# UK JOBS II

# A MANUAL FOR TEACHING PEOPLE SUCCESSFUL JOB SEARCH STRATEGIES

**The UK Edition of the JOBS II Manual is a revised version of the JOBS Manual (see Curran et al, 1999*), for use in the UK labour market.**

**Edited by**: Mick Meehan, Richard Birkin, Karen Ruby & Hayley Moore-Purvis

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# *JOBS

# A MANUAL FOR TEACHING PEOPLE SUCCESSFUL JOB SEARCH STRATEGIES

**An implementation and training manual developed by:**

Joan Curran, Paula Wishart, John Gingrich and The JOBS Project Staff

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Michigan Prevention Research Centre (MPRC)

Institute for Social Research

University of Michigan

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# I. INTRODUCTION

The purpose of this manual is to describe how the JOBS II preventive intervention program was carried out so that others can replicate it and achieve similar results. The JOBS intervention program is conducted as a seminar for people seeking employment. The seminar, which consists of five half-day sessions, focuses on:

- identifying effective job-search strategies;
- improving job-search skills and the effectiveness of job-search efforts; and,
- increasing the self-esteem, confidence and motivation of the participants in their job search.

The intervention program has the dual goals of promoting re-employment in high-quality jobs and preventing poor mental health among the unemployed.

The JOBS project was originally funded by the National Institute for Mental Health and was part of the research program of the Michigan Prevention Research Centre, Institute for Social Research, University of Michigan. JOBS II builds upon its predecessor, JOBS I that successfully developed and tested a job-search seminar for unemployed persons. Results of research on the JOBS I program have been published in a number of articles (e.g., Caplan, Vinokur, Price and van Ryn, 1989; Vinokur, van Ryn, Gramlich and Price, 1991; Vinokur, Price and Caplan, 1991; Price, van Ryn, and Vinokur, 1992). The research results attest to the strong beneficial impact of the intervention on its participants.

In the JOBS II project, the seminar has been restructured and improved, and its hiring, training, monitoring and supervising procedures have been consolidated. In 1991, the JOBS II intervention seminar was delivered to 670 unemployed people who were recruited from the unemployment lines at four offices of the Michigan Employment Security Commission (MESC) in south-eastern Michigan. Between March and August, 1991 three pairs of male-female co trainers conducted 43 weekly seminars for groups of unemployed persons as part of the study of the JOBS II program. In this manual we outline the implementation process so that others may benefit from our experience.

The implementation of a program of this scope requires a broad organizational structure for supporting the effort and for managing and coordinating the various components of the operation. This support structure must deal with recruiting the unemployed, training trainers, locating and renting rooms for the seminar, providing materials and scheduling the seminars, and all personnel matters involving hiring, supervising, monitoring and paying the administrative, support and trainer staffs.

To facilitate the coordination of the project's components, we established four semi-autonomous teams:

1. the trainer group, led by a supervisor;
2. the research team, led by a project director;
3. the office operation and administration team, led by the office manager; and
4. the participant recruitment team, led by a supervisor.

Coordination among teams was accomplished through weekly project meetings and daily contact among the team leaders or their assistants. As necessary, the teams arranged their own separate team meetings to deal with specific tasks.

Obviously, the implementation of the JOBS II seminar in a host organizational setting will require adaptations to the needs and characteristics of the new setting. Such changes are needed to promote the sense of ‘ownership’ by the host organization, which has been shown in many studies to be a critical factor for successful implementation (Tornatzky, 1983). In numerous ways, adaptation of a program such as this one represents an organizational reinvention (Price and Lorion,1989) coupled with an attempt to maintain the essential structures and processes that contribute to the success of the program. However, the core features of the training itself should <u>be replicated as precisely and carefully as possible.</u>

The JOBS seminar represents the recommendations of the best experts in the field today. However, it is important to realize that the specific content and recommendations imparted in the seminar do not account for the success of this program by themselves. Our first-hand experience, coupled with formal and informal evaluations and feedback from the participants, suggests that the most critical elements of the program are the <u>learning processes</u> through which the content is delivered. Throughout the training manual, numerous instructions are provided so those learning processes can be duplicated reliably.

A major problem posed by unemployment is that it tends to rob people of their feelings of competence at a time when they need them the most. The success of an intervention that attempts to improve job-search skills and promote job-search efforts is largely dependent on the extent to which it can also address the motivational and learning needs of unemployed persons coping with stressful life circumstances. Thus, the JOBS II seminar seeks to enhance the self-esteem of the participants, to provide them with the social skills necessary for networking, contacting potential employers and interviewing successfully; and to inoculate them against the setbacks that are part of the search. The personal empowerment of the participants is our true underlying mission. The job-search skill content of the intervention seminar is used as a vehicle for helping participants feel competent and confident. It is this confidence that will be the true source of their success.

To achieve these goals, the seminar seeks to engage participants on a personal level. It is conducted as a workshop let by a pair of co-trainers who introduce the topics to the group and facilitate the group activities. Most of the seminar time is devoted to group discussions aimed at diagnosing problems, identifying potential setbacks and difficulties, offering solutions and developing the necessary skills for implementing those solutions.

Because the participants themselves generate the personal knowledge, solutions and strategies to tackle setbacks in a reliable and repeatable framework, the process offers them a high degree of personal relevance. Whereas active learning is achieved by the group discussions, activities and role-playing exercises, the emotionally supportive elements of the program are generated by the trainers, whose positive attitude is quickly modelled by the participants in their interactions with one another.

Although there is considerable and intended overlap among the processes in the intervention, they can be summarized by the following essential components:

1. job-search skill training;
2. active teaching/learning methods;

3. inoculation against setbacks;
4. trainer referent power; and
5. social support.

A more detailed description of these components follows.

**1. <u>Job-search skill training</u>**

Participants are invited to acquire and rehearse job-search skills in a safe and supportive environment. They are taught the techniques job-search specialists recommend most highly using a learning process based on social learning theory.

**2. <u>Active teaching/learning methods</u>**

The learning process is almost entirely active and uses the knowledge and skills of the participants themselves, elicited through small and large group discussions, brainstorming and other activities. Participants spend much of their time rehearsing new skills and giving each other support.

**3. <u>Inoculation against setbacks</u>**

Stress inoculation training is a coping process notable for its emphasis on a collaborative relationship between client and professional helper, and for its supportive clinical guidelines. We have adapted it so that it is part of a group problem solving process. The process involves identification of specific problems, generation of possible behavioural or cognitive responses, evaluation of responses, skill acquisition, and behaviour rehearsal, try-out and re-evaluation. We emphasize an extension of this process that we call "inoculation against setbacks", in which the group anticipates possible obstacles (see Williams & Birkin, 2010) and prepares solutions to overcome them.

**4. <u>Trainer referent power</u>**

Referent power is a term that describes a source of empowering influence. When a participant in the JOBS II program sees and believes that a trainer can be trusted to enhance his or her self-esteem no matter what, that trainer will be able to play a key role in promoting positive changes in that person. That is, they will be seen as an authentic and credible source of motivation and influence by participants.

Trainers can achieve this by adopting and facilitating a helpful, supportive and trusting relationship, by offering participants unconditional positive regard and specific positive feedback. Trainers also engage in moderate self-disclosure and encourage self-disclosure on the part of the participants.

**5. Social support from trainers and group**

In the JOBS program, trainers express empathy for the concerns and feelings of the group, and encourage their coping efforts. Trainers model and reinforce supportive behaviour, and the group exercises provide opportunities for the participants to demonstrate supportive behaviour toward each other.

This manual is structured chronologically. It describes the steps necessary for setting up and implementing the program:

- the process of hiring the trainers (Chapter II);
- the training period for the trainers (Chapters III-VI); and
- the intervention seminar itself (Chapter VII).

Each chapter includes activities and exercises as well as actual scripts describing how to address the topics presented in the training and seminar sessions. To make the manual as useful and practical as possible, we have included many appendices and hand-outs that contain illustrative information complementing the contents of each chapter. Unless otherwise indicated, pertinent appendices or hand-outs immediately follow the chapter or seminar session in which they are cited. Appendices A and B at the end of the manual contain, respectively, guidelines for selecting a site for the seminar and observation forms for its five sessions.

# II. SELECTING AND HIRING THE TRAINERS

The selection of the trainer pairs who will deliver the intervention is a critical component of the program. The success of the intervention relies upon the trainers' mastery of positive reinforcement, for without it, the advantages of the intervention are lost.

The trainers must be able to consistently enhance the feelings of competence of the participants, and this calls for skills and traits not possessed by everyone. This chapter describes in detail the process by which trainers are hired to insure that they have the necessary skills. The screening process consists of the following steps:

1. creating a job advert;
2. reviewing CVs;
3. criteria for assessing candidates
4. conducting the preliminary interviews;
5. taking up the references provided by the candidates;
6. holding the final audition interviews;
7. creating complementary teams; and
8. deciding whom to hire.

## 1. <u>The job advertisement</u>

A detailed job advert should include all the things that might make some candidates choose not to apply for the job (salary, time and travel requirements, and hours). It should also highlight the appeal of the job and make good candidates want to apply. A sample advert is shown in **Appendix II.A**. The positions are advertised in the newspapers and via flyers mailed to organizations that might supply good candidates (for example, employment and recruitment agencies, Jobcentre Plus, national newspapers, etc.).

A time-saving screening device is to direct applicants to leave their name and address either on an email or voicemail. The respondents are then mailed a copy of a more detailed job description and a short application.

## 2. CV Review

Reviewing the CV is done by the hiring supervisor or a member of the interview team. He or she sorts out clear "no's" (persons whose CVs or cover letters give no indication of the desired attributes), and clear "yes's" (those who show promise), and circulates the qualifications and competences of the "yes's" and "maybe's" to other members of the interview team for their input. Note that any candidates who have made the effort to have some form of personal contact with members of the project are demonstrating techniques espoused in the intervention seminar and deserve additional consideration.

## 3. Criteria for assessing candidates

It is easy to assume that someone who has experience in a similar area of adult training will therefore have the attributes you are looking for in a trainer. Frequently this is not the case. Therefore, it is more effective to identify the specific personal traits that characterise a good trainer and hire the person who possesses them. In building assessment criteria it is helpful to make a distinction between attributes that can be improved through training (e.g., public speaking or active listening skills) and those that should already be possessed by the candidate (e.g., empathy, reliability).

### a) Personal traits exhibited by a trainer

Listed below is a collection of general descriptive terms that characterise promising trainers:

**i. Personal traits:**

- Personable
- Flexible
- Nurturing
- Sociable
- Mature
- Non-cynical (has a positive
- Empathetic
- Sensitive
- Self-confident
- Energetic
- Likes to work with people

outlook)

**ii. Ability to meet commitments of the job:**

- Reliable
- Intelligent
- Committed to the project
- Has stamina
- Meets assigned deadlines
- Willing and able to stick to the intervention protocol
- Handles demands of the job (long hours, travel, on time)
- Tolerant of early morning or late evening hours
- Respectful to co-workers
- Respectful to participants

One would be justified in not hiring a candidate who gives strong evidence of lacking any of the above traits or of having negative ones. Persons who are negative or cynical tend to reveal that cynicism in numerous ways - rolling their eyes, making flippant remarks, showing mean-spirited humour or interrupting others - which can work covertly to diminish the self-esteem of the participants and project staff. Likewise, a person who misses appointments or whose references suggest that he or she may be unreliable is likely not to fulfil assigned duties and will constitute a drain on your team.

If candidates give any indication that they will damage participant self-esteem or be a drain on the motivation of the rest of your staff, avoid them, regardless of whatever other talents or charms they may possess. Such persons are too ‘expensive’ to be hired.

**b) <u>Skills and experience required for a trainer</u>**

Once the personal traits have been established, the next criteria to consider are the candidates' skills. These are abilities such as public speaking, and group facilitation. Experience in these skills, although important, is secondary to the personal traits listed above. Skills can be learned or improved on the job; most traits are inherent and difficult to change.

If the candidate possesses only minimal or unpolished skills, they can be enhanced during the extensive training period or by pairing a trainer with a partner of complementary skills (e.g. placing a co-trainer with warm personal skills but a lack of stand-up training experience with a more experienced partner). The ultimate goal is to create a balanced team combining the desired attributes.

The skills to look for in a candidate for a trainer position include the following:

i. **Communication**
   - Well-developed speaking skills
   - Ability to listen
   - Talent in giving feedback
   - Skill at facilitating group process

ii. **Experience that may lead to the desired skills and traits includes:**
   - Training adults
   - Facilitating small groups
   - Working with a co-trainer or team
   - Constructive conflict management

Although trainers do not need to have suffered unemployment themselves in order to be effective, such experience should be considered an asset. It allows the trainers opportunities for self-disclosure that can create a bond between them and the participants.

## 4. The preliminary interview

Before interviews are conducted, several preparations must be completed. These include review of the hiring criteria and interview guidelines. Interview teams have to be combined and coordinated. The interview team consists of two or three persons: the hiring supervisor and one or two others who will work closely with the trainers. Different questions are assigned to be asked by each member but all members have the responsibility of observing the applicants and making notes.

To facilitate the process, an interview protocol is agreed upon by the team and then is written and duplicated. The interview script (see the example in **Appendix II.B**) leaves space for comments after each question. The combined observations of all the interviewers become part of the candidates' file and will be used in the deliberations on whom to hire.

To a certain extent, the interview team must rely on subjective impressions to assess the personality strengths of the candidates. One way to evaluate these traits is to have the interviewers independently rate the applicant on a semantic differential scale (i.e. warm-cold, trustworthy,  untrustworthy). An example of such a scale is provided in **Appendix II.C**.

The interview elicits information about the candidate's background, sets up some scenarios to determine how he or she would handle certain situations and generally allows the applicant to react to the potential demands of the job. Time is also allotted for the candidate to ask questions of the interviewers. The goal is to assess the candidate's experience, skills, motivation and personal traits as they relate to the trainer position, not to create an artificially stressful situation. To induce the best responses, the atmosphere must be friendly; an interrogation-style interview will not give a true picture of the candidate's style and personality.

Watch for clues that indicate the desired traits of a good trainer. Is this person able and willing to make self-disclosures or is he or she very guarded in discussing past behaviour or qualities that are less than perfect? The ability to reveal past weaknesses or difficulties openly and objectively is used in the intervention program to generate trust between trainers and participants. Will this person be able to build feelings of trust, provide positive reinforcement and nurture the self-esteem of the participants?

In some cases, soon after the interview has begun, it will be obvious that a candidate does not meet the requirements. For example, he or she might characterise unemployed people as unmotivated or lazy, speak in a manner that is difficult to hear or understand, use a monotonous voice, or have a demeanour that is cold or forbidding. If, during the interview, one of the principal interviewers feels that the candidate is definitely not appropriate for the job, time can be saved by cutting the interview short. To do that smoothly you need to establish a pre-planned phrase that an interviewer can interject at any time to indicate to the others his or her definite view of the candidate (e.g., "That's all the questions that I have - what about you?"). The other interviewers can continue to ask questions if they see some potential in the candidate. If not, they can draw the meeting to a close by asking the candidate if he or she has any final questions. This arrangement allows for an early exit from an interview.

The full interview usually lasts about one hour. It is important to conclude by describing to the candidate the next step in the selection process: the audition, in which 'finalists' deliver a mock training session following a prescribed script (**Appendix II.D**). As a time-saver, you may choose to give the audition script to all candidates at the first interview. In that case you might say, "We are giving the audition script to all candidates now. Look it over but don't invest too much time in it unless you get our call." Thank the candidates for coming and try to leave them feeling good about the interview.

After the first couple of interviews, rank the candidates on a scale, determining whether each new interviewee is greater than, lesser than or equal to the others on the list. The number of candidates you choose to interview will vary with the quality of your candidate pool. During the JOBS project, we received over 100 CVs/inquiries about the job and we interviewed 19 candidates, auditioned 12 and selected 6 to become trainers in the project.

## 5. <u>Obtaining references on the candidates</u>

Information provided by references can tell you a great deal about a candidate. In particular, it can help you to avoid hiring the wrong person. Good candidates should be able to supply names of people who will speak well on their behalf; however, many applicants do not choose their references with care. Whom they choose and what their references say can be very revealing. In fact, many references are surprisingly frank and may reinforce concerns that you felt during the interview.

To obtain relevant information, ask the candidates specifically for professional references of someone they've worked with on a regular basis. Phone numbers of HR/ Personnel offices that can only verify dates are of limited value. Can the applicant provide names that are recent, local and available? References from persons who have not worked with the candidate in the last five to ten years, references that can't be reached by phone, and candidates who are not new to the area and yet have no local references should be viewed with some scepticism.

A script that outlines a telephone call to obtain reference information is provided in **Appendix II.E**. The calls do not have to be made by a member of the interviewing team. With this script, a trained and trusted assistant or other staff person who has good sense and a nice phone manner can make these calls and obtain the required information. The scripts become part of each candidate's file for future deliberations.

## 6. The audition interview

The audition interview is a term which may not be familiar or widely used in the job selection process in the UK. However, the term accurately describes what happens in the selection process for some jobs in the UK where candidates may be asked to present to a Selection Panel on a particular topic which they have been asked to prepare, or to take part in a role-play situation (eg. interviewing a prospective client or customer, participating in a group exercise, etc.), as happens in Assessment Centres in the UK for certain posts. The aim is to assess aspects of the candidate, which cannot adequately be done by interview alone, for example, presentation and communication skills, interpersonal skills (facilitation, negotiation, etc.).
In the audition each 'finalist' plays the role of a trainer, presenting material and facilitating activities for a group of staff members who play the role of participants.

The audition material (**Appendix II.D**) is based on a segment from the intervention in which the trainer asks participants to 'think like an employer' and to generate a list of traits desired in an applicant for a specific job. It requires the trainer to give instruction to the group and to set up an activity as well as to give feedback and reinforcement to the participants. Each audition session lasts approximately 20 minutes: 15 minutes for the audition itself, the remainder for the participants to fill out an evaluation form (**see Appendix II.C**).

The mock participants for the audition may be drawn from staff members or other interested parties. It is important to give them a specific description of the characteristics you are looking for in a candidate (see Section 3.a above), and instruct them <u>not</u> to be deliberately difficult. The real purpose of the auditions is to elicit an example of the candidates' speaking and training skills.

## 7. Creating complementary teams

The experience of the JOBS intervention strongly suggests that group facilitation by a pair of co-trainers is more effective than facilitation by a single individual. The large volume of materials and activities in the program, and the mechanics of their delivery (setting up activities, passing out hand-outs, putting up graphics, fielding questions, etc.), would not allow a single trainer sufficient time to devote to the important tasks of giving supportive feedback and nurturing the self-confidence of the participants. A pair can create more energy and interest among the participants and have a greater capacity to listen, monitor group activities and give feedback than a single trainer. The challenge then becomes to create a training team with the best possible combination of traits and skills.

An effective team needs to have a balance of four basic roles: the energizer, who creates enthusiasm; the nurturer, who responds to people's feelings and offers reinforcement; the doer, who moves the process forward and gets things done; and the recorder, who manages details and makes things run smoothly.

Each trainer will perform each of these roles at different times throughout the training, but to expect one person to fill all four at once is unrealistic. Each candidate will possess his or her own strengths, and a balance of skills within the pair must be struck. For example, a candidate who is inexperienced but enthusiastic and who offers the desired personal traits can be paired with another who has confidence and experience but less outward energy. Together they give an impression of enthusiasm, support, knowledge and maturity and are a powerful combination.

The JOBS research study used male/female partners in all of its co-trainer pairings to increase the likelihood that participants would always be able to relate to at least one partner. But as a hiring criterion this is secondary to finding a combination of people who can effectively nurture feelings of confidence in participants and be comfortable making disclosures about themselves.

The final criterion for matching is, 'Can these two people work together with a minimum of conflict over the long haul?' Since making a complementary team sometimes means pairing persons of very different temperaments, you must recognise that some combinations won't work. Ask finalists to give some thought to characteristics they would like in a co-training partner and characteristics that would make the relationship difficult. A sample of a form that may be used for their responses is in **Appendix II.F**.

## 8. Final selection

The training supervisor, who will oversee the training of the candidates and will hold the ultimate responsibility for their performance, should be the person who decides whom to hire. The volunteer participants in the audition interview do not necessarily have the broadest vision of what is essential for the program. If, for example, they hold a traditional view of what a trainer or teacher should be, a candidate's dynamic speaking style may lead them to overlook certain traits, such as a rigidly controlling or inflexible personality.

The ranking scale used throughout the interviews is adjusted based upon the results of the audition. The persons at the very top of the ranking, who possessed the greatest combination of the desired traits and skills, are an automatic first choice. Other candidates whose traits and skills were good but perhaps not as well rounded as those of the top choices are then viewed with an eye to creating a good combination with the first selections.

The expectations trainers' form of what is required of them will have long-term effects on their performance. It is natural for applicants for the training position to focus on the positive aspects of the position and to underplay or not adequately consider the negative ones. In the JOBS I project we found that inadequate clarification of what is required from the trainers led to disappointment, resentment, conflicts with other members of the project support staff, and burnout. We therefore recommend that once the final selections are made, a very detailed job description (see **Appendix II.G**) be given to the trainers prior to the conclusion of their formal hiring for the position. The project director and the training supervisor should go over the job description item by item and provide as much information and clarification as possible regarding what the trainers will be required to do. We also recommend that trainers sign the job description and keep a copy for their records. It is also highly desirable to give them a calendar and schedule of activities for the entire period, from hiring through training, pilot testing and subsequent implementation.

Obviously, the trainers' performance is critical to the success of the seminar. **Our experience suggests that a period of about seven weeks of full-time training, including pilot tests, is necessary for trainers to achieve adequate levels of performance.** Upon completion of training, facilitators in our project were expected to conduct the JOBS seminar during the ensuing 22 weeks. Toward the end of the second week of training our observers noticed that the trainers' performance and enthusiasm had deteriorated. Thus we decided to rotate the schedule of the three trainer teams so that after two weeks of conducting the seminar each team spent one week working in the office (while the other two teams conducted the seminar). This arrangement gave the facilitators time to rest after two intensive weeks and seems to be effective in preventing burnout.

- During their week of work in the office, the trainers were assigned miscellaneous tasks by the office manager and the research team. One of their week days was devoted to the assignment of attending and observing a full seminar session conducted by another trainer team. They were required to fill out and turn in observation forms for the session they had attended and were credited for a full work day for that task. Other tasks for the trainers included calling and recruiting participants to the seminar that they themselves would conduct during the following two weeks. The trainers were also assigned many clerical duties, such as preparation of material for mailings and the input of data in computerised data bases.

Once the chosen trainer candidates have been hired, they are ready to begin their training. Like the intervention seminar itself, the training program deliberately avoids a didactic "lecture and listen" style; rather it relies on active learning methods and group discussions. The training sessions are therefore designed as an active model of the processes generated in the intervention seminar. Although facilitators are trained to adhere to a strict protocol, it is impossible to control every word that comes out of their mouths. Unanticipated situations will always arise for which a ‘policy’ does not exist. Instead of asking the new trainers to follow long lists of rules, we must rely upon the effectiveness of the processes that constitute our program, and remember our common mission. We model support and empowerment with the trust that the trainers will consistently offer the same to the participants in the JOBS seminar.

The four chapters that follow describe the seven weeks of the training program:

- **Orientation** (three half-day sessions), in which the new trainers are introduced to the JOBS project and its staff;
- the **Mock Intervention Seminar** (one week), which the trainers experience as ‘participants’;
- the **Trainers' Forum** (one week), a series of mini-workshops in which the new facilitators polish their skills; and
- the **Rehearsal Period** (four weeks).

# III. TRAINING PERIOD: ORIENTATION

Orientation for trainers consists of three half-day sessions in which they are introduced to the program and incorporated into the team.

The orientation is led by the supervisor of the new trainers, although some segments may also be facilitated by other staff members. The facilitator proceeds as follows:

- Prepares a specific objective for the topic, introduces the topic, either briefly or in depth depending on the complexity, and often provides a written summary as a hand-out.
- Leads the group through an exercise or activity (for example, an ‘inoculation against setbacks’ session, an "Imagine yourself..." scenario, or a variety of other creative exercises).
- Draws out participants' ideas in round-robin fashion, or by requesting reactions.
- Records responses on a flip-chart.
- Actively reinforces the participants' contributions.
- Encourages group members to answer questions from fellow participants rather than assuming the role of the ‘expert’.

At the end of the segment, the facilitator summarises what the group has accomplished and may provide background articles or other follow-up information. The flip-chart sheets are transcribed within the next few days and the group members each get a copy to add to their resource file.

Materials needed to carry out the orientation include:

- Flip-chart easel and paper.
- Marker pens and masking tape.
- Ring binders for each participant.
- Copies for each participant of:
  - The Topics/Objectives list and workshop descriptions for the Trainers' Forum (**Appendices V.A and V.C-V.J from Chapter V**).
  - The orientation hand-outs (**Appendices III.A-III.G**).
- Reference articles.
- If possible, copies for each participant of a resource book on job seeking (for example, Job Search: UK & Ireland – The ultimate guide to the jobs market (M.T Cunningham, 2015); *What Color Is Your Parachute? 2016: A practical manual for job-hunters and career-changers,* by Richard Bolles; *Guerilla Tactics in the New Job Market* by Tom Jackson (1991) ;
- Copies of the HR and payroll paperwork required by your organisation.

**Note:**

In our training protocol, one asterisk [*] denotes an example of what the facilitator might say when conducting a training session, while three asterisks [***] denote program instructions or what to do.

**The scripted lines of what to say are <u>not</u> intended to be memorised and delivered verbatim but are used as the clearest means of describing the essence of what should be conveyed.** The program instructions on what to do will include things like when to distribute hand-outs, general directions for an activity, potential difficulties to watch for, and so on.

Sample answers to discussion questions asked of the whole group are supplied as a service to the reader to give a **<u>flavour</u>** of what the discussions may be like. Many of these answers are excerpted directly from sessions with trainers in the 1991 JOBS project at the Institute for Social Research.

Breaks are not scripted in this particular protocol but should take place every 60-90 minutes at the discretion of the facilitator.

# <u>DAY ONE</u>

a) **Overview:** The trainees are introduced to the overall objective of the program and to their role within it. Time is also spent meeting the staff, learning new surroundings and procedures, and filling out the paperwork associated with any new job.

b) **The experience of unemployment:** The objective of this segment is to have the group understand the causes of unemployment and its effects on mental health and well-being. Some of the negative stereotypes about unemployed persons are dispelled.

c) **Job-seeking:** The trainers learn about the opinions of experts in the field of job-seeking and explore some myths about job-search strategies.

*** Have ready for the members as they arrive a ring binder which they can use to file the resource material they will be receiving each day. Participants can fill out payroll tax forms and other HR/ personnel paperwork while you wait for all to arrive.

*** Remember that the new trainers, regardless of their social skills, will be experiencing the same nervousness common to any first day on the job. An underlying goal of this first day is to put them at ease and to have them recognise their importance to the program.

> * "Welcome, everyone. We are very glad to have you as part of our team. You will be hearing many times from us how important and vital you are to the success of this program. But for now let me just tell you how glad we are that you are here and how fortunate we feel to have found such a good group of people."

*** Now key members of the project can be introduced. They can give presentations on the history of the JOBS program and describe their own roles in it.

*** If this is the first time the trainers have met each other, ask them to introduce themselves and to include a little background information.

*** If you are already certain who will be paired with whom as co-trainers, you may wish to indicate this now. If you plan to observe the group further before making your final decision, tell them when you will be making the announcements.

*** Describe the agenda of their orientation/training period and distribute copies (**Appendix V.A from Chapter V**) of the topics for the Trainers' Forum which they will help to facilitate.

*** Ask the group for their questions and expectations about what will happen during their training period. Tie in your responses to the agenda (for example, "We will cover that on Friday", et cetera). Let them know they will be asked to lead mini-workshops during the Trainers' Forum week and that they will determine at the end of this week which topics they would like to facilitate.

***At the start of each day use an "ice-breaker" (a question or activity designed to help the group get acquainted, disclose things about themselves or draw closer together as a team). After the first day, the job of conducting the ice-breaker goes to the trainers themselves; a volunteer offers to begin the next day. Start with fairly low-risk questions (for example, "Tell us about the first job you ever got a real wage for"), and use more revealing ones as the group comfort level grows (e.g. "What are you most afraid of?"). Allow up to 30 minutes per day for this activity.

*** After the opening remarks, introductions and initial paperwork are completed, a tour of your facility will help everyone feel more at home.

## a) Overview

*** When you have returned to the training room, distribute the *Overview of the -JOBS Intervention* hand-out (**Appendix III.A**) and describe for the new trainers what the program is all about.

***Review the main points and ask for questions or reactions.

* "The processes described here are generated by <u>you</u>. Over the next few days you will begin to see how crucial your abilities are to the success of this program."

* "As we go along, these pages and others will form the basis of your resource file of information about the program. Some of the information we pass out you will be able to synthesise and use right away, other items you will use later."

* "Let's take the opportunity to discuss your role as a trainer. We can begin by taking another look at the job description."

***Pass out copies of the trainers' job description (**Appendix II.G from Chapter II**). Although the trainers have already seen and signed this document, this is an opportunity to paint a clearer, friendlier picture of the job and what will happen on a day-to-day basis.

* "Your questions and comments show that you are ready to get started on discussing what this program is all about. Let's start by looking at the participants who attend the program. Who are the unemployed participants and what does it mean to be unemployed?"

## b) The experience of unemployment.

***** "There’s no such thing as a “typical” participant. Everyone experiences a period of unemployment at one time or another – including us. With this in mind, let’s draw upon our own experience and discuss what it feels like to be unemployed. We’ll go around the room and share some of our thoughts and observations.”

*** List responses on the flip chart. You should provide the first responses since it may be difficult for members to make self-disclosures this early in their relationship. Reinforce or validate the feelings they express with comments such as, "very perceptive, insightful, observant" or "it can be difficult to really nail down in words how it feels sometimes, thanks for sharing that thought," and so on.

***Probe, if needed, with "what does it feel like when you first find out you'll be unemployed?" or "How does it feel after a few months?"

* "You are a very observant and articulate group. Unemployment can be one of the most stressful life events."

* "I'm about to pass out some support material on unemployment to add to your folders. It will help to dispel some of the myths that exist about unemployed people. Don't feel like you have to read all this right now; this is mostly background information that is useful to have."

*** Distribute the hand-out entitled *The Unemployed: How and Why* (**Appendix III.B**), which provides a range of background and statistical material on unemployment. Give the group some time to look at it.

*** Ask for questions; encourage other group members to answer the questions of their peers whenever possible.

## c) Job-seeking skills.

* "We can talk briefly today about the actual job-search skills used in the program and where they came from, but we won't spend too much time on them now because that would take away from the value of having you go through the intervention next week as participants. So we won't do more than pique your interest."

* "In developing the JOBS project intervention, close scrutiny was given to what is myth and what is fact about effective job-search methods. It wasn't necessary to create new methods since effective methods already existed. The problem rather was to weed out all the misinformation about job-seeking and find those techniques which were most effective and could be covered in a concentrated period of time."

* "The misinformation is best characterised by seven commonly held myths about job hunting identified in a 1984 University of Michigan study called the Employment Transition Program. These are (have pre-written on a flip-chart sheet):

- **Myth No. 1:** There are comparatively few jobs ‘out there’, especially when the ‘Labour Market’ is tight.
- **Myth No.2:** If you can't find a job, it proves that there are comparatively few jobs ‘out there’.
- **Myth No. 3:** Most people, when it is time for them to look for work, basically know how to do it.

- **Myth No. 4:** There are many places where the jobseeker can turn for help, that have their best interest at heart.
- **Myth No. 5:** Employers are in the driver's seat as far as the whole job search process is concerned.
- **Myth No. 6:** All jobseekers have to pass through the selection process (the CV, application form, tests and/or interview) used by employers, so the jobseeker's only hope is either experience or qualifications and competence.
- **Myth No.7:** The person who gets hired is the one who can best do the job.

*** Allow time for reactions. Reassure the group that in spite of Myth No. 7, they are the ones who can best do this job.

> *"Even though the prevention of negative mental health is the underlying purpose of the JOBS seminar, the job-search skills are what attract people to attend. So the techniques recommended by current experts in the field are:
>
> - emphasis on personal contact,
> - de-emphasis on CVs as a stand-alone tools;
> - presenting skills and traits in the most positive way; and,
> - using the internet and social media.

*** Some of the texts referred to include: Richard Bolles' *What Color Is Your Parachute? 2016;* Job Search: UK & Ireland – The ultimate guide to the jobs market (M.T Cunningham, 2015); Careers 2014 (Trotman Education) and JobFile: The essential careers handbook (2012, VT LifeSkills). Make these available to the trainers as a resource library. If possible, give each trainer a copy of one of the book(s) as a personal reference source.

> * "Even though we are going to save our discussion of job-search skills for the intervention seminar next week, I'm going to give you a short self-quiz on the subject as a brain teaser. I won't be asking to see your responses and I'll give you the answers during or after the intervention seminar next week."

*** Distribute the *Job-Seeking Quiz* (**Appendix III.C**) and have the group answer the following questions. Do not provide the answers (**in bold below**) at this time.

1. How far in advance do most employers know they will have a job opening?
   **Six weeks to six months before they advertise it.**

2. What percentage of all jobs is NOT advertised?
   **@ 75% are never advertised.**

3. What do you think are the three most important criteria employers use to screen job seekers (ranked in order)?
   - **Appearance/personal image (also extends to a sloppy application form).**
   - **Dependability.**
   - **Skills (respondents typically list skills first; but skills are in fact less important to employers, at this stage, than the other two 'screen-out' criteria).**

4. What are the two most effective ways to find a job?
   - **Following up on leads obtained through your network of friends, acquaintances, internet and social media; and**
   - **Contacting employers directly.**

5. On the average, what per cent of all jobs are open due to employee turnover at any given time? (Turnover consists of openings that arise when people get promoted, leave their job, go on leave, or retire. Redundancies, where the job no longer exists, and newly created jobs are not included.)
   - **40 per cent**

6. How do most people find out about the jobs they get?
   - **Through some form of informal or person-to-person contact.**

7. How do most employers use application forms when recruiting?
   - **To screen people out quickly.**

8. Can you name three of your best or most important skills and a corresponding incident when you used each skill to the advantage of an organization where you worked?

*** Ask for clarifying questions and reactions to this segment or regarding anything discussed today.

*** Close the day by allowing all of the members to share how they feel or tell what stood out for them in today's session.

***Review briefly the topics and objectives of tomorrow's session, tell the trainers how glad you are that they are taking part and wish them a good day.

# DAY TWO

**a) Referent power:** The purpose of this segment is to introduce the processes that foster a helping relationship - specifically, ways in which a trainer can build the trust to acquire the influence to empower participants. The group proceeds through a series of facilitated discussions on building and using referent power. Key concepts include self-disclosure, unconditional positive regard and specific positive reinforcement.

**b) Self-efficacy enhancement:** This segment explores how the structure of the intervention activities works to enhance participant self-confidence. Concepts key to this process are modelling, skill rehearsal and positive reinforcement.

*** Begin the day with a warm-up activity or self-disclosing question as prepared by a group member.

> * "This intervention has both content and process elements. Content refers to the specific information provided and the skills being taught. Process refers to the way the content is conveyed: the interactions between the trainers and participants, and the specific activities involved."
>
> * "When you go through the mock intervention seminar, we'll be focusing on the content: the best thing to do to find a job and how to do them. The content is important, but quite frankly, the content of this program is similar to that provided in any number of good job search programs. It is the <u>process</u> that makes this particular program more successful than any other and that's what we'll be talking about today."
>
> * "First, we'll establish the principles that will guide your interactions with participants. Second, we'll provide an overview of the theoretical foundations for the way the activities are structured. Third, we'll talk about what to do so that participants can derive the most benefit from their interaction with each other".

## a) Introduction to referent power

* "In order to begin thinking about how you, as trainers, can maximise the helpful aspects of your relationship with the unemployed participants, it might be useful first to think about your own experiences with people who have had a helpful influence on you."

*** <u>EXERCISE</u>

* “Take a minute now and think about someone who had a helping relationship with you. It could have been a teacher, friend, counsellor, a mentor, a sibling or anyone who helped you feel good about yourself. Think about that person and make a few notes on why or how this person had that effect on you. What did he or she communicate or convey? How did he or she behave with you?”

*** Give the group a few minutes to think and make notes.

*** Solicit a list of behaviours and characteristics in round-robin fashion. Validate the responses by repeating them and writing them on the flip-chart. In eliciting responses, you must always trust that a group of adults will come up with a combination of very intelligent answers. Be patient, give positive reinforcement and don't rush in to answer for them; **you are setting up a norm here**. Examples of answers given by previous trainers are included below:

- Trusted me, made me feel highly competent.
- I got to know him/her personally.
- Confidence in me, always.
- Would feel, listen, but not give advice or judge.
- Didn't believe I "couldn't" do things.
- Encouraged me to follow through on my own ideas.

*** Probe, if needed, with "How did you feel when..." or "How did you feel about..."

*** Reinforce each response. Reinforcing statements should include active, positive words and phrases like: "insightful, perceptive, detailed, thoughtful, good memory, it's hard work to think of all this..." and so on.

* "Next I'm going to link your ideas to the research and theory on which the processes used in this intervention are based. You've shown in making this list, however, that through your own introspection, insight, and experience you already **know** what research has confirmed about the things that maximise a helping relationship. "

* "The people you just described had what we call referent power. We are going to pay a lot of attention to this concept and learn how to build it and use it. Let's start by defining some terms. "

* "<u>Referent power</u> is a term that describes a source of empowering influence. When a participant in the JOBS II program sees and believes that a trainer can be trusted to enhance his or her self-esteem no matter what, that trainer will be able to play a key role in promoting positive changes in that person. That is, the trainer will be seen as a reliable promoter of self-esteem by the participant.

* "Another term is <u>unconditional positive regard</u>. This is the belief you strive to instil in the participants that you, the trainer, really do care and can be counted upon to express positive regard toward them. Unconditional positive regard is the atmosphere in which referent power is created. When this happens, the participant's self-esteem is raised and the trainer acquires a considerable amount of motivating power. We will be focusing attention today and tomorrow on the kind of trainer behaviour that goes into creating this effect."

* "One of these behaviours, for example, is <u>self-disclosure</u>. This is the revealing of personal information about you, including feelings and concerns. Self-disclosure works in two ways.

* First, you make <u>moderate</u> self-disclosures, perhaps talking about your own period of unemployment, to suggest that it's okay to have these concerns and it's

safe to express them here. Participants, having been trusted with your feelings, feel safer in revealing their own.

* Second, when participants make self-disclosures in an atmosphere of unconditional positive regard, you are then able to reflect back their experience in a positive way and increase their feelings of being normal, competent and valued."

*** Distribute *Referent Power, Building and Using It* (**Appendix III.D**).

*** After the group has had a moment to look over the hand-out, ask them to comment on the parallels between the notion of referent power and their relationship with the helping person they described above.

*** Reinforce how much the group already knows by linking their discussion to the various elements shown in the hand-out (the steps in acquiring referent power, the aspects of using it and things trainers can do to promote internalization).

*** Ask for questions or reactions.

*** A good supplementary reference on referent power is Irving Janis' book *Counseling on Personal Decisions* (1982). Of particular interest is Chapter 2, ‘Helping Relationships: A Theoretical Analysis’; although told from the viewpoint of a counsellor, this chapter discusses the social power of supportive helpers and the means of acquiring referent power.

**Unconditional positive regard and specific positive reinforcement**

* "Many of the steps to building, using and transferring referent power are built into the session protocols (for example, time is provided at the beginning and end of each day for activities that involve self-disclosure). Two key aspects of building referent power that *can’t* be completely scripted into the protocol (as activities done at specific times) are unconditional positive regard and **specific positive reinforcement**. We will focus first on unconditional positive regard."

* "Unconditional positive regard is an attitude that creates a personal bond between the trainer and the participants. It is the element of referent power that involves building an atmosphere in which participants believe that you regard them positively just as they are. They therefore come to feel safe and are assured that the trainers will not, either verbally or non-verbally, be critical, judgmental or condescending. Consequently they become able to disclose things about themselves and share their ideas."

* "Establishing such an atmosphere isn't an easy thing to do."

**Anticipating setbacks**

* "Think for a moment about past situations when you were teaching, counselling or working with a group. Try to remember the circumstances that got in the way of your desire to create a helping relationship. These could be things about yourself, things about the training environment, things about the group, characteristics of certain individuals- anything that could present a barrier to maintaining unconditional positive regard. I'd like for us to assemble a list of these potential obstacles - not the methods to overcome them, just the obstacles for now."

*** Elicit the group's ideas in round-robin fashion. Record responses on the flip-chart and keep going until there are no more items offered to add to the list. Sample answers from trainers have included:

- Early morning hours when my energy is low.
- Know-it-all group members who won't let others talk.
- Cynical members who make negative remarks about things others take seriously.
- Passive, quiet members who are easy to overlook.
- Running overtime and pushing to get class done.
- People who reflect back my own worst faults.
- Persons whose appearance or hygiene put me off.
- I'm nervous and not attuned to how others feel.

*** Provide active positive feedback for individual and group efforts in coming up with and sharing these experiences.

> * "You've drawn up a pretty extensive list of the obstacles to maintaining unconditional positive regard. Let's now look at methods you've either used or are familiar with for coping with these obstacles."

*** Again, allow a few moments for thought and record as before. If participants have difficulty coming up with ideas, it is helpful to progress through the list of obstacles in order and ask how each type of obstacle might be overcome. Sample answers from past trainers included:

- Treat people like adults and eventually they'll reciprocate.
- Keep in mind that the angrier they make you the more they need you.
- Make the most annoying person your ‘favourite’ for the week.
- Begin actively noticing small positive things about everybody.
- Go into the session rested and prepared so that you are less likely to be impatient.
- Build up a sense of working toward the same goal.
- In your comments, address behaviours and avoid making attribution to unchangeable traits, accept feelings.

**Weighing alternatives: try out: re-evaluation**

* "This list represents a great deal of valuable experience in training and working with groups. Looking at this list, which strategies do you feel will work best for you?"

*** Have each trainer name the strategies that will work for him or her in maintaining unconditional positive regard. Leave the flip-chart pages up on the wall for use with the stress inoculation exercise later on.

* "You've come up with very solid ideas for dealing with a very challenging aspect of being a good trainer. Try these ideas out during the rest of the training and keep re-evaluating how they are working for you."

**Specific positive reinforcement**

* "Many of your strategies involve active listening, observation and reflecting back to the participants what you have observed as a means of showing them the value in what they have done. This shows you already know the basics of specific positive reinforcement".

* "Specific positive reinforcement is positive feedback tied to a specific behaviour; it helps people recognize their own best skills and traits and make that positive behaviour permanent".

* "In the JOBS seminar specific positive reinforcement is one of the tools used by intervention trainers to build their referent power and maintain an atmosphere of unconditional positive regard".

* "What is significant about the approach to reinforcement in this program is how relentlessly the trainers must seek out and comment on positive behaviours, not just the obvious behaviours but also the small or hard-to-catch ones, as well as provide reinforcement for participants who are very quiet or whom we find irritating. Providing specific positive reinforcement can be hard work".

* "Later on, during the Trainers' Forum, we will practice active approaches to specific positive reinforcement and ask you to share your knowledge in greater detail. But for now it is important that you already recognize it as a vital skill for trainers."

* "The interpersonal processes between trainer and participant are the foundation of this entire program. **Everything else builds on this foundation**".

* "The delivery of unconditional positive regard and positive reinforcement is dependent on a combination of skill, personal values and experience. These elements can't really be scripted because they emerge from your own reactions to activities and interactions with participants, and from your experiences."

* "Your goal is to use both words and actions to send the following messages to the program participants:"

*** Write on the board:

**"You are competent"**

**"You can trust yourself"**

**"Your experience and thoughts are valuable"**

**"You have a right to feel confident"**

***Ask for questions or reactions.

*** Whenever possible, encourage the <u>group</u> to answer its own questions. Use the deflecting phrases "What does the group think?" or "How do other members of the group feel about it?"

* "You are really showing a deep understanding of the ways in which referent power is built and used in the context of this program. We'll move now to how the needs of your participants affect the way the program is structured."

## b) <u>Self-efficacy</u>

* "As you know, the JOBS project is based on a comprehensive study geared to prevent poor mental health in persons coping with job loss. The seminar is based on research on the way people learn new skills, gain confidence and become motivated to apply these skills."

* "Let's talk about this. You already have good ideas about how adults in general learn, but let's approach this from the grassroots level and how we ourselves learn best."

* "Let's make a list of what things helped you learn a new skill."

*** Probe, if needed, with "When you were learning a new skill (using new equipment, learning a sport or activity, building or making something, et cetera), what things helped you feel confident in your ability?" and begin listing the group's ideas. Sample answers may include:

- Seeing it demonstrated.
- Getting hands-on experience.
- A good coach who said "you can do it".
- Repeated exposure.
- Learning with a friend.
- Learning in easy steps.

* "You've captured with your own experiences the essence of how adults learn. Let's use this list to identify what goes wrong or keeps us from learning new skills. Think of those times when you attempted or desired to learn to do something but you gave up or decided not to try it. What stopped you?"

*** List the responses provided by the group as before. Sample answers may include:

- I'm a perfectionist ... it was frustrating.
- Seemed too big or overwhelming a task.
- Boring instructor.
- Everybody else was already better than me.
- Fear of failure: I never thought I could do it.
- Didn't enjoy it.
- Thought it would take too much time.

* "You have identified things that are common to most people. Most of these things have more to do with the condition of our confidence than with our innate abilities. That is also a good working definition of self-efficacy: **a person's belief regarding his or her own ability to do something**."

* " Self-efficacy is almost the same thing as self-confidence but it is confidence regarding performing specific behaviours. You will work to enhance participants' <u>overall</u> feeling of self-confidence by increasing the individual beliefs that tell them 'I really can go out and <u>do</u> this' that is, their self-efficacy for performing a specific behaviour."

*** Ask for reactions.

*** Distribute *Self-Efficacy* hand-out (**Appendix III.E**), which outlines the sources and effects of self-efficacy, and go over it with the group. Encourage them to contribute examples from their own experience that illustrate how the following three sources of self-efficacy improved someone's ability or willingness to learn:

i. Modelling (seeing other people perform a behaviour successfully).
ii. Actively rehearsing a behaviour.
iii. Verbal persuasion that one has the ability to perform the behaviour.

*** Reinforce insights and observations.

* "You'll notice in the hand-out a motto that says, 'It is more important that participants gain confidence and competence than that they "get it right"'".

* "This concept is **key** to the success of this program. Can you describe some reasons why?"

*** Reinforce responses.

* "Your goal is <u>not</u> to drill into your participants the 'right' way to carry out a job search. The job market is crowded with people who have read the right books

and understand the best job-search techniques. The ones who succeed are the ones who are willing to try out and persist in doing what they've learned, even if their technique is imperfect. This requires self-efficacy."

*** Ask for reactions and questions.

*** As usual, encourage the group to answer their own questions with the deflecting phrase, "What does the group think?"

*** Ask for clarifying questions and reactions and then close the day by allowing all members to share how they feel or tell what stood out for them in today's session.

***Review briefly the topics and objectives of tomorrow's session, thank the participants for their thoughtful contributions and wish them a good day.

# DAY THREE

a) **Inoculation against setbacks.** This segment introduces a ~~therapeutic~~ process that helps people deal with stressful situations and make difficult decisions. This adaptation of stress inoculation training is used throughout the intervention, sometimes in scripted form but also when participants raise concerns during the group discussion.

b) **Building social support.** Using all of the above techniques trainers discuss how to build a supportive learning environment by modelling and reinforcing supportive behaviours.

c) **Preview of next two weeks.**

*** Begin the day with the warm-up activity as prepared by one of the group members.

> * "Today we are going to continue our focus on program activities or the way the program is structured."

## a) Inoculation against setbacks

> * "In general, for each job-search component of the intervention, participants are guided through the following general steps."

*** Write on board or flip chart and then read aloud:

**1) Problem identification.** Often achieved through exercises such as ‘thinking like the employer’ (like the one you used in the auditions). This serves to stimulate participants to generate lists of the skills and behaviours needed for successful job search from an objective, skill-centred perspective, e.g., the employer's. It therefore tends to prevent defensive responses concerning a participant's personal situation.

**2) Skill acquisition and rehearsal.** Achieved through discussions of participants' own experiences, advice, trainer modelling and role-playing.

**3) Inoculation against setbacks.** The group anticipates possible setbacks or obstacles, generates a wide variety of methods to overcome the setbacks, and practices some of the methods.

**4) Transfer.** The point at which a participant adopts a method as his or her own, often by expressing the intention to adopt a method, which results in a public commitment to try it.

> * "An important process in the intervention has been labelled inoculation against setbacks and is part of a process called stress inoculation training. It was developed by Irving Janis and Leon Mann, and was elaborated on by Donald Meichenbaum to be used in counselling individuals to stick to difficult decisions."
>
> * "In our program it has been adapted for a group process where participants work together to create strategies through five major steps".
>
> * "Three of the steps you will facilitate <u>in class</u>".

*** Write on the board or chart:

> **1. Anticipating setbacks/** obstacles**.**
> **2. Developing strategies/generating ideas for overcoming setbacks.**
> **3. Weighing the alternatives and committing to try a strategy.**
>
> * "And the fourth and fifth steps your participants will accomplish on their own <u>outside of</u> class."

*** Write:

> **4. Trying out a strategy.**
> ***5.* Re-evaluating and repeating the process in light of experience.**
>
> * "We just used this process yesterday (point out the sheets corresponding to the first three steps) when you described the obstacles to unconditional positive

regard, generated ideas for overcoming these setbacks, weighed the alternatives and committed to use some of the strategies. You will go through the final steps when you are acting as facilitator."

*** Distribute *Overcoming* Obstacles *to Success: Stress Inoculation Training* (**Appendix III.F**) which identifies the five steps. Allow the group time to read before referring back to the flip-chart sheets they generated.

* "Think for a moment about the way we generated these lists. How did your thought processes evolve as we went through each step?"

*** Facilitate a discussion that explores the inoculation against setbacks activity in detail.

*** Probe if needed with the following questions and reinforce responses:

- "Would you have come up with the same list of strategies if we had not identified the obstacles first? Why?"
- "What do you think it does for your participants to identify a list of obstacles or setbacks, of things that may be preventing them from carrying on with their job search?"

* "In the third step of the process, the group members are asked to choose from the list a strategy that they are willing to try. What does this accomplish?" Sample responses may include:

- We tended to come up with strategies to match our list of obstacles.
- We built on the strategies of others, each one clarifying a little more.
- Sometimes you don't really recognize what the barrier is until you verbalize it.
- It's like venting, isn't it?
- The negative aspects seemed to be easier to identify than the strategies.
- When you asked us to identify which strategy would work for us personally, I pictured myself carrying it out.

- Does committing to a choice in front of their peers mean people are more likely to actually try the strategy?

*** Ask for questions or reactions. Encourage the group to answer the questions raised with the deflecting phrase, "What does the group think?"

*** An appropriate resource article to distribute or make available at this point is *Stress Inoculation Training* by Donald Meichenbaum and Jerry Deffenbacher, Counseling Psychologist, January 1988, vol. 16, pp. 69-90.
An additional source is: Thriving under stress: Harnessing demands in the workplace, by Thomas W Britt & Steve M Jex (2015), OUP. This covers stress inoculation training in an employment context.

## b) <u>Social support</u>

* "The last of the essential processes that we will be discussing today is social support."

* "There is a strong relationship between learning new behaviours and the social/environmental conditions in which the behaviour will be displayed. New learners are more likely to try a new behaviour where they feel safe from criticism and encouraged to take risks."

* "Let's start as we usually do by exploring the wealth of knowledge you already have on the subject: What does it mean to be in a supportive environment?"

*** List group responses on the flip chart and reinforce each contribution. Sample answers may include the following:

- Like having a safety net.
- There is always someone ready to pick you up when you're down.
- You're liked for who you are.
- You get compliments and appreciation for good things you do.
- You're less self-conscious about expressing yourself.
- Feel like you belong.

*** Praise the group for their contributions. If anyone sees the parallel between this list and the list generated earlier about being a referent person, praise his or her astuteness.

> * "Social support is not a step in our program that is independent of the other processes; it is an integral part of all of them."

> * "The hand-out I'm about to give you defines the different functions of social support. I think you'll see how referent power, stress inoculation, and positive reinforcement work together to provide the framework of support."

***Distribute *The Function of Social Support* (**Appendix Ill.G**).

> * "When you are delivering the seminar, you will be applying supportive behaviours like those you have just described."

> * "You will express empathy, you will validate the participants' concerns and feelings and you will encourage their coping efforts. You will model and reinforce supportive behaviours. The group exercises that you will be leading were designed to provide opportunities for the participants to be supportive of each other."

> * "During Trainers' Forum week, we are going to spend more time on the specific skills and training techniques that you will use to set up a supportive environment. Sometimes this atmosphere can be undermined by social conflict among the participants and by other conditions that may or may not be within your control. We will work on how to avoid or minimise these conditions to maintain a supportive atmosphere."

*** Allow group members to share some of their experiences with difficult participants they have encountered in past training situations, but don't go too far into problem solving at this time.

* "After you have been through the intervention seminar, we will spend some time inoculating ourselves against such potential setbacks. We will delve into your expertise as trainers for some solutions or tricks-of-the-trade to overcome any potential obstacles to social support."

* "I have an article for your resource notebooks that describes the theory of social support used as a basis for this program."

***Distribute copies of either Irving Janis's article *The Role of Social Support in Adherence to Stressful Decisions,* American Psychologist, February 1983, pp. 143-160, or Chapter 2, "The Nature of Social Support", from James S. House's book <u>Work. Stress and Social Support,</u> Addison-Wesley, Reading, Mass., 1981, pp. 13-30

***Ask if there are any further questions or reactions.

## c) <u>Preview of next two weeks</u>

* "We are coming to the end of your first week on the project. Are you suffering from information overload or are you ready for more?"

*** Allow the group time to react before describing the following week.

* "Next Monday through Friday, you will have the opportunity to experience first-hand what it is like to go through the JOBS project seminar as a participant."

* "We are not giving you your trainers' script for the seminar because we want you to experience the program with a fresh perspective, as your own participants will."

* "Unemployed people are just people like you and me so you yourself will be thinking like a job seeker - a role that is probably still fresh in your minds."

* "It will be tempting to stop and digress into discussions on training techniques from your viewpoint as a trainer but we want to keep the focus on how a participant feels at this time. We ask that you write down any questions and

comments anticipating your role as a trainer and we will discuss them the Monday after you have gone through the program. Only after you complete the last session of the mock seminar will you receive your own trainers' script, which may serve to answer many of those questions."

* "In the afternoons after the seminar sessions, we'd like you to spend time learning about your new partner. Past trainers of this program discovered that it was helpful to learn about each other's strengths and fears as trainers before dividing up who does what. We will even provide some information sheets with discussion questions contributed by other trainers of this program to help you get started."

* "You will also use that time to organize your agendas for the mini-workshops you will be facilitating during the Trainers' Forum week."

* "Have you given some thought to which session or sessions you would like to lead during that week? Remember, you will be acting as facilitators, not lecturers, so you don't have to be an expert on the topic."

*** Refer to *Guidelines for Mini-workshops* for the Trainers' Forum (**Appendix V.A from Chapter V**), which lists an agenda of all of the topics complete with a statement of the objective for each workshop. List the topics on the flip chart with blanks after the topics for which a volunteer facilitator is needed. A facilitator may lead more than one segment and, in the case of dual interests, may co-facilitate with another member.

* "I am passing out the packet of hand-outs referred to in your workshop guidelines to help you prepare for the workshops. You can refer to these as part of your workshop or just use them as follow-up material. **So long as the objective is achieved, how you approach the topic is entirely your decision**".

*** Distribute the hand-outs for the Trainers' Forum (**Appendices V.C-V.J from Chapter V**) that corresponds to each of the topics to be covered. Ask for questions to clarify the role facilitator and exhibit confidence in the leadership abilities of the members.

*** Close the day by allowing members to share how they feel or tell what stood out for them in today's session.

*** Reinforce group contributions and conclude the session.

# IV. TRAINING PERIOD: MOCK INTERVENTION SEMINAR

The complete intervention seminar is modelled by experienced co-trainers for the new trainers, who assume the role of unemployed persons in the seminar. Participating in the seminar is the most efficient way for them to gain experience with the essential processes and establish a common framework for future discussions. It also serves to enhance the trainers' empathy for the participants and therefore prepares them to express that empathy in a real seminar.

The modelling of the intervention is performed by a pair of co-trainers who are themselves already certified as trainers of the program. The following guidelines are established. At the outset:

1. Group members will take on the viewpoint of a job-seeker rather than that of a trainer.

2. Group members are to be themselves and not take on a role or try to be a particular "type" of participant.

3. Questions regarding the processes, training techniques or anything outside the viewpoint of a job-seeker should be written down and kept until the Monday after the seminar is completed.

Since a group may have only about 6 - 10 persons, you may wish to invite other staff members to bring the group size to the desired level of 12- 15 participants. The seminar includes highly interactive processes and the number of participants influences the quantity of interactions and the overall enthusiasm that is generated. A group of less than six is too small to be an effective model for new trainers to learn what to expect in the intervention seminars.

The new trainers spend only the mornings of the intervention week (four hours) in the seminar. They spend the afternoons both establishing the basis of their working relationship with their new co-training partner and working independently on the segments they will lead the following week in the Trainers' Forum.
The agenda for the week is as follows:

| | Morning 8.30 - 12.30 | Afternoon 14.00 - 17.00 |
|---|---|---|
| **Monday** | Session I | Working with new partner |
| **Tuesday** | Session II | Working with new partner |
| **Wednesday** | Session III | Trainers' Forum preparation |
| **Thursday** | Session IV | Trainers' Forum preparation |
| **Friday** | Session V | Trainers' choice of activities |

After the first session of the intervention, the training facilitator sets up an activity to help the new partners get better acquainted.

In the script for this activity, one asterisk [*] indicates what is said and three asterisks [***] indicate what the facilitator needs to do.

> * "You are at the beginning of establishing a relationship with your co-training partner that will last a long time. It is important to invest some time now in helping that relationship run smoothly and in finding ways to help each other be the best you can be; this also involves finding out ways to avoid annoying or hindering each other."
>
> * "Next week when you have your trainers' manual for the intervention, you will begin dividing sections and agreeing on who delivers which activities in the seminar. This is the blocking process."
>
> * "Knowing more about each other's strengths as trainers, special background, and what makes your partner nervous or stressed will help you make more educated choices in the blocking process."

* "This information about your co-trainer does not necessarily come up in ordinary conversation so we have set aside time for you and your partner to communicate and exchange this information."

*** Distribute *Getting to Know Your New Partner* (**Appendix IV.A**), which lists some evocative questions to help the new partners get acquainted.

* "The questions on this form are to help you express some of your likes and dislikes to your new partner. Based on our experience and the feedback we received from other trainers, these questions help to get the discussion on these issues started."

* "Today and tomorrow time is set aside for you and your partner to discover your likes and dislikes, strengths and weaknesses. Spread these discussions over both days and add some other questions of your own choosing."

* "These can be silly as well as serious questions; both are helpful in building a bond of partnership. Do you have any other questions in mind that might be useful or just for fun?"

***Give the group time to think of possible questions. Questions might include things like:

- What really scares you?
- What embarrasses you most in a group context?
- If you were snowed in for a week with a well-stocked fridge and access to movies (eg.Netflix, Sky Movie channel, LoveFilm) what 10 movies would you like to see?
- What was the best day you ever had?
- When you were little, what did you want to be when you grew up?

* "Your responses to these questions are between you and your partner only and will not be used as part of a group training activity."

* “As you become more comfortable with the process it will become easier to disclose things about yourself. It is therefore easier to start with questions that are the most non-threatening and work up to the more revealing ones.”

***Ask for questions or reactions.

After the last session of the mock intervention seminar the new trainers are given a full set of training materials. These include the facilitators' script for the seminar, and lists describing the objectives of each session, the setup of the classroom, and the materials needed for each session (**Appendices IV.B-IV.D**). The trainers may choose to spend that afternoon reviewing their new materials or working with their partner on the topics they selected for the Trainers' Forum.

# V. TRAINING PERIOD: TRAINERS' FORUM

The Trainers' Forum is conducted as a series of mini-workshops where everyone has a chance to lead a group in dealing with a specific topic. It is a highly interactive week of training that utilizes the particular skills and abilities which the trainer-candidates themselves have brought to the position. Leading a workshop on a particular topic allows new trainers to sharpen their own training and empathy skills and helps them adapt those skills more specifically to the needs of the program.

Three of the topics workshops - specific positive reinforcement, inoculation against setbacks and creating social support - will be led by the supervising facilitator. These deal with applications of the processes and are specifically linked to the intervention. The remaining workshops are directed by the volunteer facilitators, who are free to devise their own methods for achieving the objectives of the session(s) they have chosen to lead.

The mini-workshops are delivered in half-day sessions of three to four hours. A session lasting more than four hours - even when the program is upbeat and interactive - becomes tiring and difficult to follow. The other half of the day is designed to allow the co-trainer pairs to begin going over the intervention script together. By the end of the week they should begin 'blocking' the script, which is, determining which segments of the script will be delivered by each partner.

Guidelines for Mini-Workshops (**also printed in Appendix V.A**):

1. Provide a statement of the objective your segment should achieve, with subheadings if necessary.
2. Allow for all members to share their knowledge and expertise on the subject.
3. Make your workshop as interactive as possible and do whatever you can to evoke maximum participation.

4. Establish the agenda and length of your workshop, taking into account discussion time and breaks (most topics will take two hours or less).
5. Try to keep lecturing to a minimum.
6. Feel free to be creative in your choice of activities (discussion, brainstorming, role-playing, games, quizzes, etc.). Don't be afraid to have fun.
7. Offer specific positive reinforcement to your peers for their contributions. (Even if this takes you outside of your comfort zone, make the effort and be sincere. This skill is an important element of the program.)
8. Provide a supplementary article or hand-out for use with each topic (you may also create your own).
9. As facilitator you are in charge; keep the group on task and on time, determine breaks, etc.

Forum Agenda (**detailed in Appendix V.A**)

(Starred topics [*] are led by the supervising facilitator.)

- **Monday:** Review of the intervention*; Presentation skills.
- **Tuesday:** How adults learn; Being a co-trainer.
- **Wednesday:** Active listening skills; Specific positive reinforcement*.
- **Thursday:** Facilitating group activities; Inoculation against setbacks*.
- **Friday:** Creating social support*; Handling social conflict; Overview of rehearsal period.

All of the segments are equally important. Even if it is felt that the topic is one ‘everybody already knows about’, the important information and norms that pertain to each topic need to be discussed. A group member who is not as familiar with the topic may not wish to admit this to his or her peers and therefore participation in all of the sessions of the Trainers' Forum is the only way to guarantee everyone's exposure to the topic. At the very least the participants will be helping to reaffirm mutual knowledge and values that serve to guide the intervention process.

Those segments that are fully scripted below are led by the supervising facilitator. Those that list only a topic and an objective will be led by a volunteer facilitator from among the new trainers (facilitators may team up to lead a particular workshop). As long as the objectives are met, the exact contents of these segments are entrusted to the volunteer facilitators.

Materials needed include:

- Flip-chart paper.
- Masking tape.
- Broad-tip marking pens.
- Materials requested by the trainers for their individual segments.

Breaks are not scripted but take place every 60-90 minutes as directed by the facilitator. Note that each of the workshops should begin with a warm-up activity and end with a discussion in which the members comment on what stood out for them in that session.

# Monday

***Give a brief overview of the day's and week's agenda and begin the first segment.

## 1. <u>Review of the Intervention</u> (led by the supervisor)

* "While you were participating in the intervention last week, we asked you to take on the role of a job-seeker and hold any training-related questions until today. I'd like you to take out any questions you wrote down and we'll take time now to discuss them."

* "Something that commonly happens is that you answer many of your own questions in the course of the week or in reviewing the manual afterwards. I'd like us to discuss those too. The progression of your thoughts is interesting and provides insight for others so let's start with those."

* "What were some of the things you wondered about and then resolved on your own?"

*** Starting with the questions that members have answered for themselves has two objectives. One is reinforcement: you give them a chance to show off what they've learned. The other goal is to show that the facilitator is <u>not</u> the only ‘expert’ here. Continue to establish the norm that everyone has expertise and is expected to contribute.

*** Facilitate discussions of the topics brought up by each member by encouraging the others to offer their reactions or viewpoint and by giving specific positive reinforcement for contributions.

*** When these topics start to run dry or if they extend too long it is time for your first break. Indicate that you will be returning to the questions that still need clarification.

Questions that commonly arise:

- What do you do when a participant asks you a question and you don't know the answer?
- When taking on the role of the helper, do participants ever give damaging or negative feedback to each other?
- Do participants ever come to mistrust all the positive feedback they get?
- The trainers' manual seems to rely upon the trainer eliciting a lot of the answers from the participants and then praising them for a good job. What if they don't come up with the right answers?
- Why do you frequently answer participant questions with, "What does the group think?" Wouldn't it be quicker to just answer it and move on?

These last two questions come up in various forms.

* "You are inferring that the program relies upon the participants' willingness and ability to supply ideas, and that's absolutely right. So let's look at this issue in relationship to the goals of our program."

* "When we were discussing the concepts of referent power and unconditional positive regard in those first few days, we said the trainers' goal is to use both words and actions to send the following messages. "

*** Distribute *Our Goal* (**Appendix V.B**), which states:

The trainers' goal is to use both words and actions to send these messages:

**"You are competent"**

**"You can trust yourself"**

**"Your experience and thoughts are valuable"**

**"You have a right to feel confident"**

* "As a trainer, it can certainly be easier for me to answer a question outright, and sometimes it feels really good to think I handled that question pretty well, but the whole point of the program, as this goal sheet states, is to <u>empower</u> the participants."

* "As a group of adults with a large amount of combined life experience, and as people who have obtained jobs before, your participants will already have a great store of knowledge. You have to <u>trust the process,</u> which means show faith in their ability to think and solve problems."

* "By encouraging participants to share their experience of things that did or did not work for them, they begin to realize <u>they already possess a degree of proficiency and expertise</u> and that helps to increase their self-esteem."

* "As a trainer, one of the best things I can do for a group of participants is to answer a question with the phrase 'What does the group think?' and then let them share what they know. Sometimes that can be a very hard thing to do. After all, I'm the teacher; I'm supposed to have all the answers, right?"

*** Lead in to a discussion of what it means to <u>trust the process</u> of the intervention.

*** Mention that the program has been widely trialled and has an extensive evidence base from US, Europe (Finland, Ireland) and China. The experience gained from these seminars is clear: the process works remarkably well! And you can trust it to work for you as well.

*** Have the group suggest a few examples of ways in which participants might ask for an opinion from the trainer. Then ask them to determine the advantages of deflecting the questions back to the group. Sample answers may include:

- ➢ It prevents the trainer from having to take a defensive position by accepting that there is more than one opinion.
- ➢ It's a good way to handle a controversial question.
- ➢ It's a good way to handle a question to which you don't know the answer.

- It gives the participants a variety of opinions so they can choose what is best for them.
- If someone brings up a problem that that person thinks is insurmountable, asking "What does the group think?" or saying "Let's come up with some useful suggestions to help John" allows the group to be supportive of each other.
- People like to help and give advice - it's personally reinforcing.
- It reinforces that there is seldom only one right answer that works for all people applying for all jobs (e.g. no one ‘best’ type of CV, ‘best’ way to dress, and so on).
- Answers from peers don't carry as much authority as those from the trainer (expert power) so participants can agree or disagree without threat to their own self-esteem and without feeling too defensive.
- A trainer enhances his or her own referent power by praising everyone for their good ideas and encouraging the members to trust their own instincts and choose the method that will work for them.

*** The trainers may discover some of these advantages now but many will not become apparent to them until they are delivering the program themselves. Affirm that their concerns are valid.

> * "One other aspect of relying on participants to answer their own questions is the worry that you will get a depressed or cynical person who always paints a negative picture for the other participants. Inevitably, you will."
>
> * "The amazing thing is that the other participants will begin to contradict the negative picture for you when they are given the chance. People <u>always</u> gravitate to the positive view of things. It's part of the <u>process</u>. Trust that it will happen."

*** Continue to address the questions and concerns brought out about the intervention but consciously give the group the opportunity to answer for themselves first.

*** As a facilitator, try not to rush in too soon to supply an answer even after a period of silence. Try instead to rephrase the question by adding an example or a bit more detail.

This models the norm that encourages group members to participate rather than sit and listen passively.

*** Not all questions will be answerable by group discussion. Some questions concern the goals, job-search content or processes of the program. Such questions may be better answered directly by the facilitator.

*** For example, trainers may ask: "Why don't we spend more time on CVs?" or "Shouldn't we see to it that each participant has a complete CV at the end of the program?" The group may know that the top experts agree that employers use CVs mostly to screen people <u>out</u> and that many jobs don't require them. But they may not realize that the quantity of time it would require to write CVs suitable for everybody would take away time from other activities that better serve to enhance participant self-esteem.

*** When these procedural questions come up, it is helpful to cite specific examples and experiences to illustrate your point.

*** If the group asks about an issue that might be covered in one of the mini-workshops, suggest that they save it for that segment so you don't ‘steal the thunder’ of another facilitator.

*** When your agenda time is nearing the end let the group know that they can continue this discussion throughout their rehearsal time and during scheduled trainer meetings.

*** Praise group members for their thoughtful and inspired contributions and note how well they are already adapting the theoretical processes to their role as trainers.

***Turn the group over to the next facilitator.

## 2. <u>Effective presentation skills</u> (see **Appendix V.C**)

*** In this workshop, the volunteer facilitator leads a discussion or activity that explores and collects the participants' knowledge on public-speaking tips, use of visual aids, methods of managing nervousness and other advice on good presentation skills.

*** During this and all other trainer-led segments, the supervisor (as well as any other staff members present) becomes a member of the group and takes part in its activities, making sure not to dominate the discussions or upstage the topic leader in any way.

# Tuesday

## 3. <u>How adults learn</u> (see **Appendix V.D**)

***In this segment, the volunteer facilitator leads the group in an activity/ discussion to explore what we know about how and when adults learn best, establish some guidelines on training adults and adapt what we know in teaching, training and facilitating to working with adults in this program.

## 4. <u>Being a co-trainer</u> (see **Appendix V.E**)

*** In this session, the volunteer facilitator helps the group create a mutual definition for an effective co-trainer relationship and set guidelines for making it work.

## Wednesday

### 5. Active listening skills (see **Appendix V.F**)

*** In this segment, the volunteer facilitator helps the group establish what active listening achieves and practice sharpening active listening skills.

### 6. Specific positive reinforcement (led by the supervisor) (**Appendix V.G**)

* "One of the processes we discussed in our Orientation week was specific positive reinforcement. You have a good grasp on why it is important so we will move next into discussing how you will use it. "

* You will give some reinforcement as general praise, such as: 'You're an intelligent group', or 'You look smart today.' But the more empowering, meaningful reinforcement is tied to specific things a participant has done."

* "When positive reinforcement is tied to a specific behaviour, it becomes positive feedback. We use it to help people recognize their own best skills and traits in order to encourage them to persist in the behaviour."

* "In the JOBS project intervention, feedback is **never** constructive criticism'. Rather it is used as a means of providing specific positive reinforcement. It would be contrary to the goals of the program to correct people if ‘getting it right' came at the expense of their self-esteem."

* "Let's take a moment to look at the way we define feedback in the context of this program."

*** Refer to the hand-out *Giving Positive Feedback* (**Appendix V.G**), which describes what positive feedback is and is not and gives some specific examples.

*** Review the hand-out with the group and ask them how it compares with their previous knowledge about feedback.

> * "The positive feedback you will give during the intervention can't really be scripted and yet you are relied upon to give it very frequently - more frequently than you will find comfortable at first."
>
> * "You may have noticed in your trainers' manual the directions to circulate among the participants when they are working in small groups. You may have also noticed suggestions to reinforce individual responses, and reinforce group responses during open group discussion."
>
> * "You have to devote a great deal of attention to seeking out opportunities - large and small - for giving reinforcing and positive feedback. This requires determination, skill, understanding, and respect."

*** Ask the group for their reactions. How do they think they will feel about this? They may express discomfort because the quantity of positive feedback desired is much greater than most trainers have ever been expected to give. They may also worry about seeming insincere.

*** Affirm that their concerns are valid and typical of trainers new to the process. Assure them that statements in the script such as "you are a great group" **don't all have to be used verbatim**; rather, such statements indicate only that praise or reinforcement is called for there. **Trainers must each develop and expand their own vocabulary of positive reinforcement.**

> * "The way to relieve your concerns and increase your comfort level is to increase your vocabulary of positive reinforcement so you can practice using it."

**<u>ACTIVITY</u>**

* "In giving positive reinforcement to our participants, a difficulty that trainers sometimes encounter is finding the right words, words that will come across as both helpful and sincere. The words ‘good' or ‘nice' for example (That's nice', ‘Good job', etc.), tend to be so overused they are often perceived not as positive reinforcers but as bland social niceties."

* "We are about to do a brainstorming session on finding alternatives to the word 'good' that can be used for positive feedback and praise. Not <u>synonyms</u> for 'good and ‘nice' but active words that refer to specific actions, like: 'perceptive', 'capable', 'well thought out', 'skilled', 'caring', etc."

* "We need to generate and use more active words because the more specific the comments, the easier it is for participants to accept the reinforcement and apply it to specific behaviours."

* "Take a moment to write down as many active words and phrases as you can think of to use as a means of reinforcement."

* "Remember that in brainstorming, the object is to get as many ideas on paper as you can in the shortest time period. That means we don't stop to discuss or evaluate them until everyone is through. It also means there is no such thing as a bad idea - no matter how off the-wall it appears."

*** Have several flip-chart sheets taped to the board or wall. Ask for questions or reactions and then wait for the members to complete their lists. When the group is ready, have one person at a time read one word or phrase off his or her list and continue <u>quickly</u> to the next person.

*** Keep the energy going. If someone is still thinking when his or her tum comes up tell that person to just say ‘pass’ until you come around again.

*** When the "one-notion-per-person" approach starts to run dry, announce that participants can give more than one idea if they want to. Praise the group for a comprehensive list.

Here is a list of useful examples of <u>active words for positive reinforcement</u> that can be used to supplement the group's list if needed:

- Capable
- Thoughtful
- Rational
- Detailed
- Helpful
- Sound
- Empathetic
- Attentive
- Articulate
- Instrumental in
- Warm
- Creative
- Well thought out
- Desirable
- Kind
- Alert
- Concerned
- Useful
- An aid to
- Patient
- Wise
- Nurturing
- Understanding
- Proficient
- Considerate
- Generous
- Dependable
- Effective
- Logical
- Appropriate
- Beneficial
- Careful
- Determined
- Gentle
- Perceptive
- Calm
- Realistic
- Supportive
- Conscientious
- Caring
- Valuable
- Vigorous
- Interesting
- Thorough
- Satisfying
- Practical
- Skilled
- Efficient
- Insightful
- Healthy
- Invaluable

*** Ask for comments or reactions concerning the list or the brainstorming activity.

> * "We are going to have this list typed up and distributed in the next few days so everyone has a copy to keep and use."
>
> * "As you begin rehearsing the intervention, start inserting these active words and phrases into your everyday vocabulary so that when you have a group of real participants, praise and reinforcement will come more easily to you and you'll feel less self-conscious about using verbal reinforcement."
>
> *"You've done a brilliant job, just look at this list!"

*** Close by giving a brief overview of what is to come in tomorrow's session and praise the group for the impressive skill and effort they are putting into this Trainers' Forum week.

## Thursday

## 7. <u>Facilitating group activities</u> (**see Appendix V.H**)

*** In this segment, the volunteer facilitator leads the group in establishing strategies to make group activities run smoothly and effectively. So much time in the intervention is spent in group activities that planning done here will prevent fumbling later.

## 8. <u>Inoculation against setbacks</u> (led by the supervisor) (**see Appendix V.I**)

> * "The stress inoculation process we talked about during our first week occurs throughout the intervention. We constantly strive to help people overcome the difficulties of making a tough decision and following up on it."
>
> * "During the mock intervention seminar the process we call inoculation against setbacks was used in Session One, in the segment on networking; in Session Four, after the discussion on calling employers for interviews; and in Session Five, in anticipating future personal setbacks after the 'Jean' case study."
>
> * "In these exercises, you went through three distinct steps which are described in the hand-out called *Inoculation against Setbacks* (**Appendix V.I**). I think you're familiar with the <u>why's</u> of the process, so today we're going to work on the <u>hows</u> and practice the technique. "

*** Write the names of the three steps (underlined below) on the board or flip-chart as you describe them:

<u>**Anticipating setbacks/** obstacles</u>
"In this step, you go around the room in round-robin fashion and have everyone contribute all the reasons they can think of that would make the activity difficult. In topics such as asking friends for job leads, we ask participants 'What makes this difficult?' or 'What can get in the way of our being able to do this?' We make them really think about it and try to draw out all of the things that might get in the way of their decision to act."

**Developing strategies/generating ideas for overcoming setbacks**

"In this step, you go around the room again, this time asking for recommendations of strategies for overcoming these obstacles. If necessary you can go over the first list point by point and ask 'Do we have a strategy for overcoming this one?'"

**Weighing the alternatives and committing to try a strategy.** In this step, each participant is asked to choose the method or methods that will work for him or her. This public commitment makes it more likely that the person really will adopt the method and carry through with it. "

* "What are you questions or reactions to this process?"

*** Pursue a discussion of this process starting with the comments raised by the group.

* "A technique that is very important in this process is getting participants to be really specific about their obstacles and their strategies. The more concrete and specific they can make their responses, the more likely it is they will be able to relate the discussion to themselves and their own situation."

* "For example, an obstacle that someone might cite is 'I get depressed'. That feeling can have a different meaning for every single person in the room. It is more helpful for people to recognise how that feeling manifests itself in their own situation. Don't skimp on this step. To help them you might say, 'That can mean a lot of different things to different people. Help me expand on that' or, 'What are the signs that tell you you're feeling that way?'"

* "Another example that you might hear when collecting strategies is - "My suggestion is just to be positive". The sentiment is good but when you're home alone and depressed how do you carry on being positive? Ask the group to help you turn that advice into some strategies. You might say, 'What are some things you can do to put yourself in a more positive state of mind?'"

*** Ask the group for other suggestions that might help to draw people out, and praise their responses.

> * "The more specific participants are in identifying their difficulties and strategies, the more likely they will be able to get a handle on their problems and follow through with their strategies, even after they've left the supportive environment of the group."
>
> * "As it says on your hand-out, the process is the same regardless of the specific content of the difficult decisions or behaviours you are looking to inoculate against. We're going to demonstrate this by practicing with a topic of your choice. I'll need two volunteers."

*** The volunteers get to decide on the topic for the stress inoculation exercise, which they may take from the list on the hand-out (e.g. sticking to a diet). They may also choose one of their own if its meaning is clear to everybody and will not be too time-consuming.

*** Ask which volunteer would like to be the facilitator and which will be the support person. They can switch roles halfway through if they like.

*** Call a break while you clarify any questions from the two volunteers. Then turn the group over to them. Sit down to be a participant.

*** When the exercise is over, praise the volunteers for their effort and ask them how it felt.

*** Offer some specific reinforcement on something they did and ask the group to indicate what they thought was done well.

*** Close by giving a brief overview of what is to come in tomorrow's session and praise the members for their impressive performance.

# Friday

## 9. <u>Social support</u> (led by the supervisor) (**see Appendix V.J**)

* "The original intent of the JOBS project is to be a <u>prevention</u> program, that is, to prevent the mental ill-health effects of unemployment. And the program has been very successful at this. It is no surprise that giving people tools that help them get better jobs, get them faster, and keep them longer result in better mental health."

* "But what may surprise you is that even among those persons who did not get re-employed right away, people in the intervention group experienced significantly better mental health than their counterparts in the control group."

* "Social support has far-reaching benefits for all of us, and particularly for our unemployed participants."

* "We have already talked about the role of social support in the context of the theories that went into building this program. Let us now discuss some of the ways of providing social support."

* "I'll list a few of the ways we provide social support; you are welcome to add a few more and we will discuss the specific methods we will use to achieve them."

*** Write on a large chalkboard or use a flip chart, two titles to a sheet:

- Showing acceptance of and empathy for individual beliefs, feelings, behaviours.
- Giving positive feedback.
- Contributing to the empowerment of participants.
- Reinforcing positive coping behaviours.
- The role of the ‘helper’.
- Making relevant self-disclosure statements.

* "Let's take these ideas from the abstract to the concrete. What actual actions do we take to show participants these forms of support? Give me a few suggestions for each one."

*** Go through the list one item at a time and ask the group to contribute ideas for each form of support (i.e. "How do we show acceptance? How can self-disclosures be supportive?" etc.).

* "We are collecting these ideas to help you visualise yourselves performing some of these supportive behaviours as you and your partner are blocking and rehearsing your script."

* "Remember, these supportive behaviours don't come from you alone. What are the ways you could use for encouraging the participants to be supportive of each other?"

*** Continue to collect concrete actions and behaviours that demonstrate support.

*** Sample answers may include:

- Modelling support and caring toward your co-trainer.
- Praising good helping behaviours in participants.
- Encouraging moderate self-disclosures from participants.
- Asking the group to help their peers with ideas.
- Setting up the role of the helper in Session Two very clearly and reinforcing positive helper behaviour throughout the week.

*** Reinforce the ideas of the group and praise their contributions.

* "I think you have recognized that supportive behaviours can include even the small things you do. They can be as simple as smiling and nodding as you observe the participants working in small groups. "

* "The participants take most of their cues from you and the behaviours that you model at the start of the program you will see mirrored as the week goes on. "

* "When you have built up trust with the participants, the strength and influence of your referent power will begin to amaze you - when you see participants behaving according to the norms and examples you set for them at the beginning. But that also carries with it a burden."

* "If your smile has a strong influence then so does your frown. Some days you may be frowning in concentration, or because you ran out of tea or coffee. We send messages sometimes without meaning to or without even knowing that we're doing it. Are you aware of the type of 'covert' messages we as trainers might send?

*** Allow time for reactions.

* "We all send overt and covert messages all the time. As you go through your rehearsal period, watch and help each other recognise these as you give each other feedback."

* "Supportive behaviours can be habit-forming and that's part of what we want to happen. As you rehearse, practice giving positive feedback, praise, acceptance and other supportive behaviours. Lose your self-consciousness with them and make them a habit. When these behaviours become ingrained you will be an effective trainer."

***Ask for questions.

* "By now, you all are all eager to get into your role as trainers and that is very exciting. You have good ideas and lots of enthusiasm and it will be terrific to see you in action."

*** Conclude this segment and turn the group over to the next facilitator.

## 10. Handling social conflict (see Appendix V.J)

In this workshop, the volunteer facilitator leads the group in preparing strategies to handle the social conflicts that may arise during the seminars.

*** Once this workshop is complete, the volunteer facilitator turns the session back to the supervisor.

*** The supervisor closes by giving an overview of next week's rehearsal period (location of rehearsal rooms, schedules, sign up for use of video equipment, etc.) and praises the group for the skill and effort they put into the Trainers' Forum week.

# VI. TRAINING PERIOD: REHEARSAL

During the four weeks following the Trainers' Forum, the new facilitators devote most of their time to practicing delivery of the intervention script. The teams engage in read-through and blocking of the script, rehearsing, dress rehearsal and piloting. The goals of this period are for the trainers to commit the program to memory, acquire smoothness in working with their partners and tum the abstract theories of the program into concrete, permanent behaviour.

Rehearsing takes about four to six hours per day. Most trainers find it helpful to break up the day with other duties. At this point the supervisor should establish a work schedule and make assignments.

Materials needed for the rehearsal period include:

- A time-table for use of rehearsal rooms.
- A pair of different-coloured highlighter pens for each trainer.
- Ring binders for each session of each trainer's script.
- Video recording and playback equipment

## Feedback and debriefing

During the rehearsal period the supervisor arranges sessions each day with every pair of co trainers, partially to observe them in action and give suggestions, partially to answer questions, but mostly to give positive reinforcement and encouragement for their efforts.

As much as possible, the supervisor models the same sort of reinforcing behaviours the trainers will offer to the program participants and it is hoped that he or she will attain a degree of referent power with the trainers. The supervisor also holds other bases of influence since this is, after all, an employer/employee relationship, but liberal use of positive reinforcement, empathetic verbal statements, smiles, eye contact et cetera also demonstrates and reinforces the impact these behaviours have on personal motivation.

The supervisor also brings all of the trainer pairs together for a weekly staff meeting. When rehearsals begin, the pairs are no longer seeing each other on a daily basis and begin to miss the frequent contact. The meeting allows them to maintain a supportive network and fosters a spirit of camaraderie. Issues brought up by the trainers, adjustments to time-tables, new business and creative solutions to common concerns are all put on the agenda. The meeting also offers a venue for the supervisor to praise the trainers in front of their peers.

As the trainers get further into the rehearsal period, the feedback from the supervisor is delivered more formally in a ‘debriefing’ that follows each session, with the emphasis always heavily on positive feedback. The supervisor must persistently observe, record and comment upon all of the effective actions that the trainers demonstrate. Mistakes and ineffective behaviours are not highlighted and are only commented upon generally. The trainers tend to be very hard on themselves about verbal slips and obvious errors. A critical comment from the supervisor is not only potentially damaging to the trainer's confidence but often unnecessary because training performance improves automatically with time and experience. Thus the supervisor should point out ineffective behaviours only if they are important or if the trainer is not likely to make the improvement on his or her own.

Examples used in the case of past trainers include:

- "Your introductions of each other were very upbeat and concise."

- "John, you did a very good job of describing the role of the helper; it was very clear and they understood exactly what you were asking of them."

- "Mary, you are excellent at giving positive reinforcement. When you said to Terry that he was so good at thinking on his feet he really beamed."

- "You deflected Lisa's question about the employer's fears very nicely. I could see you start to answer, catch yourself, and then say, 'What does the group think?' You have good instincts."

Observations about certain behaviours that need improvement should be phrased as goals or as requests for re-examination. Questions that may force the trainers to be defensive (i.e. "Why didn't you do that?") should be avoided. Sample comments made to past trainers have included:

- "I'd like you to work on increasing the amount of reinforcing feedback you offer to participants, really stretch the limits of your comfort zone."

- "I noticed you cut Alex off mid-sentence when he digressed into that long story of his past job, and he seemed very embarrassed. How else might you handle a situation like that?" "You sometimes appeared to be irritated with each other [cite example]. That can send covert messages to the group that you don't want to send. I'd like you to practice being openly reinforcing of each other. "

- Or simply, "Sometimes I had trouble hearing you."

The co-training partners also spend time debriefing each other by giving reinforcing feedback and by actively defusing the problems, big and small, that can come about when two people work together closely. This may be done by asking a question like, "Is there anything I can do to help make your role easier?" or "How did you feel about today's session?" This debriefing should become a normal part of the follow-up of every session and may even be carried out over lunch or on the drive back home. Defusing small problems as they arise helps to prevent them from growing out of proportion later.

## Practice sessions

Trainers spend the first full week of rehearsal blocking their lines in the script and reading it through. This means that each pair works in their own rehearsal room independently of the other teams. As the new partners come to know each other better they should decide which of the styles of co-presenting delineated in **Appendix V.E** are best for each exercise. In blocking out their scripts, the partners use highlighter pens in a different colour for each trainer, to indicate who will
be the ‘lead’ person in each segment. These blocks may consist of a whole exercise or a single line, as long as they are divided fairly equally within each session (the partners' status must be perceived as equal in the eyes of the participants). The "support" person of the moment also notes his or her appropriate duty, such as recording on the flip chart, passing out hand-outs or observing the group for reactions.

After the trainers have highlighted their own parts in the script, they refine their roles and discuss how best to support each other. Questions and concerns are noted and brought up in either the daily visit by the supervisor or the weekly staff meeting.

The process of reading through the script is followed by a ‘walk-through’ using movements and materials to gain a sense of the time needed for each segment and to map out the space the partners will occupy. This includes role-playing, using the board or flip chart, placing materials in readiness, passing out papers, getting used to moving in a U-shaped seating arrangement, and so on. For ease of handling, the intervention script should be detached into its separate sessions, each held together by a clip or ring. This allows trainers to go through their scripts and still move about naturally.

In the second week the trainers begin actual rehearsals, doing everything exactly as if there were a group of participants sitting before them. This includes practicing trainer behaviours that are not completely scripted, such as using reinforcing words and phrases, circulating among small groups, and making optimal eye contact. Repeated practice of these behaviours helps them become second nature to the trainers.

## Video-recording and playback*

At this point, it is very useful for the trainers to have access to a video camera. A video recording and playback session can be very revealing, and although it may make some trainers a little uncomfortable, it allows them to see themselves as the participants will. The objective eye of the lens will help them see nervous gestures, hear the rate and pitch of their own voices and judge the clarity of their communications. Because trainers will tend to focus on the negative aspects of their delivery, it is important for the supervisor to devote special effort to positive reinforcement.
*[**NB*** Only leaders/ supervisors are permitted to record and oversee the use of recorded material, so as to avoid unauthorised use of this material, eg. posting on social media]*

Trainers should be provided with the opportunity to view recorded material during the session, under supervision from the group leader. It is not necessary for the trainers to record every minute of all five sessions. In fact, having to watch 20 hours of playback is excruciatingly dull and seldom provides more insight than does the recording of one session plus a few selected activities. A useful method is to focus most of the recording on activities that give a particular trainer the most trouble. This serves as a good means of diagnosing the sources of difficulty. If recording equipment is limited, a schedule for fair sharing may have to be established.

When the trainers have defined their speaking roles and are beginning to feel comfortable with the program, they are ready to begin memorizing their lines. They may do this individually, or the partners may use part of their rehearsal time for memorization read-through sessions (one partner at a time recites his or her lines with the other partner acting as prompter).

Trainers should not be prevented from continuing to hold or consult their scripts even when they go ‘on-line’ with real participants. Even after thorough memorization it is still possible to get mixed up in a program of five sessions, so holding the script can make the trainer feel less anxious. Although constant reading from the script should of course be avoided, an occasional stop to verify notes or to read specific instructions or data is permissible.

## Dress rehearsal

The last two weeks of preparation before the trainers are certified to deliver the program involve a dress rehearsal and a pilot seminar with actual unemployed participants. The dress rehearsal is the trainers' first experience delivering the intervention to a live audience. It is as close as possible to the real thing except the participants are not unemployed persons, but rather are recruited from staff and other interested parties. They should number at least four to six persons (enough to be divided for the small group exercises in the program). The training supervisor also sits in as a participant.

## Piloting

In the last stage of the rehearsal period, before the program begins in earnest, each co-trainer pair get a chance to practice presenting the intervention seminar to actual unemployed persons recruited from a local unemployment office. The pilot runs <u>exactly</u> like a regular session of the program; location, timing, group size, materials, and content are identical. The only difference, which should not be made to seem unusual to the participants, is that the supervisor (and sometimes another trainer) is present as an observer every day if the intervention is being run as part of an evaluation study. The participants are not told that this is a pilot test since as far as their own personal objectives are concerned, it is the real thing.

If the seminar is being used as part of an evaluation study, the pilot sessions allow one to test all parts of the program (e.g. recruiting methods, training sites, program evaluations, and so on) for their overall effectiveness.

Trainers not piloting over a given week either act as observers for other trainers or continue rehearsing for their own pilot.

## The role of the observer

Throughout the delivery of the intervention, observers are designated to monitor the sessions and to provide on-going feedback to the trainers. These observers include the trainers' supervisor, fellow trainers and those members of the project staff who have a strong understanding of the program's processes and goals.

Early in the script of the first session, the trainers are directed either to introduce the observer, if one is present, or to tell participants that there may be an observer or two stopping by during the week who is interested in learning more about the program. The observers sit in the back of the room and do not take part in the session, so that participants will not be too self-conscious about their presence. Observers are directed to be pleasant, dress casually, and not be too obvious about taking notes.

The monitoring function of the observer consists of the gathering of data. He or she fills out observation forms (see **Appendix VI.B**) which attest that all the parts of the sessions were carried out as planned. The observer's data serves to substantiate the integrity of the delivery of the intervention. This monitoring also reinforces the message to the trainers of the importance of sticking to the protocol of the program.

The feedback function of the observer has more immediate benefits. He or she is a source of continuing reinforcement for the trainers both during the pilots and when they are out on their own. And the presence of observers often adds energy to their performance.

The seminar participants are often very curious about observers and frequently approach them with questions during breaks. They ask things like: "Why are you here?" "What do you do?" "Are you grading the trainers?" or even "Are you evaluating us?" As much as possible it is best to be honest with the participants. Only withhold information that might otherwise prevent the participants from acting naturally in class. For example, when one group of participants heard that an observer was the trainers' supervisor, they took on a protective attitude toward "their trainers". There were many furtive looks to the back of the room, and one person said, "I'd better not say that, I don't want you to get in trouble with your boss." It would have been better for the group in this instance if the job status of the observer had not been acknowledged. Observers should be introduced with non-threatening descriptions such as, "This is our colleague Mary, who leads this program in other locations and is interested in learning how we do things" or "This is our friend David, who helps us back in the office. He's here to learn more about the program" or "We have a guest observer today from another university who is interested in possibly using this program."

## Final review

Before on-line sessions begin, a final meeting is held between the trainers and the leaders of the project staff. This meeting serves as a combination pep talk/ goal affirmation to remind the trainers of their ultimate purpose in delivering the program: the empowerment of the participants.

The training supervisor and the leader of the project staff take this opportunity to praise the trainers' performance. In a spirit of celebration, the trainers are presented with certificates proclaiming their status as official trainers of the JOBS program.

# Locating and Renting a Site for the Seminar

**NB: This section contains some helpful tips about sourcing suitable venues, but providers need to refer to the guidance set out in the Invitation to Tender, with regards to DWP's requirements concerning accommodation and legislation.**

The location of the job-skills seminar for unemployed people should be easily accessible to its participants, many of whom have limited resources for transportation. Thus the seminar needs to be conducted at a site that will not require them to travel for more than 30 minutes, that is, one within a radius of 20 miles from where the majority of the unemployed persons live.

Finding an appropriate site or facility for the intervention is only the first step in the process. The next step is to secure an appropriate room where the seminar will be conducted. This involves (1) calling the authorised persons who manage the facility to inquire about the availability of an appropriate room for rent for the required period of time, (2) visiting the facility to check the facility and the room, and (3) negotiating the final arrangements, including the rent.

Give yourself plenty of time to secure a location. It is best to use a checklist to make sure the room and location meet the needs of the seminar, as well as the needs of the participants and the trainers, before a final commitment is made and a rent contract is signed.

Before you begin to select a location you need to have determined firm dates and times for the intervention. We found that we were able to negotiate a much lower price when we offered to book rooms for a 15-week period well in advance.

To start the process of site identification, use a map of the area and the Internet. Follow the following steps:

1. Use the Internet to identify potential locations. Sources include the following organizations:

   a. Chamber of Commerce: Call and ask them for specific locations, or a list of possible places that would rent out a meeting room.
   b. Hotels: Many of them have small or mid-size conference rooms and you may be able to negotiate an affordable price for a room. We did!
   c. Community Centres of various kinds. Some may be able to offer the facility free of charge or for a reduced rental fee.
   d. Schools, Boards of Education, community colleges, local colleges and universities. Some of these locations may ask for additional insurance.
   e. Union Halls: May offer the room free of charge or at reduced rental fee.

f. Libraries: Check to see how early they open.
g. Banquet hall, meeting rooms: They may not be open early enough for the seminar.
h. Churches or other places of worship.

2. Make telephone calls to the potential locations and use the short checklist below to make sure that the location and the rooms are adequate.

   a. Is the site centrally located?
   b. Is there free parking?
   c. Is the room large enough for 25 people but not so large as to overwhelm the participants?
   d. Is the room air-conditioned (very important during the summer)?
   e. Is the room available for the dates and the time periods required for conducting the JOBS seminar?

3. If the location is potentially acceptable, proceed to inquire about and possibly to negotiate the rental fees. Our experience may give you a general idea of what to expect. In 1991, we rented small conference rooms (for 25 to 30 participants) at hotels for £35.00 per four-hour session each morning. Rent at an educational training centre that was part of a community centre was £20.00 per four-hour session. Classrooms at an old high school converted into an adult education centre were provided free.

4. Go and visit the site. Whilst there, make sure to check all the items on the checklist below. You do not have to commit to renting the place yet. You may want to follow our experience and tell the managers of the facility that you propose to use the place for the first week and then if everything is satisfactory you will commit to it for the remaining period.

   The following checklist will help you inspect the place and prepare a report for deciding whether or not to rent space in this location.

   <u>Information about the site:</u>

   a) Is the room large enough to accommodate at least 25 participants comfortably but not so large that participants feel overwhelmed?
   b) Is the temperature adjustable within the room?
   c) Is the room air-conditioned?
   d) Is the light adequate in all parts of the room?
   e) Is the location subject to noise and distractions (other meetings, high traffic)?
   f) Is there convenient access to clean rest rooms?

g) Is there an area suitable for coffee materials (with convenient outlets and access to a sink)?
h) Is there close access to free parking?
i) Are there sufficient chairs and desks (or tables) with a good writing surface? (can they be moved?)
j) Is the room secure for overnight storage of materials?
k) Is the room available when needed, at a reasonable cost?
l) Is there a phone nearby that can be used for emergencies?
m) Is there a place for participants to take a break or smoke without disturbing the building's occupants?
n) Does the room have disabled access?

Setup of the seminar room

a) Are the chairs placed so that all participants can see the trainers and the other participants?
b) In the case of multiple entryways, have you either blocked the door at the front of the class or set up the chairs to face away from possible distractions?
c) Can you adjust the seating if too many or just a few people show up?
d) Is there a wastebasket?
e) Have you located the thermostat/air-conditioning control?
f) Can you place the flip-chart easel so it does not block the chalkboard?
g) Do the office staff know how to deliver messages?

Misc. additional useful information

a) Can you store anything in the room overnight?
b) Can you leave the flip-chart pages hanging on the walls overnight?
c) Can you store anything in a storeroom overnight or all week?
d) Can you use an elevator to load things to and from the room location if necessary?

5. Evaluate the advantages and disadvantages of the various locations based on the information you collected using the above checklists. As soon as you make your decision, contact the desired facilities and ask for a rental contract. Be sure to inquire about insurance.

In our experience, we found that hotels provided ideal locations. Because they are in the business of renting rooms and holding seminars, they proved to be the easiest to work with. The schools were also very positive. Educational sites that did job training were better suited for our purposes than classrooms in high school.

# Appendices for Chapter II

**Appendix II.A**

## Sample Job Advertisement

# TRAINERS/GROUP FACILITATORS NEEDED

TO DELIVER A PROVEN SELF-ESTEEM AND SELF-EFFICACY ENHANCING JOB-SEARCH SKILLS PROGRAM TO UNEMPLOYED INDIVIDUALS IN **[INSERT LOCATION]**.

We are looking for caring, warm and skilled trainers with group facilitation, training and/or adult education experience to deliver a series of week long programs in **[insert location]**.

The job will start **[insert date]** and continue to **[insert date]**. The program begins at **[insert time]**, so you must be a morning person!

£**[insert wage]** per week (plus expenses)

Quality Training and Supportive Supervision Provided

This job guarantees a growth experience. You will know you are making a difference.

For information, call **[insert telephone number]** or email **[insert email address]** by **[insert date]**.

# APPENDIX II.B

## Interview Protocol for Hiring Trainers

### A. PRE-INTERVIEW

As the candidate waits to be interviewed, have him or her write out the names and numbers of three or four professional references (not Human Resources but individuals). Verify that he or she received the job advert, and have an extra copy if needed (this relieves you of having to cover this during interview time).

### B. OPENING

Introduce all members present and establish the agenda of the interview:

> "What we're going to do first is to ask you about your background, then set up some scenarios to discuss how you'd handle certain situations. We'll also tell you some more particulars about the job so you can be sure it's what you want, and then give you a chance to ask us questions. Does that sound okay?"

### C. INTERVIEW QUESTIONS

The following is a list of interview questions intended to assess candidates for the trainer position and weed out inappropriate candidates. Keep the atmosphere friendly.

1. Let's begin with your training background. Tell us about your prior experience in training or facilitating groups.

2. If you were advising young trainers who are just starting out, what would you tell them about training adult students? **PROBE:** What is your approach to teaching or counselling adults?

3. The way this job is structured involves spending every third week in activities that are not training-related, such as (paint an accurate picture of the non-training duties such as making copies or just filling in where an extra pair of hands is needed). How do you feel about doing this type of work?

4. This job involves having to travel (paint an accurate picture of the locations, hours, travel and potential pitfalls of the job). Could you be happy in a job with those requirements?

5. What are the characteristics of a group you most like to work with in a classroom?

6. When you worked with a group, what was the most difficult situation you ever had to handle? PROBES: How did you resolve it? How do you feel about the way you handled it?

7. The participants in this program are all recently unemployed adults. What, from your experience, is special or unusual about this group?

8. Have you ever worked as a co-trainer or co-facilitator? **PROBE:** What do you think the advantages are/would be? What do you think is/would be difficult about it?

9. What is your approach to providing people with feedback?

10. **SCENARIO:** You have observed three people in your class performing a role play of an interview. Some of the things they have done were effective and others were not. How would you go about giving them feedback or reinforcement?

11. **SCENARIO:** Imagine there is a member of your class who is very negative and bitter about having lost his job. He insists that he has tried the methods you recommend and that they don't work. He says the only way to get a job is to lie about your qualifications. His continued negative remarks are making other class members uncomfortable. How would you handle it?

12. Something that may frequently happen in a group is domination of the conversation by one member. **SCENARIO:** Imagine you have a participant who is very enthusiastic about the program and glad to be in class. She has a story to tell to answer every point raised. Other class members have stopped attempting to answer your questions. How would you equalise participation?

13. How would you describe your ideal supervisor?

14. What is the most difficult situation you have ever had to handle with a supervisor? **PROBE:** How did you handle it?

15. This training is/may be different from your previous training experience because the participants' feelings of being competent and confident are more important than their ability to accomplish a particular skill. This means leading the class according to specific guidelines, not being the ‘expert’ but helping members find the answers themselves. **PROBE:** How do you feel about that?

16. Why are you interested in this job?

17. How do you feel about the nature of this project in relation to your future plans? **PROBE:** Would you be able to guarantee us that you would stick with the project for **[insert length of project]**?

18. Do you have any questions that you would like to ask us?

# APPENDIX II.C

## Trainer Candidate Evaluation Form

Trainer Candidate: ________________________________

**Personal Traits**

| | | | | | | |
|---|---|---|---|---|---|---|
| Unsympathetic | 1 | 2 | 3 | 4 | 5 | Sympathetic |
| Cold | 1 | 2 | 3 | 4 | 5 | Warm |
| Rigid | 1 | 2 | 3 | 4 | 5 | Flexible |
| Uninteresting | 1 | 2 | 3 | 4 | 5 | Interesting |
| Negative | 1 | 2 | 3 | 4 | 5 | Positive |
| Insincere | 1 | 2 | 3 | 4 | 5 | Sincere |
| Not Confident | 1 | 2 | 3 | 4 | 5 | Confident |
| Dull | 1 | 2 | 3 | 4 | 5 | Enthusiastic |
| Insensitive | 1 | 2 | 3 | 4 | 5 | Sensitive |

**Delivery Skills**

| | | | | | | |
|---|---|---|---|---|---|---|
| Unprepared | 1 | 2 | 3 | 4 | 5 | Prepared |
| Unclear | 1 | 2 | 3 | 4 | 5 | Clear |
| Monotone | 1 | 2 | 3 | 4 | 5 | Varied Voice |
| Inaudible | 1 | 2 | 3 | 4 | 5 | Good Volume |
| Not in Control | 1 | 2 | 3 | 4 | 5 | In Control |
| No Eye Contact | 1 | 2 | 3 | 4 | 5 | Frequent Eye Contact |

## APPENDIX II.D

# Audition Protocol

**NOTE:** Your audition time will be about 15 minutes. It is not of prime importance that you complete the whole script in that time. In this scenario you are joining a hypothetical class in progress. Your students are unemployed adults of a variety of ages, sexes, races and levels of education.

A single asterisk [*] denotes an example of what the trainer should say. A double asterisk [**] denotes what the trainer should do.

**ACTVITY: 'THINKING LIKE THE EMPLOYER'**

PURPOSE: ESTABLISHING NEED FOR OBJECTIVE SELF-ASSESSMENT

*"We're going to focus now on what goes through an employer's mind when an employer is preparing to hire someone."

* "The technique of 'Thinking Like the Employer' is a method we are going to use throughout this whole program."

* "We do this because putting yourself in the employer's shoes will give you a good idea of what the employer is looking for, feeling, and thinking about."

* "This can really give you an edge over other applicants in figuring out how to look for a job, write a CV, or present yourself in an interview."

1. Instructions and setting the stage

**Give instructions:

* "You'll be assuming that you are employers who need to hire someone. In a moment you'll go through the process of deciding what kind of applicant you want."

* "It's more fun to do this with someone else so I'd like to pair you up."

**Have members split into pairs or use small groups.

** Have persons in each pair or group move chairs to face each other.

** Select one of the following jobs and assign it to the groups:

- A live-in housekeeper
- A manager for a restaurant chain (eg. Pizza Express, Bella Italia)
- A shoe salesperson

- A receptionist for a group practice of dentists
- A home-repair person for major appliances

*"The job you will be hiring for is XXXXX"

* "It's important that you forget you are job seekers for now, and really get into being an employer. Use your past experience and your imagination."

2. Problem identification

* "Now I'd like you to think about what kind of person you want for this job."

* "Take about three to five minutes in your group to make a list of characteristics you want this person to have."

* "What kind of personality strengths? Personality strengths are things about a person like honesty, friendliness, dependability, and so on."

* "What skills? Skills are anything a person can do like type, write well, organize, supervise, operate machinery, deal well with people, and so on."

* "You may also want your employee to fill some other requirements that don't fit under skills and strengths, such as good grooming or reliable transportation, and you may list those as well."

* "Someone from each group should volunteer to record your list."

**Ask for questions.

3. Discussion

**Draw out group responses and POST them on the board:
- Going round-robin, ask each group to volunteer one characteristic at a time.
- Record each response on the board, making tally marks for duplicate responses.
- Continue until all group results are posted or the list is illustrative of examples of all kinds of skills.

** Circulate, praising participants. Try to draw those at risk of isolation into the group discussion and be sure to commend them for their participation.

* "Studies show that personality strengths like honesty, dedication, and self-motivation are what employers care about most. In fact the most commonly desired characteristic is dependability."

**Ask participants to compare the posted list with skills they possess themselves.

* "How do the abilities and traits you listed here compare with your own traits and skills?"

* "I bet you didn't realize how important these traits really were."

* "This shows that you already have many of the most important strengths that employers are looking for. This is very important to keep in mind and be proud."

* "Remember this exercise whenever you are dealing with a potential employer. You already know a lot of what she or he will be looking for and can use this to your advantage."

**Praise everyone for thorough lists and clear thinking and then conclude.

*NOTE: Your "participants" for the audition are staff members recruited from around the office. They have been instructed to react as ‘unemployed persons’ but to otherwise just be themselves. Be assured that they have <u>not</u> been asked to ‘act up’ or be deliberately difficult.*

# APPENDIX II.E

## Reference Check Script

Reference for ________________________

Given by ____________________________

My name is **[insert name]** and I'm calling from **[inset provider name]** in regard to **[insert candidate's name]**. He/she applied for a position with us and gave us your name as a referee. Do you have time to answer a few questions on his/her behalf?

1. What was his/her association with you (boss, colleague, friend, client, et cetera)?

2. What type of work did he/she do for you? For how long?

3. How reliable was he/she (showing up on time, absenteeism, following up on promised work, et cetera)?

4. How well did he/she get along with colleagues?

5. What was his/her general attitude toward his/her work?

6. What was he/she best at?

7. What areas could they have improved as an employee?

8. Would you rehire him/her?

9. Is there anything else I should know?

## APPENDIX II.F

# Co-Facilitators Matching List

NAME: ________________________

As we look to assign co-training partners we'd like to know how you view your own training style and what you'd like to see in a partner. Think about what you like to do the best/least and think about relationships that have helped/hindered you as you answer the following questions.

1. My strengths as a trainer are (name two or three things that are most characteristic of you as a trainer/facilitator):

2. Training/ facilitation areas that I need to develop (list one to three areas):

3. A co-trainer who would best compliment my style would have these characteristics (again, name up to three):

4. A co-trainer who would drive me crazy would exhibit these characteristics:

# Job Description for the Trainer Position on the JOBS Project

*The information below is intended to paint as complete a picture as possible of what the job entails. It is not intended as a contract and should not be construed as such. It is subject to the terms and conditions of the contract with DWP*

The main responsibility of the trainer is to deliver a series of week-long (half-day) job-search skills seminars to unemployed participants in the **[insert area].** The sessions run from **[insert time]** to **[insert time]**. The trainer will deliver the program in a co-trainer pair.

The job of trainer includes fully paid 'trainer training' weeks, beginning **[insert date]** and running through **[insert date]**. Trainer training weeks will include in-class time, time for independent readings, time for rehearsal, rehearsal in front of the other trainers and some project staff, a 'practice' week delivering the interventions to unemployed persons not included in the study, observing other trainers in their 'practice' sessions, and possibly helping out with getting the research project off the ground if needed (see 'in-office' responsibilities, below).

The job of trainer involves a rotation of two weeks of training and one week of in-office work beginning the week of **[insert date]** and running until **[insert date]**. Regular trainers' meetings will be scheduled once a month for updates and as an on-going training forum. These meetings will occur **[insert time]** (for example, every fourth Tuesday from 12:30 until 14:30). Unpaid holiday time must be scheduled during the office week portion of the rotation, at least six weeks in advance, and only with the supervisor's approval. We will try to accommodate these plans but there may be obstacles we cannot anticipate at this time.

During the training weeks, the trainer is responsible for:

- Arriving at the training site by **[insert time]** on the first day of a new session (Monday), **[insert time]** on the other days.
- Being prepared to deliver the intervention seminars in an enthusiastic, warm and skilled manner.
- Delivering the intervention seminars.
- Ensuring that all materials are ready and in order for each session (including obtaining them from the Provider office, checking them over, and organising them).
- Picking up the refreshments for the session.
- Calling up participants who did not come to the session to catch up with them and let them know they were missed. This may involve evening calls from the

trainer's home (reimbursable). These calls can be split between co-trainers in any manner agreeable to the co-trainer pair.

- Informing the trainer's supervisor of any problems or unusual circumstances.

- Other miscellaneous tasks, which include the following:
    - making tea and coffee;
    - washing up pots and cups at the end of the session; and
    - tidying up the room after the session;

- Maintaining cordial relationships with employees at the training sites.

- Adapting to an unusual schedule if the Monday of a seminar week is a holiday. The program will still be delivered starting Tuesday of that week and will either run in four five-hour sessions OR will involve one eight-hour day OR will involve training on Saturday AM. One of these plans will also be implemented if a training day is cancelled due to bad weather or some other unforeseen event.

**During the 'in-office' weeks, the trainer is responsible for:**

- Observing one session of training run by another trainer pair during the week and completing the observer evaluation forms by the end of the session. The session/day of the week will be assigned.

- Signing up for hours of in-office work to be assigned by the research supervisor. This will consist mostly of phone calls. Other in-office work may include other administrative tasks such as organising materials, making copies, sorting, filing, emailing et cetera. We hope to be able to limit trainers to no more than 20 hours of office work in a normal week.

- Filling in for a trainer who is sick. During the days in which a trainer is substituting for a sick trainer, he or she will, of course, be exempted from office work.

- It is likely that there will be an occasional 'abnormal week' in which special crises may occur (an epidemic among the research staff, for example) and we will ask you to work other hours, or more than your scheduled hours at the office. If, for instance, a seminar session is cancelled, you may be asked to make a lot of phone calls to let participants know.

# Appendices for Chapter III

# Appendix III.A
## Overview of the JOBS Intervention

The JOBS Project is a research and evaluation study conducted by the Institute for Social Research at the University of Michigan. The goal of the project is to develop and test an intervention program designed to help unemployed persons regain employment, and to prevent the negative mental-health effects of unemployment. The project consists of a seminar on job-search skills. Although the ostensible purpose of each seminar is to teach those skills, the underlying processes by which it is delivered serve to enhance the self-efficacy, self-esteem and social assertiveness of the participants.

The participants are ordinary persons recruited from local unemployment offices. The dilemma of unemployment is that it tends to rob people of their feelings of competence and confidence at a time when they need to project those traits to obtain another job. The JOBS program is used not to treat the poor mental health caused by unemployment but rather to prevent it.

As a result of attending the program, participants:

- got better jobs (in terms of both salary and job satisfaction);
- got them more quickly;
- had fewer recurring episodes of unemployment; and
- experienced fewer incidents of depression, especially severe depression, than similar persons studied who received job-search instruction in booklet form only.

The components of this program are:

**1. Trainer Referent Power**

The power or influence trainers have with participants is based on the participants' experience of trainers as reliable self-esteem enhancers, as referent persons whom they esteem and whose esteem they desire. This requires that trainers build trust and reduce social distance by providing participants with unconditional positive regard, specific positive feedback, moderate self-disclosure, and encouragement for participant self-disclosure (Irving Janis, 1982).

**2. Social Support from Trainers and Group**

Trainers express empathy and validation of participants' concerns and feelings, and encourage their coping efforts. Trainers model and reinforce supportive behaviours for participants. Group exercises are designed so as to provide opportunities for participants to be supportive toward each other.

## 3. <u>An Adaptation of Stress Inoculation Training</u>

Stress Inoculation Training is a coping process notable for its emphasis on a collaborative relationship between client and professional helper. It was adapted to a group problem-solving process involving specific problem identification and analysis, generation of possible behavioural or cognitive responses, evaluation of responses, skill acquisition, and behaviour rehearsal, try-out and re-evaluation. The intervention emphasizes an extension of this process, ‘inoculation against setbacks’, in which the group anticipates possible obstacles and prepares to overcome them through problem solving.

## 4. <u>Job-Search Skill Training</u>

Participants are invited to acquire and rehearse job-search skills in a safe and supportive environment. They are taught the techniques job-search specialists recommend most highly using a learning process based on social learning theory.

## 5. <u>Active Teaching/ Learning Methods</u>

The learning process is almost entirely active and utilizes the knowledge and skills of the participants, elicited through group discussions, brainstorming and other activities. Participants spend much of their time rehearsing new skills and giving each other support. This process seeks to maximize the effectiveness of the learning environment and to promote self-esteem and self-efficacy.

## Appendix III.B

## The Unemployed: How and Why

Unemployed people are often concerned that employers and employed people have attitudes about them and their unemployment. In the paper below, produced by the University of Michigan, some minor changes have been made to refer to the UK labour market and services, but otherwise this paper remains as relevant today, as when it was produced in the 1980's.

*(The following information is derived from the Employment Transition Program manual, a study done in 1984 by the Institute of Science and Technology, Industrial Development Division, University of Michigan.)*

Prejudices concerning the unemployed and the poor in this country are pervasive. The notion that those not working are 'lazy, stupid, unmotivated, inadequate, etc.' is one reflected in the media and among working people. It is also a self-image internalized by laid-off workers, who suddenly find themselves in the state that they had previously maligned. Professionals who deal with the unemployed are often not adequately informed about labour-market and job-finding issues. Rarely are they given training in empowerment and coping techniques. Rather, they offer standard, often inadequate recommendations (i.e. read newspaper job ads/ situations vacant, check Jobcentre Plus vacancies/ Universal Jobmatch).

The phenomenon of unemployment is a complex socioeconomic issue. It has been conceptually categorized into four distinct classifications or types; they differ because:

- they have different causes;
- they have different effects;
- they have different solutions.

## <u>Types of Unemployment</u>

**FRICTIONAL UNEMPLOYMENT** exists because of natural transitions in people's lives: they have left employment (eg. due to family issues), been made redundant (due to downsizing), or relocated, etc. This creates short-term labour-market fluctuations.

It is called "frictional" because inefficiencies in the market cause time to elapse before people and jobs are matched. There may be jobs available but the job-seeker has to determine what and where they are and how to find them.

This type of unemployment is present in both healthy and unhealthy economies; estimates put it at approximately three to four per cent. Knowledge or lack of knowledge about job seeking can influence frictional unemployment and can change its statistics.

**STRUCTURAL UNEMPLOYMENT** involves a permanent loss of jobs caused either by inconsistencies between skills needed in available jobs and those skills possessed by available workers, or by changes in market conditions. It can create serious long-term problems in the labour market. The causes for job loss in this category are generally beyond the control of individual workers. These are:

- Technology or automation that renders the employee's skill set obsolete (e.g. auto industry employees, clerical workers, skilled craftsmen).
- Market decline: There is no longer a strong market for the product or service (e.g. "fad" products, military equipment, etc.).
- Relocation: The plant or company has closed down and moved to another area. This can be because of high labour costs or diminishing population (e.g. the clothing and textile industries).
- Nature of work: Jobs available require new skills or adjusted skill levels (e.g. computerization, increasing technology eg. in farming).
- Foreign competition: Cheaper foreign products are capturing the larger share of the consumer market (e.g. cars, steel, clothes, and textiles).

In the case of structural unemployment, individuals need to readjust to a changing job market by gaining new skills in the emerging job areas. Their previous jobs and job categories will not, in all likelihood, return.

**CYCLICAL UNEMPLOYMENT** occurs when there are redundancies caused by the change of seasons, the nature of a particular business or temporary economic downshifts. These redundancies are also beyond the control of the worker/employee and the jobs generally return when the cycle changes again. Those affected by this type of unemployment may include teachers, farm workers, construction workers and persons hired only seasonally, like extra salespeople and postal workers during the Christmas season.

**CHRONIC UNEMPLOYMENT** refers to inherent deficiencies in the market that exist beyond seasonal or economic fluctuations. This involves a portion of the population that cannot find work because the market cannot absorb them. Non-whites and teenagers bear a large percentage of this type of unemployment, as do persons with a wide variety of social and economic disadvantages (eg. people with health condition and disabilities). Even workers who have previously been employed can be counted as chronically unemployed if after many months of looking they have not found a job.

[*The following is excerpted from a Pre-layoff Intervention Study from the Institute of Science and Technology (Industrial Development Division., University of Michigan, Judson Stone and Charles Kieffer, 1984)]*

## The Experience of Unemployment

Harvey Brenner (1973), in *Mental Illness and the Economy,* posits a direct association between macroeconomic decline and aggregate social pathology. According to this increasingly familiar hypothesis, for every one per cent increase in the national unemployment rate, the following additional associated events will occur in a given three year period:

- 38,887 deaths
- 20,240 cardiovascular failures
- 495 deaths from alcoholism
- 920 suicides
- 648 homicides
- 4,227 admissions to mental hospitals
- 3,340 admissions to state prisons

*****

Sidney Cobb and S. V. Kasl (1977), in a longitudinal study of the effects of plant shutdown, reported higher blood pressure, higher uric acid levels, increased levels of cholesterol, increased incidence of peptic ulcers, higher incidence of arthritis, higher anxiety, and increased personal anguish in their sample of workers made redundant and their wives.

* * * * *

Mathew Dumont (1977), in a review of the literature, reports clearly established relationships between unemployment and sexual dysfunction, divorce, desertion, domestic assault, alcoholism, child abuse, and psychosomatic disorders.

* * * * *

## The Impact of Job Loss: A 'Life-Cycle' Perspective

One thing that is known about the consequences of redundancy is that individuals tend to progress through predictable phases of emotional response. Generally, there exists some advance warning of redundancy, if only in information terms. Signals and rumours of an impending factory closing always precede any formal announcement or notification of decision. This initial phase of **anticipation** is often characterized by greater stress than the redundancy itself. During this period, the worker confronts continuous nonspecific uncertainty regarding his/her job and future, which often produces marked levels of anxiety. For some, this anxiety provokes job search and constructive preparation. More frequently, however, all parties involved are paralyzed by collective apprehensions and disbelief. At the same time, it is not unusual to see sickness and accident claims increase because workers anticipating layoff sometimes become careless and accident-prone.

Even with confirmation of redundancy, and through most of the **post-notification** (pre-redundancy) worker and union response is generally characterized by denial. Fantasies of last minute salvation and elemental avoidance of pain combine to perpetuate the absence of personal acceptance of inevitable fate. It is not unusual during this period to find workers looking forward to redundancy as time for vacations or fishing or fixing up the house. Seriously looking for work is avoided, as is preparing for the future. While this is theoretically seen as the most promising moment for preventive intervention, the reality of denial is so strong as to subvert most pre - redundancy assistance attempts. Neither workers nor their leadership are accessible for significant planning or counselling efforts. While many outplacement, referral, and counselling programs have been staged in this phase, those who participate are largely un-involved and un-invested.

As the actual date of redundancy approaches, individuals become a bit more realistically concerned, and planning takes on a slightly more serious tone. To the extent that this is true, the period immediately prior to and following the moment of redundancy is of greater potential for unemployment counselling and assistance. Even then, it is important to note, the cushioning effect of unemployment insurance may prolong procrastination. In the UK, actively seeking employment is a condition of receiving Universal Credit or Jobseeker’s Allowance.

While it may appear somewhat surprising, the event of redundancy, itself, seems not to be terribly traumatic. However, as unemployment is extended through the **post-redundancy** phase, sources of conflict and stress more gradually emerge. Vacant hours lead to boredom and boredom to guilt, which turned inwards, evolves as depression. The feelings of concern and resentment so long denied gradually generate hostility. As the economic events which precipitated redundancy become further distant, some workers begin to wonder if they could not have acted to prevent their loss of work in the first place. They also begin to feel more anxious and angry about not having been more successful in obtaining reemployment. Sometimes the personal feelings of anger will be vented upon those within easiest reach. Spouses, children, relatives, friends and neighbours become frequent recipients of unprovoked emotional blasts. As significant others are forced to assume new income producing roles, familial equilibrium is disturbed, and interpersonal strains grow more aggravated.

The longer the period of unemployment continues, the more stressful the experienced reality becomes. Sufficient income is perhaps the most critical determinant of emotional adaptation. (Ferman and Gardner, 1979) For white-collar and blue-collar workers alike, financial security promotes stability of life style, allows continuing contact with support groups in which finance is a condition of belonging, and perpetuates the feeling of personal control. Loss of feelings of personal control makes life feel unpredictable; loss of crucial social supports engenders feelings of self-doubt, low morale, depression, and rage. Despite the reality that thousands of workers and peers may have been made redundant, individuals **experience unemployment as a highly personal and lonely phenomenon**.

It is also important to point out that, for a small number of workers, the job has provided the structure required to maintain their wellbeing, and as such, long-term redundancy may precipitate a wellbeing or serious wellbeing issue. Identification of these individuals is not as difficult as it may seem since many are current or past health service users and since management, union officials and Jobcentre staff are often skilled at recognising individuals at risk.

Generally, then, it is possible to identify an adaptable sequence for personal experience of redundancy or unemployment-related stress. To repeat, the worker moves from an "anticipation phase" to a "post-notification phase" to a "post- redundancy phase" to a "phase of reemployment or resolution." Throughout this progression, uncertainty, financial stress, destruction of traditional supports, and personal and familial instability contribute to experienced physical and emotional strain.

## The Impact of Unemployment Implications for Program Design

Generally, the effect of unemployment must be understood within the context of existing personal and economic conditions. The persons most at risk of adverse impact are those with heavy obligations, those without adequate social support, and those experiencing repeated unemployment. Not only laid-off workers, but their families, friends, and networks are vulnerable to interdependent sources of stress. The interaction of depression, isolation, status conflicts, worries about futures, intensity of self-blame, and subversion of familial relations contributes to the process through which conflicts will emerge. Individual predispositions, other situational stressors, and life cycle development concerns further complicate the evolution of unemployment-related strain. Understanding the problems of unemployment through this ecologic perspective will contribute to the design of a more meaningful intervention.

Traditionally, people have defined themselves very much in relation to their jobs. As Rainwater (1974) has described:

> *Having a job provides validation... A job also provides (an opportunity) to be 'someone'. Even the most menial jobs provide a work group in which a man or woman can come to feel that he is known and positively regarded.... A job gives evidence day in and day out that one has something to offer in return for the resources he needs.*

The loss of dignity which accompanies a layoff, the loss of social networks of support, the loss of breadwinner status, and the loss of social meaning all interact in generating increased personal stress. In better understanding **how** redundancy generates personal stress, we can more effectively construct our interventions. Knowing, for example, how important social support can be in promoting positive coping, we can build in strategies which foster increased social support. It is equally important to recognize that some groups or environments (e.g., the bar scene) can reinforce non-adaptive behaviour. In these cases it will be important to find means of countering their influence. Thinking of the utility of informal helping networks, we can provide assistance required to make them more useful in promoting re-employment and personal or familial counselling. Among younger and unmarried persons, friendship networks are key. Older and more established families more often derive support from friends, neighbours, or religious institutions. In much the same way, knowing the central significance of the role of familial adjustment, we can organize our energies to help families remain more stable and mutually supportive.

It is also essential to understand cultural contexts much more clearly, to better attune planned intervention to the particular social needs and cultural concerns of diverse unemployed populations. Much has been written of the world of work and various cultural investments in it; the reader is referred to that literature for further information.

## Appendix III.C

# Job-seeking Quiz

1. How far in advance do most employers know they will have a job opening?

______________________________________________________________________
______________________________________________________________________
_____________________________________________________

2. What percentage of jobs are <u>not</u> advertised?

______________________________________________________________________
______________________________________________________________________
_____________________________________________________

3. What do you think are the three most important criteria employers use to screen job seekers (ranked in order)?

______________________________________________________________________
______________________________________________________________________
_____________________________________________________

4. What are the two most effective ways to find a job?

______________________________________________________________________
______________________________________________________________________
____________________________________________________________

5. On the average, what percentage of all jobs are open, due to employee turnover at any given time? Turnover consists of openings that arise when people get promoted, leave their job, go on leave, or retire. Redundancies, where the job no longer exists, and newly created jobs are not included.

______________________________________________________________________
______________________________________________________________________
_____________________________________________________________

6. How do most people find out about the jobs they get?

7. How do most employers use application forms when hiring?

8. Can you name three of your best or most important skills and a corresponding incident when you used each skill to the advantage of an organization where you worked?

## Appendix III.D

# Referent Power - Building and Using it

*(based on the work of French and Raven, Janis and Mann)*

**Referent power** is a term that describes a source of empowering influence. When a participant in the JOBS II program sees and believes that a trainer can be trusted to enhance his or her self-esteem no matter what, that trainer will be able to play a key role in promoting positive changes in that person. That is, they will be seen as an authentic and credible source of motivation and influence by participants.
Trainers can achieve this by adopting and facilitating a helpful, supportive and trusting relationship, by offering participants unconditional positive regard and specific positive feedback. Trainers also engage in moderate self-disclosure and encourage self-disclosure on the part of the participants. Referent power, therefore, is the power of people we trust, admire and feel close to, and permit to influence our opinions and behaviour.

1. Encourage participants to make self-disclosures. Convey that you care about what they have to say and that you consider it valuable.

2. Make self-disclosure statements that reciprocate those of the group members. Use their self-disclosures as a tool for cognitive restructuring. An example of this might be actively listening to a participant describe how little he got done last night and reframing the episode to help him see the value in what he did do by reflecting back the positive aspects of his actions.

3. Provide unconditional positive regard. *Consistently* communicate approval and acceptance of the participant *as a person.* The participants must believe that you view them as valuable and likeable persons.

## Applying referent power:

1. Endorse specific recommendations about actions the participant should carry out that would be of benefit to him or her.

2. Invite commitment to the recommended course of action: "When can you do it?"

3. Attribute the norms or actions being endorsed to a respected secondary group (e.g. "job-search experts have found...").

4. Give selective positive feedback for positive coping behaviours. Actively seek things to reinforce.

5. Look for opportunities to help participants see that their successes are due entirely to their own hard work and natural talent.

# Appendix III.E

## Self-Efficacy

**Self-efficacy** can be defined as a person's beliefs regarding his or her ability to perform a specific behaviour successfully even in new or stressful situations. It is a personal judgment about one's capability to accomplish a level of performance. It is self-confidence with respect to specific behaviour.

## The effects of high self-efficacy:

Self-efficacy has been shown to influence one's choice of activities, to improve levels of performance regardless of objective skill, and to promote persistence in the pursuit of difficult tasks. Additionally, high self-efficacy has been demonstrated to reduce both the perceived stress involved in performing difficult tasks and physiological indicators of stress (heart rate, blood pressure, and the presence of stress-related hormones).

## The sources of self-efficacy:

People gain self-efficacy by:

1. Seeing other people perform a behaviour successfully. This is also termed having the behaviour *modelled.* The more the people modelling the behaviour resemble the participants, the more likely it is that participants will experience self-efficacy enhancement. ("If they can do it, so can I").

2. Actively rehearsing the skills to perform the behaviour. This is the most powerful method of enhancing self-efficacy. Perceptions of failure during rehearsal may have a negative impact on self-efficacy. Therefore it is important that the skills learning sequence is appropriate (errorless learning) and that a lot of positive feedback is being provided.

3. Verbal persuasion. People who are persuaded verbally that they have the capabilities to master a given task are likely to sustain their efforts longer than if they harbour self-doubts. Specific positive reinforcement plays a vital role here.

In this intervention, we are much more concerned with enhancing participants' sense of self efficacy regarding their job-seeking skills and ability to cope with the job search than we are with their objective skill level. If we can increase their feelings of self-efficacy, they will persist longer, feel better, and perform better. This is not to say we are indifferent to whether they actually learn the things we are teaching them; however, **skill without self-efficacy is useless to them, while high self-efficacy with moderate skill will lead them to success**. The confident job seeker is the successful job-seeker. He or she is also the job-seeker who can weather difficulties and disappointments without a collapse in self-esteem.

## Our Motto:

It is more important that participants gain confidence and competence than that they "get it right".

# Appendix III.F

## Overcoming Obstacles to Success: Stress Inoculation Training

The typical job-seeker can expect to encounter many disappointments, difficulties and setbacks in the form of rejections. Additionally, he or she may feel unable to act because of perceived personal or environmental barriers. For example, fear of rejection may prevent job-seekers from making the phone calls they planned. One of the processes routinely incorporated into this intervention is an ‘inoculation against setbacks’ process, which was adapted from the excellent clinical work of Janis et al. and Meichenbaum's Stress Inoculation Training.

In Stress Inoculation Training, clients first identify the sources of their frustration, and then begin to see the problem as normal and potentially changeable, so that ultimately they develop high self-efficacy expectations for adopting a strategy to solve the problem. The process has been used successfully with people trying to change their behaviours or stick to difficult decisions, such as: lose weight, give up smoking, change extremely passive or aggressive behaviours, cope with stressful work situations or change destructive behaviours in relationships. In the job-search seminar, stress inoculation is scripted into segments in which participants will be dealing with stressful situations (such as calling to ask for an interview). Additionally, it is a process the trainer will apply when a participant raises issues about carrying out an activity. It allows the trainer to validate the participant's feelings without necessarily agreeing with the suggested strategy. This in turn contributes to participant self-esteem and helps to build the trainer's referent power.

In a group setting, the steps through which the trainer leads the participants are:

1. **Anticipate any potential setbacks, difficulties or obstacles that may occur.**

2. **Identify as many approaches or strategies as possible to overcoming the problem.**

3. **Weigh the alternative approaches or strategies. Elicit a commitment from the participant to try at least one of the suggested strategies.**

4. **Implement strategy** (this step usually occurs out of class, on the participants' own time)**.**

5. **Re-evaluate the chosen course of action in light of the experience gained from trying, and begin the process again.**

## Appendix III.G

# The Function of Social Support

Social support is an environment that promotes an individual's coping efforts. The support of others buffers the adverse effects of stress on the individual and enhances his or her self-esteem by sending messages that say "it's not as bad as you think", "it's going to be okay", or "you are a good person".

In the JOBS project intervention, trainers foster the atmosphere of social support by expressing empathy for and validation of the concerns and feelings of the participants, encouraging their coping efforts and "short-circuiting" social conflict. They model supportive behaviours that can then be used by the participants with each other. Increasingly the group members come to rely less upon the trainers for support and more upon their peers.

The consciously orchestrated atmosphere of support helps the participants to adhere to difficult courses of action such as calling friends for job leads, scheduling information interviews, calling employers for interviews, and sticking to the job search in the face of discouragement. By generating supportive interaction in the group sessions, the intervention seminar promotes positive mental health and a feeling of well-being among the participants.

# Appendices for Chapter IV

## Appendix IV.A

# Getting to Know Your New Partner

1. What do you like best about training (teaching, facilitating, etc.) groups? Describe one or more experiences you have had that made you feel especially good.

2. What do you dislike about training groups? Describe one or more experiences that you have found to be frustrating or awkward.

3. Of all the skills, traits and tasks involved in delivering training, which do you most like to use or perform?

4. Of all the tasks involved in delivering training, which do you dislike or find most uncomfortable?

5. When you are angry or upset, in what ways do you express it? (share the danger signals)

6. Recognizing that it is normal for people who work closely together to sometimes get on each other's nerves, what mechanisms would you like to set up to tell your partner that something is bothering you? (brainstorm or suggest a list of alternatives before you decide what will work best for you)

7. Complete this sentence so that your partner will learn more about you. I wish I had more experience in.....

8. How do you feel about this job?

9. Where do you want to go from here (talk a little about your personal and professional goals)?

Add your own:

10.

11.

12.

13.

# Appendix IV.B

## The Classroom Setting

## 1. Site selection

The following is the checklist used in selecting the sites for the JOBS project intervention:

- ☐ Is the room large enough to accommodate up to 25 participants comfortably but not so large that participants feel overwhelmed?
- ☐ Is the temperature adjustable within the room?
- ☐ Is the room air-conditioned (if to be used in warm weather)? Is the light adequate in all parts of the room?
- ☐ Is the location subject to noise and distractions (other meetings, high traffic)? Is there convenient access to clean rest rooms?
- ☐ Is there an area suitable for coffee materials (with convenient outlets and access to a sink)?
- ☐ Is there close access to free parking?
- ☐ Are there sufficient chairs and tables with a good writing surface? Can you adjust the seating if too many or just a few people show up? Is there a chalkboard available at the site?
- ☐ Is the room secure for overnight storage of materials? (not always possible)
- ☐ Is the room available when needed, at a reasonable cost? Is there a phone nearby that can be used for emergencies?
- ☐ Is there a place for participants to take a break or smoke without disturbing the building's occupants?
- ☐ Is the building accessible to disabled people?

## 2. Room arrangements

Within this intervention it is important that the training room be set up to maximize the positive experience of the participants. This means we eliminate or neutralize all distractions or discomforts and make arrangements to encourage a relaxed and open atmosphere. The preceding checklist is part of that plan but it is also important that the arrangements within the room work to our advantage.

- ☐ In the case of multiple entryways, have you either blocked the door at the front of the class or set up the chairs to face away from possible distractions?
- ☐ Is there a wastebasket?

- [ ] Have you located the thermostat/air-conditioning control?
- [ ] Have you placed the flip-chart easel so it does not block the chalkboard? Do the office staff know how to deliver messages?
- [ ] Does the setup of tables and chairs encourage face-to-face interaction (a "U"-shaped arrangement)?

## Appendix IV.C

# Materials Checklists
# Session One

## 1. <u>Equipment</u>

- ☐ List of participants
- ☐ Tea, coffee and hot-water pots (including coffee, decaf, teabags, sugar, milk, cups, stirrers, napkins)
- ☐ Ring binders with notebook paper inside, 40
- ☐ Name cards (8 x 11 cardstock folded lengthwise), 40
- ☐ Flip-chart and flip-chart paper
- ☐ Coloured chalk
- ☐ Broad-point felt-tip markers (three to five colours)
- ☐ Pens, 40
- ☐ Masking tape
- ☐ Intervention manual, notes
- ☐ Clock
- ☐ Sign-in sheet
- ☐ Attendance List

## 2. <u>Graphics</u>

- ☐ Introductions
- ☐ Key Program Goals
- ☐ Help Wanted

NOTE: The list below, like those on the following pages, is a <u>complete</u> list of the hand-outs for the sessions, i.e. it includes certain optional articles and longer booklets that do not appear in the packet of materials appended to each of the seminar sessions in the manual.

<u>Hand-outs</u> (40 copies of each are on hand at all times. The pages used in more than one session should be printed in different colours for easy locating):

- ☐ Job-Search Skills (cover sheet-- put in notebooks beforehand)
- ☐ Coping with Unemployment
- ☐ What You Will Learn at Each Session
- ☐ Abilities and Personal Strengths
- ☐ Transferable Skills List
- ☐ Employer Job Openings
- ☐ What Do Employers Look For?
- ☐ What Are Your Strengths?
- ☐ Four Sample Job Applications
- ☐ Reading material on job applications, e.g. Patricia Scudamore & Hilton Catt's book *Successful Job Applications in a Week* (2012), available from Amazon; or, Chapter Eight of <u>Job Finding: Fast</u>, J. Michael Parr, Glencoe/McGraw-Hill, 1990.
- ☐ Letter to Family and Friends (produced on Provider letterhead)
- ☐ Consumer Resource Guide
- ☐ Adult Directions (optional)

# Materials Checklist
# Session Two

## 1. Equipment

- ☐ List of participants
- ☐ Tea, coffee and hot-water pots (including coffee, decaf, teabags, sugar, milk, cups, stirrers, napkins)
- ☐ Flip-chart and flip-chart paper
- ☐ Coloured chalk
- ☐ Broad-point felt-tip markers (three to five colours)
- ☐ Extra pens
- ☐ Extra notebook paper
- ☐ Masking tape
- ☐ Intervention manual, notes
- ☐ Clock
- ☐ Sign-in sheet
- ☐ Attendance List

## 2. Graphics

- ☐ Concrete Examples
- ☐ How to be a Helper

## 3. Hand-outs

- ☐ Describing Your Skills Using Concrete Examples
- ☐ How to Be a Helper
- ☐ Thinking like an Employer
- ☐ Defusing the Employer's Fears
- ☐ Examples of Some Obstacles and How to Defuse Them
- ☐ Personal Plan for Defusing the Employer's Fears

# Materials Checklist
# Session Three

## 1. Equipment

- ☐ List of participants
- ☐ Tea, coffee and hot-water pots (including coffee, decaf, teabags, sugar, milk, cups, stirrers, napkins)
- ☐ Flip-chart and flip-chart paper
- ☐ Coloured chalk
- ☐ Broad-point felt-tip markers (three to five colours)
- ☐ Extra pens
- ☐ Extra notebook paper
- ☐ Masking tape
- ☐ Intervention manual, notes
- ☐ Clock
- ☐ Sign-in sheet
- ☐ Attendance List

## 2. Graphics

- ☐ Pie chart
- ☐ Your Expanded Network
- ☐ Information Interview

## 3. Hand-outs

- ☐ Steps in a Search for Job Leads: A Checklist
- ☐ Reminder List for Your Personal Network
- ☐ Asking Friends to Help (Chapter 18, Azrin and Besalel, Finding a Job) Information Interview
- ☐ How to Conduct the Information Interview
- ☐ Checklist for Obtaining Open Letters of Recommendation

- [ ] Ideas for Letters of Recommendation
- [ ] CV Idea Sheet
- [ ] CV Blueprint Form
- [ ] Four Sample CVs
- [ ] Active Language for Resumes
- [ ] The Cover Letter
- [ ] Sample Cover Letter

## Materials Checklist
## Session Four

### 1. Equipment

- ☐ List of participants
- ☐ Tea, coffee and hot-water pots (including coffee, decaf, teabags, sugar, milk, cups, stirrers, napkins)
- ☐ Flip-chart and flip-chart paper
- ☐ Coloured chalk
- ☐ Broad-point felt-tip markers (three to five colours)
- ☐ Extra pens
- ☐ Extra notebook paper
- ☐ Masking tape
- ☐ Intervention manual, notes
- ☐ Clock
- ☐ Sign-in sheet
- ☐ List of attendees (form)
- ☐ Questions and Observations

### 2. Hand-outs

- ☐ Participant Phone List form (one copy)
- ☐ Checklist for CVs
- ☐ Dressing for the Job Hunt
- ☐ Tell Me about Yourself
- ☐ Checklist: Contacting a Potential Employer
- ☐ Getting an Information Interview
- ☐ Scheduling a Job Interview

# Materials Checklist
# Session Five

## 1. Equipment

- ☐ List of participants
- ☐ Tea, coffee and hot-water pots (including coffee, decaf, teabags, sugar, milk, cups, stirrers, napkins)
- ☐ Flip-chart and flip-chart paper
- ☐ Coloured chalk
- ☐ Broad-point felt-tip markers (three to five colours)
- ☐ Extra pens
- ☐ Extra notebook paper
- ☐ Masking tape
- ☐ Intervention manual, notes
- ☐ Clock
- ☐ Sign-in sheet
- ☐ Attendance List

## 2. Graphics

- ☐ Closing the Interview

## 3. Hand-outs

- ☐ Closing the Job Interview
- ☐ Finding a Job: Post-Interview Checklist
- ☐ Employer's Questions
- ☐ Case Study: Jean
- ☐ Strategies Against Setbacks
- ☐ Outline of Job-Search Strategies
- ☐ Guidelines for Handling Job Offers
- ☐ Participant Phone List (photocopied from yesterday)
- ☐ Program Evaluation by Participants
- ☐ Certificates of Completion

## Appendix IV.D

# The Objectives of the Five Sessions of the Intervention Seminar

The overriding purpose of this program is to help participants achieve the following:

- An improvement in self-esteem and self-confidence,
- Greater self-efficacy in job-seeking skills
- A reduction of the stress associated with being unemployed, and
- An ability to cope with that stress as it reoccurs.

Objectives for each session of the seminar:

**Session One.** This session establishes the trainers' referent power and an atmosphere of social support that will carry through the whole week. The Abilities and Personal Strengths and Thinking Like an Employer activities accompanied by specific positive reinforcement begin to suggest to the participants that they <u>already</u> are competent, empowered adults. This achieves another goal of Session One: <u>make the participants want to come back the next day</u>.

**Session Two.** This session makes direct inroads toward increasing the participants' feelings of competence and confidence. Members practice describing their own skills in the most effective way and learn how to make a good impression. They also directly address means of neutralizing aspects of their background or work history that they see as the greatest obstacles to their becoming reemployed. Inoculating themselves against these sources of stress in the job search makes it easier for them to believe in the possibility of their future success. Guidelines are also established for participants to give support to each other.

**Session Three.** Participants spend this session observing and practicing the job-search techniques most recommended by experts, particularly forms of networking. Their self-efficacy in job-search skill grows and the group comes to rely less upon the reinforcement of trainers as they draw more and more support from each other.

**Session Four.** Group bonding is at its peak on this day. Further gains in self-efficacy and feelings of empowerment are made in activities covering resumes, the reasons behind most interview questions, and calling to get interviews.

**Session Five.** Participants tie together all skills practiced this week and synthesize them as they rehearse complete interviews. The group prepares for potential setbacks that may occur after the program ends by anticipating them and systematically planning methods to overcome them as they occur. Participants express their feelings about the seminar. The program is brought to a close with the presentation of Certificates of Completion.

# Appendices for Chapter V

## Appendix V.A

## Guidelines for Mini-Workshops

1. Provide statement of the objective your segment should achieve, with subheadings if necessary.

2. Allow all members to share their knowledge and expertise on the subject.

3. Make your workshop as interactive as possible and do whatever you can to invite maximum participation.

4. Establish the agenda and length of your workshop, taking into account discussion time and breaks (most topics will take two hours or less).

5. Try to keep lecturing to a minimum.

6. Feel free to be creative in your choice of activities (discussion, brainstorming, role-playing, games, quizzes, etc.). Don't be afraid to have fun.

7. Offer specific positive reinforcement to your peers for their contributions (even if this takes you outside of your comfort zone, make the effort and be sincere. This skill is an important element of the program)

8. Provide a supplementary article or hand-out for use with each topic (you may also create your own).

9. As facilitator you are in charge; keep the group on task and on time, determine breaks, etc.

## Topics and Objectives

The starred topics [*] are more specifically linked to the intervention and will be led by the program facilitator.

### Monday

1. **Review of the Intervention***. Time is set aside to discuss the questions and comments that trainers may have about the mock intervention seminar they attended the previous week.

2. **Presentation Skills**. The objective of this segment is to elicit the group's knowledge about effective presentation skills. Since the group's background in training is wide and varied this segment also serves as a forum to collect the ‘tricks of the trade’ they have acquired over the years in teaching and public speaking. Members will pick up some new hints from the experience of their peers. Sub-headings include:

a. Effective speaking tips (best use of voice, good gestures, etc.).
b. The best use of visual aids (when to hand things out, effective use of flip charts, etc.).
c. Managing nervousness.

**Tuesday**

3. **Social Learning Theory/How Adults Learn**. The objective of this segment is to demonstrate what we know about how and when adults learn best, create a description of an optimal learning environment and adapt what we know in teaching/training/ facilitating to working with adults in this program.

4. **Being a Co-trainer**. The objective of this segment is to define an effective co-trainer relationship and a set of guidelines for making it work.

**Wednesday**

5. **Active Listening Skills**. The objectives of this segment are, first, to establish what Active Listening achieves, and, second, to practice sharpening our active listening skills.

6. **Specific Positive Reinforcement** *. The objective of this segment is to affirm the special significance of SPR in this program and provide some concrete methods of using it in the intervention. Sub-headings include:

    a. Guidelines for effective use of positive reinforcing feedback.
    b. Expanding our reinforcement vocabulary.

**Thursday**

7. **Facilitating Group Activities**. The objective of this segment is to establish strategies to make group activities run smoothly and effectively in the intervention. So much time in the intervention is spent in group activities that planning done here will prevent fumbling later. Sub-headings include:
    a. Recognizing the needs of the group, i.e. fatigue, breaks, questions.
    b. Creative methods for dividing into small groups.
    c. Potential difficulties and solutions in group activities (e.g. how to draw members into the discussion).

8. **Inoculation Against Setbacks** *. The objective of this segment is to practice using the techniques of this adaptation of Stress Inoculation Training.

**Friday**

9. **Creating Social Support** *. The objective of this segment is to explore some of the techniques trainers use to create an atmosphere of social support for participants. Sub-headings include:
    a. Exhibiting supportive behaviours.
    b. The role of the "helper".
    c. Overt and covert messages.

10. **Handling Social Conflict**. The objective of this segment is to help us prepare strategies to handle the potential conflicts and challenges brought about by the participants themselves. Sub-headings include:
    a. Participant behaviours that may cause social conflict
    b. Managing time in class (time is also a source of conflict).
    c. Methods of avoiding or diluting conflict.

11. **Overview of rehearsal period.** Brief discussion of the schedule and expectations for the forthcoming weeks.

## Appendix V.B

# Our Goal

The trainers' goal is to use both words and actions to send these messages:

**"You are competent"**
**"You can trust yourself'**
**"Your experience and thoughts are valuable"**
**"You have a right to feel confident"**

Our Motto

**It is more important that participants gain confidence and competence than that they "get it right."**

## Appendix V.C

# Effective Presentation Skills

*All experienced speakers have gathered techniques to help them be more interesting, confident and credible. The author Antoni Louw, in the US magazine* Training *(August 1986) highlights the following techniques*

- Practice for your presentation. Move your hands, your head, your arms. Use facial expressions to emphasize the most important points in support of your conclusion. Planning the major points of your presentation ahead of time will prompt your own natural energy and enthusiasm.

- Practice again shortly before the presentation so your gestures and delivery style come to you automatically and don't look or feel like planned technique. It's like playing a sport or learning a craft: those who have practiced the most make it look easiest, most natural, most "un-practiced".

*What other techniques have you collected?*

# Appendix V.D

## How Adults Learn

The people who attend our programs are resourceful adults who bring a variety of knowledge and experience to the group. Their reasons for attending may vary: they may have specific concerns they want answered, they may need the company of others, they may have been persuaded to attend by a spouse or friend. The following statements, loosely based on the work of Malcolm Knowles, describe some of the things we know about adults as learners that help us to meet our participants' needs:

- Adults have a need to know **why** they should learn something. To convince participants to enter and keep attending a training program, we have to make a case for what benefit they will draw from the training and how it will answer their needs.

- Adults have a need to be **self-directing.** In a lecture-only format, participants may become passive or even resistant to learning. Their reactions may range anywhere from low-energy non-involvement to high-energy argumentativeness. Active, learner-centred techniques are essential to this seminar.

- Adults bring a wide variety of **experience** to the classroom. Adult participants are not sponges waiting to soak up the knowledge of the trainer. They come to class already possessing knowledge which may benefit the class and enhance learning. The trainer's recognition of their expertise heightens their self-confidence and increases their interest and involvement.

- Adults are more ready to learn things they know they can **apply** in real life. Adults don't attend our seminar because of parental pressure or competition for a passing grade. They attend to satisfy specific needs. Relevance and timeliness are key - our training must offer knowledge and skills they can absorb now and apply right away.

- Adults have a **task-centred** orientation to learning. Very few people are able to grasp an abstract idea without concrete points of reference. A training session must relate to an actual task, problem or other concrete example to maintain the interest and attention of adults.

- Adults learn best when they can relate new information to **past experience**. Adults will take information and translate it into learning based on their own experience and individual learning style. When the training methods are interactive and participatory, learners can absorb information at their own pace and in their own way, and the program's objectives are more likely to be reached.

# Appendix V.E

## Being a Co-Trainer

## CO-PRESENTING STYLES

Robert Garmston and Suzanne Bailey, in an article entitled *Paddling Together: A Co-presenting Primer* (Training & Development Journal, January 1988), have defined four styles of co-training:

- Tag Team;
- Speak and Add;
- Speak and Chart; and
- Duet.

None of these styles is the 'best' one, and none should be used exclusively. A pair of co-trainers will decide which to use based upon their experience with each other, their familiarity with the material and the needs of the participants.

### Tag Team

In this style, one trainer is 'on' and leading the session while the other is 'off'. The 'off' trainer acts as an extra set of eyes and ears observing the audience response. When a team is new together or when the material is still new to them this style is the easiest.

### Speak and Add

In this method, both trainers are 'on' at once, one in a lead position and the other as a support; one makes a statement and the other adds to it. The lead is in charge of content and makes process decisions such as when to move on while the support does whatever is necessary to make the session run well (add humour, pass out materials, etc.).

### Speak and Chart

This style is an extension of Speak and Add. The lead presents content and elicits participant response. The support records responses on the flip chart. The support is a neutral documenter who summarizes ideas without distorting them. It is the lead's responsibility to monitor the accuracy and speed with which the support records, and to restate the idea if needed. It is important that each trainer know and play his or her own role.

### Duet

In a Duet, both trainers are 'on' at the same time, each delivering brief chunks of material - two minutes or so - and then switching. They may finish sentences for each other, they cue each other by looks and gestures, etc., and they stand fairly close to each other. Both are focused all the time. This method requires that the partners know the material well and trust each other. It is usually used in short presentations or in segments of longer presentations.

A useful article on important qualities for a good partnership is *Team Training* by Robert H. Anderson and Karolyn J. Snyder, Training & Development Journal, February 1989, pp. 58-61.

**Appendix V.F**

# Active Listening

Active Listening is a technique in which the listener tries to go beyond comprehending the actual words being spoken in order to determine the feelings behind them. Active listening can identify possible sources of resistance and enable you to hear both intended and unintended messages.

The following excerpt from a Training/HRD Magazine article by research editor Ron Zemke describes Active Listening.

**Active listening: listening for feelings**

If some messages are difficult to understand because the speaker is disorganised ‘and has trouble making himself ‘perfectly clear’, others are difficult because the message isn't contained in the speaker's words at all! According to Psychologist Thomas Gordon, author of *Parent Effectiveness Training* and *Teacher Effectiveness Training,* not all communication is self-evident and easily understood. The sentence ‘What time is it?’ *may* be a request to know the time; but if the speaker is hungry and the dinner hour is at hand, ‘What time is it?’ might actually mean ‘When do we eat?’ The technique needed to decode these subtle messages is <u>Active Listening</u>.

According to Psychologist Carl Rogers, you and I could be superb at semantics - able to follow and untangle the most convoluted of scholarly arguments - and still be totally inept at understanding what people are ‘telling’ us. Why? Because the symbols themselves – words - have nothing to do with the main message. Want proof? Simple. Say the following phrase aloud, emphasising the underlined word, and you'll see how different a message is conveyed by the same words:

- <u>We're</u> not going to have a test today?
- We're <u>not</u> going to have a test today?
- We're not going to have a <u>test</u> today?

Active listening is a method which consists of ‘listening for feelings’ and reflecting back your guess at the speaker's emotional state. With advance apologies to Rogers and Gordon, here's approximately how active listening works.

> John Trainee storms into your office, screaming at the top of his lungs: "I wouldn't work for this stupid company another 10 minutes if my life depended on it." You, a calm, cool trainer schooled in active listening, reply: "Charlie, it sounds like you're upset. And I know you wouldn't be upset without a good reason. Tell me about it."
>
> "First they screwed up my housing allowance, and now my train tickets are wrong. They just don't care about us trainees."
>
> "You don't think the company cares about your problems?"

> "I've got to get home before seven on Friday night. It's our fifth anniversary, and my wife is planning a big party."
>
> "You really want to leave here earlier than you're scheduled now."
>
> “Definitely”
>
> "Let's call National Rail and see what we can do."

Easy? No. Effective? Yes. Try it the next time a communications problem presents itself.

To be effective in active listening you should give complete attention to the person who is speaking and observe both what he or she is saying and how it is being said: pay close attention to nonverbal cues, listen for the main thought, identify implicit feelings, and summarize and reflect content in order to highlight the intended message.

# Appendix V.G

## Giving Positive Feedback

Refer to these guidelines in order to make your feedback helpful, positive, and reinforcing. In our program, Positive Feedback is:

1. **Specific rather than general.** It is more helpful to cite a specific action ("the way you gave encouragement to your teammates was very supportive") than to state a general impression ("You did a good job"). This helps the receiver remember the behaviour and continue to use it.

2. **Descriptive rather than evaluative.** By describing our own reactions rather than making judgment, we leave the individual free to use our feedback or not as he or she sees fit. Because trainers avoid presenting a particular set of values, participants are less likely to react defensively to any feedback.

3. **Concrete rather than abstract.** Tie the feedback to a specific rather than a hypothetical situation. Also use concrete language that the receiver can link to his or her own experience and behaviour.

4. **Focused on behaviour rather than personality.** It is important to refer to what a person does or says rather than comment on what we imagine the kind of person he or she is. It is less threatening to a person to hear "you share a lot of ideas with the group", than "you are quite a talker".

5. **Focused on the sharing of ideas rather than the giving of advice.** By sharing ideas and information we leave the participants free to decide for themselves, in the light of their own goals in a particular situation at a particular time, how relevant the ideas and information are for them. When we give advice we tell them what to do with the information, and in that sense we take away their freedom to determine for themselves what is for them the most appropriate course of action.

6. **Focused on the value it has for the receiver.** The feedback provided should serve the needs of the recipient rather than those of the giver. Help and feedback need to be offered, not imposed.

7. **Well timed.** Feedback is generally more meaningful if it is given as soon as is appropriate, when it can still be concrete and relatively free of the distortions that come with the lapse of time.

8. **Focused on what is said rather than why it is said.** Feedback should not be based on what the trainer has inferred rather than observed. Assumptions about the motives of the person giving feedback may prevent the receiver from hearing it or cause him or her to distort what is said. In short, if I question why a person gives me feedback, I may not hear what he or she says.

## Appendix V.H

# Facilitating Group Activities

When you are directing the activities of a group of adult students, your goal is to have the whole group proceed together without irritation, misunderstandings or general confusion. The cost of an activity or session that is not managed smoothly is weighed in lost time, diminished attention from participants and extra fatigue for all by the end of the class. Just as there are ‘tricks of the trade’ involved in speaking and presenting in a classroom, so are there ways to set up and run group activities efficiently and smoothly.

Here are some suggestions from past trainers in this program. Use these and/or some of your own.

**Giving directions:** Give clear and effective instructions when setting up an activity so the group can all proceed together.

- Don't give directions when you are passing out papers or articles. Attention is too divided and people won't hear you.
- Ask the group to identify which person will be the one to go first, or which will play specific roles first (helper, applicant, employer, etc.). Raising your own hand while asking seems to make this happen more quickly.

**Breaking into small groups:** Use efficient and creative methods for dividing the participant s into groups without delays, confusion, or making them feel manipulated.

- If you say, "Let's split into groups of three" without describing how many groups of three you desire or your method of counting off, you can look inept and cause a lot of unnecessary milling about.
- A variety of "counting off" methods exist: dividing participants as they sit, asking who has not had a chance to work together yet, etc.

**Managing time:** Keep this enemy of all trainers under control.

- Set the right precedent by starting and ending on time and keeping breaks on time.
- To bring the class back to task without having to cut someone short, walk forward into the centre of the semi-circle and look expectant. Take control of your space.

## Appendix V.I

# Inoculation Against Setbacks

This adaptation of the Stress Inoculation process is designed for use with individuals or groups of people who are trying to adhere to a difficult decision or to change their behaviour. These might include things like:

- Adhering to a weight reduction program;
- Sticking to an exercise regime;
- Ceasing to smoke;
- Talking to your children about a difficult topic;
- Learning assertiveness skills;
- Wearing your seatbelt regularly,

Or, as in the JOBS project intervention, preparing for stressful aspects of the job search. The steps followed are the same regardless of the topic:

1. <u>Anticipating setbacks/</u> obstacles. Ask, "What makes this difficult?" or "What can get in the way of our being able to do this?"

2. <u>Developing strategies and generating ideas for overcoming setbacks.</u> Ask, "Can you recommend some ways of overcoming these difficulties and making yourself persist?"

3. <u>Weighing alternative strategies for overcoming the setback and committing to try a strategy.</u> Ask, "What are the advantages and disadvantages of using each strategy?" After listing and evaluating them, ask, "Which of these ideas or methods will you use?"

Other ideas:

## Appendix V.J

## Avoiding Social Conflict: What Would You Do?

Participants in a seminar or class will have varying reactions to being in a group setting. Some expect to be passive and believe the facilitator will take charge of their learning, some may have, personal agendas that for them supersede the objectives of the session, some may unconsciously resist the trainer as someone they perceive to be an authority figure, and some may be anxious or shy in the presence of so many strangers. These feelings may result in a variety of behaviours which may leave the trainer feeling not "in control" of the situation.

Your job as a trainer is to model tolerance. In this way, the participants in the group will learn that, even if they do not agree with one another, they can still listen and accept the fact that not everyone holds the same beliefs. Your modelling will show them that in these sessions, each person has a fundamental right to express an opinion and to make up his or her own mind.

The following examples describe some potential scenarios a trainer may run into in the course of the seminar. There is no single correct way to handle these issues, but being prepared will help you when similar situations arise in your sessions.

> EXAMPLE: In a chat during a break, the topic of benefits comes up. One participant says, "You can't have much sympathy for women on benefits who get pregnant.
>
> What are the possible responses in this situation?
> Which might be best for you?
>
> ____________________________________________________________
>
> ____________________________________________________________
>
> ____________________________________________________________
>
> ____________________________________________________________
>
> EXAMPLE: The participants are discussing the causes of job loss. Some of them talk about the economy. One participant is very outspoken and says, "Everyone who is out of work only has themselves to blame"
>
> What are the possible responses in this situation?
> Which might be best for you?
>
> ____________________________________________________________
>
> ____________________________________________________________
>
> ____________________________________________________________

EXAMPLE: During the session on overcoming an employer's fears about a candidate's background, one of your participants challenges you on the validity of what you have presented. He says you may mean well but your "do-gooder attitudes won't make it in the real world" and that it is absolutely essential to put a positive spin and be “creative” on your CV. A more reserved member of the class asks if presenting only the positive aspects of your background isn't a form of deceit anyway.

What are the possible responses in this situation?
Which might be best for you?

EXAMPLE: During the introductions on the first day, a participant says that he ended his time in the army just before the war in Afghanistan. You remark cheerfully that he got out just in time and he takes umbrage at this, protesting that he was ready and willing to go.

What are the possible responses in this situation?
Which might be best for you?

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