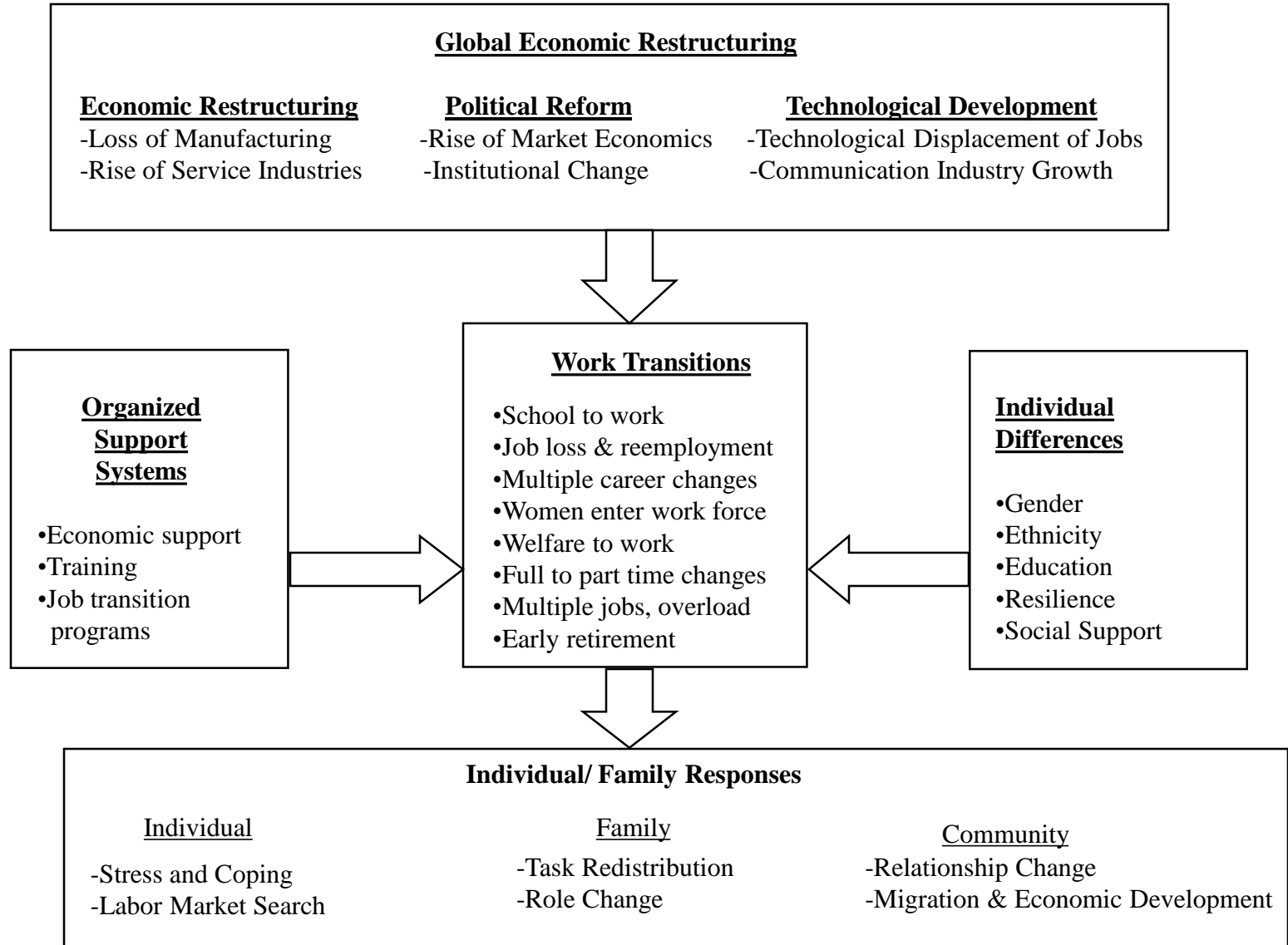


# **Career Related Interventions and their Effectiveness**

**Richard H. Price  
Institute for Social Research  
Department of Psychology  
University of Michigan  
USA**

**Plenary Address  
Workshop on Career Related Transitions,  
Joint Committee of Nordic Research Councils  
Jyvaskyla, Finland  
September 18, 2014**

# GLOBAL ECONOMIC CHANGE, WORK TRANSITIONS, AND INDIVIDUAL AND FAMILY RESPONSE



# Life Course Theoretical Perspective

- Life course is composed of multiple, interdependent “careers” [work, family, health, volunteer]
- “Careers” are interrupted by life transitions, some expected [starting work, marriage] some unexpected [job loss, illness]
- Transitions are times of elevated risk. Also natural opportunities for prevention programs and policies.

# Three Critical Transition Periods in Working Life

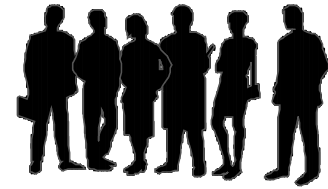
- Youth: Supporting the school to work transition
- Adult Working Life: Supporting multiple work transitions and careers
- Aging and Career Management: Supporting late life work transitions

# Mismatch between People's Lives and Opportunities

- Change in social institutions lags behind change in people's lives
- Policies in work, family and leisure are grounded in the middle of the 20<sup>th</sup> century, not current reality and future likelihood
- Costs of mismatch are high to individuals, families, employers and governments

# Career Transitions: A Closer Look

	YOUTH	ADULTHOOD	AGING
TRANSITION AND CHALLENGES	First Job Career entry	Job loss Health problems Parenthood	Changing health Loss of motivation Uncertain work future
REQUIRED COPING RESOURCES	Motivation Workplace skills Job search skills School/employer support	Reentry motivation Job search skills Employer/social services support	Transition planning Job redesign Employer/social services support
POTENTIAL OUTCOMES	Underemployment Unemployment or Sustained career development	Long term unemployment Depression or Resumed career	Burnout Absenteeism or Sustainable career engagement



## **CASE EXAMPLE**

# **The Winning New JOBS Workshop: A Program for Teaching People Successful Job Search Strategies**

**Original Principal Developers and Collaborators**

**Robert D. Caplan**

**Richard H. Price**

**Michelle van Ryn**

**Amiram D. Vinokur**

**Current & Recent Master Trainers**

**Steve Barnaby**

**Joan Curran**

**Paula Wishart**

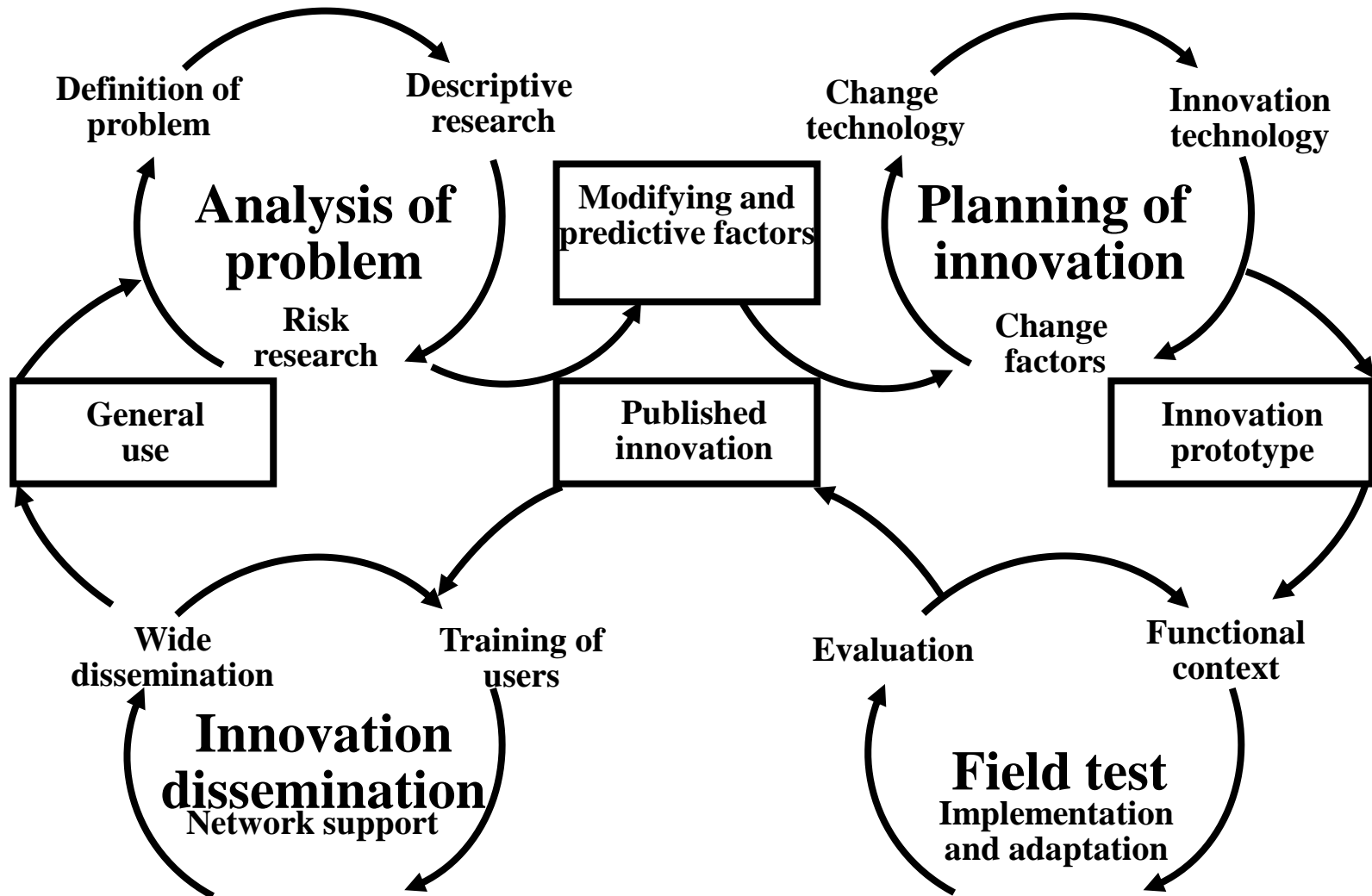
**Michigan Prevention Research Center**

**Institute for Social Research**

**University of Michigan**

**Ann Arbor, Michigan 48106-1248**

# From research to prevention





# Winning New JOBS Program

- **Program:** Group based training in job search using behavioral science principles
- **Research:** Two US large scale randomized trials, one international randomized trial [Finland], five effectiveness trials [China, Ireland, California, Maryland, South Korea]
- **Outcomes:** More rapid reemployment, higher quality jobs, positive cost benefit results, prevents episodes of depression in high risk populations and inoculates against depression in subsequent job losses.
- **Publications at Web site:** <http://www.isr.umich.edu/src/seh/mprc/>
- **Awards:** Lela Roland National Mental Health Association Award, SAMHSA Exemplary Program Award, U.S. Department of Health

**JOB LOSS & UNEMPLOYMENT**

```
graph TD; A[JOB LOSS & UNEMPLOYMENT] --> B[DEPRESSION<br/>VIOLENT BEHAVIOR<br/>ALCOHOL ABUSE<br/>CHILD ABUSE<br/>TRAFFIC ACCIDENTS<br/>MARITAL SEPARATION AND DIVORCE]; A --> C[FINANCIAL STRAIN<br/>LOSS OF STRUCTURED ACTIVITIES<br/>LOSS OF SELF ESTEEM & OCCUPATIONAL IDENTITY<br/>LOSS OF SOCIAL NETWORK]; C --> B;
```

**DEPRESSION**

**VIOLENT BEHAVIOR**

**ALCOHOL ABUSE**

**CHILD ABUSE**

**TRAFFIC  
ACCIDENTS**

**MARITAL SEPARATION  
AND DIVORCE**

**FINANCIAL STRAIN**

**LOSS OF STRUCTURED  
ACTIVITIES**

**LOSS OF SELF ESTEEM  
& OCCUPATIONAL  
IDENTITY**

**LOSS OF  
SOCIAL NETWORK**

JOBS Intervention

Mediating Processes

## PROCESS

## CONTENT

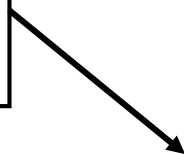
## PERSON

## BEHAVIOR

## OUTCOMES

### Active Teaching and Learning

- Elicit participation
- Problem solving
- Social modeling
- Role playing
- Graded exposure
- Reinforce appropriate behavior



### Major Topics

- Identifying marketable skills
- Networking for job leads
- Thinking like the employer
- Contacting employers
- Presenting oneself on application, resume and interview
- Anticipating barriers and setbacks



### Create Supportive Environment

- Unconditional positive regard
- Open to diverse views and choices
- Moderate self-disclosure
- Sharing experiences
- Social support/encouragement



- Job-search skills



- Job-search self efficacy



- Inoculation against setbacks



- Personal control



### Job-Search Behavior

- Effective search
- Persistent search



### Reemployment

Reduced economic hardship



Improved mental health



## *The Purpose of the WNJ Workshop*

- Help job seekers find **high quality jobs**
- **Prevent** the development of **depression** and the **negative health consequences** associated with job loss.

## *What Participants Gain by Attending the Workshop*

### **JOB SEARCH SKILLS**

An improved set of specific job search skills and an expanded range of job search ideas.

### **INCREASED CONFIDENCE**

in their ability to use those job search skills and motivation to put the skills/ideas into action.

### **INCREASED AWARENESS**

of strategies for managing the stress and setbacks that are inherent in a job search.

### **INCREASED MOTIVATION**

to use those strategies when faced with stress or setbacks.

## *Strategies Used to Accomplish the Workshop's Goals*

### **PARTICIPATION**

- Allows for a maximum level of interaction among participants
- Fun, highly interactive format
- Participants rehearse new skills



#### **Why?**

- Improves skill acquisition
- Expands range of strategies
- Increases confidence
- Increases likelihood of using skills

### **SAFE & SUPPORTIVE ENVIRONMENT**

- Trainers encourage supportive behavior among the participants
- Group exercises provide opportunities for participants to demonstrate supportive behavior



#### **Why?**

- Engages participants in workshop
- Increases likelihood that participants remain in the workshop
- Increases likelihood participants will try out new ideas

### **PROBLEM SOLVING STRATEGIES**

- Group problem-solving process
- Participant anticipates barriers to job search challenges and prepares solutions



#### **Why?**

- Participants are prepared more rapidly when setbacks occur
- Helps participants cope with stress
- Increases likelihood participant will persevere in job search

### **SKILLED TRAINERS**

- Trainers guide and encourage
- Engage participants in the workshop
- Encourage participants to try out new behaviors
- Expert at helping participants feel comfortable interacting with each other



#### **Why?**

- Increases likelihood participants will listen to trainer feedback
- Increases participants confidence in abilities
- Increases motivation

# Active Learning

## Presenting & Priming

Trainers introduce a concept for participants to consider.

*Trainers prime participants to think about a concept using flip charts, handouts or role plays. For example, trainers might role play a method for making phone contacts with an employer, and provide participants with a script to consider when calling employers.*

*Trainers might summarize by stating, "What you all seem to be saying is that this method is something that could really put you in control of the interview process. This is just the type of thing we are going to be trying to accomplish throughout the workshop and this provides a framework for our next activity..."*

## Summarizing & Connecting

Trainers use words of participants to emphasize main themes and connect exercise with larger context of the workshop.

- Identify marketing skills
- Identify job leads
- Contacting and presenting oneself to employers
  - job application
  - resume
  - telephoning
  - interviewing

## Practicing

Participants practice a new skill or behavior.

*Participants pair up and rehearse a skill, such as making phone contacts with employers using a method presented by the trainers.*

*Trainers pose question to help focus learning. e.g., "What did you find easy about this exercise?"*

## Debriefing & Discussing

Participants and trainers discuss the experience of practicing.

# *“Winning New JOBS: What’s Different?”*

## ***Winning New JOBS Program***

- **Focus is on Participant**
- **Participant to participant is emphasized**
- **Effective Behavior is Reinforced**
- **Participants are supported**
- **“Believing you can do it” is key**

## ***Other Job Programs***

- **Focus is on Trainer**
- **Trainer to participant is emphasized**
- **Behavior is critiqued**
- **Participants are challenged**
- **“Getting it right” is key**

# Winning New JOBS Delivery Protocol

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- **Recruitment in Unemployment Offices**
- **Five four-hour sessions, during a one-week period**
- **Group learning, 15-20 participants per group**
- **Male-female trainer pairs receive intensive training over 2 weeks**
- **Standardized training protocol; standardized manual**
- **Observer quality control and constructive feedback**
- **Local community sites (community centers, schools, hotels, union halls)**

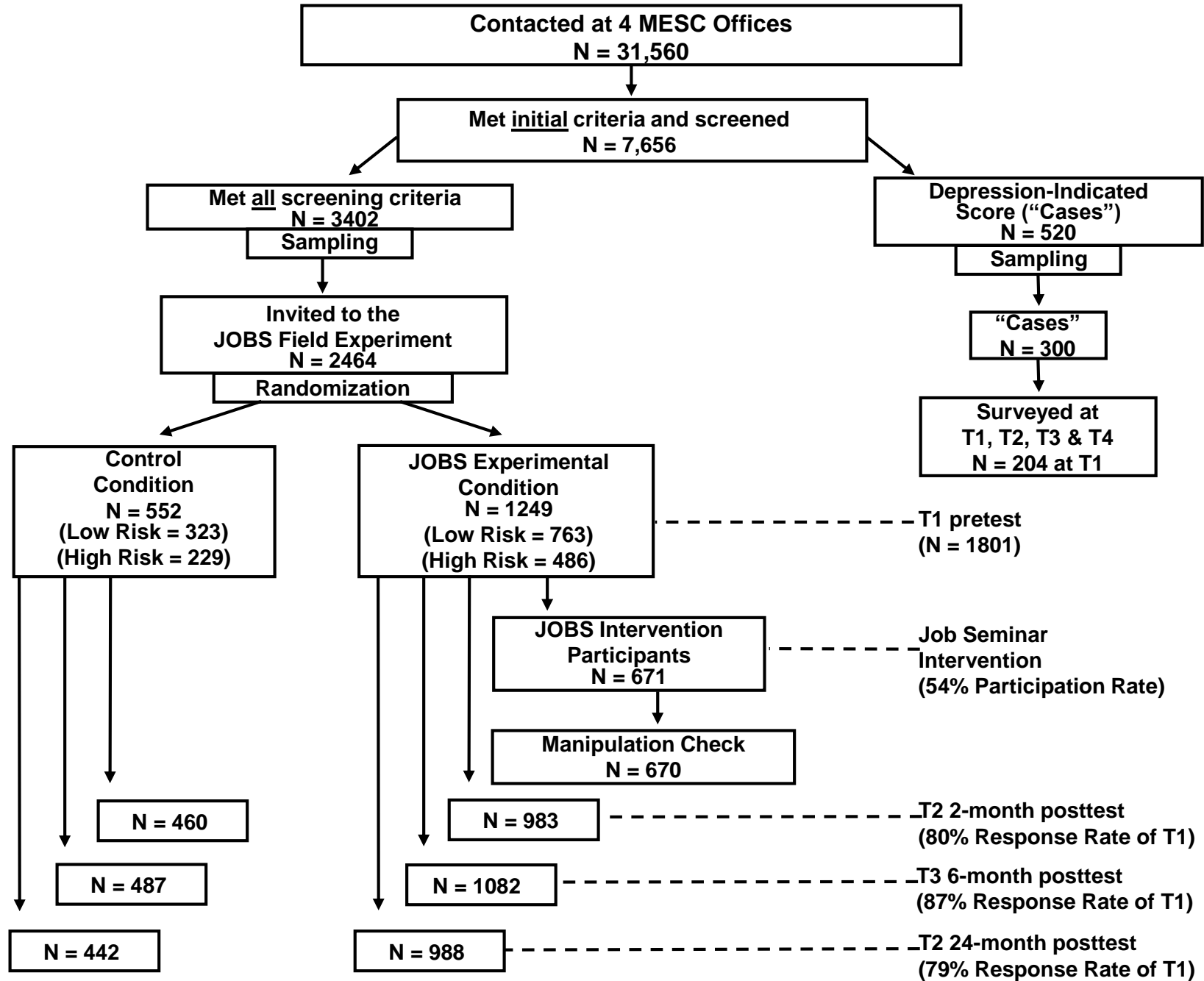
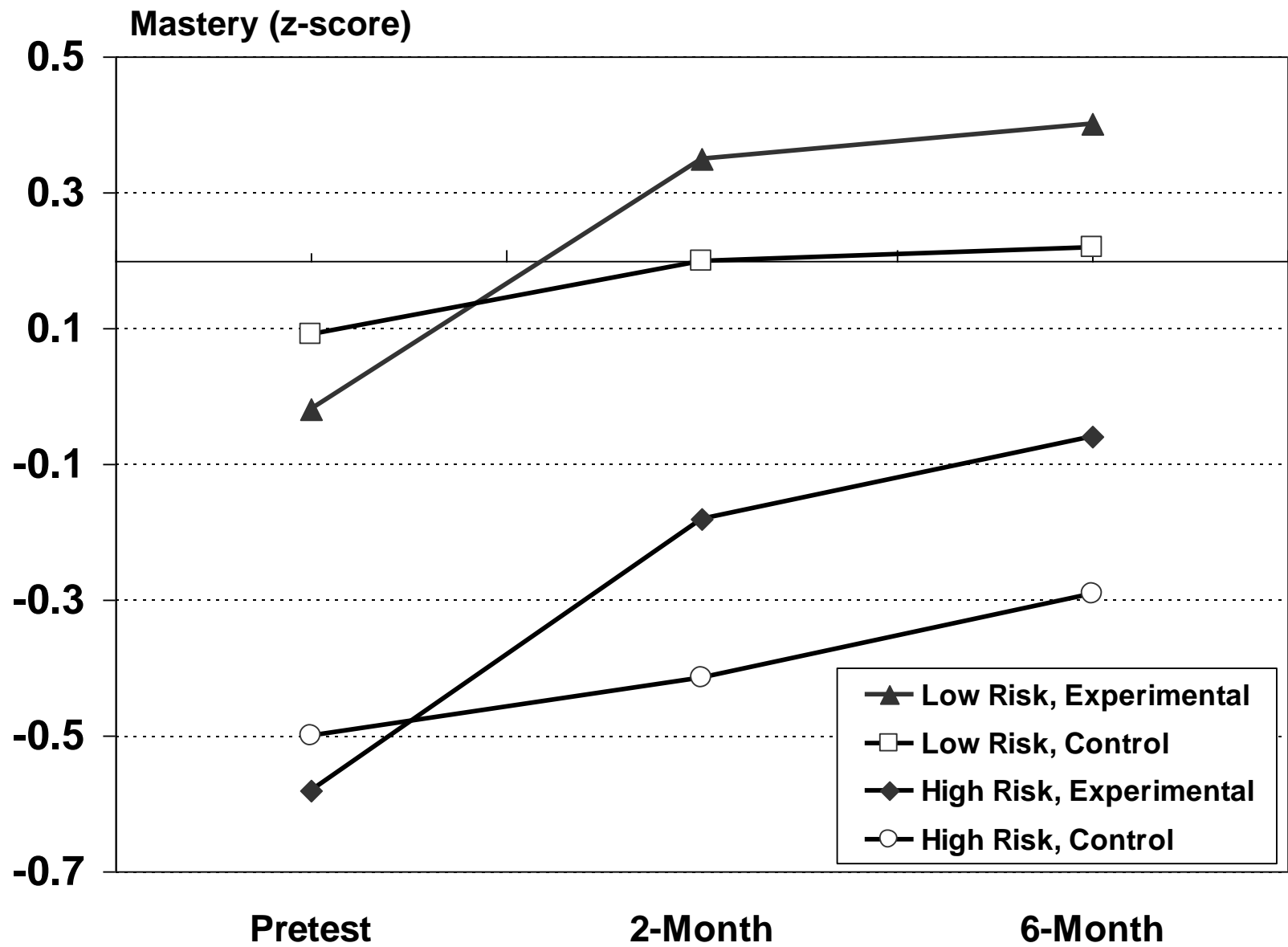
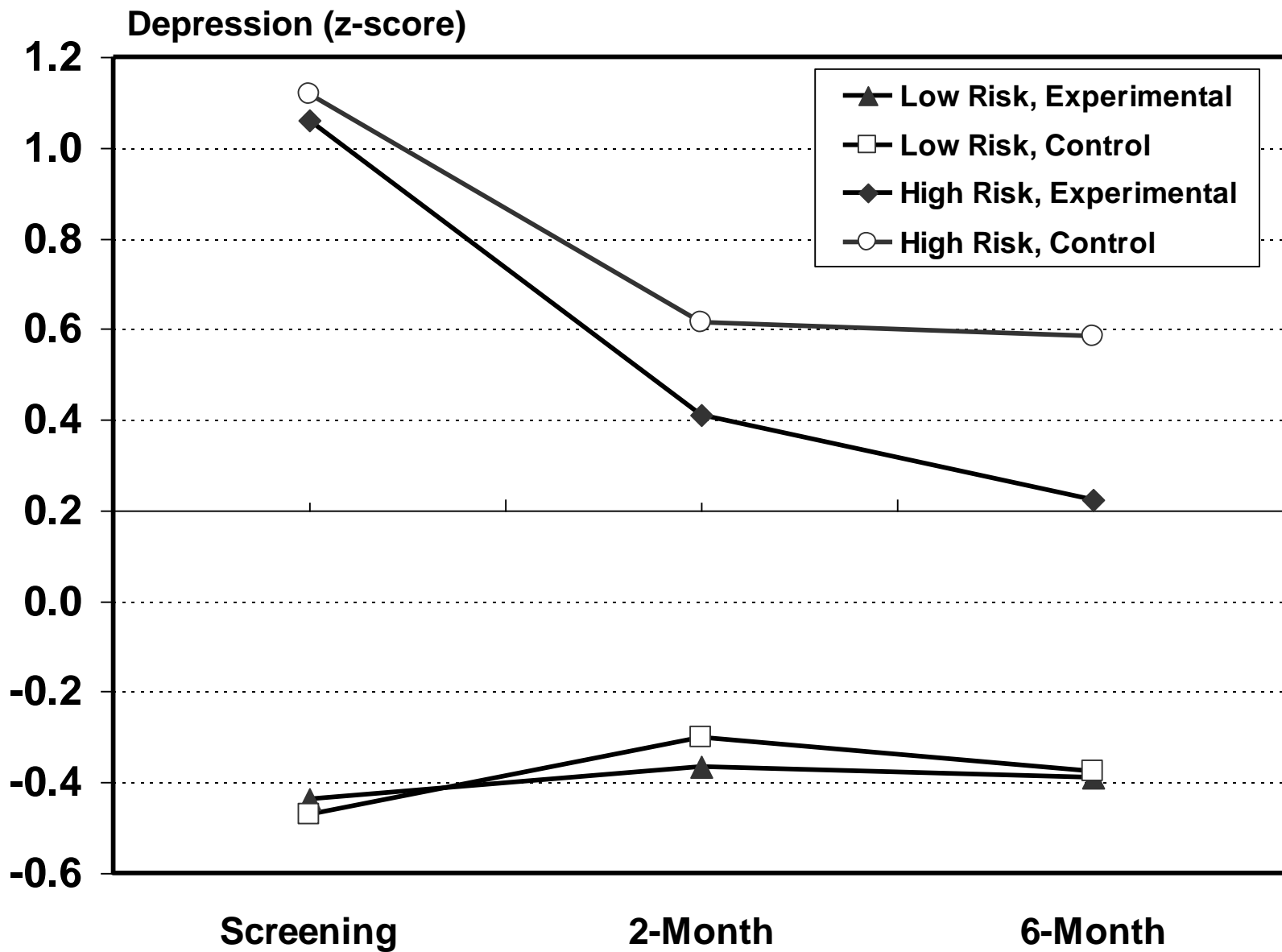


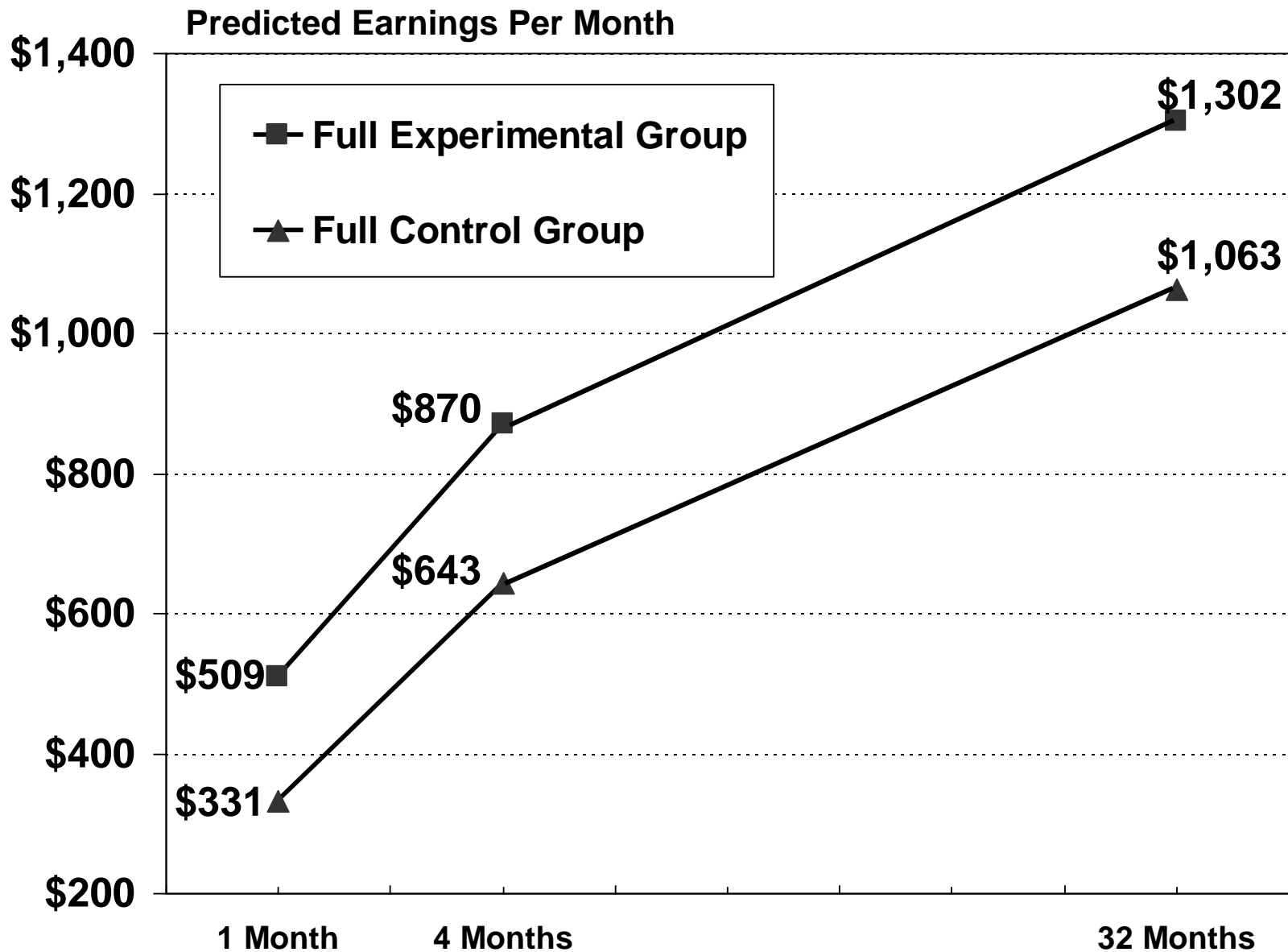
Figure 10. Research Design of JOBS II Field Study

Adapted from Vinokur, Price & Schul (1995)









**TOBIT predicted means of earnings per month  
adjusted for age, sex, education and income.**

**Figure 18. Depression as a Function of Pattern of Employment at T2 (2-month) and at T3 (6-month) follow-ups**



# **California Implementation of Winning New Jobs**

## **Effectiveness Trials with Large Populations and Service Workers**

- ❖ Three Cities: Urban Poor in Los Angeles, Rural Poor in Central Valley, Silicon Valley in the North**
- ❖ Served 6,000 unemployed California citizens**
- ❖ Trained service personnel in each site, developed evaluation and training protocols**



# **Winning New Jobs in the People's Republic of China**

## **Effectiveness Trials in a different political and cultural setting**

- ❖ **Seven Cities: Centralized training of employment service workers in Beijing**
- ❖ **State Owned Enterprises closing, and “iron rice bowl” disappearing with them in favor of market economy**
- ❖ **Core principles of training remain the same, cultural examples are adapted to local cultural circumstances**







# Implementation in Ireland

- Piloted as part of Cross Border Rural Mental Health Project (1999-2004) funded by the EU Peace and Reconciliation Programme
- Evaluated by the Health Promotion Research Centre at NUI, Galway with support from the Health Promotion Unit at the Department of Health and Children and the Northwest Health Board
- Included 402 participants in the pilot project
- Outcomes included significant impact on improved employment outcomes: Intervention group: 47.7 % employed, Comparison group without intervention: 16.8 % employed



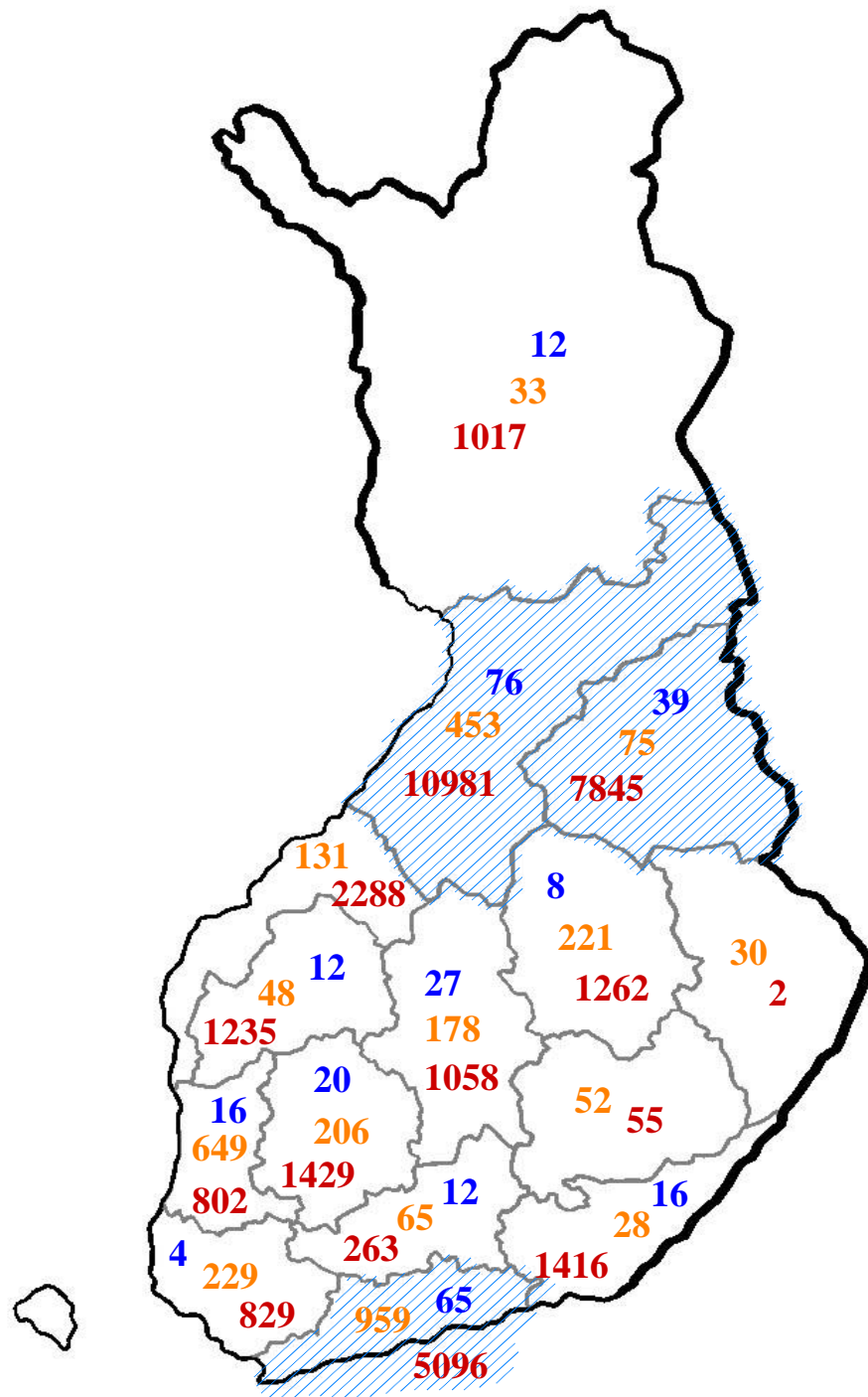
# Työhön group activities in Finland until year 2004

Trained trainers 305  
(until year 2000)

Method packages 3395

Workbooks 35578

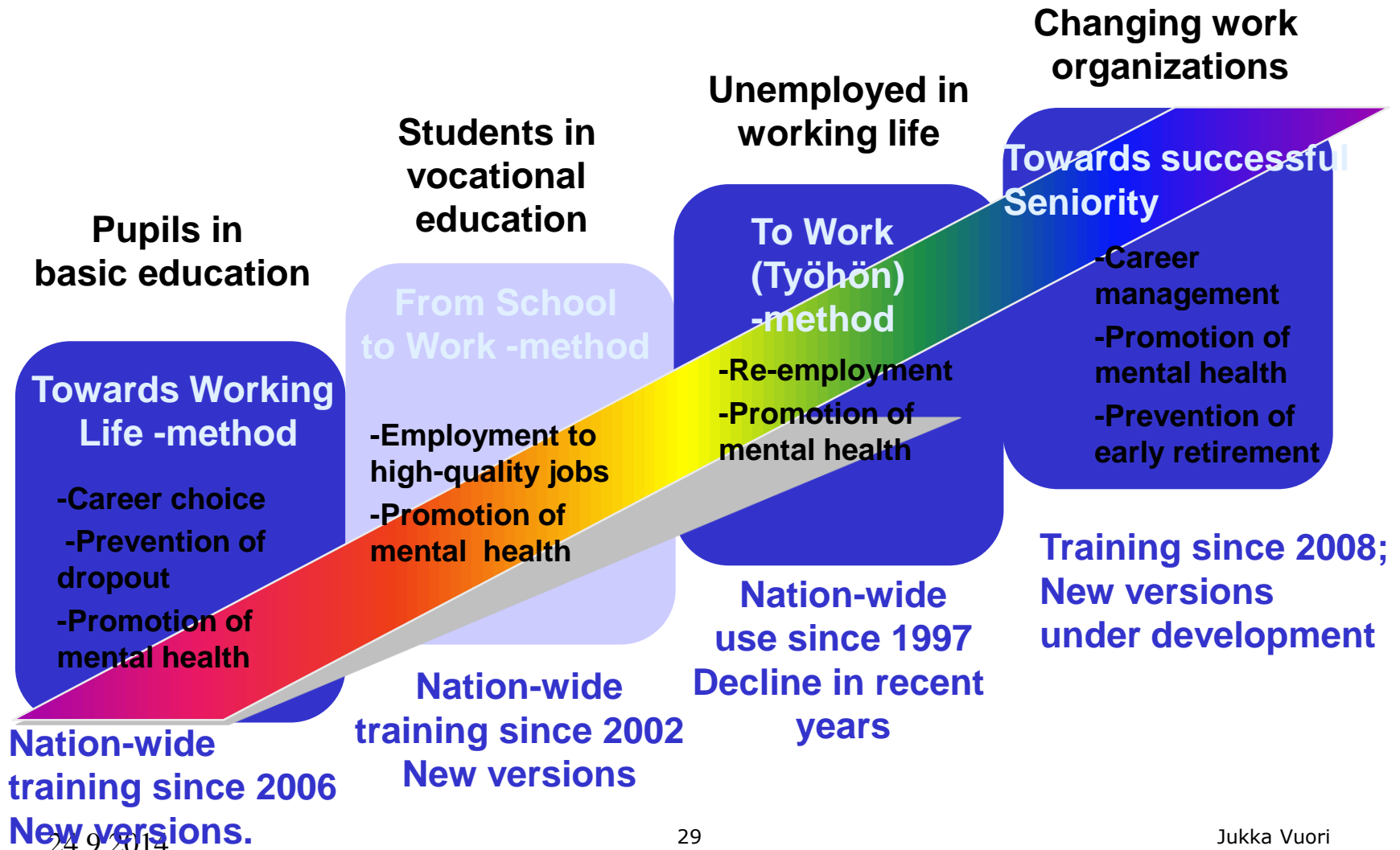
Trainer networks







# Promoting career management and mental health



# School to Work Transition: Promoting Career Adaptability and Career Competence

## **Career SKILLS Program [Netherlands]**

Akkermans, J., Brenninkmeijer, V., Blonk, R. W. B., & Schaufeli, W. B. (in press). It's All About CareerSKILLS: Effectiveness of a Career Development Intervention for Young Employees. *Human Resource Management*.

## **School to Work Group Method [Finland]**

Koivisto, P., Vinokur, A. D., & Vuori, J. (2011). Effects of Career Choice Intervention on Components of Career Preparation. *The Career Development Quarterly*, 59, 345-366.

# Aging, Retirement and Career Management

## Resource-building group intervention on career management and mental health

Salmela-Aro, K., Mutanen, P., & Vuori, J. (2012). Promoting career preparedness and intrinsic work-goal motivation; RCT intervention. *Journal of Vocational Behavior*. 80, 67-75.

Vuori, J., Toppinen-Tanner, S., & Mutanen, P.(2012). Effects of resource building group intervention in work organizations on career management and mental health: Randomized controlled field trial (RCT). *Journal of Applied Psychology*, 97, 273-286.

# **Forthcoming Book: Sustainable Working Lives - Managing Work Transitions and Health throughout the Life Course.**

## **Editors**

- *Jukka Vuori*, Development of Work and Organizations, Finnish Institute of Occupational Health, Finland
- *Roland Blonk*, TNO Sustainable Work and Employability, University of Utrecht, The Netherlands
- *Richard Price*, Institute for Social Research, Department of Psychology, Organizational Studies, University of Michigan, USA



## **Work Life Transitions and Health**

- Global Perspective: *Richard H. Price*
- Vulnerability in Developing Markets: *Simo Mannil*
- Economy of Sustainable Careers: *Guy Ahonen*

## **Starting Sustainable Work Careers**

- Preparing for Work Life: *Katariina Salmela-Aro & Jukka Vuori*
- Adaptive School-to-Work Transitions: *Jos Akkermans, Mikko Nykänen, & Jukka Vuori*
- Balancing Work and Family: *Bettina Wiese & Michaela Knecht*

## **Job Insecurity**

- Job Insecurity: *Hans de Witte, Tinne van der Els & Nele de Cuyper*
- Coping in Uncertain Work Situations: *Kate Sweeny & Arezou Ghane*
- Flexicurity and Well-Being: *Tomas Berglund*

## **Job Loss and Unemployment**

- Reemployment: *Amiram Vinokur & Richard Price*
- Fragility of Employability: *Jos Sanders, Luc Dorenbosch & Roland Blonk*
- Prolonged Unemployment: *Alex Burdorf & Merel Schuring*

## **Early Retirement or Job Retention**

- Career Management Preparedness: *Jukka Vuori & Salla Toppinen-Tanner*
- Older Workers' Job Retention: *Mikko Härmä*
- Prolonged Working Years: *Gwenith Fisher, Lindsey Ryan & Amanda Sonnega*
- Conclusions for Research and Policy: *Jukka Vuori, Roland Blonk, Richard Price*