

PARTICIPANT EVALUATION OF THE
JOB FINDING WORKSHOPS CONDUCTED AT THE
EMPLOYMENT DEVELOPMENT DEPARTMENT

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of
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Master of Science in Education

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ABSTRACT

Ninety-three subjects responded to a questionnaire presented to them in a telephone interview. The questionnaire was designed to provide a participant evaluation of a job finding workshop.

The goal of the workshop was to increase the employment potential by encouraging the development of self-concept, assisting participants in planning their own job search activities, while offering them current labor market information.

The following research questions were investigated:

1. Do participants feel they learned more about their desires, interests, and aptitudes as a result of the workshop?
2. Do participants feel the workshop helped them plan their own job search activities?
3. Do participants feel that others will benefit from the workshop?

Results indicate that most subjects felt the workshop accomplished it's goal. Fifty-seven percent, 54 percent, and 84 percent respectively responded to questions about the development of self-concept, ability to plan job search activities, and questions which ask if others would benefit from the workshop. The average percentage of favorable responses was 65 percent. Unfavorable responses were 43 percent in the area of self-concept. Forty-six percent said they did not learn to plan job search

activities. Sixteen percent felt that others would not benefit from the workshop. The average percentage of unfavorable responses was 35 percent. Comments and suggestions were used to indicate the reasons subjects gave for their responses.

Data indicated that vocationally mature and immature women attended the workshop. It provided them with several services regardless of their vocational maturity. The workshop functioned as part of a total plan leading towards vocational maturity. Subjects reported that others would benefit from the workshop, even when they felt that they were not personally helped.

Recommendations were made to expand the workshop to include more women, especially members of minority groups. It was also suggested that other agencies concerned with educating and employing women could use the workshops concepts. Recommendations also included methods for choosing and training personnel to offer such services.

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TABLE OF CONTENTS

		Page
List of Tables		viii
 Chapter		
1	INTRODUCTION	1
	Statement of the Problem	3
	Relevance of the Investigation	5
	Research Questions	7
	Definitions of Terms	7
	Delimitations of the Study	8
	Summary	8
2	REVIEW OF LITERATURE	10
3	METHODS AND PROCEDURES	22
	Participants	23
	Selection of Sample	24
	Problem Design	25
	Criterion Instruments	25
	Pilot Study	25
	Treatment of the Data	26
	Analysis of the Data	26
	Summary	27
4	RESULTS	28
	Test of Research Questions	28
	Additional Results	43
	Summary	46

Chapter		Page
5	CONCLUSIONS AND DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH SUMMARY	47
	Conclusions and Discussion	48
	Recommendations and Suggestions for Further Research	51
	Summary	55
	REFERENCES	58
	APPENDICES	63
A	Women's Workshop Opinion Questionnaire . .	64
B	Explanation of Questionnaire to Subjects .	66
C	Questionnaire Tally Sheet Indicating Number of Responses and Percentage of Responses for each Question	67
D	Present Employment, Salary, and Level of Job Satisfaction for Employed Subjects	70

List of Tables

Table		Page
1	Questions Which Refer to Self-Concept, Number of Responses; Percentage of Responses	30
2	Questions Which Refer to Independent Behavior, Number of Responses; Percentage of Responses (Job Search Activities or Employability Plans) . . .	31
3	Questions Which Refer to the Benefits of the Workshop, Number of Responses; Percentage of Responses	32
4	General Information, Average Age, Number of Workshops Attended, Employment Status (Past and Present)	33

Chapter 1

INTRODUCTION

"Equal pay for equal work," "you've come a long way baby," "sisterhood is powerful," "women's lib," represent some of the slogans used by femininists seeking to change the status of women in our society. As reported in Senior Scholastic (1970)

The basic affirmation of the women's liberation movement is that sexual discrimination rooted in stereotypes . . . has kept women from opportunity in politics, education, labor and the family that are equal to those available to men. (p. 7)

As with other groups seeking social change, some advocates have been more militant than others, which has served to alienate many who might benefit from their efforts.

One group, which may benefit from the movement consist of mature women ranging from age 30-50 and above. The bulk of their lives have been spent living up to society's expectations, as they have adhered to the cultural stereotype which says "a woman's place is in the home." Their roles have been mother to maid. According to Cook (1970) they have cleaned, cooked, sewed, and have not done their own thing in order to be available to do someone else's thing. So much of their time and energy has been spent catering to the desires of others that they find themselves in a psychological and sociological rut. If they

were given a month free of responsibility to anyone but themselves, many would be at a loss for activities of their own (Cooper, Personal Communication, 1974).

A large number of these women have decided to enter the labor force. Some have never worked, while others are returning after numerous years of unemployment. They can often be found seeking help in employment offices, adult schools, and community colleges. Wells (1968) indicates that they are generally characterized by their lack of confidence, lack of realistic knowledge about educational and/or employment opportunities, and they usually have no recent work experience. Their problems are usually foreign to the people they approach for assistance and they are generally shuffled from place to place and given the "don't call me I'll call you" response (Cooper, Personal Communication, 1974).

The problems of such women and the reactions they get when seeking assistance and solutions occur for similar reasons. Males and females have been socialized to believe that men are aggressive, dominant, independent breadwinners. Girls are taught to be dependent, and docile. As Zytowski (1969) summarizes it, "their role is the nurturance of children and to support the efforts of the family's breadwinner (p. 661)." Little or no attention is paid to a woman's psychological needs for achievement, her desire to contribute to society in a meaningful way, the reward

received from feeling needed or when being recognized for something accomplished. In essence, many of the problems mature women encounter are a result of sex stereotypes which society has held as determinants of roles. When women attempt to alter their roles they are usually unsure of themselves and confused. Their desires often conflict with what they have learned is appropriate behavior. Reactions they get from others tend to magnify their insecurity. As Putnam and Hansen (1972) state "a conflict or inconsistency appears between women's expectations and attitudes and society's expectations and attitudes toward's women's role in society (p. 440)."

The women's movement has served to enlighten the general public. Attention has been focused on many of the inconsistencies Putnam and Hansen describe. In addition, civil rights legislation has been expanded to prohibit sex discrimination in employment and education. Special programs have also been started in various parts of the country. All of these efforts are attempts to help women who want to change roles, especially those who want to become active participants in the labor force.

Statement of the Problem

The counseling needs of women reentering the labor force are unique for each individual. It is generally recognized that women facing the problems of reentry are

not familiar with requirements presently set by employers, nor are they aware of current trends in the world of work. This lack of knowledge, added to a woman's feelings of low self-esteem and low self-confidence creates special counseling needs.

An employment counselor has attempted to meet these needs by offering a job finding workshop, at the Employment Development Department in Hayward, California. The workshops bridge the gap between offering just data relating to the labor market, to offering intensive counseling. They free staff for other duties and give clients job finding skills they can use on their own (Cooper, Personal Communication, 1974).

Essentially the workshops are group counseling sessions, with development of employability as the goal. Several steps are taken to accomplish this ultimate goal. They are (1) emphasis is placed on strengthening the participant's self-concept, (2) participants are encouraged to plan their own job search, (3) participants are assisted in making decisions which affect their employability, and (4) participants are given current labor market information.

The purpose of this study was to provide a participant evaluation of the workshops. Participants evaluate their workshop experience as it relates to development of self-concept, making decisions which affect employability, and their ability to plan job search activities.

Relevance of the Investigation

Women usually work a few years, marry, have children and dropout of the labor force. Being a housewife and homemaker requires less time because of work-saving appliances. In addition, goods and services are commercially produced. Added to this is the fact that girls are marrying younger and usually send their youngest child to school by the time the mother is 36 (Stevenson, 1973). This leaves the woman free to seek self-fulfillment, to seek new ways to spend her time, and to seek new environments. More and more women are choosing to reenter the labor force because it appears to offer economic, social and psychological satisfaction.

In discussing job seeking behavior Stevens (1973) states that "there is a significant relationship between the individual's personality characteristics and his style of coping behavior in seeking a chosen job, which determines how successful he is going to be in implementing his self-concept (p. 26)." Barbier (1971) discusses the importance of mature women building their ego-strength and elevating their self-esteem. She states that in our culture vocational choice provides ways for satisfying an individual's need for self-esteem, allows for satisfaction of emotional needs, and provides a sense of productiveness.

Sullivan (1970) stated that

Since socialization is a learned process, it has been hypothesized that through a group experience individuals might be assisted to develop improved interpersonal relationships, improved confidence and more relevant work attitudes and thus might be assisted to improve their employability (p. 75).

Reports from the U.S. Department of Labor, the Journal of Employment Counseling, and other publications have many articles stating the need for employment counselors to be trained in and use group counseling techniques. They point to the growing number of unemployed persons needing to redefine themselves in terms of the present labor market and the limited number of staff people to help with vocational planning. Such sessions emphasize self-sufficiency through self-help, give individuals the opportunity to learn that others have similar problems which they are doing something about. Group experiences also allow individuals to contribute to the lives of others as they develop feelings of self-worth and self-esteem (Miller, 1970).

It is well for a counselor working with women who are reentering the world of work to be knowledgeable about current labor market information. In addition, one must possess skill in group dynamics, to help women solve some of their employment problems.

If participants indicate the job finding workshops are effective in improving self-concept, in fostering

independent behavior, and that these experiences are beneficial, then we will have an indication of what services should be expanded on in local employment offices. Since staff and resources are limited such information is essential in setting up programs which produce results.

Research Questions

The following research questions have been developed as a means of evaluating participant workshop experiences:

- (1) Do participants feel they learned more about their desires, interests, and aptitudes during the workshop?
- (2) Do participants feel the workshops helped them plan their own job search activities?
- (3) Do participants feel that others will benefit from the workshops?

Definitions of Terms

The following terms are defined according to their meaning for this study:

- (1) Job search--Activities designed to secure employment. Examples: Scheduling tests or interviews; writing a resume.
- (2) Employability--Refers to the applicant's chances of becoming employed; employment potential.
- (3) Mature woman--A woman who is generally age 30 or above; has raised children; had the duties of a housewife for several years.

- (4) Independent behavior--Participants indicate that since attending the workshop they can plan their own job search; they can or have made decisions affecting their employability.
- (5) Self-concept--Participants indicate that the workshop helped them become more aware of themselves in terms of their positive and negative attributes.
- (6) Benefit--To profit from or gain

Delimitations of the Study

The researcher anticipates that the following factors might effect the study:

- (1) Workshop records included social security number, telephone number, and addresses of participants. In cases where participants had moved and their telephone number had changed follow-up might be difficult and in some cases impossible.
- (2) Participant population had a limited number of minority women so that research and results cannot be generalized to include women of all races.

Summary

Little attention has been given to the counseling needs of women who reenter the labor force. These women are characterized by their lack of self-confidence and lack of realistic knowledge about educational and/or employment opportunities. They also have little or no recent work experience.

It is generally accepted that vocational development and adjustment is influenced by the individuals self-concept. It has also been hypothesized that the use of group counseling techniques enhances an individual's employment potential.

The job finding workshops being studied are essentially group counseling sessions attempting to increase participants employability. The goal of the workshops is to increase the employment potential of participants through encouraging independent behavior, strenghtening self-concept, while supplying them with current labor market information.

This study was designed to investigate the effectiveness of the workshops. Participants evaluate their workshop experience as it relates to development of self-concept, and making decisions which affect their employability, and ability to plan job search activities.

A questionnaire designed to provide a participant evaluation of the workshop was presented to 97 subjects in a telephone survey. Results were tallied and analyzed according to the percentage of responses which indicate participants estimate of the effectiveness of the workshops.

The results of the study were positive, and indicate that the concept of combining group counseling techniques with labor market information to increase employment opportunities can serve as a method of solving some of the employment problems of mature women.

Chapter 2

REVIEW OF THE LITERATURE

It must be acknowledged that it is difficult to find jobs considering present economic conditions. Many people question the concept that mature women have "unique" or special problems. However, Barbier (1971) describes the situation mature women face as follows

When a woman decides to reenter the occupational world after a period of many years which she devoted to her husband and children, she will need unique counseling. During this transitional period the woman usually experiences a void due to her diminished family responsibilities. This reaction, coupled with feelings of doubt of herself, her abilities and worth, is likely to produce frustrations. She will feel thwarted in her educational and mental development, a feeling that will intensify her frustrations. She has a great potential for self-actualization but needs assistance in gaining self-confidence (p. 187).

This transitional period of which Barbier speaks involves a change in behavior as a result of changing roles. The U.S. Department of Labor (1966) reports that the responsibilities of a home and family are much different from the responsibilities of a job. Patterson (1973) also points out that the demands of home and family are often in conflict with the demands of employment. The mother-wife role usually includes the nurturance of children, dependency and submissive behavior, rather than manipulative or competitive

behavior which is often necessary for the world of work. In recent studies Hawley (1971) and Patterson (1973) agree with Martin (1971) that "child-rearing patterns for females has led to the belief that a woman's success is measured in marriage, and that work is a 'man-hunting' job (p. 41)."

Most child rearing patterns are associated with beliefs parents have about what is appropriate and inappropriate behavior. These beliefs often are influenced by cultural standards without regard for individual differences. Cannan (1972) states that a child's sex is a major criterion for evaluation of the child's behavior by parents.

In American society the feminine role is characterized by passivity, dependency, emotionality, timidity, concern with personal relationships, and narcissism (Westervelt, 1971). Girls are taught to behave according to such standards, as Cannan (1972) reports sex-roles are learned by imitation of and identifying with adults of their own sex. Westervelt (1971) says "self-concept and role behavior come from imitation of role models, identification with significant others, and social reinforcement from adults and peers (p. 3)." The result of such imitation, identification, and reinforcement is best described by Bem & Bem (1973) when speaking of sex-role training. They state that boys are encouraged to be aggressive, competitive, independent, while girls are rewarded for passive, dependent behavior. Boys climb trees and get dirty, while girls run

and cry. Sex is influential in affecting the consequences gotten for many of the things the woman does. It also affects how people relate to her as well as how she relates to herself (Mischel, 1971).

McLure & McLure discuss sex stereotyping in the schools, they state that "sex stereotyping occurs in the school courses, the text materials, in the extra-curricular opportunities, in the process of 'misguidance' and in the very management of schools (p. 35)." In a review of primers (McLure & McLure, 1972) it was found that girls are shown as passive with restricted body movement, limited facial expressions, with hands clasped or behind their backs. Boys leaped, stretched, found treasures, and engaged in a variety of physical activities.

The results of such sex-role stereotypes were best described by Patterson (1973) who states that when vocational counseling is available to girls, usually in junior high school, they are involved in realizing their sexuality and related sex-role, which in American culture has not typically involved vocation as an integral element. This usually causes girls thoughts about careers to remain indefinite and unrealistic.

In his theory of vocational development Super (1953) indicated the importance of childhood and adolescent identifications in shaping vocational interests. Role models facilitate the development and implementation of

the self-concept, and "the process of vocational adjustment is the process of implementing a self-concept (p. 89)." Austin & Myint (1971) state that vocational behavior is a developmental process in which the individual makes vocational decisions consistent with his or her self-concept or personal orientation. It is Putnam & Hansen's opinion (1972) that vocational adjustment and the development of the self-concept are synonymous and that vocational adjustment depends on how the self-concept is implemented. They also state that the feminine role concept a girl selects is consistent with her self-concept.

Rogers (1951) states that self-concept is an organized picture, existing in awareness, of the self as it relates to personal characteristics, abilities, experiences, objects, the environment, and other people. It involves the positive and negative values an individual places on these qualities and relationships, "as they are perceived as existing in the past, present or future (p. 501)." When the woman implements her self-concept she acts upon, accomplishes, or achieves what she believes she is capable of based on these conceptions Rogers has described.

Coopersmith (1967) explains that these conceptions or the "concept of self" are multidimensional and that self-esteem is the evaluative dimension of the self. He defines self-esteem as being the evaluation which an individual makes and maintains with regard to himself. It is expressed

as an attitude of approval or disapproval and indicates "the extent to which the individual believes himself to be capable, significant, successful, and worthy (p. 5)." Branden (1969) states that one's self-evaluations has profound effects on his thinking processes, emotions, desires, values, and goals. He also states that there is no value-judgement more important to man than "the estimate he passes on himself (p. 103)." When discussing the relationship between self-esteem and productive work, Branden states that "a productive purpose is a psychological need--a requirement of psychological well-being (p. 122)." In his discussion of women, he explains that mental passivity and dependence are not a natural condition, and that a "woman's psychological well-being requires that she be engaged in a long-range career (p. 123)." He further states that if a woman conceals or represses her desire for a career through fear of being considered unfeminine, then the result will be a profound loss of self-esteem.

Mischel (1970) states that self-esteem is related to sex-role identity. "Sex-role identity refers to the person's conceptualization of his own degree of masculinity or femininity. A vital part of self-esteem involves attitudes about sex-role adequacy (p. 416)."

Cultural stereotypes of femininity have been inadequate in preparing girls and women for the roles that are available for them today. Vetter (1970) has shown that women's

career patterns are different from those of women of the past, as a result of the continuous change in women's roles due to "greater life expectancy, the changing character of the family, and the changing nature of the economy (p. 28)."

In spite of these facts Stevenson (1973) tells us that in a study conducted by a vocational counseling project it was shown that "the average girl still believes that she is not destined for paid employment except as a brief prelude to marriage and child bearing (p. 23)." These beliefs are in conflict with statistics Stevenson (1973) reports which shows that many women combine marriage, a family and a job for about a quarter of a century. Here we have another example of the inconsistency between what females expect to happen and what really happens in their lives. Hennigan (1972) gives an excellent description of this when she stated that

The unfortunate truth is that women tend to view employment as a job rather than a career. The word job implies an activity of a temporary nature--something to do until someone (a man) or something (the government) takes over the responsibility of economic support. Employment for other than short-term goals is thus met with a great deal of disinterest, if not actual resistance (p. 113).

Roles have changed. The family responsibilities are no longer the same, and more women are working and seeking work daily. Research by Bem & Bem (1973) has shown that there is no single type of woman worker. Women of all

ages, economic and educational levels, married, single, with and without children are in the labor force.

The effect of these changes and standards of behavior appears to be of central importance when we consider the problems of mature women. In the work by Martin & Martin (1971) it is pointed out that women's problems in relation to the male-dominated world of work have never been taken seriously. They indicate that women are conditioned to feel extremely anxious when they have to behave in the aggressive manner which is necessary to make it in the labor force. Matthews (1972) states that women suppress their vocational interests, skill, and aptitudes to conform to stereotypes they believe people hold about them. Holm (1970) states that in our society it is seldom indicated that a woman can be a loving wife and mother and have outside employment. She goes further and says that it is implied that a woman with a career has sacrificed her femininity and womanhood. If the majority of the feedback women receive is of this negative nature, then it is understandable that they often feel they have no skills and nothing to offer employers.

Much research including that by Barbier (1971) also indicates that many husbands and young people do not approve of their wives and mothers working and often discourage their job seeking activities. Women who are lucky enough to have the support and encouragement of their families

have an advantage, because they are not plagued by the emotional strain created by family conflicts, as they seek to change roles.

With or without family support however, the mature woman's task is not an easy one. She is confronted with conflicting attitudes at home, from society, and must contend with her own beliefs and attitudes. Many women's lack of confidence in themselves and women in general, their self-doubt, and built in bias proves to be the major barriers to be overcome (Holm, 1970). As Cook states they are dissatisfied and suppress their discontent. They often cannot identify the source of this discontent. They are guilty and anxious. They despise themselves for their dissatisfaction and interpret it as a sign of their inadequacy.

In her description of the clients of a Women's Opportunities Center Shishkoff (1973) states that "many had not recently considered their own needs; they felt hesitant, guilty and at the same time relieved to be doing so now (p. 176)."

Martin & Martin (1971) observed that women tend to think of themselves in terms of their relationship to men, rather than in terms of self-identity or identity in careers or work. Hawley's research (1971) indicates that to varying degrees women's career decisions are based on what they think men will tolerate, rather than on their own desires. Much of the literature points to the need for

mature women to view themselves in a new light, to understand the reasons for their discontent, if they are to achieve.

Although, they are confused, frustrated, and lacking in confidence and self-esteem, many mature women do have a desire to achieve. Wells (1968) summarizes the situation as follows

Adult women yearn for self-development and expression. Whether they seek more education to prepare for employment or to expand intellectual interests, women want to engage in activities that use their individual abilities and energies (p. 15).

Lacy (1970) reports of a program which recruited women to fill administrative field positions in community social agencies. Trainees were unemployed mature women who were motivated to reenter the work force, employed women working below their potential, and young women entering the work force. Some of these women were college graduates and some non-college graduates. They were given a 10 week training period, then employment placement. When the program was evaluated it was concluded that "mature women can be effectively trained to return to the world of work and encouraged to further their education and otherwise expand their horizons (p. 288)."

In a study of the effects of group reinforcement counseling on the frequency of career information-seeking behavior Aiken & Johnston (1973) found that these techniques increased career information-seeking behavior. The group

reinforcement counseling approach was an attempt to teach developmental skills and abilities which enabled clients to act independently. This study supports the notion that career exploration behaviors can be taught.

Daane (1973) used small groups in an attempt to expand group members' self-perceptions and increase their employment potential. The research showed that job placements were doubled, subjects improved in their ability to make decisions, they developed positive attitudes of trust towards others in the world of work, and self-perceptions were improved.

In their follow-up study of two job placement programs, Kemp & Vash (1971) found that these groups were beneficial because the atmosphere of the class and the level of enthusiasm tended to generate and encourage the development of self-confidence. Other benefits found were that clients learned the technology of letter-writing, resume-building, interview techniques, and how to assess their past experiences.

Summary

Many of the problems mature women encounter as they seek to enter the labor force, are caused by their lack of self-confidence and their low self-concept. These negative self-conceptions are linked to their attitudes and beliefs about "a woman's place" or the role a woman should play in society.

It was shown that early sex-role training is an important factor in determining what behavior an individual considers to be appropriate or inappropriate. Cultural norms influence such beliefs and sex-role stereotypes are greatly adhered to. The stereotyped feminine role, in American culture, has traditionally been the passive, docile, dependent woman who supports her husband's efforts, cares for the children and behaves submissively. Sex stereotypes also influence the development of self-concept.

Self-concept involves the individuals conceptions about who she is in relation to the world around her. There are many dimensions to self-concept and self-esteem is the evaluative dimension. Self-evaluations are shown to influence a person's thinking processes, emotions, desires, values, and goals. It is generally accepted that self-concept also influences vocational development and adjustment.

Women's roles today are different from those of the past. However, there has been little change in cultural norms and society's expectations of women. The affect of this situation is confusion. Women are unsure about their abilities, they are often anxious, and feel guilty. They are unaware of the reasons for their feelings and regard it as a sign of their inadequacy. Their attempts to change roles, are attempts to alter sex-role stereotypes which have existed for generations. These attempts are also a

sign of women's desire to engage in activities that use their abilities and energies.

Research shows that groups designed to increase employment opportunities for women have been successful. These groups tend to build self-confidence, teach techniques for finding jobs, and methods of personal assessment.

Chapter 3

METHODS AND PROCEDURES

This study was designed to provide a participant evaluation of a job finding workshop held at the Employment Development Department in Hayward, California. The goal of the workshop is to increase employability. The following research questions were investigated to determine how effective the workshop has been in accomplishing the goal:

1. Do participants feel they learned more about their desires, interests, and aptitudes as a result of the workshop?
2. Do participants feel the workshop helped them plan their own job search activities?
3. Do participants feel that others will benefit from the workshop?

The job finding workshops have been held one morning a week, for the past year and a half. They are open to any woman who wishes to participate.

The group size averages between 10-15 participants. Sometimes there are groups as large as 25 and as small as five.

There is no formal method for advertising the workshops. Most participants are referred by employment service staff. Participants also report that a friend has suggested the workshop or that an instructor from the local adult schools, community colleges, or state university referred them to the workshop.

The topics discussed in each workshop vary depending on the needs expressed by group members. The general format of workshop is as follows:

- I. Counselor introduces herself and explains the purpose of the workshop
- II. Participants introduce themselves giving information which relates to their employment history and reasons for attending workshop
- III. Group activities and discussions depending on needs expressed by group members
 - A. Mock interviews
 - B. Letter of introduction to employers
 - C. Job finding resources
 - D. Development of personal inventory
 - E. Current job openings
 - F. Information about current employment practices
 - G. Methods for evaluating paid and non-paid work experience
 - H. Other activities as needed

Participants

Counselor. The employment counselor who conducted the workshop has been working with the state employment service for several years prior to the beginning of the workshop. Her educational background includes completion of a master's program in counseling. She is familiar with current trends in the labor force, job finding techniques, and the dynamics of group counseling. The concept of group counseling is used to help group members develop their employment potential.

Employment service staff and vocational counselors from other agencies are invited to participate in the workshop whenever possible. Counseling interns from local universities act as co-leader, as part of their internship responsibilities, whenever they are supervised by this particular counselor.

The counselor encourages participants to schedule individual counseling appointments, offers to administer interest inventories, and makes referrals to other employment service resources whenever necessary.

Group Members. Approximately 400 women have participated in the workshop. Their ages range from 18 to over 60. Their educational backgrounds vary from those who have not completed high school to those who are college graduates with advanced degrees. Some have held highly skilled and technical positions, while others have never worked. Many of these women have definite ideas about themselves and their capabilities, while others seem to have no sense of direction and express negative attitudes about themselves. The majority of participants express the desire to enter the labor force.

Selection of Sample

The name, telephone number, address, and social security number of all group members was placed on a 3 x 5 card and filed alphabetically. Every fourth name was chosen which resulted in a random sample of 97 subjects.

Problem Design

The questionnaire (Appendix A) was presented to subjects in a telephone interview. The method for conducting the interview was the same for all subjects. The purpose of the questionnaire was explained (Appendix B). Subjects were then asked questions 6-12, 1-5. In addition, they were asked for comments or suggestions they had about the workshop.

Criterion Instruments

The researcher observed the job finding workshop for three months. This observation period provided an opportunity to hear the needs that group members expressed.

Questions were formulated which ask participants to relate their workshop experience to these needs. The questionnaire provides subjects with guidelines for evaluating their workshop experience. Questions 1-5 provide general information about participants. Questions 6-2 relate the workshop to participants expressed needs and the research questions.

Pilot Study

A pilot study was conducted to increase the validity and reliability of the questionnaire as a research instrument.

The purpose of the questionnaire was explained, then participants were asked to answer the questions. Participants were also requested to give their reaction to the questionnaire,

including comments and suggestions. The basic form of the questionnaire was acceptable, although the advantage of one page vs. three pages was recognized.

Treatment of the Data

Responses were recorded on individual questionnaires for each subject contacted. Subjects information card was then checked as being completed and no other record was kept of participants names.

A tally indicating the number of responses for each question was made after all subjects were contacted. These figures were used to calculate the percentage of participants who responded in each section, for all questions. This was done by dividing the number of responses for each question by the total number of subjects who responded to the questionnaire.

Analysis of the Data

The percentage of participant responses was calculated by dividing the number of responses for each question by the number of subjects who responded to the questionnaire. These figures provided numerical values for each question. These values were used to determine the general trend of participants opinions, about the effectiveness of the workshop in increasing employability, as it related to the following areas:

1. development of self-concept,
2. ability to plan job search activities
3. indications that others will benefit from the workshop.

Responses to questions 1-5 provide data about participants employment history, employment status, level of job satisfaction and average age of participants.

Yes responses for questions 6, 7, 9, 10, 11, and 12 indicate favorable opinions and no responses are unfavorable opinions. Favorable opinions are indications that subjects felt the workshop had accomplished it's goal. Unfavorable opinions indicate that the goal was not accomplished. The average percentage of responses was computed by adding the percentage of responses then dividing the result by six.

Summary

The questionnaire designed to provide a participant evaluation of the job finding workshop was presented to 97 subjects in a telephone interview.

The research questions, which were incorporated into the questionnaire, are based on the needs expressed by group members and the stated goals of the workshop.

Responses were reported in terms of the number of responses and percentage of responses for each question.

Results indicate general information about participants and an estimate of the effectiveness of the workshop in accomplishing it's goal.

Chapter 4

RESULTS

This study provided a participant evaluation of a job finding workshop. The workshop was designed to increase employment potential by encouraging the development of participant's self-concept, teaching job finding techniques to help participant's plan their own job search activities, and offering current labor market information.

A questionnaire was presented to subjects in a telephone interview. Responses were recorded on individual questionnaires and tallied after all subjects had been contacted.

Subjects responded favorably to the request to evaluate the workshop. Four percent of the sample refused to participate because they stated they were "not qualified to judge." Therefore, 93 subjects agreed to respond to the questions. Results for all questions are listed in Appendix C.

Results include the total number of responses for each question and the percentage of participants who responded to each section, for all questions.

Test of Research Questions

The following research questions were investigated as a means of evaluating participants workshop experience:

1. Do participants feel they learned more about their desires, interests, and aptitudes as a result of the workshop?
2. Do participants feel the workshops helped them plan their own job search activities?
3. Do participants feel that others will benefit from the workshop?

The tables which follow refer to data collected during the telephone interview. An analysis and discussion of the results follows.

Table 1
 Questions Which Refer to Self-Concept,
 Number of Responses; Percentage of Responses

Question	Response		Percentage	
	yes	no	yes	no
7. Became aware of my interests and aptitudes	58	35	62%	38%
8. I chose				
a. Training	28	65	30%	70%
b. To work	56	37	60%	40%
c. To volunteer	15	78	16%	84%
10. Felt able to plan job search plans	66	27	71%	29%
11. I discovered my type of job	34	59	37%	63%

Table 2

Questions Which Refer to Independent Behavior, Number of Responses; Percentage of Responses
(Job Search Activities or Employability Plans)

Questions	Responses		Percentage	
	yes	no	yes	no
8. I decided to				
a. Get training	28	65	30%	70%
b. Look for work	56	37	60%	40%
c. Do volunteer work	15	78	16%	84%
10. Was better able to plan my job search	66	27	71%	29%
11. Decided type of job I wanted	34	59	37%	63%

Table 3

Questions Which Refer to the Benefits of the Workshop,
Number of Responses; Percentage of Responses

Questions	Response		Percentage	
	yes	no	yes	no
6. A person can learn to meet employers	85	8	91%	9%
7. You become aware of interests and aptitudes	58	35	62%	38%
9. I would suggest the workshop to a friend	88	5	95%	5%
10. You feel able to make job search plans	66	27	71%	29%
12. High schools and adult schools should offer a similar service	92	1	99%	1%

Table 4

General Information, Average Age, Number of Workshops
Attended, Employment Status (Past and Present)

Questions	Number	Response	Percentage
1. Average age	43		
2. Number of workshops attended			
One/two		62	67%
Three or more		31	33%
3. Head of Household			
yes		43	46%
no		50	54%
4. Length of Unemployment prior to workshop			
1 yr. or less		47	51%
1-2 yrs.		12	13%
3-4 yrs.		6	6%
More than 4 yrs.		28	30%
5. Employment Status		Number	Percentage
Unemployed		40	43%
Employed		53	57%

Development of Self-Concept

Do participants feel they learned more about their desires, interests, and aptitudes as a result of the workshop? It was important that participants viewed themselves as being capable of achieving their goals. For this reason emphasis was placed on developing self-concept. Participants were encouraged and assisted in becoming more aware of their desires, interests, and aptitudes.

Questions which referred to increased awareness of self, feeling capable to plan activities, and choosing what was right for them indicate aspects of self-concept. (Table 1 lists questions, number of responses, and percentage of responses for each question which referred to self-concept.)

In Table 1, page 30, data for question 7 indicates that 62 percent of the subjects felt they became more aware of their interests and aptitudes. Listed below are some of the comments subjects made as they answered this question:

"Provided me with a method for self-assessment."

"Gave me a new outlook on myself."

"I understood myself better."

"Gave me a new outlook on myself."

"Helped identify areas of interest."

"Was good for building my self-concept."

"Helped people open up and express feelings."

"Felt more important than I thought I was."

"Inspired me."

"Good for people with mental blocks."

"Helped build the confidence I needed."

"Provided me with support."

"Provided support, encouragement and helped me clear my thoughts."

"Helped when I felt confused."

"Made me think about myself."

"Inspired us."

"Brings out a person's potential."

"Gave me support I needed to continue."

The percentage of subjects who felt they did not become more aware of their interest and aptitudes was 38 percent. Many subjects qualified their "no" response with comments. Sixty-nine percent of these comments indicated that subjects felt they already knew what their interests and aptitudes were prior to attending the workshop. Other comments were:

"I'm older, needed to have attended more, because it takes me longer to catch on."

"One workshop wasn't enough, it couldn't have done more."

"Group was too large."

"Didn't have enough time to get to everyone."

"Would have liked more personal attention."

"Expected a personal evaluation."

"Didn't offer anything that would help me for my future, may help some one else."

"Maybe I didn't go long enough."

"Didn't get much out of it, didn't push myself much."

"Didn't make suggestions in areas I was interested in."

"Too optimistic and generalized too much."

"Wanted more detailed information, didn't get it."

"Haven't followed through."

Responses for question 8 described in Table 1 indicate the percentage of subjects who chose to be trained, to work, or to do volunteer work based on subjects perceptions about their needs. These choices are indications of subjects attempts to implement their self-concepts. Thirty percent became involved in some type of training, while 70 percent felt that training was not necessary. Sixty percent decided to look for work and 40 percent did not. Sixteen percent of the subjects involved themselves in some type of volunteer work, 84 percent chose not to volunteer.

Development of self-concept involves the process of self-exploration and discovery. As the individual progresses towards vocational maturity, she chooses a job which is consistent with her self-concept. The workshop provided the participant with opportunities to explore various occupations and discover which job or type of job suited her individual needs. Table 1 describes results for question 11. The data indicates that 37 percent of the subjects said that the workshop was helpful in making choices of this type. Comments were as follows:

"It was a beginning."

"Made me aware of general realm."

"Gave me the feeling I could look for temporary work."

"Helped some."

"Most helpful."

"People who really have to work need to know about the workshop."

"Helpful, especially for those just starting out in the world of work."

"Helped me clear up my thoughts."

"Especially good for those who're just starting and haven't been working."

"Good for someone who has been unemployed for a long time."

Sixty-three percent indicated that the workshop did not help them determine what type of job type they wanted. Comments often qualified such responses. Many subjects said that they knew what type of job they wanted prior to attending the workshop. Other comments were as follows:

"I didn't go enough."

"There were too many people and not enough time."

"Didn't get much out of it, didn't push myself."

"Ran out of time."

"Didn't get much out of it."

"Didn't go enough, need to go more than once."

"It takes time, sometimes it can't all be done at once because there are so many women there."

"One morning wouldn't do it."

"Some women not really looking for a job."

"Helped me decide what I don't want."

"One workshop isn't enough."

"I could have done more."

"Group was too large, didn't have time to get to everyone."

"Great for someone who is undecided about what they want to do."

"I haven't decided what I'm going to do."

In the area of self-concept the percentage of favorable responses was 57 percent, average percentage of unfavorable responses was 43 percent. The trend indicates that subjects felt the workshop encouraged the development of self-concept.

Ability to Plan Job Search Activities

Do participants feel the workshop helped them plan their own job search activities? Participants were taught job search techniques to enable them to plan their own job search activities. It was believed that once they knew how to help themselves that participants would act independently. Decisions affecting employability or plans for job search activities were indications of independent behavior. Table 2 lists results for questions which referred to such behaviors.

Responses for question 8 in Table 2 indicates three types of decisions made by subjects. Seventy percent felt they did not need training, 60 percent decided to look for

work, and 84 percent decided not to do volunteer work. Twenty-three percent indicated that none of these decisions were made.

Table 2 describes data for question 10. Seventy-one percent felt better able to plan job search activities.

The following comments were made:

"Knew what she was talking about."

"Had good ideas."

"How to present yourself was good."

"People who have to go to work need to know about the workshop."

"Gave me confidence to approach employers, after having been away 12 years."

"Information was helpful."

"I'm more aware of what's current."

"Brings out a person's shyness."

"Especially good for those who are just starting and haven't been working."

"Brings out a person's potential."

"Had given up hope because of my age."

"Learned skills I'd never learned before."

"Helped adjust to world of work."

"Really helped me, they cover everything."

"Gave good information."

"Gave good tips."

"Very helpful for giving pointers on where to go and how to do it."

"Helpful referrals."

"Understood what to look for and how to go about it."

"Wonderful for those just starting."

"Really helpful for those who didn't have a lot of education."

"Got a lot of information, really helped."

"Mock interviews, good."

"Only went once got enough out of it to get myself going."

The following comments came from the 29 percent who said they weren't better able to plan their job search:

"Need information on what to wear in an interview."

"Needed to have attended more, because it takes me longer to catch on."

"Would have liked more personal attention."

"Already had a job."

"Didn't go enough."

"Gives encouragement but in the world of work it doesn't work, wasted time doing nothing."

"Is nice but accomplishes nothing."

"Everyone was sincere but it was like telling someone to walk with a broken leg."

"Didn't help much."

"Workshop was a continuation of things I'd been doing, was one more step in the right direction."

"Didn't have to, was called back to work."

"Can help a lot of people, not me."

"Didn't push myself much."

"Difficult to find a job at my age."

"Already knew a lot of information, had confidence didn't need this."

"Should give more consideration for people who have an education."

"Maybe I didn't go long enough."

"May not help you find a job."

"Didn't hear anything afterward."

"Only attended once and the group was too large for individual attention."

"Didn't attend enough because it didn't meet my needs."

"Was of no help, there were too many people not enough time."

"Didn't offer anything that would help me."

"Already knew wanted more detailed information, did not get it."

"Could do it already."

Ginzberg (1972) states that occupational choice is a lifelong process. In this process the individual is required to find the "optimal fit" between her career preparation, goals, and the realities of the world of work. The workshop provided subjects with resources and guidance to facilitate this decision making process Ginzberg describes. Thirty-seven percent of the subjects indicated that the workshop helped in making such decisions. Comments indicate that many of the 63 percent who were not helped to choose an occupation felt they already knew what they wanted, were not ready to decide, or did not attend enough workshops to make such a choice. In this area the percentage

of favorable responses was 54 percent and the percentage of unfavorable responses was 46 percent, which indicates that subjects tended to believe that the workshop increased ability to plan job search activities.

Will Others Benefit From the Workshop?

Do participants feel that others will benefit from the workshop? It was hypothesized that subjects who felt they gained from the workshop would suggest that others attend the workshop or a service similar to the workshop. Questions 9 and 12 asked subjects "would you suggest that a friend attend the workshop" and "do you feel that local high schools and adult schools should offer a service similar to the workshop." Ninety-five percent said yes to question 9 and five percent responded no. Ninety-nine percent responded yes to question 12 and one percent said no. Another indication that the workshop would be beneficial was the responses for question 6. Ninety-one percent said that a person can learn how to present herself to employers if they attended the workshop, while nine percent responded no. This data, shown in Table 3, represents questions that indicate others would gain or profit from the workshop. Responses for questions 7, 10, and 12 are also listed in Table 3. The percentage of favorable responses for question 12 was 84 percent, and 16 percent responded unfavorably.

The overall response was that the workshop is beneficial.

The following comments and suggestions were made:

"Was really good."

"Helpful to those just starting out in the world of work."

"Helps older woman who needs confidence, but tend to lose drive when not in attendance."

"Good for someone who has been unemployed for a long time."

"Good for people depending on what they're looking for."

"I've told some of my friends about it."

"It's a wonderful thing, should never be dropped."

"Especially good for those who haven't been working."

"Recommend it highly."

"Keep up good work."

"Would help others."

"More people should know about it."

"Have told others about it."

"Great, for someone who is undecided about what they want to do."

Additional Results

General Information. Table 4 indicates subjects average age was 43 years. Most subjects attended the workshop on one or two occasions. This is substantiated by the fact that 67 percent of the subjects said they came to one or two workshops and 33 percent said they attended three or more.

Prior to attending the workshop 51 percent of the subjects were unemployed one year or less, 13 percent were out of work one-two years, six percent three-four years, and 30 percent were unemployed for more than four years. Subjects reported that 43 percent are presently unemployed, while 57 percent are working. Appendix D lists subjects present employment, salary, and their level of job satisfaction.

General comments and suggestions were as follows:

"Wonder experience."

"Need more groups for problems of professionals."

"Call people right after they attend the workshop."

"Didn't hear anything afterward."

"Wish it could have been longer, the interest and need was there but women tend to talk and talk."

"Kind and willing to listen."

"Small workshops more valuable."

"No one can take the leader's place, when she wasn't there workshop wasn't as effective."

"The leader has a lot to do with the success of the workshop, it was excellent."

"Keep up the good work."

"Great."

"Was very interesting and enlightening, surprised to find the service."

"A great help."

"Well done, excellent."

"Would like more follow-up in jobs line."

"Helpful referrals."

"Group members really helped."

"Hard to meet the needs of all in one group, someone had to feel defeated in their efforts."

"Was oriented towards people with high school education with some experience, didn't help those with degrees much."

"Could get more funds for workshop, HRD needs to get employers confidence to get more openings."

"Leader nice and supportive, comforting, made it easy for us to speak."

"Excellent, well conducted."

"Keep up the good work."

"Someone should do the job the workshop attempted."

"Had good ideas."

"Employment service should offer more for older people."

"Good idea, need more publicity."

"We need more groups for more people."

Telephone Interview. The telephone interview proved to be an excellent method for obtaining data. The only negative factor was that this method was very time consuming. In some cases subjects were not satisfied with, or did not understand the explanation which was given for the interview (Appendix B). This resulted in the researcher having to offer additional information or an alternative explanation. Because of these cases all subjects were not treated in the same manner.

Summary

Results indicate that most subjects felt the workshop accomplished it's goal. Fifty-seven percent, 54 percent, and 84 percent respectively responded favorably to questions about the development of self-concept, ability to plan job search activities, and questions which asked if others would benefit from the workshop. The average percentage of favorable responses was 65 percent. Unfavorable responses were 43 percent in the area of self-concept, 46 percent said they did not learn to plan job search activities, and 16 percent felt that others would not benefit from the workshop. The average percentage of unfavorable responses was 35 percent.

Comments and suggestions indicate the wide range of subjects attitudes about the workshop and their experiences. They also indicate reasons why participants felt the workshop did or did not accomplish it's goal.

Chapter 5

CONCLUSIONS AND DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH, SUMMARY

This study provided a participant evaluation of a job finding workshop. The workshop was designed to increase participant's employment potential by encouraging the development of participant's self-concept, teaching job finding techniques, and offering current market information.

The following research questions were examined:

(1) Do participant's feel they learned more about their desires, interests, and aptitudes as a result of the workshop?

(2) Do participants feel the workshop helped them plan their own job search activities?

(3) Do participants feel that others will benefit from the workshops?

These questions were incorporated into a questionnaire which was presented to subjects in a telephone survey.

Results indicate that participants felt the workshop was effective in accomplishing its goal. This chapter of the study, includes conclusions and discussion, recommendations for further research, and a summary.

Conclusions and Discussion

The overall evaluation of the workshop indicates that it is effective in accomplishing its goal. Successes or failures in increasing self-concepts, or planning job search activities appears to be related to the individuals level of vocational maturity when she attends the workshop.

The results indicate that 67 percent of the subjects attended only one or two workshops and 33 percent attended three or more. Fifty-one percent of the subjects were unemployed for a year or less prior to attending the workshop and 30 percent were unemployed more than four years. Forty-six percent indicate that they are the head of their household, while 54 percent said they do not have this responsibility. These figures suggest that women attend the workshops for different reasons.

Analysis of the data indicates that two types of women have attended the workshops. These personality types can be categorized as vocationally mature and vocationally immature. The terms refer to a set of behaviors, a mode of thinking, or approach towards life. Vocationally mature women appear to be in touch with present trends in society, they also have a certain degree of self-awareness. The workshop is a catalyst which provides these women with added motivation, techniques and support necessary to accomplish their vocational goals. They will often schedule individual counseling sessions and

register to take interest inventories. They use workshop services to get feedback, new ideas, or as a method to confirm thoughts about which they were uncertain about. They usually attend the workshop on one or two occasions, then proceed according to their goals. Some enter the labor force, others attend school or combine the two. They appear to be actively involved in plans to reach their goals.

Vocationally immature women are not very familiar with current trends. They are lacking in self-confidence and are generally out of touch with themselves. They are slow in making decisions and appear to be uncertain about what they should do. The workshop introduces them to a new method for assessing themselves and their experiences but it may not be sufficient to meet their vocational needs. It can function as part of a total plan which includes other intensive counseling sessions.

The workshop was designed to be flexible enough to meet the needs of all who attended. Activities and discussions are based on participants expressed needs. This may result in a general introduction to the world of work one week, mock interviews the next, and an entirely different set of activities the following week. A woman who is vocationally immature who happens to be in a group with several professionals and other skilled workers may feel overwhelmed by the discussion and activities that follow.

A similar reaction is true of a vocationally mature woman who attends the generalized workshop. The session may appear to be elementary and a waste of her time.

A woman could attend two or three workshops and leave feeling that her particular problem was not sufficiently covered. She may, however, recognize that others are being helped or are gaining information they need. This may explain why subjects indicate that they did not develop in a particular area, but felt that others would benefit from the workshop.

Research has shown that self-concepts are developed during childhood and adolescence and remain rather constant over the years. Rogers (1951) explains that these perceptions influence the individual's efforts to achieve her goals. The individual who attempts something which is consistent with her self-concept has a greater chance of succeeding than the individual who attempts something which is inconsistent with her self-concept. This means that the individual who believes she is capable is more likely to succeed than one who does not believe in her capabilities.

Super's (1953) theory of vocational development states that identifications made in childhood and adolescence are important in shaping vocational interests. Recent studies (Austin & Myint, 1971; Putnam & Hansen, 1972) have shown that vocational development is influenced by an individual's self-concept. Vocational development is the process which

leads to vocational maturity. Vocational maturity depends on how well the individual has developed her self-concept. An individual implements her self-concept when she acts upon, accomplishes, or achieves that which she believes she is capable of.

Ginzberg's (1971) statement that occupational choice is a lifelong process and the fact that self-concepts are developed early and tend to persist over the years, indicates the scope or degree to which individuals can be helped in a four hour workshop held once a week. The importance of the workshop, however, is the fact that it provides several services which individuals can use, regardless of vocational maturity. It functions best as one step in a plan leading towards vocational adjustment. When asked if they would suggest that a friend attend the workshop, the majority (84%) of the subjects responded "yes." These responses indicate that subjects feel that a service such as the workshop can help solve some of the problems mature women encounter when trying to enter the labor force.

Recommendations and Suggestions for Further Research

The concept of combining group dynamics and current labor market information to increase employment potential can be effectively used. The following recommendations and suggestions are made with the hope that such services will be more widely utilized.

1. Employment Service. Local employment offices have a task to provide the general public with services which will increase chances of finding employment. The current rate of unemployment is higher today than it has been for many years. The ranks of the unemployed women consist of individuals from all ethnic groups, with every economic and educational status existing in this community. The workshop used for this study seldom had minority participants. Several studies have shown that the rate of unemployment for minority women has always exceeded that of women from the majority. The reasons for this larger percentage of unemployed minority women are not as important as the need for programs and services which are designed to meet minority women's needs. Federal, state, and local funding resources can be utilized to finance programs which incorporate the techniques used by the workshops. The state employment services and its local offices can examine methods for using the workshop to meet the needs of minority women. In the case of employment office and the workshop used for this study, a greater effort to inform more women that such services are available should be made. This would necessitate an expansion of the workshop and create a need for more groups or require that more than one counselor be assigned such duties.

2. Other Institutions. High schools, adult schools, community colleges, and any institution concerned with

preparing women for employment can also use the workshop's concepts. These concepts can be adapted to the structure of the particular institution offering the services. It does not matter what institution or organization utilizes these concepts. The essential aspect of the groups centers around the personnel who offer the service and the format of the workshops.

3. Group Leader, Counselor, Facilitator. The person who conducts the workshop should be one who understands group dynamics, has knowledge of current trends in the world of work, and is familiar with the problems and backgrounds of group members. Training of the workshop facilitator may or may not include college courses. It is essential, however, that the individual have practical experience working with people and their problems. Such experience could be gotten working in community agencies, in an occupation which offers public services, or as part of a training program which includes internships. Group leaders, counselors, and facilitators must be people oriented and have had actual contact with solving the problems of daily existence. In short, the practical approach is essential.

4. Workshops. It's impossible to offer a service like the workshop which meets the needs of all people at all times. A format similar to the one described in this study appears to be effective. It is held regularly, open to any one who wishes to attend, and tries to accommodate the needs expressed by participants.

A more formal format can be used in which sessions are scheduled according to the type of participants being served. This might result in a group of professionals meeting for a specified time, a group of women seeking clerical positions, or a group for those who want non-traditional positions. Participants should be required to register or sign up depending on their particular needs. Such groups could be scheduled for times which are convenient for participants, whatever the format. The workshops effectiveness might be increased, however, if the following services are also offered:

(a) Follow-up services may be very similar to the method used for this study. Participants can be contacted at regular intervals to provide a wider range of services. Telephone calls, mailed questionnaires, home visits or other appropriate methods used every two or three months.

(b) Back-up counseling from employment service personnel, counseling interns, community workers, volunteers, peer counselors, and others can be used to work in smaller groups or individually with participants, depending on the institution and needs of the group. This service provides participants with immediate follow-up. It would also offer personnel who could help develop plans which were initiated during the workshop sessions.

Summary

This study investigated a job finding workshop which was an attempt to increase women's employability, by encouraging independent job search behaviors and strengthening participant's self-concepts.

Mature women seeking to enter the labor force have been characterized by their lack of self-confidence, lack of realistic knowledge about educational and/or employment opportunities. In addition, they generally have no recent work experience. These characteristics create many problems which have been linked to women's attitudes and beliefs about the role a woman should play in society.

The stereotyped feminine role, in American culture, has traditionally been the passive, docile, dependent woman who supports her husband's efforts, cares for the children, and behaves submissively. These behaviors are learned in early sex-role training and are said to influence the development of self-concept.

Self-concept involves the individual's conceptions about who she is in relation to the world around her. Research has shown that these conceptions are developed early in life and remain rather constant over the years. Self-concepts said to influence a person's ability to achieve her goals, as well as vocational development, vocational adjustment, and vocational maturity.

Vocationally mature and immature women have attended the workshop. The vocationally mature woman is one who is in touch with current trends and has some degree of self-awareness. She uses the workshop as a catalyst as she proceeds towards achieving her goals. The vocationally immature woman is not familiar with current trends, is lacking in self-confidence and out of touch with herself. The workshop is generally not sufficient to meet her needs, but can function as part of a plan towards vocational maturity.

A questionnaire designed to evaluate participant's workshop experience was presented to 93 subjects in a telephone survey. Results indicated that most subjects felt the workshop accomplished it's goal. The average percentage of favorable responses was 65 percent and the average percentage of unfavorable responses was 35 percent.

The importance of the workshop was the fact that it provided several services which individuals could use, regardless of their vocational maturity. It functioned as a part of a total plan leading to vocational maturity. Subjects responded that others would benefit from a service similar to the workshops, even when they felt they were not personally helped.

Recommendations were made to expand the workshop to include more women, especially members of minority groups. It was also suggested that other employment offices,

high schools, adult schools, and institutions concerned with educating and employing women could use the workshop's concepts. Recommendations included methods for choosing and training personnel to offer such services.

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APPENDICES

APPENDIX A

WOMEN'S WORKSHOP OPINION QUESTIONNAIRE

1. Age _____
2. Number of workshops attended
 _____ a. One/Two _____ b. Three or more
3. Are you the head of your household? _____ a. yes _____ b. no
4. Length of unemployment before attending the workshop
 _____ a. 1 yr. or less _____ c. 3-4 yrs.
 _____ b. 1-2 yrs. _____ d. More than 4 yrs.
5. Present employment (if any) _____
 a. Salary _____
 b. How happy have you been with your job?
 _____ 1. Very satisfied _____ 3. Somewhat dissatisfied
 _____ 2. Fairly satisfied _____ 4. Very dissatisfied
6. Is the workshop a place where a person can learn how to present herself to an employer? _____ yes _____ no
7. Did attending the workshop help you to become more aware of your interests and aptitudes? (If not, why not? Use back section for comments)
 _____ yes _____ no
8. Since attending the workshop have you
 a. Decided to get training _____ yes _____ no
 b. Been looking for work _____ yes _____ no
 c. Decided to do volunteer work _____ yes _____ no
9. Would you suggest that a friend attend the workshop?
 _____ yes _____ no
10. After attending the workshop, did you feel better able to plan your own job search? (If "No" please use the Comment Section to explain)

(Women's Workshop Opinion Questionnaire continued)

11. Do you feel the workshop helped you decide what type of job you want? _____yes _____no
12. Do you think local High Schools and Adult Schools should offer a Service similar to the workshops?
_____yes _____no

COMMENTS: Please put comments and suggestions on the back of this questionnaire

APPENDIX B

EXPLANATION OF QUESTIONNAIRE TO SUBJECTS

Hello, my name is Evelyn Wesley from the Employment Development Department.

I am conducting a survey on the job finding workshops which Violet Cooper holds.

I'd like to ask you a few questions about your workshop experience.

APPENDIX C

QUESTIONNAIRE TALLY SHEET INDICATING NUMBER OF RESPONSES
AND PERCENTAGE OF RESPONSES FOR EACH QUESTION

1. Average age <u>43</u>		
	Number of Responses	Percentage of Responses
2. Number of workshops attended		
a. One/Two	62	67%
b. Three or more	31	31%
3. Are you the head of your household		
a. Yes	43	46%
b. No	50	54%
4. Length of unemployment before attending workshop		
a. 1 yr. or less	47	51%
b. 1-2 yrs.	12	13%
c. 3-4 yrs.	6	6%
d. More than 4 yrs.	28	30%
5. Present employment (if any)		
a. Employed	53	57%
b. Unemployed	40	43%
Level of job satisfaction for those employed		
a. Very satisfied	14	26%
b. Fairly satisfied	28	53%
c. Somewhat dissatisfied	7	13%
d. Very dissatisfied	3	6%
e. No response	1	2%
6. Is the workshop a place where a person can learn to present herself		
a. Yes	85	91%
b. No	8	9%

(Questionnaire Tally Sheet continued)

	Number of Responses	Percentage of Responses
7. Did attending the workshop help you become more aware of your interests aptitudes?		
a. Yes	58	62%
b. No	35	38%
8. Since attending the workshop have you		
a. Decided to get training		
(1) yes	28	30%
(2) no	65	70%
b. Been looking for work		
(1) yes	56	60%
(2) no	37	40%
c. Decided to do volunteer work		
(1) yes	15	16%
(2) no	78	84%
9. Would you suggest that a friend attend the workshop?		
a. Yes	88	95%
b. No	5	5%
10. After attending the workshop did you feel better able to plan your own job search?		
a. Yes	66	71%
b. No	27	29%
11. Do you feel the workshop helped you decide what type of job you want?		
a. Yes	34	37%
b. No	59	63%

(Questionnaire Tally Sheet continued)

	Number of Responses	Percentage of Responses
12. Do you think local High Schools and Adult Schools should offer a service similar to the workshops?		
a. Yes	92	99%
b. No	1	1%

Average percentage of favorable responses 65%
Average percentage of unfavorable responses 35%

APPENDIX D

PRESENT EMPLOYMENT, SALARY, AND LEVEL OF JOB

SATISFACTION FOR EMPLOYED SUBJECTS

Present Employment	Salary	Level of Job Satisfaction
Executive Secretary	\$650/mo.	Fairly satisfied
Social Worker-Private Counseling	\$7.00/hr.	Very satisfied
Secretary	\$575/mo.	Somewhat dissatisfied
Nurses' Aide	\$2.00/hr.	Hadn't started job
Kitchen Assistant	\$2.15/hr.	Fairly satisfied
Production	No response	Very satisfied
Bookkeeper	\$650/mo.	Somewhat dissatisfied
Rubber Engineering Development	\$3.00/hr.	Fairly satisfied
Wesco Products	No response	Fairly satisfied
Lockheed	\$12,000/yr.	Fairly satisfied
No response	\$3.07/hr.	Fairly satisfied
Clerk typists	\$590/mo.	Fairly satisfied
SSI Container Corp.	\$600/mo.	Somewhat dissatisfied
Crafts	No response	Fairly satisfied
Answering Service	\$2.10/hr.	Very dissatisfied
Singer Business Machines	No response	Very satisfied
Helper	\$2.90/hr.	Very dissatisfied
Substitute clerk	\$2.25/hr.	Fairly satisfied
HRD	No response	Fairly satisfied
Substitute Teacher	No response	Fairly satisfied
Funded program	No response	Very satisfied
Cashier	\$35/day	Fairly satisfied
Sales clerk	\$3.40/hr.	Fairly satisfied
Nurses' Aide	\$2.50/hr.	Fairly satisfied
Substitute Teacher	\$30/day	Fairly satisfied
Bullocks	\$2.85/hr.	Very satisfied
Traffic clerk	\$450/mo.	Fairly satisfied
Kelley Girl	\$2.75/hr.	Very satisfied
Transportation Specialists	\$12,000/yr.	Somewhat dissatisfied
Clerk	\$8,395/yr.	Very satisfied
Executive Secretary	\$755/mo.	Fairly satisfied
Finance Department	\$600/mo.	Very satisfied
Employment & Claims Asst.	\$4.22/hr.	Very satisfied
Florists	No response	Very satisfied
Teacher's Aide	\$2.95/hr.	Fairly satisfied
Receptionists	\$575/mo.	Very satisfied

(Present Employment continued)

<u>Present Employment</u>	<u>Salary</u>	<u>Level of Job Satisfaction</u>
Aamco District Warehouse	\$500/mo.	Fairly satisfied
Convalescent Hospital	\$504/mo.	Very dissatisfied
Clerk	\$600/mo.	Somewhat dissatisfied
Secretary	\$650/mo.	Fairly satisfied
Dental Asst.	\$575/mo.	Very satisfied
Acct. Asst.	\$680/mo.	Very satisfied
Sales Clerk	\$2.90/hr.	Somewhat dissatisfied
Cashier	\$3.30/hr.	Fairly satisfied
Attendance Clerk	\$6,500/yr.	Fairly satisfied
No response	\$7,000/yr.	Fairly satisfied
Acct. Clerk	\$700/mo.	Very satisfied
Dental Asst. Trainee	\$3.85/hr.	Fairly satisfied
Admissions Office	\$500/mo.	Fairly satisfied
Clerk Typists	\$500/mo.	Somewhat dissatisfied
Nurses' Aide	\$2.75/hr.	Fairly satisfied
Receptionists	\$350/mo.	Fairly satisfied
Switchboard operator and clerk	\$590/mo.	Fairly satisfied