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ABSTRACT

This instructor's guide is one component of an instructional package designed to develop an employability assessment and planning program for use with individuals with disabilities. The instructor's guide outlines the content of the program designed to train preservice or inservice rehabilitation specialists or educators in program development. Content of the training program focuses on: major task demands in employability development; factors influencing completion of task demands; designing and developing an employability assessment and planning program; vocational choice assessment and planning strategies; job acquisition assessment and planning strategies; job retention assessment and planning strategies; and strategies for empowering and involving consumers in the assessment and planning process. Each unit in the instructor's guide refers to other components of the instructional package. (JDD)

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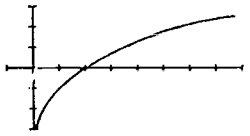
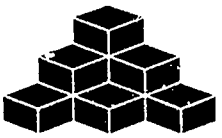
An Instructor's Guide

Developing an





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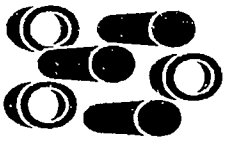

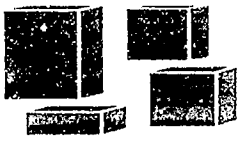

And Planning Program

In Rehabilitation & Educational Settings

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Developing an Employability Assessment And Planning Program

In Rehabilitation & Educational Settings

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University of Arkansas at Fayetteville Arkansas Rehabilitation Services

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Instructor Suggestions

The Instructional Package

The Developing an Employability Assessment and Planning Program in Rehabilitation and Educational Settings instructional package consists of the following:

1. ***Instructor's Guide.*** The instructor's guide serves to structure the presentation of the content of the program. Content for the program comes from several sources including the following: (a) the Developing an Employability Assessment and Planning Program Monograph, (b) instructor's resource manual, (c) the eight assessment manuals listed later, (d) the Occupational Choice Strategy and Know Thyself Intervention materials, (e) video demonstration tapes, (f) input from participants, and (g) your own sources on assessment and planning.

2. ***Employability Assessment and Planning in Rehabilitation and Educational Settings.*** This monograph contains information that is to be provided to participants during the program. It can also be used for reading assignments either pre-program or during the program.

3. ***Instructor's Resource Manual.*** This resource manual contains instructional aids and is provided so that you may add material for handouts, overheads, etc. Materials that can be used already existing in the resource manual include (a) material for handouts or overheads, (b) additional content for some of the instructional units, and (c) sample assessment and planning reports.

4. ***Employability Assessment Manuals.*** The following manuals are provided that describe various assessment and planning tools presented during the program. Each manual provides information that you can use at your discretion in discussing the procedures.

   - Employability Maturity Interview
   - Vocational Personality Report
   - Occupational Report
   - Work Temperament Inventory
   - Job Seeking Skills Assessment
   - Work Personality Profile
   - Work Personality Profile - Self Report
   - Work Performance Assessment

5. ***Assessment and Planning Intervention Programs.*** Two intervention programs that are designed to involve and empower consumers during the assessment and planning process are provided. The Occupational Choice Strategy consists of a trainers guide, participant's workbook, and tape/slide presentation. The Know Thyself intervention consists of a manual that provides directions for implementing the approach and contains a sample manual.

6. ***Video Demonstration Tapes***. Three demonstration tapes are provided for discussing the Employability Maturity Interview, Job Interview Assessment, and Work Performance Assessment.

7. ***Your Personal Resources on Assessment and Planning***. Feel free to supplement the content presented in the instructor's guide with additional information from your own resources.

8. ***Participant's Workbook***. The workbook is designed to require the participants to record information being presented. Listening to your presentations, watching demonstrations, interacting with others, and recording information in writing allows for a multi-modal learning approach.

Participant's Setting

The program is designed to be offered in pre- and in-service settings.

Pre-service. Material in the instructional package may be offered in classes at the undergraduate and graduate levels in courses focusing on vocational evaluation and program planning. At the University of Arkansas, the material has been integrated into a masters degree level class in rehabilitation counseling entitled, Vocational Evaluation, Work Adjustment, and Job Placement. Selected units have also been used in a rehabilitation case management class.

In-service. An in-service training program may be conducted using the instructional package to upgrade skills of individuals from rehabilitation and educational settings. These would include practicing vocational evaluators and counselors, transition personnel, career class teachers, administrators, etc.

Number of Participants

The program can be presented to a large audience, however it is recommended that groups be limited in size because of the "participant input" activities. The nature of the activities that solicit participants' presentation of assessment and planning strategies does not lend itself well to large group instruction. Ideally, group size should be limited to a maximum of 16. You are encouraged to experiment with group size to find out what works best for you.

Training/Classroom

Freedom from outside distraction and participant comfort are primary considerations in selecting a training/classroom. The room should be arranged to allow free interaction among participants. Tables or desks should be provided because of the volume of materials and writing required. However, tables/desks should be arranged to encourage free interaction. Guard against an oversized room since that may make viewing and listening to the video tape demonstrations difficult.

Participant Input

Input from participants is expected to provide significant content for the program. In in-service training programs you would expect to have some participants who are experienced in the evaluation and assessment area and who have knowledge of tools and strategies used in their particular settings. Encourage their suggestions of other assessment and planning tools that are not covered above. In pre-service settings, students may be assigned to report on other strategies to supplement what is included in the instructional package.

Using the Package

It is recommended that you attend a session conducted by the Arkansas Research and Training Center in Vocational Rehabilitation on how to use the instructional package for rehabilitation and educational settings; however, it is not necessary. If you already have knowledge about employability assessment and planning and you read all of the instructional material contained in the package, you should be able to provide the instruction without additional training. You are encouraged to use the instructional package as a "working" package. Substitute and/or add material as you see fit.

Introduction

Introduction

1. Present overall objective of training as you direct students/trainees to page 3 of the workbook. Emphasize that their task will be to design a comprehensive model Employability Assessment and Planning Program (EAPP). The model program can be used to either build an EAPP where one does not exist or to upgrade an existing program by integrating missing components into the existing one.

2. Emphasize, as you desire, points from page 1 of the monograph, *Employability Assessment and Planning in Rehabilitation and Educational Settings*, (hereafter referred to as the monograph) to present a rationale for the development of EAPPs. Also, discuss mandates from the Rehabilitation Act for rehabilitation settings and the Carl Perkins Act for educational settings.

3. Refer participants to page 4 of workbook and utilize training aids pages 3 and 4 from the resource manual to define and discuss the terms *employability*, *assessment*, and *employability assessment*. Relate terms to vocational evaluation in rehabilitation or educational settings.

Unit I

An Employability Development Model

Introduction

1. Utilize points from page 2 of the monograph and pages 7 and 8 of the resource manual as you direct trainees/students to page 7 of the workbook.

2. Emphasize that if we are to implement/expand an EAPP, we will need a map or blueprint to make it as comprehensive as possible. The career development literature (e.g., Super, Holland, Crites) allows us to look at employability development from a career development perspective and provides us with a model (Choose-Get-Keep) to guide us.

Major Task Demands

1. Use information from page 3 of the monograph to present major task demands required of individuals as they move through the employability development process.

2. Page 9 of the resource manual presents the total picture. Use it and direct trainees to page 8 of the workbook to take notes.

Factors Influencing Successful Completion of Task Demands

1. Use material from page 4 of the monograph and pages 10 to 13 of the resource manual to present factors that influence completion of task demands. Direct students/trainees to pages 9-12 of workbook.

2. Emphasize that many factors influence how successful one will be in completing the major tasks required to move through the employability development process; two major categories are environmental and person variables (page 8 of the resource manual). Page 9 of workbook is for notes.

3. Page 11 of the resource manual presents a general overview of some major examples of environmental factors that fall under the headings of personal, community, workplace, and general. Solicit discussion of various examples that might fall under those headings. Expand headings if others are presented. Page 10 of workbook is for notes.

4. Page 12 of the resource manaul allows for a discussion of how these environmental factors influence a person's success at choosing, getting, and keeping a job. Page 11 of workbook is for notes.

5. Page 13 of the resource manual presents examples of work related competencies or person factors that influence the successful completion of tasks. Page 12 of workbook is for notes. You may also use information from page 4 and the appendix of the monograph to make points.

6. Following your discussion of the employability development model focus the attention of your group back to your task of designing and developing an employability assessment and planning program.

Unit II

Designing & Developing an Employability Assessment & Planning Program

Introduction

1. Emphasize that the employability development model provides us with a "blueprint" for designing and developing our comprehensive or model EAPP.

2. Direct trainees/students to pages 15-17 of the workbook and use information from pages 5-7 of the monograph to present major components of an EAPP using the employability development model as a blueprint or map.

3. Pages 17 to 19 of the resource manual may be used to present and discuss the EAPP components.

4. After presenting the three major components of a model EAPP, lead group in a discussion of personal attributes that might be assessed in each of the three components. Page 18 of workbook provides space for notes. Pages 7-8 of the monograph and page 20 of the resource manual provides examples for discussion.

5. Emphasize that most EAPP programs focus primarily on person factors. Hence, a great deal of time will be spent discussing person variables and assessment and planning strategies associated with them. However, time will also be set aside to discuss environmental factors, as well. Environmental factors are a major influence in determining how successful a person will be in completing major tasks during the employability development process. A comprehensive EAPP will not ignore these factors.

Principles of Employability Assessment and Program Planning

1. Inform participants that prior to designing and developing our model EAPP by identifying variables to be assessed and tools and strategies to assess them within the three components of vocational choice (choose), job acquisition (get), and job retention (keep) a discussion of some basic principles is in order.

2. Direct participants to page 19 of workbook.

3. Using information from the resource manual pages 21 to 26 lead a discussion of the principles of employability assessment and program planning.

4. Following discussion of the principles, lead participants into a discussion of the first component of the EAPP which focuses on vocational choice.

Unit III

Vocational Choice (Choose)
Assessment & Planning Strategies

Introduction

1. Direct students/trainees to page 23 of workbook.

2. Briefly review the goal for component A of the EAPP which focuses on vocational choice.

3. Review factors that have been identified that might be assessed.

4. Mention assessment and planning strategies that will be covered such as the Employability Maturity Interview, aptitude and interest instruments, The Occupational Report, personality inventories, Vocational Personality Report, Personal Capacities Questionnaire, Work Temperament Inventory and others as identified by the group.

Measuring Vocational Readiness

1. Direct trainees/students to page 24 of workbook.

2. Define and discuss vocational readiness/vocational maturity using information from page 9 of the monograph.

3. Present rationale for assessing readiness with information from monograph, page 9. Solicit input from group.

4. Lead group in discussion of known strategies for assessing vocational readiness. (If being presented as a university class, homework assignments could be made for students to research, outside of classroom, various strategies for readiness assessment and report back to class their findings.)

5. After discussing other measures of vocational readiness, introduce students/trainees to the Employability Maturity Interview (EMI) as outlined below.

The Employability Maturity Interview

1. Direct participants to page 25 of workbook.

2. Using information from the EMI manual and page 9-10 of the monograph; lead group in discussion as follows.

   a. Define and overview features of the EMI. Page 29 of the resource manual may be used. Emphasize advantages of EMI.

   b. Present rationale for using the EMI.

c. Suggest times to use EMI. Vocational readiness is most often measured at the beginning of the employability assessment and planning process. However, the EMI is also an excellent pre-post measure for program evaluation purposes.

d. Explain how to use the EMI covering conducting the interview, scoring, reporting the results, and using the results for planning services. (Activities that may be employed include passing out a copy of the EMI, viewing the video demonstration of administering the EMI, scoring the EMI for one or both of the individuals in the video demonstration, discussing the EMI report used at HSRC.)

e. Summarize discussion of measuring vocational readiness, using the EMI, and how it relates to other measures identified by group.

Measuring Aptitudes and Interests

1. Direct participants to workbook page 26.

2. Define and discuss aptitudes and interests and rationale for measuring such.

3. Lead group in a discussion of aptitude and interest assessment instruments and strategies. (Homework may be assigned that allow participants to research and present to group various measures to assess aptitudes and interests.) Pages 10 and 11 of the monograph describe a few examples such as the MicroTower, Work Sampling, and the United States Employment Services Interest Inventory.

4. Discuss how aptitude and interest data are used for planning purposes.

The Occupational Report (OR)

1. Direct participants to page 27 of workbook.

2. Using information from the OR manual and page 11 of the monograph, and page 30 of the resource manual, lead a discussion of the OR covering the following.

3. Explain what the OR is and present an overview of its features.

4. Discuss the rationale for using the OR.

5. Discuss various times to use the OR emphasizing vocational planning.

6. Explain how to use the OR. Include in discussion how to obtain the computer generated report (may demonstrate inputting data and obtaining report if computer is available).

7. An OR example is included in the Sample Instruments and Reports section of the resource manual to refer trainees to for discussion of points 3 and 6.

Measuring Vocationally Relevant Personality Factors

1. Direct participants to page 28 of workbook.

2. Lead a discussion on the importance of assessing vocationally relevant personality factors and how it relates to the major tasks to be performed in the vocational choice phase of the employability development process.

3. Lead group in a discussion of the various tests, instruments, and strategies for assessing vocationally relevant personality factors. Include a discussion of the Sixteen Personality Factor Questionnaire (16PF). (May assign homework tasks and group presentations to discuss various tools.)

4. Discuss how personality data can be used for planning.

The Vocational Personality Report (VPR)

1. Direct participants to page 29 of workbook.

2. Introduce the VPR using information from the VPR manual, pages 11 and 12 of the monograph and pages 34 and 35 of the resource manual. Cover the following points.

3. Explain what the VPR is and overview its features.

4. Discuss the rationale for using the VPR as a planning tool.

5. Discuss when to use the VPR.

6. Explain how to use the VPR. Include how to obtain the computer generated report. (Demonstrate if desired and discuss using the report to help complete major vocational tasks during the vocational choice phase.

Measuring Work Temperament

1. Direct trainees to page 30 of workbook.

2. Lead a discussion of what work temperaments are and the importance of measuring such.

3. Lead group in a discussion of various strategies to measure work temperament.

4. Discuss how work temperament data can be used for vocational planning.

The Work Temperament Inventory (WTI)

1. Direct participants to page 31 of workbook.
2. Using information from the WTI manual, page 12-13 of the monograph, and pages 38 and 39 of the resource manual, introduce the WTI covering the following.
3. Explain what the WTI is and overview its features.
4. Discuss the rationale for using the WTI.
5. Discuss when to use the inventory..
6. Explain how to use the instrument covering its administration, scoring, and using the results for planning purposes.

Measuring Functional Strengths and Limitations

1. Direct participants to page 32 of workbook.
2. Lead discussion on what functional strengths and limitations are and rationale for measuring them.
3. Discuss various strategies for measuring functional strengths and limitations.
4. Lead general discussion of how data obtained from measuring functional strengths and limitations can be used for vocational planning.

The Functional Assessment Inventory and The Personal Capacities Questionnaire

1. Direct participants to pages 33 and 34 of workbook.
2. Using information from the resource manual pages 40 to 45, discuss the Functional Assessment Inventory and Personal Capacities Questionnaire covering the following.
3. Explain what they are and overview their features.
4. Discuss the rationale for using the instruments.
5. Discuss appropriate times to administer them.
6. Explain how to use the instruments covering their administration, scoring, and using the results for vocational planning.

Measuring Other Personal Attributes and Characteristics Related to Vocational Choice

1. Briefly mention the assessment strategies that have been discussed thus far.

2. Direct participants to page 35 of workbook and emphasize that there may be other personal attributes and characteristics that relate to vocational choice that have not been presented.

3. Allow participants to present and discuss other personal attributes that should be assessed and strategies that can be used to assess them.

4. Relate how data obtained from additional assessment can be used for vocational planning.

Summary

1. Direct participants to page 36 of the workbook and summarize information presented in Unit III.

Unit IV

Job Acquisition (Get)
Assessment & Planning Strategies

Introduction

1. Direct participants to page 39 of workbook.
2. Briefly review the goal of Component B of the EAPP which focuses on job acquisition.
3. Review factors that influence successful task completion and variables that might serve as assessment targets
4. Mention assessment and planning strategies that will be covered such as the Job Seeking Skills Assessment approach.

Job Finding Behaviors

1. Direct participants to page 40 of workbook.
2. Lead participants in a general discussion of Job Seeking Skills focusing first on job finding behaviors. Use material from pages 49 to 53 of the resource manual and other sources.
3. Define job finding behaviors and give examples (i.e., want ads, networks, employment offices, site visits).
4. Discuss the importance of job finding behaviors to job acquisition and why it is important to assess them.
5. Solicit input from group as to various assessment and planning strategies used for job finding behaviors.

Self-presentation Behaviors

1. Direct participants to page 41 of workbook.
2. Lead a discussion of self-presentation behaviors focusing first on what they are by giving examples and various situations where presenting self effectively is important (i.e., on a resumé, on a job application, in a job interview).
3. Discuss the rationale for assessing self-presentation behaviors.
4. Solicit input from group as to various strategies for assessing self-presentation behaviors and how to use results for vocational planning.

Self-presentation and The Job Application

1. Direct participants to page 42 of workbook.

2. Use information from the Job Seeking Skills Assessment (JSSA) manual, pages 14 and 15 of the monograph, page 49 of the resource manual, and other sources. Lead a discussion of Job Application Assessment by covering the following.

3. Explain what Job Application Assessment is and overview important points about assessing job application behavior.

4. Discuss the rationale for assessing job application behavior.

5. Discuss appropriate times to assess job application behavior.

6. Explain how to assess job application behavior using the Job Application Assessment procedure presented in the JSSA manual. The following activity may be introduced and done as a large group, in small groups, or individually.

   a. Hand out copies of the job application form

   b. Explain how it is scored

   c. Hand out copies of completed forms

   d. Allow participants to score

   e. Discuss and respond to questions

   f. Discuss reporting the results

   g. Discuss using the results for program planning

Self-presentation and the Job Interview

1. Direct participants to page 43 of workbook.

2. Use information from the JSSA manual, pages 14 and 15 of monograph, page 52 of the resource manual, and other sources. Lead a discussion of Job Interview Assessment covering the following.

3. Explain what Job Interview Assessment is and overview important points about assessing job interview behavior.

4. Discuss the rationale for assessing job interview behavior.

5. Discuss times when it would be appropriate to measure job interview behavior.

6. Explain how to assess job interview behavior using the procedure introduced in JSSA. The following activities may be helpful.

   a. Hand out copies of the Job Interview Rating form and discuss

b. Discuss how to conduct the simulated job interview and score the individual's behavior

c. Show video demonstrations of poor and better job interview performances

d. Allow participants to score video taped performances

e. Discuss reporting the results

f. Discuss using the results for program planning

Other Job Seeking Skills

1. Remind participants of earlier discussion of other job seeking skills such as job finding behaviors and additional self-presentation behaviors (page 44 of the workbook).

2. Discuss as needed, various tools that should be incorporated into a model EAPP so as to comprehensively assess job seeking skills.

Summary

1. Direct participants to page 45 of the workbook and summarize information presented in Unit IV.

Unit V

Job Retention (Keep) Assessment & Planning Strategies

Introduction

1. Direct participants to page 49 of workbook.
2. Relate Employability Development and Job Retention covering the following.
3. Briefly discuss major tasks to be completed during the job retention phase of the employability development process and relate to the overall goal of Component C of the model EAPP.
4. Review the factors that influence successful completion and variables that may serve as assessment targets.
5. Mention assessment and planning strategies that you will introduce, i.e., Work Personality Profile and Work Performance Assessment.
6. Remind participants that they will be able to present additional job retention assessment and planning strategies.

Basic Work Habits and Behaviors

1. Direct participants to page 50 of workbook.
2. Lead participants in a general discussion of basic work habits and behaviors covering the following.
3. Define and give examples of basic work habits and behaviors.
4. Discuss the rationale for assessing basic work habits and behaviors and how they relate to job retention.
5. Solicit input from group as to various assessment and planning strategies used for basic work habits and behaviors.
6. Lead discussion to a presentation of the Work Personality Profile.

The Work Personality Profile (WPP)

1. Direct trainees to page 51 of workbook.
2. Use information from the WPP manual, pages 15 and 16 of monograph, pages 57 and 58 of the resource manual, and other sources to lead a discussion of the WPP. Present following.
3. Explain what the WPP is and overview its features.
4. Discuss the rationale for using the WPP especially as it relates to other instruments.

5. Discuss times and places to use the WPP. Emphasize that the procedure can be used in a variety of settings from pre-vocational to actual employment settings.

6. Explain how to use the procedure. The following activity may be helpful.

   a. Hand out copies of the rating scale from the resource manual

   b. Discuss scoring procedures

   c. Explain how to obtain the computer generated report (Demonstrate if appropriate)

   d. Discuss reporting the results

   e. Discuss using the results for program planning

   f. A copy of a sample computer-generated WPP report is found in the workbook appendix.

On-the-job Coping Behavior

1. Direct participants to page 52 of workbook.

2. Lead a discussion of on-the-job coping behavior covering the following.

3. Define on-the-job coping behavior and give example.

4. Discuss rationale for assessing on-the-job coping behavior and how they relate to job retention.

5. Solicit input from group as to various strategies that are used for assessing on-the-job coping behavior.

6. Lead discussion to an introduction of Work Performance Assessment.

Work Performance Assessment (WPA)

1. Direct participants to page 53 of workbook

2. Use information from the WPA manual, pages 16 and 17 of the monograph, pages 60 and 61 from the resource manual, and other sources to lead a discussion of the WPA. Include the following in the discussion.

3. Explain what the WPA is and overview its features.

4. Discuss the rationale for using the WPA.

5. Discuss suggested times to use the WPA. Emphasize that the procedure can be used in a variety of settings and at varying times during one's career development from pre-vocational to actual employment.

6. Explain how to use the WPA. The following activities may be helpful.
    a. Hand out copies of the WPA script and discuss
    b. Show video demonstration and allow participants to rate behaviors
    c. Discuss ratings and scoring procedures
    d. Discuss reporting the results and their implications to program planning

Summary

1. Direct participants to page 54 of the workbook.
2. Summarize the Choose-Get-Keep Model.

Unit VI

Strategies for Empowering & Involving Consumers in the Assessment & Planning Process

Introduction

1. Direct participants to page 57 of workbook.

2. Introduce information about consumer empowerment and involvement.

3. Solicit input from group about strategies they have used to involve consumers in the assessment and planning process in their particular settings.

4. Introduce the two strategies that you plan to discuss: the Occupational Choice Strategy, which is a group approach promoting consumer involvement and empowerment during the vocational choice phase; and the Know Thyself intervention, which is a one-to-one approach used throughout the Choose-Get-Keep phases of the career development process.

Occupational Choice Strategy (OCS)

1. Direct participants to page 58 of workbook.

2. Use information from the OCS training package, page 18 of the monograph, page 65 of the resource manual, etc., and lead a discussion of the OCS approach. The following may serve to structure your discussion.

3. Explain what the OCS is overviewing its major features. You may want to hand out copies of the OCS package for viewing. Pages 66 and 67 of the resource manual can serve to structure a discussion of the four major OCS components: Self-exploration, Exploring the World of Work, Problem Solving/Decision Making, and Preferred Vocational Objective.

4. Discuss the rationale for using the OCS program relating it to consumer involvement and empowerment. May also discuss advantages of a group approach.

5. Discuss who may use the program. Examples include vocational evaluators, counselors, career guidance specialists, etc.

6. Discuss appropriate times to use the program.

7. Discuss various settings where the program can be used.

8. Discuss how to use the program. The OCS trainers guide can structure this discussion. Depending on the amount of time you want to spend on this section you may lead participants through the trainers guide covering all activities or selecting example activities.

9. Summarize your discussion of the OCS program and discuss and relate OCS to other group approaches presented by group as desired.

Know Thyself

1. Direct participants to page 59 of workbook.
2. Use information from the Know Thyself manual, page 18 of the monograph, pages 70 of the resource manual, etc., and lead a discussion of the Know Thyself intervention. The following may serve to structure your discussion.
3. Explain what the Know Thyself intervention program is overviewing its major features.
4. Discuss the rationale for using Know Thyself.
5. Discuss who may utilize the program.
6. Discuss appropriate times to use the program.
7. Discuss various settings where the program may be used.
8. Discuss how to use the program. Hand out copies of the Know Thyself manual and cover as desired the activities presented in the example section.
9. Summarize your discussion.

UNIT VII

THE ENVIRONMENT

Introduction

1. Direct participants to page 63 of workbook.

2. Lead participants in a general discussion of the impact environmental factors have on employability development and the effect they have on choosing, getting, and keeping employment.

3. Discuss rationale for including the environment in a model EAPP.

4. Review examples, as presented in on pages 73 and 74 of the resource manual, of environmental factors that may influence employability development.

Assessment and Planning Strategies Focusing on Environmental Factors

1. Direct participants to page 64 of workbook.

2. Solicit input from group to complete exercise on page 64. Group members identify environmental factors that can serve as targets for assessment and identify strategies for assessing them.

3. As group identifies assessment targets and strategies encourage presenting them with information about the what, why, who, when, where, and how of each.

4. Discuss how data obtained can be used for program planning.

Additional Copies

Developing an Employability Assessment and Planning Program

In Rehabilitation & Educational Settings

An Instructor's Guide
Order No. 55-1669

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