CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A CAREER DEVELOPMENT PROGRAM FOR SINGLE MOTHERS

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Science in Counseling,

Career Counseling

By

Sherilyn Orly Ashena

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The graduate project of Sherilyn Orly Ashena is approved:

__________________________  _______________________
Katherine Swain, MSW       Date

__________________________  _______________________
Jamie Harris, M.S., NCC, CPRW, LPCC  Date

__________________________  _______________________
Julie M. Hau, Ph. D., Chair  Date

California State University, Northridge
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ABSTRACT

A CAREER DEVELOPMENT PROGRAM FOR SINGLE MOTHERS

By

Sherilyn Orly Ashena

Master of Science in Counseling,

Career Counseling

Over the years, the number of single mother households has increased (United States Census Bureau, 2011). Single mothers represent approximately 70% of single parents (Kotwal & Prabhaker, 2009). Correspondingly, these women represent a large population of welfare recipients. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 placed a time limit on the amount of aid families could receive (Wessels, 2003). As such, many single mothers are leaving the welfare system and transitioning to work (Jackson & Scheines, 2005). Furthermore, single mothers encounter a number of barriers that may impede their career development and chances of finding employment including: educational barriers, financial hardships, obstacles to child care, low social support, and balancing their multiple roles as a single mother. To address these challenges, a six-week career development program will be introduced to assist single mothers in transitioning from welfare to work. The proposed project stems from two theoretical frameworks: Super’s Lifespan Theory (Super, 1980) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994).
Chapter 1: The Problem

Introduction

Over the years, there has been a plethora of literature around single parent families and welfare reform legislation (Keating-Lefler, Hudson, Campbell-Grossman, & Westfall, 2004; Tekin, 2007; Youngblut, Grady, Brooten, & Thomas, 2000). A recent tribute by LeBron James, a famous National Basketball Association (NBA) player, to his mother, describes some of the struggles his single mother and he encountered. LeBron James describes his mother giving birth to him at the age of 16 and struggling due to a lack of support, skills, and education (Today News, 2014). He states, “[w]e lost the house. We moved around from place to place – a dozen times in three years. . . . My mom worked anywhere and everywhere, trying to make ends meet” (Today News, 2014).

He further elucidates that when he was just 9 years old, his mother sent him to live with his peewee football team coach while she was trying to “get on her feet” (Today News, 2014). This gave LeBron James some stability by staying in the same place all year (Today News, 2014). He writes, “When my mother was able to rent a two-bedroom apartment with the help of a government-assistance program, I moved back in with her. We stayed together until I finished high school. The rest is history” (Today News, 2014).

LeBron James’ tribute presents one example of the life of a single mother. Overall, the number of single mothers is rapidly rising (United States Census Bureau, 2011). Single mothers’ barriers and strengths require attention with regards to their career development. This chapter will provide an overview of single mothers and will discuss some of the barriers they encounter that may impede their career development. Following chapter one, a review of the literature will be presented, and a six-week career
development program will be described, which assists single mothers in finding employment.

Statement of the Problem and Importance of the Problem for Single Parents

**Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA).** Since the welfare reform legislation, also known as the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), the number of poor families with working adults has increased (Jackson, Brooks-Gunn, Huang, & Glassman, 2000). This may be attributed to PRWORA’s goal of increasing employment and lowering the dependence of welfare among low-income families (Tekin, 2007). Single mothers represent a main target group for this welfare reform (Tekin, 2007).

**Increased number of single mothers.** Over the years, the number of single mother households has increased (United States Census Bureau, 2011). As of 2010, the number of single mothers with children under the age of 18 was 9.9 million (United States Census Bureau, 2011). This reflects a significant increase from 1970, where the number was 3.4 million (United States Census Bureau, 2011). Furthermore, single mothers struggle with a number of barriers that could negatively impact their career development and make it difficult for them to find work. These obstacles include the following: having a low-income (Gyamfi, Brooks-Gunn, & Jackson, 2001); difficulties finding and paying for child care (Youngblut et al., 2000; Son & Bauer, 2009); and low social support (Harknett, 2006; Keating-Lefler et al., 2004; Son & Bauer, 2009; Youngblut et al., 2000). Additionally, this population is more likely to be poor
(Zabkiewicz, 2010) or live in poverty (Brady & Burroway, 2012; Zhan & Pandey, 2004).

These barriers are significant when considering the new welfare policy.

**Consequences of PRWORA.** PRWORA set a 5-year time limit on the amount of aid that needy families could receive (Wessels, 2003). This policy is aimed at poor single mothers with the goal of these mothers working (Wessels, 2003). Correspondingly, many single mothers are leaving the welfare system and transitioning to work (Jackson & Scheines, 2005). Single mothers are feeling an increased pressure to work outside of the home (Lleras, 2008). In accordance with PRWORA, states may require mothers to work without considering the ages of their children (Wessels, 2003). In fact, single mothers may be required to work when their baby is as young as 3 months old (Wessels, 2003).

Post PRWORA, Wu and Eamon (2011) examined, over a 4-year period, the patterns of underemployment and unemployment among single mothers. They conducted a multivariate analysis that included nine categorical variables; these variables were combined into three categories: (a) adequate employment, (b) unemployment/involuntary job gaps, and (c) underemployment. Their study consisted of a sample of 598 single mothers. Wu and Eamon (2011) found that more than half of the single mothers (55.6%) had adequate employment. However, 30% of the single mothers had experienced unemployment/involuntary job gaps and 15% had experienced underemployment. Over a 4-year period, less than 2% of mothers were continuously voluntarily out of the labor force, which suggests that single mothers support their families by working, or they would like to work (Wu & Eamon, 2011). Their results may suggest the need for further examination of the necessity for career development and a career intervention with single mothers. That is, career development could assist single mothers in examining their
barriers to employment (such as child care, financial disparities, and low social support), identifying their strengths, and may likely increase their self-efficacy, build self-confidence, and increase their chances of finding a job.

General Characteristics and Identification of Single Mothers

Defining single mothers. For the purpose of this project, single parent families will be defined as, “a family consisting of a single mother or father having their own dependent children” (Kotwal & Prabhakar, 2009, p. 197). Single parent families could happen for a number of reasons, including death of a parent, divorce of a spouse, separation of parents, and desertion (Kotwal & Prabhakar, 2009). This project will primarily focus on single mothers.

Single mothers represent the majority of single parent families. Approximately 70% of single parents are women (Kotwal & Prabhakar, 2009). The number of single parent households has increased over the years, especially among certain Racial and Ethnic groups. According to Livingston and Cohn (2010) of the Pew Research Center, four-in-ten births were to unmarried women, with most of the women being in their early 20s in 2008. Births in unmarried women have increased among Whites and Hispanics, yet the highest number is for Black women (Livingston & Cohn, 2010). In 2008, among single mothers, 72% of births were to Black women, 53% to Hispanic women, 29% to White women, and 17% to Asian women (Livingston & Cohn, 2010).

Furthermore, single mothers are viewed less positively than single fathers (Dejean, Mcgeorge, & Carlson, 2012). Research suggests that single fathers have more social acceptance and support from society than single mothers (Dejean et al., 2012). One study’s results found that when compared to single fathers, single mothers were rated as
“less secure, less fortunate, less responsible, less satisfied with life, less moral, less reputable, less of a good parent, and less economically advantaged” (Dejean et al., 2012, p. 131).

Additionally, some international research addresses the employment of single mothers. Gonzalez (2004) used cross-sectional data to examine the employment of single mothers across 15 countries: Australia, Austria, Belgium, Canada, France, (Western) Germany, Hungary, Ireland, Israel, Luxembourg, the Netherlands, Russia, Sweden, the United Kingdom, and the United States. Combining all 15 countries, results indicated that the average single mother in the mid-1990s was 36 years old and had two children. Furthermore, more than 70% of the mothers had a high school degree or equivalent, and more than 30% had never been married (Gonzalez, 2004).

Returning to the literature on the United States, single mothers tend to have younger children, are less likely to be White, less likely to have been married, and often have less education than single fathers (Zhan & Pandey, 2004). Single mothers often work in low-paying jobs (Gyamfi, Brooks-Gunn, & Jackson, 2001), tend to have more financial strain (Gyamfi, Brooks-Gunn, & Jackson, 2001), and have a need for child care (Son & Bauer, 2009; Youngblut et al., 2000). Furthermore, this population often lacks social support from friends, family, and the community (Keating-Lefler et al., 2004; Son & Bauer, 2009; Youngblut et al., 2000), and is more likely to be poor (Zabkiewicz, 2010) or live in poverty (Brady & Burroway, 2012; Zhan & Pandey, 2004).

**Introduction to Theoretical Approaches**

The following career development program is constructed utilizing two theoretical frameworks: Super’s Lifespan Theory (Super, 1980) and Social Cognitive
Career Theory (Lent, Brown, & Hackett, 1994; 2000). This section will provide an introduction to these theories and explain how they could be applied when career counseling single mothers. These theories will be discussed in detail in Chapter 2.

**Super’s Lifespan Theory.** According to Super, (1980), “a career is defined as the combination and sequence of roles played by a person during the course of a lifetime” (p. 282). Super’s Lifespan Theory states, people have a number of roles in their life (Super, 1980). That is, there are nine major roles that people play which comprise an individual’s career: (a) child, (b) student, (c) leisurite (d) citizen, (e) worker, (f) spouse, (g) homemaker, (h) parent, and (i) pensioner (Super, 1980). Furthermore, single mothers play a number of these roles simultaneously; they may be a daughter, a worker, a homemaker, and a parent. Coogan and Chen (2007) point out that women tend to take on the responsibility of child care and homemaker. Yet, single mothers also play the additional role of “breadwinners” (Gonzalez, 2004, p. 285) in their household. Hence, when developing a career program for this population, career counselors are encouraged to consider the multiple roles that these mothers play, their salience – the level of importance single mothers assign these roles (Sharf, 2010), and how they may impact their career development and decisions to work (i.e. working part-time/full-time; having a regular schedule/flexible schedule).

**Social Cognitive Career Theory (SCCT).** SCCT is based on Bandura’s Social Cognitive Theory (Lent, Brown, & Hackett, 2000). There are three main components of SCCT: (a) self-efficacy, (b) outcome expectations, and (c) goals (Lent, Brown, & Hackett, 1994; 2000). SCCT examines these cognitive-person variables and how they interact with individuals and their environments (Lent, Brown, & Hackett, 2000).
**Self-efficacy.** Self-efficacy refers to judgments of an individual’s capabilities (Lent, Brown, & Hackett, 1994). According to Lent, Brown, and Hackett (1994), self-efficacy beliefs ask the question, “can I do this” (p. 83)? Individuals’ self-efficacy beliefs determine the amount of motivation they have, and how much effort they will apply to completing a task; higher self-efficacy is correlated with greater motivation (Bandura, 1989). Furthermore, self-efficacy beliefs may be “self-aiding or self-hindering” (Bandura, 1989, p. 1175).

**Outcome expectations.** Lent, Brown, and Hackett (1994) define outcome expectations as, “personal beliefs about probable response outcomes” (p. 83). Outcome expectations involve the imagined outcomes and consequences of a behavior i.e., “if I do this, what will happen” (Lent, Brown, & Hackett, 1994, p.83)? Individuals’ outcome expectations could be positive or negative (Lent, Brown, & Hackett, 1994). Correspondingly, single mothers who have negative outcome expectations (e.g., lack of child care or support from family) may be less likely to participate in the workforce.

**Goals.** Lent, Brown, and Hackett (1994) emphasize that, “goals play an important role in the self-regulation of behavior” (p. 84). Setting goals organizes and guides individuals’ behaviors and increases their likelihood of attaining their desired outcomes (Lent, Brown, & Hackett, 1994). Through goals, individuals have certain behaviors that meet their internally set standards (Lent, Brown, & Hackett, 1994).

The following program is developed from an integration of Super’s theory and SCCT. Research suggests that work, even low-paying work, could positively increase self-efficacy among former welfare recipients (Ferrari, Gracia, & Morales, 2002), which requires the acquisition of multiple roles. Single mother participants could set and
accomplish small goals throughout the program (i.e., writing a resume and completing homework assignments), which could increase their multiple-role planning, self-efficacy, and positive outcome expectations (i.e., earning more income).

**Consequences of the Problem**

**Financial.** Brady and Burroway (2012) conducted a multilevel, cross-national analysis of single mother poverty. They assessed the effects of individual characteristics and social policy by using data from 18 affluent Western democracies (Brady & Burroway, 2012). According to their results, the average poverty rate among single mothers (across the 18 countries) is 24.2% (Brady & Burroway, 2012). Across all countries, the United States had the highest poverty rate among single mothers at 41.3% (Brady & Burroway, 2012). As a result, children of single mother households are living in poverty at a rate that is 4 times higher than children living with married couples (U.S. Department of Health and Human Services, 2013).

**Developmental.** Furthermore, the number of single mothers is growing (United States Census Bureau, 2011). More adolescent girls are becoming single parents (Koniak-Griffin, Anderson, Brecht, Verzemnieks, Lesser, & Kim, 2002), and children of single parents are more likely to become single parents (McLanahan & Booth, 1989). These factors affect children in the future work place. That is, children of single mothers may repeat the cycle of single parenthood. Correspondingly, by repeating the cycle, children, who become single parents, will likely encounter some of the same obstacles to employment including: child care (Son & Bauer, 2009; Youngblut et al., 2000), financial strain (Gyamfi et al., 2001), and low social support (Keating-Lefler et al., 2004; Son & Bauer, 2009; Youngblut et al., 2000).
Social. Koniak-Griffin and colleagues (2002) suggests a correlation between mothers who work full-time and positive affect, arousal, and self-esteem among their children. Yet, the obstacle of child care (Youngblut et al., 2000) could make it difficult for single mothers to work. Furthermore, unlike other countries, the United States spends a lower amount of money on child care for child care subsidies and services (Meyers & Gornick, 2003). Although PRWORA offers child care support through Temporary Aid to Needy Families (TANF), these services are not guaranteed to all single mothers (Ferrari, Gracia, & Morales, 2002; Meyers & Gornick, 2003).

Limitations of This Project

Preventing single parenthood. This project is not intended as an intervention to prevent single parenthood. On the contrary, this project is designed to provide a support structure for single mothers and assist them in finding employment and/or transitioning from welfare to the labor force. Statistics demonstrate that the number of single parents is rapidly rising (United States Census Bureau, 2011). Therefore, single mothers’ obstacles cannot be ignored in career development. On the contrary, this program is specifically designed for this population; single mothers’ barriers are examined, and specific career interventions are used (e.g., Super’s Career Rainbow Activity) to assist them in their job search.

Providing employment. This program does not guarantee employment for single mothers. It provides this population with tools and strategies to assist them in their job search. Moreover, the program is not designed to raise single mothers’ children. But to meet single mother’s needs, it provides a children’s child care center in consideration of the barrier of child care for this population.
Decreasing single parenthood. This project is not intended to change the number of single parent families. While this may be considered a limitation of the project, it is also its strength. The strength of this project is that it is realistic; it acknowledges the increase in single parent families (specifically single mothers) and the trend in this growing population.

Defining the Technical Terms

Career. Super (1980) defines a career as, “the combination and sequence of roles played by a person during the course of their lifetime” (p. 282).

Child care. Huston, Chang, and Gennetian (2002) define child care as nonparental care that occurs regularly; they identify three types of child care: (a) center, (b) nonrelative, or (c) relative care (Huston, Chang, & Gennetian, 2002). Please note, that some researchers refer to child care as one word or a hyphenated word. In accordance with Webster Dictionary and Oxford Dictionary, the two-word child care spelling will be used in this project.

Child care subsidies. Child care subsidies are an alternative to public child care through the government. Child care subsidies assist parents in purchasing private care for their children i.e., through vouchers and cash grants (Meyers & Gornick, 2003).

Employment. Gonzalez (2004) defines, “employed” as working at least ten hours a week with “positive earnings” (p. 288).

Outcome expectations. Outcome expectations involve the imagined outcomes and consequences of a behavior, i.e., “if I do this, what will happen” (Lent, Brown, & Hackett, 1994, p. 83)?
Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA). PRWORA is also known as welfare reform legislation (Tekin, 2007). It set a 5-year time limit on the amount of aid that needy families could receive (Wessels, 2003).

Private safety net support. Harknett (2006) defined private safety net support as, “the potential to draw on support from social networks in times of need” (p. 175).

Role. Super (1980) defines a role as, “a set of expectations that others have of a person occupying a position” (p. 285). According to Super (1980), a “role” is understood by expectations and performance.

Role salience. The amount of importance an individual assigns to each life role (Sharf, 2010).

Self-efficacy. Self-efficacy refers to judgments of an individual’s capabilities (Lent, Brown, & Hackett, 1994). According to Lent, Brown, & Hackett (1994), self-efficacy beliefs ask the question, “can I do this” (p. 83)?

Single mother. For the purpose of this project, single mothers will be defined as mothers who are single (due to death of a spouse, divorce, desertion (Kotwal & Prabhakar, 2009), or are not married) and who have dependent children under the age of 18 (Gonzalez, 2004). Please note, that some researchers refer to single mother as a hyphenated word. The two-word single mother spelling will be used in this project due to the convention of two-word spellings in the literature.

Temporary Assistance For Needy Families (TANF). TANF is a component of welfare reform (PRWORA) that places limits on the amount of time that individuals could receive welfare. TANF requires most individuals to enter the labor force (Jackson et al., 2000). This grant replaced AFDC – Aid to Families with Dependent Children (Schott, 2012).

Underemployment. In accordance with Oxford Dictionaries (2014), underemployment refers to not having enough paid work. Wu and Eamon (2011) consider underemployment as, “working at poverty level wages or involuntarily part time” (p. 820).

Transition to Chapter 2

Chapter one provided an introduction to this project. An overview of single mothers was provided along with the characteristics and common obstacles that single mothers encounter when they seek employment. This population could benefit from a career development program to assist them in transitioning from welfare to work. Correspondingly, a brief introduction to theoretical frameworks behind the program was introduced, followed by definitions of the technical terms in this paper. The next chapter will provide a review of the current literature on single mothers, an overview of the theoretical frameworks of the proposed program, and a review of the current services offered for this population. Chapter two will be followed by an intervention program, which addresses the career development needs of single mothers.
Chapter 2: Review of the Literature

General Introduction to the Literature Review

Chapter two will present a review of the literature. An overview of Super’s Life-Span, Life-Space Approach (1980) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994; 2000) applied to single mothers will be provided. Next, more details will be discussed about single mothers and their challenges to employment including: (a) educational barriers, (b) financial hardships, (c) difficulties in finding child care, (d) low social support, and (e) balancing their multiple roles as a single mother. Following, an in depth overview will be given on the theoretical frameworks that this six-week program stems from, a review of current groups that provide services to this population, and an overview of the interventions that will be used in this program. This literature review will be followed by chapter three, where a procedure and justification of the program will be presented. This will include staffing, location, and materials needed for the program.

General Career Development and Single Mothers

In order to develop an adequate career program for single mothers, considering how their barriers may impede their job search and affect their career development is important. Super’s Life-Span, Life-Space Approach (1980) and Lent, Brown, and Hackett’s (1994; 2000) Social Cognitive Career Theory (SCCT) provide ideal frameworks to understand the career development of individuals. Career counselors may apply these theories in their work with single mothers.

Super’s Life-Span, Life-Space Approach. As mentioned in chapter one, single mothers play a number of roles in their lives including: the role of a (a) daughter, (b) student, (c) citizen, (d) worker (which may include being unemployed and
underemployed), (e) homemaker, and (f) parent. Furthermore, Super’s Life-Span, Life-Space Approach (1980) states that individuals play these roles in four theaters: (a) the home, (b) the community, (c) the school, and (d) the workplace. Individuals do not always enter every theater. For instance, the home may also be the theater for individuals who do not have paid employment – for example a housewife who chooses to work in the home (Super, 1980). With regards to single mothers and the new welfare reform, we could assume that this population often spends a lot of time in the home and school theaters, playing the role of the parent, and playing the role of the “breadwinner” (Gonzalez, 2004, p. 285) in the world-of-work.

According to Super (1980), “a role is a set of expectations that others have of a person occupying a position” (p. 285). According to Super’s definition, a parent is expected to have certain responsibilities in their role as a parent (Super, 1980). For instance, a parent is expected to provide for their child and take care of their child when he/she is younger (Super, 1980). Correspondingly single mothers may play the role of parent in the home and child’s school.

Single mothers play a number of roles simultaneously throughout their lifespan. The bulk of these roles include taking on the roles of child care, home care, (Coogan & Chen, 2007) and “breadwinner” (Gonzalez, 2004, p. 285). Super’s theory recognizes that single mothers recycle through Super’s life stages of growth, exploration, establishment, maintenance, and disengagement (Coogan & Chen, 2007; Sharf, 2010) (please note that Super’s life stages will be discussed in detail later in the chapter). That is, single mothers do not follow these stages in order (Sharf, 2010) since they may have gaps in employment due to family responsibilities or employment inequities (Coogan & Chen,
As such, career counselors are behooved to consider which career development stage the individual is at and what life roles she plays, as well as the salience of these roles. Salience refers to the level of importance single mothers assign to each role (Sharf, 2010). These roles may play a factor in her job search and whether she decides to work part-time or full-time.

**Social Cognitive Career Theory (SCCT).** SCCT stems from Bandura’s Social Cognitive Theory (1989). According to Bandura’s (1989) Social Cognitive Theory, individuals are not just mechanical or autonomous; they are motivated and act through a “system of triadic reciprocal causation” (p. 1175). Triadic reciprocal causation holds that an individual’s internal attributes, environmental influences, and behaviors influence each other (Lent & Brown, 1996). SCCT adopts this model (Lent & Brown, 1996).

According to SCCT there are three linked cognitive-person variables that influence single mothers’ career behavior: (a) self-efficacy, (b) outcome expectations, and (c) personal goals (Lent & Brown, 1996). Please note that these variables will be discussed in detail later in the chapter.

**Self-efficacy.** Self-efficacy refers to individuals’ beliefs about their capabilities (Bandura, 1989). Self-efficacy beliefs are an important factor in single mothers’ career development and success. Self-efficacy beliefs ask the question, “can I do this” (Lent, Brown, & Hackett, 1994 p. 83)? Correspondingly, individuals with high self-efficacy envision success stories while individuals with low self-efficacy envision failure stories (Bandura, 1989). Hence, career counselors should work with their single mother clients to raise their self-efficacy. As their self-efficacy increases, their confidence in finding
employment and transitioning out of welfare will most likely also increase. Increasing career self-efficacy in single mothers will be a main component of the present program.

**Review of the Literature**

**Mothers and the workforce.** According to the U.S. Bureau of Labor Statistics (2013), the percentage of mothers with children under the age of 18 who worked or were looking for work in 2012 was 70.5%. These numbers do not differentiate between the percentage of mothers who are single parents or dual parent households. Correspondingly, mothers with younger children are less likely to participate in the workforce (U.S. Bureau of Labor Statistics, 2013). In 2012, mothers with children under the age of six who worked were 64.8% compared to 75.1% of working mothers whose youngest child was between the ages of six and 17 (U.S. Bureau of Labor Statistics, 2013). Having younger children is even more difficult for single mothers who choose to participate in the workforce. That is, single mothers must juggle between caring for their children, working, and providing emotionally and financially for their families.

**Single mothers.** Over the years, there has been a variety of research conducted on single mothers (Gyamfi, Brooks-Gunn, & Jackson, 2001; Harknett, 2006; Jackson, Brooks-Gunn, Huang, & Glassman, 2000; Keating-Lefler, Hudson, Campbell-Grossman, Fleck, & Westfall, 2004; Son & Bauer, 2009; Youngblut, Grady, Brooten, & Thomas, 2000). Single mothers represent the sole head-of-household in 70% of single parent families (Kotwal & Prabhakar, 2009). This population faces a number of challenges that may impede their career development and employment status. The literature indicates that these women often have low income (Campbell-Grossman, Hudson, Keating-Lefler, Yank, & Obafunwa, 2009; Keating-Lefler et al., 2004); lower education levels (Zhan &
Pandey, 2004); financial difficulties (Gyamfi, Brooks-Gunn, and Jackson, 2001); obstacles finding and paying for child care (Youngblut et al., 2000; Son & Bauer, 2009); may lack transportation (Campbell-Grossman et al., 2009; Keating-Lefler et al., 2004); and receive low social support from friends, family, and the community (Harknett, 2006; Keating-Lefler et al., 2004; Son & Bauer, 2009; Youngblut et al., 2000). Additionally, single mothers are a high-risk group for clinical depression due to poverty, low self-esteem, and fewer social resources (Peden, Rayens, Hall, & Grant, 2004), and may experience feelings of isolation (Keating-Lefler et al., 2004).

**Single mothers and welfare.** Furthermore, single mothers represent a large portion of welfare recipients (Kim, 2012; Jackson et al., 2000; Livermore & Powers, 2006). According to the Welfare Information website, “welfare programs are state regulated programs for those who live under the minimum accepted level means as determined by each state government” (WelfareInfo.org, 2014). Correspondingly, one study used multivariate analyses to assess social support and its relationship to the material well-being of low income families (Henly, Danziger & Offer, 2005). Results of the study found that families whose primary source of income was from welfare reported the lowest household income, perceived less support, and were less likely to receive financial support from family and friends (Henly, Danziger, & Offer, 2005).

**Single mothers and child poverty.** Furthermore, since single mothers are more likely to be poor (Zabkiewicz, 2010) or live in poverty (Zhan & Pandey, 2004), children of single mothers are often living in poverty (U.S. Department of Health and Human Services, 2013). In fact, children living in female-headed households without a spouse have a poverty rate of 47.2%; this is four times the rate of poverty than children living

**Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA).** PRWORA, also known as the welfare reform, set a five-year time limit on the amount of aid that families could receive through welfare (Kim, 2012; Wessels, 2003). PRWORA requires a percentage of welfare families to work a certain number of hours per week (Kim, 2012). The welfare legislation places an immediate focus on employment despite the quality of jobs these mothers might receive (Wessels, 2003). In accordance with the welfare legislation, single mothers must play the roles of caretaker and worker in order to receive welfare assistance such as the following: job training, child care assistance, and food stamps (Wessels, 2003).

Additionally, single mothers often have lower education levels (Zhan & Pandey, 2004), which could further impede job opportunities. Yet PRWORA prefers single mothers to obtain paid employment when compared with furthering their education or training (Kim, 2012). Correspondingly, PRWORA is correlated with a decreased enrollment in postsecondary education among single mothers (Kim, 2012). Since a 4-year college degree is linked with improved economic status and higher earnings for this population (Zhan & Pandey, 2004), PRWORA might force single mothers prematurely into the world-of-work in lieu of the world-of education. In the long-term this may make it even more difficult for single mothers to become self-sufficient and less reliant on welfare.
Hence, the proposed program recognizes single mothers’ feelings of increased pressure to participate in the workforce (due to PRWORA), and aims to assist these mothers in finding adequate employment. Foremost, the program provides support from program staff as well as group support from the other single mother participants. Next, the proposed program is six consecutive weeks and includes a variety of interventions including the following: (a) identifying single mothers’ life roles and (b) strengths, (c) building their resumes and cover letters, (d) learning to network effectively (e) strengthening their interview skills, and (f) learning how to professionally correspond to messages and e-mails. In order for these women to successfully transition out of welfare, they will need to gain adequate employment, which is typically linked with less financial strain, less material hardships, (Eamon & Wu, 2011) and higher self-efficacy for these mothers (Ferrari, Gracia, & Morales, 2002).

**Characteristics and Challenges of Single Mothers**

The following section will focus on the obstacles that single mothers encounter and how these struggles may present barriers to their success. The main topics covered in the literature include: (a) financial difficulties, (b) obstacles with finding and paying for child care, and (c) low levels of social support. The subsequent paragraphs will review the literature, discuss these challenges in detail, and discuss how they may impact single mothers’ transition from welfare-to-work.

**Financial difficulties.** A variety of the literature (Campbell-Grossman et al., 2009; Eamon & Wu, 2011; Gyamfi et al., 2001; Keating-Lefler et al, 2004; Wu & Eamon, 2013; Zabkiewicz, 2010) discusses single mothers’ financial and material hardships. These obstacles are more prevalent among single mothers with unemployment and
involuntary job gaps (Eamon & Wu, 2011). Correspondingly, Eamon and Wu (2011) studied four types of material hardship: (a) bill paying, (b) health, (c) food, and (d) housing. According to their findings, single mothers often experienced at least one of these material hardships. Although bill paying was the most common hardship among these mothers, many of them had experienced difficulties paying the rent/mortgage, had experienced a phone disconnection, did not have health/medical coverage, and/or could not afford balanced meals (Eamon & Wu, 2011). Similarly, another study found low-income single mothers lacked transportation and relied on public transportation for themselves and their children (Keating-Lefler et al., 2004).

Also, single mothers may lack health care coverage due to their financial hardships and/or unemployment status (Wu & Eamon, 2013). Having health insurance is often correlated with employment status and finances for this population (Wu & Eamon, 2013). One study found over a 32-month period, during and after the Great Recession (between December 2007 and June 2009), single mothers lacked health care coverage for approximately 29% of the timespan (Wu & Eamon, 2013). Authors of the study pointed out that unlike married mothers, single mothers cannot depend on their husbands for healthcare insurance coverage (Wu & Eamon, 2013). Career counselors could make the argument that this study does not consider single mothers with domestic partners. For instance, some employers provide health care insurance to their employees’ partner.

**Effects of financial strain on single mothers.** Also important, is the effect of financial strain on single mothers. Research indicates these women have ongoing feelings of stress due to financial security and material hardships (Keating-Lefler, 2004). As a result, single mothers often rely on family and community members for financial
support (Campbell-Grossman et al., 2009; Keating-Lefler et al., 2004). One study reported parents of single mothers assisting by buying items for the baby, caring for the baby, and providing a place for the single mothers to stay (Keating-Lefler et al., 2004). Another study described low-income, Hispanic single mothers utilizing local health care centers for their medical and pediatric care (Campbell-Grossman et al., 2004). These centers were more affordable and fees were based on what single mothers could afford (Campbell-Grossman et al., 2004).

**Financial strain of working mothers.** Some researchers also examined the financial strain of single mothers who work (Gyamfi, Brooks-Gunn, & Jackson, 2001). Gyamfi and colleagues (2001) conducted a study of 188 single Black mothers (95 unemployed and 93 employed) who were current and former welfare recipients to examine whether financial strain is correlated with psychological distress. Results of their study indicated that single mothers who work do not have less financial strain than unemployed single mothers (Gyamfi et al., 2001). That is, the low wages even employed single mothers received still resulted in financial strain. On average, these women received $8.00 per hour and worked 35 hours each week (Gyamfi et al., 2001).

As such, career counselors should note the day-to-day struggles that these women encounter. For instance, the obstacle of transportation – dependence on public transportation for these women could further impede finding and sustaining employment (e.g., lack of transportation could make it difficult for single mothers to attend interviews and arrive to work on-time). Additionally, low-income single mothers may not be able to afford interview and work clothes; they may not have access to a computer or flash drive to work on their resumes; they may not have resume paper; or interview portfolios. As
such, the proposed program has accounted for single mothers’ material hardships. First and foremost, the six-week program is free to single mothers. Furthermore, participants of the program will have access to the career center where they may use the computers and work on their resumes and job documents. Additionally, each participant will receive a flash drive, resume paper, and an interview portfolio to enhance their job search.

Another obstacle for single mothers is the cost of child care.

**Obstacle of child care.** Single mothers’ obstacle of child care is extensively described in the literature (Youngblut et al., 2000; Son & Bauer, 2009). One study found that the biggest hurdle to employment for these women is child care (Youngblut et al., 2000). For single mothers, the cost of child care is sometimes more than the amount of money that mothers could earn in a job (Youngblut et al., 2000). As a result, single mothers often use informal child care methods with their children (Son & Bauer, 2009).

**Forms of child care.** Huston, Chang, and Gennetian (2002) identify three forms of child care: (a) center (b) relative and (c) nonrelative child care. Center child care refers to child care, which occurs outside of the home, often when mothers are working; this formal form of child care requires a license and usually occurs with other children (Huston et al., 2002). For example, services provided through pre-schools or after school programs (Huston et al., 2002). Center child care is usually the most expensive type of child care (Huston et al., 2002). Nonrelative child care refers to care provided to children whose care givers are not relatives of the children (Huston et al., 2002). This type of care also involves a fee and can occur in the care giver’s home or in the child’s home (Huston et al., 2002).
Informal and formal child care. Similarly, single mothers might rely on informal child care (such as friends, neighbors, and family members) and formal community resources (such as afterschool programming) to assist in caring for their children (Son & Bauer, 2009) while they work. Yet, when informal or formal child care is unavailable or unaffordable, employed mothers tend to miss work to care for their children (Son & Bauer, 2009). This may also be due to a concern for the safety of their children when leaving them with someone else (Youngblut et al., 2000).

Child care subsidies and services. Another form of child care is child care subsidies. Child care subsidies are an alternative to public child care through the government. Subsidies assist parents in purchasing private care for their children i.e., through vouchers and cash grants (Meyers & Gornick, 2003). Over the years, child care subsidies have become a significant component of the welfare program (Blau & Tekin, 2007). PRWORA merged four United States child care subsidy programs for low-income families into the Child Care and Development Fund (CCDF) – a grant that increased funding for child care subsidies (Blau & Tekin, 2007). Still, the literature indicates that the United States spends less money on child care subsidies and services than other countries (Meyers & Gornick, 2003).

Meyers and Gornick (2003) examined the variation in the institutional arrangements for early childhood education and care across 14 industrialized countries (Meyers & Gornick, 2003). The results of the study indicated a substantial variation across the welfare states (Meyers & Gornick, 2003). Across 14 countries, the United States spends the least amount on child care (at $548 per child) for child care subsidies and services (Meyers & Gornick, 2003) compared to social democratic countries,
Denmark ($4,050 per child) and Sweden ($4,950 per child), who primarily have public child care (Meyers & Gornick, 2003).

Furthermore, Meyers and Gornick (2003) examined the different forms of public financing for child care across the 14 countries. According to their findings, child care for children under the age of 3 years old is typically provided through private child care centers and family day care homes for liberal countries such as the United States (Meyers & Gornick, 2003). Additionally, liberal countries rely the most on tax benefits for parents who purchase private child care (Meyers & Gornick, 2003). Yet, these tax benefits are limited to families that rely on non-refundable credits, which cannot be used by low-income families (Meyers & Gornick, 2003). These findings suggest that the child care options in the United States are not as adequate as the child care options available in social democratic countries. Furthermore, researchers also explored child care in solely in the United States.

Blau and Tekin (2007) analyzed child care subsidies among single mothers in the United States to investigate the factors involved in receiving child care subsidies and its effects on employment, school attendance, unemployment, and welfare participation among single mothers. Their results indicated that approximately 12% of the sample received child care subsidies. Moreover, those who received child care subsidies were 13% points more likely to be employed, 3% points more likely to be enrolled in school, and approximately 23% points more likely to be on welfare (Blau et al., 2007). Blau and Tekin’s research may indicate that individuals who receive welfare are more likely to utilize child care subsidies. Single mothers represent a main group of participants in the welfare system. Yet, as single mothers transition out of welfare and into the workplace
they will still face the barrier of child care unless they find adequate employment.

Furthermore, some studies examine the effects of child care on the employment status of single mothers.

**Child care and employment of single mothers.** Moreover, adequate child care is linked with higher employment rates for single mothers (Tekin, 2007). One author examined the effects of the price of child care, employment wage rates, and single mothers’ decisions about paid child care (Tekin, 2007). The results of the study found that employment for single mothers was correlated with lower child care prices, and higher earnings and full-time work for single mothers was correlated with the use of paid child care (Tekin, 2007). Likewise, another study found that single mothers who had three or more children were 82% more likely to experience unemployment and involuntary job gaps (Wu & Eamon, 2011). These findings may be attributed to the high cost of formal child care (Youngblut et al., 2000). As such, in consideration of single mothers’ need for child care, the proposed program includes a complementary, supervised children’s child care center for mothers to leave their children. Programming for the participants’ children will include homework assistance and facilitated activities. Additionally snacks and lunch will be provided to children. Another variable that affects single mothers’ employment status is support.

**Support.** The literature identifies two sources of support for single mothers: (a) government support (Livermore & Powers, 2006) and (b) social support (Keating-Lefler et al., 2004; Livermore & Powers, 2006; Son & Bauer, 2009). Government support refers to receiving public support, for instance, through TANF, food stamps, housing vouchers, and supplemental security income (Livermore & Powers, 2006). Social
support may come from friends, family, and the community and consists of four components: (a) informational support, (b) appraisal support, (c) emotional support, and (d) tangible support (Campbell-Grossman, Hudson, Keating-Lefler, Yank, & Obafunwa, 2009; Keating-Lefler et al., 2004).

**Social support.** One component of social support is information. Informational support is defined as, “the provision of content that the person can use to cope with personal and environmental problems and includes advice, suggestions, directives, and information” (Keating-Lefler et al., 2004, p. 394). Correspondingly, single mother participants of one study reported needing information about their infant’s developmental stage, diapers, and agency referrals (Keating-Lefler et al., 2004).

**Appraisal support.** Additionally, these mothers reported a need for appraisal support (Keating-Lefler et al., 2004). Keating-Lefler et al. (2004) describe appraisal support as, “the self-evaluation that results from the information provided to the person and includes affirmation, feedback, and social comparison” (p. 394). This support allows mothers to reflect on how they are doing (Keating-Lefler et al., 2004). For instance, when working with single mother clients, career counselors should provide positive feedback to their clients and affirmation as they engage in the job search process, complete assignments, and take actions towards finding employment. Providing appraisal support for these women will also likely increase their career self-efficacy.

**Emotional support.** Emotional support refers to communicating social-emotional needs such as esteem, affect, trust, and listening (Keating-Lefler et al., 2004). Emotional support may come from family members, supervisors at work, and community members. In particular, one study found that mothers who had support from family and friends
(such as child care) and received flexibility from work supervisors (i.e., regarding their schedules due to their children) had more job consistency, whereas mothers who experienced less support looked for new jobs (Son & Bauer, 2009).

Tangible support. Tangible support refers to having essentials for living such as money, food, and transportation (Keating-Lefler et al., 2004). Tangible support, specifically finances, is often a barrier that single mothers face (Keating-Lefler et al., 2004; Zabkiewicz, 2010; Zhan & Pandey, 2004).

Positive and negative social support. Additionally, single mothers experience positive and negative social support from friends, family, and the community. Positive social support refers to support that single mothers find helpful (Keating-Lefler et al., 2004), while negative social support refers to support that single mothers find hurtful. Correspondingly, Keating-Lefler and colleagues (2004) conducted a qualitative study with a focus group on five low-income single mothers with children under the age of one to assess their needs, concerns, and experiences of being a single mother. According to their findings, single mothers often received positive social support from family members and negative social support from their babies’ fathers or health care providers regarding their single mother status (Keating-Lefler et al., 2004).

Negative social support. Another study found single mothers who wanted to be employed experienced negative social support from the fathers of their children, family and friends. That is, in addition to the lack of financial support from fathers (Youngblut et al., 2000), fathers seemed to be absent from their children’s lives, causing more financial and emotional strain on single mothers (Youngblut et al., 2000). Moreover, mothers reported feeling negative social support from their family and friends when they
tried to obtain employment or increase their education (Youngblut et al., 2000).

Youngblut and colleagues’ (2000) results may suggest that single mothers may need appraisal support (Keating-Lefler et al., 2004) and motivational support when going through the career counseling process.

Positive social support. Important to note is a contradiction in the literature with regards to social support from the fathers of single mothers’ children. While Keating-Lefler and colleagues (2004) and Youngblut and colleagues (2000) described single mothers experiencing negative support from fathers, other studies found that single mothers received positive social support from their children’s father. In particular, one study found that 53.6% of their single mother participants were cohabitating with their baby’s father within the first year after childbirth (Livermore & Powers, 2006). Fathers provided material assistance to single mothers and their children (Livermore & Powers, 2006). Another study examined community leaders' perceptions of low-income, Hispanic single mothers (Campbell-Grossman et al., 2009). The authors of this study reported that community leaders perceived a strong bond between Hispanic low-income single mothers and birth fathers of their children (Campbell-Grossman et al., 2009).

Importance of support for single mothers. Equally important is the effect of social support on single mothers’ well-being. One researcher found that support from family members is linked with the psychological well-being of single mothers (Zabkiewicz, 2010). That is, single mothers with family support were less likely to be depressed than single mothers who lacked family support (Zabkiewicz, 2010). Another researcher used longitudinal data to study the relationship between private safety net supports, employment earnings, and welfare receipts among low-income single mothers.
in the 1990s (Harknett, 2006). Results of the study found lack of support was correlated with lower employment rates and earnings, and a greater dependence on welfare for single mothers (Harknett, 2006).

Furthermore, positive social support is correlated with increased work activity and employment in single mothers (Livermore & Powers, 2006). The proposed program includes positive support for these women. Through the six-week program, participants will receive encouragement and guidance from program staff and support from their peer participants. The intimate group of eight will be able to disclose feelings of receiving negative/positive social support and how it affects them without feeling judged. Additionally, single mothers will receive informational support about potential job opportunities, job search strategies, and job salaries, as well as motivational and appraisal support from each other and program staff.

**Single mothers and resilience.** Despite these barriers, single mothers continue to show resilience (Keating-Lefler et al., 2004) and a desire to work (Livermore & Powers, 2006; Youngblut et al., 2000). One study found that even when pregnancy was not planned for single mothers, their children provided them with the incentives to make their lives better (Keating-Lefler et al., 2004). Correspondingly, finding employment may likely increase single mothers’ resilience. Research suggests that single mothers with adequate employment tend to have less financial strain and material hardships (Eamon & Wu, 2011).

**Middle and upper-income single mothers.** Additionally, although not a focus of this study, the experiences of single mothers from middle and upper income is important to discuss. Kjellstrand and Harper (2012) conducted a study of 128 single mothers who
earned upper and middle-income. From their sample, 2% of the participants had a high school diploma or GED; 17% of participants had some college; 12% of single mothers had an associate’s degree; 35% of single mothers had a bachelor’s degree; 23% of single mothers had a master’s degree; and 11% of single mothers had a doctorate or terminal degree (Kjellstrand & Harper, 2012). Furthermore, results of the study showed that these women were generally resilient, identified themselves as strong and able to achieve goals, and believed that their past success helped their future success (Kjellstrand & Harper, 2012). Based on these findings, career counselors may interpret that single mothers’ higher income levels and increased resiliency is correlated with their higher educational attainment. For instance, one study found that single parents with postsecondary education have higher labor income and are less likely to live in poverty than single parents with a high school degree or lower (Zhan & Pandey, 2004). Correspondingly, single mothers with at least a 4-year college degree, “are about nine times more likely to live above the federal poverty line than those with a high school degree” (Zhan & Pandey, 2004, p. 668). These results highlight the value of single mothers having the opportunity to pursue higher education. That is, if low-income single mothers could have more access to education, their experiences could improve.

**Single Mothers and the Workforce**

**Single mothers’ decisions to work.** One researcher examined the employment of single mothers across countries. Gonzalez (2004) proposed a structural model of labor supply to assess the variables that influence single mothers’ decisions to work. The results from the structural model suggest that the variation in employment of single mothers across countries could be attributed to their different demographic characteristics
and variation in expected income (Gonzalez, 2004). That is, single mothers who are older and have more education are more likely to work, whereas single mothers with more and/or younger children are less likely to participate in the labor force (Gonzalez, 2004). Additionally, the probability of single mothers working increases with higher expected earnings and decreases when single mothers have higher income from other sources (i.e., child support). Correspondingly, unemployed single mothers are more likely to be poor and depend on public support than employed single mothers (Gonzalez, 2004).

**Effects of employment for single mothers.** Moreover, the proposed program is geared towards getting single mothers back to work. Correspondingly, some researchers found that even low-paying work could positively impact single mothers by increasing self-efficacy (Ferrari et al., 2002). Ferrari et al. (2002) conducted a study with three samples of urban Latina and African-American welfare recipients, including single mothers who participated in hospitality training programs post TANF. The authors explored whether a job training program would improve single mothers’ perceived self-efficacy (Ferrari et al., 2002). The results of their study indicated that mothers who completed the program and found employment were working at their current positions for two months, were receiving low wages, and working an average of 29.80 hours per week (Ferrari et al., 2002). Additionally, the Latina single mothers had improved self-efficacy after several months of working in their jobs (Ferrari et al., 2002). The authors' research suggests that work, even low-paying work, could positively increase self-efficacy among former welfare recipients. Another study found positive psychological impacts for
employed mothers, as they experienced fewer symptoms of stress and depression than mothers who were unemployed (Gyamfi et al., 2001).

**Effects of employment for single mothers’ children.** Although not a focus of this program, when single mothers are employed, there is a positive impact on their children. One study used hierarchical multiple regressions to examine the way that single mothers’ employment is correlated with the emotional well-being of children and the parent-child relationships of single mother households (Duckett & Richards, 1995). Specifically the researchers studied the unemployment, part-time employment, and full-time employment of these children’s mothers (Duckett & Richards, 1995). The results of their study found that children of single mothers who were employed full-time experience more positive affect, arousal, and self-esteem than children of part-time and nonemployed mothers (Duckett & Richards, 1995).

**Existing Services for Single Mothers**

There are several services and programs that assist single mothers in transitioning from welfare-to-work. These programs may be through a variety of establishments including government agencies, non-profit organizations, and college campus programs. The following section will provide an overview of some of the current support services for single mothers.

**Employment services.** The Beyond Jobs Program at Goodwill assists women in finding employment and advancing their careers (Sarmiento, 2014). According to Goodwill’s website, “Support services provided under Beyond Jobs may include financial education, early education and child care assistance, connections to healthy food and nutrition initiatives, and post placement support through counseling, education and
family support” (Sarmiento, 2014). Beyond Jobs is expected to serve 2,250 women over a 30-month grant period (Sarmiento, 2014).

**MomFair by MomAngeles.** MomAngeles is an online website which connects to numerous community resources for mothers. MomAngeles hosts the MomFair (a Job Fair and Conference for Moms) several times a year to assist moms in returning to work (MomAngeles, 2012). Fairs provide networking opportunities for mothers and include career counselors, recruiters, companies and panel speakers with which mothers to speak.

**Mom Corps.** Mom Corps is a staffing and career development firm that assists individuals raising families with efforts of work-life satisfaction for their clients (Mom Corps, 2014). Mom Corps helps place mothers in flexible job positions (Mom Corps, 2014). Additionally, members have access to events to assist them in getting back to work (Mom Corps, 2014).

**Educational and financial support services.** Some colleges offer programs that provide educational and financial support services to eligible students who have experienced economic and educational disadvantages (Pasadena City College, n.d.). For instance, Pasadena City College’s Cooperative Agencies Resources for Education (C.A.R.E.) Program is a state-funded program that assists single parent TANF recipients (Pasadena City College, n.d.). Educational support through college programs could be beneficial to enhance the career development of single mothers. Specifically, higher education is correlated with more financial earnings for these women (Zhan & Pandey, 2004). Therefore, programs that aid in supporting single mothers’ education could be helpful in their transition from welfare to the world-of-work.
**Nutritional support services.** According to the United States Department to Agriculture (USDA) website, Women, Infants, and Children (WIC) “provides Federal grants to States for supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk” (United States Department of Agriculture, 2014). Furthermore, researchers found that receiving WIC is positively correlated with employment for single mothers (Livermore & Powers, 2006). Participants of one study receiving WIC were 44% more likely to be employed the year after childbirth than participants who did not receive WIC (Livermore & Powers, 2006).

Although the programs listed above address single mothers’ barriers to finding employment, educational attainment, and financial disparities, these programs are not specific to single mothers. The majority of these programs are geared towards mothers. Yet, as noted in the literature review, single mothers face additional obstacles that could hinder them from successfully transitioning out of welfare (e.g., the obstacles of child care, multiple role strain, and encountering negative social support). Hence, the proposed program was designed specifically for single mothers. The program examines single mothers’ barriers and applies Super’s Life-Span, Life-Space Approach (Super, 1980) and SCCT (Lent, Brown, & Hackett, 1994; 2000) as frameworks for understanding the career development of these women. Additionally, the proposed program incorporates a complementary children’s child care center in consideration of the obstacle of child care for these women.
Theoretical Approaches to Meet the Needs of Single Mothers

Super’s Life-Span, Life-Space Approach (Super, 1980) and SCCT (Lent, Brown, & Hackett, 1994; 2000) provide the framework for the proposed career development program. The proposed program acknowledges single mothers’ multiple life roles (as described by Super), acquisition of multiple role planning (McCracken & Weitzman, 1997), and need for social support (Keating-Lefler et al., 2004), and has incorporated these components in the program, to assist single mothers in successfully transitioning from welfare to the world-of-work. Furthermore, the proposed program highlights identifying single mothers’ strengths – an intervention which stems from Positive Psychology. The following paragraphs will provide further explanation of Super’s Life-Span, Life-Space Approach and SCCT, and will provide an overview of Multiple Role Planning Theory and Positive Psychology.

Super’s Life-Span, Life-Space Approach. Super’s Lifespan Theory is a comprehensive career development theory. When examining the needs of single mothers, Career Counselors should consider three main components of Supers Lifespan Theory: (a) career self-concept, (b) life roles, and (c) career developmental stages. Single mothers’ career self-concept refers to how they view themselves and their situation based on their personality, needs, values, and interests (Sharf, 2010). Correspondingly, single mothers’ self-concepts will play a factor in how they will interact with others (i.e., peer participants, coworkers and supervisors) (Sharf, 2010).

Life roles. Single mothers’ multiple life roles (e.g., the roles of being a daughter, parent, leisurite, citizen, and homemaker) will also play a factor in the jobs they choose to apply for. Naturally, the roles of parent, homemaker, and worker have higher salience for
these women. So, it is essential for career counselors to consider single mothers’ multiple roles when assisting them in their job search; these roles will require multiple role planning for single mothers.

**Career developmental stages.** Another component of Super’s theory is life stages. According to Super, individuals pass through five life stages (Liptak, 2001). These stages include (a) growth, (b) exploration, (c) establishment, (d) maintenance, and (e) disengagement (Liptak, 2001).

*Growth.* The growth stage typically occurs between the ages of zero and 14 (Liptak, 2001). During this stage, individuals develop a self-concept by identifying activities that take place in the home and school (Liptak, 2001). This stage is directed by needs and fantasies of the individual (Liptak, 2001). Although single mothers of this program will not be in this stage, the growth stage is significant to their career development since this stage is where adolescents develop interests, a view of their capacities and values (Sharf, 2010).

*Exploration.* The exploration stage typically occurs between the ages of 15 and 24 (Liptak, 2001). As stated by Liptak (2001), “During this stage, self-exploration, role experimentation, and occupational exploration take place in part-time jobs, leisure activities and school activities” (p. 74). There are three sub-stages of exploration: (a) crystallizing, (b) specifying, and (c) implementing (Sharf, 2010). During the crystallization stage, single mothers may examine their interests, skills, and values and narrow their options of employment (Sharf, 2010). During the specifying stage, single mothers will need to specify the types of jobs they are searching for (i.e., part-time, full-time, weekday, and flexible work schedule jobs). The implementation stage is the last
stage before employment (Sharf, 2010). Single mothers of the proposed program will be in the implementation stage as they write their resumes, prepare for job interviews, and decide between employers (Sharf, 2010).

Establishment. The establishment stage typically occurs between the ages of 25 and 44 (Liptak, 2001). By this stage, individuals have identified a career field and try to establish a place in the field (Liptak, 2001). The proposed program for single mothers is targeted for individuals who have reached establishment. Specifically, the program is designed for single mothers who have a clear and realistic career goal and a clear idea of what their job will entail.

Maintenance. The maintenance stage typically occurs between the ages of 45 and 64 years (Liptak, 2001). During this stage, individuals try to hold on to their positions. Correspondingly, this developmental stage is significant with regards to the proposed program. As single mothers gain adequate and meaningful jobs, they will enter the maintenance stage. As such, this stage is crucial for their successful transition out of welfare.

Disengagement. The disengagement stage typically occurs at 65 plus years. As stated by Liptak (2001), “During this stage, the person sees a decline in physical and mental powers. The person experiences a decline in work hours, and new roles replace the work role” (p. 74). Correspondingly, as single mothers enter this stage, career counselors should discuss with them their life roles and their salience. In this stage, community involvement, leisure, and their families may have more salience (Sharf, 2010).

SCCT. According to SCCT there are three linked cognitive-person variables that influence a single mother’s career behavior (a) self-efficacy, (b) outcome expectations,
and (c) personal goals (Lent & Brown, 1996). Self-efficacy refers to individuals’ beliefs about their capabilities (Lent & Brown, 1996). Self-efficacy beliefs are developed from four informational sources: (a) personal performance accomplishments, (b) vicarious learning, (c) social percussion, and (d) psychological states and reactions (Lent & Brown, 1996). Furthermore, when individuals have accomplishments, their self-efficacy raises; when individuals have failures, their self-efficacy lowers (Lent & Brown, 1996).

Therefore, when working with single mothers, career counselors are well served to help raise single mothers’ self-efficacy beliefs by impacting the four sources of self-efficacy. Correspondingly, the proposed career program emphasizes building self-efficacy in single mothers. Each week, participants will have assignments to complete, which address identifying their life roles and individual strengths, and preparing for their job search. As single mothers complete these assignments, their self-efficacy will in turn increase.

According to Bandura (1989), individuals’ self-efficacy beliefs determine their level of motivation and perseverance towards an effort. Applying Bandura’s Social Cognitive Theory (1989) to single mothers, career counselors can aid single mothers’ motivation and perseverance to find employment and transition from welfare-to-work. Therefore, single mothers’ self-efficacy could increase through the program. Even though the proposed program will provide single mothers with the tools, strategies, and support (program and peer) to transition to the workplace, their level of career self-efficacy is going to be play a main factor in finding and maintaining employment.

**Outcome expectations.** Additionally, single mothers’ perceptions of outcomes could also determine their motivation and actions (Bandura, 1989). Outcome
expectations refer to individuals’ beliefs about the consequences of particular behaviors (Lent & Brown, 1996). These cognitive-person variables ask the question, “If I do this, what will happen” (Lent, Brown, & Hackett, 1994, p.83)? Single mothers may ask the question, “If I work, who will watch the kids?” Correspondingly, with regards to individuals’ career paths, outcome expectations are developed through learned experiences and information from other sources (Lent & Brown, 1996). Moreover, outcome expectations could be positive or negative (Lent, Brown, & Hackett, 1994). For instance, single mothers may anticipate positive outcomes (e.g., higher earnings and a better life for their children) or they may “anticipate negative outcomes (e.g., non-support of significant others, work/family conflict)” (Lent, Brown & Hackett, 1994, p. 84) about their decisions to work.

Likewise, single mothers’ outcome expectations are most likely affected by their self-efficacy beliefs (Bandura, 1989). For example, single mothers’ positive outcome expectations of higher earnings could be hindered by their low career self-efficacy. In other words, low self-efficacy could impede a single mother’s job search (Bandura, 1989).

**Goals.** A third component that impacts individuals’ motivation and action is setting personal goals. According to Lent and Brown (1996), “by setting personal goals, people help to organize, guide, and sustain their own efforts” (p. 313). For this reason, the proposed program is goal-oriented. Each week, single mothers will set small goals for themselves to complete assignments. As they complete these assignments, it is likely that their career self-efficacy and positive outcome expectations will also increase.

**Environmental variables.** Additionally, SCCT differs from Bandura’s Social Cognitive Theory (1989) because the theory also considers how self-efficacy, outcome
expectations, and personal goals relate to an individual and his/her environment (Lent, Brown, & Hackett, 2000). According to Lent, Brown, and Hackett (2000), individual’s gender, ethnicity, social supports, and cultural variables impact self-efficacy, outcome expectations, and goals, as well as individual’s career behaviors. Therefore, when examining single mothers’ decisions to work and find employment, career counselors should consider the environmental variables, which may impact them (e.g., problems with child care, low social support, racial/ethnic group membership, gender, socioeconomic status, and barriers to transportation).

**Multiple role planning.** Low-income, single mothers play a number of roles (as described by Super) simultaneously in their lives. The literature (Keating-Lefler et al., 2004; Son & Bauer, 2009; Lleras, 2008) indicates that these women play the roles of caretaker and “breadwinner” (Gonzalez, 2004, p. 285) in their families. Furthermore, balancing work and family is often challenging for women. As a single mother, balancing these multiple roles (e.g., the roles of caretaker, parent, student, worker, partner, and leisure) becomes even more difficult. As such, single mothers’ multiple roles require role planning (Weitzman & Fitzgerald, 1996).

Multiple role planning is based on Weitzman’s multiple role realism (McCracken & Weitzman, 1997). Multiple role realism acknowledges that the combination of work and family involvement could be stressful for women and requires the planning and consideration of work and family roles (McCracken & Weitzman, 1997). Furthermore, an important component of multiple role realism for single mothers is acknowledging multiple role issues which may occur for them (McCracken & Weitzman, 1997). This
includes the cost and availability of child care and the consequences of career interruption (McCracken & Weitzman, 1997).

Furthermore, there are four attitudes towards multiple role planning (McCracken & Weitzman, 1997). These include (a) Knowledge/Certainty, (b) Commitment to Multiple Roles, (c) Independence, and (d) Involvement (McCracken & Weitzman, 1997).

- Knowledge/Certainty refers to an individual’s perceptions about multiple role planning. For instance, Knowledge/Certainty items refer to, “I don't know how to plan for combining my career and my family” (McCracken & Weitzman, 1997, p. 150).

- Commitment to Multiple Roles refers to an individual’s commitment to multiple roles and a “have it all” attitude (McCracken & Weitzman, 1997, p. 150).

- Independence refers to an individual’s attitudes towards seeking help from family and friends and the importance of making her own decisions (McCracken & Weitzman, 1997).

- Involvement refers to an individual’s degree of multiple role planning and how much immediacy they place on role planning (McCracken & Weitzman, 1997).

Correspondingly, Weitzman and Fitzgerald (1996) conducted research on the multiple role planning of women. They developed a 50-item instrument to assess attitudes towards multiple role planning (Weitzman & Fitzgerald, 1996). They used a cross sectional sample of 925 female individuals (Weitzman & Fitzgerald, 1996). The results of their study suggest that women “lack knowledge about how to plan a multiple role lifestyle” (Weitzman & Fitzgerald, 1996, p. 282). Furthermore, the proposed program assists single mothers in identifying their roles, planning for these roles, and
considering the salience of these roles with regards to their job search. Multiple role planning is likely to avoid role conflict for these single mothers. Super (1980) describes role conflict as playing a number of roles with commitment to one role more than the other. Therefore, when career counselors work with single mothers, the roles that these mothers play in addition to how they plan for these roles should be considered. Hence, the proposed program assists single mothers in planning these roles once they have identified their roles (in accordance with Super’s theory). McCracken and Weitzman (1997) suggest that single mothers’ multiple role involvement will increase as they plan for these roles (i.e., the roles of work and family).

**Positive psychology.** The proposed career development program incorporates the Clifton StrengthsFinder 2.0 (Rath, 2007) as an intervention, which stems from positive psychology. Positive psychology aims to build positive qualities (Seligman & Csikszentmihalyi, 2000). Traditionally, psychology has emphasized healing and repairing damage, yet positive psychology highlights prevention (Seligman & Csikszentmihalyi, 2000). Seligman and Csikszentmihalyi (2000) state the following:

The field of positive psychology at the subjective level is about valued subjective experiences: well-being, contentment, and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present). At the individual level, it is about positive individual traits: the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom (p. 5).
Positive psychology focuses on prevention (Seligman & Csikszentmihalyi, 2000). It stems from the idea that individuals have human strengths (Seligman & Csikszentmihalyi, 2000). According to this theory, practitioners should amplify their clients’ strengths instead of working on their weaknesses (Seligman & Csikszentmihalyi, 2000). In turn, positive psychology could help clients be physically healthier as a result of mental well-being, leading stronger and more productive lives (Seligman & Csikszentmihalyi, 2000). Positive psychology shifts the focus of psychology to “positive emotions and optimal functioning” (Kobau, Seligman, Peterson, Diener, Zack, Chapman, & Thompson, 2011). Correspondingly, the Clifton StrengthsFinder Assessment (Rath, 2007) stems from this framework.

Individuals have talents that could be applied to their personal and professional development. With regards to this career intervention program, single mothers will understand their strengths as assessed by the Clifton StrengthsFinder. Furthermore, single mothers will be able to identify their strengths, articulate their strengths, and how they use them, as well as apply their strengths to their job search. For instance, they will be able to describe their strengths when writing a resume and cover letter; describe their strengths in an interview; and play to their strengths at work. Correspondingly, Gallup’s research found that a strengths-based approach improves individuals’ confidence, hope, and kindness (Rath, 2007).

Transition to Chapter 3

The next chapter will provide a justification for a career development program designed for single mothers. An overview of the structure of the program will be provided along with the materials needed for the program, including staffing, and
appropriate assessments for the program. Following chapter three, the proposed program will be presented.
Chapter 3: Procedure and Justification of the Program

Logic of the Program

Single mothers represent a main target group of welfare reform (Tekin, 2007). Although there are a number of WorkSource Centers, Career Centers, and Job Search Programs, not all of them address the needs and barriers that are unique to single mothers. The following program is designed specifically for single mothers to assist them in transitioning from welfare-to-work. The proposed program is designed to increase single mothers’ career self-efficacy, multiple role planning, and raise their positive outcome expectations (i.e., finding a job and/or having a higher income).

Single mothers face a number of barriers that may impact their career development and make it difficult for them to enter the workforce including the following: having young children (Zhan & Pandey, 2004) and needing child care (Son & Bauer, 2009; Youngblut et al., 2000), receiving low social support from friends, family, and the community (Keating-Lefler et al., 2004; Son & Bauer, 2009; Youngblut et al., 2000), and sometimes lack of transportation (Campbell-Grossman et al., 2009; Keating-Lefler et al., 2004). Furthermore, PRWORA placed a 5-year time limit on the amount of aid that low-income families could receive (Wessels, 2003). Yet the welfare reform has not solved the problem of child care for these women. Additionally, single mother participants in one study “believed that affordable and convenient daycare, especially in the place they might work or go to school, would facilitate their working or increasing their education” (Youngblut et al., 2000, p. 132).

As such, the following program was developed in consideration of single mothers’ needs and barriers. For instance, a main component of the program is the inclusion of a
complementary, supervised children’s child care center. Moreover, the proposed program will be discussion based and will regularly address self-efficacy, self-esteem, and self-confidence for these women.

Program Staff

Career counselor. The six-week career development program will be facilitated by a full-time career counselor. The career counselor holds a minimum of a masters degree in counseling with an emphasis in career development, and/or has several years of experience as a career counselor or holds a master’s degree in a related field with a career counseling certificate. The counselor must have knowledge of the world of work, know about current job search strategies, and understand the value of social media, and technology for job search. In addition, the career counselor should be knowledgeable about career development theories, the career development process, and career assessments. The counselor must be able to make appropriate referrals for career counseling and appropriate community/agency referrals (i.e., personal counseling and community resources). The counselor will be responsible for screening program applicants, conducting applicant interviews, and meeting with program participants for their individual resume/cover letter critique and mock interview sessions.

Career counseling graduate interns. Two career counseling graduate interns may assist in running the program. Graduate interns must be current graduate students enrolled in a Masters in Counseling Program, and must be enrolled in an internship/field work course. Graduate interns are expected to maintain confidentiality within the program. Graduate interns may assist in facilitating group sessions, providing resume feedback, and/or conducting individual sessions with clients; graduate interns must be
supervised by the career counselor a minimum of one hour each week in individual supervision.

**Child care specialist.** The children’s child care center will be supervised by the program child care specialist. The child care specialist will hold a minimum of an associate’s degree in child development, and ideally will have experience working in day care or child care settings. The child care specialist will be responsible for caring for the children, leading children’s activities, providing homework assistance, providing them with snacks and lunch, and ensuring their safety while their mothers participate in the program. The child care specialist must have current CPR and First-aid Certification.

**Program Location**

Since this program is complementary to program participants, the ideal location for this program is at a non-profit organization that provides programs on career development, and has a career center where individuals could receive complementary job search services. Furthermore, the ideal location would be located close to a bus or train stop to accommodate single mothers’ potential barrier to transportation (Campbell-Grossman et al., 2009; Keating-Lefler et al., 2004).

**Program classroom.** The six-week program will be held in the career center’s conference room each week. The conference room is usually used for career center workshops, staff developments, and staff meetings.

**Children’s child care center.** The children’s child care center will be held in a separate room, and will be overseen by the child care specialist. Children will be engaged in group activities, homework assistance, coloring, reading, and will be provided snack and lunch, while their mothers participate in the program.
List of Materials Needed for Program

**Online job database.** Program participants will have access to an online job databases where they could create a profile, upload their resumes and cover letters, and search and apply for jobs. The online job database will be overseen by the career center’s job developer, who will screen and post job listings and establish and maintain relationships with potential employers.

**Handouts.**

- Program Application (see Appendix A).
- Confidentiality Agreement (see Appendix B)
- Program Outline (see Appendix C)
- Career Rainbow Activity (see Appendix D)
- Strengths (see Appendix E)
- S.T.A.R. (see Appendix F)
- Sample Chronological Resume (see Appendix G),
- Sample Functional Resume (see Appendix H)
- Sample Combination Resume (see Appendix I)
- Sample Cover Letter (see Appendix J)
- Elevator Speech (see Appendix K)
- Interview (see Appendix L)
- Program Survey (see Appendix N)
- Certificate of Completion (see Appendix O)
- Program Interview Questions (see Appendix P)
Textbook.


Online resources.

- YouTube Video: “What is LinkedIn?” (2 minutes) (http://www.youtube.com/watch?v=ZVIUwwgOfKw)
- O*Net Online (http://www.onetonline.org): The O*NET (Occupational Information Network) is a website that provides descriptions about occupations. Job seekers can utilize this website to assist them in writing resumes, researching salaries, and researching potential job opportunities.

Additional materials.

- Resume paper
- Eight Interviewing Portfolios
- Computers with Microsoft Word installed, internet access, and printer
- Room for children’s child care center
- Conference room for group sessions
- Food for children’s child care center
- Supplies for children’s child care center (i.e., coloring supplies, paper, television, DVD player, and DVDs, etc.)
- Food for culmination (i.e. lunch, fruit platter, cake, coffee, and tea)
- Supplies for culmination (i.e. paper plates, napkins, silverware, and cups)

Assessments

The proposed program will include career assessments for single mothers. Super’s Life-Career Rainbow (1980) and the Clifton StrengthsFinder will be
administered to participants of the program. The subsequent paragraphs will discuss these assessments.

**Super’s Life-Career Rainbow (1980).** Super’s Life-Career Rainbow assessment assists clients in identifying their life stages, life space, and life-style by acknowledging the life roles, which comprise their career (Super, 1980). Clients are given a “blank” Life-Career Rainbow to plot their past, present, and future life roles (Super, 1980). In addition, clients plot the range of years of these roles (Super, 1980). The assessment is qualitative and informal in nature, and therefore has no reliability or validity measure, but is high in face validity and utility. It is a self-report instrument.

**StrengthsFinder 2.0 (Rath, 2007).** The StrengthsFinder 2.0 assessment is grounded from Gallup’s 40-year study of human strengths (Rath, 2007). According to the StrengthsQuest website, the Clifton StrengthsFinder has helped over 9 million people discover their talents (Gallup Inc., 2010). The Clifton StrengthsFinder consists of a 30-minute online assessment (Gallup, Inc., 2010) that assesses your top five themes from 34 most common talents (Rath, 2007). Once individuals complete the assessment, they receive a “Strengths Discovery and Action-Planning Guide” (Rath, 2007, p. v). StrengthsFinder is quantitative and formal in nature, but no studies have explored its reliability or validity. This is a self-report instrument.

**Additional Procedures**

**Applicant pre-screening.** The applicant pre-screening will be conducted by the career counselor. The career counselor will review applicants’ applications and determine whether they are appropriate candidates for the program or whether they need to be referred to a career counselor. If the applicant meets the program requirements (as
described in chapter four), then the applicant will be invited to an in-person interview with the career counselor (as described in chapter four).

**Transition to Chapter 4**

Chapter three provided a justification for a six-week career intervention for single mothers. The next chapter will outline the proposed program, including the goals, objective, and structure of the program. An overview of the application, interview, and selection process of program candidates will be discussed along with an overview of the proposed program. Each of the six sessions and individual sessions will be outlined, including the sessions’ goals, objectives, needed materials, and planned discussions and activities.
Chapter 4: The Program

A Career Development Program for Single Mothers

Saturdays, 10:00 a.m. to 12:30 p.m.

Overall Program Goal

- The overall goal of the program is for single mothers to identify their life roles and strengths, and to learn job search strategies. To achieve this end, a six-week course will be implemented. This intervention will in turn increase participants’ career self-efficacy and multiple-role planning.

Overall Program Objective

- By the end of the program, participants will be able to demonstrate their knowledge of resume writing, networking, and interviewing and will be able to apply to at least one job. Actualizing these skills will also increase their self-efficacy and multiple-role planning.

Program Structure

- The format of the program will consist of six group sessions facilitated by a career counselor (2.5 hours each), and two individual sessions with a career counselor (60 minutes each).
- The group sessions will include the following topics: (a) Program Orientation and Super’s Lifespan Theory, (b) Individual Strengths, (c) Resumes and Cover Letters, (d) Networking and LinkedIn, (e) Interviewing Skills, and (f) Netiquette and Program Closing. Group sessions will be discussion and process oriented.
- The individual sessions will be 60 minutes in length and will include the following: (a) Resume and Cover Letter Critique and (b) Mock Interview.
Additionally, one week after the conclusion of the program, there will be an optional group meet-up session for program participants. The optional group meet-up will be facilitated by the career counselor, will be discussion based, and will incorporate empowerment strategies involving group self-advocacy and political activism among participants.
Pre Session: Applicant Screening and Program Admission

The applicant screening will consist of a program application (see Appendix A) and an in-person interview with a career counselor to assess whether clients are appropriate candidates for the program.

Program Application

Individuals who are interested in applying should visit the career center to fill out the three-page Program Application (see Appendix A). Applicants should complete the application and submit it along with a resume to be considered for the program. If applicants do not have a resume and need help constructing one, they may speak with a career counseling intern for a one-on-one session, before beginning the program.

- The program application will consist of open-ended response questions and one question using a five-point Likert scale, with the following anchors: (1 = Excellent, 2 = Above Average, 3 = Average, 4 = Below Average, and 5 = Poor).
- The application will include the following four sections: (a) Personal Information, (b) Education, (c) Employment, and (d) Additional Questions.

Eligibility

In order to be eligible for the program, the applicant must:

- Be a single mother – As stated in chapter one, single mothers will be defined as mothers who are single due to death of a spouse, divorce, desertion (Kotwal & Prabhakar, 2009), or are not married and who have dependent children under the age of 18 (Gonzalez, 2004).
- Be a first-time participant of this program. Previous participants of this program are not eligible for admission.
- Be at least 18 years old
- Have a clear and realistic job/career goal (which will be assessed during the interview with the counselor)
- Commit to attending the entirety of the program (which will be six consecutive Saturdays, 10:00 a.m. to 12:30 p.m.).
- Must submit their application by the application deadline. All applications received after this time, will be considered for the next program cohort.

Applicants who meet these requirements will be invited to an in-person interview.

**In-person Interview** (see Appendix P for Program Interview Questions)

The interview will be approximately 50-60 minutes in length. During the interview, the counselor will begin to establish a positive relationship with applicants and create optimism about program participation. The first 20-25 minutes of the interview will emphasize rapport building with the applicant. This will include learning more about the applicant’s life story and her children. The counselor will use the applicant’s application as an intake form to begin building rapport with the client.

Following, the counselor will ask the applicant open-ended interview questions to learn more about the individual, her career goals, what brought her to the program, her challenges, and what she would like to accomplish during the next six weeks. Each applicant will be asked the following questions (30-40 minutes): (a) Tell me about yourself? (b) What does your typical day look like from the time you get up to the time you go to bed? (c) What are your career goals? (d) What type of positions are you seeking? (e) Are there any challenges that may get in the way of these goals? (f) What barriers/challenges (if any) might impede your success in this program? (g) What do you
hope to gain from this program? (h) This program runs for six weeks, can you commit to attending six consecutive Saturday mornings? (i) Is there anything else you would like us to know?

Program Admission

Eight participants will be admitted to the program. Program admission will be on a rolling basis. Once eight spots have been filled, eligible applicants will be considered for the next cohort, and will interview at that time. The program will run five times a year.
Session 1: Orientation and Opening Session

The focus for the first session will be to introduce the program, discuss confidentiality (with confidentiality agreement, see Appendix B), and establish group norms. The session will include an orientation to Super’s Lifespan Theory (1980) and the concept of role salience.

Goals for Session 1

- To introduce the career program and establish group norms.
- To introduce Super’s Theory of Life Roles.

Behavioral Objectives

- Participants will be able to name several of the multiple roles introduced by Super.
- Participants will be able to identify the roles that they play (according to Super and their own assessments) in their lives currently.

Handouts and Materials Needed for Session

- Eight Confidentiality Agreements (see Appendix B)
- Eight Program Outlines (see Appendix C)
- Eight Career Rainbow Activity Handouts (see Appendix D)
- Eight StrengthsFinder 2.0 (Rath, 2007) books
- Crayons/colored pencils

Sequence of Activities

Welcome and Orientation to Program (10:00 a.m. to 10:25 a.m.)

- Group facilitator will welcome participants to the program.
- Introduce herself and her professional background.
- Discuss confidentiality.
Ice Breaker Activity (10:25 a.m. to 10:50 a.m.)

- A 25-minute icebreaker activity will be facilitated to provide participants the opportunity to build rapport with one another.
- Participants will break into partners and work within their pair. Participants will introduce themselves, describe their career area of interest, and explain what they hope to gain from the program.
- Partners will then introduce one another to the group.

Program Overview and Group Norms (10:50 a.m. to 11:20 a.m.)

- Facilitator will hand out the program outline and explain it to the participants. The program outline provides an overview of the program, the topics for each session, and session assignments.
- Facilitator and participants will establish group norms.

Super’s Lifespan Theory (11:20 a.m. to 11:30 a.m.)

- Facilitator will introduce Super’s Lifespan Theory and concept of multiple roles and role salience.
- According to Super’s Lifespan Theory (1980), individuals have a number of roles that they play simultaneously throughout their lives. These roles include: (a) child, (b) student, (c) leisurite (d) citizen, (e) worker, (f) spouse, (g) homemaker, (h) parent, and (i) pensioner (Super, 1980). The roles individuals play throughout their lifespan encompass their career (Super, 1980).
- Super identifies role salience as the level of importance individuals assign to each role (Sharf, 2010).
Following an overview of these life roles, the group facilitator will administer the Career Rainbow Activity (see Appendix D) for participants to complete.

Career Rainbow Activity (11:30 a.m. to 11:50 a.m.)

- Participants will complete the Career Rainbow Activity Handout (see Appendix D); the activity will be processed at the start of the next session.
- The facilitator will summarize and conclude today’s session so that participants could take the strengths assessment.

StrengthsFinder 2.0 (11:50 a.m. to 12:30 p.m.)

- Each participant will be given a StrengthsFinder 2.0 (Rath, 2007) book. Each book has an individual access code for participants to take the online assessment.
- Participants will be directed to the career center to take the 30-minute StrengthsFinder 2.0 (Rath, 2007) assessment.
- Participants will bring StrengthsFinder 2.0 (Rath, 2007) book and their printouts of strengths results to the next meeting.
Session 2: Individual Strengths

The focus for the second session will be on strengths development and will include an orientation to the StrengthsFinder 2.0 (Rath, 2007)

Handouts and Materials Needed for Session

- StrengthsFinder 2.0 (Rath, 2007) book
- Eight Strengths Handouts (see Appendix E)

Goal for Session 2

- Participants will learn about the importance of strengths as assessed by StrengthsFinder 2.0 (Rath, 2007).

Behavioral Objective

- By the end of the session, participants will be able to articulate their top five strengths and a related behavior for each of their strengths.

Sequence of Activities

Group Check-in and Rainbow Processing (10:00 a.m. to 10:30 a.m.)

- The session will begin with the group facilitator checking-in with the participants to see how they are feeling, and to discuss their career rainbows (see Appendix D).
- The group facilitator will ask participants to share their rainbows with the group and discuss what it was like for them to complete the activity.
- The facilitator will ask the following processing questions of the group: (a) Did any surprises come up for anyone in their rainbow? (b) What roles do you find most significant? (c) How does your rainbow affect your potential career going forward?
Strengths Discussion and Interpretation (10:30 a.m. to 12:00 p.m.)

- After processing the rainbow activity, the topic of strengths will be introduced. The discussion will begin with a processing question: What did you think of the StrengthsFinder 2.0 (Rath, 2007) assessment? The discussion will include ideas from Marcus Buckingham’s Strengths Video which can be found at: http://www.youtube.com/watch?v=hWZTdso2Njs.

- Facilitator will inform participants that they could look up the video on YouTube if they are interested.

- Following the discussion, the group facilitator will introduce the theory behind the StrengthsFinder 2.0 (Rath, 2007) Assessment. According to, the Gallup website, “a strength is the ability to consistently provide near-perfect performance in a specific activity. The key to building a strength is to identify your dominant talents, then complement them by acquiring knowledge and skills pertinent to the activity” (Gallup, Inc., 2014).

- Next, the group facilitator will provide a group interpretation of the assessment.

- Following the interpretation, the group facilitator will initiate a discussion about how knowledge of one’s strengths could be applied during the job search process (i.e. writing a resume, writing cover letters, and interviewing for jobs).

- The facilitator will pass out Strengths Handouts (see Appendix E). Participants will be asked to complete the handout; the activity will be processed in the next session.

- The facilitator will summarize and conclude today’s session so that participants could work on Job Description Activity independently.
Job Description Activity (12:00 p.m. to 12:30 p.m.)

- Participants will be directed to the career center to search for 2-3 job descriptions that they are interested in applying for; participants will be instructed to print the job descriptions and bring them to the next session.
Session 3: Resumes and Cover Letters

The focus for the third session will be an introduction to resumes and cover letters, and will include an introduction to the S.T.A.R. Technique.

- S.T.A.R. is an acronym for Situation, Task, Action, and Result.
  
  S: What was the situation or subject?
  
  T: What task was completed?
  
  A: What actions were taken to complete tasks and goals?
  
  R: What was the result or accomplishment?

- This S.T.A.R. Technique was adapted from the “S.T.A.R. Method for Behavioral Interviewing” on Lehigh University’s Career Services website:
  
  http://careerservices.sites.lehigh.edu/view_keyword.php?keyword_id=195

Handouts and Materials Needed for Session

- Eight S.T.A.R. Handouts (see Appendix F)
- Eight Sample Chronological, Functional, and Combination Resumes (see Appendix G, Appendix H, and Appendix I)
- Eight Sample Cover Letters (see Appendix J)
- Eight USB flash drives

Goal for Session 3

- Participants will learn the purpose of resumes and cover letters and how to tailor them to a job search.

Behavioral Objectives

By the end of the session

- Participants will be able to state three resume formats.
Participants will be able to apply the S.T.A.R. Technique to write at least one action and result oriented bullet point.

Participants will be able to identify key words in a job description.

**Sequence of Activities**

**Group Check-in and Activity Processing (10:00 a.m. to 10:15 a.m.)**

- The session will begin with the group facilitator checking-in with the participants about their Strengths Handout (see Appendix E). A 10-15 minute group discussion will be led to process the assignment.

**Resume and Cover Letter Discussion (10:15 a.m. to 11:30 a.m.)**

- The group facilitator will introduce the topic of resumes and cover letters and their purpose.
- An overview of chronological, functional, and combination formats will be presented. Sample resumes (see Appendix G, Appendix H, and Appendix I) and cover letter (see Appendix J) will be distributed.
- The S.T.A.R. Technique will be presented.
- An explanation will be provided about how to use the S.T.A.R. Technique to write action and result oriented bullet points.
- An overview of identifying key words and how to tailor a resume and cover letter using key words will be presented.

**Job Description and S.T.A.R. Activity (11:30 a.m. to 11:50 a.m.)**

- Participants will be asked to highlight key words in their job descriptions (from last session).
- Participants will write two action statement bullet points using the S.T.A.R. technique that could be used on a resume.

- Participants will be given a USB flash drive to work on their resumes and job-related documents.

Revise Resumes (11:50 a.m. to 12:30 p.m.)

- Participants will be directed to the career center to update and revise their resumes.

- Participants will turn in their resumes to the group facilitator for written feedback, which will be handed back to them in the subsequent session.
Session 4: Networking and LinkedIn

The focus for the fourth session will be on networking in one’s personal and professional life, and will include an overview of networking, the elevator speech, and an introduction to LinkedIn.

Handouts and Materials Needed for Session

- Eight Elevator Speech Handouts (see Appendix K)
- YouTube Video: “What is LinkedIn?” (2 minutes)
  (http://www.youtube.com/watch?v=ZVlUwwgOfKw)

Goal for Session 4

- Participants will learn about various self-marketing tools and techniques including the elevator speech, networking, and LinkedIn.

Behavioral Objectives

By the end of the session

- Participants will be able to state at least, three scenarios where an elevator speech is appropriate.
- Participants will be able to identify at least three methods of networking.
- Participants will be able to state at least three ways to utilize LinkedIn.
- Participants will have identified six networking contacts for the early stage of the job search.

Sequence of Activities

Group Check-in (10:00 a.m. to 10:10 a.m.)

- The group facilitator will hand out participants’ resumes with written feedback and suggestions.
- The session will begin with the facilitator checking-in with group participants to see how everyone is doing.

Networking Discussion (10:10 a.m. to 10:40 a.m.)
- The group facilitator will lead a discussion on networking and the advantages of tapping into the hidden job market.

Activity: Who’s in Your Network? (10:40 a.m. to 10:50 a.m.)
- Have participants create a list of everyone they know for three minutes. Have participants choose six individuals who would be good contacts to begin/continue the networking process.

Introduction to Elevator Speech (10:50 a.m. to 11:20 a.m.)
- Facilitator will provide an introduction to the elevator speech, and inform participants of the different scenarios an elevator speech may be used (i.e., networking event, job interview, family/friend gathering, etc.).
- Hand out Elevator Speech sheets (see Appendix K) and discuss examples.
- Participants will be instructed to write their elevator speech (15 minutes).

Introduction to LinkedIn (11:20 a.m. to 12:30 p.m.)
- Group facilitator will lead a discussion on social media and job search. The pros and cons of social media will be discussed as well the importance of a one’s online presence. Following, LinkedIn will be introduced.
- Group facilitator will start by showing a video: “What is LinkedIn” (two minutes).
- Group facilitator will login to LinkedIn and show participants the features, tools, and uses of LinkedIn.
- Participants will create a LinkedIn and start building their profile.
Session 5: Interview Skills

The focus for the fifth session will be interviewing and will include the different interview formats, common interview questions, and how to prepare for interviews.

Handouts and Materials Needed for Session

- Eight Interview Handouts (See Appendix L)

Goal for Session 5

- Participants will learn about interview formats, interview preparation, and applying the S.T.A.R. Technique when responding to behavioral interview questions.

Behavioral Objectives

- By the end of the session, participants will be able to identify three kinds of interviews and one related strategy.
- By the end of the session, participants will be able to state three common interview questions.
- By the end of the session, participants will be able to apply the S.T.A.R. Technique to answer at least one interview question.
- By the end of the session, participants will be able to articulate at least one question to ask an interviewer.

Sequence of Activities

Group Check-In (10:00 a.m. to 10:10 a.m.)

- The session will begin with a group check-in.
Elevator Speech Activity (10:10 a.m. to 10:25 a.m.)

- Participants will form pairs and practice their elevator speeches with one another, and provide feedback to each other.

Interviewing Discussion (10:25 a.m. to 11:05 a.m.)

- Pass out Interview Handouts (see Appendix L).
- The group facilitator will lead a discussion on interviewing, and the different interview formats (i.e. group, panel, individual, stress, and phone). The discussion will include information about how to prepare for interviews (including researching the company, appropriate dress attire, when to arrive, and how to answer interview questions using the S.T.A.R. Technique).
- S.T.A.R. is an acronym for Situation, Task, Action, and Result.
  S: What was the situation or subject?
  T: What task was completed?
  A: What actions were taken to complete tasks and goals?
  R: What was the result or accomplishment?
- This S.T.A.R. Technique was adapted from the “S.T.A.R. Method for Behavioral Interviewing” on Lehigh University’s Career Services website:
  http://careerservices.sites.lehigh.edu/view_keyword.php?keyword_id=195

Interviewing Activity (11:05 a.m. to 11:50 a.m.)

- Participants will be given time to write responses to two interview questions.
- Next, participants will develop two questions to ask the interviewer.
Following, participants will break into pairs and practice asking and answering the following questions: (a) Tell me about yourself. (b) What are your three greatest strengths? (c) What are your greatest weaknesses?”

Participants will provide feedback in pairs.

Update Resume and Write Cover Letter (11:50 a.m. to 12:30 p.m.)

Participants will make revisions to their resume and begin writing their cover letter for a desired position.
Session 6 (Final Session): Netiquette and Program Closing

The focus for the final session will be on netiquette, and will include information about job correspondence, e-mail, and phone etiquette. The program will conclude with a program survey and participants will be awarded a Certificate of Completion.

Handouts and Materials Needed for Session

- Eight Program Surveys (see Appendix N)
- Certificates of Completion (see Appendix O)
- Eight Interviewing Portfolios
- Food for culmination (i.e., lunch, fruit platter, cake, coffee, and tea)
- Supplies for culmination (i.e., paper plates, napkins, silverware, and cups)

Goals for Session 6

- Participants will learn about effective written and verbal job correspondence.
- Participants will complete a program survey.

Behavioral Objectives

By the end of the session

- Participants will be able to identify two kinds of job correspondence and when they are appropriate.
- Participants will provide feedback about their experience as a group member.

Sequence of Activities

Group Check-in (10:00 a.m. to 10:10 a.m.)

- The session will begin with a group check-in.
Netiquette Discussion (10:10 a.m. to 10:40 a.m.)

- The group facilitator will provide information about job correspondence (including requests for networking meetings, thank you letters, and reference lists), and how to communicate professionally via phone and e-mail.

Program Evaluation (10:40 a.m. to 10:55 a.m.)

- Participants will be handed a one-page anonymous program survey (see Appendix N) to assess: (a) what participants learned, (b) areas for program improvement, and (c) success of the program. The survey will consist of a combination of questions using five-point Likert scales, with the following anchors: (1 = Excellent, 2 = Above Average, 3 = Average, 4 = Below Average, and 5 = Poor); (1 = Very Safe, 2 = Safe, 3 = Neither, 4 = Unsafe, and 5 = Very Unsafe); (1 = Strongly Agree, 2 = Agree, 3 = Neither, 4 = Disagree, and 5 = Strongly Disagree); (1 = Very Confident, 2 = Confident, 3 = Neither, 4 = Unconfident, and 5 = Very Unconfident); and open-ended response questions.

- The program survey will include the following questions: (a) Overall, how would you rate this program? (b) What did you find most valuable in this program? (c) What did find least valuable? (d) What could have made this program better? (e) To what extent did session assignments aid/reinforce your learning? (f) How would you rate the knowledge of the group facilitator? (g) How effective was the facilitator in encouraging discussion? (h) Please indicate to what extent the group facilitator made you feel safe during group and individual sessions? (i) To what degree do you agree with the following statement: I am confident that I will find employment (please circle your response). (j) Since the start of the program, how confident are you that you will find employment (please circle your response)?
Since the start of the program, how optimistic do you feel about the outcome of finding a job? Are there any additional comments that you would like to share?

Final Job Preparation (10:55 a.m. to 11:30 a.m.)

- Program participants will be given time in the career center to work on their job search. This may include searching for jobs, writing their cover letters, and/or updating their LinkedIn page, etc. During this time, the program staff will set up for the culminating activity.

Program Culmination (11:30 a.m. to 12:30 p.m.)

- Participants will be invited to a program culmination gathering to honor participants’ achievements. Participants will be awarded a Certificate of Completion (see Appendix O), and will be given a portfolio to use in their job search, interviews, and professional development. A light lunch and refreshments will be served to celebrate their success.
- Culminating participants will be encouraged to stay in touch and inform us if they receive a job offer and/or accept a job offer.
Individual Sessions

**Session 1: Resume and Cover Letter Critique**

Participants will have one 60-minute individual session with a career counselor to review their resume and cover letter. Participants are encouraged to bring one or more job descriptions for the positions for which they are applying. The counselor will provide feedback and recommendations.

**Session 2: Mock Interview**

Participants will have one 60-minute mock interview session with a career counselor to practice their interview skills. The career counselor will ask common interview questions while the participant is being videotaped. The career counselor will then provide feedback and tips while watching the video with the client. Clients will be given a copy of their mock interview at the end of their session.
Chapter 5: Project Evaluation

Introduction to Chapter

Chapter five examines the utility, currency, structure, and quality of the proposed program. An evaluation committee was chosen to examine chapters one, four, and the appendices of the current project. Committee members were asked to provide their feedback by answering ten questions about the proposed program (see Appendix M). This chapter will discuss the project evaluators and their feedback with regards to the proposed program.

The evaluators were asked the following questions: (a) In the present day economy, how applicable and timely is this intervention? (b) In the present day, how relevant are the topics and information presented with regards to job search and trends? (c) With regards to the number of single mothers expanding in the U.S. (United States Census Bureau, 2011), how might the incorporation of the children’s area address the needs of this challenged population? (d) How appropriate is the administration of StrengthsFinder 2.0 (Rath, 2007), Super’s Career Rainbow Activity, S.T.A.R. method and elevator pitches for this population? (e) Considering the population, how appropriate is the length of the program and individual sessions? (f) In the present day economy, would you add any components to the structure of this program? (g) How does this program support the needs and challenges of single mothers? (h) How could this program raise single mother’s career self-efficacy and multiple-role planning? (i) This program stems from two theoretical frameworks: Super’s Lifespan Theory (1980) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994; 2000). How appropriate is the
use of these theories with single mothers? (j) How could this program successfully assist single mothers to transition from welfare to work?

**Evaluation Committee and Qualifications**

The evaluation committee consisted of two evaluators who currently work in Career Development. Evaluator one is a Nationally Registered and Master Certified Career Counselor, with over 24 years of experience in corporate, educational and non-profit settings. She obtained her Master’s Degree in Educational Psychology/Counseling from California State University, Northridge. Currently, she splits her time working as a career counselor at non-profit organization (where she has worked for 14 years) and a career counselor and adjunct faculty member at a community college (where she has worked for 17 years).

Evaluator two is a Master Certified Counselor, with experience working in organizations, colleges, consulting groups, and private practice. She obtained her Master’s Degree in Educational Psychology, Counseling from California Polytechnic State University San Luis Obispo. Currently, she works for Kaiser Permanente's Workforce Development initiative providing career services to union represented employees and teaches part-time. Additionally, Evaluator two 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.”

**Summary of Evaluators’ Feedback**

**Question one.** In the present day economy, how applicable and timely is this intervention? Evaluator one thought the program was timely and applicable. She further
went on to say that the proposed program, “includes a number of different tools and strategies, all of which could assist these single parents get a foothold in the workplace.”

Evaluator two found the intervention applicable and timely. She stated, “This intervention is both applicable and timely, that of providing women in bread-winning roles with practical skills and opportunities to develop self-confidence related to finding jobs in this recovering, but still struggling, economy.”

**Question two.** In the present day, how relevant are the topics and information presented with regards to job search and trends? Feedback from evaluator one stated, “In any job search/career development workshop series, the topics would need to include ice breaking exercises, discussion of roles, clarity of strengths, resumes, interviewing, networking and LinkedIn as well as group closure and evaluations. Although this population has its own specific needs and issues, the same proposed exercises and strategies would apply to them as well.”

Evaluator two thought the topics and information described in the project are relevant for today’s job search. She thinks resume and interview skills are “critical self-marketing tools,” and the incorporation of LinkedIn and Netiquette are “strong positive updates.” Additionally, she went on to say that the inclusion of assessments and discussions for increasing self-confidence and awareness contributes to the potential for single mothers’ success “in effectively using the more tangible tools” of the program.

**Question three.** With regards to the number of single mothers expanding in the U.S. (United States Census Bureau, 2011), how might the incorporation of the children’s area address the needs of this challenged population? Feedback from evaluator one stated an affective program would need to add address the concern of child care for single
mothers. Evaluator one further stressed, “To incorporate a children’s area into the design of the program seems to be a critical component for the program to succeed.”

Evaluator two mentioned that the incorporation of a children’s area is an excellent idea for the program. Through a children’s area, participants could avoid child care arrangements and costs. Furthermore, the children’s area could create peace of mind for single mother participants, since children are close by and their mothers know that they are being taken care of.

**Question four.** How appropriate is the administration of StrengthsFinder 2.0 (Rath, 2007), Super’s Career Rainbow Activity, S.T.A.R. method and elevator pitches for this population? Evaluator one stated that the aforementioned interventions are appropriate for single mothers. Moreover, she stated that the principles behind the StrengthsFinder assessment could be applied to single mothers even though this population will be looking for quick and realistic work. Additionally, evaluator one felt the S.T.A.R. method and elevator pitches are appropriate for all populations, including single mothers. With regards to Super’s Career Rainbow Activity, evaluator one stated:

Individuals can use the Rainbow to plot their previous and current life-role activities. They can discuss the values they seek to express in each life role and their level of satisfaction with their current activities. Future scenarios can also be clarified as individuals identify future life roles in which they hope to participate and the values they hope to express in each future life role. This concept is an important one for a single mother to understand before searching for work that will be meaningful to her.
Evaluator two thought that each of the tools offered “the potential for insight and guidance” and are appropriate/accessible for single mothers and the overall program goals. She explicated further that, “What will be most important is ensuring that participants understand and can apply their results to their job searches.”

**Question five.** Considering the population, how appropriate is the length of the program and individual sessions? Evaluator one expressed concern that an eight-week career development program is too long for single mothers due to their time constraints. As such, evaluator one suggests combing Session 1 and Session 2 into one session; and combining the two individual appointments into one 1.5-hour session. She thinks shortening the program into six sessions will help increase completion rates for single mothers.

Evaluator two thought the length of the program and individual sessions were appropriate for the population. Moreover, she thought Saturday mornings would work well for this population and would not interfere with their job search or parenting activities. Evaluator two also felt that 90-minutes sessions and a 6-week period are doable considering the content of the program. She further stated that time-management during the sessions will be important.

**Question six.** In the present day economy, would you add any components to the structure of this program? Feedback from evaluator one suggested including more information on self-esteem and the importance of self-confidence during an interview. Moreover, evaluator one suggested providing additional resources to participants in the last session (e.g., information about additional resources for support and mental assistance services, additional WorkSource Centers, areas for volunteering, and job
Another suggestion by evaluator one is to include a discussion about the job market and trends. Evaluator two stated that she strongly recommends including:

A model/theory or a facilitated discussion or both – indicating the presence of uncertainty and ambiguity in today’s world of work and the importance of being flexible/adaptable and open to possibilities one may not have previously considered. Examples include Krumboltz’ Planned Happenstance or Bright’s equivalent theory and applications.

**Question seven.** How does this program support the needs and challenges of single mothers? Evaluator one pointed out that single mothers have numerous barriers; furthermore, they play the roles of mother and father to their children. As such, she stated:

This program definitely gives these single mothers a feeling that there is assistance available and that they are not alone. The program needs to include information about how to use other community resources, where to get parental and family support, get financial aid, etc. so that the needs and interests of the children are met as well as those of her own.

Evaluator two stated that the program offers a small group environment that offers support. Furthermore, she explicated further that the format of the program “provides opportunities for meeting like-minded and motivated people as well as for networking.” Evaluator two felt that the female program facilitator would likely become a role model for the single mother participants. Additionally, evaluator two felt the content of the program is solid and results in practical/tangible tools and application with regards to job
searching. Furthermore, the program supplies all necessary materials to participants as well as child care.

**Question eight.** How could this program raise single mother’s career self-efficacy and multiple-role planning? Evaluator one thought the influence of employment seems to have a positive affect and is directly related to self-efficacy for everyone. Correspondingly, “If this program can give a single mother hope for realistic employment and strategies to get there, then the program would definitely help raise her self-efficacy.”

Evaluator two stated, “Built into the program are various opportunities for participants to interact with others, gaining not only support for their mutual concerns about work, but also recognition of their strengths and other potential contributions to the workplace.” Evaluator two stated that that the program exercises and activities are geared towards this goal, which make activity debriefs a critical component of the proposed program. Additionally, the components of practice and reinforcement that are built into the proposed program “are instrumental in instilling confidence in job seekers.” Evaluator two also stated that the individual resume and interview feedback from a professional woman contributes to increasing self-efficacy for the participants.

**Question nine.** This program stems from two theoretical frameworks: Super’s Lifespan Theory (1980) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994; 2000). How appropriate is the use of these theories with single mothers? Evaluator one explained that the program gives a feeling of hope to single mothers since the theories aim to work on a person’s self-confidence, clarify their stages of career development, and offer strategies appropriate to these life stages.
Evaluator two felt the two theoretical frameworks are appropriate to use with single mothers. With regards to Super’s Lifespan Theory, Super’s life stages/roles could be shared with “participants overtly in the form of the practical and visual Rainbow activity.” Moreover, Social Cognitive Career Theory (SCCT) offers the counselor ideas for including confidence building and goal setting within the six-week curriculum. With regards to SCCT, evaluator two added, “The tenets of the theory are conceptual and high context, however, and need not be explained overtly to participants.”

**Question ten.** How could this program successfully assist single mothers to transition from welfare to work? Evaluator one thought the program gives single mothers the tools necessary to face the job search if they are able to successfully complete the program since it is comprehensive and includes strategies for creating a plan for success.

Evaluator two suggested the proposed program offers a foundation of support, learning, feedback, and practical job search tools for single mothers seeking employment. She recommended (a) partnering with a placement service, a one-stop enter, or a community recruitment program, and (b) offering an ongoing job club, once or twice a month to keep participants motivated and accountable during their job search, and sustain the positive effects participants gained through the program.

**Summary of Findings and Evaluation**

Overall, the evaluation committee agreed that the proposed program for single mothers is applicable and timely in today’s economy. Moreover, evaluators agreed that the interventions used are appropriate for the population and aid in building self-efficacy in these women.
Furthermore, the evaluators provided several suggestions to help strengthen the proposed program. These suggestions include: combining sessions to shorten the overall length of the program, including a facilitated discussion about being flexible/adaptable and open to possibilities in today’s world-of-work, and including information about additional community resources for single mothers. The committee’s feedback and suggestions were discussed, and modifications were made to the program to incorporate some of these suggestions.

Since receiving feedback from committee members, several changes have been made to the program to increase program completion rates and build self-efficacy and confidence in single mothers. Specifically, each session was increased to 2.5 hours and homework assignments were incorporated as session activities.

**Project Conclusion**

In conclusion, the proposed program was designed to assist single mothers in transitioning to the world-of-work. Single mothers’ obstacles to employment were examined and an in depth review of the literature was discussed. The proposed program stems from two theoretical frameworks: Super’s Lifespan Theory (Super, 1980) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994), and aims to build self-efficacy, multiple role planning, and self-confidence in single mother participants. The proposed six-week career development program incorporates a variety of interventions to assist participants in their job search including: (a) identifying single mothers’ life roles and (b) strengths, (c) building their resumes and cover letters, (d) learning to network effectively, (e) strengthening their interview skills, and (f) learning how to professionally correspond to messages and e-mails. The proposed program consists of six group-
facilitated sessions (which are discussion and process oriented) and two individual sessions with a career counselor. The proposed program aims to assist single mothers in finding employment by emphasizing their strengths, building their self-efficacy, and increasing their positive outcome expectations, through the completion of session activities.
References


http://content.ebscohost.com.libproxy.csun.edu/pdf13_15/pdf/2003/JFS/01Jun03/10846116.pdf?T=P&P=AN&K=10846116&S=R&D=aph&EbscoContent=dGJyMNHX8kSep7c4v%2BbwOLCmr0yeqLFSsaq4SbeWxWXS&ContentCustomer=dGJyMPGtsk2vp7NJuePfgeyx44Dt6fIA

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10.1007/s10834-009-9173-8


Appendix A

Program Application

**Please complete this application and submit it along with your resume to be considered for the program. If you do not have a resume and need help constructing one, please speak with one of our career counseling interns for a one-on-one session, before beginning the program.

Today’s Date: _____________________________

### PERSONAL INFORMATION

Last Name: _____________________________ First Name: _____________________________

Birthday (Month, Day, Year): _____________________________

Phone: _____________________________ Is it okay to leave a voicemail?  Yes  No

E-mail: ____________________________________________________________

Preferred method of contact:  Phone    E-mail

Are you a single mother?  Yes  No

How many children do you have?  __________

In the table below, please indicate the members living in your household.

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<tr>
<th>NAME</th>
<th>AGE</th>
<th>RELATIONSHIP</th>
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Do you have transportation?  Yes  No
Appendix A Continued

Program Application (Page 2)

EDUCATION

1. In the table below, please list your education and certificates/degrees earned.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>EMPHASIS</th>
<th>DEGREE EARNED</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
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<tr>
<td>College</td>
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<tr>
<td>Vocational School</td>
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<tr>
<td>Graduate School</td>
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</tbody>
</table>

2. Please list any additional education/coursework that you’ve completed: 
   ________________________
   ________________________
   ________________________
   ________________________

EMPLOYMENT HISTORY

Are you currently employed?    Yes    No

If so, where? ___________________ Position Title: ___________________

How many hours do you work each week? ______________

What is your average monthly income? ______________

Are you currently seeking employment?    Yes    No

If so, what kind of position are you seeking? ___________________

Are you currently receiving any supplemental income?    Yes    No

If so, please explain: ___________________
ADDITIONAL QUESTIONS

1. How did you hear about this program?

2. What do you hope to gain from this program?

3. In the table below, please list your greatest strengths and weaknesses.

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
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4. Please list your skills (i.e. computer skills, languages spoken, etc.)

5. To what degree do you agree with the following statement: I am confident that I will find employment (please circle your response).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

6. Is there anything else that you would like us to know?
Appendix B

_Informed Consent & Confidentiality_

**This confidentiality/informed consent agreement was adapted from the ACA Code of Ethics.**

Welcome! This program is designed specifically for single mothers seeking employment. Over the next six weeks, you will learn job strategies and techniques to assist you in your search for employment. The following document will provide you with general information about the program, your rights as the client, and what to expect over the next six weeks.

**Program Structure, Length, and Requirements**

This program will last six weeks. Each session will be approximately 2.5 hours in length. In addition, each participant will receive two individual (60-minute) counseling sessions with a career counselor, in which they will have an individual resume critique and mock interview. Participants are required to attend each session for its full length. If an emergency arises in which you cannot attend a group session or your individual appointment with the counselor, please notify the counselor at your earliest convenience. This program does not guarantee employment. This program provides participants with tools and techniques to apply to their job search. The program does not guarantee placement. Participants are expected to apply for positions independently and report to the career counselor if they accept employment. If based on the career counselors’ judgment or your judgment, the program is detrimental to your growth or your behavior inhibits the growth of others, you may be referred to community resources and asked to leave the group.
Confidentiality Policy

The program is committed to respecting your privacy and confidentiality. As a career counselor, I adhere to American Counseling Association (ACA) Code of Ethics. Under these standards, any information that you provide during group or individual sessions will not be shared without your consent.

The career counselor may consult with program staff regarding your progress. Program staff is also obligated to abide by confidentiality in accordance with the ACA Code of Ethics. In addition, confidentiality must be held within the group and among group members. Please note that confidentiality cannot be guaranteed among group members, but will be discussed in the first session and is an expectation of this program.

Exceptions to Confidentiality

The following are acceptations to confidentiality:

- The counselor may break confidentiality if he/she suspects the client is of harm to their self or of harm to others, including children or the elderly.
- The counselor may break confidentiality if he/she is subpoenaed by court to release confidential or privileged information.
Consent Statement

I have read the above document and understand the contents it contains. By signing below, I certify that I understand the information presented above and I agree to the contents of this agreement.

Participant Name: ________________________________

Participant’s Signature: ___________________________ Date: ________________

Career Counselor: ________________________________

Counselor’s Signature: _____________________________ Date: ________________
Appendix C

Program Outline

A Career Development Program for Single Mothers

Saturdays, Dates (TBD), 10:00 a.m. to 12:30 p.m.

Program Description

The following 6-week program provides job search strategies and techniques for single mothers.

Required Text (provided)


Children’s Area

A complementary, supervised children’s child care center will be available each week during session meetings. Parents are welcome to bring their children to the children’s child care center while they attend class sessions. The children’s child care center will be supervised by our child care specialist. Snacks and lunch will be provided. The child care specialist will facilitate activities, provide homework assistance, and care for children. Activities may include arts and crafts, movies, and reading, etc.

Attendance Policy

Participants are required to come to all (6) program sessions in order to receive a *Certificate of Completion* for the program. Please contact the counselor if an emergency arises and you are unable to attend a session.
Appendix C Concluded

Program Outline (Page 2)

Program Schedule

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>SESSION TOPIC</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1      | Orientation and opening session | ▪ Discuss confidentiality & group norms  
▪ Complete Career Rainbow Activity Handout.  
▪ Take StrengthsFinder 2.0 (Rath, 2007)  
▪ Bring book & results to session 2 |
| 2      | Individual Strengths           | ▪ StrengthsFinder 2.0 Interpretation  
▪ Complete Strengths Handout  
▪ Job Description Activity; bring 2-3 job descriptions to next session |
| 3      | Resumes & Cover Letters        | ▪ Job Description & S.T.A.R. Activity  
▪ Revise resumes |
| 4      | Networking & LinkedIn          | ▪ Who’s in Your Network?  
▪ Write Elevator speech  
▪ Create LinkedIn |
| 5      | Interview Skills               | ▪ Interviewing Activity  
▪ Revise resumes |
| 6      | Netiquette & Program Closing   | ▪ Program Survey  
▪ Job Preparation in the Career Center  
▪ Program Culmination |
Appendix D

_Career Rainbow Activity_

This activity was adapted from Super’s Career Rainbow (1980).

According to Super (1980), there are nine major roles that people play which comprise an individual’s career: (a) child, (b) student, (c) leisurite (d) citizen, (e) worker, (f) spouse, (g) homemaker, (h) parent, and (i) pensioner (Super, 1980).

**Activity Directions:**

1. In each of the rainbow arches, write a multiple role introduced by Super, and/or the life roles that you play.

2. Use different colors to shade in your life roles from birth to age 100.
Appendix E

Strengths Handout

How I use my STRENGTHS

**Strength 1**

How I use this strength: __________________________________________


**Strength 2**

How I use this strength: __________________________________________


**Strength 3**

How I use this strength: __________________________________________


**Strength 4**

How I use this strength: __________________________________________


**Strength 5**

How I use this strength: __________________________________________
Appendix F

S.T.A.R. Technique

The S.T.A.R. Technique could be used to write a resume or interview for a position.


<table>
<thead>
<tr>
<th>S</th>
<th>What was the situation or subject?</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>What task was completed?</td>
</tr>
<tr>
<td>A</td>
<td>What actions were taken to complete tasks and goals?</td>
</tr>
<tr>
<td>R</td>
<td>What was the result/accomplishment?</td>
</tr>
</tbody>
</table>

Examples Using the S.T.A.R. Technique

Creating Resume Bullet Points Using S.T.A.R.

Below, an example bullet for a mother who volunteers at her child’s school PTA:

- Collaborated with 10 PTA parents to organize a bake sale and fundraise money for educational fieldtrips, resulting in $2,500 raised.

<table>
<thead>
<tr>
<th>S</th>
<th>Fundraise money for educational fieldtrips</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Organized bake sale.</td>
</tr>
<tr>
<td>A</td>
<td>Collaborated with 10 PTA parents.</td>
</tr>
<tr>
<td>R</td>
<td>$2,500 raised</td>
</tr>
</tbody>
</table>
Interview Question Example: What is your greatest strength?

Answer: Time-management.

Example Answer Using S.T.A.R. Technique:

<table>
<thead>
<tr>
<th>S</th>
<th>Strength of time-management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Full-time student, worked part-time on campus, and actively participated in on-campus events.</td>
</tr>
<tr>
<td>A</td>
<td>Kept calendar and prioritized tasks.</td>
</tr>
<tr>
<td>R</td>
<td>Maintained a high GPA.</td>
</tr>
</tbody>
</table>

One of my greatest strengths is time-management. For instance, last semester, I was a full-time student, worked part-time on campus, and actively participated in on-campus events, while maintaining a high GPA. I was able to manage all of my responsibilities by keeping a calendar and prioritizing my tasks.

This S.T.A.R. Technique was adapted from the “S.T.A.R. Method for Behavioral Interviewing” on Lehigh University’s Career Services website.
Appendix G

Sample Chronological Resume (Times New Roman 12 Font)

Jessica Peach

Woodland Hills, CA 12345 • (123) 456-7890 • jessica.peach@gmail.com

OBJECTIVE: Office Manager at Sweet Tooth Dental Center

EDUCATION

Los Angeles Pierce College | Woodland Hills, CA Sept. 2013 – May 2014
• Relevant Coursework: Introduction to Business, Introductory Accounting, and Payroll Accounting

High School Diploma June 2010
Northridge High School | Northridge, CA
• Activities: Key Club

RELEVANT EXPERIENCE

ABC Dental Office Dec. 2012 – Present
Receptionist | Woodland Hills, CA
• Provide excellent customer service by greeting patients, answering telephones, scheduling appointments, receiving payments, and issuing receipts
• Alphabetize, file, and maintain confidential patient records
• Manage day-to-day administrative tasks including filing paperwork, photocopying, and faxing documents

Receptionist | Thousand Oaks, CA
• Greet patients, schedule follow-up visits, and make follow-up calls after patient visit
• Maintain office cleanliness by organizing paperwork and sanitizing workspace
• Trained new employees in Receptionist tasks and Open Dental software

SKILLS

• Software: Knowledge of Dentrix and Open Dental
• Computer: Intermediate proficiency in Microsoft (Word, Excel, and PowerPoint)
• Languages: Bilingual in English and Spanish
OBJECTIVE: Seeking an Administrative Assistant Position

PROFESSIONAL SKILLS

Customer Service

- Provided excellent customer service by greeting customers, answering telephones, resolving customer concerns, and ensuring customer satisfaction
- Patient and personable with a client centered work ethic
- Trained new employees in ringing up merchandise, issuing receipts, and returning/exchanging merchandise
- Serviced 50-70 customers per hour while maintaining quick and accurate transactions

Computer Proficiency

- Proficient in Microsoft (Word, Excel, PowerPoint, and Outlook); Type 65+ wpm
- Knowledge of PC and Mac computer software
- Proficient in social media platforms including Facebook, Twitter, and LinkedIn

Communication

- Strong interpersonal skills including active listening and problem solving; excellent written and verbal communication
- Skilled in learning and completing tasks in a timely manner; Proven ability to take initiative and work independently and on a team
- Fluent in English and Spanish

EMPLOYERS

- Target | Woodland Hills, CA
- Ross | Tarzana, CA
- Ralphs | Woodland Hills CA

EDUCATION

General Educational Development Diploma
Appendix I

Sample Combination Resume (Calibri 11 Font)

Michelle Spaghetti Squash, CNA
Los Angeles, CA • (123) 456-7890 • Michelle_Squash@gmail.com

CORE COMPETENCIES AND SKILLS
• Certified Nurse Assistant with excellent patient care, interaction, and rapport building
• Experience maintaining highly sensitive and confidential patient records
• Knowledge of and compliance with HIPPA regulations and standards
• Knowledge of medical terminology and equipment
• Commended for excellent rapport building with patients and families

CERTIFICATION AND LICENSES
• Certified Nurse Assistant
• CPR and First Aid Certified

RELEVANT EXPERIENCE
Certified Nurse Assistant
ABC Senior Living Community | Northridge, CA
July. 2012 - Present
• Provide excellent care by checking patients’ vital signs including their pulse, heart rate, and blood pressure
• Check patients’ medication dosages and administer medication according to patients’ schedules or as needed
• Assist licensed nurses in admitting patients, assessing patients, and discharging patients from facility

Certified Nurse Assistant Clinical Intern
ABC Home for the Aging | Los Angeles, CA
June 2012
• Completed 100 hours of supervised clinical training which included direct patient contact
• Provide excellent client care by greeting patients, checking their vital signs, and upholding HIPPA regulations

ADDITIONAL SKILLS
Computer: Proficient in Microsoft (Word and Excel)
Languages: Bilingual in English and Spanish

EDUCATION
Certified Nurse Assistant Training | American Red Cross
June 2012
High School Diploma | Northridge High School
June 2011
Appendix J

Sample Cover Letter (Times New Roman 12 Font)

Jessica Peach

Woodland Hills, CA 12345 • (123) 456-7890 • jessica.peach@gmail.com

February 28, 2014

Dear Mr./Ms. ____________________,

INTRODUCTION (1 Paragraph): This letter is to express my interest in the Office Manager position at Sweet Tooth Dental Center. I learned about this opening through Sarah Sprinkle from Dental Planet ABC.

BODY (1-2 Paragraphs): At present, I work as a receptionist at ABC Dental Office where I communicate with patients daily about their appointments, payments, and future dental care services. My background as a dental receptionist has increased my dental terminology and patient-centered work ethic. I strive on presenting a personable and professional attitude towards patients to make their experience at the dental office more pleasant. Moreover, I’ve taken a number of business and accounting courses to familiarize myself with the payroll process.

CLOSING (1 Paragraph): I am confident that my accounting coursework and background as a dental receptionist make me an ideal candidate for this position. I look forward to speaking with you and discussing my skills and qualifications in detail. Thank you in advance for your time and consideration.

Sincerely,

Jessica Peach

Jessica Peach
Appendix K

_Elevator Speech Handout_

Elevator pitch (or your 30-second pitch) = a short introduction to you and your background.

**When to Use Your Elevator Pitch:**

- Job interviews, networking events, family gatherings, and social events

**Your elevator pitch should include:**

1. Information about you: Who are you?
2. Your Background: A brief introduction or summary of your experience.
3. Your Future: What are your interests and future goals?

**Sample Elevator Pitches**

**Sample 1:**
Hello, my name is Lisa. I’m a student at Pasadena City College where I’m working towards my associate’s degree in dental hygiene. In addition, I work full-time as an office receptionist at a dental office. Once I finish my program, I plan to work as a dental hygienist and inform individuals about the importance of oral health.

**Sample 2:**
Hello, my name is Jessica. I’m a student at California State University, Northridge where I am working towards my bachelor’s degree in philosophy. Currently, I work at the university’s career center, where I’ve had the opportunity to assist students with job correspondence, such as resumes and cover letters. Through this experience, I’ve gained an interest in counseling and helping others in their job search. My interests lie in helping others in their career development by assisting them with their career development skills and facilitating their job search.

**Sample 3:**
Hello, my name is Sandra. I’m currently a Nurse at Northridge Hospital. I began my career as a Certified Nurse Assistant where I played a key role in patients’ care. I provided direct care to patients by checking their vital signs, such as their pulse, heart rate, and blood pressure. In addition, I administered medication to patients daily, and ensured that doses were correct. My patient, personable, and patient centered approach helps me to quickly build rapport with my patients and make a difference in their lives. In the future, I would like learn more about the process of earning a BSN.
Sample 4:
Hello, my name is Angelica. Currently, I am a full-time student in an 8-week training course, which prepares individuals to work in a bank. In addition, I work at Target on the weekends as a cashier. My experience includes several years of cashiering and customer service experience. My career goals are to obtain a position as a bank teller, and eventually move up to a personal banker.

Sample 5:
Hello, my name is Vanessa. Currently, I am a Parent Teacher Association volunteer at my daughter’s elementary school. My skills include proficiency in Microsoft Word and Excel and, I am bilingual in Spanish. At this time, I am seeking entry-level positions in customer service.
Appendix L

Interviewing Handout

COMMON TYPES OF INTERVIEWS

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>An initial interview over the phone usually used to screen for an invitation for an in-person interview</td>
</tr>
<tr>
<td>One-on-one</td>
<td>An individual interviews you</td>
</tr>
<tr>
<td>Panel</td>
<td>Group interviews you</td>
</tr>
<tr>
<td>Group</td>
<td>You are interviewed with other candidates</td>
</tr>
<tr>
<td>Skype</td>
<td>Interview via Skype</td>
</tr>
<tr>
<td>Stress</td>
<td>An interview designed to put the candidate in a stressful situation. Stress interviews may include difficult questions, multiple interviewers, and/or sequential interviews. These interviews are designed to see how the candidate reacts under pressure.</td>
</tr>
</tbody>
</table>

SAMPLE INTERVIEW QUESTIONS

- Tell us about yourself.
- What do you know about our organization?
- What are your top three strengths?
- What is your weakness?
- Why should we hire you?
- Please give an example of a time that you had to work in a group.
- Please give an example of time that you had to accomplish a difficult task.
- Can you tell us about a time when you disagreed with your supervisor?
- Do you have any questions for us?

**Remember to use the S.T.A.R. Technique when answering interview questions. See S.T.A.R. Handout (Appendix F).**
INTERVIEW TIPS

Before the Interview:

- Make a test drive to location the day before.
- Prepare your interview Portfolio with additional resumes and your references on resume paper.

Day of the Interview:

- Don’t wear scented perfumes the day of the interview.
- Go for a natural look: wear light/natural makeup. No funky hair styles. Have groomed nails with no funky colors (French manicures and light pinks are ok to wear. When in doubt about the color, do not wear polish).
- Arrive 10-15 minutes early the day of the interview.
- Greet everyone and be professional with all staff.
- Bring your Interview Portfolio (with additional resumes and your list of references).
- At the end of the interview, thank interviewer(s) and ask for business cards from interviewer(s).

After the Interview

- Send Thank You Note/Card within 24 hours to each interviewer.
- Follow up with initial contact if you have not heard back by date that they gave you.
Appendix M

Questions for Evaluators

1. In the present day economy, how applicable and timely is this intervention?
2. In the present day, how relevant are the topics and information presented with regards to job search and trends?
3. With regards to the number of single mothers expanding in the U.S. (United States Census Bureau, 2011), how might the incorporation of the children’s area address the needs of this challenged population?
4. How appropriate is the administration of StrengthsFinder 2.0 (Rath, 2007), Super’s Career Rainbow Activity, S.T.A.R. method and elevator pitches for this population?
5. Considering the population, how appropriate is the length of the program and individual sessions?
6. In the present day economy, would you add any components to the structure of this program?
7. How does this program support the needs and challenges of single mothers?
8. How could this program raise single mother’s career self-efficacy and multiple-role planning?
9. This program stems from two theoretical frameworks: Super’s Lifespan Theory (1980) and Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994; 2000). How appropriate is the use of these theories with single mothers?
10. How could this program successfully assist single mothers to transition from welfare to work?
Appendix N

Program Survey

1. Overall, how would you rate this program (please circle your response)?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
</table>

2. What did you find most valuable in this program?

__________________________________________________________________________________________

__________________________________________________________________________________________

3. What did you find least valuable?

__________________________________________________________________________________________

__________________________________________________________________________________________

4. What could have made this program better?

__________________________________________________________________________________________

__________________________________________________________________________________________

5. To what extent did session assignments aid/reinforce your learning (please circle your response)?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
</table>

6. How would you rate the knowledge of the group facilitator (please circle your response)?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
</table>

7. How effective was the facilitator in encouraging group discussion?

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
</table>
Appendix N Concluded

Program Survey (Page 2)

8. Please indicate to what extent the group facilitator made you feel safe during group and individual sessions?

<table>
<thead>
<tr>
<th>Very Safe</th>
<th>Safe</th>
<th>Neither</th>
<th>Unsafe</th>
<th>Very Unsafe</th>
</tr>
</thead>
</table>

9. To what degree do you agree with the following statement: I am confident that I will find employment (please circle your response).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

10. Since the start of the program, how confident are you that you will find employment (please circle your response)?

<table>
<thead>
<tr>
<th>Very Confident</th>
<th>Confident</th>
<th>Neither</th>
<th>Unconfident</th>
<th>Very Unconfident</th>
</tr>
</thead>
</table>

11. Since the start of the program, how optimistic do you feel about the outcome of finding a job?

<table>
<thead>
<tr>
<th>Very Optimistic</th>
<th>Optimistic</th>
<th>Neither</th>
<th>Unoptimistic</th>
<th>Very Unoptimistic</th>
</tr>
</thead>
</table>

12. Are there any additional comments that you would like to share? ________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Appendix O

Sample Certificate of Completion

Certificate of Completion

Awarded to

Jessica Peach

For Completion of

A six-week Career Development Program

Good luck in your future endeavors!

Jane Smith, M.S.
Career Counselor
Appendix P

*Program Interview Questions*

Interviewee: __________________________  Date: __________________

Interviewer: __________________________

1. Tell me about yourself?

*Interviewer’s Notes: __________________________

________________________________________

________________________________________

________________________________________

2. What does your typical day look like from the time you get up to the time you go to bed?

*Interviewer’s Notes: __________________________

________________________________________

________________________________________

________________________________________

3. What are your career goals?

*Interviewer’s Notes: __________________________

________________________________________

________________________________________

________________________________________
Appendix P Continued

Program Interview Questions (Page 2)

4. What type of positions are you seeking?

Interviewer’s Notes: __________________________________________

_________________________________________________________________

_________________________________________________________________

5. Are there any challenges that may get in the way of these goals?

Interviewer’s Notes: __________________________________________

_________________________________________________________________

_________________________________________________________________

6. What barriers/challenges (if any) might impede your success in this program?

Interviewer’s Notes: __________________________________________

_________________________________________________________________

_________________________________________________________________

7. What do you hope to gain from this program?

Interviewer’s Notes: __________________________________________

_________________________________________________________________

_________________________________________________________________
8. This program runs for six weeks. Can you commit to attending six consecutive Saturday mornings?

*Interviewer’s Notes:*

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

9. Is there anything else you would like us to know?

*Interviewer’s Notes:*

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________