Employment Readiness Scale
Escala de empleabilidad

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Want to know more?

www.EmploymentReadiness.com
What Is the ERS?

A web-based tool that:

» measures clients’ readiness against an internationally-validated Employment Readiness Model

» supports practitioners in client work

» assesses intervention effectiveness

» provides input for program planning and accountability reporting
How is employment readiness defined?

Being able, with little or no outside help, to find and keep an appropriate job as well as to be able to manage transitions to new jobs as needed.

Source: Employment Readiness Scale™
ERS Model for Maximizing Employment Success

**Employability dimensions**

**Predictive variables**

**Challenges**

**Supports**

SELF-SUFFICIENT/ JOB READY

Employability dimensions

Job maintenance

Skills enhancement

Career decision-making

Career management

Job search

Personal

- efficacy

Outcome

- expect.

Social

- supports

Systemic

- history

Self-Outcome-Social-Work

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What are the levels of readiness?

If they have no further help on readiness:

- **Not Ready**
  - 40% chance of finding a job* and over 75% chance of losing it if they do find one

- **Minimally Ready**
  - 60% chance of finding a job* and over 65% chance of losing it if they do find one

- **Fully Ready**
  - 80% chance of finding and keeping a job*

*Within 12 weeks of starting job search
Exercise

What do you feel is the optimal order in which to address the ERS factors (1=first):

- ___ Career decision-making
- ___ Job maintenance
- ___ Job search
- ___ Ongoing career management
- ___ Outcome expectancy
- ___ Self-efficacy
- ___ Skills enhancement
- ___ Social supports
- ___ Work history

What if the sequence is not optimal?
<table>
<thead>
<tr>
<th></th>
<th>All Clients</th>
<th>“Not Ready”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job search</td>
<td>69%</td>
<td>91%</td>
</tr>
<tr>
<td>Ongoing career mgmt.</td>
<td>67%</td>
<td>87%</td>
</tr>
<tr>
<td>Work history</td>
<td>56%</td>
<td>73%</td>
</tr>
<tr>
<td>Career decision-making</td>
<td>53%</td>
<td>70%</td>
</tr>
<tr>
<td>Skills enhancement</td>
<td>49%</td>
<td>65%</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>47%</td>
<td>62%</td>
</tr>
<tr>
<td>Social supports</td>
<td>43%</td>
<td>62%</td>
</tr>
<tr>
<td>Job maintenance</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td>Outcome expectancy</td>
<td>32%</td>
<td>39%</td>
</tr>
</tbody>
</table>
U.S. data on the percent of clients who scored “Not Ready”

Total clients included = 25,096
Effective Use of the ERS

- Give the ERS at the “front end” for a baseline measurement
- Give the ERS to all clients in a particular category to ensure valid “change” data
- Have clients repeat the ERS at appropriate intervals
Goal #1 for Success: Self-sufficiency on employability dimensions

Self-sufficiency on employability dimensions

Career decision-making
Skills enhancement
Job search
Job maintenance
Ongoing career management

not self-sufficient  self-sufficient

* Top bar is ERS #3
General Strategies for Working with Clients

- Lead with the “good news” story
- Address needs in incremental steps
- Normalize the results
- Link strengths and needs to the employment context
- Go with client momentum
- Use “Which Clients?” report to create short group interventions
ERS: Which Clients Are Not Yet Self-Sufficient?

Date range: Mon, January 1, 2001 - Fri, June 15, 2012
Client Coding:
  Accepted?: All
  Counselor: All
  Funder: All
  Region: All
Client groups: All
Age range: All
Factors: Job maintenance

Job maintenance
Harvey Acton
Mary Cantel
Arturo Gonzales
Gloria Perez
Anita Ruiz
Gina Thomas

This report is from the Employment Readiness Scale™,
Discussion

Why are soft skills important?

» Self-efficacy
» Outcome expectancy
» Social supports
» Job maintenance
Self-Efficacy

- A sense of competence or belief in your ability to perform & manage your life
- Ability to build on previous successes
- Positive sense of self-esteem
- Intervention focus:
  - Eliminate negative self-talk
  - Strengthen awareness of their own successes and the transferability of their strengths
  - Enhance willingness to experiment
- Links to Career Decision-Making and Job Search
Exercise

✓ Select one of your recent successes:
   » How did you create the success?
   » What strengths does the success represent?
   » How can you replicate the success?

✓ How do you define success for yourself?

✓ Discuss the implications for working with clients
Outcome Expectancy

- Belief that your efforts will result in a successful outcome
- Optimism about your work life future
- Willingness to take responsibility for creating work life success

Intervention focus:
- Strengthen sense of responsibility
- Strengthen awareness of own role & options

Links to Career Decision-Making and Job Search
Exercise

- Describe to a partner a recent event where someone else was at fault
- Restate the event from the perspective of your own responsibility in the situation
- Discuss the implications of working with clients
Refreshment Break
Social Supports

✓ Having someone to turn to
✓ Having a network of contacts through which you can learn about opportunities
✓ Having back-up help
✓ Knowing about available resources
✓ Intervention focus:
  » Importance of networks
  » Awareness of own existing networks
  » Strategies to develop & nourish networks
✓ Links to Career Decision-Making and Job Search
Social Supports (continued)

- Historical “natural” networks vs. developed networks
- Nourishing networks
  - “What can I do for you?”
  - Keeping contacts up to date
Brainstorm

Ways that clients can strengthen their networks
Job Maintenance

- Understanding what's expected of you
- Working well with others
- Being able to multi-task
- Being willing to accept supervision
- Being able to put aside personal problems to do your job

Intervention focus:
- Strengthen interpersonal & self-management skills
- Strategies for initial job entry
- Strategies for keeping “on task”

Links to Career Decision-Making and Job Search
Exercise

✓ What are the most common job maintenance issues for your clients?

✓ What strategies are the most helpful in addressing these issues?
Career Decision-Making

✓ Choosing a kind of work that:
  » Suits you well ~ a good fit with your strengths & what's important to you
  » Is in demand so you can find work

✓ Having a goal & an action plan for making it happen

✓ Intervention focus:
  » Clarify strengths, talents, interests, values
  » Identify career options that are best fit
  » Discuss mobility & telework options
Ongoing Career Management

- Being able to plan ahead to manage career changes
- Using network of contacts to find new positions
- Finding new ways to use your skills
- Lifelong learning

Intervention focus:
- Clarify the nature of the world of work & career paths
- Engage the ability to plan ahead for change
- Practice bundling skills in new ways
Exercise

✓ Evaluate yourself on Ongoing Career Management:
  » Which areas are easiest? Why?
  » Which areas are the most difficult? Why?

✓ What are the implications for your work with clients?
Job Search

- Having a strong, relevant resume
- Knowing how to contact suitable employers
- Being able to speak confidently about your skills & achievements
- Performing well in job interviews
- Being able to tell if a job is right for you

**Intervention focus:**
- Ensure excellent resume & interviewing skills
- Review strategies for identifying opportunities
- Support during the job search process
Work History

✓ Previous success at paid work, as a child or an adult
✓ Previous success in volunteer positions
✓ Previous success in family responsibilities
✓ Recognition by others of one’s success
✓ Intervention focus:
  » Identify successes & transferable skills
  » Identify types of employer supports needed to succeed
  » Select job options that would maximize success
Exercise

- Identify 3 employers who offer good orientation and supervision
- List questions clients can ask to determine if a job is a good fit for them
Skills Enhancement

✓ Having the:
  » Knowledge (education, training)
  » General skills (e.g., computer)
  » Technical skills
  » Qualifications
to perform the kind of work you want to do.

✓ Intervention focus:
  » Distinguish skills & credentials needed to qualify for a job from those learned on the job
  » Differentiate between specific job experience and knowledge & skills
Examples of Personal Challenges

- Limited education
- Language / literacy
- Financial issues
- Substance abuse issues
- Criminal record / legal matters
Examples of Environmental Challenges

- Responsibility for young children
- Caretaker for an aging parent
- Lack of the proper clothing, tools or equipment for the job
Examples of Systemic Challenges

- Education or training not recognized in your state
- Work sites not accessible to persons with disabilities
- No public transportation, or housing nearby to education or work
- Discrimination on the basis of age, gender, race, sexual orientation, etc.
We all need ways to manage Challenges because we all face them from time to time.

If you are strong on Supports, you can manage any Challenge.
Lunch Break
Appropriate Interventions

- Working with clients one-on-one
- Working with clients in small groups
- Referring clients to interventions