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ABSTRACT

This manual provides a set of guidelines and suggested practices for implementing a follow-through services component in conjunction with an employment and training program. It is based in part on a 1980 study conducted by the National Center for Research in Vocational Education in which Comprehensive Employment and Training Act (CETA) practitioners were interviewed regarding follow-through services that would continue the job of preparing clients for stable employment and self-sufficiency. That study revealed a lack of such services and an expressed need for guidelines for establishing such a program. While the original study focused on CETA, this manual is intended for any employment and training program designed to assist disadvantaged clients. Guidelines are provided for planning a follow-through program to meet local needs, conducting a client needs assessment, delivering services to clients, conducting program evaluation, and staffing a follow-through program. Suggested practices are offered in four major program areas: job search assistance, job adjustment counseling, career planning and training assistance, and referral to support services. (KC)

Research and Development Series No. 224

BRIDGES TO EMPLOYMENT

Book Three

PRACTICES FOR PROVIDING FOLLOW-THROUGH SERVICES TO EMPLOYMENT AND TRAINING CLIENTS

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FOREWORD

Unemployment has been a major problem in the United States for several decades, affecting the lives of millions and burdening the national economy. Among the disadvantaged, unemployment has reached staggering proportions. The federal government has sponsored several major efforts to help the disadvantaged overcome barriers to employment. Most of these employment and training programs, including CETA, Job Corps, and others, concentrate primarily on skill training. Despite the efforts of these programs, many clients still fail to become or remain employed after training.

A variety of factors may contribute to this situation. Among them are the clients' inability to conduct a systematic job search, their inability to cope with the realities of the work world, and their lack of career planning and problem-solving skills. Many of these clients would benefit from follow-through services—services that, as the name implies, would *follow through* on what was begun in skill training, to provide the needed bridge to employment.

A study conducted at the National Center in 1980 revealed that currently very little is available to clients in the way of systematic follow-through services. Moreover, the study showed that employment and training practitioners advocate such services and express a need for guidelines for instituting a program of follow-through services.

This manual offers guidelines and suggested practices for planning and implementing a follow-through services component in conjunction with an employment and training program.

We are indebted to Dr. Robert E. Campbell, Claire Ho, Catherine C. King–Fitch, and Kenneth L. Shellberg, on whose study and resulting report this manual was, in part, based. Special appreciation is extended to Dr. Brian Fitch, Sandra Pritz, and Bettina Lankard, who so generously shared their findings from the project, Technical Assistance and Training for Occupational Skills. We are also grateful to Dr. Lucille Campbell–Thrane, Associate Director, Development Division, for her review and valuable comments during development of the manual. Finally, appreciation is extended to Mary LaBelle for typing.

Robert E. Taylor
Executive Director
National Center for Research in Vocational Education

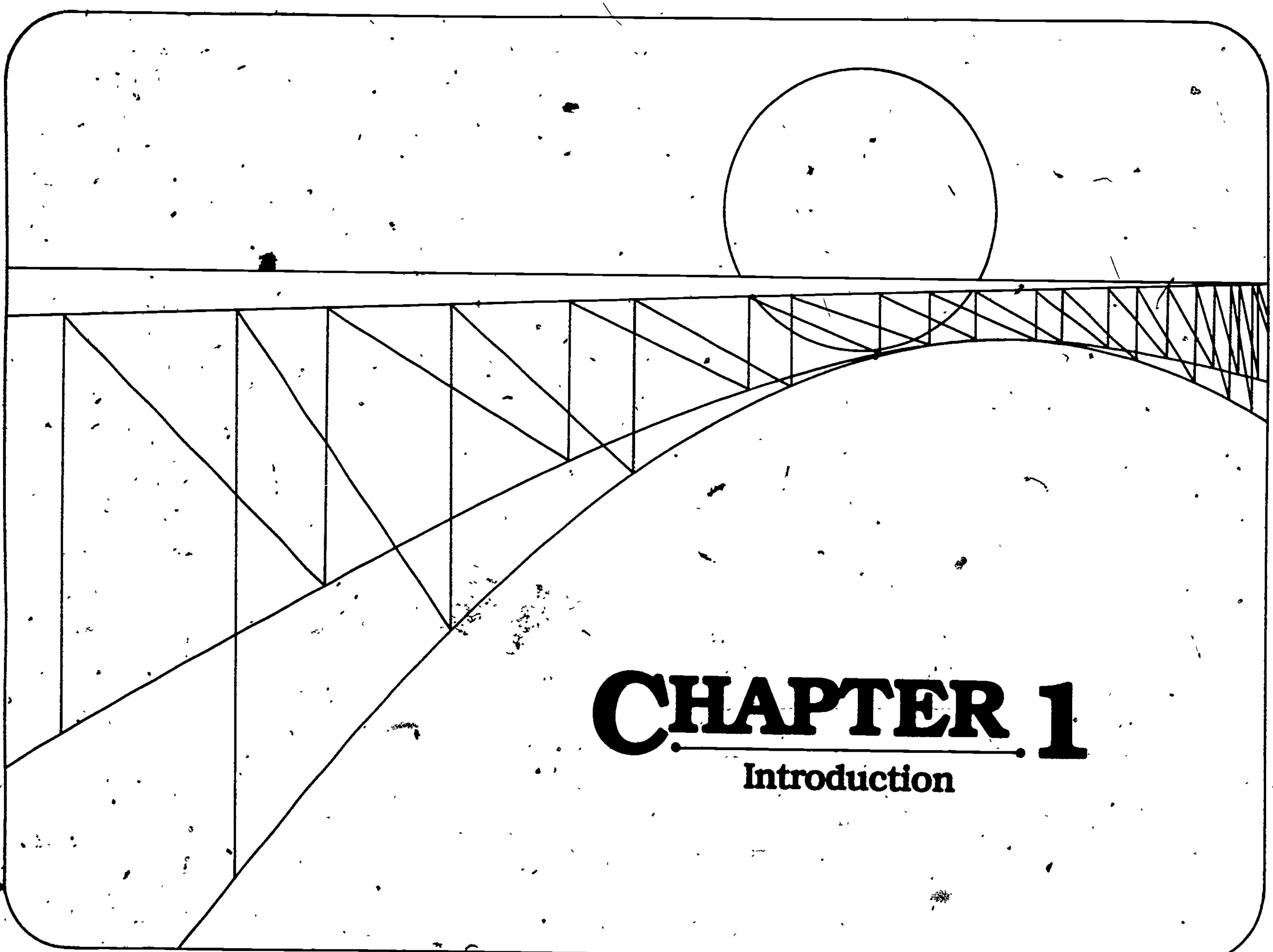
EXECUTIVE SUMMARY

In a study conducted at the National Center in 1980, CETA practitioners were interviewed regarding follow-through services—that is, services beyond the actual skill training, that would *follow through* on the job of preparing clients for stable employment and self-sufficiency. That study revealed a lack of availability of such services. Moreover, the participants in the study generally advocated the provision of follow-through services and expressed a need for guidelines for instituting such a program.

This manual, based in part on that study, provides a set of guidelines and suggested practices for implementing a follow-through services component in conjunction with an employment and training program. While the original study focused on CETA, this manual should be useful for any employment and training program designed to assist disadvantaged clients.

Guidelines are provided for planning a follow-through program to meet local needs, conducting a client needs assessment, delivering services to clients, conducting program evaluation, and staffing a follow-through program.

Suggested practices are offered in four major program areas: job search assistance, job adjustment counseling, career planning and training assistance, and referral to support services.



CHAPTER 1

Introduction

FOLLOW-THROUGH SERVICES: AN OVERVIEW

What Are Follow-Through Services?

We often talk about "follow-up and follow-through." What is the difference? In an employment and training program, follow-up is a process of gathering job-related information from former participants and their employers. Follow-through, as the name implies, is following through on what was begun in the program. Follow-through services will vary among programs and among clients, depending on local and individual needs. However, the overall goal of a follow-through services program is

> to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency (CETA, 1973 Sec. 2, p. 1).

In other words, follow-through services are whatever clients need, after training, to enable them to get and keep jobs.

One client may need help finding a job. Another may need counseling to help him or her adjust to work (and thereby keep the job). Others may need help from outside agencies to resolve non-job-related problems that nonetheless affect work. Still others may, at some point, desire additional education or training in order to build upon their original training.

Why Are Follow-Through Services Needed?

Unemployment has been a major problem for the past several decades. Since 1970, the unemployment rate has not fallen below 4.9 percent. During 1980 and the first half of 1981, unemployment averaged 7.4 to 7.5 percent, with approximately 8 million persons out of work.[1]

A very large proportion of the unemployed are socioeconomically disadvantaged. Youth, for example, make up only one-fourth of the labor force but account for half of the unemployed.[2] Two out of five black teenagers are jobless. Some estimate black teenage unemployment in the inner cities to be as high as 50 percent.[3]

The federal government has sponsored major efforts, such as CETA and Job Corps, aimed at helping the disadvantaged overcome barriers to employment. While the primary emphasis of these programs is on skill development, they also provide supportive services

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[1] Diane N. Westcott, "Employment and Unemployment in the First Half of 1981," pp. 3–8.

[2] J. Rosenburg, "New Youth Program Aims Are Set."

[3] R. Taggart and G. Wurzburg, "Opportunities for Vocational Education in Youth Employment and Training Programs."

to help participants remain enrolled in the programs. Supportive services can include counseling, work orientation, job coaching, health care, child care, transportation, and other types of service. Local programs can devote as much or as little of their resources to supportive services as they deem approproate.

In addition, CETA programs provide job placement assistance to participants who are ending their training. Effectiveness of the programs often is measured by the number of program completers who are placed in jobs, with status checks made at thirty-, sixty-, and ninety-day intervals.

Despite these efforts, a significant number of people who complete employment and training programs do not become employed. Many who do find jobs do not keep them. Some hop from job to job. Others remain unemployed and reenter training programs or receive other forms of public assistance. In 1979, one-third of the 1.3 million CETA program completers—more than 400,000—did not get jobs, return to school, or enter other training.[4]

There appears to be no single explanation. The causes of unemployment among former trainees are related to a combination of factors: limited employment opportunities, job adjustment problems, a wide variety of personal obstacles, and insufficient job skills. Disadvantaged persons, of whatever ethnic group, sex, or age, have been variously described as having—

- limited education,
- poor motivation,
- negative attitudes toward work,
- low self-esteem,
- little knowledge of how to behave on the job,
- poor work habits,
- a history of interpersonal problems, and
- a hand-to-mouth existence.

Even after skill training, these characteristics and conditions are apt to remain, making it difficult for disadvantaged persons to find and retain employment.

Clearly, there is a need for services beyond skill training—to follow through on what was begun, to assure "maximum employment opportunities and . . . self-sufficiency."

A study was conducted in 1980 to assess the status of follow-through services provided to disadvantaged graduates of CETA programs. Out of 65 programs contacted, less than 5 percent provided follow-through services. In the few programs where such services were provided, delivery was unsystematic and limited in scope and duration.[5]

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[4] "CETA Serves 4 Million in FY 1979," *ETA Interchange.*

[5] Robert E. Campbell et al., *Follow-Through Services: A Missing Link for the Disadvantaged.*

However, among the CETA staff contacted (administrators, vocational educators, counselors, instructors, and placement officers), there was almost unanimous support of the concept of follow-through services. Advocates agreed that follow-through services could be instrumental in enabling program participants to become established in the labor market.

How Can Follow-Through Services Help?

Follow-through services can help relieve unemployment among former employment and training program participants in the following ways:

- Continued job placement assistance can help jobless clients. Former clients who do not find employment or who do become employed and then quit or lose their jobs can benefit from follow-through placement assistance. The service can be useful in helping clients identify job opportunities and instructing them on job-seeking skills, which would increase their potential for stable employment.
- Follow-through services can help clients strengthen their self-esteem. By helping clients to obtain, adjust to, and retain employment and thus to become established in the labor market, follow-through services can contribute to the development of clients' self-esteem. This stronger sense of self-worth may lead to clients' becoming even more stable, productive, and satisfied members of the work force.
- Follow-through services can aid in reversing clients' long-term problems. Often the characteristics that impede a client's ability to get and keep a job cannot be reversed in the short time period during which training takes place. Longer-term assistance may be needed to help resolve such problems. Follow-through services have the potential for helping clients over an extended period of time to improve their long-term employability and career progression.
- Follow-through services can help clients obtain further education and training for career development. Some clients who complete training and get jobs want to advance in their careers, either within their current jobs or through other job opportunities. Frequently, further education or training provides the means for career progression. A follow-through services program can help clients to identify education and training opportunities that will help them achieve their career goals.

In addition, follow-through services have advantages for employment and training programs and for society as a whole:

- Follow-through services can help to protect the training investment. Employment and training programs are expensive. Although there are no official figures, local programs unofficially estimate that annual costs per participant range from $500 to $10,000, depending on the size and type of program, length of participation by the client, and the services provided. This investment in training is lost when clients fail to obtain and keep a job. Follow-through services can increase the probability of clients' getting, keeping, and progressing in jobs. This, in turn, helps to protect the monies that have been invested in training.

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- Follow-through services can help to reduce the number of program repeaters. Many clients complete training only to reenter the programs and receive more training. Some clients do this repeatedly. This may be due to fear of trying to survive in a competitive work environment, poor attitudes toward work, inability to find employment, inability to cope with job stress, or other reasons. Many such problems can be averted or resolved through timely follow-through services, such as job search assistance, work orientation, job adjustment counseling, and similar services. These services can help to provide a transition from training to stable employment rather than to repeated training.

- Follow-through services can provide valuable feedback for program improvement. Follow-through service staff are in a unique position to see the outcomes of employment and training programs and related services. Their direct contact with clients and employers in the labor market provides a view of how well clients—and, in turn, programs—are meeting their goals. They can then provide evaluative feedback to the various program components of both the skill training and follow-through programs. The information can be used in the analysis and improvement of services in those programs.

- Follow-through services can improve the image and credibility of employment and training programs. When employers, former and current participants, and members of the community see that the programs' concern with the clients' needs does not end when training ends, then the image of those programs may be enhanced. Follow-through services demonstrate a commitment to helping clients become established, productive, and satisfied members of the work force. This kind of commitment supports and strengthens the programs' image as contributing to the well-being of the workers, the employers, and the community at large.

- Follow-through services can help to produce societal benefits. To the extent that follow-through services help clients become established in the labor market, society gains in a number of ways: in the knowledge that the clients have become taxpayers, not tax users; in realizing clients' contribution to the nation's productivity as opposed to their drain on its resources; and in the reduction of transfer payments and the increase in collected taxes, consumer spending, and national output.

RELEVANT LEGISLATION

The following is a summary of legislation that is designed to address the problem of unemployment, especially among the disadvantaged. This list only highlights some of the most relevant acts, amendments, and sections. For a more complete understanding of the legislation, you should refer to the acts themselves. [6]

1962 **Manpower Development and Training Act (MDTA)**
Provided retraining for individuals who were jobless as a result of technological advances or changes in the economy.

1963 **Amendments to MDTA**
Shifted the focus to include job seeking and job maintenance skills in addition to occupational training. Skill building was no longer the primary legislative emphasis, particularly when individuals to be trained or retrained were defined as disadvantaged.

1963 **Vocational Education Act of 1963**
Sought to respond to the needs of diverse segments of the population for vocational training for employment. Broadened the focus of vocational education to recognize the special needs of the disadvantaged, minority groups, and the handicapped.

1964 **Economic Opportunity Act**
Created a variety of programs to lower unemployment rates among disadvantaged youth and adults. Sponsored programs included the following:

- Neighborhood Youth Corps (NYC): Provided paid work experience to low-income, unemployed youths aged 14 to 21.
- Job Corps: Provided remedial education, skills training, on-the-job work experience, counseling, and health services to severely disadvantaged youths aged 16 to 21.
- Jobs in the Business Sector, promoted by the National Alliance of Business (NABS-JOBS): Provided opportunities for the structurally unemployed to take jobs where they could "shadow" or have a mentor to teach them new skills.

[6] Legislation summaries are taken in part from *Bridges to Employment*, Books I and II.

1968 **The Vocational Education Amendments of 1968**
Expanded and strengthened provisions of the 1963 act to serve specified populations. Authorized state-level grant programs to give priority to certain programs to train or retrain high school students and out-of-school youth. Specifically named those who could not succeed in a regular vocational program because of academic, socioeconomic, or other handicaps. Expanded vocational guidance and counseling to more adequately support the identified groups in selecting and preparing for employment.

1973 **The Comprehensive Employment and Training Act (CETA), P.L. 93-203**
Replaced many of the separate categorical programs with a system of coordinated and comprehensive programs largely under local control. Provided for job training, employment opportunities, and community services for the economically disadvantaged. Major goals were productive employment and self-sufficiency.

CETA has been amended by the Emergency Jobs and Unemployment Assistance Act of 1974, the Emergency Jobs Programs Extension Act of 1976, the CETA Amendments of 1977, the Youth Employment and Demonstration Projects Act of 1977, and the CETA Amendments of 1978.

The present version of CETA is "comprehensive" because each of its eight titles addresses a specific range of services. These services complement one another and are designed to provide job training and employment opportunities to the economically disadvantaged, unemployed, and underemployed with the goal of enabling these persons to secure self-sustaining, unsubsidized employment.

Some of the most relevant sections include the following:

Section 221:	Services include, but are not limited to (1) job se[illegible] assistance, (2) outreach, (3) supported work programs or activities, (4) education and ins[illegible]tional skill training, (5) on-the-job training, and (6) work experience programs.
Section 301:	Employment-related needs of persons who face particular disadvantages in specific and general labor markets or occupations must be met.
Section 304:	Job search and relocation assistance should be provided to the economically disadvantaged, unemployed, and underemployed.
Section 421ff:	Youth Employment and Training Programs should provide training and employment opportunities to enhance the job prospects and career opportunities of unemployed youth.
Section 450ff:	A Job Corps should be established for those economically disadvantaged youths who need and can benefit from an unusually intensive program to become more responsible, employable, and productive citizens.
Section 801ff:	A Young Adult Conservation Corps should be established to provide employment and other benefits to unemployed youth through work on conservation and other public projects.

1976 **The Education Amendments of 1976 (P.L. 94-482)**

Emphasized the importance of guidance and counseling in vocational programs. Relevant sections include the following:

Section 110(b)(1):	At least 20% of each state's allotment should be used to pay 50% of the cost of vocational education for disadvantaged persons.
Section 110(c):	At least 15% of each state's allotment should be used to pay 50% of the cost of vocational education for unemployed, out-of-school youth, among others.
Section 112(b)(1):	The use of student and employer follow-up data is mandated.
Section 122(e):	Priority for funding cooperative vocational education programs through local education agencies is given to areas with high dropout and youth unemployment rates.
Section 132(a)(1):	Programs should be designed for high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals.
Section 139(a)(7):	Vocational resource centers should be established to meet the special needs of out-of-school individuals.
Section 140:	Grants should be authorized to states for conducting special programs for the disadvantaged, especially in areas with high concentrations of youth unemployment and school dropouts.

OVERVIEW OF THE MANUAL

How the Manual Was Developed

In 1979–80, the National Center for Research in Vocational Education was completing development of the two series *It Isn't Easy Being Special* [7] and *Bridges to Employment.* [8] As part of that effort, the National Center examined procedures used by vocational education teachers and CETA personnel serving special needs students. One of the most important techniques identified was the use of a follow-through program. Research was immediately begun on follow-through.

In 1980–81, a study was conducted to assess the current status of follow-through services provided to disadvantaged graduates of employment and training programs. Focusing primarily on CETA programs, the study sought to answer the following questions:

- To what extent do employment and training programs provide follow-through services to their clients?
- What facilitators and barriers exist in relation to such services?
- If so, how should they be delivered?

The results of the study were presented in the form of a research report.[9] This manual is based, in large part, on the contents of that report.

The following characteristics of the original study place possible limitations on the scope of this manual:

- The study focused on CETA programs and did not address other types of employment and training programs.
- Recommended practices were not necessarily being used successfully in existing follow-through programs, since such programs could not found.
- Participants in the study were chose partly because they were in favor of follow-through services. Therefore, potential problems and barriers may have been overlooked.

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7 Denie Denniston et al. A series of seven documents focusing on working with special needs learners. See Bibliography for document titles.

8 Patricia W. Winkfield, Karin Stork-Whitson, and Gary Ripple, *Book I: Recruitment and Counseling Practices for Disadvantaged, Unemployed, Out-of-School Youth in Vocational Programs;* Marion T. Johnson et al., *Book II: Practices for Job Development, Placement, and Follow-Through of Unemployed Youth for Vocational Education and Manpower Training.*

9 Robert E. Campbell et al., *Follow-Through.*

Who Will Use It

If you work with disadvantaged clients in an employment and training program, this manual is for you. While many of the practices in the manual were identified in relation to CETA, most of the guidelines and practices are useful for other programs as well. For example, if you represent any of the following types of programs, you may find this manual useful in designing a program of follow-through services for your clients:

- CETA employment and training programs
- Job Corps programs
- Vocational education programs
- Adult education programs
- Community-based training programs
- Business, industry, and labor programs

Not every program in every situation will be able to provide follow-through services as described here. Your program may find it necessary to adapt the guidelines or use practices selectively. For example, if you are in a Job Corps program whose former participants are geographically scattered, you may find it impractical to offer your clients follow-through services. However, some of the following adaptations might be possible for your program:

- Setting up follow-through arrangements with agencies in the clients' local areas (perhaps through Employment Service offices or social agencies)
- Helping employers set up their own support programs for disadvantaged workers
- Running intensive job search and job adjustment workshops just prior to clients' termination
- Conducting telephone follow-up interviews and advising clients as to where they can get local help with specific problems

What Is Included

Chapter 2 includes guidelines for—

- planning a follow-through program to meet local needs,
- conducting client needs assessment,
- delivering services to clients,
- conducting program evaluation, and
- staffing the follow-through program.

Chapters 3 through 6 provide suggested practices to be used in the following service areas:

- Job search assistance
- Job adjustment counseling
- Career planning and training assistance
- Referral to support services

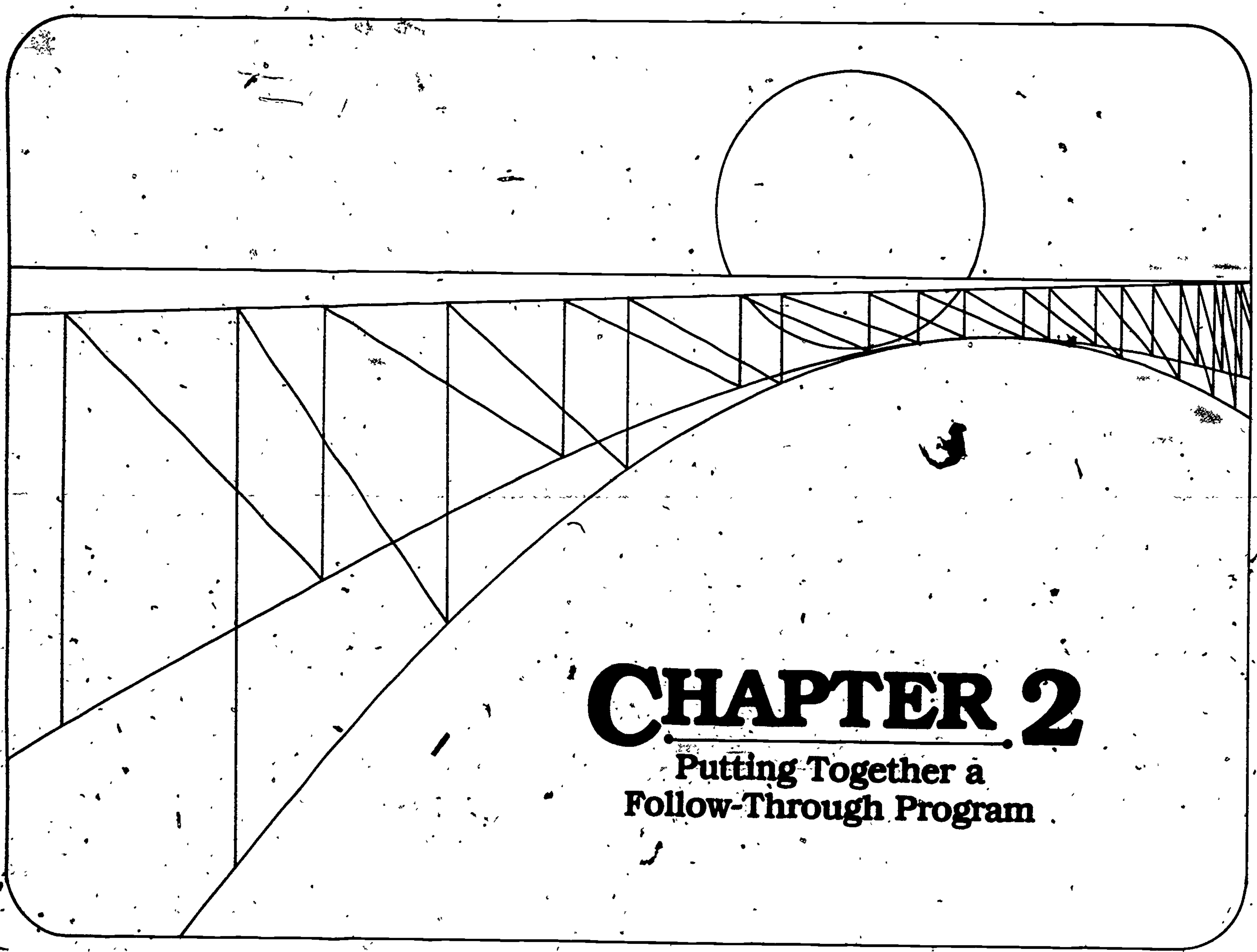
What Format Is Used

Guidelines are organized under the following headings:

- What Is Done?
- When Is It Done?
- Who Does It?
- How Is It Done?

Practices are organized according to these headings:

- Objectives
- Methods
- Comments



CHAPTER 2

Putting Together a Follow-Through Program

PLANNING A PROGRAM TO MEET LOCAL NEEDS

What Is Done? Local program personnel need to determine how best to provide follow-through services to their clients within the framework of their own goals, regulations, and resources.

There are four essential tasks in setting up a follow-through program that can be carried out effectively in the local situation:[10]

- Identify follow-through service areas
- Identify available means of service delivery
- Determine effective procedures for delivery of follow-through services
- Implement procedures

The outcomes of the planning process may vary greatly, depending on the type of organization or agency, the existing structures with which the program will be integrated, and the available resources.

When Is It Done? Planning is initially done when it is determined that there is a need for follow-through services and a commitment to providing them. However, the planning process should not be a one-time event. Some aspects of program planning should be done periodically or on an ongoing basis. This can help ensure that the follow-through program continues to meet local goals and needs.

Who Does It? Planning a follow-through program should involve personnel at all levels:

- *Administrators* must be involved to provide for institutional leadership, commitment of resources, and coordination among components of the overall program.
- *Program personnel* who will be involved in implementation should be represented in the planning. This will help ensure that their valuable insights are obtained and will help develop a lasting commitment among the staff.
- Counselors, interviewers, trainers, clerical staff, and others should be included as appropriate.

In addition, input should be gained from people outside the school or agency staff:

- *Former clients* should be interviewed about problems they have had which post-training support might have helped to alleviate.
- *Employers* can give their ideas about problems of job applicants and of new employees.
- *Other agencies* can provide information about services available in the community.

[10] Many of the ideas in this section related to the planning tasks and activities are taken from *Follow-Up and Follow-Through in Employment and Training Programs* produced by the National Center's Technical Assistance and Training for Occupational Skills project, funded by the Office of Youth Programs, U.S. Department of Labor.

How Is It Done? Specific activities are described below for the four main planning tasks.

Identify Follow-Through Service Areas

1. *Define the goals and objectives* to be met by the follow-through program. The overall goal of a follow-through program is generally to monitor and support former trainees in order to help them achieve maximum job success and career progression.

   More specific goals and objectives will vary among different programs and institutions. For example, helping clients with placement, training clients to locate jobs on their own, and helping clients keep their jobs by resolving on-the-job conflicts might be among objectives of your program.

2. *Conduct a client needs assessment* to identify needs to be met through a follow-through program. Regular job placement and follow-up contacts can be used for this purpose. For example, in a CETA program, the following contact points would be useful:

   - Termination interview: Provides a chance to anticipate (and perhaps avert) possible problems; reduces the risk of losing contact with the client; acquaints the client with available follow-through services.
   - Thirty-day follow-up: Provides a chance to identify problems that have surfaced in the first month on the job, when the most adjustment is required. If the client has not found a job, or has lost a job, the need for support can be identified at this point, before the situation becomes too negative.
   - Later follow-up contacts: Assure that the program is offering support on a continuing basis. Different kinds of problems tend to be encountered at these points than are found soon after training.

   Since needs assessment should be a part of any ongoing follow-through program, the assessment that is conducted for planning purposes can simply be the beginning of the ongoing process. The difference is that, for planning, the results are compiled to develop an overall picture of client needs. For ongoing assessment, the results are used primarily on an individual basis. They can, at any later time, be compiled as part of program evlauation.

   Additional guidelines for conducting client needs assessment are provided on pages 24–28.

3. *Structure assessment instruments and methods to reflect the objectives of the needs assessment.* Standard follow-up instruments and methods might not obtain the information needed for planning a follow-through program. They should be reviewed with this purpose in mind and revised or replaced as necessary.

4. *Survey employers* to learn how satisfied they are with former trainees. Employers' observations can shed light on areas where follow-through support may be needed. For example, employers' reasons for rejecting job applicants can indicate where clients need support in developing job-seeking skills. On-the-job problems of new employees can indicate a need for job adjustment counseling on specific topics.

5. *Expect needs or problems related to the following areas:*

- Job seeking skills
- Job adjustment, work adjustment, and self-image
- Personal and family life
- Occupational skills and career progression

Guidelines for delivering follow-through services related to these four areas are provided on pages 29–31. Suggested practices for these areas are provided in Chapters 3 through 6.

Identify Available Means of Service Delivery

1. *Seek workable delivery modes for each area of need* that has been identified. Try to find a way, or combination of ways, to meet each specific need identified. The guidelines and practices described in this manual will provide a starting point for designing a program of services to meet local needs. They should be expanded, limited, or otherwise adapted to reflect local goals and objectives, organizational structures, regulations, and resources.

2. *Investigate relevant rules and regulations* that govern the types of services that can be offered. Relevant federal legislation pertaining to government employment and training programs was outlined in Chapter 1. There may be variations in policy and procedures for carrying out federal guidelines in your local area. If yours is a vocational education, business and industry, or community-based program, you will need to review company or institutional policy and the organizational structure with which the follow-through program will be integrated.

3. In considering job search assistance as a means of follow-through, *distinguish between providing services on an in-house basis and subcontracting with an outside source.* An in-house program uses program staff and facilities to train clients in job search skills and assist them with placement. A subcontracted program makes use of an existing external job search program on a contract basis. Clients are referred to such a program for needed job search skills, yet remain a part of the follow-through program for other services as needed.

   In establishing goals for in-house programs or selecting outside programs with which to subcontract, indicators of success such as the following are useful: a placement rate of at least 65 percent; client job retention of at least six months; client salaries above minimum wage; and quality of placements using such indicators as the client's application of skills, interests, and values identified in the Employability Development Plan.

   Chapter 3 describes additional factors that should be considered in planning a job search assistance component of the program.

4. In considering counseling as a means of follow-through, *distinguish between individual and group counseling* in terms of potential effectiveness and cost. Chapter 4 describes factors that should be considered.

5. In considering referral as a means of follow-through, *identify specific services available to clients*, both within and outside the employment and training agency.

Many types of "in-house" referral can often be made without significant cost or effort. For example:

- Sitting in on group counseling sessions or job search skills workshops to reinforce job-seeking skills or job retention concepts
- Access to individualized curriculum materials for brushing up on occupational skills not adequately learned during training
- Access to materials on employment opportunities as they are received in the placement office
- Arrangements for "shadowing" employees in business or industry to reinforce realities of the workplace

Referral to outside sources of assistance offers tremendous potential for expanding the capability of the follow-through program. Chapter 6 outlines the various types of agencies that may be available locally to deal with legal, health, family, transportation, financial, and other areas of concern.

Many communities have directories of such services. If none exists, the results of the identification process can be used to develop such a directory.

6. *Encourage clients' use of self-assessment techniques* learned during training. In employment and training programs, counselors and clients work with an Employability Development Plan (EDP) on an ongoing basis. The emphasis that is placed on establishing self-assessment patterns can yield important follow-through benefits. Clients should realize that the same techniques of establishing objectives, measuring progress toward those objectives, and reviewing options are life skills. The EDP should continue to be used as a focus for planning, for development of skills, and for evaluation during follow-through.

7. *Use employer contact as an indirect means of service delivery.* Employers have indicated that they have a major problem keeping disadvantaged workers. These employers should be informed how they can help provide the support and reinforcement that new workers—especially the disadvantaged—need in order to adjust to their new situations.

Helping the employers develop this capacity has benefits for all concerned:

- For the employee, in making job adjustment easier and success more likely
- For the employer, in making it more likely that training time and breaking-in periods will not be wasted because of employees' leaving
- For the follow-through program, in expanding the clients' sources of assistance and thereby lessening the burden of support
- For the employment and training program, in improving its rate of job retention among clients

In addition, employer expectations that are identified during this process can be used in the counseling program to better prepare clients for employability.

8. *Determine the available level of funding for, and the level of commitment for, providing follow-through services.* This is a crucial factor in planning. Follow-through programs are not established without expense, effort, and a well-trained staff. An effective program takes funding and commitment.

The study of CETA programs cited earlier reported several existing barriers to follow-through, all in this area of funding and commitment:

- Lack of central administrative impetus and leadership at the federal and state levels
- Lack of funding designated specifically for follow-through
- Lack of reward to programs that do follow-through (since incentives are based primarily on placement rather than on job retention or career progression)
- Reservations (although limited) among program staff about the value of follow-through
- Insufficient staff to handle the expanded services

While these barriers were noted among CETA programs, similar barriers might exist in other programs as well. Each program must determine on an individual basis—

- whether funds can be made available without excessively draining them from other services and thus decreasing the latter's effectiveness;
- whether the goals and objectives to be met by follow-through are significant enough to justify the cost of the follow-through program;
- whether staff can be expanded or reorganized to handle the added responsibilities; and
- whether sufficient staff commitment exists (or can be generated) to make the program work.

One way to decrease the burden on staff and funds is to identify mechanisms within the present program on which the new services can be built. For example, the termination interview and thirty-, sixty-, and ninety-day follow-up checks in CETA programs could be used for follow-through purposes.

Determine Effective Procedures for Delivery of Follow-Through Services

1. *Establish a systematic delivery system.* A follow-through program that lacks systematic delivery of services, or that is vague in such areas as duration or scope of services, procedures, and staff responsibilities is not likely to be cost-effective. Indeed, it is not apt to be effective at meeting clients' needs.

In planning for systematic delivery, the following aspects should be included:

- Initial and ongoing client needs assessment
- Scope of services to be offered
- Duration of services
- Procedures for scheduling and referral
- Staff responsibilities
- Reporting and record-keeping procedures
- Program evaluation
- Coordination with other program components

2. *Select and train staff who will implement procedures.* Use a detailed analysis of the tasks to be performed as a guide.

   Additional information on staffing is provided on pages 35–41.

3. *Institute procedures to integrate follow-through into the overall program.* Overall program goals should focus on job stability rather than simply on placement. Wherever possible, follow-through concepts and techniques should be included in the components of the employment and training program. For example, training should incorporate job adjustment skills into the occupational skills taught in the program.

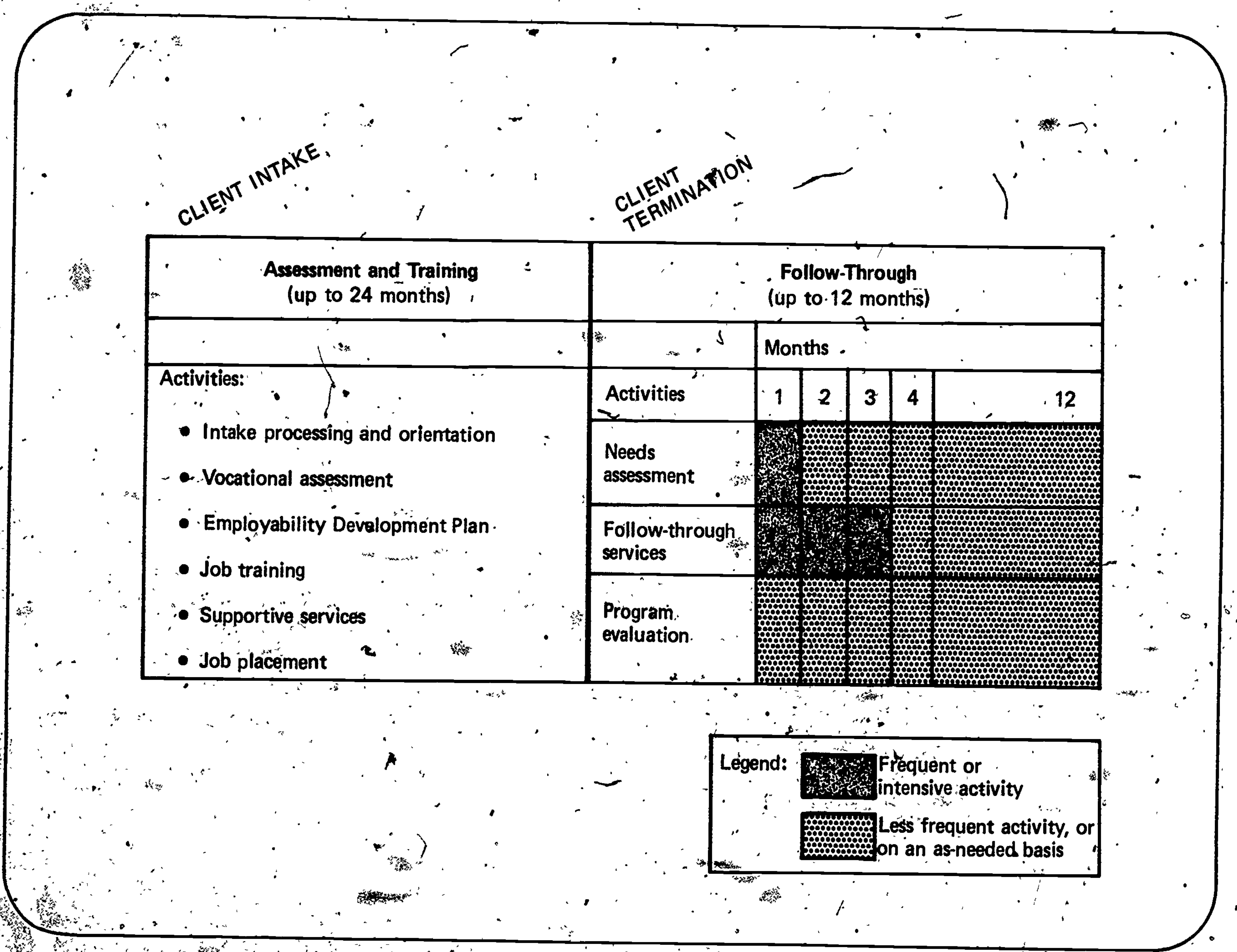
   The follow-through program should be established on the same philosophy as the rest of the program to ensure its coordination with other program components.

   For example, CETA regulations call for conducting individual assessment, developing an Employability Development Plan (EDP) for each client, providing training and placement services, providing appropriate support services to help clients complete training and retain employment, and conducting follow-up studies of former clients. These same objectives can be carried out in follow-through: individual assessment naturally precedes delivery of services; the EDP can be used as a focus for self-assessment and further planning; job search assistance can be provided to aid in placement; and so on.

4. *Establish the time period* within which services will be made available to clients. Services are likely to be in greater demand in the early months after training than later on. Procedures should be scheduled so that needs are met as promptly as possible. This may call for a schedule in which services are intensive at first, then gradually phased out over time. An example of this type of schedule for one type of employment and training program is shown on the next page.

   Most programs will identify a point—for example, twelve months after training ends—at which follow-through services will end. Plans should be made for locating other assistance at this point if it will be needed.

5. *Provide for continuity and consistency of service.* Shuttling clients from one counselor to another can make it difficult to develop a sound counseling relationship. It can also lead to clients' dropping out because they sense a lack of involvement.


CLIENT INTAKE
CLIENT TERMINATION
Assessment and Training (up to 24 months)
Follow-Through (up to 12 months)
Months
Activities:
Intake processing and orientation
Vocational assessment
Employability Development Plan
Job training
Supportive services
Job placement
Activities
1
2
3
4
12
Needs assessment
Follow-through services
Program evaluation
Legend:
Frequent or intensive activity
Less frequent activity, or on an as-needed basis

Some clients will "open up" about job adjustment problems and other needs more readily when they have had a chance to develop trust in one or two counselors.

On the other hand, clients should be encouraged to develop adjustment skills. A client's dependence on a single staff member to solve his or her problems can lead to dependency on the support system—a situation of long-term hand-holding—which should be avoided.

6. *Allow for information obtained in the follow-through program to be used for program evaluation.* A process for this purpose is described on pages 32–34.

7. *Build cooperative relationships* with institutions and community organizations to which you might wish to refer clients. These would include, among others, the following:

   - Vocational schools
   - Postsecondary schools, such as universities, colleges, and technical schools
   - Social service agencies
   - State employment services
   - Public assistance departments
   - Vocational rehabilitation
   - Libraries and other resource centers
   - Religious organizations

   More complete lists of referral agencies are provided in Chapters 5 and 6.

   Establish vehicles for information exchange. The ideal would be a council for coordinated information exchange among all groups providing services of this nature. Other methods are also useful, including one-to-one personnel contacts, conferences, directories, newsletters, and so on.

8. *Develop and maintain a file of services* to which clients can be referred. Such a file can be compiled as a handbook for staff at some point in the program.

   Additional information on developing a directory of services is included in Chapter 6.

9. *Keep careful records* of contacts, dates, and types of services rendered for each client. Systematic record keeping is important for efficient service and to assure that contact is maintained with clients. If computerized data storage is an option, records can be programmed and updated easily along with the rest of the client file.

Implement Procedures

1. *Implement follow-through procedures,* using the program goals and objectives as overall guides. Clients should feel the presence of a personal support system, and the system should prove itself ultimately by increasing clients' job stability.

   Include such areas as the following in the program of services, according to the results of the planning that has taken place.

   - Job search assistance
   - Job adjustment counseling
   - Career planning and training assistance
   - Referral to support services

   Additional information about implementing delivery of services in these areas is provided on pages 29–31. Suggested practices for these areas are provided in Chapters 3 through 6.

2. *Recognize that some clients will need assistance in more than one area.* Schedule assistance to address each need in a timely way and yet not overburden clients with remedies applied all at once.

3. *Incorporate ongoing client needs assessment and program evaluation* in the program implementation. Additional information on these functions is provided in the following pages.

CLIENT NEEDS ASSESSMENT

What Is Done? Staff members work individually with clients to obtain information about them. For example, they determine whether the client is—

- unemployed and in need ~~of~~ job search assistance;
- employed but having trouble adjusting to the work environment and in need of job adjustment counseling;
- employed but having difficulty keeping the job because of personal problems (child care, transportation, legal, family, or other); or
- employed but dissatisfied with a low status, dead-end job.

This information is used to determine what kinds of follow-through services may be appropriate for the client.

Who Does It? Needs assessment should be conducted by an experienced placement counselor. If possible, it should be a counselor who has worked with the client before. Knowledge of the individual, the labor market, the community, employers, and job retention problems makes the placement counselor well suited for this role. In most instances, the assessment activity naturally overlaps with other placement roles, such as job development and follow-up status checks.

When Is It Done? A client's need for follow-through services should be assessed as early as possible. Ideally, needs assessment should take place when the client is completing, or is about to complete, a training program. Ongoing assessment should also be done during the first month after training. Assessment may coincide with end-of-program and postprogram status checks, but staff should be alert to signs that assessment may be needed at other times.

Early assessment is important for several reasons:

- It reduces the chances of losing contact with the client after the training program ends.
- It lets the client know that follow-through services are available if they become necessary. The first month on the job is the most difficult period of adjustment for new employees. This is the period when the new worker must learn the job and become adjusted to coworkers, supervisors, company rules, work schedules, performance standards, new family arrangements, and so on. It is during this period that problems often surface and support is needed.
- It allows time after the assessment to provide the needed services.

How Is It Done? Client needs assessment is done primarily through personal interviews. Telephone and mail inquiries may be useful supplements in some cases. For example, the initial interview may be done in a one-to-one counseling situation at the training site or agency offices. Subsequent sessions may be telephone interviews or worksite or home visits.

The following guidelines are useful in planning assessment techniques:

- A standard form, such as a modified follow-up form, should be used to record the client's status and need for follow-through services. A sample is shown on pages 26–28.
- If a problem is identified during the interview, the client should be told about available follow-through services.
- The counselor should make appropriate arrangements for services, such as enrolling the client in a job search group or scheduling the client for individual counseling.

Sample Form

FOLLOW-UP/FOLLOW-THROUGH SURVEY

(The survey is intended as an open-ended questionnaire for the counselor to use in assessing the client's current education and employment status and determining the client's need for follow-through services.)

General Information

Name: ______________________ Social Security Number: ____ – ____ – ____

Address: ______________________________________ Age: ______

Telephone: ______________________ Alternate Telephone Number: ______________

Program Participation Information

(Summarize the client's program participation.)

Type of Training	*Name of Program*	*Completion Date*

Career Goal: ______________________________________

Comments:

Sample Form, continued

Current Education/Employment Status

Highest Grade Completed: ____________

___ Currently attending school. If yes, describe.

___ Employed: Full-time ___ Part-time ___

If employed, provide the following information:

Job Title ______________________________

Job Duties ______________________________

Current Wage Rate: $______ per ____________

Name of Company ______________________________

Company Address ______________________________

Any problems with present job? If yes, describe.

____

____

___ Unemployed (but seeking employment)

___ Not in labor force (not employed and not seeking employment)

Sample Form, continued

Problems, Need for Follow-Through Services

Based upon discussion of the client's current education/employment status, is there a need for follow-through services? If yes, describe below.

Problem

(Briefly summarize — e.g., Needs child care for 2½-year-old child.)

Recommendations

(Briefly specify what should be done to help the client — e.g., Provide information on local day-care organizations.)

Action Taken

(Indicate any action taken — e.g., Gave client address, phone number, and person to contact at Tiny Tots Day Care Center.)

DELIVERY OF SERVICES TO CLIENTS

The following are four major areas in which you may decide to provide follow-through services: job search assistance, job adjustment counseling, career planning and training assistance, and referral to support services. While other areas may be chosen to meet local needs, these have been found to be the service areas most generally needed by clients. The four areas of follow-through service are described in this section.

Job Search Assistance

What Is Done? Clients who have completed training and have not found a job are offered training in job-seeking skills and assistance in carrying out a job search.

When Is It Done? Job search assistance is provided whenever it becomes apparent that help is needed—usually at the end of the employment and training program or after unsuccessful attempts at finding a job.

Who Does It? Job search assistance may be provided on an in-house basis by program staff or on a subcontract basis by an outside source.

How Is It Done? Job search assistance can be provided through a variety of approaches, including the following:

- Formal job search programs
- Informal job search support groups
- Buddy approaches
- Individual counseling and job development
- Employment service referral

Suggested practices for job search assistance are provided in Chapter 3.

Job Adjustment Counseling

What Is Done? Employed clients who are having trouble adjusting to the work environment receive counseling to help improve their chances for job retention, job satisfaction, and career stability.

When Is It Done? Clients receive counseling after placement to help them—

- cope with the new job environment;
- understand and deal with values that are new or may seem alien;
- handle stresses and strains arising from cultural, linguistic, and sex role conflicts; and
- resolve work-related problems that may arise, such as difficulties in relationships with supervisors and coworkers.

The first thirty days of employment are critical. Job adjustment counseling provided at this time may make the difference in whether the client succeeds or fails in forming a pattern of job retention and career stability.

Who Does It? Job adjustment counseling is provided by professionally trained counselors.

How Is It Done? Assistance with job adjustment is provided through group and individual counseling techniques. Suggested practices for group and individual counseling are provided in Chapter 4.

Career Planning and Training Assistance

What Is Done? Clients who wish to advance in their present careers or to set new career goals with greater potential for job satisfaction and advancement are helped with career planning. Then, as appropriate, they may be helped to obtain further education and training to implement those plans.

When Is It Done? Assistance with career planning and implementation is provided at any time a need is recognized. Most often this occurs during employment that has ceased to be fully satisfying or after the client leaves such employment.

Who Does It? Career planning and training assistance is provided by professionally trained placement counselors.

How Is It Done? There are two aspects to career planning and training assistance: career planning assistance and referral to education and training. Career planning assistance can be provided through individual and group approaches. The aim of this assistance is to help clients (1) assess their skills, interests, and occupational aspirations; (2) explore career options (including non-traditional ones); and (3) make sound career decisions. Referral to education and training involves matching clients' education/training needs with available programs.

Suggested practices for providing career planning and training assistance are provided in Chapter 5.

Referral to Support Services

What Is Done? Clients who have personal, family, health, transportation, child care, legal, or other problems that adversely affect their ability to get and hold a job receive assistance in finding outside sources of help with these problems.

When Is It Done? Referrals to outside support services are made any time a need for such services is identified. For example, referrals might be made during job search assistance, after placement, or during career planning assistance.

Who Does It? Referral is done by the counselor who is working with the client when the problem is identified.

How Is It Done? Program staff help clients identify personal problems that may impede successful employment. When it is determined that outside help is needed to deal with those problems, staff members help clients get in touch with the appropriate agency.

Suggested practices for referral to support services are provided in Chapter 6.

PROGRAM EVALUATION

An important part of any service program is the gathering and use of evaluative data about the program. Such data can be used as an indicator of needed improvements in the program. It can also be used as a basis for planning future directions.

However, employment and training programs often lack a systematic means of gathering evaluative data and channeling it into program improvement. Data that are gathered usually relate to numbers of clients served and placed. These data are generally used to justify expenditures and assure continued funding.

Although contracted formal evaluation studies occasionally are done, their focus is often broad and they usually do not provide enough information about the program on an operational level. Moreover, the feedback delay is long—often a year or more before the report becomes available.

Staff who are engaged in placement, job development, follow-up, and follow-through activities are in a unique position to observe the end results of programs. In the course of working with clients and employers, they learn about unmet client needs, attrition, and other problems. Such problems reflect not only on the effectiveness of the follow-through program, but also on the quality of skill training, the appropriateness of placements, the adequacy of counseling, and the coordination among services.

What Is Done? Information obtained during follow-through, which may relate to program effectiveness, is fed back to the program. This includes not only follow-through programs but training programs as well. The information can then be used to improve the program.

When Is It Done? Evaluation must be a continuous process or it will be of little value. Evaluative information should be fed back to related program areas whenever it is received. Timing will be affected by the systems chosen for feedback. For example, if most employer contacts occur at the time of placement and at thirty-, sixty-, and ninety-day follow-up checkpoints, then most information obtained from employers will be fed back at those intervals.

Who Does It? All program staff should take part in recording and relaying information that can be used to improve client services.

How Is It Done? Because program structure, staffing, and operational procedures differ among local programs, the most effective evaluation mechanisms may also differ. Therefore, evaluation strategies should be designed at the local or regional level to meet local needs within the constraints of program operations.

Strategies should be selected that—

- provide constructive recommendations for program improvements;
- provide information in a usable form; and
- minimize burdensome activities, such as excessive paperwork and reporting procedures.

The following steps are suggested as one approach to analyzing local evaluation needs and determining the best ways of meeting those needs.

1. *Examine overall program goals.* Existing program goals should be reviewed to determine toward what ends program improvements are to be aimed. Examples include the following:
   - Client satisfaction
   - Employer satisfaction
   - High placement rate
   - High rate of job retention
   - Career stability or progression among clients
   - Retention of clients in training, counseling, and other services

2. *Identify criteria or measures of success.* Each component of client service, including both training and follow-through services, should be examined. For each component, criteria should be established for evaluating the success with which they contribute to program goals. Examples include the following:
   - Training: Is each training program teaching up-to-date skills? ... producing sufficient skill levels? ... using training methods that are sound and motivational? ... responsive to the labor market?
   - Preemployment counseling: Is it provided to those who need it when they need it? Are effective techniques used? Does counseling prepare clients for the employment situation? ... provide enough information on available services? ... produce realistic client expectations?
   - Job search assistance: Are suitable openings located? Is client independence fostered? Is adequate emotional support provided? Are transferable job search skills taught? Are clients retained long enough to find jobs?
   - Placement: Do jobs match clients' needs? Do referred clients match employers' needs? Are "problem" placements avoided? Do clients and employers have realistic expectations of each other?
   - Job adjustment counseling: Are the clients who need it identified? Is the service provided when needed (e.g., firings and quittings avoided through timely intervention)? Are the real problems addressed? Is service provided in a time/cost efficient manner?

3. *Identify indicators.* The kinds of information that can be obtained through interaction with employers and clients should be identified. Problem areas that might be indicated by the information should be determined. Examples are given below.

INDICATORS	POSSIBLE PROBLEM AREAS INDICATED
• Many clients not being placed	• Training not producing sufficient skill levels • Training offered in nondemand occupations • Inadequate job search assistance
• Employer dissatisfaction with employee skills	• Out-of-date skills taught in training • Training not producing sufficient skill levels • Inadequate communication with employers during placement
• Many clients quitting or being fired for non-skill-related reasons	• Job adjustment counseling not provided when needed • Inadequate employment orientation • Lack of ongoing needs assessment
• Client dissatisfaction with "dead-end" jobs	• Inappropriate placements • Inadequate skill training • Inadequate career progression counseling
• Clients returning repeatedly for help with the same problems	• Client independence not fostered during service delivery

4. *Determine means of transmitting feedback.* Existing program structures and record keeping systems should be examined to determine the most effective methods of transmitting feedback. Attempts should be made to use existing vehicles in order to minimize the time and effort required. Examples include the following:

   - Existing forms
   - Periodic reports
   - Scheduled staff meetings
   - Informal staff linkages
   - New vehicles, such as monthly evaluation meetings

5. *Determine methods of implementation.* Program structure and policies should be examined to determine the most effective methods of implementing any needed changes. Examples include the following:

   - "Channels," protocol, and required authorizations for policy change
   - Committees and task forces
   - Curriculum
   - Formal and informal linkages with instructional and counseling staff

STAFFING

The success of a follow-through program will depend to a great extent on the quality, size, and dedication of the staff. Past experience in related kinds of programs has shown that program failure is often caused by such deficiencies as excessive caseload for the size of the staff, poor staff management, and insufficient staff competencies. In interviews with CETA training program personnel, the most often cited barrier to providing follow-through services was insufficient staff to handle the increased demands for client services.

What Is Done? Staffing requirements are determined for the type and size of follow-through program that is planned. Factors such as the following are considered:

- Goals and objectives of the program
- Service areas and delivery modes
- Size of clientele
- Proportion of services provided through in-house means vs. subcontracting; group counseling vs. individual counseling; and group training techniques vs. small group and individual techniques
- Resources available

When Is It Done? Staffing is considered at several stages:

- Staffing possibilities are considered as part of the overall planning of the follow-through program. Resources (funding and personnel) available for staffing the program will affect the type and extent of services that can be planned.
- Staffing is planned more specifically when a fairly clear picture of the new program (and therefore the staffing needs) has been developed.
- Staffing is actually arranged—selections made, hirings done, reassignments arranged, caseload adjustments made, and so on—when plans are final.

Who Does It? Administrators in most cases oversee staffing plans and arrangements. However, all types of staff who will be involved in implementing the program should take part in the planning. Coordinators, counselors, interviewers, trainers, clerical staff, and others should be included, as appropriate, depending on the services to be provided.

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How Is It Done? In planning the staffing of a follow-through services program, the following activities are useful.

1. *Determine the staff functions and staff competencies needed* to implement the proposed follow-through program. These will vary according to the decisions that are made locally regarding goals, objectives, and delivery modes.

Outlined below are a set of staff functions and competencies required for a follow-through program that includes job search assistance, job adjustment counseling, career planning and training assistance, and referral to support services.[11]

FUNCTIONS

- Individual and group counseling
- Employer contacts
- Agency referral contacts
- Subcontracting for services
- Designing and developing materials
- Evaluating services
- Monitoring counselor caseloads

COMPETENCIES

A. Individual and Group Counseling

The counseling function is divided into four subgroups: general, employability, job adjustment, and career and educational planning. The first subgroup represents a common core of competencies that are relevant to all areas of follow-through counseling regardless of the service area in which they are used.

General

- Interview clients, by telephone or in person, to obtain information on their current education and employment status.
- Determine clients' needs for follow-through services based upon the assessment of their education and employment status.
- Maintain records documenting counseling activities performed.
- Develop rapport with clients: exhibit empathy and patience, be sincere, use tact, build trust, and learn the language or jargon of the client population.
- Recognize the influence of clients' other life roles and priorities (e.g., family responsibilities) on employability.

[11] These functions and competencies were identified in the study by Campbell et al., using a modified DACUM process. In this process, suggestions for the list were solicited from individual experts in the field as well as from a panel of experts convened for that purpose. The competency list has not been validated and is considered tentative.

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- Educate clients' families as to the value of follow-through services for the clients in order to gain the families' support.
- Observe clients' physical and emotional status (e.g., use of alcohol and other drugs, ability to get along with others) to identify problems that may affect their job success.
- Encourage clients to develop positive attitudes toward themselves, others, and work.
- Provide opportunities for clients to develop personal motivation and a sense of responsibility.
- Instruct clients on problem-solving techniques and encourage them to use those techniques for solving various kinds of problems.

Employability

- Instruct clients in methods of locating job openings.
- Teach clients how to interview for jobs and to prepare job application materials.
- Inform clients of conditions of employment (e.g., the employer's and employee's rights and expectations, criteria for advancement).
- Explain the woman's expanding role in the U.S. labor force to those clients whose culture defines the woman's employment role in a traditional or limited way.
- Arrange for clients to observe successfully employed role models (e.g., through on-the-job visits, guest speakers, former clients, media presentations).
- Encourage clients to continue seeking employment despite apparent lack of progress.
- Describe acceptable and unacceptable behavior for the world of work (e.g., attitudes, appearance, attendance, promptness, adherence to organization's rules).

Job Adjustment

- Assist clients in assessing on-the-job problems (e.g., insufficient job knowledge, poor work habits, negative attitudes) that impede their job performance.
- Assist clients in assessing problems outside the job (e.g., inadequate child care or transportation) that impede their job performance.
- Use group counseling techniques, such as lecture, group discussion, training groups, role playing, simulation, and use of audiovisuals, to help clients identify and solve job adjustment problems.
- Counsel clients on an individual basis to help them identify and solve their job adjustment problems.

Career and Educational Planning

- Provide career information to assist clients in exploring and choosing careers.
- Provide information about future trends and technological changes that may affect employment.
- Help clients to develop career decision-making, goal-setting, and goal-achieving skills.
- Encourage and support clients who are interested in careers that are nontraditional for their sex.
- Assist clients in assessing and redirecting career goals.
- Identify outside sources for career planning assistance to which clients can be referred.
- Inform clients of education and training sources that may meet their training needs.

B. Employer Contacts

- Identify existing job opportunities for clients.
- Obtain information from employers about job requirements, evaluation procedures, criteria for advancement, company policies, regulations, and benefits.
- Review with employers the traits (skills, work habits, and personal characteristics) they are seeking in potential employees.
- Confer with employers about clients' performance, progress, job adjustment problems, and ways the clients can resolve their problems.
- Discuss with employers the reasons for client job terminations.
- Mediate between employers and clients to help resolve job-threatening conflicts.

C. Agency Referral Contacts

- Identify agencies in the community that provide support services.
- Obtain literature describing community support services (e.g., a support services referral handbook).
- Review with agency staff specific information about available services (e.g., type of service provided, eligibility, methods of referral, fees, schedules).
- Maintain a file of support service agencies including contact information, referral procedures, and services provided.
- Contact agencies to inform them of clients' service needs.
- Inform clients of agencies that can provide required support services.

D. Subcontracting for Services

- Identify services needed from outside sources.
- Identify available service providers.
- Determine available funds to be spent on outside services.
- Develop formal requests for services.
- Initiate contracts with service providers according to established policies and procedures.

E. Designing and Developing Materials

- Determine the kinds of materials needed to support follow-through services.
- Acquire and evaluate the appropriateness of existing materials for follow-through services.
- Revise or adapt existing materials for use in follow-through services.
- Develop follow-through materials, such as instructional packages, filmstrips, slide/tapes, and group exercises.
- Arrange for the development of follow-through materials.

F. Evaluating Services

- Review goal(s) and objectives of follow-through services.
- Determine which elements of follow-through services are to be evaluated.
- Identify measures of success of follow-through services.
- Identify sources of feedback information for evaluating follow-through services.
- Develop methods for collecting information for follow-through evaluation.
- Determine methods by which evaluation information can be analyzed.
- Determine means of relaying evaluation information to staff (e.g., forms, reports, staff meetings).
- Determine a time schedule for collecting, analyzing, transmitting, and reacting to evaluation information.

G. Monitoring Counselor Caseloads

- Determine an appropriate counselor-client ratio.
- Devise procedures for assigning clients to counselors and for counselors to substitute for each other in the event of absence.
- Establish a schedule of services, including follow-up checkpoints and maximum period of service delivery.

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- Devise a plan for maintaining contact with clients so that ongoing needs assessment can be conducted.
- Instruct clerical staff in scheduling client appointments.
- Devise staffing plans and schedules for conducting group activities.
- Develop procedures for terminating clients' participation in the program.
- Establish procedures for counselors to report their progress and problems in maintaining their client caseloads.

2. *Determine the staff composition* required for the staff functions and competencies that have been identified.

Based on the functions and competencies listed above, three types of staff should be considered: a services coordinator, counselors, and clerical workers. Suggested duties of each are described below.

Coordinator of Follow-Through Services

This person is responsible for the administration of follow-through services. Duties include the following:

- Supervising staff
- Assigning and monitoring the counselor caseload
- Designing, implementing, and evaluating services
- Coordinating functions within the follow-through services program
- Coordinating follow-through services with other related programs and agencies
- Administering the budget

Follow-Through Counselors

These staff members are directly responsible for providing follow-through services to clients. Services may include the following:

- Needs assessment
- Placement assistance
- Individual and group counseling
- Training in job search skills
- Career planning assistance
- Identification of training opportunities
- Referral to appropriate agencies for assistance with personal problems or training needs

Counselors also provide assistance to the coordinator in the administration and evaluation of services.

Gordon and Erfurt,[12] on the basis of work with disadvantaged clients in the Jobs/Now program, advocate a racial/ethnic mixture among the staff. Among other things, this enables the staff to observe client interaction with people of different backgrounds and to identify any potential job adjustment problems related to racial/ethnic factors. For similar reasons, representation of both sexes in the counseling staff would be advisable.

Clerical Workers

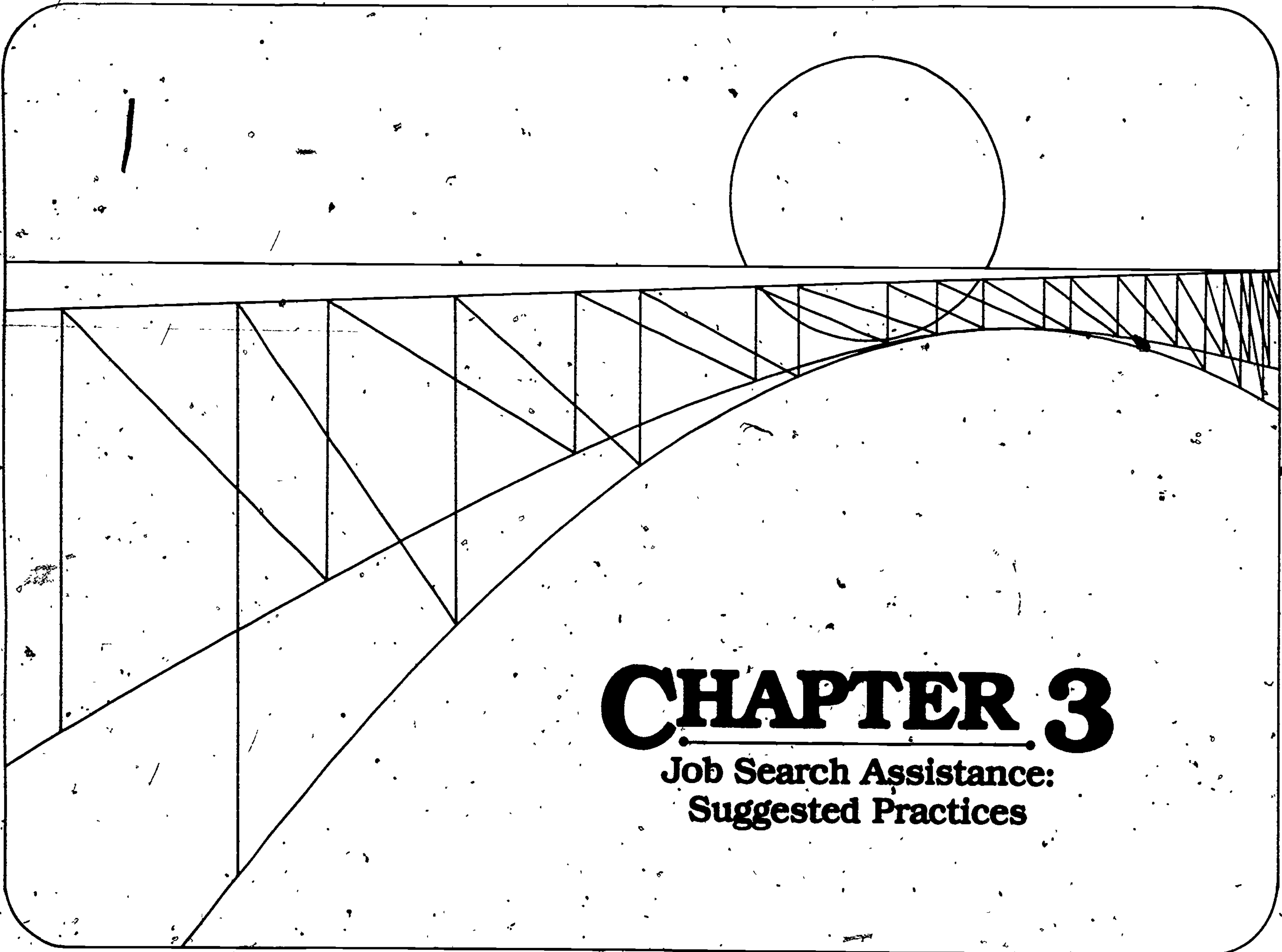
Clerical staff are responsible for providing clerical and administrative support for follow-through services. Duties include such routine office work as the following:

- Typing
- Filing
- Processing forms
- Arranging appointments
- Answering telephones

Clerical services may also be provided for clients participating in job search activities.

3. *Determine the size of staff* needed to implement the follow-through program. The size of the counseling staff will vary with the size of the service caseload. There is no precedent for client–counselor ratios for follow-through services; however, on the basis of past experience with similar programs, it is recommended that the ratio not exceed 60:1. In dense urban areas, a somewhat smaller caseload may be advisable. The size of the clerical staff will depend upon the number of other staff in the program, client caseload, whether clerical services are provided to clients conducting job search activities, and other factors.

[12] J.E. Gordon and J.C. Erfurt, *Placement and After: A Manual for Coaches and Other Employment Workers.*



CHAPTER 3

Job Search Assistance: Suggested Practices

What Is Done? The goal of job search assistance is to help clients become better able to search for and obtain jobs on their own. A well-coordinated program works with clients in several different areas:

- Increasing the client's opportunities for employer contact in order to increase chances of finding employment
- Providing factual information about how to identify and approach potential employers
- Demonstrating job search skills, such as telephone and interview techniques, and giving the client a chance to practice these skills
- Providing social support during the job search process to help alleviate discouragement
- Trying to influence client attitudes and behavior related to job search and employment, which may affect the client's chances for success in finding employment

The client's short-range objective is to obtain desirable employment. But the long-range objective is to obtain the skills by which he or she can repeat the job search at any time in the future. Program staff should therefore foster client independence rather than continuing dependence on the program.

How Is It Done? Job search assistance can be provided through a variety of approaches:

- Formal job search programs
- Informal job search support groups
- Buddy approaches
- Individual counseling and job development
- Employment service referral

Suggested practices for each of these approaches are described in this chapter. These approaches to job search assistance are by no means mutually exclusive. To the contrary, it is often effective to combine approaches or to use practices from one with practices from another.

FORMAL JOB SEARCH PROGRAMS

In formal job search programs, staff train clients to conduct a job search and supervise their job-seeking activities.[13] Some formal job search programs offer services within a specified period of time, depending upon the structure and constraints of the sponsoring program. For example, classroom training might be followed by a specific number of weeks of supervised job search activity. Other programs offer services on an open-entry, open-exit basis.

Practices that may be used in such programs are described below.

Employment Information

Objective: Help clients identify jobs compatible with their skills and career goals.

Methods: Provide sources of information about potential employers and job openings, such as the following:

- Newspaper classified advertisements
- Employment service listings
- Telephone directories
- Agency, association, and industrial listings

Teach clients to use sources of employment information to meet their needs.

Training in Developing Job Opportunities

Objective: Teach clients to locate job opportunities by pursuing job leads from as many sources as possible.

Methods: Make clients aware of the abundance of sources of job leads, including not only the conventional employment information sources, but also such informal sources as family and friends. Emphasize the value of informal sources for penetrating the "hidden job market."

Teach clients such job development techniques as—

- calling employers to inquire about present job openings,
- asking for an interview whether an opening exists or not,
- asking to be considered for future openings, and
- following up on employer contacts.

Comment: A large percentage of job openings are filled each year without ever having been listed with an employment service or in a newspaper. These "hidden" opportunities are often obtained through unsolicited direct contact with employers and by "word of mouth" from family and friends.

[13] For an analysis of successful job search programs already in existence, see Robert G. Wegmann, "Job-Search Assistance: A Review."

Training in Telephone and Interview Skills

Objective: Prepare clients to make favorable impressions and to obtain needed information during telephone inquiries and employment interviews.

Methods: Demonstrate techniques for conducting telephone inquiries and personal interviews. Provide opportunities for clients to practice these techniques in a workshop situation. Include such activities as the following:

- Role playing typical interviews, inquiries, and problem situations (for example, answering difficult questions, explaining gaps in employment history, putting negative elements of employment history in a positive light, and handling interruptions or unexpected events in the interview)
- Having staff and fellow clients give a critique of techniques used in role play
- Videotaping role-played interviews and replaying them for analysis and discussion
- Using tele-trainers for training clients in telephone skills
- Having clients make actual telephone inquiries under staff supervision
- Having staff and/or fellow clients listen in on calls and critique clients' telephone techniques
- Using buddy systems in which clients inquire and/or apply for the same jobs (discussing and comparing techniques used and relative success can help clients improve their success rates by improving techniques)

Training in Preparation of Job Application Materials

Objective: Enable clients to develop effective job application materials.

Methods: Teach clients to prepare resumes, applications, letters of inquiry, and follow-up letters. Include such topics as the following:

- Information to be included
- Effective presentation of qualifications and experience
- Proper language and format
- Dealing with gaps in employment history
- Presenting a positive image

Teach clients to obtain employment references for inclusion with application materials.

Display common job application forms, explain the information required, and instruct clients in completing the forms.

Supervise clients in preparing their own resumes, letters, and application materials.

Have clients' prepared application materials reviewed by staff and other clients. Have the clients revise their own materials on the basis of the responses.

Supplies and Facilities

Objective: Facilitate clients' job search activities by providing facilities and supplies for making employer contacts.

Methods: Provide telephone facilities for clients to use to contact prospective employers.

Provide clerical services and materials, such as typing, photocopying, stationery, and postage for clients preparing written application and inquiry materials.

Record Keeping

Objective: Monitor clients' job search efforts to help them to improve those efforts.

Methods: Provide a record-keeping system to monitor each client's job inquiries, interviews, and other employer contacts and the outcome of each event.

Make follow-up calls to employers to learn reasons for rejection in order to improve clients' job search skills.

Assist clients in using the record-keeping system to make timely follow-up contacts, evaluate their own success rate, and otherwise assume responsibility for their job search activities.

Attention to Personal and Social Attractiveness

Objective: Improve clients' self-confidence and potential impact on employers by helping them improve their personal and social characteristics and behavior.

Methods: Inform clients about appropriate appearance, deportment, and interaction skills for employment interviews.

Provide opportunities for clients to develop and practice personal and social skills related to job search. Include such activities as the following:

- Role play of typical interview situations by clients
- Critique of clients' role-played interviews, with attention to appearance, courtesy, assertiveness, body language, and mannerisms
- Discussion of how personal and social factors affect the client's image and how a prospective employer is likely to interpret those factors
- Self-analysis by clients of their own behavior during role play
- Having clients come to the program staff before an actual interview for pointers on improving appearance

Family and Peer Support

Objective: Help clients gain encouragement and support from family and peers to help balance the negative aspects of a job search.

Methods: Require that the job search be treated by clients as a full-time job. Structure the time in which activities take place (for example, class time, time for telephoning and interviewing, and wrap-up time). Use a time clock system of "punching" in and out. Use record-keeping systems.

Require that all critiques, reviews, and other feedback given to a client by staff or peers be constructive, with the goal of helping the client to improve his or her job search skills. Emphasize the positive aspects of a client's skills.

Conduct group discussions in which clients can share and discuss their experiences while job seeking. Encourage participants to offer support and constructive suggestions to each other.

Post "success stories" with pictures on a bulletin board. Highlight clients whose job search efforts have resulted in satisfying employment.

Contact clients' family members to encourage their understanding and support during the job search. Discuss with them the importance of emotional support, job leads, transportation to and from job interviews, keeping telephone lines open for incoming and outgoing calls, and other contributions the family can make.

Comment: Searching for employment is a discouraging process because of the number of false leads, missed opportunities, and rejections that any job seeker is likely to encounter. Emotional support from family and peers can make the difference in whether a client is willing to keep trying.

INFORMAL JOB SEARCH SUPPORT GROUPS

Most clients in formal job search programs—whether on an open-entry, open-exit or a fixed schedule basis—leave the program when they find employment. For the others, those who do not find employment, there is generally a point at which it is determined (either by program schedule or by individual assessment) that the client should leave the formal job search program. This is where an informal support group may be effective.

When a client leaves a formal job search program without employment, an assessment of further needs should be made:

- Has the client acquired adequate job search skills?
- Does the client need to repeat some or all of the job search training?
- Does the client need individual counseling and job development assistance?
- Would referral to another agency be appropriate to deal with personal problems?
- Are factors such as limited job market in the client's skill area preventing the client from finding a suitable job opening?

If the client has developed adequate job search skills but outside factors are preventing him or her from getting a job, an informal job search support group might be appropriate.

The informal approach to job search assistance, like the formal program, provides services and facilities to help the client find a job. The major difference is the intensity of the services offered. The client is encouraged to continue using the program facilities to conduct his or her own job search. But the client no longer takes part in organized group activities, such as workshops or classes. Close supervision is given only as needed, when problems arise.

The following are suggested practices for an informal job search support group.

Clerical Services, Facilities, and Supplies

Objective: Facilitate clients' individual job search activities by providing services, facilities, and supplies for making employer contacts.

Methods: Provide telephone facilities for clients to use to contact prospective employers.

Provide clerical services and supplies, such as typing, photocopying, and stationery, for clients preparing written application and inquiry materials.

Record Keeping

Objective: Provide a system by which clients can monitor their own job search activities to be sure their efforts are timely and effective.

Methods: Give clients continued access to a record-keeping system in which employer contacts (job inquiries, interviews, and other events) are logged.

Assist clients as needed in using the record-keeping system to make timely follow-up contacts, evaluate their own success rate, and assume increasing responsibility for their job search activities.

Employment Information

Objective: Help clients identify jobs compatible with their skills and career goals and to keep abreast of the job market.

Methods: Give clients continued access to current employment information sources:

- Newspaper classified advertisements
- Employment service listings
- Telephone directories
- Agency, association, and industrial listings
- Other job development resources

Assist clients as needed in using these sources effectively.

Supervision

Objective: Assist clients in their job search activities only as needed, while encouraging them to take increasing responsibility for their job search.

Methods: Supervise clients' job search activities on a minimal basis, largely on request by the client.

Establish checkpoints at which clients meet with supervisory staff to discuss their progress and identify problems. Encourage clients' return to structured group training only as problems indicate a need—for example, a need for a review of interview skills.

Peer Support

Objective: Provide encouragement and support to clients as needed to help balance the negative aspects of the individual job search.

Methods: Give clients continued access to ongoing discussion and peer support groups, as needed. By means of ongoing minimal supervision, remain alert to signs of discouragement and need for emotional support.

Provide reinforcement on an ongoing basis.

BUDDY APPROACH

The buddy approach pairs clients with similar employment goals in a team effort at finding a job. The buddy approach can be used effectively within a formal job search program, an informal job search support group, or with individuals not participating in a group. Its major limitation is that it depends on two or more clients having similar employment goals.

Effective team efforts can include many of the activities used in a group setting or on an individual basis. The major emphasis is on sharing the work and the outcomes of the search activities.

Suggested practices to be used in a buddy approach are described below.

Shared Responsibility

Objective: Decrease the amount of work involved in an individual job search by sharing the responsibility.

Methods: Have the two clients divide the responsibility for scanning sources of employment information (newspaper classified ads, employment service listings, and other job development resources). Have them either take turns scanning or assume responsibility for different sources.

- Have clients share the results of their search (including informal job leads) by discussing and listing potential employers and planning next steps together.
- Have clients divide the responsibility for making unsolicited employer contacts to inquire about job openings.
- Encourage clients to share a record-keeping system to keep track of all job search activities. This may be the system for the job search program as a whole, their own system, or both.

Feedback

Objective: Improve clients' potential for success by having them give each other feedback through which they can identify a need for personal or social changes.

Methods: Encourage clients to give each other feedback on interview techniques, appearance, behavior, attitudes, and other determinants of job success. Clients can role play job inquiries and interviews with each other and critique each other's performance.

Peer Support

Objective: Provide encouragement and support to help balance the negative aspects of a job search.

Methods: Encourage clients to provide moral support to each other during times of discouragement in the job search. Encourage open discussion of feelings as well as outcomes related to the search process.

Individual Job Interviews

Objective: Pursue job leads on an individual basis.

Methods: After clients share the search efforts, have them apply separately for jobs. Assist them in reviewing together the outcomes of interviews and other employer contacts in order to improve techniques used in applying for jobs.

Comment: Unless the clients want part-time employment and are seeking a "job sharing" situation, applications should always be made separately. Joint applications are apt to be interpreted as showing lack of independence and would decrease the clients' chances for success.

Supervision

Objective: Provide minimal supervision, as needed, to clients using the buddy approach.

Methods: Monitor clients' progress periodically. Offer assistance and advice as needed regarding both the use of the buddy approach and the job search process.

INDIVIDUAL COUNSELING AND JOB DEVELOPMENT

Individual counseling and job development may be appropriate for clients who—

- participated in a formal or informal job search program without success;
- have employment obstacles of a personal or specific nature that make individual assistance a more effective approach;
- need individual assistance in addition to that offered in a group setting; or
- need individual attention periodically during their job search efforts to address problems that arise.

This approach can provide services similar to those offered in a group context, but on a one-to-one (and often more intensive) basis and in response to individual needs.

Following are suggested practices for job search assistance through individual counseling and job development.

Assessment

Objective: Assess the client's needs for services in the area of job search assistance in order to individualize the services provided.

Methods: Assess the client's service needs by reviewing records and interviewing the client. Questions to be considered include the following:

- Does the client still need to develop job search techniques?
- Has the client simply run out of sources of job openings?
- Is supportive counseling required to help the client continue the job search?
- Are there specific problems that need to be addressed?

Assist the client in conducting a career planning self-assessment. Assess skills, interests, career goals, employment needs, and other employment-related factors using such techniques as—

- referral to testing services and
- use of interest inventories, checklists, occupational information, and other materials.

Client Preparation

Objective: Help the client prepare to carry out a successful job search.

Methods: Based on the earlier assessment, provide services needed by the client as he or she begins the job search, including such services as the following:

- Provision of, or assistance in locating, occupational and labor market information, sources of potential employers, and community resources

- Training or guidance in interview and telephone skills
- Counseling on appearance, attitudes, and personal/social skills
- Individual problem solving and "troubleshooting" as problems arise during the job search
- Assistance in following through on a referral (for example, locating the employer's place of business, finding transportation, determining when the client must leave home in order to arrive at the interview on time, and advising on what to do if the client must be late for or cancel the interview)
- Counseling on what to expect at the interview and during a typical work day (this is especially important for clients with no previous work experience)

Job Development and Referral

Objective: Assist the client in locating suitable job openings and refer the client to those openings.

Methods: Try to develop the client's independence and responsibility for the job search, while providing job development and referral services as needed. (More intervention by the counselor may be appropriate in special cases—for example, clients who have failed in previous job searches or who have specific barriers to employment.)

Assist the client in locating job openings by such efforts as the following:

- Mailing inquiries and information to employers (perhaps as part of a programmatic effort at developing a job pool for clients)
- Making contact with employers by telephone and in person to obtain openings and to introduce a prospective referral
- Cooperating with other agencies to locate job openings

Refer the client to suitable job openings.

Maintain a record-keeping system of openings, referrals, and outcomes of referrals.

Obtain and use feedback from employers to refine the job development efforts.

Client Support

Objective: Assist the client in taking the best steps on his or her own behalf and in maintaining a positive attitude toward the job search.

Methods: Coach the client in being persistent in job search activities (following up on employer contacts, continuing in the face of rejection, and so on).

Provide moral support to help the client avoid discouragement and maintain a positive self-image.

Elicit support and encouragement from the client's family.

Help the client deal with specific problems related to attitude, self-image, interaction skills, and other aspects of employability.

EMPLOYMENT SERVICE REFERRAL

Referral to the state Employment Service may be a viable approach when the client's employment goals are likely to be met through employers who typically list openings with the Employment Service. Such a referral may be appropriate by itself or in combination with any of the approaches previously discussed.

Suggested practices for Employment Service referral are described below.

Referral for General Employment Service Assistance

Objective: Provide access to job search assistance services of the Employment Service.

Methods: Inform the client what services are available through the Employment Service.

Inform the client what he or she may expect at the Employment Service (procedures, waiting time, background information needed, and so on).

Contact the Employment Service staff directly to alert them to the client's needs.

Follow up on the referral with a call to the Employment Service staff.

Referral for Specific E.S. Services

Objective: Obtain specific job search services for the client.

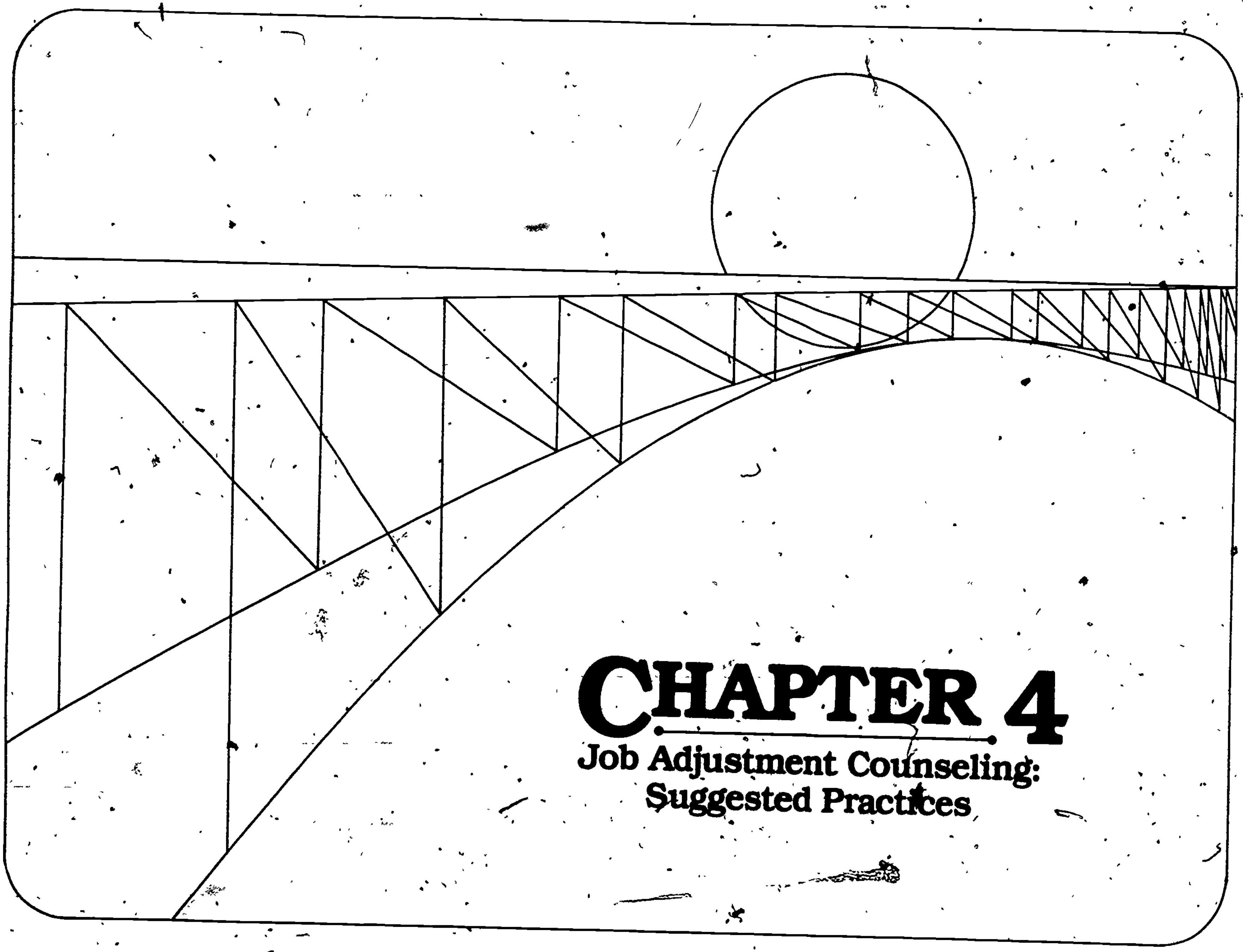
Methods: Determine the client's need for specific services of the Employment Service (for example, aptitude and skill testing or services to the handicapped, aging, or veterans).

Determine regulations and procedures related to obtaining these services.

Contact the Employment Service staff directly to arrange for the services.

Inform the client what he or she may expect at the Employment Service (testing times and duration, types of tests available, record-keeping requirements, privileges accorded to those with special status, and so on).

Follow up on the referral with a call to the Employment Service staff to be sure services have been received and results understood.



CHAPTER 4

Job Adjustment Counseling: Suggested Practices

What Is Done? The goal of job adjustment counseling is to help employed clients adjust to work and keep their jobs by helping them deal with non-skill-related problems.

Research has shown that, in a majority of cases, workers quit or lose their jobs not because they can't do the job, but because of personality problems, inappropriate behavior, legal problems, lateness, or absenteeism. In some cases, disadvantaged workers appear overly sensitive to criticism, defensive, or hostile. They may lack self-esteem, self-confidence, and interpersonal skills. In some situations they may be treated with suspicion and lack of understanding by coworkers and supervisors, which only compounds their adjustment problems.

Job adjustment counseling can help the worker to become assimilated into the work environment and to derive rewards from the job that will motivate him or her to keep the job.

The specific adjustment problems that may confront new workers are as numerous and varied as the workers themselves. Adjustment problems in five major areas, for which job adjustment counseling may be a helpful supportive service, are listed below.

Major Areas of Job Adjustment

Personal Work Habits

- Work time: punctuality; policies regarding lateness, absence, time off, leave; recording work time; staying on the job
- Qualitative standards (accuracy, carefulness, neatness, artistry) and quantitative standards (output, pace, meeting deadlines)
- Responsibility: diligence, following through, initiative, volunteering, mature deportment
- Attitudes and values: willingness, flexibility, showing interest and desire to learn, integrity, honesty, loyalty
- Time management: setting goals and objectives, prioritizing work, using time well, completing work on time

Interpersonal Relations

- Relationships with supervisors: expectations vs. reality, communication, asking questions to get answers, accepting supervision, following instructions, accepting criticism

- Relationships with coworkers: getting along, fitting in, teamwork, positive attitudes, helping others, coworkers as a source of help and support, dealing with prejudice
- Dealing with problems and tensions on the job

Organizational Adaptability

- Official policies and rules (knowing company policies, rules, procedures) and unofficial rules (learning the unwritten rules, protocol, "party line," sources of "inside information")
- Union and employee organizations: rules, policies, relationship with employer
- Advancement: criteria for raises and promotions; informal networks; importance of outward image, flexibility, ability to deal with change, positive attitude

Job Satisfaction

- Need for affective rewards: recognition, approval, sense of contribution and responsibility, advancement, affiliation, pride in work
- Tolerance: for routine work, pressures of schedule, place in the "pecking order"; ability to "roll with the punches"
- Personal factors and their impact on feelings about work and job: family background, self-image, self-confidence, attitudes, and values
- Outside problems and their impact on the job: family, personal, situational, health, legal, child care, financial (including money management and budgeting)

Problem Solving

- Detecting problems early
- Identifying causes and symptoms
- Using problem-solving steps

How Is It Done? In the design of the job adjustment counseling service and the selection of practices to be used, several points should be considered.

1. *Timeliness.* It is very important to provide counseling at the proper time. If provided too early, the counseling will lack relevance. If provided too late, a crisis may have developed that cannot be remedied. Early detection of a potential adjustment problem often can avert such a crisis.

2. *Ongoing Assessment.* Timely counseling depends on ongoing client assessment within a stable counseling relationship. If clients have easy access to counselors and rapport has been established, the staff are much more likely to recognize a a need for counseling early, when it can be helpful. Ongoing dialogue with employers is also an important means of assessing clients' job adjustment.

3. *Client Independence.* The goal of client independence should remain foremost. Job adjustment counseling should not be a long-term "hand-holding" situation. Rather, counselors should encourage the client's development of adjustment skills. This will result in more self-sufficient workers who can cope with work problems as they arise.

4. *Sound Practices.* Job adjustment counseling should be based on accepted guidance and educational principles (for example, delineation of goals and objectives, similarity of learning climate to that of the work environment, criterion reliability, sequential learning, and use of positive reinforcement and practice), which are the foundation of all professional counseling.

5. *Multiple Approaches.* Adjustment problems seldom occur singly. More often, clients have a number of problems, which should be addressed together. A combination of counseling practices may be appropriate or counseling may need to be combined with other services, such as referral to outside support services.

Job adjustment counseling may be provided through both group and individual approaches. Suggested practices are described in this chapter.

GROUP COUNSELING

Group counseling practices have a number of advantages in a follow-through program:

- Cost-effectiveness: Several clients are provided service simultaneously by one or two staff members. This procedure frees other staff for other responsibilities.
- Peer interaction: This can be a very effective counseling tool. Learning that others have similar problems can be comforting and supportive. Suggestions from peers may be accepted more readily than those from instructors or authority figures. Clients can learn from others' adjustment experiences.
- Ongoing assessment: A need for individual counseling may become more readily apparent during the give-and-take of group process than in a one-to-one interview.

Of the group counseling practices described in this section, several—such as demonstration, case studies, use of audiovisuals, and lecture—can easily be adapted for use with individual clients as needed.

Lecture

Objective: Provide clients with information on a specific topic related to job adjustment.

Methods: Verbally describe or explain to a group of clients about a given topic, such as employment orientation (rules, procedures, tax information, labor laws, benefits, personal finance, employer expectations, and so on).

Explain the purpose of the lecture and the key points to be covered. Tailor the lecture to the clients' level of understanding, the size of the group, and the topic being discussed. Limit the amount of information given in the lecture. Summarize the key points at the end of the lecture.

Use verbal and nonverbal cues from the clients to determine their interest level and understanding, and adjust the lecture as needed.

Enhance the lecture with such materials and techniques as the following:

- Demonstrations
- Use of chalkboard, flip chart, or handouts
- Use of audiovisuals (pictures, charts, objects, slides, transparencies, films, filmstrips, audiotapes, videotapes, and so on)
- Question and answer sessions
- Guest speakers from business and industry

Use lecture as an introduction to another counseling technique, such as group discussion or role play.

Use lecture for synthesis or summary of what was learned through another technique.

Comment: Advantages of the lecture technique include the following:

- Much information can be given to many people quickly.
- It is inexpensive in terms of client–counselor ratio.
- An excellent lecturer can be an inspirational model to the clients.

However, lecture is not recommended as the sole method of providing group counseling. Unless the lecture is carefully planned and delivered, this technique can have several disadvantages, which tend to increase with the size of the group.

- The clients are in a passive role, placing the burden solely on the counselor.
- Lectures tend to be boring, especially if they are not enhanced with visual and participatory techniques.
- The content may not be individualized to each client's needs.
- There may be little opportunity to obtain feedback from the clients as to how well they are learning the content.

Conference or Group Discussion

Objective: Provide a well-organized peer forum through which clients can use each other's insights to shape or clarify their own thinking (attitudes, values, responses) about work adjustment problems.

Methods: Organized as a small group of clients with a group leader (counselor), have clients work together in a discussion setting.

Assist the group in defining a job adjustment discussion topic related to specific counseling objectives. (Either the leader presents typical problems or clients present their actual problems.)

Encourage clients to think about the topic before the discussion. Prepare leading questions to ask during the discussion. Prepare the physical setting so that it is informal and comfortable and everyone can see and hear.

Explain the purpose, goals, and objectives of the discussion. Keep the discussion focused on the topic. Summarize the discussion periodically, as needed.

Encourage everyone to participate in the discussion and avoid monopolizing or directing the discussion. If appropriate for the topic and the particular group of clients, use the principles of brainstorming: a problem is stated, all ideas are accepted as valid, and the natural process of seeking a solution eliminates unworkable suggestions.

Use the conference technique to help clients to—

- improve interaction skills with coworkers and supervisors,
- change work attitudes,
- develop problem-solving skills,
- develop flexible coping styles, and
- discover solutions to their own problems.

Comment: The conference technique has several advantages for group job adjustment counseling:

- Discovery of solutions to the clients' own problems usually facilitates their retention of learning.
- It is cost-effective.
- It is flexible for many uses and can be combined easily with other techniques (such as case studies, role playing, and use of audiovisuals).
- It can alert the counselor to individual clients' potential on-the-job problems so that early intervention is possible.

The benefits of this technique are greatest when the group is small, the goals are clear, the group process is well organized, and an effective leader prevents one or two clients from monopolizing the discussion.

Guest Speakers

Objective: Provide job adjustment information in a way that has special relevance to the clients and that motivates them.

Methods: Invite speakers from business and industry (workers, supervisors, employment personnel, former clients) to talk with the clients about job adjustment. Choose speakers according to specified counseling objectives. Speakers should represent areas of business or industry in which the clients will be working and should be effective speakers.

Explain to the speaker the objectives of the discussion and provide information about the clients—their goals, special needs, and interests. Assist the speaker in preparing the talk, if necessary.

Inform the clients about the speaker and the objectives of the talk. Help the clients prepare a list of questions to ask the speaker.

During the talk, help the speaker and clients keep their discussion focused on the objectives. After the presentation, help the clients summarize the main ideas presented and relate them to other counseling activities.

Use guest speakers to address such topics as the following:

- Adjustment problems most frequently encountered by new workers
- How supervisors, coworkers, or administrators view new workers
- What is expected of workers on the job
- How relationships with coworkers affect performance
- How to get along with supervisors and coworkers
- Dealing with prejudice
- The importance of being on time, working diligently, and so on

Comment: Guest speakers can be very effective in group counseling. Their statements may have more impact on the clients because they are actually in the work place. Whenever possible, it is helpful to select guest speakers who can serve as role models for the clients (for example, someone who comes from the same background as the clients and who has experienced job adjustment problems and overcome them).

Role-Play

Objective: Give clients practice dealing with on-the-job problems and an opportunity to examine their approaches and solutions in a nonthreatening environment.

Methods: Organize clients in a small group with a leader. Have them assume the roles of characters in a problem situation and act out the situation. If the group is large, it can be broken into smaller groups. These groups act out the same situation simultaneously and then reassemble to discuss the solutions.

Problems may be provided by the leader, presented through case studies or open-ended audiovisual vignettes, or suggested by the clients.

Explain the objectives of the role-play activity and what is expected of the players and the observers.

Direct the role-play activity toward a positive conclusion, leaving clients with a feeling that the situation can be solved. End the activity after clients have had time to portray their roles and while interest is still high.

After the roles have been played, help clients discuss the situation—how they approached the situation, what reactions they met, strengths and weaknesses of their approach, other possible approaches, how it felt to be in the situation, and so on.

Use role-play to help clients—

- improve communication and coping skills,
- increase self-awareness and self-esteem,
- learn appropriate job language and behavior,
- reduce prejudice, and
- change work values and attitudes.

Comment: Role-play has several advantages as a job adjustment counseling practice:

- It is motivating and interesting to the clients.
- Role-play is an active form of learning in which the learner receives immediate feedback and reinforcement.
- It is a good vehicle for clients to practice coping behaviors.
- Role-play situations are fairly easy to design.

However, there are disadvantages as well:

- Role-play is somewhat costly in terms of administration and time.
- Some participants either find it hard to take the situations seriously or focus too much on acting and lose sight of the counseling goals.

Simulation

Objective: Help clients learn the importance of worker relationships by participating in interrelated roles.

Methods: Provide worker roles for clients to assume in a hypothetical situation, perhaps some type of business venture. Each role should include work tasks to be done, and roles should be designed so that workers depend on each other's actions to be able to do their own jobs.

Explain the objectives of the simulation experience and what is expected of the participants. Clarify clients' roles and provide help or guidance as needed throughout the simulation.

Involve the clients in a follow-up discussion focusing on whether the objectives were achieved, how the participants interacted, how they felt about or adjusted to work situations, and so on. Reinforce the major adjustment topics addressed in the simulation.

Allow clients to repeat simulations, assuming different roles. This can help them gain a broader perspective on work roles.

Comment: For some clients, simulation can be a motivational technique because they actually participate and because interesting situations can be created. It is important to use this technique selectively with those clients who are most likely to benefit from it.

Simulations are usually flexible, in that different numbers of roles can be used together and roles can be combined in different ways.

When commercially available simulations are used, this practice is fairly inexpensive, although staff involvement in relation to payoff may be high. Examples of commercially available simulations are provided in the bibliography.

Training Groups ("T Groups") or Sensitivity Training

Objective: Help clients see themselves as seen by others in interpersonal relations.

Methods: Organized as a small group of clients with a facilitator (counselor), have clients focus on some dimension of interpersonal relations. Help clients examine conflicts that arise and critically evaluate themselves and the others in this type of situation. Focus on the "here and now"—how each person is "sending" and "receiving," how each feels about the experience.

Use "T Groups" to help clients—

- increase sensitivity,
- improve their capacity for open communication, and
- increase flexibility in role behavior.

Comment: Because work settings are social situations that involve the face-to-face interactions of many people and that often involve work conflicts, these situations may be well suited to the "T Group" technique. However, the effects of sensitivity training seem to fade quickly. Moreover, the transferability of what is learned through this technique to the work environment has not been determined.[14]

In-Basket Technique

Objective: Help clients develop decision-making and interpersonal skills.

Methods: Give each client a description of a worker role and an in-basket of job tasks. The tasks should represent day-to-day problems or decision points for the particular role.

Have clients deal with the items in their in-baskets. Discuss their activities with them and help them interpret the appropriateness of their decisions and actions and their impact on other workers' roles.

[14] R.R. Haccoun and R.E. Campbell, *Training Methods and Intervention Strategies Relevant for Work Entry Problems of Youth*, p. 33.

Comment: Although this technique is most effective when several clients are given interrelated roles and in-baskets, it may also be used with individuals.

Case Studies

Objective: Help clients consider alternative approaches to solving job adjustment problems.

Methods: Present written problem descriptions to the clients. Lead a discussion in which clients share their ideas, discuss alternative solutions, and try to resolve the problems.

Provide case studies related to situational problems, personal work habits, problems related to interpersonal relations and response to supervision, or other problems according to clients' needs.

Use case studies as a follow-up to other techniques to determine how much clients have retained.

Audiovisuals

Objective: Audiovisuals can be used to meet a variety of objectives in job adjustment counseling.

Methods: Present films, filmstrips, slides, and tape recordings related to work adjustment topics on which clients are working. Many audiovisual materials are commercially available on such topics. Examples include the following:

- *ABC's of Getting and Keeping a Job* (The Eye Gate House, Inc.)
- *Exploring the World of Work* (H. Wilson Corp.)
- *Getting a Job* and *On the Job* (Educational Design, Inc.)
- *Opportunity* (Scholastic Book Services)
- *Roles and Goals* (Argus Communications)
- *Your First Week on the Job, You and Your Job Interview, Trouble at Work, A Job That Goes Someplace,* and *Job Hunting: Where to Begin* (Guidance Associates)

In selecting audiovisuals for use in job adjustment counseling, study the content carefully for quality, accuracy, appropriateness for the counseling objectives and for client comprehension levels, and absence of bias.

Set up the viewing area and equipment in advance. Be sure that the following arrangements are made:

- The physical setting is arranged so that everyone can see and hear.
- The equipment and materials are assembled.
- Equipment is checked and focused.
- Films or filmstrips are threaded on the projector; slides or transparencies are in proper order and position.

Introduce the audiovisual material by stating the objectives, raising key points, and defining terms. Pace the materials according to clients' needs.

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Follow audiovisual presentations with discussion—

- to summarize the key points,
- to help focus the content on specific problems,
- to involve the clients actively in interpretation of the content, and
- to obtain feedback from the clients.

Comment: Audiovisual materials such as films, filmstrips, slides, and recordings are versatile:

- They can be used in different settings and with any size of group.
- If kept in stock, they can be used with little notice or preparation and can be chosen to fulfill a variety of purposes.
- They require a minimum of staff time.

Disadvantages are that the learner is in a passive role and that the materials may not be strictly relevant to each client's counseling needs. Careful selection and the use of follow-up discussions can minimize these disadvantages.

Methods: Use audiotapes, videotapes, and closed circuit television for microteaching. Have the client give a short presentation or participate in role playing. Record the segment and replay it as the client, counselor, and other members of the group watch and/or listen to the recording.

Conduct a follow-up discussion in which the counselor and other clients provide feedback.

Comment: Microteaching can be very effective because the client receives immediate feedback through watching his or her own behavior and from the discussion that follows.

Although performing before camera or microphone can be threatening and depersonalizing to some clients, these feelings can be minimized by preparing the client for the experience of observing him- or herself. While the initial cost of such audiovisual materials and equipment is high, the cost over time is low because they can be reused.

INDIVIDUAL ASSISTANCE

Individual assistance, in the form of counseling or other services, also has advantages:

- It can be tailored exactly to the client's needs. The content can be individualized on the basis of the client needs assessment and services can be rendered when they are most needed.
- The individual client-counselor relationship makes possible ongoing assessment. The counselor can judge more easily the effect of strategies being used and the need for alternatives.

Several individual counseling practices are described below.

Intervention or Advocacy

Objective: Assist the client who finds him- or herself in an on-the-job crisis due to job adjustment problems.

Comment: Sometimes a job adjustment problem results in a crisis—the client is fired, is under threat of being fired, quits, or is about to quit—before the counselor learns about the situation. Under these circumstances, the counselor may decide to intervene. Intervention is easiest when an ongoing dialogue has been maintained with the employer.

Methods: Talk to the employer and the client and determine the nature of the problem and any underlying causes. Decide on the best course of action. For example, courses of action might include the following:

- Talking to the employer on behalf of the client
- Getting the client to stay on the job
- Counseling the client on coping with job stresses
- Getting the employer to modify a stressful situation
- Referring the client for needed outside services[15]

Individual Counseling

Objective: Help the client to deal with adjustment problems on the job and to develop coping skills that will help him or her handle future on-the-job problems without assistance.

Methods: Provide counseling on a one-to-one basis to help the client deal with specific work adjustment problems he or she is having. Provide counseling early, at the first sign of a potential adjustment problem. In many cases this makes it possible to avert a problem rather than to remedy it. (It may be too late to solve a problem through counseling after a potential problem has escalated into an on-the-job clash.)

Comment: Individual counseling is expensive in terms of counselor–client ratio. But it is frequently more efficient than group counseling because often the problem can be identified quickly and resolved.

Dialogue with Employer

Objective: Anticipate potential on-the-job adjustment problems.

Methods: Stay in touch with clients' employers in order to keep informed about the clients' job adjustment. Ask specific questions about how new workers are getting along. When possible adjustment problems are identified, offer counseling services before problems become critical.

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[15] Additional discussion of advocacy is presented in Gordon and Erfurt, *Placement and After*, p. 119 ff.

Modeling

Objective: Enable clients to develop more acceptable work habits and behaviors.

Methods: Provide a model, someone who is perceived by the client as being competent and to whom the client can relate. Have the model perform a task as the client observes. Then have the client duplicate the task, repeating it until successful. Reward correct performance.

Comment: Modeling may be appropriate for such counseling topics as personal work habits, proper use of language and deportment on the job, and responses to supervision. It is less appropriate for situational adjustment problems because "correctly" modeled behaviors are difficult to transfer from one situation to another.

Modeling is also called "observation learning," "imitation identification," "social learning," and "vicarious learning."

Exploratory Experience or "Shadowing"

Objective: Help clients develop a more realistic view of job situations.

Methods: Place the client with a worker on a job in the client's intended occupational area. Let the client observe a typical work day and "get a feel for" the work environment.

Use shadowing for clients who have been identified during training as having strong potential for problems related to job environment, or who have no experience whatsoever with work environments.

Programmed or Computer Aided Instruction (PI or CAI)

Objective: Provide clients with information on aspects of job adjustment.

Methods: Use a PI or CAI system to present information on job adjustment topics. In these systems, small increments of material are presented in logical sequence to the learner and a question is asked. If the learner's response is correct, new material is presented. If wrong, the material is repeated.

Comment: Programmed or computer aided instruction is available in several forms: programmed texts, piecemeal program materials, teaching machines that accommodate one client at a time, and computer programs that can accommodate many clients at once.

The two most common types of programmed instruction are linear and branching. In the linear type of PI, material is presented in order of increasing difficulty. The sequence is the same for all users: the material at each level must be learned before the next level of material is presented.

In the branching type, more than one sequence is possible. Each client follows the sequence determined by his or her responses. The learner who gives a correct answer may be "branched" to a deeper exploration of the material, be permitted to skip some information, or be given information on the next topic.

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

> PI seems more efficient when specific learning criteria or goals are set. Unfortunately setting up specific criteria for problems such as "adjustment to peers and supervision" is a difficult task because the criteria are often situation-determined. However, when (and if) these criteria are specified, the positive experience with PI might be indicative of its future usefulness as an intervention strategy.[16]

Motivation may be greatest with people who prefer to learn information systematically.

Although initial cost is very high, PI and CAI systems are inexpensive to use.

Printed Materials and Reading Lists

Objective: Help the client gain access to information related to job adjustment.

Methods: Provide reading materials, or lists of such materials, from which the client can learn appropriate behavior patterns. Examples include the following:

- *Everything a Woman Needs to Know to Get Paid What She's Worth* (Bantam Books)
- *How to Get and Hold the Right Job* (U.S. Government Printing Office)
- *How to Keep Your Job: Poster Series* (J. Weston Walch Publishers)
- *Succeeding in the World of Work* (McKnight Publishing Co.)
- *Succeeding on the Job: Self-Study Guide for Students* (Card Set) (Interstate Printers and Publishers)
- *A Working Woman's Guide to Her Job Rights* (U.S. Government Printing Office)

In selecting written materials to provide or recommend, be sure that—

- the reading level and style are appropriate for the client;
- the content is interesting; and
- the materials are available.

Materials that are hard to read, that are presented in a style to which the client does not relate, or that can't be obtained without spending money or going across town to get them are not likely to be effective tools for job adjustment counseling.

Use written materials for reinforcing learning acquired by other methods.

Use written materials to provide information to clients who can't participate in other training.

[16] R. R. Haccoun and R. E. Campbell, *Training Methods and Intervention Strategies*, p. 30.

Selective Placement

Objective: Help the client avoid a particular adjustment problem for which a potential has been noted in the client and which has not been alleviated in other ways.

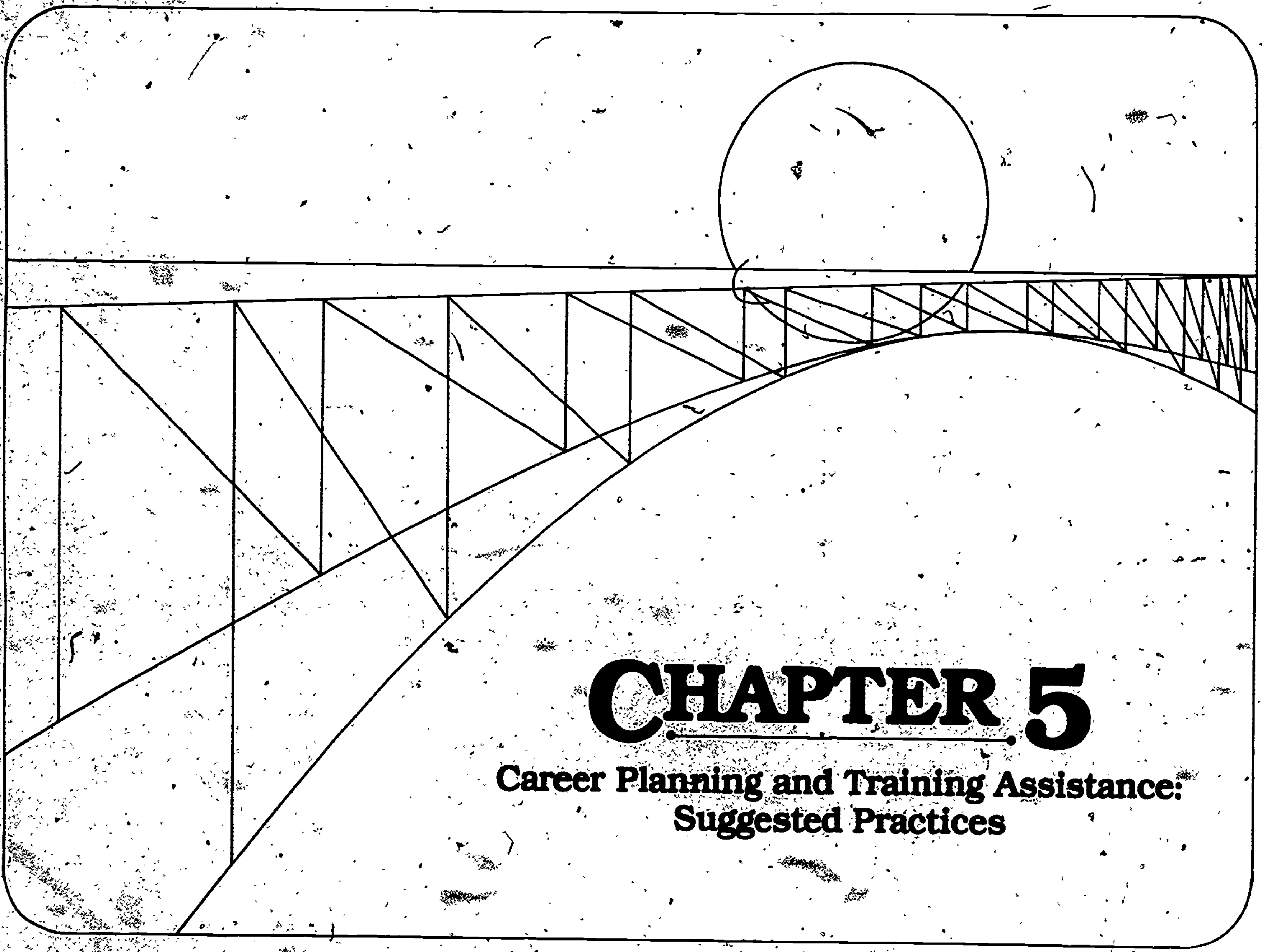
Comment: Occasionally an instructor or counselor, by watching a client's behavior in the program, will find an area of employment to which the client is likely to have trouble adjusting (for example, personal grooming standards or strict regimentation). If the client's attitudes or behaviors cannot be changed sufficiently, or if employment is needed before change can take place, it may be helpful to use selective placement.

Methods: Refer the client to employment situations where the adjustment problem is not likely to arise. Continue to work with the client in other ways to alleviate the adjustment problem after placement.

Referral

Objective: Assist the client in obtaining outside assistance with job adjustment problems.

Methods: When personal, family, or other non-job-related problems impede the client's adjustment to work, it may be appropriate to refer the client to outside services (for example, child care, legal, or mental health services) for assistance with the problem. This practice is described in Chapter 6.



CHAPTER 5

Career Planning and Training Assistance: Suggested Practices

What Is Done? Career planning and training assistance helps clients identify and pursue their career goals. The service is provided to clients who, after the employment and training program—

- have not chosen careers,
- have careers and wish to maintain them or progress in them, or
- have careers and wish to change to other careers.

How Is It Done? There are two aspects of career planning and training assistance: career planning assistance and referral to education and training programs. Suggested practices for use in these two areas of assistance are described in this chapter.

Career Planning Assistance

Clients who complete employment and training programs often start in entry-level jobs. These jobs seldom offer long-range career opportunities without further planning and, possibly, training. The aim of career planning assistance is to help clients improve present career paths or choose new ones that fit their skills, interests, and occupational aspirations.

Assistance with career planning can be seen as a counseling function. Like job adjustment counseling, it can be provided on a group or individual basis. When it is delivered in a group setting, each client receives assistance according to his/her individual needs.

Client Assessment

Objective: Obtain information about the client that will help him/her to make career plans and decisions that will be personally satisfying.

Methods: Review the client's records to learn relevant facts in his/her training and work history. Look for such information as the following:

- Original goals and strategies outlined in the Employability Development Plan or other planning records
- Training programs completed
- Employment history
- Work-related strengths and weaknesses (skills, abilities, aptitudes, limitations, and so on)
- Indications of work-related problems, either during training or on the job (behavior problems, absenteeism, interpersonal difficulties, or others)

Interview the client to obtain additional information about such factors as the following:

- Interests
- Tentative short- and long-range goals
- Work-related attitudes (e.g., about supervision, coworkers, and following rules)
- Likes and dislikes related to work
- Priorities for work satisfaction and rewards (e.g., earnings, job security, challenge, or interpersonal harmony)
- Awareness and sense of reality about the world of work

Observe the client in different situations (one-to-one, small group, large group) to gain information about the following:

- Interpersonal skills
- Preferences for leader roles vs. follower roles
- Apparent attitudes toward authority; peers; persons of different cultural, ethnic, sex, or age groups; and other job-related areas
- Personality tendencies (e.g., shy, outgoing, assertive, trusting, guarded) that may affect career planning

Administer assessment devices, such as the following, to help the client learn more about him/herself:

- Interest inventories and checklists
- Occupational preference and goal inventories
- Aptitude and achievement tests
- Manipulative skill tests

Review findings and observations with the client. Discuss their implications for career planning. For example, if a client has been dissatisfied with prior career experiences, do the findings indicate what work settings might be more satisfying?

Career Information

Objective: Acquaint the client with career options relevant to his/her interests, goals, and potential.

Methods: Provide printed and audiovisual career information materials for the client to use in career planning. Include the following information about a variety of careers:

- Nature of the work
- Working conditions
- Hours of work
- Salary or wage range
- Opportunities for advancement
- Required skills and attributes (manual dexterity, good vision, and so on)
- Education and training requirements (type, content, length, and so on)

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- Other prerequisites (e.g., experience, license, certification, union or professional group membership)
- Equipment used
- Degree of supervisory responsibility
- Type of supervision received

When selecting career information materials, be sure the materials are—

- accurate, up-to-date, and thorough;
- appealing to the intended users;
- usable by the clients (check reading level, complexity, and other factors that would affect suitability for clients with handicaps); and
- bias-free, not degrading or excluding any group or casting them in stereotypic roles.

Comments: Examples of useful printed materials include the following:

- *Career Index* (Chronicle Guidance Publications)
- *Dictionary of Occupational Titles* (U.S. Department of Labor)
- *Encyclopedia of Careers and Vocational Guidance* (Doubleday and Co.)
- *Guide for Occupational Exploration* (U.S. Department of Labor)
- *Guide to Local Occupational Information* (U.S. Department of Labor)
- *New Career Options For Women* (Human Sciences Press)
- *Occupational Outlook Handbook* (U.S. Department of Labor)
- Commercially published books on specific careers (These often have titles that begin *A Career In ...*, *So You Want to Be a ...*, or similarly. Many career publications can be found in libraries under "careers" and "occupations.")
- Career magazines, such as *Career World*, *Occupational Outlook Quarterly*, and others

Examples of audiovisual career materials (films, filmstrips, slide-tape presentations, audiotapes, and videotapes) include the following:

- *Career Awareness: Health Care* (AIMS Instructional Media Services) (film)
- *Career Opportunities in Retailing* (AIMS Instructional Media Services) (film)
- *Careers: Making a Choice* (Sunburst Films) (film)
- *Electronics* (Association Films) (cassette videotape)
- *Jobs in the City: Construction* (Centron Corp.) (film)
- *People Who Fix Things* (Churchill Films) (film)
- *People Who Work in Manufacturing* (Columbia Broadcasting System) (film)
- *Running Great: Careers in Auto Service* (Chrysler Corp.) (cassette videotape)

Methods: Locate current printed and audiovisual career information on specific topics through such sources as the following:

- *Career Education Resource Guide* (Career Education Resources, Michigan State University)
- *Counselor's Information Service* (B'nai B'rith Career and Counseling Services)
- *Educational Film Locator* (R.R. Bowker Co.)
- *Educators' Guide to Free Films* and *Educators' Guide to Free Guidance Materials* (Educators Progress Service, Inc.)
- *Products Catalog* (National Center for Research in Vocational Education, The Ohio State University)
- *Vocational Guidance Quarterly* (National Vocational Guidance Association)
- *A Reference List of Audiovisual Materials Produced by the United States Government* (General Services Administration)
- *Training Film Profiles* (Olympic Media Information)

Comments: There is a wealth of career information available. It is most cost effective to make use of an existing collection—at a state library, public library, or even an established career counseling service in another agency with which a cooperative relationship can be set up.

If your follow-through program will be setting up its own collection of career materials, the best place to start is probably at a library, where you can find catalogs, bibliographies, addresses of publishers, and other sources; learn about mailing lists and sources of free information; and evaluate materials for yourself.

Many audiovisual materials can be bought, rented, or borrowed from libraries or state departments of vocational education. Although buying audiovisuals (and perhape the equipment to run them) is costly, they can be reused indefinitely and with little preparation or lead time.

Videotapes and audiotapes of interviews with workers can be made by program staff and then kept on file for use in the program.

Methods: Conduct lectures or discussions on career opportunities in specific fields. Better yet, have workers from business and industry talk about the fields in which they are working.

Arrange for individual clients to "shadow" a worker in a specific job in which they are interested. Observing a worker for a whole day can give the client a realistic "feel" for the work environment.

Conduct field trips to businesses and industries in which clients have an interest. Before the field trip, help the clients develop a list of things to look for and questions to ask.

Comment: Field trips are most effective when the clients have first learned something about the business or industry by other means.

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Decision-Making Instruction

Objective: Help clients develop the skills they need to make independent decisions about their careers.

Comments: Career decision making is basically a problem-solving process. Many clients may be unprepared to solve problems independently because they lack a systematic process for doing so. They may want to depend on the counselor to make decisions for them. A person who is not involved in making his/her own career decisions is not likely to develop a strong sense of commitment to pursuing the outcomes of those decisions.

Methods: Explain a problem-solving process, such as that described on the following pages. Help the client to apply the steps to his/her own career problem. Encourage a sense of responsibility for the decisions made.

PROBLEM-SOLVING STEPS

1. *Define the problem.* This is a matter of stating the problem clearly and concisely. For most clients, the problem is to identify a realistic career goal and a plan of action to achieve that goal. A realistic goal is one that will satisfy the client and that is achievable.

2. *Identify relevant factors.* What factors will the client need to consider in making the decision? These may include such factors as the following:
   - Original goals, as reflected in the Employability Development Plan
   - Reasons for seeking career change
   - Priorities in relation to job satisfaction
   - Resources (time and money) available for pursuing goals

3. *Gather needed information.* In this step, information from the client assessment and career information steps should be used. Other information may also be needed—for example, on a specific career or training program, on financial assistance, or on employment outlook in the local area.

4. *Examine possible solutions.* As the client gathers information about the problem, he/she will be thinking about possible solutions. Most people do this gradually, as they get the information, not as a separate step. It is a matter of integrating the facts and comparing options. For a client who has very little idea of what he/she wants to do, it can be a complex process. For those who have directions in mind and simply want to refine them, it may be fairly simple.

5. *Select a tentative solution.* This step is the outcome of the thinking that went on in step 4. Ideally, the solution should be a set of short- and long-range goals that are achievable and that will take the client where he/she wants to go. It is important to encourage the client to set goals in such a way that he/she keeps options open. That is, short-range goals should be steps

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that can lead in more than one direction. This makes it possible for the client to change plans later without having wasted much time, effort, or money.

6. *Evaluate the solution.* This step may simply be a matter of reviewing the plans and expected outcomes in regard to needs and wants, resources and other factors. Whenever possible, one of the best ways to test out a solution is to use a practice situation. Internships, part-time jobs, volunteer work, visits to business or industry, and similar experiences can allow the client to "try on" some aspects of the planned career. However, many clients do not have the luxury of time or money with which to experiment. The most practical method in some cases is just to begin the education or training and be alert to opportunities to learn more about the career area. For example, the client may come into contact with workers (perhaps instructors) from whom they can learn more about day-to-day aspects of the job.

7. *Take action.* A plan is of little use until it is put into effect. The first step may be to enroll in a program. Or there may be intermediate steps, such as improving basic skills in order to qualify for enrollment, getting a part-time job in order to be able to afford training, or other steps. Very often, your help with the first action step will enable the client to "get the ball rolling" so that he/she can keep it going.

Career Planning Counseling

Objective: Help the client develop and accept a self-directed career identity.

Comments: A client who returns to the program because of dissatisfaction with present or past jobs may not have a sense of control over future career directions. In addition to career information and decision-making skills, the client may need to develop a broader sense of "career": not just a series of jobs, but a path leading somewhere, which he/she can consciously direct. The counselor may need to help the client take charge of his/her career by helping the client to develop confidence in his/her capacity to make decisions and commitments and follow through on them.

Methods: Career planning counseling may be quite similar to job adjustment counseling (see Chapter 4). Guidance should be provided individually, in response to identified needs. Some group guidance activities may also contribute to the development of career identity.

Referral to Community Services for Career Planning Assistance

Objective: Help clients obtain additional career planning assistance when their needs cannot be met fully by the follow-through program.

Methods: Refer clients to community services that provide career planning assistance. Although this will vary among communities, such services are typically offered by the following sources:

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- Four-year colleges and universities
- Community and junior colleges and technical schools
- Private groups and agencies (e.g., religious groups, support groups for women and other minorities, and private counseling services)
- Government agencies
- Adult education programs
- Company personnel offices

Locate additional sources of assistance through such resources as the following:

- The National Center for Educational Brokering, 405 Oak Street, Syracuse, New York 13203 (This center publishes a national directory of career planning services.)
- Locally compiled directories of services
- State departments of guidance

REFERRAL TO EDUCATION AND TRAINING PROGRAMS

The purpose of referral is to link clients with programs that can help them achieve their career goals. For a client who has received career planning assistance in the follow-through program, this is a natural outgrowth—the action step—of the career decision-making process. A client who comes to the program with a career goal already set may not need career planning assistance. But he/she may need some of the information he/she would have gotten in that process. This can easily be incorporated into the referral process.

Matching Education/Training Needs with Available Programs

Objective: Prepare the client to select an education or training program through which he/she can pursue short- or long-range career goals.

Methods: After the client has decided upon a career goal, assist the client in identifying short- and long-term education and training needs to pursue those goals. (A client who has received career planning assistance in the program may well have completed this step in developing a career plan.)

Identify organizations and institutions that offer the needed education or training, such as the following:

- Private schools
- Area vocational-technical schools
- Technical institutes
- Business and trade schools

- Industry-sponsored training programs
- Government-sponsored training programs (CETA, Job Corps, and others)
- Community colleges
- Four-year colleges and universities
- Adult basic education programs through public schools
- Correspondence courses
- Apprenticeship programs
- On-the-job training programs of individual employers
- Military services

Use local sources of information about training opportunities, such as telephone directories and newspapers.

Use national directories and guides, such as the following, to identify programs in the area of the client's needs.

- *American Trade Schools Directory* (Croner Publications, Inc.)
- *Barron's Guide to Two-Year Colleges* (College Division, Barron's Educational Series, Inc.)
- *Community, Junior, and Technical College Directory* (American Association of Community and Junior Colleges)
- *Comparative Guide to American Colleges* (Harper and Row)
- *Directory of Postsecondary Schools with Occupational Programs* (National Center for Educational Statistics)
- *Lovejoy's Career and Vocational School Guide* (Simon and Schuster)

Help the client obtain catalogs, pamphlets, and brochures about programs that are of interest. Information should include the following:

- Entrance requirements (tests, prerequisites, minimum grade point average, previous training, and so on)
- Training or tuition fees and related costs (lab fees, books, and so on)
- Financial aid possibilities (loans, work-study arrangements, grants, and scholarships)
- Course requirements for a particular degree, certificate, or license
- Calendar of program offerings
- Schedule of classes
- Deadlines and procedures for submitting applications

Set up an interview with an admissions counselor, if necessary, for the client to obtain additional information.

Assist the client in using the information to meet his/her needs—that is, be sure the client understands the information and that he/she can apply it to his/her own career plans.

Where different types of training are available in the chosen field (for example, apprenticeship, vocational school, and community college), assist the client in reviewing and comparing the different programs. Review prerequisites, content, training time, type of instruction, training outcomes, cost, and other factors to determine the type of training that best meets career goals and individual needs.

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Linkage With Education/Training Programs

Objective: Establish contact between the program and the client to help clients in program selection.

Methods: Invite education/training representatives to visit your program and explain their offerings, services, procedures, and other aspects of their programs. (This may be most appropriate when more than one client has an interest in a particular institution.)

Encourage or arrange for clients to visit training or education programs to get a firsthand look at what they have to offer. Help clients find out about group or individual tours and consultations.

Enlist the help of a former client who is enrolled in the program. Arrange for the student to show the client around and discuss his/her own experiences in the education/training program.

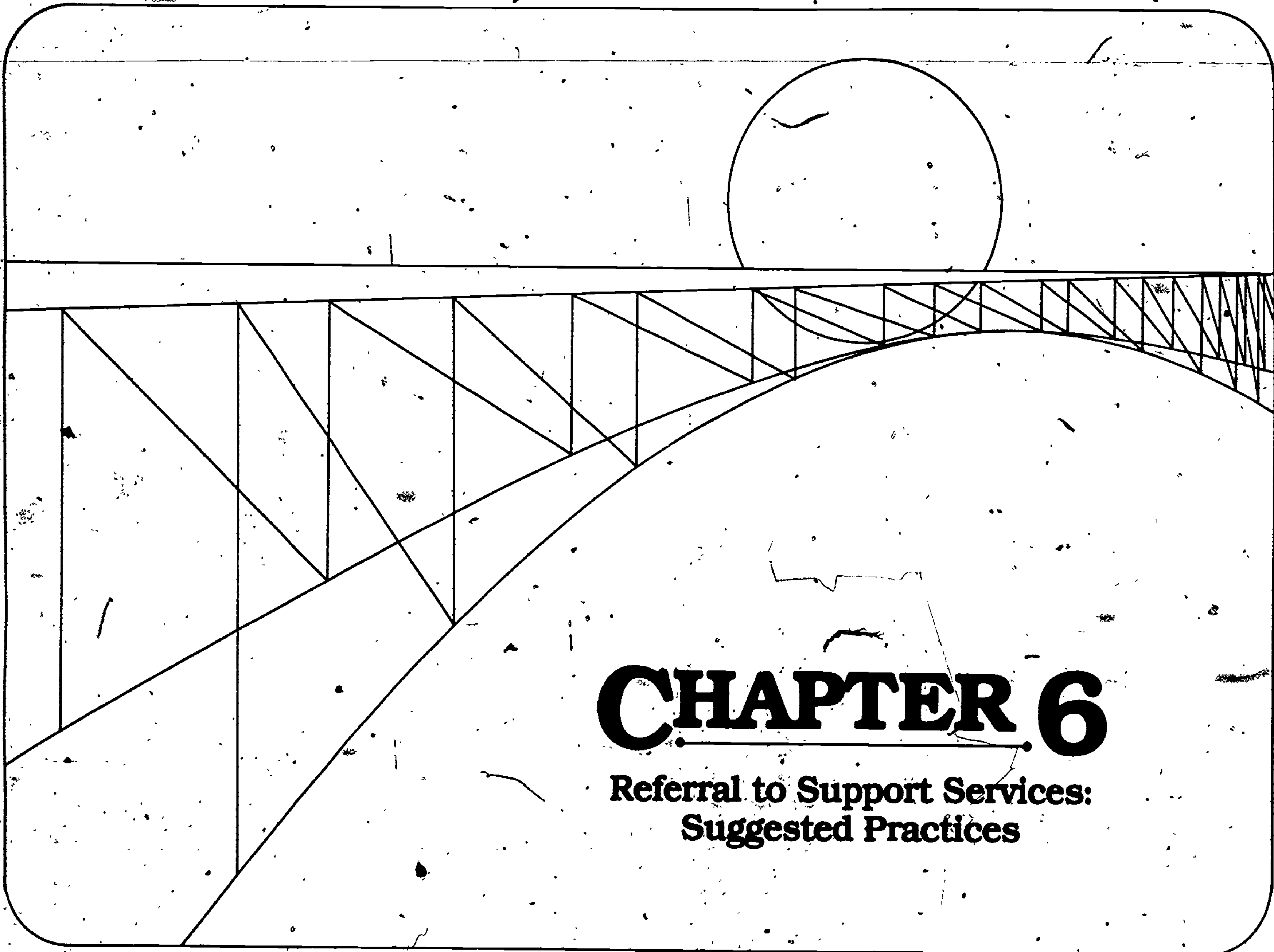
Enrollment Assistance

Objective: Help the client enroll in a program that will help him/her achieve identified career goals.

Methods: Assist the client, as necessary, in completing enrollment procedures. This may involve any or all of the following kinds of activities:

- Contact the admissions staff of the program.
- Determine procedures for application for enrollment.
- Set up an admissions interview for the client.
- Assist the client with filling out applications and completing other enrollment procedures (scheduling tests, obtaining records, and so on).
- Put the client in touch with a counselor or advisor in the education/training program to be sure the client receives any help he/she will need with selecting and scheduling classes, combining class schedules with employment, and so on.
- Help the client solve related problems that might hinder success in the program (for example, a need for financial assistance, child care, transportation to and from classes or training site, or help with other arrangements). In many cases, referral to outside sources of assistance will be appropriate (see Chapter 6).

Comments: While clients should be encouraged to take responsibility for their own career plans and to carry out these tasks on their own, some clients need help getting over the initial barriers. If it appears that assistance at this point will contribute to the client's self-confidence and sense of independence in the long run, then it is wise to give that assistance.



CHAPTER 6

Referral to Support Services: Suggested Practices

What Is Done? Referral to support services is provided to clients who need help with personal problems that may interfere with their job success. For example, legal problems, economic needs, and lack of child care or transportation may affect a client's potential career success. Many such problems are outside the scope of a follow-through program. But, for the program genuinely to "follow through" with a client, these problems must be addressed.

How Is It Done? The follow-through staff can assist clients by helping them—

- to identify personal problems that may affect their ability to succeed in training or on the job,
- to locate sources of assistance, and
- to get in touch with those sources in order to obtain the help they need.

Suggested practices for referring clients to support services are described in this chapter.

IDENTIFYING PROBLEMS AND SOURCES OF ASSISTANCE

Problem Identification

Objective: Help the client to recognize personal problems that may affect success on the job or in training and to understand their relationship to career success.

Methods: During individual or group counseling, be alert for signs of outside problems that could hamper job success. For example, absenteeism, signs of chemical abuse, unstable emotional behavior, or comments about child care or other family problems may indicate underlying problems.

Discuss with the client the nature and extent of the problem and its potential effect on employment.

Comments: Many different kinds of problems can affect clients' success on the job or in training. The following are examples of areas in which you might identify problems:

- Child care
- Chemical abuse
- Physical and sensory handicaps
- Mental health and retardation
- Physical health
- Transportation
- Legal problems

- Economic problems: need for budget counseling, financial assistance, housing, emergency assistance, food, clothing
- Minority/ethnic group status
- Prison record
- Basic skills acquisition
- Family interaction
- Miscellaneous personal problems

Personal and domestic problems can be a very sensitive area for many clients. The more personal the problem, the less inclined the client may be to acknowledge or talk about it. Extreme care must be used in bringing up such problems. It is important that any discussion center on how the problem may affect employment and career success.

Identification of Sources of Assistance

Objective: Locate resources in the community that can help the client with specific problems.

Methods: Use a local community services directory, if available, to identify agencies that can help with specific problems.

Use the Yellow Pages of the telephone directory to identify additional local resources. Many can be found under "Social Service Organizations" or "Human Services Organizations." Some are also listed under specific problem areas—for example, "Drug Abuse and Addiction," "Alcoholism," and "Day Nurseries and Child Care."

Contact such sources as the following to learn more about services in your local area:[17]

- Community action agencies
  (These may include groups focusing on clientele identified by race, ethnicity, or other characteristics; multipurpose antipoverty agencies, development corporations, and cooperatives; and private groups focusing on problems of the disadvantaged. Examples include Urban League, NAACP, Service Employment Redevelopment (SER), National Urban Indian Council, Council of Senior Citizens, National Displaced Homemaker Alliance, Economic Opportunity Commissions, and many others.)
- Community information reference services
- Chamber of commerce
- Employment Service offices
- United Way
- Religious groups
- State, county, and city departments of health, mental health, education, special education, welfare, and others
- Small Business Administration
- Office of Civil Rights

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[17] For more information on community-based organizations, see Lucille Campbell-Thrane and Jessica Jo Jahnke, *Building Partnerships, CBOs ... CETA ... Voc Ed.*

- State sex equity coordinator
- American Red Cross
- Rehabilitation Services offices
- Veterans Administration
- YMCA and YWCA
- Administration on Aging

Obtain information about each source of assistance, including the following:

- Name, address, telephone number, and contact person
- Toll-free numbers, after-hours numbers, and hotlines
- Services provided
- Clientele served and eligibility requirements
- Hours of service, access procedures, and emergency procedures
- Cost of services, if any

Set up a filing system for information on sources of assistance. Organize the information so that it can be retrieved by agency name or by type of services provided. Keep all information on file and update it regularly. Include information on referrals made to each organization and outcomes of those referrals.

Comments: The following are examples of the kinds of organizations that may be available locally. This list is not intended to be complete. Rather, it may give you ideas about the kinds of groups to contact regarding problems in the various areas. Each community is different. Yours may not have all of these services, and it is likely to have others not listed here.

Problem Areas	*Potential Sources of Assistance*
Child Care	• Community action agencies • Churches, synagogues, and other religious organizations • Day-care centers, nurseries, and preschools listed in the Yellow Pages ("Day Nurseries and Child Care")
Chemical Abuse	• Alcoholics Anonymous, Al-Anon, and Al-a-Teen • Clinics and mental health centers • Local treatment centers, crisis centers, and counseling programs listed in the Yellow Pages ("Drug Abuse and Addiction—Information and Treatment" and "Alcoholism Information and Treatment") • Local hospital treatment programs • Salvation Army • Employer support groups

Problem Areas	*Potential Sources of Assistance*
Physical and Sensory Handicaps[18]	• State Rehabilitation Services Commission or Department • Organizations listed in the Yellow Pages ("Rehabilitation Services") • American Council of the Blind, Society for the Prevention of Blindness, and other groups that work with the visually impaired • National Association of the Deaf and other groups that work with the hearing-impaired • Neighborhood health centers • State department or division of crippled children's services • Easter Seal Society and organizations that deal with specific disabilities (see below under Physical Health) • Governor's Committee on Employment of the Handicapped • Goodwill Industries • Veterans Administration
Mental Health and Retardation	• Community mental health centers • Organizations listed in the Yellow Pages ("Mental Health Services") • Association for Children with Learning Disabilities • Association for the Developmentally Disabled • Council for Retarded Citizens • Local programs and hotlines for counseling, suicide prevention, and other crisis intervention listed in the Yellow Pages ("Crisis Intervention Service") • State and county departments or divisions of mental health, mental retardation, and special education • Counseling programs sponsored by religious groups, private organizations, and others • Goodwill Industries
Physical Health	• Neighborhood health centers, clinics, and nursing services • State and county departments of public health • Hospitals • United Way • Organizations for specific conditions and diseases, such as Cerebral Palsy Association, Cystic Fibrosis Research Foundation, Diabetes Association, Epilepsy Association, American Heart Association, Kidney Foundation, Arthritis Foundation, Muscular Dystrophy Association, Multiple Sclerosis Society, and others

[18] For additional information about assisting handicapped clients through community involvement, see Lorella A. McKinney et al., *The Extending Horizons Transition Model: Vocational Education to Work*. The series of seven documents, in progress, will include publications for school-community support persons, employers, school personnel, handicapped persons, and their family and friends.

Problem Areas	*Potential Sources of Assistance*
Transportation	• Metropolitan car pooling systems, if available
	• Bus companies and transit authorities (for schedules and routes)
	• State Rehabilitation Services (for handicapped clients)
	• Ride programs of individual employers and training programs and ride ads posted at companies and schools
Legal Problems	• Legal Aid, legal rights services, and legal clinics
	• Bar Association
	• Law schools
	• City prosecuter office
	• Court of Common Pleas
	• Municipal Court
Economic Problems	• Community action agencies
	• Consumer credit counseling services
	• Salvation Army
	• Volunteers of America
	• Welfare Departments (city, county, and state)
	• United Way
	• Small Business Administration
	• Utility companies
	• Local housing authority and homestead departments
	• American Red Cross
	• Food banks and community pantries
	• Religious groups and local charities with food and clothing programs
Minority Group Status	• Community action agencies
	• NAACP and Urban League
	• LaRaza Unida
	• Service Employment Redevelopment (SER), Jobs for Progress (primarily for Hispanics)
	• Native American Indian Centers
	• National Organization for Women and other women's support groups
	• National Displaced Homemaker Alliance
	• Council of Senior Citizens
	• Administration on Aging
	• Migration and resettlement services
	• Refugee resettlement services

Problem Areas	*Potential Sources of Assistance*
Ex-Offenders	• Halfway houses and other programs for ex-offenders (listed in the Yellow Pages under "Social Service Organizations") • YMCA and YWCA • United Way
Basic Skills	• Adult basic education programs • Basic Skills Unlimited and similar programs • SER—Jobs for Progress programs • English as a Second Language programs • Literacy Council
Family Interaction and Miscellaneous Personal Problems	• Community mental health centers • Interfaith counseling services and programs sponsored by individual religious groups • Youth organizations and centers • Big Brother/Big Sister • Family counseling services listed in the Yellow Pages ("Marriage and Family Counselors") • Local hotlines and crisis services listed in the Yellow Pages ("Crisis Intervention Service") • United Way • Community groups focusing on particular domestic/personal problems, such as Parents Without Partners, childbirth education organizations, League Against Child Abuse, Planned Parenthood, County Children's Services, and Gamblers' Anonymous.

REFERRAL

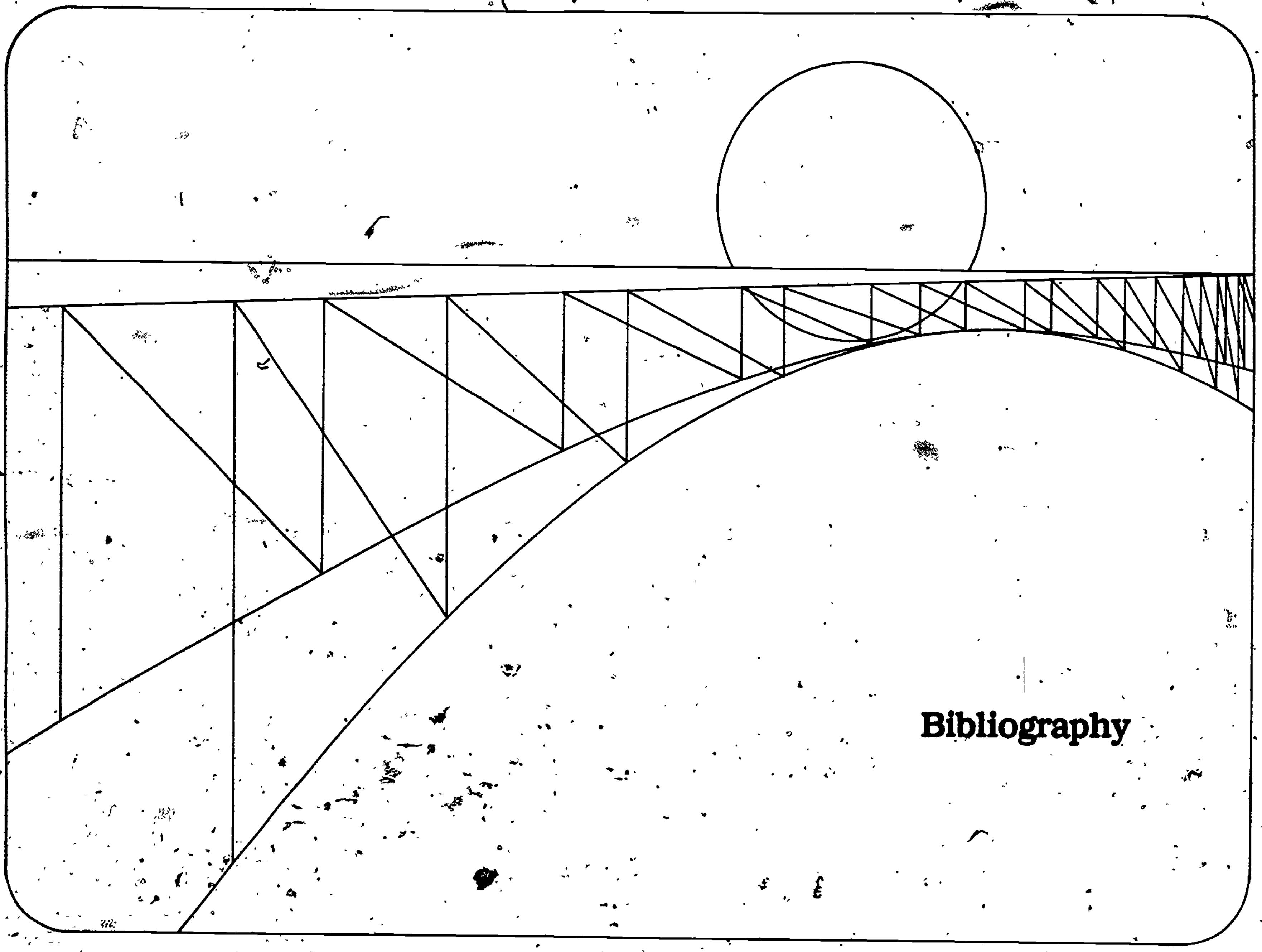
Making the Referral

Objective: Help the client obtain assistance from outside resources.

Methods: Assist the client, as necessary, in getting help from identified sources of assistance. This may include any or all of the following kinds of activities:

- Inform the client of available services—location, contact person, access procedures, and so on.
- Contact the helping agency and set up an appointment for the client or arrange for them to contact the client.
- Follow up on the referral by contacting the client and/or the helping agency to learn whether the client is receiving the needed assistance.

Comments: Clients should be encouraged to take as much responsibility as possible for following through on referrals. The degree to which the counselor takes part in this process is a matter of professional judgment and should be based on the individual case.



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