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ABSTRACT

This teaching guide, to be used with the "Employability Plan Reference Manual," is for use in training the older worker specialist to write a sequential plan for using appropriate services to solve applicants' vocationally relevant problems. The following areas are covered: (1) summary of process for developing employability plans; (2) preparation for teaching--list of materials and equipment needed, description of plan-writing practice, sample worksheet for plan-writing practice; (3) teaching objectives; and (4) detailed teaching outlines. Copies of training forms and transparencies are included in an appendix. (KM)



ED 074323

EMPLOYABILITY PLAN INSTRUCTOR'S GUIDE

to be used with

EMPLOYABILITY PLAN REFERENCE MANUAL

June 1, 1971

Developed by

Minneapolis Rehabilitation Center Staff, under contract to

The Minnesota Department of Manpower Services

and

The United States Department of Labor

## INTRODUCTION

The goal of Employability Plan training is to equip the Specialist with the skills necessary to write a sequential plan for using appropriate services to solve applicants' vocationally relevant problems.

The purpose of this guidebook is to help you achieve this goal in the training session. It contains the following information:

- I. Summary of Process for Developing Employability Plans
- II. Preparation for Teaching
  - A. List of Materials and Equipment Needed
  - B. Description of Plan-Writing Practice
  - C. Sample Worksheet for Plan-Writing Practice
- III. Teaching Objectives
- IV. Detailed Teaching Outlines

## I. DEVELOPING EMPLOYABILITY PLANS

### A. DEFINING THE PROBLEM

After the appraisal interview, the next step in serving the applicant is to develop jointly with him an employability plan responsive to what was learned in the interview. From the initial interview you may learn that the applicant has a suitable job goal and no employment related problems. If so, he is ready for job referral.

However, if you think he has any treatable problems relevant to his employability, they must be solved before the applicant is ready for job referral. Depending on the problem, you may be able to refer him to the appropriate service (inside or outside of Employment Service) during the first interview, but often you will need to schedule a second interview before any service plan can be initiated. In either case, the applicant must be assured that something is being done for him. If a second interview is required, a simple task (such as getting glasses or finding Social Security card) could be assigned in order to give the applicant the impression that something is being accomplished. If there are no simple tasks to be assigned, state that you need time to assess his situation and suggest that he do the same.

During the time between interviews (if a second one is scheduled), write down these problems for your own benefit in terms which imply their solution. Some of these problems can be handled by you, some will be better handled by other resource people in your agency, and some by other agencies in your community. Define the applicant's problems in terms of the kinds of services available and list some tentative suggestions for services to discuss with the applicant in the second interview.

\*\*\*\*\*  
\* PROBLEMS SHOULD BE STATED IN TERMS \*  
\* WHICH IMPLY THEIR SOLUTION. \*  
\*\*\*\*\*

The second time you talk with the applicant, summarize what happened in the first interview. Then give him your interpretation of what his problems are, for example, "As I see it, you're going to have some difficulty getting employment because..." This gives him a chance to clear up any misconceptions you may have about him. These must be corrected before you can attempt to develop an effective plan.

It is essential to get the applicant's agreement to the plan as the two of you develop it. Otherwise, the relationship is likely to become a tug-of-war--the applicant will not participate in the services necessary to resolve his problems and you will not feel that you have

done a satisfactory job. If the applicant does not agree with the plan, try to come up with an alternative. If this is difficult, it may be necessary to schedule another interview. If the two of you cannot agree on any alternative plan, your only solution is to refer to counseling.

\*\*\*\*\*  
\* APPLICANT MUST AGREE WITH HIS \*  
\* EMPLOYABILITY PLAN. \*  
\*\*\*\*\*

B. IDENTIFYING ALL POSSIBLE SERVICES

Besides the applicant himself, there are three possible sources of solution to his problems: The Older Worker Specialist, other Employment Service resources in the office, and other agencies in the community. The Specialist should be familiar with all possible services in these areas in order to pick the appropriate ones for different applicants.

1. Older Worker Specialist:

- a. Uses Job Development to develop jobs, where there previously were no specific job openings on file, for applicants who are interested, capable, and available for work.
- b. Makes Job Referral of the applicant who has an appropriate job goal which would fit a job opening on file.
- c. Teaches applicants Jobseeking Skills to enable them to search more successfully for jobs on their own.
- d. Identifies and works toward the solution of Job Retention problems.

Though problems with job goal planning can be referred to the counselor, there is often opportunity for the Older Worker Specialist to work on minor problems in this area.

He can flexibly classify the applicant's assets, including work experience, training, education, aptitudes and interests. This will enable the Specialist and the applicant to describe an appropriate job goal which would qualify him in several job areas. Rigid classification could severely limit placement opportunities.

For example, if typing monthly statements for a doctor was the only job a woman had previously held, she might be able to function well in several other job areas. She may qualify as a clerk typist, bookkeeper, receptionist or mail clerk for many different kinds of employers. How many areas she might actually be qualified for would

of course depend on the individual. The important thing to note is that her specific job title may not accurately describe her skills which could be appropriate on other jobs.

If job goal changes are drastic, or if the applicant does not know what he can do, or if the Specialist and the applicant cannot agree on a job goal, counseling will be needed.

\*\*\*\*\*  
\* WHENEVER HE IS CAPABLE OF DOING THE \*  
\* JOB, THE OLDER WORKER SPECIALIST SHOULD \*  
\* SERVE THE APPLICANT HIMSELF. \*  
\*\*\*\*\*

2. Other Employment Service Resources the Older Worker Specialist Can Use:

- a. Testing can help the applicant to discover his interests and aptitudes.
- b. Counseling is recommended for applicants having trouble making a job choice, change, or adjustment.
- c. Specialist for Services to the Handicapped deals with applicants who appear to be having trouble getting work because of some physical disability and usually has special knowledge of problems of aging.
- d. Veterans Employment Representative works with veterans to solve their unique problems and to make sure they are given preferential treatment.
- e. Employer Relations Representative speaks to employers about the benefits of hiring older workers, and also advises on prospective contacts for job development.
- f. Job Analyst can often aid placement by suggesting changes that can be made in a job which would allow the applicant to qualify.
- g. Selection and Referral Officer refers people to government training programs.
- h. Minority Group Representative can be helpful in dealing with problems that applicants have because of their minority group status.
- i. Unemployment Insurance should be referred to if an unemployed applicant has not taken advantage of his right to compensation.
- j. Local Office Manager may speak to groups about the advantages of hiring older workers and he also determines how much time the people in the office spend on which duties.

k. Interviewers in the office have special knowledge about the job market.

1. Depending on your own local office, there may be several other specialists of use to you, such as union representatives, prison representatives, area representatives, and chemical addiction counselors.

\*\*\*\*\*  
\* REFER WHEN SOMEONE ELSE CAN SERVE \*  
\* THE APPLICANT MORE EFFICIENTLY OR \*  
\* MORE EFFECTIVELY. \*  
\*\*\*\*\*

3. Other Community Agencies:

Each community has a variety of agencies offering different services. To identify and appropriately use the agencies in your community, you should frequently consult and update the Community Resources Handbook that you have developed.

\*\*\*\*\*  
\* KNOW EXACTLY WHAT SERVICE AN AGENCY \*  
\* PROVIDES BEFORE REFERRING APPLICANTS. \*  
\*\*\*\*\*

Once the Specialist is familiar with all of the possible services available in his realm of operation (including those services he can provide himself), he should be able to choose the appropriate service for each of his applicants.

\*\*\*\*\*  
\* TO MAKE EFFECTIVE REFERRALS, THE \*  
\* SPECIALIST MUST BE FAMILIAR WITH \*  
\* ALL POSSIBLE SERVICES. \*  
\*\*\*\*\*

C. IDENTIFYING APPROPRIATE SERVICES

Before an appropriate service can be chosen to resolve vocationally relevant problems, the following criteria must be met:

1. The applicant must agree with goal and nature of service he is to receive.
2. Other persons important to applicant (family, other agency professionals, etc.) should be expected to support (at least not interfere with) the applicant's receipt of service.
3. The applicant must be able to afford to spend the time to receive the service.
4. The applicant must be able to get to the service (transportation).

The appropriate resource will:

1. Be willing to accept the applicant (ES accepts all applicants).
2. Be able to recover any costs or fees incurred (ES services are free).
3. Provide service to the applicant in a reasonable amount of time.
4. Be accessible to the applicant.
5. Give some expectation that its service will reduce the problem for which the applicant has been referred.

D. USING CONSULTATION AND REFERRAL

There are two ways to use solution resources other than yourself: Consultation and referral. In consultation the Specialist talks to the expert--the outside resource--either to get an opinion on his tentative plan or to find out if this resource would be an appropriate referral before actually referring applicant. The applicant speaking to the expert is the result of the referral.

Most often, consultation, possibly with several experts, is necessary to make the one most effective referral. Use of consultation can prevent shuffling of the applicant, which is often an experience frustrating enough to cause him to drop out of the service plan altogether.

There are several times when referral is appropriate:

- When someone else can serve the applicant more efficiently (quicker) or more effectively (better) than you.
- When the applicant's problems are not related to the policy or objectives of the Employment Service;  
e.g., provision of mental health services
- When Employment Service procedure is to refer to someone else;  
e.g., counselor works with job goal, SRO refers to MDTA
- When it is outside your technical competency;  
e.g., medical, legal, etc.

1. How to Consult

Consultation is often preferable to referral because it minimizes the possibility that the applicant will get lost in the shuffle or will drop out. It should be used to answer the question, "Should I refer?"

Confusion about referral can occur in at least two ways: You may not know what the appropriate service would be, or you may be unsure what the best sequence of services would be. To clarify these questions, consultation either with someone more familiar with available services or with a prospective resource should be used.

Before consulting with anyone you should know what you want from him. Strictly speaking, consultation means getting an opinion on an idea of yours from another professional person. You should be asking what he thinks about a plan you already have in mind, not explicit directions on what to do.

Loosely speaking, consultation may also include discussion with a supervisor or another agency where the applicant is a client to get advice, background information (case history), and direction on a case.

## 2. How to Refer

Telling the applicant where to go to get services is often not enough. Only the very "adequate" person will follow through with so little structure. In making a referral, you are trying to solve a critical employment problem of the individual. If he does not get to the resource person, or if the resource person does not provide the needed service, the applicant's problem will not be resolved and he will remain unemployed. To avoid such failure, pick your referral sources carefully and make sure the applicant gets there at least once. Some helpful techniques to achieve this are:

- a. Give the applicant a card with the name and the title of an individual to talk with, not just the name of an agency.
- b. Arrange a specific interview time for the applicant.
- c. In order to reduce the applicant's anxiety about what has been said, have him present when you make arrangements for the referral.
- d. Describe resource person to the applicant in terms of his function as well as his job title.
- e. Do not use initials of agencies, forms, or programs, e.g., V.E.R., C.E.P., M.D.T.A., 511, etc.

\*\*\*\*\*  
\* IT IS ESSENTIAL TO HAVE AGREEMENT \*  
\* OF THE APPLICANT ON THE EMPLOY- \*  
\* ABILITY PLAN BEFORE PROCEEDING \*  
\* WITH IT. \*  
\*\*\*\*\*

The sequence in which services are received is not always important, but there are times when it is crucial. It becomes a factor when the applicant needs one service before he can meet the criteria to receive another. For example, if an applicant not only is undecided about what kind of job he wants, but also has trouble explaining his assets (experience, skills, training) in an interview, the sequence in which he gets necessary services is important. He must first see the counselor to establish an appropriate job goal and only then is he eligible for Jobseeking Skills training.

It is also a good idea to limit your assignment of referrals for an applicant to three tasks at any one given contact. Do not overwhelm him with service referrals. If you are ever in doubt about the importance of the sequence of services, consult with the "expert" (resource person) who would know.

### 3. Writing an Employability Plan

Since the Employability Plan may be modified as its implementation progresses, it is necessary to record the definition, modifications, and changes of job goals to constantly know if satisfactory progress is being made or if it is capable of being improved. Writing down the plans on the sample form (page 8) will increase the efficiency of your service to the applicant. It is suggested that this form be used in the local office if there is not a comparable form already being used.

Part of what you have to offer as a Specialist is an extensive knowledge of available services in your community within its primary boundaries as well as in the larger secondary area surrounding it. Knowing exactly what kinds of services the different resources provide is part of your job and using this knowledge to steer people quickly to the services they specifically need is a very helpful and useful thing for you to do.

EMPLOYABILITY PLAN

Applicant \_\_\_\_\_ Date \_\_\_\_\_

Specialist \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

2. The Problem(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The correct sequence of necessary services \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Who will provide service? \_\_\_\_\_

\_\_\_\_\_

For Referrals Only

5. Who is contact person? \_\_\_\_\_

6. When:

does applicant start \_\_\_\_\_

does applicant complete \_\_\_\_\_

is progress to be reviewed \_\_\_\_\_

is a report expected \_\_\_\_\_

7. Plan changes and evaluation of progress

Date

Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## II. PREPARATION FOR TEACHING

To prepare for teaching this session you should:

- be well acquainted with all the information in this guidebook.
- have established a classroom setting (see trainer's guide for details).

Included in this section guiding the preparation for teaching are:

- A. List of materials and equipment needed.
- B. Description of plan-writing practice.
- C. Sample worksheet for plan-writing practice.

In addition to studying these preparation guidelines, you should:

- preview the two interviews on video tape.
- become familiar with the teaching objectives and teaching outline.

### A. Materials and Equipment Needed

1. Classroom setting (see trainer's guide)
2. Trainee manuals
3. Overhead projector
4. Overhead transparencies
5. Screen
6. Video tape recording equipment
7. Video tapes of the two interviews
8. Employability Plan worksheets

### B. Description of Plan-Writing Practice

There are two interviews on tape\* to use as the basis for plan-writing in the training session. Before showing them, pass out the Employability Plan worksheets (see appendix) and explain to the trainees what to watch and listen for in the tapes, i.e., critical, yet treatable employment problems. The worksheet provides guidelines for the essential information needed to formulate a plan.

After the tape has been played allow 15-20 minutes for the trainees to write up their individual ideas of an appropriate sequential plan, keeping in mind the services available in their own work settings.

When the plans are completed, discuss and compare them and try to arrive at a general agreement about what would be an appropriate

\*These interviews, one of a black and the other a widow, should be reviewed before teaching the session.

plan. There will, of course, be specific differences because of the variety of services the individuals will have to draw from in their offices and communities. However, there should be agreement on the general types of services needed.

If the group has trouble coming to this kind of agreement, show the second interview and repeat the process. If the first exercise is completed without much difficulty, doing the practice a second time is optional.

Clues to the general types of services needed by each case example are provided in the teaching outline.

### III. TEACHING OBJECTIVES

The Specialist will be able to:

- A. State the applicants' problems relevant to employability in terms which imply their solution; i.e., "He cannot get a job because he cannot explain his skills."
- B. Select services from the Employment Service and the community resources that will solve the problems relevant to the applicants' employability.
- C. Write a sequential employability plan for a given case using the techniques in A. and B.

EMPLOYABILITY PLAN  
LECTURE OUTLINE

transparency #1

- I. Summarize briefly what's been covered in training.
  - A. How to interview
  - B. How to isolate vocationally relevant and treatable problems, and to state these in terms which imply their solution
  - C. Where to look for solutions
- II. Next step in service is Employability Plan.
  - A. Information gained in interview determines direction of plan.
    1. Job referral for applicants with suitable job goal and no employment related problems
    2. If there are problems, they must be solved before job referral.
  - B. When to solve problems:
    1. Sometimes applicant can be referred to appropriate service during the first interview.
    2. Often a second interview is required.
      - a. If so, give applicant feeling something is being done.
        - (1) Assign simple tasks to complete before second interview (get glasses, find social security card).
        - (2) State that you need time to assess his situation and suggest he do the same.
      - b. Between interviews take time to:
        - (1) interpret information from interview.

Whenever talking about services, emphasize that many of these can be delivered by OWS or someone else in the ES office

- (2) come up with tentative suggestions for services to discuss in second interview.

C. Agreement of applicant

1. Important to tell him how you understand what he's been telling you, so he can clear up any of your misconceptions.
2. It is essential to get his agreement on the plan as it is developed so that he will cooperate and see it through.
3. If applicant doesn't agree on any alternative plan, your only solution is to refer to counseling.

D. You will learn in the session to devise plans by:

1. Reviewing all possible services to solve problems.
2. Listing criteria for identifying appropriate service.
3. Discussing how to use consultation and referral.
4. Writing a sequential plan of service for the applicant presented on video tape.

transparency #2  
reveal first item,  
discuss examples  
and then reveal  
the next, etc.

III. What are the three sources for solutions besides the applicant himself?

What are examples of their services?

A. Older Worker Specialist

1. Job development--to develop jobs, where there previously were no openings on file, for applicants who are interested, capable and available for work
2. Job referral--for applicant who has an appropriate job goal fitting a job opening on file

pull these facts out of trainees to reinforce former learning--ask them for examples of services from each of the 3 solution sources

3. Teaches jobseeking skills to help applicant search more independently and successfully for jobs
  4. Identifies and works toward solution of job retention problems
  5. Can deal with minor job goal problems
    - a. Flexibly classify applicant by actual skills, not just by exact job title.
    - b. Rigid classification could limit placement possibilities.
    - c. Major job problems must be handled by counselor.
    - d. This may legitimately qualify him in several job areas instead of severely limiting his placement opportunities.
- B. Other Employment Service Resources can be used as referral sources for the applicant and/or consultation source for OWS.
1. Testing can help applicant discover aptitudes and interests.
  2. Counseling is recommended for applicants having trouble making changes, choices or adjustments.
  3. Specialist for Services to the Handicapped deals with people who have trouble getting work because of some physical disability; and he also has special knowledge of the problems of aging.
  4. Veterans Employment Representative works with veterans to help solve their unique problems and to make sure they are given preferential treatment.
  5. Employer Relations Representative speaks to employers about benefits of hiring older workers, and may also advise on prospective contacts for job development.

6. Job Analyst can often aid placement by suggesting changes that can be made in a job which would allow applicant to qualify.
7. Selection and Referral Officer refers people to government training programs.
8. Minority Group Representative can be helpful in dealing with problems that applicants have because of their minority group status.
9. Unemployment Insurance should be referred to if unemployed applicant has not taken advantage of his right to compensation.
10. Local Office Manager may speak to groups about the advantages of hiring older workers and he also determines how much time people in office spend on which duties.
11. Interviewers in the office have special knowledge about the job market.
12. Several other specialists, depending on individual local offices.

Continue to prod for examples from trainees rather than listing them yourself

When you think enough of these have been given, steer the discussion in a new direction with this statement

#### C. Other Community Agencies

These were discussed when we worked on the Community Resources Handbook. What are a few examples?

- IV. It's not at all difficult to list pages of possible services, but it takes skill to pick appropriate services to help applicants solve their problems.
- A. Before an appropriate service to solve vocationally relevant problems can be chosen, the following must be true:
1. The applicant must agree with goal and nature of service he is to receive.
  2. Persons important to applicant (family, other agency professionals, etc.) should be expected to support, or at least not interfere with, the applicant's receipt of service.

transparency #3  
reveal statements  
one by one as you  
list them aloud

- B. The appropriate resource will:
  - 1. Be willing to accept applicant.
  - 2. Be able to recover any costs or fees incurred.
  - 3. Provide service to the applicant in a reasonable amount of time.
  - 4. Be accessible to the applicant.
  - 5. Give some reasonable expectation that his service will reduce the problem for which the applicant has been referred.

transparency #4

- V. There are two ways to use solution resources besides yourself:

- A. Consultation--Specialist (you) talks to the expert (outside resource):
  - 1. To see if expert would be appropriate referral.
  - 2. To get advice on how to serve the applicant.

- B. Referral--applicant speaking to expert.

transparency #5

- VI. Use of Consultation:

- A. Good use of consultation is necessary to avoid shuffling applicant through several referrals before he gets to a helpful one.
- B. By avoiding the frustration of many referrals, you can prevent service drop-outs.

- VII. When should you refer?

- A. When someone else can serve the applicant more efficiently (quicker) than you, or more effectively (better) than you.
- B. When applicant's problem is not related to the policy or objectives of the Employment Service.

--provision of mental health services

- C. When Employment Service procedure is to refer:
  - 1. Counselor works with job goal.
  - 2. SRO refers to MDTA.
- D. When it is outside your technical competency:
  - medical, legal, etc.

#### VIII. How to Consult

- A. Often preferable to referral because it minimizes dropouts.
- B. Use to answer question, "Should I refer?"
- C. Use to clarify questions about referral.
  - 1. What is appropriate service?
  - 2. What is best sequence of services?
- D. Before consulting, you should know what you want from the expert.
  - 1. Opinion on your ideas
  - 2. Not specific directions
- E. Discussion with supervisor for specific advice is different from consultation.

#### IX. How to refer

Purpose of referral is to solve a critical employment problem of the applicant. If he does not get to resource person or if resource does not provide necessary service, this purpose will not be fulfilled. To avoid this kind of failure, pick services carefully, and make sure the applicant gets to them at least once. How?

transparency #6

- A. Give applicant the name of an individual to talk with, not just the name of an agency.
- B. Arrange a specific interview time for the applicant.

transparency #7

C. To reduce his anxiety about what has been said, have the applicant present when you make referral arrangements.

transparency #8

D. Describe resource person to applicant in terms of his function as well as his job title.

1. Titles can sound threatening or frightening.

2. Don't refer to the "Chief of Psychological Evaluation" but describe the tester as someone who can help him discover what kind of things he can do best.

transparency #9

E. Do not use initials or numbers of agencies' programs or forms like V.E.R., C.E.P., M.D.T.A., 511, etc.

1. They will confuse applicant.

2. Not everyone knows ES jargon.

X. Sequence of services is sometimes crucial.

A. If applicant needs one service before he can meet the criteria for receiving another service.

B. For example, if an applicant doesn't know what kind of job he wants and also has trouble explaining his assets in an interview, he needs two services: Counseling for job goal and jobseeking skills training.

C. Having an appropriate job goal is one criterion which must be met before jobseeking skills training can be given, so in this case counseling must precede jobseeking skills.

blank transparency--  
fill in essential  
information for plan  
in format given in  
manual as the items  
are given by  
trainees. Prod for  
information, but if  
they have trouble,  
you fill in the gaps.

- XI. All this information--knowledge of all possible services, what makes a service appropriate, how to consult and how to refer--is necessary for formulating the Employability Plan. Since the plan may change depending on the applicant's progress, it must be written down so you can keep track of where he stands. What are the essentials in a plan?
- A. Applicant's name
  - B. Specialist's name
  - C. Date
  - D. Problems stated in terms of their solution, i.e., problem--he cannot find work because he cannot explain his skills; solution--OWS teaches Jobseeking Skills
  - E. Services necessary
  - F. Sequence of services
  - G. Where service is provided
  - H. Who the contact person is
  - I. When:
    - 1. Does the applicant start?
    - 2. Does applicant complete?
    - 3. Is progress to be reviewed?
    - 4. Is report expected?
  - J. Plan changes and evaluation of progress
    - 1. Date
    - 2. Comments

If your office doesn't allow space on any of the forms you use with applicants, you should keep these records on your own.

- XII. Any questions?

pass out manuals

XIII. Familiarize trainees with their reference manuals.

pass out Employability Plan worksheets and Appraisal Interview Data Sheet

XIV. Now we're going to look at a tape of an interview:

- A. Evaluate the interview using the Appraisal Interview Data Sheet.
- B. When the tape is over, use the Employability Plan form to state his problem(s) in terms which imply the solution and formulate an Employability Plan to remedy these problems.
- C. Keep in mind the actual services available in your own office and community when you do this.
- D. When you've taken about 15-20 minutes to do this, we'll discuss your plans and try to come to an agreement about a general, effective sequential Employability Plan.

Play tape  
(descriptions of  
tapes are in  
the appendix)

Discussion  
(see following page  
for guidelines)

If trainees have trouble  
coming to agreement,  
show the second tape and  
repeat process

EMPLOYABILITY PLAN

Applicant William Jones Date \_\_\_\_\_

Specialist \_\_\_\_\_

1. Assets 23 yrs. experience; good health; driver's & chauffeur's licenses; gets along well with co-workers and supervisors; good appearance; good math and reading ability; eager to work; friendly

2. The problem(s) housing; drinking(?); financial(?); legal(?); absenteeism(?); unemployed 6 months; eyesight; family(?)

3. The correct sequence of necessary services (1) Refer to community agency for assistance with housing; (2) bring in data from eye exam; (3) check references from past employers; (4) set appointment for second interview

4. Who will provide service (Appropriate community agency--housing)  
Applicant will provide exam data; OWS will provide services #3 and #4

For Referrals only

5. Who is contact person \_\_\_\_\_

6. When:

Does applicant start? \_\_\_\_\_

Does applicant complete? \_\_\_\_\_

Is progress to be reviewed? \_\_\_\_\_

Is a report expected? \_\_\_\_\_

7. Plan changes and evaluation of progress

Date

Comments

<u>Date</u>	<u>Comments</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EMPLOYABILITY PLAN

Applicant Ruth Grant Date \_\_\_\_\_

Specialist \_\_\_\_\_

1. Assets Intelligent, verbal, good health, enthusiasm for work, searches frequently for work, cared for sick husband, managed household, uses public transportation, good appearance, friendly, gardening and sewing are hobbies.

2. The problem(s) Age, lack of experience, vague job goal, finances, physical limitations, not sure of specific capabilities, transportation, doesn't know what jobs are available, inability to explain assets and problems

3. The correct sequence of necessary services (1) Eye exam; (2) Job Goal Planning; (3) Possibly testing; (4) Jobseeking Skills; (5) Consider job development

4. Who will provide service Local Office (except eye exam)

For Referrals only

5. Who is contact person? \_\_\_\_\_  
6. When:  
Does applicant start? \_\_\_\_\_  
Does applicant complete? \_\_\_\_\_  
Is a report expected? \_\_\_\_\_  
Is progress to be reviewed? \_\_\_\_\_

7. Plan changes and evaluation of progress

<u>Date</u>	<u>Comments</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX

(Employability Plan Form and  
Appraisal Interview Data Form  
to be Duplicated for Handout  
to Trainees)

EMPLOYABILITY PLAN

Applicant \_\_\_\_\_ Date \_\_\_\_\_

Specialist \_\_\_\_\_

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

\_\_\_\_\_

2. The Problem(s) \_\_\_\_\_

\_\_\_\_\_

3. The correct sequence of necessary services \_\_\_\_\_

\_\_\_\_\_

4. Who will provide service? \_\_\_\_\_

\_\_\_\_\_

For Referrals Only

5. Who is contact person? \_\_\_\_\_

6. When:

does applicant start \_\_\_\_\_

does applicant complete \_\_\_\_\_

is progress to be reviewed \_\_\_\_\_

is a report expected \_\_\_\_\_

7. Plan changes and evaluation of progress

Date

Comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPRAISAL INTERVIEW DATA SHEET

I. Job Goal

A. What is job goal? \_\_\_\_\_ Alternative \_\_\_\_\_

- 1. Experience \_\_\_\_\_
- 2. Related Experience \_\_\_\_\_
- 3. Training \_\_\_\_\_
- 4. Education \_\_\_\_\_
- 5. Skills \_\_\_\_\_
- 6. Licenses \_\_\_\_\_
- 7. Interest \_\_\_\_\_

B. Physical Capacities

- 1. Sit \_\_\_\_\_
- 2. Stand \_\_\_\_\_
- 3. Lift \_\_\_\_\_
- 4. Bend \_\_\_\_\_
- 5. Respiratory \_\_\_\_\_
- 6. Verbal \_\_\_\_\_
- 7. Sight \_\_\_\_\_
- 8. Hearing \_\_\_\_\_

C. Learning Capacity  
(if not fully qualified)

- 1. Reading level \_\_\_\_\_
- 2. Math Ability \_\_\_\_\_
- 3. Memory \_\_\_\_\_

D. Availability of Jobs

- 1. Labor Market \_\_\_\_\_
- 2. Openings \_\_\_\_\_

II. Jobseeking

- A. Work History \_\_\_\_\_
- B. How long since last job? \_\_\_\_\_
- C. Reason left last job \_\_\_\_\_
- D. Frequency of search \_\_\_\_\_
- E. Knowledge of sources \_\_\_\_\_
- F. Explain skills \_\_\_\_\_
- G. Problem questions \_\_\_\_\_
- H. Appearance/Grooming \_\_\_\_\_
- I. Enthusiasm \_\_\_\_\_
- J. Money for search \_\_\_\_\_
- K. Job readiness \_\_\_\_\_

III. Job Retention

- A. Absenteeism \_\_\_\_\_
- B. Tardiness \_\_\_\_\_
- C. Co-Workers \_\_\_\_\_
- D. Supervisors \_\_\_\_\_
- E. Quality \_\_\_\_\_
- F. Quantity \_\_\_\_\_

IV. Related

A. Health

- 1. Prognosis \_\_\_\_\_
- 2. Medical Release \_\_\_\_\_
- 3. Medication \_\_\_\_\_
- 4. Limitation \_\_\_\_\_

B. Transportation \_\_\_\_\_

C. Family/Medical \_\_\_\_\_

D. Financial

- 1. Garnishments \_\_\_\_\_
- 2. Budgeting \_\_\_\_\_
- 3. Destitute \_\_\_\_\_

E. Legal

- 1. Workmen's Compensation \_\_\_\_\_
- 2. Record \_\_\_\_\_
- 3. Pending \_\_\_\_\_

F. Housing

G. Leisure Time \_\_\_\_\_  
(alcohol) \_\_\_\_\_  
(hobbies, etc.) \_\_\_\_\_

V. Statement of Problem

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ONE BLANK TRANSPARENCY  
TO FILL IN WITH  
ESSENTIALS OF EMPLOYABILITY  
PLAN AS THEY ARE BROUGHT  
UP IN DISCUSSION

**STATE PROBLEM  
IN TERMS WHICH  
IMPLY THE  
SOLUTION!**

# **SOURCE of SOLUTION**

- 1 Applicant**
- 2 Older Worker Specialist**
- 3 E. S. Resources**
- 4 Community Agencies**

## **Appropriate Service Will:**

- 1 ACCEPT Applicant**
- 2 Recover any fees incurred**
- 3 Provide services in REASONABLE amount of time**
- 4 Be accessible to applicant**
- 5 Reduce problem for which applicant is referred**

# CONSULTATION



SOCIAL WORKER



COUNSELOR



SSH

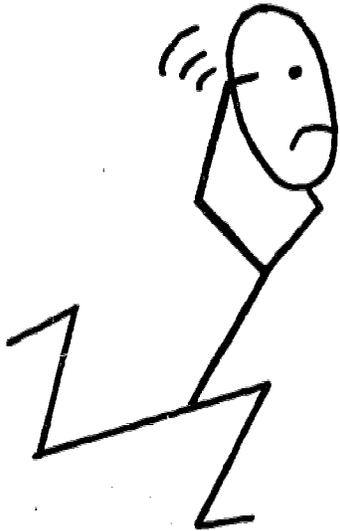
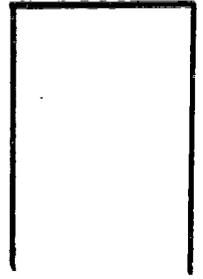
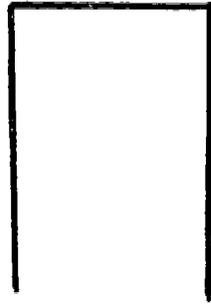
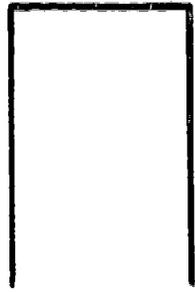
REFERRAL



Mr. Jones  
Counselor



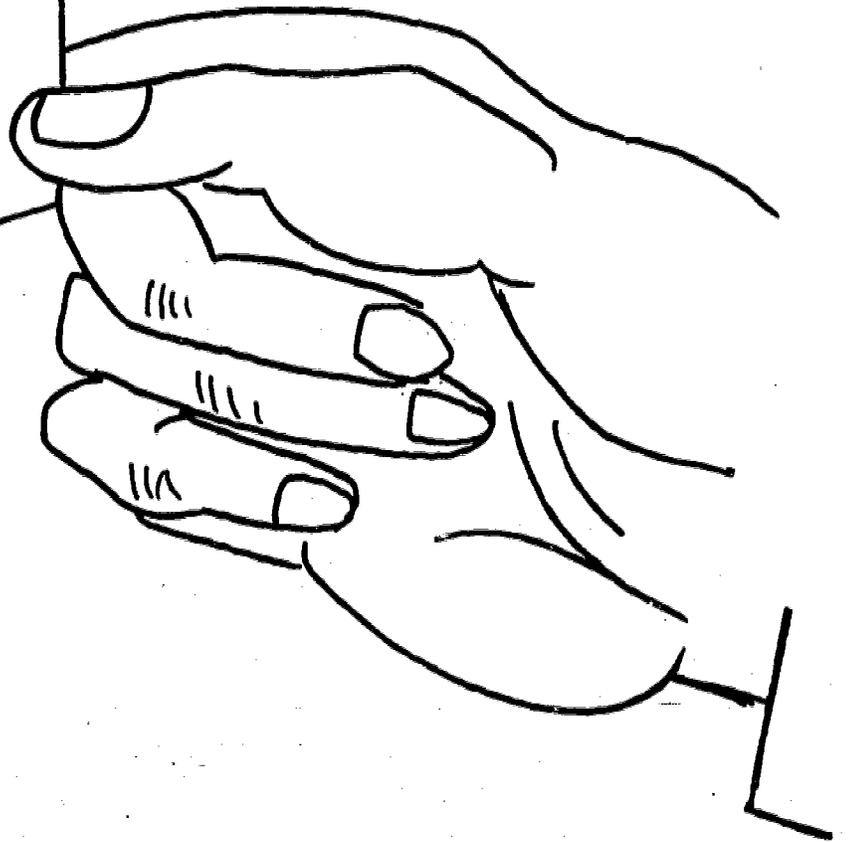
Applicant

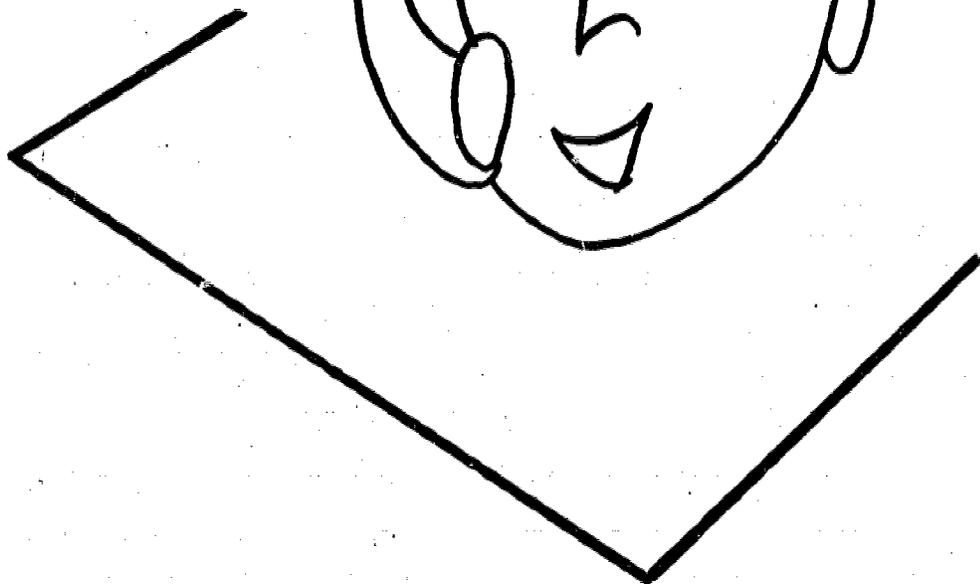


EXIT



Mr. Jones  
Counselor  
1:00 p. m.  
April 7









EMPLOYABILITY PLANNING--Tape #1

Ruth Grant, a 67 year-old widow, is looking for a part-time job to supplement her social security income. She dropped out of high school in her last year to marry, and has since been a housewife until her husband recently died. During his extended illness, Mrs. Grant took care of her husband by bathing and feeding him as well as giving him the medications prescribed by the doctor.

She lives in her own home, but her mobility is limited because she depends on the bus which is six blocks away. She is in good health except for some eye trouble.

Never having worked, Mrs. Grant has no experience to draw on as selling points in a job interview. She doesn't know how to describe her assets in an interview. Her vague job goal is to be either a nurse aide or a companion.

EMPLOYABILITY PLANNING--Tape #2

William Jones, a 53 year-old black man with a ninth grade education, has been unemployed for six months. Formerly he worked for Gourmet Restaurant Products for eleven years as a route salesman. When the company was sold out, the new management brought in a lot of their own people and laid off many of the workers who had been there. Before that job, Mr. Jones worked 12 years as a meat route salesman and has had one year experience in assembly.

Mr. Jones was divorced by his wife a couple years ago and has had trouble adjusting to this. The difficulty has shown up in a drinking problem--he missed a couple days from his last job because of it. He claims he is not an alcoholic, but admits to drinking every night.

Since losing his job he has missed alimony payments only the last two months.

Mr. Jones is living in a hotel which he doesn't like. The noise disturbs his rest at night, so he would like to get better housing as soon as it is economically feasible.

CHECK YOURSELF: EMPLOYABILITY PLAN

Translate these applicant statements into descriptions of the problems as you would for an Employability Plan. Name the most appropriate source of solution.

1. "I'm too old."

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

2. "I've been having trouble with my back and I'm not sure I can do any lifting."

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

3. "I don't understand it--you said I had skills and qualifications for \_\_\_\_\_ type of work and now you say there aren't any openings. What's the deal?"

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

4. "I don't care what kind of jobs you have. I'll take anything."

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

5. "I got fired from my last job because I was drinking pretty heavy and I got into a few fights."

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

6. "I really want to get back to work. Winter is coming and the kids need coats and things. Watching them walk around in outgrown clothing is really getting me down."

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

7. "I've always worked with that sort of machine and now that they aren't used any more, I just don't know what I can do."

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

8. "I'm new in town and I'm just not sure of how to get around."

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

9. "I'm 64 now, I've always been a housewife. I have never had a job. Since my husband died the Social Security has been cut back and I need to work."

(a) \_\_\_\_\_  
\_\_\_\_\_

10. "Let's face it, society is prejudiced toward us and only the whites get the good jobs."

(a) \_\_\_\_\_

(b) \_\_\_\_\_

11. "I've been having some trouble with my eyes."

(a) \_\_\_\_\_

(b) \_\_\_\_\_

12. Define the difference between consultation and referral.

List in order of priority of usage the three main sources of solution in addition to the applicant.

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

Before making a referral, what five things should you check about the resource?

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

List (in the order in which they should be worked on) three of the problems (a) of this applicant along with (b) the solution and the source of the solution.

A 56 year-old male applicant was fired from his last job for excessive tardiness. He says he can't get up in the morning. He does good work as a machinist and would like to get another job like this, but there are no specific openings on file.

21. (a) \_\_\_\_\_  
(b) \_\_\_\_\_
22. (a) \_\_\_\_\_  
(b) \_\_\_\_\_
23. (a) \_\_\_\_\_  
(b) \_\_\_\_\_

KEY TO CHECK YOURSELF  
EMPLOYABILITY PLAN

- 1-11. (page 1) In an Employability Plan, problems should be stated in terms which imply their solution. Each correct statement is given two points (22 points). Each correct source is given one point (11 points).
1. (a) Applicant does not know what his assets are.  
(b) Older Worker Specialist (Jobseeking Skills).
  2. (a) Applicant does not fully understand effect his back problem will have on his ability to work.  
(b) Doctor--to find out the extent of the problem.  
OWS (JSS)--to teach applicant how to explain problems, or  
HSS--if OWS deems back problem to be the over-riding one.
  3. (a) Applicant's job goal does not match any specific job openings on file.  
(b) OWS (job development)--if OWS thinks there may be openings like this which are not on file, or  
Counselor (job goal)--if OWS thinks job goal may have to be changed.
  4. (a) Applicant does not have a job goal.  
(b) Counselor (job goal).
  5. (a) Applicant has difficulty obtaining and retaining jobs because he has a chemical addiction.  
(b) Appropriate community agency (such as Alcoholics Anonymous).
  6. (a) Applicant is not aware of low budget and/or free clothing outlet stores.  
(b) Appropriate community agency (such as Goodwill, Free Store, etc.).
  7. (a) Applicant must make a job goal change.  
(b) Counselor (job goal).
  8. (a) Applicant needs maps of city and bus service.  
(b) OWS, or appropriate community resource (Tourist Information, Chamber of Commerce, etc.).

9. (a) Applicant does not know what her assets are.  
(b) OWS--job goal planning, asset search.  
Test technician.
10. (a) Applicant feels he can't get a job because he is being discriminated against.  
(b) Minority Group Representative.
11. (a) Applicant is not fully aware of the extent of his eye problem.  
(b) Doctor.
12. (pp. 5-6) In consultation the Specialist talks to the expert.  
The applicant's speaking with the expert is the result of a referral (two points).
- 13-15. (pages 2-4) One point is given for each correct source listed and one point is given if they are listed in the correct rank order (four points).
13. Older Worker Specialist  
14. Other Employment Service Resources  
15. Other community resources
- 16-20. (page 5) One point for each correct checking point listed (five points).  
Appropriate resource should:
- (a) be willing to accept the applicant.  
(b) be able to recover any costs or fees incurred.  
(c) provide service to the applicant in a reasonable amount of time.  
(d) be accessible to the applicant.  
(e) give some reasonable expectation that their service will reduce the problem for which the applicant has been referred.
- 21-23. Score one point if the three problems are listed.  
Score one point if all three sources of solution are listed. Score one point if the problems are listed in the order on which they should be worked (3 points).
21. a. Can't get up on time.  
b. Applicant should get an alarm clock.
22. a. Fired from last job.  
b. OWS teaches Jobseeking Skills to explain being fired.

23. a. No appropriate openings on file.  
b. OWS may do job development.

SCORING

If you scored 20-25, excellent! You are well acquainted with Employability Plan and can go on to review Additional Responsibilities.

If you scored 15-20, you should review those areas in which you missed the most points before going on.

If you scored less than 15, you should review the entire module before attempting to teach it.

ERIC Clearinghouse

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on Adult Education