CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

POST CAREER COUNSELING WORKSHOP SERIES FOR ADULTS IN ADDICTION

TREATMENT PROGRAMS

A project submitted in partial fulfillment of the requirements

For the degree of Master of Science in Counseling,

Career Counseling

By

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ABSTRACT

POST CAREER COUNSELING WORKSHOP SERIES FOR ADULTS IN
RESIDENTIAL ADDICTION TREATMENT PROGRAMS

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Adults in residential addiction treatment programs possess unique career development issues including an underdeveloped self-concept, a lack of proper career development, low self-efficacy, decreased internal motivation, fear of rejection, and fear of leaving treatment and becoming a productive member of society again or for the first time in their lives. In addition, many addicts face additional barriers including criminal records, careers and jobs they are unable to return to, and financial ruin. As a result, these issues prevent the population from identifying a satisfying career path and returning to work successfully. Consequently, upon leaving treatment these adults return to active addiction. The proposed advanced career counseling workshop series aims at addressing the specific needs of this population. Particular issues of the population are discussed, along with relevant career theories, followed by a detailed outline of the proposed workshop series and support materials are provided in the appendices.

Chapter 1

Introduction

Introduction and Problem Background

According to Arella, Deren, Randell, and Brewington (1990), one of the biggest challenges facing substance abuse treatment programs is providing participants with comprehensive vocational/employment services that lead to sobriety and employment opportunities.

Statement of the Problem

Individuals leaving treatment without a clear objective, whether involving a career path or having education plans will have a higher recidivism rate. According to Merriam-Webster, the definition of recidivism is a tendency to relapse into a previous condition or mode of behavior; *especially* relapse into criminal behavior. Without proper career counseling these people will leave treatment without the tools to obtain jobs or return to school and will most likely return to drugs. This will likely occur because they have nothing else to do, as well as them having the added anxiety and tension that comes from having no job or income. According to DeFulio, Donlin, Wong, and Silverman (2009), the development of long-term maintenance interventions that address the chronicity of use and propensity to relapse are among the most important challenges in substance abuse treatment research. If recovering addicts are going to be successful in

their maintenance of sobriety, then it is essential to have a purpose that keeps them committed to staying sober.

Importance of the Problem

An examination of this problem is imperative due to the number of recovering addicts who leave treatment without a goal or goals and as a result turn back to their addiction. This is a critical reason as to why these individuals need the support while they are still in treatment so that they can seek and hopefully secure employment, as well as guidance in planning and eventually returning or going to school for the first time. However, relatively few clinics offer substantial vocational programs for the clients. Platt, Husband, Hermalin, Cater, and Metzger (1993) report that the high rates of unemployed methadone clients entering treatment necessitate the need for effective vocational training as part of maintenance treatment.   Platt, et al. state that few programs have been developed and rigorously tested which focus on improving the employment status of methadone maintenance clients (1993).

Addiction treatment centers deal with a population consisting of clients who are seriously struggling with issues such as low self-esteem, cognitive dysfunctions, ineffective coping styles, and unsatisfactory relationships.   This is a critical reason why career and or vocational counseling needs to take place as part of the rehabilitation process while the individual is still in treatment. A benefit of career counseling while the individual is still in treatment is that he or she can work to improve self-esteem and coping styles. This can increase his or her chances of securing employment that will lead to lasting sobriety. If the individual leaves treatment without addressing the fears and

obstacles of work, the issues previously mentioned unresolved will likely lead him or her back to the horrors of active addiction.

Blankertz, Staines, Magura, Madison, Elizabeth, Horowitz, Spinelli, McKenzie, Bali, Guarino, Grandy, Young, and Fong (2003) note that, life problems such as lack of education and work history, insufficient job skills, physical health problems, undiagnosed mental health needs (e.g., depressed mood), low self-esteem and self-efficacy, inadequate housing, and relapse to substance abuse act as substantial barriers to employment. These examples exemplify the need for career counseling as an integral part of drug and alcohol rehabilitation programs.

In addition, combining career counseling with traditional counseling strategies can enhance the therapeutic intervention for clients with a range of problems or disorders including: depressive clients, anxious clients, clients in transition, and clients recovering from addiction. In one way or another, clients in all these categories struggle with destructive patterns, beliefs, and behaviors that undermine their relationships and careers (Rak & O'Dell, 1994).

A sizeable percentage of this population is unable to work to a level of satisfaction in order to have a quality life. Not only does this impact the life of the addict, it impacts the addict's family and other interpersonal relationships. Often this leads to these people living marginal lives, and as a result they become involved in antisocial and other maladaptive behaviors.

Summary of Characteristics of Addicts

A major theme in an addict's life is instant gratification. Kirby, Petry, and Bickel (1999) suggest that individuals who abuse drugs persistently choose the relatively immediate and short-term rewards of drug use over a variety of delayed larger rewards. One of the hardest things for this population to face is going along with the length of the career counseling and job search process because they have to defer gratification without reducing their efforts or giving up out of discouragement.

A lack of motivation is another prevalent trait that addicts entering into treatment possess. French, Dennis, McDougal, Karuntzos and Hubbard (1992), contend that persons with substance abuse problems who are unemployed are more likely to experience low motivation, self-esteem, and self-efficacy. Laudet and Stanick (2010) mention that there is limited research exploring the effects of motivation on adults in treatment and their search for post treatment employment. Most of the research focused on examining an individual's motivation to stop using drugs. Motivation levels influence treatment engagement, retention, and outcomes, and higher motivation for change prospectively predicts higher reductions in substance use (Laudet & Stanick, 2010).

Consequences of the Problem

A sizeable percentage of this population is unable to work to a level of satisfaction in creating a quality life. Not only does this impact the life of the addict, but it impacts the addict's family, other interpersonal relationships, and the general

surrounding population. Often, addicts are left living marginal lives, and as a result they become involved in antisocial and other maladaptive behaviors.

Limitations of this Project

This workshop series will be offered to clients who are current residents in a rehabilitation center, sober for 90 days, and/or have been in treatment for at least 120 consecutive days. Additionally the participants will have gone through a general career counseling program designed for adults in treatment. In order for clients to participate they will need to have an identified occupational field that they want to pursue. This job search program will focus on internal motivation to provide a more focused approach to job search strategies for this population. This workshop will increase the residents' productivity in gathering information, coming to better decisions, and securing employment.

This workshop will not guarantee that upon completion the participant will be guaranteed employment. This is not a job placement workshop and while there may be opportunities for networking there will be no efforts required of the facilitator to identify and secure job possibilities for participants.

Defining Technical Terms

For the purpose of this paper, addiction is defined by The National Institute of Drug Abuse Retrieved 03/2010from http://www.drugabuse.gov/publications/science-addiction/drug-abuse-addiction website (2010), as:

"a chronic, relapsing brain disease that is characterized by compulsive drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain - they change its structure and how it works. These brain changes can be long lasting, and can lead to the harmful behaviors seen in people who abuse drugs (What is drug addiction section, para. 1).

Dysfunction in these circuits appears in characteristic biological, psychological, social and spiritual manifestations. This is reflected in the individual pursuing reward and/or relief through substance abuse and other aberrant behaviors. The addiction is characterized by impairment in behavioral control, craving, inability to consistently abstain, and diminished recognition of significant problems with one's behaviors and interpersonal relationships. As with other chronic diseases, addiction can involve cycles of relapse and remission. Without treatment or engagement in recovery activities, addiction is progressive and can result in disability or premature death. This includes gambling, sex, eating, and all other behavioral addictions The National Institute of Drug Abuse, 2010).

Another important term to define for this paper is career. This word can have different meanings. In this project, career is defined as an individual's work and leisure that take place over her or his life span (Sears, 1982). Sharf notes that career also involves "how individuals see themselves in relationship to what they do" (Sharf, 2002, p. 3).

Transition to Chapter 2

In order to develop the appropriate career program for individuals in treatment, it is necessary to review previous studies and research regarding employment counseling for recovering addicts and alcoholics. This includes literature on career theories and career and vocational counseling. It is also necessary to review literature concerning employment counseling for offenders and ex-offenders, as this population faces similar challenges as those in treatment programs. Additionally, it is important to review literature regarding motivation for individuals in treatment, which can provide the framework and tools for driving the recovering addict forward towards occupational and life success. These will be presented in the following chapter.

Chapter 2

Literature Review

The following chapter will provide a discussion and analysis of research and theoretical concepts to more fully understand and process, and the strategies to assist this population.

Summary of General Career Development

A concept of "typical career development" needs to be posited so that a comparison with an impaired personal career process can shed light on how and why the process for this population is so difficult.

Some researchers contend that Super's approach as represented in his rainbow model of simultaneous life roles, may have been Super's way of mastering and charting the lessons of his own life and the challenges he predicted lay ahead of him. According to Savickas (1994a), the rainbow model became the most attractive idea that Super conceived in his later work. In using it to illustrate an individual's life span, that a person goes through a series of career stages. Each stage allows for specific lines of development. According to Allison and Cossette (2007), Super believed that individuals who possess high self-esteem or a clear self-concept are better able to act on their interests, and individuals with clear, stable realistic, and certain occupational self-concepts are better able to make career choices. Those who lack self-esteem are less likely to make good matches between self-concept and occupational concept. They do

not know who they are, and they cannot make choices about what they want to do. Super found it difficult to see how people who have unclear self-concepts can perceive themselves adequately in any occupational role.

The literature is fairly clear, that when addicts start abusing drugs or other participating in other addictive behaviors, their emotional development stops growing. When an individual seeks to escape discomfort, pain, or the anxiety of the challenges they are facing, they are likely to miss opportunities to face them and develop self-efficacy (Jackson, 2012). It makes sense then when they come into treatment self-esteem and self-concept are underdeveloped. Therefore, they come into rehabilitation treatment with the beliefs that there are no realistic occupational choices for them. Often adults in treatment will talk about how their addiction ruined their career. This is often a good time to talk to the client about Super's Life-Span Theory. This is the idea that the work role is situated among other life roles and how resulting life structure fulfills personal values. One of the goals of treatment is to help addicts refrain the thinking which is negative and keeps them from being open to the possibilities that are out there. By telling the clients that their career can be defined as what they have done over their lifetime. This helps them to see that the other personal roles they have had are part of their overall career. In this way, addicts can see their career from a positive frame of mind.

Herr (1997) shares that, according to a 1980 article by Super, the Life-Career Rainbow was intended to convey the notion that the simultaneous combination of life roles constitutes the life style. Super incorporates the work roles, family roles, educational and community roles as being fundamental aspects of career development. Essentially, these various roles come into play over the course of one's life and affect the

career of any individual. While this is no different for addicts in is important to examine other factors that need to be considered when providing career counseling during the individuals' stay in treatment.

Unique Experiences Interfering with "Typical" Career Development Process for this Population

Due to their impairments from drug and alcohol abuse this population is not able to experience the "typical" career development process. The fact that most clients are pleasure oriented increases the length of the career process. This is especially true while these individuals are in treatment for their addictions. Expectations from individuals in this population of the career development process are often very different from the normal population, and quite inaccurate. Often these clients will expect the career counselor to tell them what career they should follow, will know everything that there is to know about jobs and the job market, will find them work, and will be able to do all of this in one or two sessions. They will not necessarily want to do career counseling, they will want the counselor to find them a job. The stress of the process of preparing to return to the workforce can be too overwhelming, and it leaves the individual paralyzed in fear, unable to participate in the career counseling process, and as a result of all the pressures the individual will return to his or her maladaptive lifestyle.

For the majority of people who come to residential treatment centers the primary goal is to stop using drugs and alcohol. The next step in order to sustain one's sobriety is to find one's soul passion and purpose. Addicts need a reason to continue the struggle with staying sober. Those willing and able to perform with some degree of autonomy

and an internal locus of control can take an active client role. Inevitably, clients will

have to place themselves in situations such as job interviews, with a potential for damage

to self-esteem and need to have adequate ego strength. To prevent an individual from

giving up, implementing an advanced career counseling workshop series to support the

individual throughout the process, will assist the client in rebuilding his or her self-

esteem and self-efficacy.

Addiction and Treatment

According to White (2010), the foundation of modern addiction treatment rests on

the propositions that addiction is a diagnosable and treatable medical disorder, that

people experiencing addiction deserve and benefit from medical treatment, and that

people can and do achieve long-term recovery from addiction. When Marty Mann (1944)

set out to change the way Americans viewed alcoholism and the alcoholic in the forties,

she posited five ideas as the centerpiece of what became a decades-long media campaign

launched by the newly created National Committee for Education on Alcoholism

(NCEA):

1. Alcoholism is a disease.

2. The alcoholic, therefore, is a sick person.

3. The alcoholic can be helped.

4. The alcoholic is worth helping.

5. Alcoholism is the Number 4 public health problem, and a public responsibility (Mann, 1944, p. 354).

The NCEA core ideas prevailed and laid the foundation for the national network of addiction treatment programs that flourished in the 1970's and 1980's. Recovery became something of a cultural phenomenon during the period supported by widespread professional and public acknowledgement that addiction was a treatable disease (White, 2010).

The extent to which addiction treatment providers believe their clients' addictive behaviors are diseased or chosen has a strong bearing on how clients will attribute the causes of their problems, seek to resolve these problems, and believe in their capacity to achieve a desired change (Russell, Davies, & Hunter, 2010). The disease and choice models of addiction are not the only perspectives of addiction in existence. Several other perspectives of addiction—such as an illness, disorder, malady, allergy, ailment, sickness, condition, habit, functional attribution, and social construction among others— can be viewed as implicitly ascribing or alluding to the respective disease/choice model assumptions about addiction as a compelled versus chosen act, an involuntary versus voluntary act, and a problem inherent to the drug versus a problem inherent to the mind of the user.

Alternatively, some theorists refute the suggestion that addiction can be fit to a disease–choice dichotomy, arguing addiction to be a complex, messy intertwining of the user's biology and sociology that subsumes elements of the disease and choice model without contradiction (Russell, et al.). On the other hand, other researchers do believe in the disease model that describes addiction/substance dependency as a primary,

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progressive, chronic relapsing disease that is either genetically transmitted or acquired through excessive consumption (Leshner, 1997; Ketcham, Asbury, Schulstad, & Ciaramicoli, 2000; Russell, et al., 2010).

Treatment providers' support for each of the competing models may vary depending on whether treatment is provided in the United States or not. The authors found in their study that United States treatment providers more strongly believed in the disease model of addiction than those in the United Kingdom. The UK treatment providers are more likely to believe in addiction as a choice. Those more likely to believe that addiction is a disease also tend to encourage for-profit treatment, have stronger spiritual beliefs, have had a personal problem with addiction in the past, are members of a group of addiction professionals, have been treating addiction problems for longer, and are older (Russel, et al.).

In contrast, those who believe addiction is a choice tend to provide public/not-for-profit treatment, have weaker spiritual beliefs, be younger, and not be members of a group of addiction professionals. The country in which treatment is provided moderates the effect of treatment profit status on providers' beliefs about addiction as a choice and as a way of coping with life. With those providing public/not-for-profit treatment in the United States more strongly believing that that addiction is a choice and a way of coping with life than UK based providers of private/for-profit treatment (Russel, et al.).

Finally, treatment providers who have had a personal problem with addiction in the past are more likely to believe addiction is a disease if they have attended a 12-step group for longer and are presently abstinent. Beliefs that addiction is a choice weaken among these treatment providers the longer they remain members of a 12-step–based group.

Overall, results suggest treatment providers' beliefs about what addiction is largely fit a disease–choice model dichotomy, that agreement with one model predicts disagreement with the other, and that addiction etiology and course are understood very differently by U.S. and U.K. treatment communities (Russel, et al.).

Issues of Motivation

Perceived self-efficacy affects every phase of change in substance abuse- the initiation of changes their achievement, recovery from relapse, and long-term maintenance of abstinence (Bandura, 1997). Lavergne (2010) examined whether self-esteem and self-efficacy predicted work motivation among women of color who were participants in substance abuse treatment programs. The researchers found both self-efficacy and self-esteem to be related to the ability to cope with unemployment, drug addiction, dependency on government assistance, and empowerment to overcome some of the challenges of a difficult life. Even with rising motivation while in treatment to abstain from drugs, the pressures of finding work and returning to society paralyzes the clients. When it comes to the career counseling process clients' often lack self-determination, making it difficult to help them see the value of engaging in the career counseling process while still in treatment.

Other significant researchers of motivation, Deci and Ryan (2000), note that self-determination promotes intrinsic motivation in social settings when three innate psychological needs are met. The psychological needs consist of autonomy (the belief that one is the origin and regulator of his or her actions), competence (the belief that one

can efficaciously interact with the environment), and relatedness (the seeking and development of secure and connected relationships with others in one's social context).

Kosciulek and Wheaton (2003) take self-determination even further and indicate that informed choice and self-determination, along with an effective counselor–consumer working alliance, are the necessary components of increased consumer empowerment. *Informed choice* in rehabilitation counseling refers to the process by which consumers make insightful decisions about personal goals and necessary services. *Self-determination* refers to directing one's own course of action (2003). According to these authors the process of informed choice starts with an assessment of the individual's values, interests, and characteristics. The next step analyzes the resources and possibilities that are available for the individual. In addition to a working knowledge of the opportunities present in the contextual rehabilitation environment, any conceptualization of informed choice in the rehabilitation process must include adequate self-understanding on the part of the client (2003). As the authors demonstrate in their research, the client's willingness and self-determination are a necessary part of the success of the career counseling process for the client.

Issues Arising from Group's Specific Life Experiences/Circumstances

Approximately 1 in 31 people in the United States was on parole, probation or in jail or prison (federal or state) in 2004 (U.S. Department of Justice, 2005). According to Thompson and Cummings (2010), most upon release have difficulty finding employment and stabilizing economic resources, which contribute to recidivism. The authors report that to date, the role of work in the lives of ex-offenders has virtually been ignored in the

vocational literature. Given the large number of ex-offenders being reintegrated into communities and the link between unemployment and recidivism, there is a sizable population of men and women who are in need of career counselors or vocational support.

Thompson and Cummings have been trying to increase awareness of this group by highlighting vocational implications of having a criminal record; reviewing existing interventions demonstrated to be beneficial (e.g., teaching skills prior to release, restorative justice interventions); and providing suggestions to more readily include this group in future practice, research, and policy. Moreover, they argue that career counselors are well equipped with skills and resources required to draw awareness to individuals in communities needing attention and that such involvement aligns closely with the profession's ethical principles, strengths-based perspective, and social justice agenda (2010).

Whitfield (2011) conducted a study to identify industries that hire persons with addictive disabilities and criminal backgrounds. The results of the study indicated that service-based industries hired the most ex-inmates with disabilities, followed by the structural work industry, and then miscellaneous occupations. Fahey, Roberts, and Engel, 2006, and Vacca, (2004), state that education mitigates the impact of a criminal background by increasing employment opportunities and reducing recidivism rates. However, in 1994, Whitefield notes that the federal government passed legislation prohibiting anyone who has been incarcerated in a federal or state prison from being awarded a Federal Pell Grant. A first-time drug offender is restricted from federal financial aid for one year, and a third-time drug offender is barred for life. As a result,

for some individuals, the federal-state vocational rehabilitation program may be one among few funding opportunities for postsecondary educational endeavors as part of an applicant's individualized plan for employment. This is important information to know when working with clients in addiction treatment who have been incarcerated. Often times, upon release of extended time spent in prison, individuals desire to go back to school and often times want to become a Drug & Alcohol Counselor. Therefore, being aware of the limitations that are present when helping a client return to and get funding for school is critical.

As the number of individuals incarcerated in the United States continues to rise, more of them will seek services from public rehabilitation agencies upon their release. Whitfield states the greatest barriers to employment are not the disabilities themselves; rather, the greatest barriers are the societal attitudes toward persons with addictive disabilities and criminal backgrounds. Vocational rehabilitation counselors can make a difference by partnering with agencies in the community that share common goals, educating the public, and implementing concentrated outreach initiatives targeting occupations and industries that have demonstrably employed the greatest numbers of ex-inmates with disabilities (2011).

In addition to individuals with criminal histories, women in recovery are faced with numerous obstacles to successful treatment engagement. Without access to services that are sensitive to the needs of the women in recovery, many fail to achieve long-term sobriety. The authors present a rationale for the inclusion of gender specific vocational services as an integral part of a holistic treatment regime for chemically dependent women (Marr & Wenner, 1996). In another study, Copeland and Hall (1992) found that

women who were gainfully employed were less likely to drop out of treatment than those who women who did not engage in paid employment. This is in agreement with Marr and Wenner (1996), who indicated that securing employment that is meaningful to women in treatment and maintaining this employment can be a difficult task for many.

Facilities Currently Providing Similar Services

From reviewing available information and resources there seem to be only three organizations in the Los Angeles area which claim to provide some form of career counseling for the residents.

Beit T'Shuvah (Pronounced: Bait T'Shuva)

Beit T'Shuvah, which opened its doors in 1987, is both a residential treatment center and a full-service congregation offering religious services, holiday celebrations, and study. Additionally, the treatment center offers outreach to the entire community including prevention programs, family and alumni counseling and support, court advocacy, and professional training. Beit T'Shuvah has many levels of residential treatment, designed to give each resident a unique continuum of care that provides an individualized program within guidelines. Each resident is closely monitored by members of their leadership team as he/or she progresses throughout the various programs to ensure a healthy transition into a sober life. Residential treatment varies in length according to individual client needs, but typically involves six months' residence.

The purpose of the career center is to help residents who have been sober and clean for at least 90 days find passion and purpose through work, education, and/or vocational training. The career center prepares clients for the reentry into society as productive responsible members of the community. They are assisted in preparing resumes, interviewing skills, job placement, applying for school and financial aid, and choosing and registering for classes. In addition, alumni career services are offered to help clients continue managing their life, work-life, and sobriety.

The Salvation Army

The Salvation Army is a second organization offering a form of career development for their clients. According to their website, for over 100 years this organization has been assisting people with a variety of social and spiritual afflictions through its 119 United States based Adult Rehabilitation Centers (ARC). The Adult Rehabilitation Center ministry began in 1881 when William Booth, founder of The Salvation Army, opened shelters for homeless people on the streets of England and this initiative quickly spread to the United States. Persons who have sought our ministry, nurture, and healing have come with issues of substance misuse, legal problems, relational conflicts, homelessness, unemployment, and most importantly, a need for spiritual awakening and restoration.

According to its mission, The Salvation Army Adult Rehabilitation Center ministries in the United States provide an in-residence rehabilitation program with a focus on basic necessities. Each beneficiary (program participant) is provided with a

clean and healthy living environment, good food, work therapy, leisure time activities,

group and individual counseling, spiritual direction, and resources to assist each person to

develop life skills and a personal relationship with God as provided by Jesus Christ.

They use work as therapy to assist persons in learning or re-learning how to be

productive, participate cooperatively, follow instructions, contribute towards a goal, and

maintain balance. While there are no specifics listed on their website regarding career or

vocational services, a long term commitment of at least 6 months helps the participants

make life choices and changes that, upon reentry, will enable them to maintain

themselves as productive citizens of their community.

Passages Malibu

At Passages Malibu, another treatment center in the Los Angeles area, offer what

is called Life Purpose Counseling. According to the website, they want to be sure that

when their clients leave treatment they are ready to enjoy each day and live your life to

its fullest. The website states that when new clients walk through the doors, many of

them have been through such a long, harrowing experience with substance abuse that

they have forgotten about the person they were before they started using and the things in

life that used to bring them joy. Passages Malibu notes that in order for an individual to

rediscover their talents, hobbies, and innate strengths, they will have ongoing one-on-one

sessions with a dedicated Life Purpose Counselor.

The website indicates that during these sessions, the client and his or her

counselor will explore ways in which the client can use his or her core gifts and talents to

provide himself or herself with a new-found sense of achievement and accomplishment. On the website it says, "For example, perhaps you enjoyed writing when you were young. Your counselor will help you find ways in which you can again make writing an integral and rewarding part of your life. Often times we lose ourselves in our addictions, and tapping into our natural-born gifts and talents is yet another way that we can begin to feel balanced and whole again."

The website mentions that the, "Life Purpose Counseling program is a very unique part of the Passages experience that many former clients describe as one of the most special components of their stay with us. Not only do our Life Purpose Counselors help our clients rediscover their true selves, they also serve as a creative outlet and a source of fun. Retrieved from http://www.passagesmalibu.com/ on 4/1/12".

Overall, there may be additional treatment programs that have some form of assistance for helping the clients return to work, none are as extensive and targeted as the program proposed in this project.

Specific Career Issues or Problems this Program is Designed to Affect

Adults in addiction treatment programs face additional problems compared with adults that get clean and sober solely through abstinence or participating in 12-step programs. In addition to the gap in the career development process, this population experiences because of the addiction, the fact that they have to come into residential treatment to get help means they will face additional challenges in returning to work. As Krumboltz (1992) reports, we all have career beliefs--assumptions about ourselves and

what we must do to succeed in the world of work. Some of those beliefs can cause

difficulties. For example, one can believe that success is due to hard work or to being in

the right place at the right time. The answer could influence the future of the individual's

actions. Consider the belief: "I'll never be able to find a job." Why is that a troubling

belief? If a person really believes they can't find a job, there is no point looking. And if

they don't look, they certainly won't find a job. So the belief becomes a self-fulfilling—

and self-defeating--prophesy. This is a very common belief set held by adults in

addiction treatment centers. Without the proper type of career counseling for this

population it is likely the clients will return back to their maladaptive and criminal

lifestyles. Therefore, it is important to realize that not just any career counseling is going

to be effective.

For example, Platt et. al. (1993) discuss a study reported by the National Institute

on Drug Abuse (1982). In this study employment specialists were assigned to 39

programs (methadone maintenance outpatient drug-free, and residential drug-free) in

New Jersey, Detroit, and Chicago. The principal function of the specialists was either to

work directly with clients or to serve as an adviser and resource person to clinic staff.

Rates of client employment were then compared to control clinics without specialists. No

significant differences in employment emerged. However, in clinics with full-time

employment specialists there was a significantly greater client retention rate as well as a

significant reduction in client drug use compared to clinics without specialists. This

study demonstrates that it is not just about providing some form of career assistance for

the clients. The career program needs to be specific to fit the unique experiences of this

population. A program that focuses on changing the clients' belief systems is going to

help more than just having someone oversee clients' process of returning to the workforce.

Supporting the need for a career program designed to meet the specific needs of adults in addiction treatment programs, DeAngelis, Lehmann, and Turner (1973), Powers (1974), and Wolkstein and Myers (1973) have asserted that former drug abusers' frequent vocational difficulties demonstrate the need for developmental career counseling prior to attempts at job development.

Another study, conducted by Kang, Magura, Blankertz, Madison, and Spinelli (2006) explored a broad array of factors that may be associated with differential engagement in vocational services among methadone patients. According to these researchers, employment enhances the outcomes of substance dependency treatment. Unfortunately, although unemployed methadone treatment patients frequently state they are interested in a job, many fail to participate in vocational services when available. This important information again reinforces the need for career counseling for individuals while still participating in residential treatment programs.

Unless clients become engaged, vocational services may not have an opportunity to be effective. The results of the study indicated that it is often the most "needy" unemployed methadone patients who became more engaged in vocational counseling. A vocational counseling model that emphasizes assertive outreach as well as attending to non-vocational clinical needs, is more likely to engage patients. In the study two different vocational interventions were provided to the subjects, depending on the group to which subjects were assigned. The control group received the clinic's standard vocational programs. This consisted of individual and group vocational counseling

depending on the needs and desires of the patients. These activities included initial assessment, helping with resume preparation, and workshops on topics such as job readiness and interviewing skills (2006).

Comerford (1999) criticized the fragmentation of addiction counseling and employment counseling, stating that "substance misuse and work dysfunction have similar roots in self-efficacy, or the belief in one's ability to solve problems, be successful, or to positively effect change in one's life" (p. 250). Shepard and Reif (2004) expanded on this theme, discussing the significant barriers to employment for persons with, and/or who are recovering from, a substance misuse problem. These barriers include a client's inability to control substance use, concern about keeping secrets, family problems, lack of social skills, lack of work experience, unrealistic goals for employment, problems with reliable transportation, and the reluctance of employers to hire or maintain the employment of people with addictions.

The difficulty of surmounting such barriers, they argued, suggests that programs that primarily focus on clients obtaining immediate, paid, and competitive work are, in some ways, contributing to the problem. These authors went on to describe a framework for employment counseling with persons recovering from substance misuse that incorporates a more holistic and strength-oriented focus on health outcomes, such as maintaining treatment participation, achieving changes in interpersonal relationships, and achieving reduction in illegal activity. They also proposed several potential frameworks for conceptualizing the relationship between addiction and vocation counseling and offered their thoughts on how to coordinate services (Shepard & Reif, 2004).

According to Beschner and Thompson (1981), active and continuous employment can be an effective vehicle not only to increase financial resources, but also to enhance self-efficacy and self-esteem as well. Although employment has been singled out as a key element in the recovery process and a high percentage of women are either unemployed or underemployed, Marr and Wenner (1996) contend that only a minority of women receive vocational services as an integral part of their treatment regime.

When considering women in recovery, it is important to examine the relationship between low self-esteem and vocational adjustment. In light of their poor self-confidence, it is not surprising that newly recovering women often feel overwhelmed and confused by the challenges they face in sobriety, including vocational choice. Many are likely to have difficulty visualizing themselves as successful in a given occupation. Thus they may be more prone to settle for a job that is less than ideal for them because of external cues such as the peer group models, parental opinion, or the prompting of others.

To enter the workforce and secure a job they find personally satisfying, chemically dependent women must first gain an accurate and realistic view of their own skills and abilities. Recovery from chemical dependency can be a challenging and often difficult process. Looking beyond the cessation of drug use, women must be given the hope of a better tomorrow through the development of skills that will increase self-esteem and daily functioning. Given that employment has been found to be positively related to successful recovery, it is necessary that vocational and career services be made an integral part of treatment (1996).

Application of Career Theories

Social Cognitive Career Theory

Career development not only can help an individual find an occupation that is meaningful and gives purpose, but it can improve a client's self-efficacy. By helping a client develop self-efficacy can assist them in increasing their personal goal setting along with taking steps to meet these goals. According to Comerford (1999), having goals while in treatment, such as employment goals, can help increase the client's motivation to sustain sobriety. Furthermore, the way an addict perceives his or her career success or failure has a great effect on the individual's self-efficacy. When the addict views his or her career negatively it lowers self-esteem and self-efficacy.

Among the mechanisms of human agency, none is more central or pervasive than beliefs of personal efficacy (Bandura, 1977). Perceived self-efficacy is the foundation of human agency. Unless people believe that they can produce desired effects by their actions, they have little incentive to act or to persevere in the face of difficulties. As clients face the idea of having to look for work their own beliefs that they cannot do anything greatly affects their motivation and ultimately their ability to secure employment.

Lent, Brown, and Hacket present SCCT in terms of three interrelated career development models. Social Cognitive Career Theory (SCCT) combines aspects of sociological, psychological, learning, and decision-making theories, with an emphasis on the psychological constructs that play a prominent role in career decision-making (Lent, Brown, & Hackett, 1994). SCCT concepts are primarily derived and adapted from Albert Bandura's Social Cognitive Theory (SCT).This is a learning theory that emphasizes the

role of a person's cognitive processes and mechanisms in guiding motivation and behavior.

One of the key constructs of SCCT is self-efficacy. According to SCCT, feelings of self-efficacy are derived from four sources of information (Allison & Cossette 2007). The first one is mastery experiences. This refers to personal performance and achievements. A person who carries out a task, not only learns how to do it, but the person gains a feeling of success or failure. When the individual repeats the task over and over again, this increases his or her skills in the particular task. SCCT gives importance to these experiences. One of the assumptions is that people will pursue activities in which they are successful and not pursue things that they don't do well.

The second key construct of SCCT is verbal persuasion. This includes feedback from important people in the individual's life such as family members, teachers, and other mentors, especially on one's interests and abilities. The verbal persuasion guides development by providing positive or negative reinforcement.

The third construct of SCCT is vicarious experience. This occurs even if a person does not have direct experience, he or she can learn from other people's experiences through reading and/or observing their progress in some activity or other that is, by following role models.

The fourth and final construct of SCCT is physiological responses. These include emotional states such as anxiety, composure, and exhilaration, and overall affective reactions of liking or disliking something.

These factors of influences are what build learning experiences and ultimately shape perceptions of outcome expectations that relate to career development and

planning. Self-efficacy and outcome expectancies influence interests, which then predict

goals, which then leads to behaviors related to actively achieving goals. This then leads

to goal fulfillment and the level at which individuals will perform.

Constructivist Theory

Constructivism is a theory that is based on a philosophical framework, and

constructivist career counseling has a few basic tenets outline by Peavy (1996) that are

used to guide counseling practice. One of these tenets is that there are multiple realities,

and therefore, multiple meanings of realities as each person views the world and creates

meanings through their own unique lens. Another is that perceptions of events are

constructed by actions in, and interpretations of, the world and for each person this

construction is different. People are self-organizing because they lead dynamic lives that

are constantly evolving and need to make constant revisions in order to make meaning

reflective of their concept of self and "life story." A person's life story is important in

determining the formation of career choices, which means that people must be reflective

in order to understand their motivations as relates to actions; in turn, this helps lead to an

empowered and fulfilled life. Overall, constructivist theory looks at the person in a

holistic manner and takes into all aspects of the person's life and how they affect career

development.

The meaning of work is an important concept related to constructing the life plan.

Peavy (1996) noted that finding meaningful work is related to the idea that

constructivism emphasizes about creating meaning from personal experiences by

reflecting on life experiences and the conceptions they hold of those experiences as they

relate to self, life, and work. It is in this capacity that the clients, along with their counselors, begin to make meaningful life experiences, and to create an awareness of their personal and unique perceptions of self, life, and work through the use of story-telling.

Blending SCCT with Constructivist Theory

It is key to understand that the clients' perceived notion of their abilities to successfully find and sustain, along with the barriers to finding work dramatically affect the outcome (Trujillo, 2010). As the review of literature has shown, adults in addiction treatment centers face a variety of challenges when considering returning to work. This population is undoubtedly a diverse one, and the need for a theoretical framework that considers individual life experiences and examines person according to their entire life context is essential. It is for this reason that SCCT and Constructivist Theory can be used together to understand the various perceptions of motivations and barriers adults in addiction treatment programs face when considering reentering the workforce and how those perceptions relate to their career planning.

As delegated by Constructivist Theory, the understanding of a person's life can help one begin to comprehend a person's career choice. The life story is made up of several factors, including unique life experiences, which SCCT defines as the experiential influences, person factors, life context, and learning experiences that shape one's self efficacy and outcome expectations. For adults in addiction treatment programs, their life story is comprised of these factors. In deciding on a career, this population will be influenced by experiential sources such as past work experiences, other adults in recovery

who they may know are successfully working, society's pressure to contribute by being a responsible worker, and how they are emotionally responding to the idea of reentering the workforce.

Specific Career Interventions to Meet the Needs of the Group

Career Counseling as Part of Recovery

Important questions have been asked by Magura (2003), regarding who should offer employment counseling services, where helping professionals should be located, and how such practitioners should be trained. He maintained that professionally trained vocational rehabilitation counselors, in general, have seemingly little interest in working with substance-dependent clients who do not meet strict criteria for recovery. He also highlighted the general resistance of publicly funded agencies to implement holistic counseling practices and described how the phenomenon of specialization has contributed to the compartmentalization of client services.

For substance abusers, maintaining a positive self-concept means continuous rationalizing and reject of the label of deviance ascribed by society. Shepard and Reif (2004) noted that an important task of employment counseling may become the facilitation of social reintegration through employment. Using a holistic counseling focus that includes interventions in service of non-work-related outcomes (e.g., developing coping skills, social skills, and/or other health-related behaviors) does justice to the humanity of the client and the complexity of this issue.

Graham (2006) states that in order to provide effective employment counseling to clients in recovery from substance misuse, helping professionals should be aware of the

complexity of perspectives on addiction. There are numerous reasons to improve the employment situations of substance users, which is, in fact, the primary goal of employment counseling. Employment counseling increases the client's skills, which, in turn, can bring stability to the client's life, reducing the risk of relapse (2006).

One researcher to examine career counseling as part of recovery, Powers (1978) studied the enhancement of former drug abusers' career development through structured group counseling. The aim of his study was to test the efficacy of one mode of developmental counseling: structured small-group counseling. The variables studied were maturity of career attitudes and competencies, clarity of career plans; specification of career preferences, and perceived meaning of work and career activities. Powers' (1978) used a counseling intervention that was a modified form of Daane's (1972, 1973) Vocational Exploration Group (VEG). The VEG consisted of five group members and a leader who followed a sequence of 40 activities presented in five sessions of approximately 1 hour each. Written instructions were provided for each of the 40 activities. The VEG helped participants to systematically review their vocational interests, abilities, and values.

The VEG provided brief descriptions of a wide range of occupations and through group interactions aided in the choice and planning of career directions. Key activities during the five sessions included analyses of jobs in terms of job functions (data, people, things) and requisite job training, listing of jobs that came to mind while looking at a series of projective pictures of employment settings, selection of 10 jobs of interest during perusal of job information books, examination of charts that described common vocational interests, skills, and values, discussion of how each member's vocational traits

compared with those on the chart just mentioned, listing as many jobs as possible that one would consider entering, noting common features in jobs, selecting three most favorable job preferences, selecting a primary occupational choice, writing down specific plans for gaining entrance into that occupation, refining the plans during group discussions, helping other group members in refining their occupational plans, maintaining a log throughout the sessions which listed primary occupational preferences and specific plans for achieving those preferences (Daane, 1972).

In Powers (1978) study, the VEG was slightly modified. The second and the third sessions were interchanged to allow for a greater consideration of interests and skills prior to the introduction of occupational information. The participants in Powers' study consisted of 120 volunteers from impatient drug programs of 1 Veterans Administration (VA) hospital in New York and 2 VA hospitals in Virginia. Career attitude maturity was assessed by the Attitude scale of Crite's (1973) Career Maturity Inventory (CMI).

Career competence maturity was measured by the Competence test of the CMI. Occupational specifications and clarity of occupational plans were obtained by a questionnaire which contained spaces for a listing of occupations subjects were seriously considering entering and by a 7-point bipolar scale for a rating of clarity. The perceived meaning of career-related activities was determined by a semantic differential that consisted of nine concepts and nine 7-point bipolar scales. Five of the nine concepts were career related: work, choosing an occupation, planning a career, job training, and looking for a job; four were buffers to provide variation in the response items.

The nine bipolar scales were selected from Osgood, Suci, and Tannenbaum's (1957) factor-analytic studies to represent three factors. The factors and their scales (in

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parentheses) were Evaluation (good-bad, beautiful-ugly, pleasant-unpleasant), Potency (strong-weak, large-small, deep-shallow), and Activity (active-passive, sharp-dull, hot-cold). The results of Powers' study showed that the treatment and control subjects perceived considerable meaning in career-development activities.

On the semantic differential, both groups rated career-related concepts as very favorable, potent, and active. The fact that the control subjects viewed the career activities positively contradicts the popular notion (Perkins & Wolkstein, 1972; Waldorf, 1973) that former addicts are disinterested in work activities. It therefore appears incumbent upon rehabilitation personnel to assess the meaningfulness of career concerns for their clients and to provide appropriate counseling interventions. According to Powers (1978), in rehabilitation program, the VEG could be used prior to training or placement. Additionally, the VEG helped treatment subjects gain a more definite career direction, as shown by the increased clarity of their career plans.

The experimental vocational program, Customized Employment Supports (CES), offered more individual counseling. The emphasis was on establishing a firm therapeutic alliance, overcoming both vocational and nonvocational barriers to employment, and enhancing patients' self-efficacy and motivation to work. Counselors in both vocational conditions had Masters degrees in vocational counseling and between 2 and 15 years of experience in the field (2006).

A career practitioner who is willing to understand and support a client's recovery process is an important and necessary element in the coordination of services argued Niles and Harris-Bowlsby, in 2005. Furthermore, expressing willingness to work in concert with a client's addiction counselor is another, relatively easy, step that allows a

respectful coordination of services. These suggested actions can create a nonthreatening environment wherein the client can address his or her issues in their entirety. Understanding and supporting a client's recovery process and coordinating services are admittedly not panaceas, and career practitioners should remain aware that the recovery process is not understood as natural or linear. Remembering to frame recovery processes in light of their service to employment goals (in the broadest sense) is a helpful way to keep the goal and trajectory of the counseling work clear (Niles & Harris-Bowlsby, 2005).

Graham (2006) further states that career clients who are also recovering from a period of substance abuse often come burdened with complex emotions as well as an inability to express and integrate emotions on a regular basis. These emotions are obviously not specifically linked to either the recovery or the employment-seeking processes, but are still are important to include in the counseling process. With this in mind, a career counselor might work to enhance the client's sense of personal comfort and feelings of safety, making it easier to explore difficult emotions both in services of employment and recovery efforts. A career practitioner might begin the counseling process by encouraging the client and teaching the rationale behind understanding and managing emotions. Simple and important strategies for doing so include working to develop *a feelings vocabulary,* teaching clients to identify feelings and their origins, and helping clients to conceive of productive ways to deal with unwanted emotions and feelings (Graham, 2006).

An important ingredient of an effective employment counseling process would include the partial or even full embracing of one's so-called deviant identity. Brown

(1991), elaborated by discussing the features of the "professional ex-addict" and how these "professional" characteristics are potentially transferable. Identifying the various relationship-building, motivational, or creative elements exhibited by one's client is an important task. From this can come a potentially challenging exploration of how these elements might be used in service of a new career pursuit.

Blundo (2001) has offered a very strong warning about how, in general, the counselor's focus within the counseling setting, in fact, facilitates *a. fringing process* (i.e., nudging clients to the fringe) by dwelling on the repairing of faults, weaknesses, and generally undesirable elements of clients. His work borrows heavily from solution-focused and strengths-based counseling practices, and his challenge to focus on a client's humanity and strengths is well taken when considering effective work with persons on the fringe (2001).

Graham (2006) recommends that career practitioners be willing to initiate case management and foster a counseling relationship that makes space for substance misuse recovery as part of an employment-seeking process that can have an immediate positive impact on the career goals of this clientele. Within this recommendation lies a challenge for the practitioner to consider his or her potential unresolved issues and blind spots regarding conducting work with persons recovering from substance misuse. This challenge also contains affirmation that for many practitioners, the skills and competencies needed for working with emotions, building on strengths, exploring identity, focusing on the spiritual, and understanding biases and contextual demands are already present and ready to be invoked in this new, potentially challenging, and yet

rewarding endeavor. Employment counselors' preparation and willingness can translate into a respectful invitation for these fellow travelers to come in from the fringes (2006).

In addition, it has traditionally been recommended that vocational services should be provided only in the latter phase of a patient's treatment, that is, once abstinence and other treatment goals have been achieved.   This is more support of the need for career counseling interventions for individuals while in treatment.

While concentrating on eliminating barriers in multiple life domains, the vocational counselor simultaneously teaches job-seeking skills, helps clients to engage in a productive activity or training, and supports clients who have attained part- or full-time work. Because competitive employment is often difficult for substance users to attain, any form of work or productive activity is considered a step toward competitive employment, and is celebrated as a useful intervention (learning experience) and a positive interim outcome (Kosciulek & Wheaton, 2003).

Of the factors involved in sustaining recovery from drug dependency, the achievement of paid employment is probably one of the most important factors. There are a number of ways in which being in paid employment can contribute to an individual's ability to create and sustain a drug free life.   First, the achievement of paid employment enables the recovering drug user to fill his or her time constructively and to become economically independent. Second, it helps the individual to reintegrate into the wider society by helping to remove him or her from the drug-using network and by facilitating the development of a set of drug-free social relationships. Third, being in paid employment enhances individuals' self-esteem and helps them to build a renewed and positive sense of self, which helps to protect against relapse. Finally, being able to

achieve the status of being an employed person acts as an important symbol to the individual of their ability to return successfully to a conventional life (Blankertz, et al., 2003).

The above mentioned information supports the serious need of having career counseling during treatment because it indicates the positive outcomes of paid employment, which is hard for individuals to achieve on their own after completing treatment. Other researchers who support this idea include Higgins and Budney (1993), who indicate that substance abusers can respond to incentives and modify their drug abuse behaviors in significant ways to receive monetary and other rewards.

Resistance to Career Counseling

According to Gysbers (1999), little has been written about client resistance in career counseling. One reason may be that some counselors have conceptualized and practiced career counseling as being devoid of process and relationship. For these individuals, career counseling focuses mainly on outcomes and methods within a relatively short period, from one to three sessions. For some clients, career counseling is straightforward. Client change is minimal so little or no client resistance is present. Nevertheless, for many clients, whether by conscious choice or unconscious action, resistance in some form at some level is part of career counseling because change is involved.

In working with clients who may be resistant, it is important to acknowledge that, resistance can and does occur in career counseling. Resistive clients have their own unique, idiosyncratic patterns for survival. Recognizing the patterns in resistive clients

use, and knowing how to work with resistance, if present, within the career counseling process is crucial. A strong client-counselor working alliance may open the door to provide new insights about ways to interpret client behavior. Joining with the client involves more than empathy, the reflection of feeling, or other relationship concepts associated with client-centered counseling. It also requires that the counselor appreciate the clients' life struggles, not just the feelings of the moment (Gysbers, 1999).

However, when working with clients in addiction treatment it is important to help the client stay focused on the present. Focusing on the future or dwelling on the past often brings on feelings of anxiety and fear. When the career counselor empathizes with the clients, it lets them know that the counselor is aware of the clients' life struggles and that the counselor is willing to work with them. Metaphors are ways of talking about experiences. They provide clients with a story to which they can relate their experiences. Using stories that stimulate reframing can be useful communication devices to overcome client resistance (Gysbers, 1999).

Labeling and reframing clients' expressions provide a way to help the clients' see themselves and their world differently (Bandler & Grinder, 1979). Gysbers (1999) noted that by providing new words and ways of organizing those words, career counselors could help clients by providing the clients with new patterns for organizing and viewing their worlds. Career counselors need to take an active role in dealing directly with client resistance.

Adding to the challenges of client resistance, Graham (2006), employment counselors have been resistant to working with persons in recovery from addiction except

under the strictest of criteria. Substance abuse significantly limits employment and career trajectories. The relationship between substance abuse and employment is complex, multidimensional, and mutually influencing. An unexamined or limited understanding of the addict label can lead an employment counselor to operate with a bias that, in turn, may function to keep the so-called addict on the fringes of career services and, in many ways, on the fringes of society.

The focus on career counseling has recently turned towards how best to understand and work with clients who have been mandated by the court to receive counseling and who face multiple barriers to recovery. Employment counselors tend to view addiction clients through a narrow, pathologic, and limiting lens. Although life on the fringe may be chosen by some, for most people who misuse substances, the combination of narrow conceptions of self (e.g., self-as-addict) and negative and limiting messages from many dimensions of society (i.e., law enforcement, the political arena, the general public, and unwitting health professionals) can conceivably dampen hope and work against action toward positive change. Clients on the fringe who are struggling with substance misuse face significant obstacles, including their self-concept, to effective career/employment counseling. Consideration has been given to the therapeutic value of work, the relationship between work and self-efficacy, and whether measuring a work outcome solely as paid employment is a valid measure of successful recovery (Graham, 2006).

Transition to Chapter 3

This project will include a workshop designed to promote participants' self-efficacy, increase internal motivation, and prepare them to find a job in their area of occupational interest. The workshop will include sessions on: reviewing strengths, defining self-esteem, resume targeting, networking and targeted job search strategies, creating a response for the "Tell me about yourself" question, interview preparation and practice, and culminating with having each participant answering the question, "Why should I hire you over the other candidates?" The final session will comprise of a networking event put on by the recovery facility with the aid of the facilitator. This session will include a nice meal brought in for the participants.

Chapter 3

The Procedure

Logic of the Program

The purpose of career counseling services during treatment is to prepare clients with drug, alcohol, and lifestyle addictions for the reentry into society as productive responsible members of the community. Career counseling is vital to help maintain sobriety, more importantly having a purpose gives a reason for someone to stay sober and have a purpose to want to give back.

The objectives for this workshop are to focus on modifying the job search needs for people in recovery are valid. It is this author's experience that the general career counseling process is not enough for this population. Upon completion of this workshop, the participants will be better prepared to secure employment. Additionally, the activities will aim to increase the participants' levels of internal motivation so that they feel better about themselves, and ideally will be less likely to foreclose on certain occupational areas of interest due to their low self-efficacy and self-esteem.

For the purpose of this project, the workshop focuses on internal motivation to provide a more focused approach to job search strategies for this population. A way to help build positive motivation is by encouraging the client to look forward instead of backward. Rather than examining past failures for ways to avoid mistakes, examine future potential and ways to accomplish personal goals. By helping the clients identify areas of competence, the counselor can then help them expand that competence.

Competence can be found in places counselors usually do not look, such as planning, organizational, or leadership skills previously used in a criminal lifestyle.

Additionally, competence can be found in other dysfunctional or maladaptive lifestyles or behaviors. Many skills that the clients already have can be redirected toward positive goals (Leibowitz, Johnson, & Pilsk, 1973). Clients are unlikely to commit themselves to positive goals or to develop positive motivation if they are convinced that their goals are unachievable, so self-efficacy is an important ingredient for success.

This workshop is designed to increase the residents' productivity in gathering information, coming to better decisions, and securing employment. This workshop is designed for the participants who have already completed the general career counseling requirements established by particular treatment center. However, for this workshop to be effective the treatment center will need to have implemented a career counseling process as will be described below. In this way the participants will have already taken the Myers Briggs Type Indicator Form M (MBTI- Form M), the Strong Interest Inventory (SII), and the Strengths Finder 2.0. Additionally, they will have had an interpretation done by a counselor with a Master's degree in career counseling. As a result, of taking these assessments and had an interpretation, the participants will be able to validate the results, and ideally they will know the occupational area they are looking at in returning to work.

The purpose for this workshop design is that often times once the client has gone through the initial career counseling process he or she tends to lose motivation towards actually looking for and securing employment. As previously mentioned, these individuals without proper career counseling will leave treatment without the tools to obtain jobs or return to school and will most likely go back to drugs because they have nothing else to do, as well as having the added anxiety and tension that comes from

having no job or income. One of the hardest things for this population to face is committing to the length of the career counseling and job search process because they have to defer gratification without reducing their efforts or giving up out of discouragement.

The facilitator of this workshop will have a Master's degree in counseling preferably with a focus in career counseling. The facilitator will be trained to work with people in recovery from addiction. The facilitator will contract with a recovery facility to provide this workshop to the clients. These sessions will take place at the recovery facility, on a weekly basis. Sessions will be on average ninety minutes to two hours, depending on the activities for the session. Clients participating in this workshop are engaged in a transition process that will have an enormous effect on their lives. As a reminder, in order for this workshop series to be beneficial to the participant, he or she needs to go through a general career counseling process as described below.

However, it has been this author's experience in over two years of working with this process that the level of internal motivation is never fully developed for the client. As a result, left up to their own devices, clients tend to put the job search process on the back burner until they are basically told by the treatment center that they either find a job or they will have to leave. Therefore, with the addition of the workshop this author is creating the desirable outcome is those clients' levels of self-efficacy and internal drive will increase and they will want to find a job without waiting for a punitive consequence, i.e. being asked to leave treatment.

Additional Theoretical Approach

   The Strengthsfinder 2.0 assessment (Rath, 2007), helps people discover their talents and be able to discuss them. This assessment is being used with this population to increase the participants self-efficacy in hopes that they will be more self-motivated by understanding and improving on their natural talents.

Support Materials

- Strengthsfinder2.0 texts (Rath, 2007 & Gallup, Inc.)

- Access to LinkedIn social media website

- Handout on Informational Interview

- Video Camera

- Equipment to watch video statements from members as they complete the workshop process

- Access to CACareerzone.com

Assessment Instruments Explanation

The SII and the MBTI- Form M are used prior to the clients beginning the workshop so that the client and the facilitator will know which occupational direction they are focusing on. This is because this workshop is meant to prepare clients with the additional job search strategies and internal motivation so that they will get a job within a reasonable (TBD) period after completion of the workshop. The StrenthsFinder 2.0 is necessary because the workshop will be working with strengths to help increase the participants' level of self-efficacy.

Procedures Necessary to Implement this Program

In order to be a part of this workshop, participants must have completed an initial career counseling process. A thorough general career counseling process encompasses the following criteria:

Initial Career Counseling Process

All residents need to complete an orientation, intake, assessment, and assessment interpretation. The first step in the career counseling process is orientation. This usually occurs when the resident has been in the house and sober for seventy days. The orientation includes introduction of the career center staff, an overview of the career center, guidelines for utilizing the career center, the career counseling process, and career services. The Career Counselor provides information regarding the assessments and resources that are available. The information includes online and hard copy resource materials, resume writing, interview skills and practice, vocational rehabilitation services, assistance with locating, applying for, and enrolling in GED, specific job skill training,

and certificated programs as well as 2-year colleges and 4-year universities. Next, the

Counselor makes an appointment for the resident to complete an intake. Throughout the

intake, the Career Counselor gathers information that determines what assessments are

appropriate to meet the needs and abilities of the resident. The following information is

utilized to determine appropriate assessment tools.

- Educational level achieved

- Life Experience

- Verbal Communication Skills (Word Knowledge and Language Usage)

- Observation of a resident's comprehension of the questions and his or her ability
  to provide appropriate information in their response.

An appointment is made for the resident to take the assessments. This takes

approximately 40-60. The validity of the assessment is based on how valid the results are

to the client. Assessments may include,

- the Myer Briggs Type Indicator

- the Strong Interest Inventory

- the StrengthsFinder 2.0 assessment

- the Career Occupational Preference Survey (COPS)

- the Career Orientation & Placement Evaluation Survey (COPES)

- the Self Directed Search (SDS)

- the SkillsScan and other card sort activities

It is important to have the collaboration of both the clinical staff and the career center

staff because so much about the personality affects job satisfaction and success.

After the resident has completed his or her assessment/s, an appointment is made for the resident to meet with the career counselor to discuss the interpretation results. At this time, the resident and client develop an individual plan for career exploration. The career counselor and resident meet on a one on one for at least fifteen minutes weekly to review his or her individual employment plan and discuss progress and any issues that may arise. In these sessions, the counselor should be able to address the struggles and successes the client is experiencing. Sometimes it might simply be to vent their frustration in finding a job and we need to encourage the resident to continue to move forward. Other times it may be that the resident is struggling in their job, or needs further assistance finding resources to enable them to attend to school or job skills training programs. The meetings once a week give the career counseling staff additional information about the client to help us make adaptations serving the needs of each resident. The individual employment plan is revised as individual works through the objectives, achieves goals, and moves forward. The individual employment plan is a living document and an ever-changing work in progress. Along with the career counseling process mentioned above, there are several groups available for the client to attend. Clients will also be pre-screened by the workshop facilitator prior to the commencement of the workshop.

Transition to Chapter 4

The Workshop series consists of eight sessions, which will be conducted over eight to nine weeks. The ninth week is in the event that any of the sessions require a follow-up week, not explicitly stated in this project. The series include one week on self-

esteem, where the participants will identify where it comes from and how they can get more. Another session will be on strengths, where they will identify strengths, identify motivation, and discuss the application of the strength/s. The third session will discuss resume targeting along with writing accomplishment statements. A fourth session will focus on job search strategies. The following week will focus more on job search strategies, including targeting companies and social media networking. A sixth session will highlight building self- esteem through interview practice. This session will be followed by another session centering on interview practice and will also cover informational interviewing. The final session will be a culmination, concluding the interview practice , the video taping of willing participants, a potential brief networking opportunity, and a lunch brought in to celebrate.

Chapter 4 Outline

The Program

<u>**Session 1: Workshop Introduction, Strengths Review, & Activity**</u>

Goal(s):

1. Participants will review the guidelines and rules for the workshop. They will get to know one another in a way that is different from other group interactions.

2. Participants will be introduced to the concepts of "strengths."

Behavioral Objective(s):

1. At the end of the activity each individual will identify and discuss with the group one strength that he or she does not currently have in his or her top 5 but would like to strengthen. (Identify strength)

2. The individual will share a strength he or she is currently in using and how using it in recovery and job search process. (Identify motivation)

3. The individual will share one strength he or she would like to work on and one or two actions to reinforce that strength. (Discuss application of strength)

4. After watching former participants' discuss their positive experiences of the workshops; the current participants will identify a minimum of four reasons they presently have a sense of hope that they too can be successful.

Materials Needed for this Session:

- Room and chairs to accommodate up to 12 people

- List of Top 5 Strengths for Each Participant

- Tape

- Easel Pad Post-it

- Colored Markers

- Television or other screening device

- A DVD player

- DVDs of former participants' recorded experiences

Time Estimation:

1.5- 2 Hours

First Half of Session:

1. Facilitator will first welcome the group and thank all the participants for making the commitment to be part of this workshop. Next, the facilitator will give a brief introduction of him or herself and describe his or her qualifications as a Career Counselor and experience working with people in transition.

2. Each participant introduces himself or herself, how much sobriety he or she has, and what occupational area they are interested in pursuing work.

3. The facilitator states program goals and objectives to group.

4. Facilitator will address confidentiality. "What is heard here stays here," and make sure to get a commitment from all the participants in the group.

5. Facilitator will remind participants that attendance at each workshop is mandatory. If a participant is unable to make it, he or she will need to contact the facilitator or another staff member in the recovery center in advance.

6. Facilitator will mention that promptness is required for all workshops and that employers do not accept tardiness and neither will the group.

7. The facilitator may state, "To be early is to be on time, to be on time is to be late, and to be late is to be fired. This is definitely the case for a job interview. Are these expectations attainable?"

8. The facilitator will highlight 2-3 videos made by former participants who completed the workshop series and successfully found employment.

Break: 10 minutes

Second Half of Session:

1. Facilitator gets group to quiet down and refocus.

2. Group facilitator says to the participants, "In your words, define strengths?" (10 minutes)

3. Facilitator explains that every person in the room is unique. The facilitator might state, "Each person here possesses important and special qualities. One of the goals of this workshop, with the assistance of group members, is to help you rediscover your special abilities."

4. Write on the easel pad post-it, "You Shined in the Past; You will Sparkle in the Future." Take post-it note and stick it to a wall. It should remain on the wall for the entire workshop series.

5. Group Facilitator States: "When you are not able to use your strengths at work, chances are that you:" (5 minutes)

   - Dread going to work

   - Have more negative than positive interactions with colleagues

   - Treat your customers poorly

   - Tell your friends what a miserable company you work for

- Achieve less on a daily basis

- Have fewer positive and creative moments

6. Group Facilitator talks about his or her own strengths and how he or she has used them during a past job search and how he or she uses them currently in work. Group facilitator can also mention how he or she uses strengths in everyday life to overcome challenges.

Group Activity (60 minutes)

- Each participant takes a piece of tape and sticks paper with top 2 strengths on his or her shirt facing outwards, so that other participants can see the strengths. (5 minutes)

- Each participant is required to speak with every other participant who has a strength other than the strengths he or she has. When a person comes up to another person each of them will tell the other about a strength the other person does not have. (25 minutes)

- The group comes back together for a recap of the experience of the activity. Facilitator can ask, "What was this experience like having to go up to other people? What is one strength that is not in your top five that you learned about today? What is one strength you have used in the past in your addiction? Are you using this strength in your recovery?" The facilitator can add, "Think about two strengths that you think you would like to use in your work."

Homework:

Write one page on what you understood about strengths today and one goal that you want to attain upon completing this workshop series.

<u>**Session 2: Self-Esteem, Where Does it Come From, & How Do I Get More?**</u>

Goal(s): Participants will begin the self-esteem building process.

Behavioral Objective(s):

1. Participants will define self-esteem, as to what it means for them.

2. Participants will identify three to four positive traits about themselves.

3. Participants will be able to identify one area in his or her life where he or she
    needs to increase self-esteem and develop three basic strategies to do so.

4. Participants will develop and achieve one SMART goal, thereby participants will
    demonstrate their accountability to accomplish future goals.

Materials:

- Room and chairs to accommodate up to 12 people

- Easel Pad Post-it

- Colored Markers

- Spiral Notebook for each participant

- Self-Esteem Quiz (Handout: 2- A)

Time Estimation:

2 Hours

Part One:

1. Check In: Allow participants to share what they wrote for homework. Reflect on
    how the recognition of strengths is important in rebuilding one's self-esteem.

2. Introduce "SMART" goal setting. Explain that "SMART" stands for specific,
    measurable, attainable, realistic, and timely. Have the participants think about
    one strength and one goal they would like to accomplish by the end of the series

and how that strength can help them achieve their goal. (Try to keep this to less than 10 minutes. Participants will write on this for homework. In addition, the facilitator can revisit the "SMART" goal setting technique throughout the series as it may come up.)

3. The definition of self-esteem

   A. Definition: esteem or respect yourself- high self-esteem = positive self-image

   B. Discuss what self-esteem means to each participant. Facilitator will write down the definition on the easel pad post-it and attach it to the wall, so that the participants can refer back to it. The facilitator will also write down the definitions given by each person. The point of this exercise is to help the participants understand exactly what self-esteem is.

   C. By introducing the strengths first, the participant is able to connect top 5 strengths to his or her identification of positive qualities he or she possesses. Participants will write down three to four aspects they like about themselves in their spiral notebook.

   D. Facilitator can ask, "What are you good at?" "What have people said you are good at?" What are your personality traits or preferences and strengths that you consider to be positive that help you get through the day?"

Break: 10 minutes

Part Two:

1. Facilitator gets group to quiet down and refocus.

2. Participants will complete the Self-Esteem Quiz (Handout: 2- A) as honestly as possible and reflect and write what it was like take the quiz in their spiral notebooks.

4. Discuss as a group how each person felt about taking the quiz and his or her response to levels of self-esteem. Of course, if someone is not comfortable sharing then do not force him or her. However, let the person know he or she is welcome to share at a later point when he or she feels more comfortable.

5. Facilitator will lead discussion on ways to increase self-esteem. Participants will discuss practical ways to enhance self-esteem. Facilitator will write down brainstorming thoughts on the easel pad post-it note. Tell participants that all brainstorming and thoughts on the post-it note will remain on the wall as a reminder of what they have learned thus far.

Homework:

1. Write what self-esteem means to you and one area where you desire more self-esteem.

2. State three ways you could increase your self-esteem in that area.

3. Write down the goal and strength you identified during the session. How can you make the goal "SMART?" Mention briefly how this particular strength can help you accomplish your goal.

<u>**Session 3: Resumes & Accomplishment Statements**</u>

Goal(s):

The participants will become familiar with the various types of resumes and how to write accomplishment statements.

Behavioral Objective(s):

1. The participants will see how being aware of their natural abilities can benefit the job search process, by identifying 2-3 job descriptions they are interested in and then underlining the skills they currently possess that are listed in the descriptions.

2. Through writing a minimum of four achievement statements, participants will be able to explain a concrete sense of positive things they have done in the past as well as through this point in their recovery.

3. After discussing a minimum of two of their accomplishment statements, the participants will receive positive feedback from the facilitator and the group. The positive feedback will help reinforce their beliefs in themselves about making positive achievements. This contributes to the development of self-efficacy.

Materials:

- Room and chairs to accommodate up to 12 people

- Easel Pad Post-it

- Colored Markers

- Spiral Notebook for each participant

- Resume Writing Guide to handout to each participant (Handout: 3- A)

Time Estimation:

1.5-2 Hours

Part One:

1. Check in:

Facilitator opens up discussion regarding the previous week and if anyone has any comments or questions about what took place. Additionally, ask if anyone experienced something relating to their self-esteem and what tools did they use from the previous two weeks? Did they use their strengths? Did they remember the discussion on ways to increase self-esteem? If they had a negative thought did they convert it into a positive one? If so, how?

2. Facilitator makes the connection for the group about how we feel about ourselves, our self-esteem, can affect how we progress through a job search process. Job seeking can be very discouraging, but the better we feel about ourselves. In addition we better appreciate our natural talents, our strengths, that we bring to the table, thus the less stressful our job search experience can be.

3. Discuss different types of resumes
   a. Finding the best fit for client- functional, chronological, or combination.
   b. Objective vs. profile statements
   c. Accomplishment statements

Activity: Writing Accomplishment Statements using PAR (Problem Action Result)

- Each participant will write down several accomplishments, hopefully at least three.

- Next the participants will use the "PAR" process to analyze their accomplishment.

   1. Problem or opportunity
   2. Action(s) taken to address the issue

3. Result(s) for each of the accomplishments

- Then participants will break up into groups of three and discuss their accomplishments, problems, actions, and results. The group will brainstorm to identify the strengths and skills necessary to reach the accomplishment. This way each participant will leave the session with a list of skills and or strengths he or she demonstrated.

- The groups will come together again as one.

- Facilitator will ask, "How was this activity?" "Was it difficult thinking of accomplishments?" "What was it like hearing your peers describe your skills and strengths?" "Did you learn new information about yourself or did it confirm what you already knew?"

Break: 10 minutes

Part Two:

1. Facilitator gets group to quiet down and refocus.

2. Mention to the group that one of the most effective tools in securing employment is targeting the resume to the job you want. In the next session we will be focusing on how to target a resume for the job you are seeking.

3. Closing Question:

"What is one thing that you would like to strengthen on your resume?"

Homework Assignment:

a. Add 1-2 accomplishment statements to each job listed on resume.

b. Print a job description similar to the job the participant would like to have after completing this workshop. A job description that falls in the category of his or her preferable occupational field.

Session 4: Job Search Strategies: Part I

Goal(s):

1. To learn effective job search strategies.

Behavioral Objective(s):

1. The participants will identify three possible job opportunities by learning about and then utilizing, the various search engines and online networking tools.

2. The participants will demonstrate how to target their resume(s) after selecting 4-5 skills they want to use in their next job, and then writing 2-3 accomplishment statements that reflect the selected skills.

3. By creating an online profile for Monster.com and then identifying a minimum of 2 jobs they are interested in, the participants will demonstrate their skill in how to use at least one social media sites for job search purposes.

Materials:

- Room and chairs to accommodate up to 12 people

- Easel Pad Post-it

- Colored Markers

- Spiral Notebook for each participant

Time Estimation:

2 Hours

Part One:

1. Check In: (To ask participants the following questions)

·   "How did writing the accomplishment statements go? Would anyone like to share 1 or 2 accomplishment statements?"

- "What strength(s) did you use to help you write the accomplishment statements and/or find a job posting?"

2. Targeting:

(It is important for the facilitator to know that in order for someone to go through this workshop they must have prepared a current resume, preferably with a Career Counselor, before beginning the workshop.)

- Discuss what skills the job description asks for, "Where do these skills show up on your resume? Can you think of a way to highlight them?"

- "Is there a certain skill you see/found in the ad that you feel you need or would lie to develop?"

- The facilitator explains that a primary focus of targeting a resume is to, "A targeted resume is customized so that it specifically highlights the experience you have that is relevant to the job you are applying for." The facilitator can also mention that, "It may take more time to write a targeted resume, but it's worth the effort, especially when applying for jobs that are a good match for your qualifications and experience."

- The facilitator will provide the group with a technique for creating a targeted resume. "The easiest way to target your resume (without rewriting the whole resume) is to include a Summary of Qualifications or Career Highlights section at the top of your resume. Next review the job description and then review your resume. Take the experience, credentials, and education that best match the job posting and include them in the Summary of Qualifications section at the top of your resume. Lastly either list your experience in reverse chronological order,

just like you would on a traditional resume or list your major skill areas for a functional resume.

Activity: Create Summary of Qualifications for the job posting you brought in for homework.

Break: 10 minutes

Part Two:

1. Facilitator gets group to quiet down and refocus.

2. "What was the job you printed out?

3. Job Search Strategies:

· "How did you find your ad? How long did it take you? How would you strategize finding your dream position?"

· "What job search tools have you used in the past?"

· How many of you are on Facebook, Twitter, or LinkedIn?"

1. Online Research

Talk about how to put in a

2. Job Search Engines

   a. CareerBuilder

   b. Craigslist

   c. Monster

   d. Hot Jobs

   e. Simply Hired

   f. Indeed.com

   g. The Ladders

3. Introduce Social Media Job Search Tools and discuss

    a. Facebook/Twitter

    b. Linked In

Activity:

Create an online profile for Monster.com

Homework:

- Using one of the job search engines discussed in today's workshop, find at least two more job openings that are in their area of interest and in which they possess at least two identifiable skills in the field or job.

- Complete a targeted resume and upload onto Monster.com

Session 5: Job Strategies Part II- Targeting Companies & Social Media Networking

Goal(s)

1. To learn effective networking techniques.

Behavioral Objective(s)

1. After creating a LinkedIn account and identifying a minimum of two interest groups or three individual contacts, participants will demonstrate their use of social media skills.

2. The participants will be able to start applying for jobs once they have completed the workshop series through identifying a minimum of four companies they want to work for.

Materials:

- Room and chairs to accommodate up to 12 people

- Easel Pad Post-it

- Colored Markers

- Spiral Notebook for each participant

- Computer access for each participant (participants may have to pair up)

- Large Screen and Projector or lap top computer with a hook up to television

- Targeting Companies (Handout: 5- A)

Time Estimation:

2 Hours

Part One:

1. Check In:

. Discuss what strategies they used to find their additional jobs of interest.

- How successful were they at finding the jobs?

- Ask, "Who completed a targeted resume? Who uploaded their resume to Monster.com? Who would like to get on the computer and show us?" If there is a volunteer have, them log onto their account and use the big screen or television so that the rest of the group can see.

2. Targeting a Company Discussion:

- Pass out to each participant handout 5- A: "Find Your Dream Job by Targeting Employers." Briefly go over handout. Highlight- target by industry, target by location, target by interests.

- Discuss researching employers online. Have participants take out their spiral notebooks. Write on the easel pad post-it: "How to Build a List of Your Top 10 Potential Employer Targets." Tell the participants that they will copy what the facilitator writes in their notebooks so that they have the information for future reference.

    1. Write on post-it, "Identify Key Sort Criteria." The facilitator can say, "The first factors in sorting criteria should be industry and location. From there you can narrow this to items of specific interest to you. Once you have identified your specific target criteria, and have created a list, it should look something like this:"

        - Write the following on the post-it:

            a. Industries examples:

Marketing: marketing agencies, social media agencies, guerilla marketing agencies

Health Care: hospitals, medical equipment manufacturers

Music: instrument manufacturing companies, record labels

    b. Locations example:

Warm weather, close to family, West Coast, urban city life

Los Angeles or San Francisco

2. Write on post-it, "Develop a List of Potential Employers." Tell the participants, "Please take notes. Develop a list of potential employers using the initial sorting criteria from above. Start searching for companies that fit what you are looking for. Begin with what you know, and search for the big name companies you are already familiar with. If nothing comes to mind, perform a simple Google search for "industry" and "location." Facilitator should then write the next example on the post-it. "For example type "marketing agencies" or "Los Angeles, CA" into a search engine, or refer back to handout titled, "Find Your Dream Job by Targeting Employers."

3. Write on post-it, "Create Detailed Profiles." Search for key information on your target companies like:

  . Company address

  . Email

  . Phone number

  . Details about organizations' clients or customers

  . News articles

  . Details about the people on the team you may be working with

  a. The facilitator should mention, "This information should be relatively easy to find, first step is to visit company website. As you compile

details on these different companies, you will also find when the time comes for preparing for interviews, reviewing this information the night before will be beneficial."

4. Write on post-it, "Set Outreach Goals." Facilitator should tell the group, "To keep yourself from getting overwhelmed I suggest you set some goals and deadlines. Refer back to the second session when we talked about "SMART" goals. If you feel comfortable, use that formula to set your outreach goals. A suggestion is to give yourself a week to compile your top 10 list. Once you have your list of companies, make your goal to reach out to at least one company on your top 10 a day. Spend up to two hours tailoring your cover letter and resume targeting the company you had researched the previous day, and then dedicate the rest of your day doing further research about the company you are going to contact next. The best approach to job searching is treating everyday as if you have a job and promptly get to work on your job search. A defined target list of potential employers is one of the most essential and valuable tools in your job search. Not only will it help you get, and keep, focused on companies that are a good fit for your skills, interests, personality, and strengths, but it will sharpen your networking sills and provide you the information you need for a group interview."

5. Thank the group for being patient and focused as it was a lot of information to take in. Let them know that after the break they will be getting on the computers to do some work with LinkedIn.

Break: 10 minutes

Part Two:

1. Facilitator gets group to quiet down and refocus.

2. Facilitator has the participants pair up with each other on a computer. The facilitator gets on the computer that is hooked up to the large screen or television to guide the participants in this activity.

3. Briefly explain differences between LinkedIn and other social networking sites.

   . LinkedIn is the most professional social media networking site.

   . It is only for professional purposes where you post your work experiences, qualifications, and relationships.

   . The goal of LinkedIn is to build a network so you have as many connections to people at various companies that you would like to work for.

4. Have the participants create a profile

5. This is a good opportunity to tie in the information from the first part of the session on targeting potential employers. Tell the group, "For step two- Develop a List of Potential Employers, once you have found a few good companies within your industry and desired location you can go onto LinkedIn to perform an advanced search, and view the profiles of key employees of these companies. Choose an employee with words like "Director" or "Senior" in their title and see where they have worked in the past. Their past employers may also be some great target companies for you to look at. You can search your connections and if they are connected to someone at these companies you and you can ask your connection to introduce you. This is how you build your network."

6. Show the participants on the computer how to search for jobs through their network. They can search by:

    - Subject

    - Company

    - Jobs Insider Toolbar

7. Show the participants how to access the learning center videos

8. Closing: Wrap-up and debrief group

Homework:

   - Identify two people on LinkedIn who are connected to jobs you are interested in. Either contact them directly or ask to be introduced to them.

   - Watch a learning center video and write a short summary in your spiral notebook and bring to next session.

Session 6: Building Self-Efficacy through Interview Practice Part I

Goal(s):

1. To teach how to answer the question, "Tell me about yourself," for either a networking or interview situation.

2. To build self-efficacy.

Behavioral Objective(s):

1. The participants will gain self-confidence, by beginning to create their 30-60-90 Second Self-Introduction and highlighting a minimum of one positive experience from the past and one positive experience from the present

2. The participants will gain self-efficacy through focusing on 3 positive traits, then sharing them with at least one other person in the group, and lastly receiving 2 positive feedback statements.

Materials:

- Room and chairs to accommodate up to 12 people

- Easel Pad Post-it

- Colored Markers

- Spiral Notebook for each participant

- 30-60-90 Second Self-Introduction: tool for networking & interviewing (Handout: 6- A)

Time Estimation:

2 Hours

Part One:

1. Check in: "Did you spend any more time on LinkedIn since our last session? Anything you want to share? Were you able to contact two people on LinkedIn who are connected to jobs you are interested? Does anyone want to discuss their experience? Did anyone have success connecting to someone?"

2. Facilitator should say, "We will be continuing with the networking theme today and moving it towards face to face situations. It is important to be prepared to network with anyone you meet. This can happen at a party, on the bus, in the elevator, and in many other random situations. The key is you may only have just a minute or two to give them an overview of who you are. What is most important? How much do I talk about my growing up? What is it they are looking to know about me? Therefore, you need to be able to answer the vague question, "Tell me about yourself.""

Activity:

. Pass out the handout to each participant. Suggest that if a participant is short on experience he or she can use their strengths.

. Have everyone start working individually on the first section of the handout- The past. Let them know that the total time it should take to give the entire introduction is 1.5-2 minutes.

. Once each participant is done writing out the first part of their introduction tell them, "We are going to break and after we come back each of you will share the first part of the introduction-the past with the rest of the group. I will allow the

group members to provide constructive feedback. If you are unable to frame your feedback in a helpful way then please refrain from saying anything."

Break: 10 Minutes

Part Two:

1. Facilitator gets group to quiet down and refocus.

2. The facilitator should have a stop watch or some means for keeping time. For this part give each participant 30 seconds to complete. Let them know their time. Do not stop participant if not finished within 30 seconds, however after he or she is done let them know their time.

3. Each participant shares his or her first part of the introduction-the past.

4. Facilitator gives time and opens up for feedback. Limit group's feedback to three minutes.

5. Facilitator can then offer feedback.

6. Once the group is finished with this part let them know that they will do the same thing for the other two sections- the present and the future. Remind them that for the purpose of this workshop, when the complete the future section that they should keep it in line with their current goal or their next step.

7. Thank the group for their participation, for opening up to the group, and giving the others an idea of where they came from. Explain that when they can see the positive traits that they bring to the table it builds self-esteem.

Homework:

. Finish writing out the rest of the 30-60-90 Second Self-Introduction.

Rehearse it and make sure the total introduction comes in at two minutes or under.

Session 7: Interview Practice Part II and Informational Interviewing

Goal(s)

1. To learn effective interviewing techniques.

2. To build self-efficacy by being prepared and self-assured for interviews.

Behavioral Objective(s)

1. After watching a demonstration of a mock interview the participants will practice mock interviews and receive feedback for each question by the instructor and other participants. The feedback will consist of on one positive aspect of the demonstration, and one issue that could have been better.

Materials:

- Room and chairs to accommodate up to 12 people

- Easel Pad Post-it

- Colored Markers

- Spiral Notebook for each participant

- Participants should each have their "Tell me about yourself" answer written out

- Interview Questions

- Informational Interviewing (Handout: 7- A)

Time Estimation:

2 Hours

Part One:

1. Check in: "How was it to finish writing your tell me about yourself introduction?"

2. Interview Practice. Each participant should be given one behavioral interview question and one general question. The following list provides only six of each

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question type. The facilitator has the option of having two people answer each question or find additional questions to ask. Questions should be cut up. On one side is the question and on the other side a number. The questions should be laid out with the numbers facing up. Each participant should pick one question from each group. The participants should be sitting in a half circle facing the facilitator. The facilitator should tell the group that this is a mock group interview.

3. Activity: Mock Group Interview

   - Facilitator should tell the group, "Take 3-5 minutes to compose your responses. The response time is 2-3 minutes max. The person with question 1 will first answer the "Tell me about yourself" question and then I will ask the first behavioral question that coincides with the number you picked.

   - Sample Behavioral Questions:

      1. Describe a time you were faced with a stressful situation that demonstrated your coping skills.

      2. Give me an example of a time you set a goal and were able to meet or achieve it?

      3. Please discuss your role in completing an important document or project either individually or as a member of a team.

      4. Give me an example of when you showed initiative and took the lead.

5. Tell me about a time when you had several things to do and you were required to prioritize your tasks.

6. Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.

. Sample Other Questions:

1. Why are you no longer working at your last job?

2. Tell me about a weakness?

3. How would a previous supervisor or co-worker describe you?

4. What did you like best about your last job; what did you like least?

5. Which is more important – creativity or efficiency? Why?

6. This employer is aware that you were referred specifically from a treatment center. What have you learned from this experience that will serve you on the job?

. Summary Debrief: Facilitator should:

a. Make sure to validate – "You guys really gave these questions some thought, your preparation paid off, etc…"

b. "Which of the questions could have put somebody in a negative light? In this case, questions "tell me about a weakness, or why you are no longer working here," if answered a certain way could be perceived negatively. So like you heard when John answered the tell me about a weakness question, he used a trait that is not necessarily late such as taking on too much to get a project done. He then added that he has learned to delegate because things get done quicker and efficiently

when he isn't overwhelmed with a task too big for him to take on alone." (If they did not do it, do not mention the name of the person who answered the question. Instead just giving the example of turning a trait that could be perceived negatively into something that is now positive.)

c. "Do you see how important it is to demonstrate with specific examples?"

d. "How was the experience for you? What have you learned from doing this?"

Break: 10 Minutes

Part Two:

1. Facilitator gets group to quiet down and refocus.

2. Finish Debrief Questions

   a. Discuss employers asking: "Do you have any questions for me?" Facilitator should inform participants, "Don't ask questions you could read on a website. Do ask questions that are based on something you read on the website. (Ex: This Company has an environmental mission, how does this translate into the graphics department? The website mentions that your company is expanding into other areas, can you tell me more about that?) Another question you can ask is, "Would you describe the working environment?"

b. Be careful with body language, facial expressions, and reactions to what is said – need to not telegraph our reactions, evaluate information afterwards, not on the spot.

c. Let the group know, "If you want any specific feedback on your responses, please come see me individually."

3. Brief overview of Informational Interviewing. Pass out Informational Interviewing Handout: 7- A to each participant. Tell them the handout explains the whole process and even provides sample questions for the informational interview.

a. Let the group know that the most important question to ask at the end of an informational interview is, "Who else do you know that I could talk to?" This is what helps to grow your network.

4. Let group know that the following session, the last session of the workshop, will last between 2.5-3hours.

Homework:

Participants should prepare to answer the final question often asked in an interview, "Why should I hire you over someone else?" Tie strengths into this answer.

Read over Informational Interviewing handout. For next session bring identify one person that you will contact for an informational interview after workshop completion.

Session 8: Culmination

Goal(s):

1. The participants will bring all their experiences and personal reflection to evaluate the growth and insight they've acquired.

Behavioral Objectives(s):

1. As a tool for increasing internal motivations, participants will have the opportunity to give a five-minute summary on experience of workshop to be taped and with permission used in future workshops.

2. Participants demonstrate their skills in self-reflection and analysis by filling out a workshop evaluation form.

3. After participating in a networking event to that provides potential informational interviewing or job opportunities.

Materials:

- Room and chairs to accommodate up to 12 people

- Easel Pad Post-it

- Colored Markers

- Spiral Notebook for each participant

- Each participant should have his or her response prepared for the final question, "why should I hire you over someone else?"

- Video Camera

- Group Evaluation (Form:8- A)

- Lunch for 20 people

- 4-5 Professionals from the local business community that will help participants experience what a professional network event might look like

Time Estimation

2.5-3 Hours

Part One:

1. Check In: Facilitator welcomes and reminds participants this is the last session of the workshop series. Facilitator expresses to the group, "It is hard to believe that we have been together for the past seven weeks. I know for some of you it has been challenging and for others it has been a great experience. I hope each person in this room can see how much he or she has grown in just the past seven weeks."

2. Each participant answers the, "why should I hire you over someone else?" Optional would be giving constructive feedback.

3. Networking Event & Lunch

   a. Have 4-5 Professionals for participants to speak to

   b. Professionals give a brief 2-3 minute talk about their backgrounds

   c. Give participants an opportunity to set up private meetings with professionals

   d. Serve lunch and allow participants to continue networking

   e. Optional-if budget allows facilitator can give a gift card to the Professionals, but remember that most people will do this just so they can be of service

Break: 10 Minutes

1. Facilitator gets group to quiet down and refocus.

2. Video Tapings

3. Group Evaluation (Form: 8- A)

a. Facilitator can say, "It has been a joy working with you during these past eight weeks. Thank you again for participating and suiting up and showing up each week. Being here and keeping your commitment should show you how you have changed and that you will be successful if you continue to work at it."

b. Facilitator asks the participants to take the next ten minutes to complete the evaluation forms anonymously if prefer, and place the evaluations in the designated box in the back of the room.

Chapter 5

Project Evaluation

Introduction

In this chapter the content, format, objectives, and effectiveness of the proposed program will be evaluated. Three professionals were chosen based on their diverse background and related experience. They are to act as a field evaluation team for the purpose of evaluating the proposed program. Each evaluator was provided with chapters three and four along with seven evaluation questions (Appendix 9-A). The evaluators were asked to review the materials and answer the evaluation questions. The findings of the field evaluation team will be summarized in this chapter.

After the evaluation of this project this author decided that in the future sessions 1 and 2 of the workshop series would be switched around. This means that the first session would involve self-esteem and the second workshop would be about strengths.

Field Evaluation Team

Evaluator #1 has his Masters of Science degree in Rehabilitation Counseling. For the past twenty years he has been working as a Vocational Rehabilitation Counselor for the state of California's, Department of Rehabilitation. During his career as a Qualified Rehabilitation Professional he has worked with many individuals with disabilities helping them to obtain and or retain suitable employment. In addition, he spends at least two days per month at an addiction residential treatment program, assisting the clients with returning to school and or their job search needs.

Evaluator #2 is a Licensed Clinical Social Worker. She is the founder and CEO of Beit T'Shuvah in Los Angeles, CA. Beit T'Shuvah is an outgrowth of the Jewish Committee for Personal Service (JCPS), an organization started in 1921 by a small group of Rabbis and Social Workers to "serve Jews who were serving time." She joined the staff of JCPS in 1984. She was soon frustrated by the cycle of recidivism and the absence of any resources to help the offender re-enter the community. In 1987, with a grant from FEMA and a loan from the Jewish Community Foundation, Gateways Hospital, Evaluator #2 bought an old house in Los Angeles and opened the doors of Beit T'Shuvah. The original mission was to provide transitional living and reentry services to Jewish men being released from jails and prisons.

The program has broadened in scope over the years to reach out to Jews who may have had no legal problems but who are struggling with a wide range of addictive behaviors. As the program grew, so did the need for a larger space to accommodate more people, including women, group meetings, and religious services. As a result, in November 1999, Beit T'Shuvah moved with 34 residents to a larger campus near Venice Beach. Today, Beit T'Shuvah has over 130 residents. In addition, over 2500 community members participate in Beit T'Shuvah's spiritual and educational programs each year. In August 2001, Beit T'Shuvah became an independent agency. After sixteen years of benefiting from the guidance and support of Gateways Hospital and Mental Health Center, Beit T'Shuvah is now its own entity and a constituent agency of the Jewish Federation. This all happened because of the vision and actions of Evaluator #3.

Evaluator #3 has an M.A. in Educational Psychology. She is a Career Development (CD) professional with extensive experience working with individuals and

groups in diverse settings: organizations, colleges, consulting groups, and private

practice. She currently works for Elsdon, Inc. as part of Kaiser Permanente's Workforce

Development initiative providing career services to union represented employees. She

recently co-authored a chapter in "Building Workforce Strength," a book edited by

Elsdon and published by Praeger about this experience. She also facilitates job support

groups and meets with individual clients at Beit T'Shuvah.

In addition, Evaluator #3 teaches part-time at California State University,

Northridge and Antioch University, Los Angeles and has served as professional career

counselor at UCLA, Santa Monica College, Occidental College, and CSUN. She is a

frequent presenter at professional career conferences and has consulted extensively in the

areas of change and organizational career management and the Myers-Briggs Type

indicator.

Questions and Responses by Number

1. To what degree does this program address the particular needs of the

population?

Evaluator #1:

The program adequately meets the needs of clients with substance abuse issues by

focusing on clients' strengths and self-awareness, using guided learning to help them

achieve vocational goals and objectives. The program seems to emphasize the needs for

ongoing support through a clinical modality, along with the inclusion of current support

systems and structure to make additional gains. It seems to work in conjunction with the

treatment program's objectives while providing transition by adding the vocational piece in the rehabilitation process. A review of this program would seem to lead this evaluator to believe that it would increase the potential for long term sobriety and vocational satisfaction.

Evaluator #2:

This program is geared to the specific needs of newly sober, recovering people. Addicts, by and large, view themselves as unworthy, incompetent, and need special emphasis on understanding their strengths. This program is sensitive to identifying a positive skill set in formerly negative lifestyles and behaviors.

Evaluator #3:

This program addresses the unique needs of the target population very well. In particular, the emphasis on enhancing self-esteem as it relates to career planning and management builds on the intensive focus on self (both strengths and trigger avoidance) that characterizes the recovery process. Further, it is a wise move to engage the participants in an initial career counseling process to get them oriented to the subject matter and to assist in focusing their career/job directions. It is also positive that throughout the program, there is acknowledgement of the unique issues of the population providing opportunities for participants to prepare mentally as well as literally responses to employer questions/concerns about these issues.

2. To what degree is the format of this program appropriate for this population?

Evaluator #1:

The format of the program provides the framework to allow the clients to obtain and process necessary information to help them to fulfill their vocational goals. The sessions provide an emphasis on working with the unique strengths, awareness, and self-esteem of each client while also working on the necessary information, which might be provided in a typical job club setting. The guided and self-exploration of vocational skills development seems to project the best opportunity for people with life addictions to continue to build self-esteem, self-worth, and self-introspection. Evaluator #1 strongly believes that one of the key strengths of this series is to provide a safe and secure environment for such clients to explore, share, and transition into the world of work.

Evaluator #2:

The workshop format also addresses the tendency of this population to lack sustainability, and also to need external motivation throughout the employment process.

Evaluator #3:

The format of this program will work very well with this population. A caution is to ensure that there is adequate opportunity for group participation during both parts of each session as this population is less apt to respond to lecturettes with few occasions to contribute. Most sessions do use this strategy effectively; continue to refine as needed. A very strong point of this program is the outstanding facilitator notes, including excellent questions for debriefing activities. A facilitator with knowledge of and comfort with this population is a critical component, and these notes provide an important additional resource.

3. To what degree are the assessments used in this program appropriate for the population?

Evaluator #1:

The assessments would seem to be appropriate for the sessions as they provide adequate information, guidance, and talking points to begin/facilitating vocational exploration, vocational goal setting, and achievements. The assessments seem to also provide a wide range of information available to the client and facilitator to further the exploration, clarification, and self-exploration process.

Evaluator #2:

Participants in the workshop will have already taken the SII and the MBTI Form M and will have a general career direction. The career counselor will individualize the search and employment process based on the assessments, observations of the client, and collaboration with the treatment team. Evaluator #2 supports the author's idea that the individual employment plan is a living document and an ever-changing work in progress.

Evaluator #3:

The assessments used in this program are very appropriate for this population, especially the use StrengthsFinder 2.0 to provide foundational self-assessment data. The program creates a unifying theme by frequently relating back to participants' strengths and how those strengths apply to each aspect/task of the program's focus of job search. One thing to keep in mind is a tenet of the Strengths philosophy which is to use strengths to manage around perceived weaknesses rather than attempting to develop strengths that are not part of one's top 5. Also, she understands the desire to use an instrument to assess self-esteem, and she is a bit concerned about the definitive nature of "yes" / "no"

responses, especially for a topic that asks participants to expose vulnerabilities in this way.

4. To what degree are the exercises and activities used in this program appropriate for the population?

Evaluator #1:

The exercises seem appropriate for the population as they seem to emphasize self-exploration, skill building, and reality checking. The exercises include wrap up and debriefing so that the clients can share and clarify any necessary items.

Evaluator #2:

The assessments and exercises used in this program are appropriate for this population because these various activities address lack of internal motivation, lack of sustainability, lack of self-esteem and self-efficacy.

Evaluator #3:

The exercises and activities used in this program will serve this population well. The mock interview process and questions are excellent. The homework assignments are relevant and do-able. In addition, Evaluator #3 offers a few modifications she considers to be particularly important in her question #7 answer.

5. To what degree are the program's goals and objectives likely to be met in the allocated time frame?

Evaluator #1:

It would seem likely that the goals should be achievable in the timeframes allowed and as future groups participate there will be room for more flexibility, tweaking of the program, and development and inclusion of new resources, activities, and interactions.

Evaluator #2

It seems that the program's goals and objectives will be met in the allocated time frame. Over time, it may be necessary to make some changes, but only time and experience will tell.

Evaluator #3:

The goals and objectives set for each session are reasonable and can likely be met within the allocated time frames. The attention span of this population is often relatively short. So keeping a session moving and providing the information in strategic chunks are both important considerations and are appropriately addressed in this program.

6. Please indicate any reservations you might have for this program.

Evaluator #1:

The program would seem adequate to meet the needs of each client, but caution should be taken when working in a group setting to provide vocational information, skill building, and self-exploration. It would seem that there may be a higher risk for some clients not to achieve the same outcomes as the most successful clients because of the individual nature of learning, self-exploration, and trust in one's own self. Also, caution should be taken to be aware of comparison making on the part of the clients who take part in the sessions.

Evaluator #2

Evaluator #2 does not have any reservations for this program.

Evaluator #3

Evaluator #3 has no reservations about this program and believes that it has a very strong capacity to succeed. She also thinks that there is room for flexibility in the design, so that as it is delivered, minor modifications can be made to 1) more effectively address a topic and/or 2) respond to the specific needs of a group of participants.

7. Please identify and detail any recommendations you have for modifying this project.

Evaluator #1:

Evaluator #1 might wish to switch the first two sessions to focus on self-esteem building first, and then strengths assessment. This is because some people may not be so focused on their strengths initially, but on their weaknesses.

Evaluator #2

Evaluator #2 does not provide any recommendations. When asked about switching the first two sessions, the evaluator agreed that it may have some benefits for the participants to focus on self-esteem first, and strengths second.

Evaluator #3

Evaluator #3 indicated that for Session 5, "Behavioral Objective 2," she is not sure that this population is ready for or will relate to focusing so specifically on identifying companies to work for. She stated, "This task seems too narrow for job seekers who 1) may not be sure of their direction and 2) may at this time be looking for jobs vs. careers. A relatively easy modification to the program would be to use this module to teach strategies for researching companies/organizations, a task that is critical to being effective during the job search and something that will not require much adjustment to the module." Her recommendations are based on her opinion that the factors identified in the module as important to one's search, e.g. location, industry, environment, continue to be significant.

In addition, Evaluator #3 recommended that Session 6, "Homework," should include having participants think about and/or document one or two examples of how they have demonstrated their top 5 strengths. This will facilitate their responding most effectively to behavioral interview questions they will be asked during the next session. For Session 7, "Brief overview of Informational Interviewing," she indicated, "It is critical that the goals of informational interviewing are made explicit during this brief overview, especially since this module comes immediately after actual job interviewing." The reason for this is that the goal of the job interview is to "sell" or promote ourselves,

whereas the goals of informational interviewing are information and contacts and is definitely not a time to attempt to promote ourselves.

Lastly for Session 8,"2. Each participant answers "Why should I hire you over someone else?" and "3. Networking Event and Lunch,"   Evaluator #3 recommends, "Introducing this question indicating how to use it in an interview, relating it back to strengths one last time, and as a warm up for interacting with the employers over lunch. (Hopefully the employers will be present during this exercise.)" Additionally she advises, "Just before lunch, remind participants about the goals and process for informational interviewing which is the purpose of inviting these supportive employers to this particular meeting (vs. job interviewing)."

Conclusion

Author's Reaction to Evaluation Comments:

      This author's reactions to the comments are positive. The skill set and expertise these evaluators bring give this author confidence that the suggestions and ideas given are valid and would be worth further investigation. It is clear that all three evaluators agree that this workshop series is appropriate for the intended population, and that each session, including activities and homework, address areas of specific need to help move the participants successfully through the job search and employment process. Furthermore, based on the evaluators' responses there seems to be no disagreement between their evaluations. It should be noted that two of the evaluators have significant experience in the field of vocational counseling, while the third has over 20 years' expertise in the field of addiction and recovery. Therefore all of their suggestions will be seriously considered before implementing a final version of this project.

If the Author Were Implementing this Program the Changes They Would Make Are:

      This author would switch sessions one and two around. This way the participants will look at self-esteem first, and then they may better be able to identify and discuss some of their strengths. Additionally, this author would implement Evaluator #3's recommendations about giving clear instructions about the goals for informational interviews prior to giving the participants the handout. The author will also implement Evaluator #3's recommendations for session 8.

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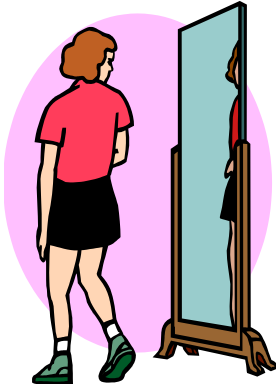   Belmont, CA US: Thomson Brooks/Cole Publishing Co.

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APPENDICES TABLE OF CONTENTS

SELF-ESTEEM QUIZ

How is your self-esteem? Examine the following statements in the quiz and indicate if they are true or false. After finishing the quiz check your score and find the recommendation. This quiz is only an orientation to and not a diagnosis of your self-esteem.

Answer all the questions to get a picture of yourself. This quiz is an assessment to help you to discover your self-esteem level. There is no right or wrong answer. If the answer is neither True nor False, then answer False.

Once you have finish write down your score to read your recommendations.

1. I don't feel inadequate when I handle new situations

    a) True   b) False

2. I accept criticism without getting upset

    a) True   b) False

3. I accept myself unconditionally

    a) True   b) False

4. I do not exaggerate, pretend, or lie

    True   False

5. I am not afraid to express my feelings

    True   False

6. I don't' feel resentful when I lose

○ True ○ False

7. I don't worry about what other's think about me
○ True ○ False

8. I don't feel a victim.
○ True ○ False

9. I accept my body as it is.
○ True ○ False

10. I don't need other's people opinion to feel good about myself.
○ True ○ False

11. I can stand up for myself without being aggressive.
○ True ○ False

12. I don't feel like a failure.
○ True ○ False

13. I don't feel guilty when I say "NO".
○ True ○ False

14. I have a good relationship with other people; I have no fear of abandonment.
○ True ○ False

15. I don't envy other's people success
○ True ○ False

Quiz results:

Total Score: 12-15 = Excellent. Congratulations! You have a deep sense of worth, self-respect, and live a balance life.

Total Score: 8-11 = Good, you can improve. You seem to be in the right path. Keep it up.

Total Score 7-5 = Need for improvement. You seem to have a tendency toward self-criticism and to put yourself down. You may be afraid to take risks and make mistakes. You may lack confidence.

Total Score <= 4 = Extremely poor. You are probably too concerned with other people's opinions and you may lack assertiveness. Your tendency most likely, is to ignore your needs because you want to please others. You might have self-destructive habits. You very likely, lack confidence, hide true feelings, and have problems establishing intimacy in relationships.

Some Suggestions:

1. Self-nurturing Practice some of following ideas for a week.
2. Nurturing your body Eat, sleep and exercise right.
3. Take care of your Mind
4. Managing emotions Start to experience a different emotional estate
5. Caring about your Spirit
6. How to be more assertive

Adapted from http://www.selfesteemawareness.com/selfesteem_quiz.htm. Retrieved

March 27, 2012.

Resume Guide
A resume is the first and most crucial element to jumpstart your job search. While resume writing might be the last thing you want to do, it determines whether or not you land an interview.

When you are writing a resume, it is important to keep in mind who will be reading it, and that you have a limited amount of time to attract a hiring manager's attention. Job listings attract hundreds of resumes at a time, and often your reader will make decisions about your qualifications at a glance. To ensure your resume makes it to the interview pile, keep these tips in mind:

- Target your resume to match a potential position by highlighting the transferrable skills you have already developed and which the employer specifically requires.

- Keep your resume concise, while focusing the accomplishments that make you stand out from the crowd. Make your first impression count!

- Typos and grammatical errors are the first reason your resume will not make the cut.

- Proofread your resume multiple times, and ask someone you trust to also look at it.

Resume DOs

- Make your resume direct and to the point – consider using bullet points to simplify your information, instead of paragraphs.
- Choose a font that is clean and easy to read.
- Target your resume for the specific position you are trying to obtain. Focus your objective and experience to reflect the skills relevant to the position.
- Emphasize transferrable skills, or what skills you can transfer from your previous positions to your new one. Some examples include: communication, organization and leadership skills.
- Highlight your accomplishments.
- Use action verbs to more effectively describe your work and attract the reader's attention.
- List volunteer or unpaid positions that demonstrate relevant skills. You do not have to have been paid for your experience to count in the world of work.

Resume DON'Ts

1. Lie. Ever. If caught in a lie, you can be fired immediately.
2. Use personal pronouns like I, me, you, he, she.
3. Have typos or poor grammar. These mistakes make your resume the easiest to cut, because it demonstrates that you don't care about how you come across, nor do you pay attention to detail.
4. Submit a generic resume, regardless of the position for which you are applying. Take the time to tailor your resume to the specific position. It shows that you are knowledgeable about the position and its requirements, and makes you more attractive to employers.
5. Include hobbies. Employers want to know what you have to offer them in the workplace, not what you are going to be doing for fun on the weekends.
6. Use the words "work," or "Responsibilities included."

Resume Components

<u>Heading:</u>
This section includes your name, address, phone number and email.

<u>Objective or Professional Profile</u>
Objective
The objective statement can be very simple and direct, such as stating the position that you are applying for (this needs to be adjusted for each position to which you submit a resume). An example is "A position as a sales associate at Verizon Wireless." A more complicated objective statement can state both what you are looking for as well as what skills you bring to the table that the employer is seeking. An example of this is "To contribute strong leadership and organizational skills to your firm through a management position."

Professional Profile
A Professional Profile is used when you have significant experience (5-10 years) and are applying for a job in the same field. It briefly highlights why you are valuable to the employer either in bullet or paragraph form. Try to put information in the profile that isn't listed elsewhere on the resume. This is also a great opportunity to target the specific skills that you bring to the table that the employer lists as requirements in the job posting.

<u>Skills and Qualifications:</u>
Use this section if you do not have enough experience to have a professional profile, but you feel like the skills you bring to the table do qualify you for the position you are applying for. Skills and Qualifications captures the reader's attention by focusing on the selling points that relate specifically to this type of work. This section gives you the opportunity to showcase your experience and tailor your resume to fill a specific employer need. Include 3-5 bullet points that accurately reflect your accomplishments and that are substantiated by specific examples or references. For example, saying you are an excellent retail associate is vague. Saying you are an excellent retail associate who consistently exceeded monthly sales quotas is more specific.

<u>Education</u>
This section gives you the opportunity to highlight any degrees you have earned, or are in the process of earning as long as you have an expected completion date. If you have earned a Certificate in a Specific course of study, this is also the place to list it.
In **Bold**, put the name of the degree or certificate earned, followed by the name of your major, and the date (or expected date) of graduation. On the next line, list the name of the college, and its location (city and state). If your GPA is over 3.0, or if the employer specifically asks for it, list it next. If your education has occurred in the last 5 years, this section will go before your experience. However, if it is over 5 years since you got your degree, put this section after experience.

<u>Experience</u>
This is the place to highlight any previous experience you have earned, through paid and unpaid jobs, as well as through internships or volunteer work. Depending on the style of resume you choose, you may select the list jobs in reverse chronological order, or focus on skill categories. See the examples later in this packet for reference.

<u>Additional Skills</u>
Include any additional skills here, such as speaking a foreign language or any relevant computer skills. Be sure to use accurate descriptors. For example, you can be "fluent" or "conversant" in a language, and you can be "proficient" or have "Advanced" or "Basic" computer skill knowledge.

Choosing the Best Resume Format

There are three types of resumes: chronological functional and combnination. Read below to figure out which format will complement your experience best. Be aware that employers sometimes ask for a specific style of resume, and if that is the case, provide your resume in that format.

[CHRONOLOGICAL]

This is the tradition format for resumes using reverse chronological order (listing most recent to least recent employment). It highlights occupational titles, places of employment and dates in addition to on-the-job responsibilities.

Best used when:
1. *your work experience is primarily in one field, and you plan on remaining in this field*
2. *you want to highlight increasing levels of responsibility*
3. *you have no large gaps in employment*
4. *you want to emphasize your education*

[FUNCTIONAL]

This resume builds on your transferrable skills instead of job titles.

Best used when:
1. *Your experience includes work in various fields*
2. *You are a student or recent graduate with primarily internship or volunteer experience*
3. *You are transitioning into a another field which requires different experience than you've acquired, and you'd prefer to highlight transferrable skills*
4. *You have large gaps in employment or limited experience*

[COMBINATION]

This resume combines the best of both formats. It uses the functional format to focus on skills, while also providing a brief chronological work history.

Best used when:
1. *You have progressive experience in one field AND gaps in employment*
2. *You want the flexibility to emphasize your skills before your work history*
3. *You have related work experience but not the exact experience the employer is looking for*
4. *If you are changing careers*

CHRONOLOGICAL RESUME – *for a continuous, progressive work history*

Peter Jacobs
5862 La Cienega Blvd.
Los Angeles, CA 90035
(310) 882-5526
peterjacobs@yahoo.com

_____

OBJECTIVE   To obtain a position as a warehouse general manager.

SKILLS & QUALIFICATIONS
- Managed of a staff of 6 including hiring, training and performance reviews
- Experienced preparing tables, graphs, fact sheets and reports
- Ability to handle high-stress situations and work effectively under pressure
- Proficient in Microsoft Word, Excel, PowerPoint, and Outlook
- Organized and detail-oriented

EXPERIENCE
Warehouse Operations Manager
Quicksilver Printing and Graphics, Chatsworth, CA   2008-2011
- Monitored products for quality control
- Inspected orders for accuracy
- Created customized shipping orders for delivery
- Delivered commercial printed products across Los Angeles
- Digitized files, answered phones, and completed administrative tasks as needed

Warehouse Assistant
Save the Tatas T-Shirt Co., Woodland Hills, CA   2007-2008
- Processed approximately 100 online orders per day
- Created shipments and mailing labels
- Inspected orders for accuracy
- Organized the warehouse and improved shipment efficiency
- Assisted with PowerPoint office presentations

Office Assistant
Laurel Chandler Dental, Studio City, CA   2005-2007
- Scheduled and confirmed patient appointments
- Obtained background information for new clients
- Greet visitors, ascertain purpose of visit, and direct them to appropriate staff.
- Verified insurance policies and insurance changes before clients' arrival
- Organized medical files and pulled daily patient charts

EDUCATION
Bachelor of Science in Business, 2006
California State University Northridge, Northridge, CA

FUNCTIONAL RESUME – *for those with no work experience or only volunteer experience*

<div align="center">

Caroline D. Berg

</div>

2859 Hyperion Blvd   818.589.2486
Los Angeles, CA 90027   carolineberg@earthlink.net
_____

OBJECTIVE
Sales associate position at a retail beauty company.

EDUCATION
Bachelor of Science in Psychology, 2012
California State University Northridge, Northridge, CA

SKILLS

Customer Service:
- Built customer base through friendly and attentive service
- Performed facial makeovers utilizing custom selected color pallets
- Maintained customer files and follow up on sales to create brand loyalty
- Ability to meet and exceed sales goals

Public Relations:
- Created displays to correspond with current promotions
- Maintained appearance of work spaces and stocked shelves
- Identified and responded to security threats and thefts

Sales:
- Sold tickets to customers as needed
- Processed customer payments
- Balanced cash drawers and maintain sales records
- Interacted with other departments as needed

Technology:
- Advanced skills in promotion through Social Media
- Experienced with propriety database software and data entry
- Knowledge of QuickBooks and Quicken
- Proficient in MS Office Suite
- Type 63 WPM

VOLUNTEER EXPERIENCE/COMMUNITY INVOLVEMENT
Usher, Valley Performing Arts Center, Northridge, CA   2009-2012
Revlon Run/Walk Fundraiser/Volunteer , Los Angeles, CA   2010-2012

COMBINATION RESUME – *for a career changer*

<div style="border: 1px solid black; padding: 20px;">

<div align="right">**Dennis Richards**</div>

11256 Venice Blvd · Los Angeles, CA 90049 · (310) 765-3896 · drichards@gmail.com

---

OBJECTIVE

A position as an account executive at In Your Face Advertising.

RELATED SKILLS

SALES & NEW ACCOUNT DEVELOPMENT
- Increased a small publication's advertising revenue by market research and promotion
- Developed new distribution outlets for a special-interest magazine in Northern California
- Made cold calls and follow-up visits to retail outlets throughout the region

CUSTOMER RELATIONS
- Served as vendor representative
- Coordinated product information and distribution for 75 field representatives
- Ability to quickly develop rapport with diverse clientele
- Promoted giftware products at trade shows throughout the region
- Handled face-to-face contacts with new and established customers

ADVERTISING, MARKETING, DISTRIBUTION
- Organized and styled merchandise for effective presentation in a catalog
- Kept accurate records of inventory, international suppliers, brokers, and shippers
- Handled all aspects of order taking and processing
- Excellent time management skills demonstrated by consistently meeting deadlines

EMPLOYMENT HISTORY
SALES COORDINATOR

Jana Imports, Oakland, CA   *2001-present*

- Experienced in direct sales for a variety of products
- Consistently increased sales each year by developing new leads and retaining loyal customers

DISTRIBUTION COORDINATOR

Déjà vu Publishing Co.., San Rafael, CA   *1996-2000*

- Prepared advertising and promotional materials to increase product sales

</div>

Chronological Resume Worksheet

What you kind of job are looking for? What skills do you hope to use?

_____
_____
_____

Work Experience (from most recent, to least)

Job #1 Position: Dates
Held:_____
Company Name & Location:
Responsibilities:

_____
_____
_____
_____
_____
____

Job#2 Position: Dates
Held:_____
Company Name & Location:
Responsibilities:

_____
_____
_____
_____
_____
____

Job #3 Position: Dates
Held:_____
Company Name & Location:
Responsibilities:

_____
_____
_____
_____
_____
____

Education:
Degree: _____ Major:_____
If not yet earned, when expected?_____
School Name & Location:_____
        Honor/Awards: _____

Functional Resume Worksheet

What you kind of job are looking for? What skills do you hope to use?

_____
_____
_____

What three skills do you use the most that are related to the kind of job you are seeking?

Skill#1:_____
Describe tasks/duties you performed in your previous jobs that demonstrate this skill:

_____
_____
_____
_____

Skill#2:_____
Describe tasks/duties you performed in your previous jobs that demonstrate this skill:

_____
_____
_____
_____

Skill#3:_____
Describe tasks/duties you performed in your previous jobs that demonstrate this skill:

_____
_____
_____
_____

List any related volunteer experience or community involvement:
(Name of Position, Name of Company/Community Group, Location, and Dates there)

1. _____
2. _____
3. _____

Education:
Degree: _____ Major:_____
If not yet earned, when expected?_____
School Name & Location:_____
Honor/Awards: _____

Combination Resume Worksheet

What you kind of job are looking for? What skills do you hope to use?

_____
_____
_____

What three skills do you use the most that are related to the kind of job you are seeking?
Skill#1:_____
Describe tasks/duties you performed in your previous jobs that demonstrate this skill:

_____
_____
_____
_____

Skill#2:_____
Describe tasks/duties you performed in your previous jobs that demonstrate this skill:

_____
_____
_____
_____

Skill#3:_____
Describe tasks/duties you performed in your previous jobs that demonstrate this skill:

_____
_____
_____
_____

More Detailed Work History:
(Name of Position, Name of Company, Location, and Dates listed for each PLUS 1-2
bullet points describing your responsibilities)
1.   _____
     _____
     _____

2.   _____
     _____
     _____

Education:
Degree: _____ Major:_____
If not yet earned, when expected?_____
School Name & Location:_____
Honor/Awards: _____

Identifying Skills

If you are unclear about what skills you have, a quick way to get the ball rolling is to look up previous job titles using O*NET online. O*NET provides detailed information regarding various occupations, including tasks performed, and knowledge, skills and abilities used.

Directions:
- Look up O*NET at www.onetonline.org

- In the Occupation Quick Search Box at the top right side of the page, enter a previous job title (such as "manager", or "customer service representative").
- O*NET will generate a list of job titles, which may or may not match perfectly the one you typed in. O*NET groups together titles that are similar, so it might be slightly different.

- Click on the title that most closely matches your past position. Read the description and similar job title listings that appear at the top of the page, and make sure this selection is appropriate to your background.

- Scroll down, and read the following categories: Tasks, Tools and Technology, Knowledge, Skills, Abilities and Work Activities.

- Identify any responsibilities, equipment, or skills that you have previously used.

- Make a list that you can then work with when writing your resume.

Writing Effective Bullet Points

- Begin each bullet point with an action verb (Page 99)

- Highlight ways in which you took initiative, exceed expectations, or demonstrated your ability to take on additional responsibilities.

- Include recognition you received for performing well, such as being awarded "Employee of the Month," or being promoted within the same company

Writing Accomplishment Statements

Accomplishment Statements take effective bullet points one step further, by showing to the reader how you achieved results in your last position. It is ideal to have at least one accomplishment statement for each occupation or skills category on your resume.

To start brainstorming accomplishment statements, begin to think about problems or challenges you faced in your last position. Then think about what action you took, and what results occurred from that action. Your accomplishment statement will focus on the last two – the actions and the results

For example:

Meg wants to highlight how her sales skills helped her last employer. Here is how she figured out how to frame her accomplishment statement.

Problem: Low sales
Action: listened to client wishes and made sure they found the item they wanted
Result: Consistently exceeded her sales quota for the month

Accomplishment Statement:
1. Accurately assessed client needs in order to direct them to appropriate merchandise, resulting in consistently exceeding company sales goals

Other Examples:

- Developed a fund raising campaign that increased charitable contributions by $20,000 compared to the previous year.

- Provided excellent customer service resulting in "Employee of the Month" recognition for three consecutive months.

- Designed an employee manual resulting in increased productivity.

Action Words

Use these words to powerfully describe your accomplishments and work experience. Action words can draw your reader in, and assist them to make accurate decisions about your qualifications. Remember, employers make decisions at a glance when looking at your resume for the first time. Use active verbs to enhance your resume and make a memorable first impression.

<u>Management</u>

Arranged
Compiled
Categorized
Collected
Distributed
Executed
Prepared
Operated
Maintained
Ordered
Systematized

<u>Organization/Clerical</u>

Managed
Streamlined
Coordinated
Directed
Improved
Scheduled
Established
Delegated
Hired
Oversaw
Produced
Terminated

Action Words Continued

Communication

Consulted
Clarified
Interpreted
Mediated
Clarified
Defined
Explained
Negotiated
Facilitated
Expressed
Marketed
Conveyed

Teaching

Adapted
Taught
Enabled
Encouraged
Clarified
Instilled
Evaluated
Guided
Instructed
Stimulated
Engaged

Creative

Composed
Customized
Fashioned
Invented
Designed
Conceptualized
Developed
Created
Illustrated

Action Words Continued

Creative Continued

Performed
Shaped
Integrated

Research

Analyzed
Inspected
Observed
Collected
Formulated
Experimented
Investigated
Gathered
Summarized
Published
Examined

Customer Service

Aided
Assessed
Resolved
Intervened
Advised
Provided
Supplied
Represented
Assisted
Supported
Assessed
Answered

Action Words Continued

<u>**Technical**</u>

Installed
Engineered
Programmed
Repaired
Constructed
Built
Assembled
Operated
Calculated
Upgraded
Converted

<u>NOTES</u>

Find Your Dream Job by Targeting Employers

Is it possible to actually have a Dream Job, one that makes you want to get up in the morning and get to your desk? Yes, it is. We all need a basic income, but beyond this we all want to experience personal satisfaction in our work. It is what gives us pride in ourselves and leads us to find an opportunity, not just a job. You just need to decide what you want from an employer, then find the employer who meets your needs. Keeping this in mind, you may need to take a temporary position so you can continue to pay the bills. While you are doing this continue searching for an employer who matches your personal criteria, you are not limited by industry or location. In fact, your criteria can be anything of personal interest to you -- organization size, profit vs. non-profit, policies regarding families, social consciousness, and much more. You can even opt to search for an employer in a specific location where certain personal interests can be satisfied. All you have to do is come up with a list of criteria to begin your search for that ideal employer.

Target by Industry

Select an industry that interests you, then do some research about who is in that industry and make a connection. This is also one of the simpler ways to identify a group of potential employers due to the many business directories available online.
If you are unsure of how to focus your industry search because you are unsure of who can use someone with your skills? Try the Career Guide to Industries (CGI). While it focuses on industries, each industry profile includes a section titled "Occupations In This

Industry". You can search this guide by keyword, such as your chose occupation, to see where you might fit. CGI also includes information on industry growth and decline, but these data are aggregated for the entire US. It is better to use the Industry Information from CareerInfoNet.org to find out industry growth and decline in your own location. The following resources will help you create your industry list:

- Employer Locator from CareerInfoNet.org. Select "Search by Industry"

- Yahoo! Business to Business Directory

- The Fortune 500 - select the Industries tab to sort the list by that criteria.

- Unions, Associations, and Societies, Rileyguide.com -- search for trade and professional groups representing specific industry areas

- Sites with Job Listings, Rileyguide.com -- many of the categories represented are also industry groups (such as Engineering). If I have a directory which is focused on one particular group, it is listed here.

There are even more for Business & Employer Research. Besides the Business Directories & Corporate Profiles, be sure to look at the Business Research Collections compiled by many college and university libraries.

Target by Location

Do you actually know every employer located within 2 miles of your home? The US economy is driven by small employers. So while you are thinking "I want to go where the jobs are", the truth is the job may be just around the corner and you don't know it. This is why targeting an employer search by location is so useful.

Besides finding the job next door, it's possible to prepare for a job search due to a planned relocation – possibly you are going to be moving back home or moving to a new location after leaving treatment. Starting to compile a list of employers before you go can help you prepare for interviews when you arrive.

These are some resources you can use to find lists of employers in specific locations.

- Employer Locator from CareerInfoNet.org. Select "Search by Location"

- Telephone Directories: the virtual yellow pages.

- Newspapers, Magazines, and Headline News. Find local news and media outlets and check their websites for information on local businesses. For example, BizJournals, the business journal website of American City Business Journals, features over 40 metropolitan business journals from across the US. check the stories as well as the advertisers.

- ChamberofCommerce.com. Find the chamber representing the area where you live or want to live, then look for a list of members.

- State and Local Government on the Net. Yes, states and local government websites will help you find local employers. It's good for business and for the tax revenue.

- Local Information and Travel Guides, Rileyguide.com. Use these to find who is doing what where ever.

Target by Whatever Interests You

Would you prefer a large, multinational employer or a small, family-owned business? How about an organization renowned for its diversity initiatives, its social consciousness, or its efforts to reduce, reuse, and recycle? Just create your list of criteria and start your search.

- Business and Employer Rankings -- the Fortune 500, the Inc 5000, Working Mother's lists of best companies, and much more

- Resources for Diverse Audiences -- check the many categories here for directories and resources specific to you.

- Green Industry Associations, Job-Hunt.org. Professional and trade associations in this industry. Their members will be great potential employers.

- Local Information and Travel Guides, Rileyguide.com. Yes, you can search for a job in a specific location based on personal interests like "near rad skiing" or "Arnold Palmer-designed golf courses".

- Consider Relocating -- check for the best schools in the US, the least expensive place to live, and the highest concentration of medical specialists in certain fields.

Before Making Contact: Taking Employer Research to the Extreme!

There are many instances when things look good until you get inside the employer's offices. Then you wish you never accepted the job or even the interview. Make sure to dig deep for information on a prospective employer.

Tip: This is a great use for your network. Ask if anyone knows anything about this particular employer.

**One thing -- As you look at individual reviews from former employees, keep in mind that this person may have actually been fired for a viable reason, but he or she may not admit it. Don't take the word of one person. Gather as much as you can and sort it all, then make a reasonably informed decision.

<u>NOTES</u>

Adapted from http://www.rileyguide.com/jsresearch.html. Retrieved November 1, 2011.

30-60-90 Second Self-Introduction

Introduction:

This is a very effective tool for networking and interviewing. Being prepared to answer the frequently asked question, "Tell me about yourself? is a good way to confidently begin conversations with people when networking or interviewing. This is a verbal summary that allows the listener to quickly learn more about you, what you have to offer, and what you are looking to do.

Instructions:

Develop an introductory statement using the following components that make sense for you and your current situation. This is your own story for introducing yourself during an interview and/or in a formal or informal networking situation.

THE PAST-

Very brief career summary that paints the "big picture." You can include:

- Where you were born or grew up and/or how you became interested in this line of work;

- Where you went to school/college;

- A brief description of the type of experience you've had and where you gained it.

THE PRESENT (optional) – Mention:

- What you are doing now;

- Why/how you decided to pursue this field;

- Why you are now looking for new work/ internship/ hours.

THE FUTURE (current goal and/or next step is):

- Indicate your primary position or (realistic) ideal role, e.g. population, setting, primary tasks, location.

- Validate why your target is a god one by giving one or two examples of accomplishments that directly relate or will transfer to the new work, allowing you to contribute effectively.

- If appropriate, e.g. in a networking situation, you might ask a question in return, e.g. how about you?

Adapted from Michele DeRosa and based on "Work Search Basics" - DBM

INFORMATIONAL INTERVIEW HANDOUT

The What and Why in Informational Interviews:

An informational interview is a brief meeting between a person who wants to investigate a career and a person working in that career. The interviews usually last between 20 to 30 minutes.

The purpose of an informational interview is not to get a job. Instead, the goal is to find out about jobs you might like- to see if they fit your interests and personality.

Specifically, informational interviews can help you:

- Learn more about the realities of working in a particular occupation.
- Decide among different occupations or choose an occupational specialty.
- Focus career goals.
- Find different ways to prepare for a particular career.
- Provide an inside look at an organization you may want to work for in the future.
- Polish communication skills, helping you to gain confidence and poise before the high-pressure situation of a job interview.

Getting Started

1. Pick an interest, and an occupation- be sure it is something that REALLY interests you
2. Pick a geographical area in which to conduct your survey.
3. Start with people you know, or with the internet and find organizations, companies or individuals that interest you.
4. Phone the organization, company, or individual and explain that you are doing research on a career in the field of _____. Ask if someone within the organization would be willing to spend a brief amount of time to give you information for your research. Call the recommended person directly and explain your purpose to them and ask them if you can make an appointment for 15-30 minutes of their time.
   REMEMBER; BE SURE YOU MAKE IT CLEAR THAT YOU ARE NOT SEEKING AN EMPLOYMENT INTERVIEW, JUST GATHERING INFORMATION.

Preparing to Interview

With an appointment in place, the next step is to get ready for the interviews by researching the occupation, researching the organizations, and developing questions. Company literature and Websites are good sources of background information, as are a company's annual reports and industry's trade magazines.

Developing Questions

The most critical part of preparing for an informational interview is to compose and jot down the questions you want to ask.   Although informational interviews are opportunities for spontaneous discussion, this is the time to be focused and organized.

Remember that the purpose of the informational interview is to get a feeling for what particular type of jobs you actually like. You want to be able to imagine yourself in the job and see whether you would enjoy it. You also need specific information about job tasks, working conditions, and career preparation.

Try to choose open-ended questions. Informational interviewers learn the most if they can make the interview conversational.

Questions
- How did you prepare for this career?
- What educational background is most appropriate for this field?
- How did you find this job?
- In this position you hold, what do you do on a typical day or in a typical week?
- What types of tasks do you spend most of your time doing?
- What excites you most about this job?
- What are some of the more difficult or frustrating parts of this career?
- How did you choose this career?
- What were the jobs that you had that led to this one?
- How long does it usually take to move from one step to the next in this career path?
- What types of decisions do you make?
- What types of advancement opportunities are available for an entry-level worker in this career?
- How does a person progress in this field?
- Who do you report to and does that person understand your career?
- What personal qualities should a person possess to enter this profession?
- What special advice would you give to a person entering this field?
- What are the typical salary ranges when people enter the field?
- How do you think compensation progresses at various levels?
- Does salary vary by industry or setting?
- Does the company pay for training or continuing education?
- Is there a demand for people in this field?
- Do you view this field as a growing one?
- How do you see the jobs in the field changing over the next ten years? What can I do to prepare myself for such changes?
- Do you recommend any professional organizations or subscriptions that I should look into?
- Can you suggest anyone else that I could speak to? May I tell them that you have referred me?

On the Day of the Interview
- Dress Well- A good guideline is to dress in professional business attire.
- Be Professional- As in all business meetings; arrive on time.

After the Interview
- Send a hand written thank you note within a few days.
- Express appreciation for the time spent and advice given and perhaps recalling a particularly helpful piece of information.
- Evaluate for yourself will this work fit? Is this the right culture, work environment, and occupation?

Workshop Series Evaluation

Please answer the following questions (anonymously is fine).

Thank you!

1. What was the most valuable thing you learned during this workshop process?

(Please be specific.)

2. What is the one thing you would recommend doing differently?

3. What steps have you taken during this workshop series to work towards the goal you made when you entered?

4. What are three next steps you can take towards securing employment now that this workshop series has ended?

5. On a scale of 1-5, with 5 being "strongly agree" and 1 being "strongly disagree," please rate this statement: "After completing this workshop series, I feel more confident about myself and my abilities to obtain employment." Please explain why.

APPENDIX 9-A

Questions for Field Evaluation Team

1. To what degree does this program address the particular needs of the population?

2. To what degree is the format of this program appropriate for this population?

3. To what degree are the assessments used in this program appropriate for the

population?

4. To what degree are the exercises and activities used in this program appropriate for the

population?

5. To what degree are the program's goals and objectives likely to be met in the allocated

time frame?

6. Please indicate any reservations you might have for this program.

7. Please identify and detail any recommendations you have for modifying this project.