WORKING WITH ERS FACTORS
Workshop for Managers

Dr. Dorothy Riddle
June 20, 2012
Employment Readiness Scale
Escala de empleabilidad

© 2011 Valerie G. Ward Consulting Ltd.
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 was the Employment Readiness Model developed?

- Commissioned by the Canadian government
- Review of research from U.S., Australia, Canada, Sweden, & U.K.
- Validated through focus groups & interviews with subject matter experts and key informants
- Supervised & approved by a federal Steering Committee
- Copyright owned by Valerie G. Ward Consulting Ltd.
How was the Employment Readiness Scale™ developed?

- Validated by 3 years of field testing with Unemployment Insurance & Income Assistance clients
- Reliable for repeat administration, up to 12 times
- Accurately predicts ability to get a job in 12 weeks 80% of time
- High scores on Job Maintenance & Social Supports more than double clients’ chances of becoming employed
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™
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*
Summary of 4-Step Evaluation Process Underlying the ERS

Clients

Evaluate

Initial Client Assessment

Interventions

Action Plan

Organizations

Evaluate

Client Needs Assessment

Interventions

Program Planning
Real-time aggregate reports, by demographics & customized variables:

✓ Initial client needs, by ERS factor

✓ Most common client challenges

✓ With client re-takes:
  » Client improvement, by ERS factor
  » Client improvement, by intervention
  » Identification of best practices
Real-time reports provide data on needs assessment and intervention effectiveness

<table>
<thead>
<tr>
<th>Career exploration</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clients who are self-sufficient already</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career decision-making</td>
<td>37%</td>
<td>64%</td>
</tr>
<tr>
<td>Skills enhancement</td>
<td>38%</td>
<td>53%</td>
</tr>
<tr>
<td>Job search</td>
<td>27%</td>
<td>38%</td>
</tr>
<tr>
<td>Job maintenance</td>
<td>54%</td>
<td>63%</td>
</tr>
<tr>
<td>Ongoing career management</td>
<td>27%</td>
<td>52%</td>
</tr>
<tr>
<td>Clients who score &quot;high&quot; on supports already</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>45%</td>
<td>61%</td>
</tr>
<tr>
<td>Outcome expectancy</td>
<td>60%</td>
<td>71%</td>
</tr>
<tr>
<td>Social supports</td>
<td>46%</td>
<td>64%</td>
</tr>
<tr>
<td>Work history</td>
<td>39%</td>
<td>52%</td>
</tr>
</tbody>
</table>
Sequencing of Factors

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?
## Percent of U.S. clients needing help

<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>
Total clients included = 25,096
U.S. initial intervention referral

But of those referred to Career Exploration, 55% needed help with Self-Efficacy and 46% with Job Maintenance.
Percent of U.S. clients “left behind”

Total clients in interventions = 4,711
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
Which interventions help overall with Self-Efficacy? Life Skills & Job Search

- Life Skills
- Career Exploration
- Job Search
- Job Coaching

Percent of Those in Need Who Improved (Pre - Post)
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
Which interventions help overall with Outcome Expectancy? Life Skills

- Life Skills: 45%
- Career Exploration: 25%
- Job Search: 30%
- Job Coaching: 15%

Percent of Those in Need Who Improved (Pre - Post)
Social Supports

- Having someone to turn to when you feel discouraged
- 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
Which interventions help overall with Social Supports? Life Skills & Job Search

- Life Skills
- Career Exploration
- Job Search
- Job Coaching

Percent of Those in Need Who Improved (Pre - Post)
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”
Which interventions help overall with Job Maintenance? Life Skills & Job Search

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Percent of Those in Need Who Improved (Pre - Post)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills</td>
<td>More than 50%</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>Around 20%</td>
</tr>
<tr>
<td>Job Search</td>
<td>More than 40%</td>
</tr>
<tr>
<td>Job Coaching</td>
<td>Less than 10%</td>
</tr>
</tbody>
</table>
1. Why are these soft skills important in ensuring employment readiness?

2. What Life Skills interventions are available in Snohomish County?
Refreshment Break
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
Which interventions help overall with Career Decision-Making? Life Skills & Job Search, plus Career Exploration

- Life Skills: 50%
- Career Exploration: 40%
- Job Search: 50%
- Job Coaching: 40%

Percent of Those in Need Who Improved (Pre - Post)
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
Which interventions help overall with Ongoing Career Management? Life Skills

- Life Skills
- Career Exploration
- Job Search
- Job Coaching

Percent of Those in Need Who Improved (Pre - Post)
Discussion Questions

1. How can Career Exploration interventions be strengthened (so that 36% are not left behind) and used appropriately?

2. What Career Exploration interventions are available in Snohomish County?
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
Which interventions help overall with Job Search? Job Search & Life Skills

- Life Skills
- Career Exploration
- Job Search
- Job Coaching

Percent of Those in Need Who Improved (Pre - Post)
Discussion Questions

1. How can Job Search interventions be strengthened (so that 32% are not left behind)?

2. How can we ensure that clients aren’t referred to Job Search prematurely?

3. What Job Search interventions are available in Snohomish County?
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
Which interventions help overall with Work History? Job Coaching & Life Skills

- Life Skills
- Career Exploration
- Job Search
- Job Coaching

Percent of Those in Need Who Improved (Pre - Post)
Discussion Questions

1. How can Job Coaching interventions be strengthened (so that 30% are not left behind)?

2. What Job Coaching interventions are available in Snohomish County?
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.
Effective Use of the ERS

✓ Give at “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
Sample Client Feedback Report Graph

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

* Top bar is ERS #3
Supporting Staff

- Ensure staff using the ERS get training
- Ensure staff have practice with one-on-one
- Ensure staff refer clients appropriately
- Use “Which Clients?” report to plan short interventions
- Use the Action Plan as a common tool for consistency & shared information
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™,
# ERS Action Plan

## Job maintenance section

<table>
<thead>
<tr>
<th>Action Planned</th>
<th>Target Completion Date</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer work</td>
<td>Jul 4, 2012</td>
<td>No</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Jun 7, 2012</td>
<td>No</td>
</tr>
<tr>
<td>Get an alarm clock</td>
<td>May 10, 2012</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Add new item to Job maintenance section**

<table>
<thead>
<tr>
<th>Action Planned (max 70 characters)</th>
<th>Target Completion Date</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or enter your own option</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Done?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Additional Table

<table>
<thead>
<tr>
<th>Factor</th>
<th>Action Planned</th>
<th>Target Completion Date</th>
<th>Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job maintenance</td>
<td>Communication skills</td>
<td>Jun 7, 2012</td>
<td>No</td>
</tr>
<tr>
<td>Total challenges</td>
<td>Personal counseling</td>
<td>Jun 24, 2012</td>
<td>No</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>Review successes with Jack</td>
<td>Jun 28, 2012</td>
<td>No</td>
</tr>
<tr>
<td>Job maintenance</td>
<td>Volunteer work</td>
<td>Jul 4, 2012</td>
<td>No</td>
</tr>
<tr>
<td>Job maintenance</td>
<td>Get an alarm clock</td>
<td>May 10, 2012</td>
<td>Yes</td>
</tr>
<tr>
<td>Total challenges</td>
<td>Get a mentor</td>
<td>May 20, 2012</td>
<td>Yes</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>Feedback on strengths</td>
<td>May 30, 2012</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Next Steps