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A Comparison of Behavioral Incentive Systems in a Job Search Program

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A COMPARISON OF BEHAVIORAL INCENTIVE SYSTEMS
IN A JOB SEARCH PROGRAM

by

Louise Smith Rogers

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Master of Arts
Department of Psychology

Western Michigan University
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April 1981

A COMPARISON OF BEHAVIORAL INCENTIVE SYSTEMS
IN A JOB SEARCH PROGRAM

Louise Smith Rogers, M.A.

Western Michigan University, 1981

This research involved a comparison of two approaches for implementing a point system in a job search program, using a between-groups design. The experimental group (a) received precise instructions concerning back-up contingencies, (b) attended weekly feedback sessions, and (c) graphed daily points earned. The control group did none of the above; however, they received the same initial instructions concerning performance standards and point values for behaviors. The control group's instructions included only a vague statement concerning back-up contingencies, not directly relating contingencies to point values. The experimental group earned 34% more points. Due to variability in each subject's program duration, the experimenter conducted an analysis of covariance ($p < .02$, $F = 6.54$), the covariant being the number of days in the program. These findings indicate that there are several important considerations for managers when implementing behavioral incentive systems.

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To all of these people, I am sincerely grateful for their time
and support.

Louise Smith Rogers

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CHAPTER I

Introduction

Many organizations adopt established formats for behavior management, only to find that what worked well in one organization or study does not work quite as well in their own organization. For example, several research studies substantiate the effectiveness of incentive systems based on points earned (Allyon & Azrin, 1968; Bourdon, 1977; Dillon, Kent, & Malott, 1980; Gant, Dillon, & Malott, 1980; Miller, 1977). However, these studies do not specify the variables determining the effectiveness of the points--especially those variables which may contribute to success across settings. Two possible variables which may contribute are (a) the extent to which there is a relationship between points, the desired performance objectives, and contingencies for performance, and (b) the extent to which feedback occurs consistently on this performance--either directly on performance or indirectly through points earned.

Only one of the above studies examined variables affecting point system effectiveness. Dillon, Kent, & Malott (1980) withdrew back-up consequences for earning points, which resulted in subjects earning less points while in this condition.

A formal feedback system, which consists of quantified information on performance, may be one essential component for the success of a point system. Feeny (1973) and Stone (Note 1) showed that when subjects graphed their own performance, their performance improved.

These two studies indicate that it may be more efficient if the individual keeps track of his or her own performance record rather than the manager, as this method produces behavior change yet frees the manager's time for other activities. However, managers should probably monitor employee self-graphing to insure behavior maintenance.

Point systems can serve many useful management functions. Several authors emphasize the importance of quantifiable, accomplishment-based performance objectives in evaluating performance (Gilbert, 1978; Laird, 1978; Mager, 1975; Odiorne, 1970), and point systems allow managers to assign quantifiable values to a variety of accomplishments which may otherwise be difficult to equate. Also, point systems enable the manager to be flexible in individual goal assignment. For example, Miller (1977) used a point system to equate performance requirements for salespersons in different sales market conditions. Finally, point systems are valuable as they leave a permanent performance record for evaluation of long-range trends--trends which are often useful for identifying gradual changes in performance.

The present study compared two approaches to the utilization of a point system, attempting to determine the effect of a behavioral intervention package. The present study manipulated the specification of back-up contingencies and the presentation of information concerning achievement of performance objectives. In one group, subjects (a) graphed their points earned, (b) discussed individual performance objectives with their supervisor in a weekly evaluation session, and (c) received information concerning the back-up contingencies and

their relationship to points. The other group received the same initial instructions, but did not graph points, attend evaluation sessions, or receive information concerning contingencies.

CHAPTER II

Method

Subjects and Setting

Nineteen individuals served as subjects while enrolled in a job search program in a Vocational Rehabilitation Center in Southwestern Michigan. Sixteen males and three females participated. Their ages ranged from 20 to 48 years, with an average of 27; 13 subjects were Black, 4 White, and 2 Hispanic. All were currently unemployed and several had unfavorable job records (e.g., job discharges, prison records, etc.).

Prior to entering Job Search, subjects participated for 3 to 5 weeks in programs including: (a) a vocational guidance and counseling program, (b) a work assessment program, in which subjects took clerical tests and various mechanical aptitude tests, and (c) a job-seeking skills program, involving how to prepare resumes, write letters of inquiry, fill out job applications, and conduct themselves properly in a job interview.

Subjects had to meet the following entrance criteria for Job Search. First, they had to be judged as "competitively employable" by the staff, and second, they had to emit positive verbalizations indicating interest in pursuing at least two "reasonable" job objectives. Staff members subjectively judged subjects as "competitively employable" if they exhibited proper working behaviors during assessment (worked at

a pace considered near or at standard for piece-rate work, attended regularly, dressed properly, etc.). Staff judged subjects' job objectives as reasonable if the subjects' skills and qualifications were equal to or exceeded the skills necessary for the job of interest.

The directors of the agency originally modeled their Job Search program after a behavioral procedure developed by Azrin, Flores, and Kaplan (1975). Therefore, staff members had had some experience with behavioral technology prior to the implementation of this research project.

Experimental Design

The experimenter used a between-groups design and randomly assigned individuals to either the experimental group or the control group as they entered Job Search. Groups of 3 to 10 subjects entered approximately once every 2 weeks. The final number of subjects for each group was: 9 control, 10 experimental.

The agency was obligated to provide job placement services for both the experimental and control groups. Therefore, the control group received treatment similar in some respects to the experimental group. For a description of Job Search and common variables between the two groups, refer to Appendix I.

Independent Variables

The independent variables consisted of (a) a precise statement of the back-up contingencies related to points, (b) a weekly evaluation and counseling session, and (c) daily self-graphing of points earned.

Statement of back-up contingencies. Both the experimental and control groups received a contract which specified 10 points as the minimum acceptable performance standard. Additionally, however, when an experimental subject entered Job Search, the experimenter explained the back-up contingencies related to earning points, including both positive and negative consequences for performance. Experimental subjects learned that obtaining a weekly point average lower than 5 points resulted in: first, a call and a negative performance report to the subjects' referral agency, and second, termination from the program and loss of public assistance funds if the subjects maintained that low average for 2 consecutive weeks. Subjects also learned that maintaining a daily point total of 10 or above consistently throughout one week, with perfect attendance, resulted in their being able to take off Friday afternoon of that week while still receiving pay.

Weekly evaluation and counseling session. All subjects met individually with the Job Search counselor on a daily basis to turn in their self-report data; however, experimental group subjects had an additional meeting with the Job Search counselor once a week to discuss performance. This once-a-week meeting served two purposes. First, each subject discussed the relationship between their individual job objectives and the frequency of each job-seeking behavior. Thus, this meeting provided an opportunity for the Job Search counselor to make positive or negative comments and make suggestions for next week's activities. For example, a counselor might ask a subject to decrease the total number of phone contacts, but increase the total

number of applications submitted. Second, the Job Search counselor reminded the subjects of the back-up contingencies concerning points and informed them of their current status with respect to those contingencies.

Daily self-graphing. Experimental subjects graphed their points on individual charts in a room from which all subjects made job search phone calls. Following their daily meeting, both the subject and the Job Search counselor would go to the phone room, where the Job Search counselor would make positive or negative comments while the subject concurrently graphed the previous day's data point. The counselor pointed to the graph and made remarks concerning the direction of the data and also whether or not the subject had met the goal of 10 points for the previous day.

Dependent Variables

The major dependent variable was points earned each day. The behavioral contract specified 10 points each day as the acceptable minimum performance standard. The staff determined the point value for each job-seeking behavior on the basis of (1) difficulty or length of time required for completion, and (2) the probability of success in finding a job given that activity (i.e., going to an interview seems to have higher job-finding success rate than making a phone call, according to the placement staff). Both the experimental and the control subjects earned points for a variety of job-search behaviors, as shown in Figure 1.

Both groups completed self-report forms at the end of each day indicating the number of points earned; these forms were collected at the daily meeting the next day.

Reliability

The experimenter calculated reliability for each activity in Figure 1. The subjects acted as primary observers, turning in written self-reports at daily meetings. The rehabilitation center's telephone operator acted as the secondary observer by logging the number of telephone calls made by individual subjects on reliability forms. For the remaining behaviors listed in Figure 1, the experimenter obtained reliability data by verifying permanent products such as: letters, signatures, or company stamps. A staff member kept separate meeting attendance records which were compared to the experimenter's records to determine meeting attendance reliability. Additional reliability information is in Appendix II.

The experimenter calculated the percent of reliability checks taken for each subject, which ranged from 25% to 100%, with a group average of 79%. Of those checks, the percent agreement between self-reports and secondary observer reports ranged from 73% to 100% for each subject, with a group average of 93% agreement.

Figure 1. Behavioral contract specifying points and performance standards.

JOB SEARCH REQUIREMENTS

Each day you must earn 10 points from the following list of activities. Any combination that equals 10 points is acceptable. You are required to attend a daily meeting, at _____, in which you will discuss successes and problems with a Placement Staff Member. If you are unable to attend a scheduled meeting, you must notify the Staff by 8:30 on the day of the meeting.

<u>ACTIVITY</u>	<u>POINTS</u>
Telephone Call	½
Buddy Telephone Checklist (no more than one)	½
Follow-Up on Previous Application	1
Follow-Up on Lead	1
Check with MESC (In Person)	2
Check with CETA (In Person)	2
Letter of Inquiry and Resume Sent	2
Thank You Letter (For Previous Interview)	2
Job Application Accepted	3
Interview	4
Meeting	1

Your Job Search activities should result in at least 10 points daily! Failure to maintain this daily point average will result in a reassessment of your participation in the program.

I agree to honor this contract.

Name

Date

Placement Staff Member

Date

CHAPTER III

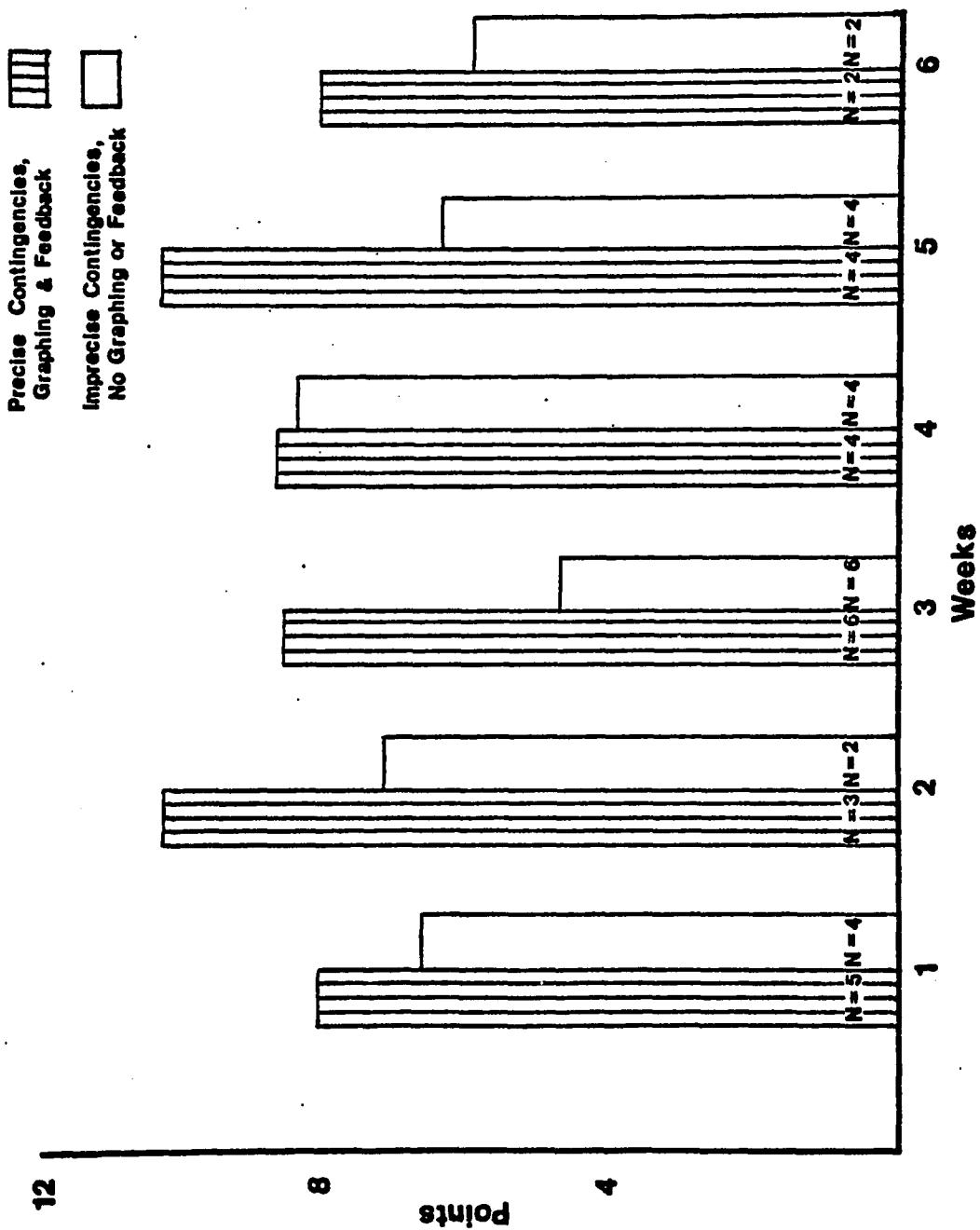
Results

The experimental group earned 34% more points than the control group (see Figure 2). The group means were 9.23 and 6.10 points per day, respectively. Due to variability in the length of stay in the program, the experimenter conducted an analysis of covariance ($p < .02$, $F = 6.54$), the covariant being the number of days in the Job Search program. The results of the homogeneity of regression slopes test were nonsignificant ($p < .05$, $F = 2.32$), indicating that treatment effects are the same regardless of the length of intervention (c.f., Huitema, 1980).

The experimenter also obtained self-report data from staff members who evaluated the experimental program subjectively. Staff members reported spending slightly more time supervising with the new point system. However, the staff also reported that the new system was "clearly superior" to the old system, giving them more objective performance evaluation data. Of the independent variables, they reported the most satisfaction with the individual counseling and evaluation sessions, saying that these sessions provided the additional structure needed to insure that individualized feedback sessions occurred.

The agency considered this program cost effective, as it did not require additional staff members. The program also helped the organization meet accreditation standards for federal funding (c.f.,

Figure 2. Weekly group means of average daily points earned/subject.



Standards Manual for the Accreditation of Rehabilitation Facilities,
Note 2).

CHAPTER IV

Discussion

The superior performance of the experimental group suggests that for a point system to be effective in controlling behavior, one or more of the following must occur: (a) managers must hold frequent (weekly) evaluation sessions, (b) employees must self-record points, and (c) managers must state precisely how points relate to other contingencies in the work environment. However, further research is necessary to determine the importance of each.

An important issue to consider is why these independent variables did in fact control the behavior of the experimental subjects, especially since each independent variable involved a delayed consequence.¹ For instance, in the present study, experimental subjects received corrective feedback for Monday's performance on Friday during the weekly evaluation session, resulting in a four day delay. Subjects graphed points on a daily basis, yet these were points earned during the previous day's job-search activities. The experimenter explained the back-up contingencies relating to points upon the subject's entry into the program; however, only one experimental subject contacted

¹Malott (Note 3) proposes an alternative terminology. In order to more clearly delineate between the effects of immediate events and delayed events, he suggests that the term "consequence" be used only when referring to immediate events that can function as rewarding or aversive stimuli, directly strengthening or weakening the preceding response. The term "outcome" should be used for delayed events that are too remote from the preceding response to directly reinforce or punish it.

those contingencies, four weeks later. Since all of these consequences were delayed, none could control behavior directly as reinforcing or aversive stimuli in the same manner displayed in most basic experimentation. Animal research reveals that after a matter of a few seconds, consequences do not control the animal's behavior (Pierce, Hanford, & Zimmerman, 1972; Skinner, 1969). However, human behavior may occur under the control of rules (guidelines or instructions) which specify delayed consequences (Malott, Note 3; Malott, Tillema, & Glenn, 1978, pp. 123-133; Skinner, 1969; pp. 133-171). Our tendency to follow rules is determined by contingencies of reinforcement for following those rules in the past. For example, an employee might state the following rule: "If I go to work today, I will get paid." To ascertain the role of rule-governed behavior in humans, future research might include recording or documenting individuals' overt or covert responses to determine if subjects are stating rules.

The control subjects probably engaged in some type of rule-following behavior as well, as they also earned some points in the absence of immediate consequences. What then accounted for a significant difference in the number of points earned between groups? One of the independent variables, precise statement of consequences, may account for some of the observed differences. The experimental subjects received precise instructions concerning delayed consequences, while the control subjects received only vague instructions.

The experimental subjects also discussed the relationship between consequences and point totals in their weekly evaluation and counseling

sessions. These sessions may have served to increase the number of rule statements the experimental subjects made, thus differentially affecting the total number of job-seeking behaviors. A separate, but related issue, may also account for some of the differences between groups. The control group may have originally formulated a rule of this nature: "I should earn 10 points or I will be reprimanded." However, as each control subject dropped below 10 points, and discovered an absence of negative consequences, they may have reformulated the rule to state: "Since nothing happened to me when I dropped below 10 points, I may slack off a bit." "Perhaps as humans, we are much better at following rules that specify reliable outcomes, delayed though they may be, than unreliable outcomes" (Malott, Note 4).

There were no significant differences between groups in rates of job placements. Two confounding variables made actual job placements an inappropriate dependent variable. The degree of organizational control over job placements was affected by (a) the local job market conditions, and (b) frequent "job trips" from referral agencies, irrespective of the subject's performance in the program. However, this system provided a method for ongoing performance evaluation and isolated some variables relevant to effective implementation of point systems within any organization.

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APPENDIX I

The Job Search Program

All subjects had to conform to the following requirements when admitted to the Job Search component: (1) a written attendance policy, (2) a behavioral contract based on a point system, and (3) attendance at a daily meeting. These three requirements served several important functions for purposes of program evaluation and for implementation of the experimental procedure.

Attendance Policy

While in Job Search, subjects spent their day independently searching for a job. Previous agency programs used a structured classroom training format. Therefore, to compensate for the lack of structure, the attendance policy insured regular attendance by specifying additional contingencies.

Behavioral Contract

The behavioral contract, based on a point system, served two major functions: (1) it served as a means for comparing and evaluating subject performance, even when subjects engaged in different job-seeking behaviors, and (2) it provided enough consistency to develop overall program objectives, yet provided enough flexibility to develop differing individual subject objectives.

Daily Meeting

The daily meeting or appointment with the Job Search counselor set the occasion for subjects to give self-reports on their job-seeking activities from the previous day. This meeting was essential to data collection for experimental purposes, as clients gave more accurate reports when questioned on a daily rather than weekly basis. Subjects were considered "absent" for the day if not present for this meeting.

APPENDIX II

PROCEDURES MANUAL
FOR
JOB SEARCH PLACEMENT SPECIALIST

Developed by Louise Rogers
for Goodwill Industries of Southwestern Michigan
June 1980

- I. Introduction and Rationale for Program Structure
- II. Client Job Search Contract
- III. Absence Policy
- IV. Client Data Summary Sheet
- V. Progress Interview
- VI. Graphs
 - A. Average Points
 - B. Daily Points
- VII. Client Job Search Booklet
 - A. Points Form
 - B. Daily Leads Form
 - C. Lead Follow-Up
 - D. Buddy Telephone Checklist
 - E. After Interview Checklist
- VIII. Reliability
 - A. Rationale
 - B. Phone Calls
 - C. Applications and Interviews
 - D. Letter of Inquiry/Resumé
 - E. CETA & MESC
- IX. Client Performance Statistics

This manual evolved in an attempt to develop a Job Search Program that could be easily implemented, objectively evaluated, and of benefit to both the staff and clients served at Goodwill Industries of Southwestern Michigan. Staff should consider this manual as a working document providing guidelines and direction. As such, the manual will need revision as program evolution occurs. A major emphasis has been to relate program goals, individual goals, and program accountability into a system which can be objectively evaluated.

If implemented, the procedures outlined in this manual will provide the Placement Specialist with 1) daily feedback on individual client performance, 2) an ongoing objective means of evaluating program effectiveness, 3) documentation necessary to revise and/or establish program policies and standards, and 4) an evaluative tool to establish and review individual client job objectives on a periodic basis.

This manual does not replace the need for individual job counseling. Instead, the job search procedure supplements the counseling process by providing the Placement Specialist with an increased amount of information from which he/she can determine the degree of structure needed by each client to achieve individual job search objectives.

This program provides clients with additional structure and guidance in their job search, more closely simulating employment conditions. By structuring Job Search such that each client is required to meet with the Placement Specialist on a daily basis, clients learn to be accountable and responsible for their own performance. In

essence, the Job Search Program itself becomes a job, where excessive 24
tardiness and absenteeism are dealt with in such a manner that clients
develop proper working environment behaviors.

The following material presents each component of the Job Search
Program along with explanatory text.

A contract, based on a point system, accomplishes several major goals. The contract 1) gives clients and staff a method of establishing program criteria, 2) allows each client to engage in a variety of job-seeking behaviors as listed on the contract, and 3) specifies a daily appointment time where clients meet and discuss their progress with the Placement Specialist. Items are weighted both in terms of difficulty (the amount of time required) and in terms of the probability of success in finding a job given that activity. Most individuals find that going to an interview is a more successful venture in terms of finding a job than merely filling out an application. Therefore, going to an interview has a higher point value than filling out an application. Each activity is part of a sequence of behaviors, and the activities toward the end of the sequence are consequently worth more points.

The current program policy establishes 10 points/day as the minimum standard for program participation. The point system provides a program-wide means for comparing client performance. Additionally, it allows each client the freedom to structure his/her own job search activities to meet individual program objectives.

An underlying element to this contract is that the individual objectives are the end product of a mutual agreement between the client and the placement Specialist; this contract provides for the establishment of realistic client goals by virtue of the Placement Specialist's involvement.

In order for the contract to function effectively, clients must attend their meetings on a daily basis, receiving feedback on the number of points earned for the previous day. The following absence policy addresses the attendance requirements for program participation.

JOB SEARCH REQUIREMENTS**A**

Each day you must earn 10 points from the following list of activities. Any combination that equals 10 points is acceptable. You are required to attend a daily meeting, at _____, in which you will discuss successes and problems with a Placement Staff Member. If you are unable to attend a scheduled meeting, you must notify the Staff by 8:30 on the day of the meeting.

<u>ACTIVITY</u>	<u>POINTS</u>
Telephone Call	$\frac{1}{2}$
Buddy Telephone Checklist (no more than one)	$\frac{1}{2}$
Follow-Up on Previous Application	1
Follow-Up on Lead	1
Check with MESC (In Person)	2
Check with CETA (In Person)	2
Letter of Inquiry & Resume Sent	2
Thank You Letter (For Previous Interview)	2
Job Application Accepted	3
Interview	4
Meeting	1

Your Job Search activities should result in at least 10 points daily! Failure to maintain this daily point average will result in a reassessment of your participation in the program.

I agree to honor this contract.

Name

Date

Placement Staff

Date

Absence Policy
(Form B)

Due to the nature of job seeking, the program is less structured than most other rehabilitation programs. Often, clients who have functioned well in the organized, classroom setting and who seem ready for competitive employment do not perform well in the less structured job-search program. By developing strict absence policies, similar to those policies in the working environment, the Placement Specialist can readily ascertain 1) whether a client is capable of functioning in a less structured environment, or 2) whether the client needs to be referred to the work adjustment program (or similar program) for additional counseling.

To enable the Placement Specialist to keep track of client's points earned and attendance records, a client data summary sheet was developed (see following section).

BAbsence Policy

The primary reason for this policy is to provide you with responsibilities similar to those of the working world.

You are expected to attend the daily meeting at your scheduled appointment time. If you are late (more than 2 minutes) you will not receive a point that day for meeting attendance. Being prompt also requires that you have all forms completed and in your possession. Daily forms to be completed include (1) a points form, (2) a daily diary, and (3) a leads form which has all activities for the previous day accurately and completely recorded.

To be excused from a meeting, you must notify the placement staff by 8:30 A.M. of the day you do not attend. An absence is excused for only two reasons: (1) sickness, or (2) an appointment for an interview. You should not miss more than 2 meetings in any week due to interview appointments.

Too many unexcused absences are grounds for termination in the program. If you are absent for any reason other than the two reasons mentioned above more than one time during the entire program, you will be required to meet with Bob where you will discuss issues concerning future participation in job search. Any more than three days (total) of unexcused absences will result in termination from the program.

I have read the above information and understand these policies. I understand that any noncompliance or failure to meet standards will result in termination from job search.

Client _____ Date _____
 Witness _____ Date _____

In the daily meeting with each client, the Placement Specialist records all of the client's job search activities for the previous day on a Client Data Summary Sheet. The Placement Specialist logs in the points earned under each of the categories, rather than the actual frequencies of each activity. For example, going to an interview is worth 4 points; therefore, if the client reported going to 2 interviews, the Placement Specialist would log in 8 points under the "interview" category for the previous day. This summary sheet is also useful for keeping track of meeting attendance and each client's average point totals throughout the program.

Occasionally, clients will earn an adequate number of points, but will not display appropriate job-seeking behaviors. For instance, a client may spend an inordinately large amount of time making telephone calls without following up on the information received or without asking for appointments for interviews. The Placement Specialist can circumvent this type of problem by conducting a progress interview, as explained in the following section.

**JOB SEARCH
CLIENT DATA SUMMARY SHEET**

Name _____

Date Started Job Search _____ Date Completed Job Search _____

- P attended
- O unexcused
- X excused

Meeting Attendance																				
Date																				
# Telephone Calls																				
Buddy Telephone																				
Follow-Up on Contact																				
Check with MESC																				
Check with CETA																				
Letter Inquiry/Resume																				
Thank You Letter																				
Application Accepted																				
Interviews																				
Total Daily Points																				
Average Points																				

C

Progress Interview
(Form D)

In a progress interview, the client and the Placement Specialist review client performance in the program. This interview insures that both the client and the Placement Specialist review client job objectives and evaluate overall progress on a weekly basis, and also insures that the client is kept well informed as to his/her status in the program. If the client is 1) not earning enough points, 2) not attending regularly, or 3) engaging in an inordinate amount of some types of job search activities and not engaging in other activities, this information should be discussed in the progress interview.

This interview is important since it gives the Placement Specialist and client a chance to evaluate individual objectives and to reach a consensus concerning client progress. If the original objectives are being adequately met, both the client and the Placement Specialist are in agreement as to the client's status in the program. A disagreement warrants re-evaluation of objectives. The Placement Specialist will take absences into account. The final step of the Progress Interview is determination of client disposition according to continuation, termination, placement, or re-entry into a prior Jenkins Center (a division of Goodwill Industries) program, such as Work Adjustment, Work Evaluation, or Job Seeking Skills.

Name _____ **D**

JOB SEARCH PROGRAM

PROGRESS INTERVIEW

ACTIVITIES	PROGRAM	WEEK #							
Phone Calls									
Buddy Check									
Application Follow-up									
MESC									
CETA									
Letters									
Job Application									
Interviews									
Average Points									
ATTENDANCE	Late	excused							
		unexcused							
	Absent	excused							
		unexcused							

		<u>Job Objectives</u>		Staff	Client	Act-
				Initial	Initial	ion*
Original Objectives:	1) _____	2) _____				
Reviews: #1	_____					
2	_____					
3	_____					
4	_____					
5	_____					
6	_____					
7	_____					

* 3 action codes: C = continue, T+ or T- = termination (positive or negative), P = placed

Graphs provide both the Placement Specialist and the clients with a pictorial representation of job search progress.

Average Points (Form E-1)

Clients' average points per day are posted on a magnetic board.

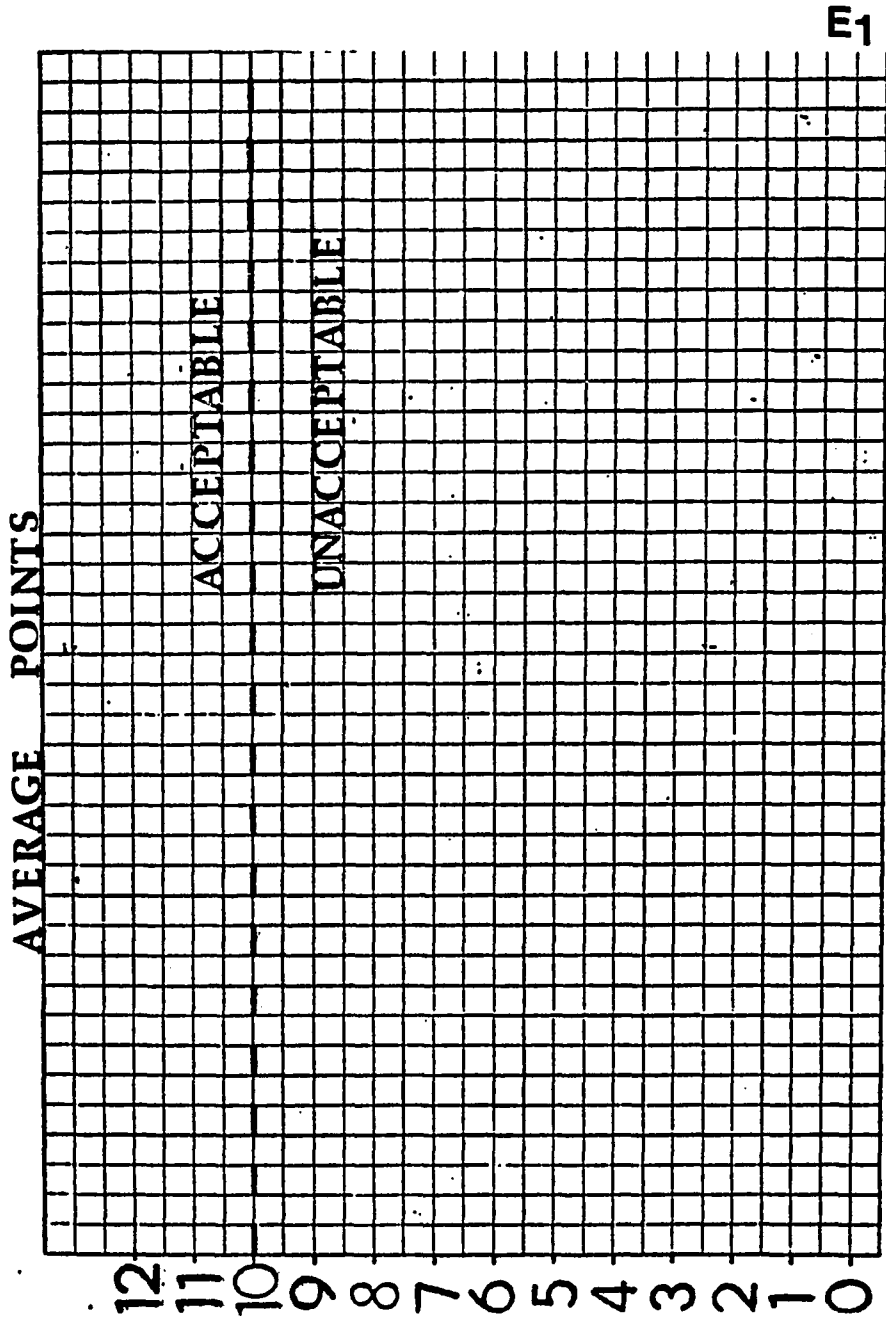
The Specialist may establish a minimum average for program participation and indicate this average on the board. Clients compare their averages to other clients' averages; this action tends to produce a spirit of competitiveness among clients.

Daily Points (Form E-2)

Clients graph their own daily points earned on individual graphs.

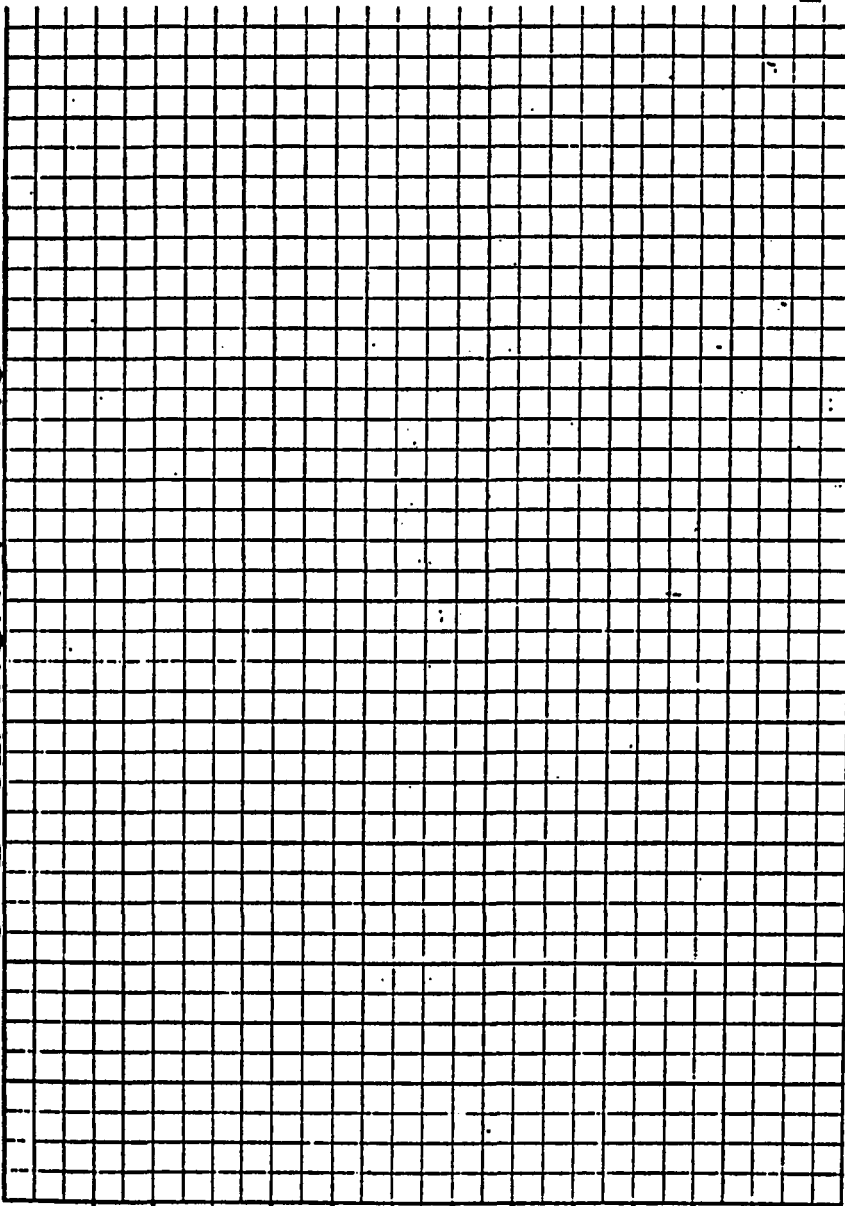
These individual graphs provide additional feedback for clients and give them a chance to become actively involved in the evaluation process. Many clients find these graphs useful and can understand the significance of the graphs---"If I drop below this line, I'm not doing as well as I should."

The Placement Specialist may need to help clients with their graphs. Graphing is most beneficial if it occurs immediately after the daily meeting. If the Placement Specialist encourages graphing and gives feedback (e.g., "Look, you really scored high today."), the clients are more likely to become involved in evaluating their own performance.



FORM 834-P-1
MAY 1964 EDITION
GPO : WASHINGTON : 1964

JOB SEARCH POINTS



12 11 10 9 8 7 6 5 4 3 2 1 0

DAYS

NO. 3100-4 DISTRICT OFFICE, PHOENIX, ARIZONA 85004

Upon entering Job Search, each client receives a booklet containing several forms, examples of which follow. The purpose of these forms is to aid clients in self-reporting their job seeking activities.

Daily Points Form (Form F-1)

Clients record their job seeking activities on a daily points form. This form helps clients determine the number of points earned and also serves as a second check or source of verification for job seeking activities outlined in more detail on the leads form.

Daily Leads Form (Form F-2)

The daily leads form enables clients to keep track of pertinent information concerning all activities and contracts. Clients should write down the name of the organization, the person contacted, the address and phone number for each job search contact. Clients should also record the type of activity (i.e., phone call or interview) to correspond with the activities on the points form. Both the points form and the leads form for the previous day are turned into the Placement Specialist at the daily meeting.

Lead Follow-Up Form (Form F-3)

Frequently, employers will ask clients to call back or contact them later concerning a job opening. If a client has this type of lead, information can be recorded on a lead follow-up form; this form supplements the daily leads form and helps clients keep track of activities requiring further action.

When clients attend the Job Seeking Skills Program, they are taught how to use the telephone properly, learning to obtain all the necessary information for a successful job contract. The Buddy Checklist serves to remind clients of the proper manner in which to make a phone contact. As the name implies, clients pair into twos ("buddies"), and give feedback to each other on their telephone skills.

After Interview Checklist Form (Form F-5)

Like the Buddy Checklist, the After Interview Checklist gives clients information as to the adequacy of their job seeking skills. Immediately following a job interview, clients complete this checklist. This checklist functions as a source of feedback for clients, providing information which helps them enhance their interviewing skills.

DAILY JOB SEARCH POINTS

NAME _____

DATE _____

ACTIVITY	POINT VALUE	NUMBER	TOTAL	HOURS
Telephone Call	$\frac{1}{2}$			
Buddy Telephone Checklist (no more than 1)	$\frac{1}{2}$			
Follow-Up on Previous Application	1			
Follow-Up on Lead	1			
Check with MESC (in person)	2			
Check with CETA (in person)	2			
Letter of Inquiry & Resume Sent	2			
Thank You Letter (for previous interview)	2			
Job Application Accepted	3			
Interview	4			
Meeting	1			

F1

TOTAL DAILY POINTS _____

TOTAL HOURS _____

JOE SEARCH
DAILY LEADS FORM

F2

Name: _____

Date: _____

Name of Organization: _____	Activity: _____
Person Talked to: _____	Points: _____
Phone: _____	Outcome: _____
Address: _____	
	Requires Further Action?
	Yes _____ No _____

Name of Organization: _____	Activity: _____
Person Talked to: _____	Points: _____
Phone: _____	Outcome: _____
Address: _____	
	Requires Further Action?
	Yes _____ No _____

Name of Organization: _____	Activity: _____
Person Talked to: _____	Points: _____
Phone: _____	Outcome: _____
Address: _____	
	Requires Further Action?
	Yes _____ No _____

Name of Organization: _____	Activity: _____
Person Talked to: _____	Points: _____
Phone: _____	Outcome: _____
Address: _____	
	Requires Further Action?
	Yes _____ No _____

Name of Organization: _____	Activity: _____
Person Talked to: _____	Points: _____
Phone: _____	Outcome: _____
Address: _____	
	Requires Further Action?
	Yes _____ No _____

**JOB SEARCH
LEAD FOLLOW-UP**

F3

Name _____ Date _____

Name of Organization:
Agency Representative Contacted:
Phone No:
Address:
Date of Original Contact:
Suggested Call Back Date:

Action Taken

Date _____ Results _____

Date _____ Results _____

Name of Organization:
Agency Representative Contacted:
Phone No:
Address:
Date of Original Contact:
Suggested Call Back Date:

Action Taken

Date _____ Results _____

Date _____ Results _____

Name of Organization:
Agency Representative Contacted:
Phone No:
Address:
Date of Original Contact:
Suggested Call Back Date:

Action Taken

Date _____ Results _____

Date _____ Results _____

F4BUDDY'S TELEPHONE CHECKLIST

Caller's Name: _____ Buddy's Name: _____

Company Called: _____ Date: _____

Did the caller:

	<u>Yes</u>	<u>No</u>
1) Speak clearly?	_____	_____
2) State his/her name?	_____	_____
3) State position applying for?	_____	_____
4) State referral source?	_____	_____
5) Ask for an interview?	_____	_____
6) Ask who to see at the interview?	_____	_____
7) Ask when the interview is scheduled?	_____	_____
8) Ask where the interview will be held?	_____	_____
9) Record all information on leads form?	_____	_____
10) Thank the person for his/her help?	_____	_____

F5

AFTER INTERVIEW CHECKLIST

Date: _____
 First Call Back Date _____

Your name _____
 Your Interviewer's name _____
 Company name _____

TO BE FILLED OUT IMMEDIATELY AFTER INTERVIEW

1. Did you arrive on time?.....Yes No
2. What did you wear? _____
3. Were you friendly with the people you came in contact with? Yes No
4. Did you introduce yourself to the interviewer?..... Yes No
5. Did you state your qualifications?..... Yes No
 If yes, what qualifications did you mention? _____
6. Did you give him a copy of your resume?..... Yes No
7. Did the interviewer go through your resume?..... Yes No
8. Did he discuss anything from your personal background?..... Yes No
 If he did, what points did he talk about? _____
 Was it on your resume?..... Yes No
9. Did the employer comment on any of your skills?..... Yes No
 If he did, what did he say? _____
 Were those skills included as skills on your resume?.... Yes No
10. What was the employer's general impression of your resume? _____
11. Did he comment on your letters of recommendation?..... Yes No
 If so, what did he say? _____
12. Did you offer the interviewer a firm handshake?..... Yes No
13. Did the interviewer discuss any special problems you may have, such as handicaps, transportation problems, etc... Yes No
 If yes, what problems were discussed? _____
14. Did you look at the interviewer when you spoke to him?..... Yes No
15. Did you show good posture and no nervous mannerisms?..... Yes No
16. Did you mention who referred you or if you know someone working at the company?..... Yes No
17. Did you state your desire for work and interest in the company?..... Yes No
18. If you were feeling sure that you would not get the job you were being interviewed for, did you inquire about other position openings for yourself or friends?..... Yes No
 Write any job openings you heard about while at this company _____
19. Did you state your interest in part-time or temporary employment if no full-time employment is possible?..... Yes No
20. If nothing is available at this place, did you ask if he knows of any job openings at any other company?..... Yes No
21. What was discussed the most? _____
22. Was there anything the employer disliked?..... Yes No
 If so, what? _____
23. What did he seem particularly interested in? _____
24. Did you remember to use the call back ending?..... Yes No
25. Did the interviewer seem to like you?..... Yes No

Rationale

In order to evaluate individual performance, periodic reliability checks are essential. Reliability checks allow the Placement Specialist to assess the accuracy of client reports and also demonstrate to clients that the system does not allow cheating (i.e., falsification of records). The reliability checks also indicate staff interest in the clients' behaviors beyond the classroom situation.

Phone Calls (Form G-1)

In order to get an outside telephone line, clients must identify themselves to the switchboard operator. The switchboard operator maintains a cumulative daily record of each client's telephone calls. This record can be checked with the clients' Leads Form Records to determine the accuracy of the clients' telephone reports.

Applications and Interviews (Form G-2)

A letter, signed by the agency Executive Director, is presented by clients to any employers the clients contact while filling out applications or attending interviews. The letter serves several purposes. First, the letter serves as verification of client reports of their activities. Second, the letter serves as a client Release of Information Form should the Placement Specialist need to make any additional contacts with that employer. Third, the letter provides additional publicity and information as to the type of services and clients of Jenkins Center (a division of Goodwill Industries).

The accompanying form helps the Placement Specialist keep track of the letters and resumé̄s which clients mail out. By asking clients to show all letters and resumé̄s to the Placement Specialist, the Specialist insures that client reports are accurate, and also insures that the letters are written appropriately.

CETA & MESC

Whenever clients go to CETA or MESC, they should have their employment cards stamped and should show these cards to the Placement Specialist as verification of job-seeking activities.

G1

JSS PHONE LOG

NAME _____

DATE	TIME	INSIDE #	OUTSIDE #

JSS PHONE LOG

NAME _____

DATE	TIME	INSIDE #	OUTSIDE #



John R. Jenkins Vocational Rehabilitation Center

Goodwill Industries of Southwestern Michigan

2700 N. Pitcher St., Kalamazoo, MI. 49007

(616) 382-0490



TO: Employers

SUBJECT: Verification of Employment Seeking Activities

Goodwill Industries of Southwestern Michigan is evaluating the effectiveness of its new Job Seeking Skills training program.

If the bearer of this letter has:

- A filed an application with your organization,
- B received a job interview, or
- C followed up on a job application

our placement staff would appreciate verification of this activity.

Adequate verification would consist of: your Company name or stamp and phone number, your signature and title, and date of activity.

The applicant will return this letter to us at his/her next scheduled appointment.

We may follow up with a phone call to confirm your verification.

Thank you for helping us with our program evaluation.

Sincerely,

David M. Davey
 David M. Davey
 Executive Director



Company Name or _____
Company Stamp

Your Signature & Title Date

Follow-up on
Application Interview Application

Personnel Phone Number

(Circle Appropriate Activity)

The bearer hereby authorizes release of this information to Goodwill Industries.

Client's Signature

G3

RESUME OR LETTER OF INQUIRY SENT

NAME	DATE	TO WHOM

UNABLE TO ATTEND SCHEDULED MEETING:

Name _____ Time Called: _____

Date _____ Reason _____

Name _____ Time Called: _____

Date _____ Reason _____

Name _____ Time Called: _____

Date _____ Reason _____

Name _____ Time Called: _____

Date _____ Reason _____

The Client Performance Statistics Form provides the organization with information concerning the quality of job placements. By comparing each client's expected wage with the wage received, and each client's vocational objective with the actual job title, the Placement Specialist obtains information as to whether the client's job-seeking activities and subsequent placement were congruent with his/her vocational counseling program.

H

CLIENT PERFORMANCE STATISTICS

Name _____

Date Placed _____

Duration to Placement _____

Total Points Earned _____

Average Daily Points _____

Vocational Objective _____

Expected Wage _____

Employer _____

Job Title _____

Wage Received _____

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