973; Gower, 1975). In trying to determine sources of effectiveness for his Job Club with older workers, Gray (1980) found no significant differences in frequency of job search behaviors between his comparison groups. Similarly, Keith (1976) reported no overall significant differences, but did note differences in the specific behaviors of number of job leads and interviews obtained ( $p < .05$ ) by control and experimental subjects. This may suggest the necessity of more fine grained analyses of type of behavior emitted, rather than simple frequency counts. Both Keith and Gray reported difficulties in determining objectivity and validity of their client's self-reported behavioral data. Future research might focus on further techniques for conducting validity checks on self-report data in the area of job search behavior. It is important to determine what types of behaviors are reported accurately and what types should be measured by means other than self-report. An additional problem in data gathering for the current study resulted from the fact that as subjects became employed they were dropped from the

behavioral analysis. The early employment of large numbers of the experimental group resulted in an abbreviated follow up period in which comparisons were performed. Due to the problems of self-reported behavioral data and the abbreviated follow up period, this question remains untested rather than unconfirmed.

The fifth research question hypothesized a higher placement rate for Job Search Program participants. This outcome was measured by a tally of subjects who obtained employment and those who did not. Results strongly indicate a higher placement rate for subjects who participated in the Job Search Program. These results reflect similar outcomes of previous research (Azrin, et al., 1980; Azrin & Philip, 1979; Matthias, 1981; Keith, 1976; Gray, 1980). Although employment was not the only outcome of the Job Search Program, it was an important indicant of its success.

One of the primary objectives of the Job Search Program was to equip participants with skills and perceptions required for a successful job search. It should be emphasized, however, that both the programmatic and research emphasis of the present study was on an instructional rather than a placement model. Behavioral measures of job search activity and employment while relevant, were not seen as the sole, or even the most important, outcomes.

The point here is not to derogate the importance of the job search activities, or whether subjects attained employment, but simply to put these outcomes in perspective as comprising only part of the array of potential outcomes. The temptation is to overestimate the significance of immediate employment since it has tremendous "face

validity" as a criterion for success. Unfortunately, as counselor-oriented placement services often discover, an immediate job placement may not seem such a valid criterion of success when the client returns the following week seeking a new job to replace the one just lost.

#### Informal Observations

In addition to the more formal analyses and results reported, other more subjective data provided additional information and insight into the Job Search Program. Personal observations by the author and other program staff indicated a strong belief in the efficacy of the Job Search Program model. Of particular importance were the multimodal approach to teaching specific skills. These included a variety of instructional techniques such as filmstrips and movies, guest speakers, field trips, didactic instruction, use of transparencies, small group practice, audio and videotaping, easy to read materials, and attention to the individual needs. It was also felt that small group instruction allowed for support and encouragement as well as immediate practice for the social skills needed to obtain and retain employment.

Referral sources indicated support for the program and shared spontaneous positive participant comments. These referral individuals and agencies have expressed interest in continuing the Job Search Program as an on-going special education service.

Participant comments as to what they liked about the Job Search Program included: "learning to do an interview", "seeing yourself on videotape", "the teachers", "coming to class", "meeting friends", "making a resume", "learning how to do things right", and "books that I could read."

### Interpretive Limitations

The primary limitations of the current research are ones that are adherent to virtually all similar studies involving an observed effect on a complex set of behaviors, that was produced in response to a multifaceted program. Briefly stated, the problem is one of imperfect knowledge of both the input and output sides of the experimental equation. The internally valid (Campbell & Stanley, 1963), experimental design offers some assurance that the program did indeed cause the results observed. Unfortunately, viewed in a strict philosophy of science perspective, generalizing beyond exactly this program, and precisely the group of subjects involved, becomes problematic. Conventional wisdom, and traditional practice in this realm (Azrin, 1979, 1980; Gray, 1980), has been to view both treatments and client types somewhat more generically than this strict view would dictate. Indeed, if generalization beyond single experiments were not possible the entire scientific enterprise would be of limited value (See Tukey, Cornfield, Bridge argument, 1956).

Within this framework, it would seem reasonable to conclude that this generic type of job search program may be of substantial benefit to special education students. There is an obvious element of "black box" testing in the study, because the precise program components that produced the effect are unknown. The more salient elements of the program were indicated earlier in the program description, but we are not in a position to make strong causal assertions about any particularly effective program elements. The "black box" problem is exacerbated by the fact that the outcome is really a complex array of

individual, and to some extent idiosyncratic, behaviors as well as socioeconomic circumstances. Placement rate is a deceptively simple outcome criterion that in reality represents an array of factors which are not well understood. In the optimal situation, there would be a clear mapping of program components to outcome variables and the current study does not allow for this level of specificity. This shortcoming is certainly not unique to the present study, but is symptomatic to the entire area of program evaluation. Prior research would not have permitted this sort of precision, but the problem is cited here as an ultimate goal for future research.

Generalizing to other school districts and communities nationally gives rise to somewhat similar considerations. Fortunately, students were from a wide range of school districts and the three most frequent disability types were represented in the sample. The local school districts represented were both urban and rural areas, and the employment climates in the various communities were also quite variable. Taken together, these factors suggest that the program might have fairly broad application, since subjects were not selected from a particular disability type, or a single community having unique employment opportunities. Although the communities from which the sample was drawn were diverse in some respects, they all share a common problem of high unemployment. This suggests that the success of this type of program is not strongly contingent upon immediate availability of an usually high number of entry level jobs.

Overall, viewed in the context of similar studies (Azrin, 1979; Gray, 1980; Keith, 1976), the current study does not suffer from any

sharp limitations in terms of design or generalizability. The Job Search Program could quite probably be of benefit to special education youth in a variety of school settings nationally. There are obviously a number of unanswered questions regarding exactly why the program worked, and what are the critical elements of its success. These limitations, while important, are certainly not unique to the present study.

A final comment on limitations of the current study pertains to the issue of work related attitudes. The absence of significant attitude change may be attributable to a number of factors. The most obvious possibility is that the Job Search Program had no effect on participant attitudes. In contrast, informal observations of participants indicated substantial changes in attitudes as reflected by greater apparent enthusiasm for job search activities and expressed confidence about employment. These observations suggest that measurement issues may be the source of the problem.

Both the Work Opinion Questionnaire and the Internal-External Control measure, due to their generic nature, may have lacked sufficient sensitivity to detect the types of changes which did occur. The broad attitudes assessed by these measures, while showing minor movement in the predicted directions, may not be specifically those attitudes which are altered by program participation. Perhaps more specific attitude measures might be sensitive to changes that occurred.

Another alternative explanation for the lack of significant differences on attitude measures may have been the length of time between assessments. The attitudes measured may be deep seated predispositions

that are not readily amenable to change. A longer time period between pre and post measures allowing for more impact, might have increased differences.

Finally, it should be noted however, that despite the absence of significant attitudinal differences between experimental and control subjects, all differences were in the hypothesized direction. It is also noteworthy that internal control was significantly correlated with job acquisition. Given the difficulties inherent in attitude measurement, and the generic nature of the attitude measures used, concluding that short term treatments like the Job Search Program do not produce changes in attitudes may be premature.

#### Conclusions and Directions for Future Research

The current study indicates the feasibility of developing and implementing a program for teaching skills necessary for completing an independent job search by special education students. The study has important implications for both employment and training, and represents an example of how education might productively interface with the labor market. Career development, as offered by many school districts, is typically not involved with job placement. Often the skills necessary for an independent job search are assumed to be universally in place. The present study points up the inaccuracy of this assumption. It also demonstrates that students who require special education services, and who have limited reading capabilities, were able to acquire the necessary skills for obtaining employment.

Future research might productively focus on determining the exact mix of program components, subject characteristics and criterion

behaviors that are required to produce desired results. Certain components, such as field trips to community resources, seemed especially helpful, however, at this point there is no way to make any powerful, data-based assertions about the value of any particular component over any other program component. Future research should attempt to isolate experimentally those key program components leading to success.

Similarly, the potency of the treatment in the present study operated to mask any individual differences in response to different training components. Future research might productively examine individual characteristics that predispose particular types of students to be successful, and identify others who could profit from a rather different approach.

In order to facilitate the adoption of programs like the Job Search Program within the normal school context, it is important to establish the connection of this life-skill training focus with more conventional academic offerings. An additional outcome measure that should be explored would be academic performance. Determining whether a life-skills focus might lead to performance increases in traditional academic subjects for special education students, would be an important concern for educators, and is a suggested next step in enriching our understanding of this type of program.

## APPENDICES



## APPENDIX A

### DEMOGRAPHIC MEASURES



1 2 3 4 5  
Low Moderate High

## Prognosis For Success in Attaining Unsubsidized Employment

1	2	3	4	5
Low		Moderate		High

Referral Completed By:

Name \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_ Phone \_\_\_\_\_

Comments:



Interviewer \_\_\_\_\_

Date \_\_\_\_\_

## INTAKE INTERVIEW

Name: \_\_\_\_\_  
Last First Middle/MaidenAddress: \_\_\_\_\_  
Street City/State Zip

Phone: ( ) Soc. Sec. # \_\_\_\_\_

Birthdate \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Race \_\_\_\_\_

Emergency Phone# \_\_\_\_\_ Person \_\_\_\_\_

FAMILY

Marital Status \_\_\_\_\_ Number of Dependents \_\_\_\_\_

Current Living Arrangements \_\_\_\_\_

Mother's Name \_\_\_\_\_ Occupation \_\_\_\_\_  
Last FirstFather's Name \_\_\_\_\_ Occupation \_\_\_\_\_  
Last First

Number Living in Home \_\_\_\_\_

Number Adults (18+) \_\_\_\_\_ Working \_\_\_\_\_ Not Working \_\_\_\_\_

EDUCATION/VOCATIONAL

Current Program \_\_\_\_\_

Highest Grade Completed \_\_\_\_\_ Date Dropped Out \_\_\_\_\_

Reason For Leaving School \_\_\_\_\_

Most Recent Program \_\_\_\_\_

Other Educational Programs \_\_\_\_\_

Activity Since Leaving School \_\_\_\_\_  
\_\_\_\_\_

Intake Interview pg. 2

Other Educational Programs \_\_\_\_\_

Vocational Evaluation \_\_\_\_\_

Vocational Training Program \_\_\_\_\_

Location \_\_\_\_\_ Length \_\_\_\_\_

Other Vocational Training \_\_\_\_\_

EMPLOYMENT

Work Experience \_\_\_\_\_

<u>Position</u>	<u>Company</u>	<u>Dates</u>	<u>Reason for Leaving</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Has worked: \_\_\_\_\_ Part-time \_\_\_\_\_ Full-time \_\_\_\_\_

\_\_\_\_\_ subsidized \_\_\_\_\_ unsubsidized

Type of Job Desired \_\_\_\_\_

PREVIOUS SERVICES (other agencies)

<u>Type</u>	<u>Agency</u>	<u>Date</u>	<u>Contact Person</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Intake Interview pg. 3FINANCIAL

Current Financial Situation: \_\_\_\_\_

\_\_\_\_\_

Income/Assistance \_\_\_\_\_

\_\_\_\_\_

Minimum Salary Need of \_\_\_\_\_

TRANSPORTATION: Own Car \_\_\_\_\_ Family Car \_\_\_\_\_ Friend's Car \_\_\_\_\_

Bus Service \_\_\_\_\_ Bicycle \_\_\_\_\_

Driver's License: Yes \_\_\_\_\_ No \_\_\_\_\_ Suspended \_\_\_\_\_

Comments:

SUPPORT PERSONName: \_\_\_\_\_  
Last FirstAddress: \_\_\_\_\_  
Street City/State

Telephone: ( ) \_\_\_\_\_ Relationship \_\_\_\_\_

## APPENDIX B

### KNOWLEDGE MEASURES

Name \_\_\_\_\_

Date \_\_\_\_\_

EMPLOYMENT SEEKING PREPARATION AND ACTIVITYACHIEVEMENT QUESTIONNAIRE

Directions: The following questions are true or false. Put a T in the line preceding the question if it is true. Put an F in the line preceding the question if it is false.

Example:

  T   Employment seeking preparation is something you can learn.

  F   1. There is very little that you can do while filling out an application form to improve your chances of being hired.

  T   2. The neatness of your application form is one important area that has been found to cause employers to have a good impression of you.

  F   3. Fill in the application form by yourself at all times.

  F   4. Use a pencil in filling out the application so that you can erase mistakes.

  T   5. Neatness on an application suggests to the employer a responsible person caring about his work.

ie application form as you go so you  
ily as possible.

formation on an application form no  
ons call for.

ion form can tell you much about your-

improved upon and not hinder your  
hile other problem areas cannot be

always filled out in the employment

PLEASE DO  
NOT PHOTO

## E.S.P.A. Achievement Questionnaire pg. 2

- T   11. The application form suggests to the employer questions he may want to ask you.
- T   12. The employer learns about your work personality from the questions on the application.
- T   13. The employer can detect some personality problems from what you say on the application form.
- F   14. Most people can do only one job well.
- T   15. Any physical defect or handicap which can be noticed by the employer should be described carefully on the application.
- F   16. Use medical or psychological terms to describe your handicap to the employer.
- F   17. If you have a bad credit rating, there is nothing that can be done about it.
- T   18. You should always ask a person to use their name as a reference before including their name on an application blank.
- F   19. You should look for any job that is available.
- F   20. You should lead the conversation during the interview by telling about your skills and abilities.
- F   21. What you say to the employer is more important than how you look.
- T   22. If you have a visible handicap, you should bring the subject up early in the interview.
- T   23. If you have a handicap, you should explain during the interview how it will not interfere with the job.
- F   24. During the interview, in response to a general question such as, "Tell me something about yourself," you should give a detailed answer.
- T   25. Employer interviews are usually on the critical side and you must try to talk about your skills and abilities.
- F   26. Most employers are hard to meet and inconsiderate of you as a person.
- T   27. You should study the company, its services and products, before the interview.

## E.S.P.A. Achievement Questionnaire pg. 3

- F 28. At the close of the interview you should not ask to call back at a later date to find out if the employer has decided to hire you.
- F 29. A resume' is three or more pages long.
- T 30. You should ask any person if they know of a place where you can find work.
- T 31. People who make looking for work a full-time job usually find a job.
- T 32. There are always jobs available.

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Directions: The following questions have several possible answers following each question. Read all the answers. Choose the one best answer. Put a circle around the letter in front of it.

33. What is the main reason that the employer wants you to fill out the application form?
- A. To know your life history.
  - \*B. To know what you can do.
  - C. To see how neat your writing is.
  - D. To see how quickly you can work.
34. If your liability or handicap will prevent you from getting the job, on the application form you should:
- A. Ignore it or not admit it.
  - B. Describe it in detail in medical terms.
  - C. Describe it briefly.
  - \*D. Leave it blank or write "discuss during interview."
35. The best attitude for you to express regarding your liability or handicap is:
- A. To try very hard to overcome your weaknesses.
  - B. To ignore your problem.
  - \*C. To develop and strengthen your abilities to do a job rather than your weaknesses.
  - D. To get the employer to hire you because you have a handicap or liability.
36. From the application blank, the employer tries to determine which of the following characteristics about you:
- A. Your ability to get along with coworkers.



## E.S.P.A. Achievement Questionnaire pg. 4

- B. Amount of work you can produce and how well you do it.
  - C. Attendance and promptness.
  - \*D. All of the above answers.
37. On filling out the application form it is a good idea:
- A. To use humor (clever remarks).
  - B. To write answers that sound good, even if not quite true.
  - \*C. To show you know the products and services of the company.
  - D. All of the above answers.
38. If you were fired or quit your last job, what should you tell the employer?
- A. Describe the poor working conditions on the previous job.
  - \*B. Be honest and describe your skills for the new job.
  - C. Don't write the job down and then the employer may not find out.
  - D. Give an excuse suggesting you were not at fault.
39. Most employers decide whether or not to hire you:
- A. After the interview.
  - B. Without an interview.
  - \*C. Within the first five minutes of the interview.
  - D. After consulting with other people.
40. Employers consider which of the following items the major factor in hiring you:
- A. Who recommended you.
  - B. Your past experience.
  - C. What you say during the interview.
  - \*D. Dress and general appearance.
41. People with alcohol, drug abuse or arrest problems have a greater chance of being employed by:
- \*A. Large companies.
  - B. Small companies.
  - C. Medium companies.
  - D. All equally.
42. At the close of the interview, you should:
- \*A. Express an interest in being hired if you are actually interested.
  - B. Ask if you will get the job.
  - C. Not express how you feel, but leave it up to the employer.
  - D. Not suggest that you will call back.

## E.S.P.A. Achievement Questionnaire pg. 5

43. A "resume" is:
- A. Returning to work.
  - B. A life history.
  - C. An application blank.
  - \*D. A summary of your personal characteristics and your abilities.
44. Most job leads come from:
- A. The state employment security commission.
  - \*B. Friends, relatives and acquaintances.
  - C. Newspaper job want ads.
  - D. Counselors.
  - E. Direct application to employers.
45. The main reason why people do not find jobs is because:
- \*A. They contact only a very few employers.
  - B. The unemployment rate is so high.
  - C. There are only a few job leads in the newspaper or from the state employment commission.
  - D. There are no jobs.
46. People with health problems find more jobs with:
- A. Very large companies.
  - B. Large and medium companies.
  - \*C. Medium and small companies.
  - D. All equally.
47. The major purpose of a "resume" is to:
- A. Help you fill out an application blank.
  - B. Get a job at your former employment.
  - \*C. Obtain a job interview.
  - D. To give character references.
48. A job lead is:
- A. Finding a job.
  - \*B. Any clue or idea leading to a job.
  - C. Filling out an application.
  - D. Interviewing the employer.
49. The chances of your getting a job are increased by:
- A. Spending more time looking for work.
  - B. Filling out more applications.
  - C. Increasing the number of job leads.
  - \*D. All of the above.

## E.S.P.A. Achievement Questionnaire pg. 6

Direction: List as many sources for getting a job lead as you can. A job lead is a place or person which may help you find a job opening.



Name \_\_\_\_\_

Date \_\_\_\_\_

Measure \_\_\_\_\_

EMPLOYMENT RESOURCES

Directions: The following questions are true or false. Put a T in the \_\_\_\_\_ if it is true. Put a F in the \_\_\_\_\_ if it is false.

- 
- 
- F 1. Private employment agencies are free to handicapped people.
- F 2. It is not a good idea to take a job with a temporary employment contractor.
- T 3. Private employment agencies charge money for helping you find a job.
- T 4. An employment resource can be a person, government agency or private business.
- F 5. Newspaper ads are the best place to look for information about resources.
- T 6. Michigan Employment Security Commission (M.E.S.C.) is a resource that has information about jobs.
- T 7. Michigan Employment Security Commission (M.E.S.C.) is the resource that distributes unemployment checks.
- F 8. Michigan Rehabilitation Services (M.R.S.) only helps people with physical handicaps find jobs.
- F 9. All employment resources charge money for services.
- F 10. It is easy to find resource telephone numbers in the yellow pages by looking under RESOURCES - Employment.
- F 11. If you register with a private employment agency, it is against the law for them to charge you for a job lead that is listed in the newspaper.
- F 12. If you are having trouble getting the help you need, tell off the person you are talking to and call back and get someone else.

## Employment Resources pg. 2

- T   13. When you use a resource, it is a good idea to write down the name of the resource and the person you talked with.
- F   14. Government officials cannot help with employment problems, if you want to work for a private business.
- T   15. Sometimes Michigan Rehabilitation Services (M.R.S.) can ask you to help pay for part of the cost of their service.

List as many employment resources as you can.

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---

---

Measure \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## EMPLOYMENT APPLICATIONS-VOCABULARY WORKSHEET

Referred by  
Apt.  
Infractions  
Occupation  
Position  
Supervisor's Name  
Signature

Employee  
N/A  
Former Employer  
Maiden Name  
Address  
Applicant  
Reference

Single  
Dependents  
Spouse  
Disabilities  
Marital Status  
Soc. Sec. No.

DIRECTIONS: Beside each of the following definitions, write in one of the vocabulary words listed at the top of the page.

1. (Maiden Name) \_\_\_\_\_ A woman's last name before marriage.
2. (Spouse) \_\_\_\_\_ The name of your husband or wife.
3. (Infractions) \_\_\_\_\_ Actions or violations against the law.
4. (N/A) \_\_\_\_\_ Not applicable; does not apply.
5. (Apt.) \_\_\_\_\_ The abbreviation for "apartment."
6. (Reference) \_\_\_\_\_ An adult (not a relative) who can tell about your character or ability.
7. (Single) \_\_\_\_\_ Refers to someone who has never been married.
8. (Referred by) \_\_\_\_\_ The person or organization recommending you to apply for a job.
9. (Employee) \_\_\_\_\_ Someone who works for a company or another person.
10. (Address) \_\_\_\_\_ The place where you live.
11. (Position) \_\_\_\_\_ Job title.
12. (Occupation) \_\_\_\_\_ What you do to earn a living.
13. (Signature) \_\_\_\_\_ Your signed name.
14. (Soc. Sec. No.) \_\_\_\_\_ Abbreviation for "Social Security Number."

## Vocabulary Worksheet pg. 2

15. (Former Employer) The name of the person or company you worked for previously.
16. (Supervisor's Name) Name of the person in charge of your work.
17. (Applicant) The person applying for a job.
18. (Disabilities) Mental or physical handicaps.
19. (Dependents) People you either support or help support.
20. (Marital Status) Refers to whether you are married, single, divorced, separated, or widowed.



APPENDIX C

EMPLOYABILITY ASSESSMENT SCALE



Name \_\_\_\_\_

Date \_\_\_\_\_ Measure \_\_\_\_\_

## Employability Rating Scale,

I(LS). LANGUAGE SKILLS1(LS). Client's ability to read or write English as related to work needs

1. Clearly adequate for work needs. No problems should be created in this area
2. A deficiency is present in either reading or writing skills which may produce moderate but manageable problems in meeting work requirements
3. A deficiency is present in either reading or writing skills which may produce serious problems in meeting work requirements which could be very difficult to manage and which would require special cooperation from a sympathetic employer
4. Inadequate for meeting work requirements. Client's ability to read or write English is below the minimum competency required for his job by even a cooperative and sympathetic employer.

2(LS). Client's ability to speak English as related to work needs

1. Clearly adequate for work needs. No problems should be created in this area
2. Barely adequate for work needs. Some problems may be created in this area which should, however, be manageable
3. Somewhat adequate for meeting work needs. Client's communication difficulties can be expected to create rather serious problems which might not be manageable without special cooperation from a sympathetic employer
4. Completely inadequate for meeting work requirements. Client's ability to speak English is below the minimum competence required for his job even by a cooperative and sympathetic employer.

3(LS). Client's ability to understand English as related to work needs

1. Clearly adequate for work needs. No problems should be created in this area
2. Barely adequate for work needs. Some problems may be created in this area which should be manageable
3. Somewhat inadequate for meeting work needs. Client's communication difficulties can be expected to create rather serious problems which might not be manageable without special cooperation from a sympathetic employer
4. Completely inadequate for meeting work requirements. Client's ability to understand English is below the minimum competence required for his job even by a cooperative and sympathetic employer.

II(D). DEPENDENCY OF CLIENT4(D). Present management of daily living--outside help received (including treatment, guidance, advice, but excluding financial aid)

IN THE MANAGEMENT OF HIS OWN AFFAIRS, THE OUTSIDE HELP REQUIRED OR RECEIVED BY THE CLIENT FROM HIS FAMILY OR FROM AN OUTSIDE AGENCY IS:

1. None
2. A very small amount
3. A moderate amount
4. A very large amount.

5(D). Dependency of client on others for financial support

CLIENT PROBABLY EXPECTS TO BE:

1. Completely independent
2. Slightly to moderately dependent
3. Strongly dependent
4. Completely dependent.

6(D). Example set by client's family for dependency or independency on outside financial help

1. Client's family has always been self-supporting
2. One or two members of client's family have set an example of not being self-supporting, but dependent on family or social agencies for all or part of their support
3. Several members of client's family have set examples of substantial dependency on family or social agencies for financial support.
4. The example set by the family is that of total or almost total financial dependency for support on outside social agencies.

III(HC). EFFECT OF HANDICAP ON CLIENT7(HC). Client's tension level revealed during interview

TENSION LEVEL OR NERVOUSNESS REVEALED BY CLIENT DURING INTERVIEW IS:

1. Appropriate
2. Slightly inappropriate
3. Moderately inappropriate
4. Strongly inappropriate

8(HC). Client's assimilation of handicap

THE DEGREE TO WHICH THE CLIENT HAS LEARNED TO "LIVE WITH" HIS HANDICAP; THAT IS, THE EXTENT TO WHICH HE HAS MADE A DESIRABLE

## ADJUSTMENT TO IT:

1. High
2. Moderate
3. Slight
4. Negligible

9(HC). Client's attitude toward handicap as a barrier to his employability

THE DEGREE TO WHICH THE CLIENT'S ATTITUDE TOWARD HIS HANDICAP WILL BE A BARRIER TO HIS EMPLOYABILITY OR PLACEABILITY IS:

1. Negligible or none
2. Slight
3. Moderate
4. Severe

10(HC). Client's evaluation of vocational limitations imposed by handicap as compared to that of the counselor

CLIENT'S EVALUATION, AS COMPARED TO THAT OF THE COUNSELOR, IS:

1. In agreement
2. Slightly less realistic
3. Moderately less realistic
4. Considerably less realistic.

11(HC). Client's assimilation of the role of a worker

AS A WORKER, THE CLIENT HAS ASSIMILATED:

1. A consistent, conflict-free role
2. A well defined role, but with some moderate degree of conflicts
3. A weak role, in which conflicts are stronger or more numerous
4. No role.

12(HC). Soundness of client's employment demands

CLIENT'S EMPLOYMENT DEMANDS ARE:

1. Realistic and practical
2. Slightly unrealistic or impractical
3. Moderately unrealistic or impractical
4. Highly unrealistic and impractical.

IV(MH). MARKETABILITY OF CLIENT AS RELATED TO HIS HANDICAP13(MH). Prominence of vocationally handicapping condition (including mental and emotional)

HANDICAP IS:

1. Hidden and cannot be directly observed

2. Hidden and would only be observed episodically
3. Noticeable only after a period of interviewing, and may not be manifest at all times
4. Marked and obvious, noticeable at once, and continually manifest.

14(MH). Acceptability of handicap to average employer

TO THE AVERAGE EMPLOYER, THE CLIENT'S HANDICAP IS LIKELY TO BE:

1. Acceptable
2. Slightly unacceptable
3. Moderately unacceptable
4. Strongly unacceptable

15(MH). Severity with which handicap limits employment

THE CLIENT'S HANDICAP WOULD:

1. Not limit client to any specific type of work
2. Eliminate a few occupations for client
3. Eliminate most types of work
4. Bar client from all occupations.

16(MH). Anticipated amount of special placement aids required for placing client

THE ANTICIPATED AMOUNT OF PLACEMENT EFFORT REQUIRED FOR CLIENT, USING SPECIAL PLACEMENT AIDS OR TECHNIQUES, WILL BE:

1. None
2. Moderate
3. Considerable
4. Maximal

V(ER). EMPLOYMENT RECORD OR HISTORY

17(ER). Employment during one year preceding initial contact--number of regular full-time or part-time jobs held successively

1. One
2. Two
3. Three or more
4. None

18(ER). Employment during one year period preceding initial contact--combined number of months the client was employed at his principal job or in successive principal jobs

CLIENT WAS EMPLOYED:

1. 9 to 12 months of the year
2. 5 to 8 months
3. 1 to 4 months
4. Less than one month, or not at all

19(ER). Longest single period of full-time employment during one-year period preceding intake

CLIENT WAS EMPLOYED:

1. 9 months and 1 week to 12 months
2. 6 months and 1 week to 9 months
3. 3 months and 1 week to 6 months
4. 3 months or less.

20(ER). Longest single period of unemployment during one-year period preceding intake

CLIENT WAS UNEMPLOYED:

1. 3 months or less
2. 3 months and 1 week to 6 months
3. 6 months and 1 week to 9 months
4. 9 months and 1 week to 12 months.

21(ER). Highest degree of marketable skill ever attained by client

IN AT LEAST ONE VOCATIONAL FIELD THE CLIENT HAS ACQUIRED EITHER FROM SPECIAL TRAINING OR FROM WORK EXPERIENCE, THE FOLLOWING DEGREE OF SKILL:

1. High
2. Moderate
3. Slight
4. None.

22(ER). Estimate of client's loss and retention of skills

CLIENT'S ESTIMATED LOSS OF SKILLS IS:

1. Negligible
2. Slight
3. Moderate
4. Severe
- Y. Client never had special skills

23(ER). Estimated downgrading of client in status, rank, or earning power, as compared to his previous job which would be required to make placement possible

AS COMPARED TO HIS STATUS, RANK, OR EARNING POWER ON HIS PREVIOUS JOB, THE DEGREE OF DOWNGRADING REQUIRED TO MAKE PLACEMENT POSSIBLE WOULD BE:

1. None
2. Slight
3. Moderate
4. Severe
- Y. Client never was employed



24(ER). Evaluation of total work history

1. Stable, continuous employment--excellent rating
2. Some lapses; but on the whole rating is good
3. Somewhat irregular; rating is fair
4. Very irregular; rating is poor; or, client has never worked.

25(ER). Evaluation of work history for one year preceding initial contact

1. Stable, continuous employment--excellent rating
2. Some lapses; but on the whole rating is good
3. Somewhat irregular; rating is fair
4. Very irregular; rating is poor; or, client has never worked.

VI(AM). ATTITUDES AND MOTIVATIONS26(AM). Client's attitude toward the vocational value of his previous schooling

CLIENT'S ATTITUDE APPEARS TO BE:

1. Strongly favorable--he seems to regard his previous schooling as a valuable vocational asset
2. Mildly favorable
3. Neutral or indifferent--client does not seem to attach either positive or negative values to his previous schooling in terms of his present vocational needs or wants
4. Essentially unfavorable. He does not seem to consider his previous schooling to be a vocational asset--he may either feel that his schooling was inadequate or incomplete, or in the wrong field, or that it was actually a handicap to him vocationally.
- Y. Client has had no schooling.

27(AM). Acceptance of client by his own family

1. Well accepted by family
2. More accepted than rejected by family
3. More rejected than accepted by family
4. Rejected by family
- Y. Client has no family

28(AM). Social activities involving friends and associations outside the home

IN AT LEAST ONE ACTIVITY, CLIENT PARTICIPATES:

1. Frequently
2. Occasionally
3. Rarely
4. Not at all



29(AM). Client's confidence in himself as a worker

CLIENT'S CONFIDENCE IN HIMSELF AND HIS ABILITY TO HOLD A JOB IS:

1. Highly favorable for employment
2. Favorable for employment
3. Moderately unfavorable for employment
4. Strongly unfavorable for employment

30(AM). Job-seeking efforts in present period of unemployment

1. Client has made determined search for employment and is continuing to do so
2. Search has been determined but client's initiative is now exhausted
3. Client's job-seeking efforts have always been episodic and half-hearted
4. Client has done no job seeking prior to agency visit

31(AM). Client's hopefulness for the future for obtaining appropriate work

CLIENT'S ATTITUDE CONCERNING HIS OBTAINING APPROPRIATE WORK IN THE FUTURE IS:

1. Highly hopeful
2. Moderately hopeful
3. Moderately lacking in hope
4. Strongly lacking in hope

32(AM). Intensity of present drive to work resulting from all internal external pressures on client

CLIENT'S WORK DRIVE IS:

1. Excellent
2. Good
3. Fair
4. Poor

VII(GI). APPEARANCE AND GENERAL IMPRESSION ON INTERVIEWER33(GI). Client's real or apparent age as related to placement in the occupation and at the level preferred by client

FOR EMPLOYMENT IN THE OCCUPATION AND AT THE LEVEL IN THAT OCCUPATION WHICH IS PREFERRED BY CLIENT, THE CLIENT'S REAL OR APPARENT AGE IS:

1. Specially favorable
2. Appropriate, without being specially advantageous
3. Moderately unfavorable, as in being somewhat too young or old
4. Strongly unfavorable, as in being considerably above or below the optimum age for favorable consideration



34(GI). Race, creed, color, and national origin as handicaps to employment in the occupation being considered for the client. Place of client's group, as compared to other groups

WITH RESPECT TO HIS RACE, CREED, COLOR, AND NATIONAL ORIGIN, THE CLIENT IS A MEMBER OF A GROUP OF WHICH THE IDENTIFIED MEMBERS WOULD PROBABLY ENCOUNTER:

1. Minimal resistance to employment
2. Some mild resistance to employment
3. Some moderate to strong resistance to employment
4. Some strong to very strong resistance to employment

35(GI). Race, creed, color and national origin as handicaps to employment in the occupation being considered for the client. Client's place in his own group

AS COMPARED WITH THE AVERAGE MEMBER OF HIS OWN GROUP, THE CLIENT'S RACE, CREED, COLOR, AND NATIONAL ORIGIN WOULD PROBABLY HANDICAP HIS EMPLOYMENT:

1. Minimally
2. Somewhat less than average
3. About average
4. Somewhat more than average

36(GI). Client's participation in interview

CLIENT'S RESPONSE TO COUNSELOR, AND CLIENT'S EXPRESSION OF NEEDS AND DEMANDS, DISCUSSION OF PROBLEMS, AND ANSWERING OF QUESTIONS, IS:

1. Excellent
2. Good
3. Fair
4. Poor

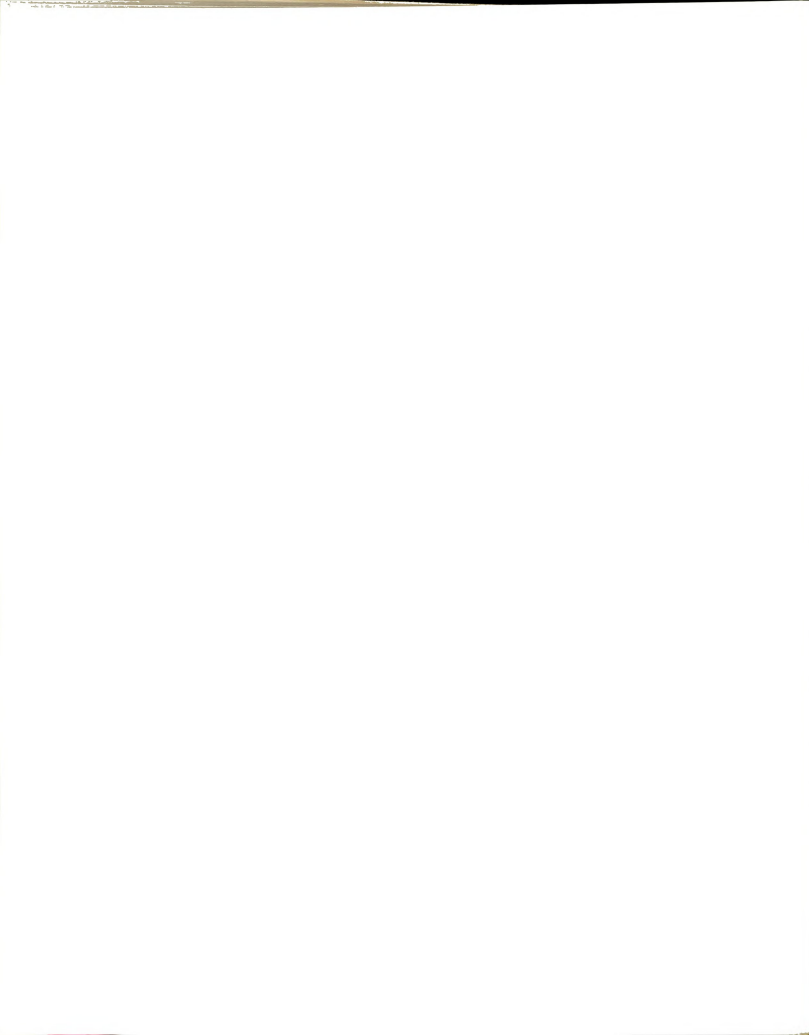
37(GI). Evaluation of the client's general appearance as related to predicted placeability in the occupation deemed most feasible by the counselor

AS COMPARED TO THE AVERAGE PERSON IN THE OCCUPATION WHICH IS BEING CONSIDERED FOR THE CLIENT, THE CLIENT'S GENERAL APPEARANCE IS:

1. Better than average
2. About average
3. Somewhat below average
4. Considerably below average

38(GI). Overall impression of client upon interviewer (on the basis of the goals set up in the interview)

THE WAY IN WHICH THE CLIENT RELATES TO THE COUNSELOR, THE MATURITY OF THE CLIENT'S APPROACH, HIS UNDERSTANDING OF HIS PROBLEMS, HIS



APPARENT ABILITY TO DO THE THINGS HE IS REQUESTING, IS:

1. Excellent
2. Good
3. Fair
4. Poor

VIII(MP). MARKETABILITY OF CLIENT AS RELATED TO PLACEMENT

39(MP). Availability in active order file of job orders suitable for client

1. Many (9 or more)
2. A moderate number (4-8)
3. A few (1-3)
4. None

40(MP). Number of suitable job orders to which the client is exposed or referred at first visit (i.e., which are discussed with him or on which he is sent out as an applicant)

1. Many (9 or more)
2. A moderate number (4-8)
3. A few (1-3)
4. None

41(MP). Marketability of client's vocational assets

IN THE FIELD IN WHICH THE CLIENT HAS HIS BEST VOCATIONAL ASSETS, THE MARKET CONDITIONS, FOR CLIENTS OF AT LEAST AVERAGE EMPLOYABILITY, ARE SUCH THAT:

1. There are more jobs than applicants
2. There are about as many jobs as applicants
3. There is a moderate scarcity of jobs
4. There is a large scarcity of jobs

IX(OE). OVERALL EVALUATION: AGENCY CRITERIA

42(OE). Predicted ease or difficulty of placement of client

1. A regular placement through the use of the routine procedures of the counselor should be relatively easy to make
2. A regular placement through the use of the routine procedures of the counselor should be possible to make, but with considerably more difficulty
3. Specialized placement procedures will probably be required of the counselor, involving the use of special services such as the following: extensive solicitation; advertising; field worker activities; employer interviews, etc.
4. Specialized placement procedures will probably be of no avail, but a favorable prognosis for placement can be made if the client is put through the workshop program



5. Even if the client is put through the workshop program only a doubtful or guarded prognosis for placement can be made
6. The client is probably unplaceable in any type of employment even if all of the agency resources, including the workshop program are utilized.

43(OE). Predicted work competency of client in job field deemed most feasible by counselor

1. Highly competent--above average for employed workers
2. Moderately competent--below average for employed workers
3. Minimally competent--just meets minimal regular work standards
4. Slightly less than minimally competent--slightly below regular work standards but just meets standards for sheltered workshops
5. Considerably below minimal standards of competence--considerably below regular work standards--slightly below sheltered workshop standards
6. Very considerably below minimal standards of competency--for both regular work and sheltered workshop standards.

44(OE). Predicated ability to maintain employment in job field deemed most feasible by counselor

PROGNOSIS IS:

1. Excellent
2. Good
3. Fair
4. Poor

45(OE). Predicated work personality in job field deemed most feasible for client by counselor

1. Adequate
2. Slightly inadequate
3. Moderately inadequate
4. Strongly inadequate



Name \_\_\_\_\_

Date \_\_\_\_\_

Measure \_\_\_\_\_ PRE \_\_\_\_\_

## SCALE OF EMPLOYABILITY-SCORE SHEET

	Raw Score	Converted Score
Language Skills (3)	_____	_____
Dependency of Client (3)	_____	_____
Effect of Handicap (6)	_____	_____
Marketability (4)	_____	_____
Employment Record (4)	_____	_____
Attitudes and Motivations (7)	_____	_____
Appearance (6)	_____	_____
Marketability-Placement (3)	_____	_____
Overall Evaluation (4)	_____	_____
TOTAL	_____	_____

APPENDIX D

ROTTER'S INTERNAL-EXTERNAL CONTROL SCALE

Name \_\_\_\_\_

Date \_\_\_\_\_

ROTTER'S - I-E SCALE

Instruction: Circle either a or b on each question. We are interested only in your opinions. There are not right answers. Please answer each item.

(filler)

1.   a. Children get into trouble because their parents punish them too much.  
     b. The trouble with most children nowadays is that their parents are too easy with them.
2.   a. Many of the unhappy things in people's lives are partly due to bad luck.  
     b. People's misfortunes result from the mistakes they make.
3.   a. One of the major reasons why we have wars is because people don't take enough interest in politics.  
     b. There will always be wars, no matter how hard people try to prevent them.
4.   a. In the long run people get the respect they deserve in this world.  
     b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5.   a. The idea that teachers are unfair to students is nonsense.  
     b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6.   a. Without the right breaks one cannot be an effective leader.  
     b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7.   a. No matter how hard you try some people just don't like you.  
     b. People who can't get others to like them don't understand how to get along with others.

(filler)

8.   a. Heredity plays the major role in determining one's personality.  
     b. It is one's experiences in life which determine what they're like.
9.   a. I have often found that what is going to happen will happen.  
     b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.



## Rotter's - I-E Scale pg. 2

10. a. In the case of the well-prepared student there is rarely if ever such a thing as an unfair test.  
 (b.) Many times exam questions tend to be so unrelated to coursework that studying is really useless.
  11. a. The average citizen can have an influence in government decisions.  
 (b.) This world is run by the few people in power, and there is not much the little guy can do about it.
  12. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.  
 (b.) Getting a good job depends mainly on being in the right place at the right time.
  13. a. When I make plans, I am almost certain that I can make them work.  
 (b.) It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
- (filler)
14. a. There are certain people who are just no good.  
 b. There is some good in everybody.
  15. a. In my case getting what I want has little or nothing to do with luck.  
 (b.) Many times we might just as well decide what to do by flipping a coin.
  16. (a.) Who gets to be the boss often depends on who was lucky enough to be in the right place first.  
 b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
  17. (a.) As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.  
 b. By taking an active part in political and social affairs the people can control world events.
  18. (a.) Most people don't realize the extent to which their lives are controlled by accidental happenings.  
 b. There really is no such thing as "luck".
- (filler)
19. a. One should always be willing to admit mistakes.  
 b. It is usually best to cover up one's mistakes.
  20. (a.) It is hard to know whether or not a person really likes you.  
 b. How many friends you have depends upon how nice a person you are.

## Rotter's - I-E Scale pg. 3

21. ☒ a. In the long run, the bad things that happen to us are balanced by the good ones.  
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.  
☒ b. It is difficult for people to have much control over the things politicians do in office.
23. ☒ a. Sometimes I can't understand how teachers arrive at the grades they give.  
b. There is a direct connection between how hard I study and the grades I get.

(filler)

24. a. A good leader expects people to decide for themselves what they should do.  
b. A good leader makes it clear to everybody what their jobs are.
25. ☒ a. Many times I feel that I have little influence over the things that happen to me.  
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.  
☒ b. There's not much use in trying too hard to please people; if they like you, they like you.

(filler)

27. a. There is too much emphasis on athletics in high school.  
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.  
☒ b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. ☒ a. Most of the time I can't understand why politicians behave the way they do.  
b. In the long run, the people are responsible for bad government on a national level as on a local level.



APPENDIX E

SELF-REPORT BEHAVIOR MEASURE











APPENDIX F

EMPLOYMENT INFORMATION FORM



Name \_\_\_\_\_

Date \_\_\_\_\_

Measure \_\_\_\_\_

Interviewer \_\_\_\_\_

## EMPLOYMENT INFORMATION

Job Title: \_\_\_\_\_  
(position)Company: \_\_\_\_\_  
(name)Address: \_\_\_\_\_  
(street)\_\_\_\_\_  
(city) (state) (zip)Telephone: ( ) \_\_\_\_\_ Supervisor: \_\_\_\_\_  
(Area code)Starting date: \_\_\_\_\_ Wage: \$ \_\_\_\_\_ per  
(month) (day) (year)

The job is:

\_\_\_\_\_ full time

\_\_\_\_\_ permanent

\_\_\_\_\_ part time

\_\_\_\_\_ temporary

\_\_\_\_\_ occasional

\_\_\_\_\_ number of hours per week

\_\_\_\_\_ subsidized

\_\_\_\_\_ unsubsidized

\_\_\_\_\_ day shift

DUTIES:

\_\_\_\_\_ evening shift

\_\_\_\_\_ night shift

\_\_\_\_\_ variable shift

Employment Information pg. 2

Job Search Information:

Job lead source \_\_\_\_\_

Which of the following did you use to get this job?

_____ resume'	_____ interview (#    )
_____ job application	_____ call back closing
_____ letter	_____ phone call

Which employment resources did you use to get this job?

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Comments:



APPENDIX G

JOB SEARCH PROGRAM RATING FORM



Name \_\_\_\_\_

Date \_\_\_\_\_

Job Search ProgramRATING FORM

1. I learned a lot of useful information in the Job Search Program.

\_\_\_\_ strongly agree  
\_\_\_\_ agree  
\_\_\_\_ neither agree nor disagree  
\_\_\_\_ disagree  
\_\_\_\_ strongly disagree

2. I am satisfied with the training I received in the Job Search Program.

\_\_\_\_ strongly agree  
\_\_\_\_ agree  
\_\_\_\_ neither agree nor disagree  
\_\_\_\_ disagree  
\_\_\_\_ strongly disagree

3. I know more about community resources now than before I started the Job Search Program.

\_\_\_\_ strongly agree  
\_\_\_\_ agree  
\_\_\_\_ neither agree nor disagree  
\_\_\_\_ disagree  
\_\_\_\_ strongly disagree



## Job Search Program Rating Form pg. 2

4. I understand more about how to get job leads than before I started the program.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

5. I would recommend the Job Search Program to one of my friends who is looking for a job.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

6. I have more confidence about how to look for a job after the Job Search Program.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

7. The Job Search Program motivated me to look for a job.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

## Job Search Program Rating Form pg. 3

8. I learned more about good work behaviors in the Job Search Program.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

9. My teachers did a good job of running the class.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

10. My teachers were concerned that the class learn the Job Search material.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

11. I would like more of this type of training.

☐ strongly agree  
☐ agree  
☐ neither agree nor disagree  
☐ disagree  
☐ strongly disagree

## Job Search Program Rating Form pg. 4

12. Strong points of the Job Search Program.

---

---

---

13. How could the Job Search Program be improved?

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APPENDIX H

JOB SEARCH PROGRAM HANDOUT



## JOB SEARCH PROGRAM



The Job Search Program will help you learn the skills you need to find a job. Some of the skills you will learn are:

Filling out job application forms.

Writing a Resume.

Calling employers.

Getting job leads.

Planning a job search.

Solving employment problems.

Practicing good work habits.

Using employment resources.

The class will meet two times a week at the Capital Area Career Center. Classes will meet on \_\_\_\_\_ and \_\_\_\_\_. There will be a morning and an afternoon group. For more information call:

Carol Bergquist

Phone: 676-1051, Ext. 353

Date \_\_\_\_\_

Name: \_\_\_\_\_

You are to start the Job Search Program on \_\_\_\_\_  
(day)\_\_\_\_\_  
(date). Your class will meet on \_\_\_\_\_  
(day)and \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  
(day) (time) (time)

The class will meet in the Post School Resource Room at the Capital Area Career Center. The calendar on the next page will show the time and dates of your class. If you have any questions call:

Carol Bergquist

676-1051, Ext. 353



APPENDIX I

JOB SEEKING SKILLS QUESTIONNAIRE



Name \_\_\_\_\_

Date \_\_\_\_\_

JOB SEEKING SKILLS QUESTIONNAIRE

1. I feel confident about contacting employers by telephone.

\_\_\_\_ strongly agree  
\_\_\_\_ agree  
\_\_\_\_ neither agree nor disagree  
\_\_\_\_ disagree  
\_\_\_\_ strongly disagree

2. I feel confident about completing a job interview.

\_\_\_\_ strongly agree  
\_\_\_\_ agree  
\_\_\_\_ neither agree nor disagree  
\_\_\_\_ disagree  
\_\_\_\_ strongly disagree

3. I feel confident about completing a job application form.

\_\_\_\_ strongly agree  
\_\_\_\_ agree  
\_\_\_\_ neither agree nor disagree  
\_\_\_\_ disagree  
\_\_\_\_ strongly disagree

4. I feel confident about completing a letter of application.

\_\_\_\_ strongly agree  
\_\_\_\_ agree  
\_\_\_\_ neither agree nor disagree  
\_\_\_\_ disagree  
\_\_\_\_ strongly disagree

## Job Seeking Skills Questionnaire pg. 2

5. I have a resume'.

☐ Yes☐ Yes, but needs revision☐ No☐ Don't know

6. My current job goal is \_\_\_\_\_ or \_\_\_\_\_

☐ Don't know

7. My career goal is \_\_\_\_\_ or \_\_\_\_\_

☐ Don't know

8. I am satisfied with my choice of a career goal.

☐ Yes☐ No☐ Don't know

9. Problems that I have in finding a job are (check more than one)

☐ transportation☐ poor work record☐ not enough skills☐ personal problems☐ child care☐ poor school record☐ education☐ legal problems☐ interviews☐ \_\_\_\_\_☐ calling employers☐ \_\_\_\_\_☐ getting job leads☐ \_\_\_\_\_☐ handicap☐ \_\_\_\_\_

10. Are you currently registered at M.E.S.C.?

☐ Yes☐ No☐ Don't know



## Job Seeking Skills Questionnaire pg. 3

11. Have you used the M.O.I.S. (Michigan Occupational Information System)?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Don't know

12. Are you a client of Michigan Rehabilitation Services?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

\_\_\_\_\_ Don't know

13. Sources of occupational information within my community are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



## APPENDIX J

### JOB SEARCH PROGRAM CURRICULUM DESCRIPTION

### JOB SEARCH PROGRAM CURRICULUM DESCRIPTION

The Job Search Program used in this research project had three major instructional components. These areas were job seeking skills, use of community employment resources and appropriate work behavior and habits. Each component was designed to assist participants in attaining the overall goals of the program. Program goals were divided into specific behavioral objectives. These objectives are observable and measurable statements of what each participant will be able to do when an objective was achieved.

A variety of instructional approaches were used in each component to maximize learning. Methods used included oral presentation, didactic instruction, small group activities, role plays in simulated settings, written exercises, audio-visual presentations, audio tapes, behavior modification techniques and one to one feedback sessions.

Group counseling techniques were used to focus on interpersonal skills and the development of motivational qualities which are critical to success in obtaining and retaining employment. Counseling techniques focused on self-control and self-modification techniques that have proven effective with youth in other settings. Specific instructional areas covered include the following areas.

#### Job Seeking Skills

The goal of this component was to teach participants the skills necessary to complete an independent job search. Each individual participated in a systematic program to learn skills essential to job



procurement. This component included a comprehensive workbook, structured role-plays, audio-visual materials, mock interviews, presentations by employers and job search recording techniques. In the Job Seeking Skills component, each participant practices skills in the following areas:

- a. Completion of a Job I.D. Card with information necessary for a job application form.
- b. Obtaining personal references and letters of recommendation.
- c. Correct completion of job application forms.
- d. Writing a general letter of application.
- e. Writing a personal resume.'
- f. Techniques for contacting employers by mail, telephone and in person.
- g. Completing various types of simulated job interviews both as an applicant and an employer.
- h. Identification and follow-through procedures for job leads.
- i. Deciding on, accepting and rejecting job offers.
- j. Developing job search strategies and recording progress on an independent job search.
- k. Brainstorming on solutions to problem situations in all of the areas listed above.
- l. Use of public transportation systems.
- m. Grooming for employment.

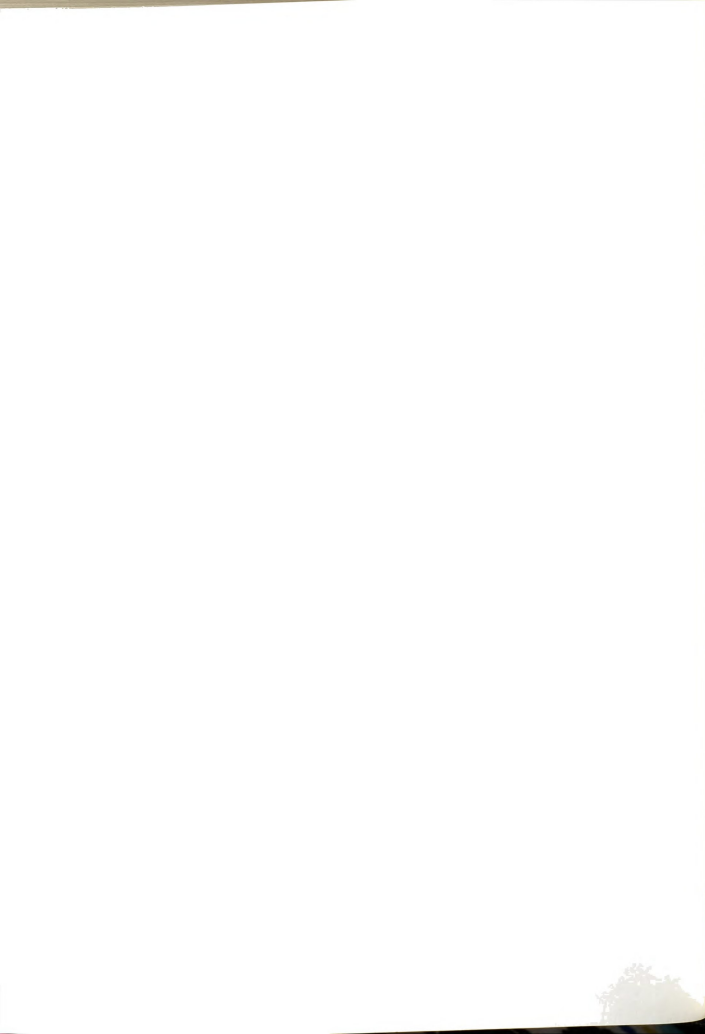
#### Utilization of Community Employment Resources

This component informed participants about the many public and private resources that offer employment related assistance. A workbook that described the roles and services of various agencies was used and retained by participants for future reference. Some of the resources that were discussed are Bureaus of Rehabilitation, private

employment agencies, state employment agencies, social and community services, etc. Each participant constructed his/her own community resource guide. Role-plays, field trips and guest speakers offered participants practice in effective techniques for procuring assistance from public and private resources.

#### Appropriate Work Behavior and Habits

Participants learned about work behavior through a variety of instructional methods such as audio-visual materials, small group discussions, written materials, and guest speakers. Problem situations were discussed and solutions were offered from a variety of viewpoints. Each participant rated his/her own work behavior using a rating scale developed from research about the work behaviors that are important to employers. Observational data obtained from the current program and prior participant experiences were used when appropriate as a discussion base. Emphasis was on getting along with co-workers and supervisors, communication skills, improving work behavior, skill acquisition through education and on-the-job training, problem solving on the job, fair treatment in the labor market and identifying and evaluating career opportunities.



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