

A FIVE YEAR REPORT ON THE DEPENDABLE STRENGTHS PROJECT,
COLLEGE OF EDUCATION, UNIVERSITY OF WASHINGTON

11/4/92

New Values Have Been Identified in a 5 Year Study of a
Non-Traditional Job Finding Process

Since 1947, when the US Department of Labor recommended its use by military personnel returning to civilian life, the Dependable Strengths Process has been effective for helping people make job transitions. In 1987, a research and demonstration project was started at the University of Washington to identify its effective variables and develop additional uses for the process. The Dependable Strengths Project (DSP), directed by Jerald Forster, is lodged in the College of Education and it was funded by a 10-year grant from Mr. and Mrs. Bernard Haldane. The funding has been supplemented by National Science Foundation funds.

Research undertaken by DSP has shown that the Dependable Strengths Articulation Process (DSAP) helps participants increase significantly their scores on measures of self-esteem, motivation to achieve, self-efficacy, internal locus of control and mental health.

In addition, reports by participants and workshop leaders indicate that DSAP programs enable people to work together more harmoniously, while stimulating positive self-exploration and appreciation of interdependence. The process was designed to help participants articulate their strongest transferable skills, enlarge their potential, and relate their strengths to education and career development. A series of new curricula and materials have adapted the process for use with participants of all ages starting with the second grade year.

The Project's R & D Activities include:

°Some 300 teachers and counselors have been trained to use the DSAP to increase self-esteem of their students and clients.

°Counselors of recovering drug addicts and pre-release jail inmates report the DSAP is unusually effective at increasing and speeding their clients' employability.

°Manuals have been written for use at three levels of K-12 schools.

°Career Development Services (UW Extension) has made the DSAP central in its variety of services to industry (including Boeing), Washington State Agencies, and its other clients.

The overall contribution of the Dependable Strengths Project is clearly significant, though it is difficult to summarize. A wide variety of activities have occurred and many more are planned. Research studies support the reactions obtained from participants and workshop leaders. Participants report they have learned new things about themselves, feel more positive about themselves and their possibilities, and feel they will get along better with others. While a number of positive outcomes have been documented, further study is required if the DSAP is to be all that it can be.

The methods and results of DSAP interventions have been reported in professional conferences in Italy, Boston, Sacramento, Olympia, San Diego, Spokane, Lincoln and elsewhere. Descriptions can be found in two professional journals and the ERIC clearinghouse. Several University of Washington publications have described the project, as has the Seattle Times newspaper.

Since the initiation of the DSP, primary efforts have been devoted to the following goals:

(Indicators of action reflecting these goals are shown in bold-faced type)

1. Assembling a team of faculty members, doctoral students, and local practitioners who will work with Bernard and Jean Haldane in planning and implementing research and development activities.

Descriptions of this team and their efforts can be found in "The Dependable Strengths Project," an article in the Spring 1990 edition of the College of Education's The Notebook. Excerpts of that publication are attached as Appendix A.

2. Planning and conducting intervention workshops wherein DSP team members can learn about and practice methods developed by Bernard Haldane. Project goals include describing the intervention, designated the Dependable Strengths Articulation Process (DSAP), in written manuals which can be used by others who have been properly trained to use the intervention and its adaptations.

Several workshops were conducted. Results of the first three workshops are reported in an article in the International Journal of Personal Construct Psychology, 4:281-292, 1991. Three manuals are being revised for publication.

3. Devising and implementing evaluation methods which will measure the effects of the Dependable Strengths Articulation Process (DSAP) when it is used with various types of people in various formats.

A chapter describing evaluation methods which can be used to measure the effects of the DSAP intervention has been written by Terry Schwartz. This chapter will be included in manuals describing the DSAP methods for different populations and settings.

4. Developing and implementing courses and workshops for professional practitioners who can learn DSAP principles and methods by participating in the process and articulating their own *dependable strengths*.

Two 3-credit courses have been offered for educators during each year since the initiation of the DSP. These courses, called "Increasing Self-Esteem" have been popular and have received high course evaluations. Several other non-credit courses have been offered through the Extension Division and have received high evaluations.

5. Adapting the DSAP to specialized settings and specific groups of participants and evaluating the effectiveness of the intervention under these particular conditions.

For example, adapting the DSAP to students in K-12 settings and studying effects of the intervention. In another example, adapting the DSAP to small-group interventions with women who have been negatively affected by societal practices that hinder female development.

Many adaptations and studies have been conducted by doctoral students and other trained practitioners. In one suburban high school, the DSAP has been used in most 10th grade health courses during the past three years. Careful evaluation has been conducted and improvements have been implemented each succeeding semester. In another setting, three different groups of women have completed an adaptation designed for their unique circumstances. The results of changes in self-representation of these participants have been carefully recorded and presented at professional and research meetings.

6. Developing theoretical models and principles that explain the DSAP methodology and its effects on participants.

Several papers have been prepared to present these models. J. R. Forster's AACD Convention paper, titled "Rationale of the Dependable Strengths Articulation Process" has been widely distributed through the ERIC/CAPS CLEARINGHOUSE (summarized in the September 1989 Resources in Education).

7. Developing measurement and evaluation methods that are sensitive to self-representation and self-identity. Developing evaluation methods that are sensitive to internal changes in self-representation that can be attributed to the DSAP intervention.

Doctoral students Terry Schwartz and Kathleen Severson have been developing measurement and evaluation methods that are particularly sensitive to interventions such as the DSAP. Their doctoral dissertations will report these efforts. Forster has developed a self-report instrument that is designed to be especially sensitive to the DSAP intervention.

8. Selecting and training a few professionals from the first level of training, so that they reach a level of proficiency enabling them to facilitate courses and workshops where the DSAP is the primary intervention. The goals include preparing these same professionals to help others prepare to be facilitators of the DSAP.

Two training programs have been conducted that have prepared approximately twelve professionals at the level of proficiency enabling them to use DSAP methods in recommended ways. Training programs are now available through Career Development Services in the UW Extension. Other workshops have been developed for particular groups such as the College Place Elementary School faculty.

9. Preparing a cadre of trained professionals who can implement the DSAP intervention in a number of settings with a variety of clientele.

A growing group of professionals have been trained to implement the intervention, including counselors at the Extension Division's Career Development Services unit. Practitioners have used it in correctional agencies, K-12 programs - including special education programs -, and numerous government-related settings. University of Washington graduate students preparing to be school counselors have been systematically exposed to the DSAP in a required course, EdPsy 543, Facilitating Career Development. Several graduates of the school

counseling program are interested in using the DSAP in their work in the schools.

10. Developing curriculum materials that can be used to implement DSAP in elementary, middle, and high schools.

Curriculum units for four different age groups in K-12 schools have been developed by practitioners in the public schools with the guidance of the DSP staff. Most of these units have now been field tested and are now ready to be used on a more regular basis. Several trials have been made in the public schools and more are scheduled for the 1992-93 year.

11. Describing the DSAP to professional counselors and teachers in the state. Several workshops have been presented at conferences for professionals in the state. During the spring of 1992, a workshop was presented to the School Counselors Spring Conference. A 3-hour DSAP workshop was also conducted at the Fall, 1992 conference on Washington State Counseling and Development.

12. Conducting studies to evaluate the effectiveness of the Dependable Strengths Articulation Process in various circumstances and producing publications which describe these effects.

Results of initial studies are reported in an article by J.R. Forster in the *International Journal of Personal Construct Psychology*, 4:281-292, 1991.

The results of a study using the DSAP is described in a University of Washington dissertation by Eric L. Denson, titled An Investigation of the Effects of Two Career Counseling Interventions Upon Psychological Well-Being, Self-Efficacy, and Locus of Control.

The results of a study adapting the DSAP for use in a high school will be reported in the dissertation of James E. McMurrer, Jr., titled An Investigation of a Strengths-Based Intervention to improve Adolescent Self-Esteem.

A summary of results from various DSAP studies was reported in a paper "Studies of an Intervention for Changing Self-Esteem," that was given at the 72nd Annual Convention of the Western Psychological Association, May 2, 1992. That paper is attached as Appendix B.

13. Identifying previous studies and reports on the effects of the Dependable Strengths Articulation Process.

Studies published prior to the initiation of the Dependable Strengths Project have been located and placed in Project Archives. One such publication, "*Group Training in Job Finding*" *Employment Service Review*, Dec., 1965, is attached as Appendix C.

Bernard Haldane
Chair, Advisory Board
Dependable Strengths Project

Jerald Forster
Director,
Dependable Strengths Project



THE NOTEBOOK

College of Education / University of Washington / Spring 1990

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Welcome to *The Notebook*

I am pleased to share with you a copy of *The Notebook*. I believe the next several years will be exciting times for us. We plan to publish spring and autumn issues to keep you informed of College of Education activities. We would like *The Notebook* also to be an important communication link with our alumni and friends.

In this issue we present a number of articles to bring you up to date concerning college activities. Roger Soder's interview with me will give you some insights into my thinking about the college's role and our relationship with our colleagues in the K-12 schools. Associate Dean Richard Neel discusses the graduate program, and former Associate Dean Jack Beal discusses the teacher education program. (Cont. on page 3)



Dean Allen D. Glenn

Welcome to *The Notebook* — by Dean Allen Glenn (Continued from Page 1)

As you know, the reform of teacher education is an important issue. During the coming year we will be reviewing our professional education programs to ensure that they will continue to prepare outstanding educators and professors. Three feature articles describe important projects currently under way in the college. They represent the type of research and development activities being conducted by the college faculty and the leadership its members are providing for the profession.

Ms. Molly Purrington, our new development officer, is introduced in this issue. We are delighted to have found a person of such high quality to lead our development efforts. The escalating costs of education and the need to support students and faculty members necessitate the exploration of additional areas of support for the college. Ms. Purrington's expertise and commitment to education will help us move forward with our programs.

To make *The Notebook* an effective communication link, we are interested in your ideas and reactions to its format and content. Please feel free to write to Ms. Jordis Young, the editor.

THE DEPENDABLE STRENGTHS PROJECT

Director: Dr. Jerald Forster

Educational Psychology

A word about research in psychological education

An introduction by Ellis D. Evans, Chair

Mike [observed through a one-way mirror] came into the room, looked around, threw his satchel into the far corner, slouched in a seat, flung his legs on the table. A little later he and three others were asked to describe one of their Good Experiences. "I invented a computer game." "What did you do to make that happen?"

He went to the blackboard and wrote out a series of equations, explaining how they related to his game. When others were asked to name the skills his Good Experience demonstrated, a girl responded, "Mike is a thinker, a real thinker." The room was quiet. Mike's legs slowly came off the table; he sat up straight in his chair; a little later he fetched his satchel and put it under his chair.

After class, teachers commented that he appeared to own the name, "Thinker," and felt he was recognized and accepted by the group as someone special, which influenced the behavior change. His actions demonstrated that he was willing to responsibly join the community.

Since the advent of the mental health movement in the 1930s, educators have carried on an ambivalent courtship with psychological education in the schools. Although consistent with the philosophical premise of educating the whole child, psychological education is distinguished more specifically by a focus on the development of self-understanding, self-acceptance, self-empowerment, and positive self-regard. Ambivalence about psychological education is not so much in spirit as in the body of curricular and psychological service applications in particular school settings. Over the past several decades, for example, we have seen flirtations with organized programs for human relations training, values clarification, self-concept enhancement, social skills training, and other allied affective education approaches that often seem to compete for resources designated for the more traditional objectives of schooling—notably, basic-skills training and cognitive-intellectual abilities.

It is unfortunate that the checkered history of affective education is marked by rhetoric, both pro and con, that leads to simplistic debates such as education for selfhood vs. education for cognitive competence, or educating for the "three Rs" vs. educating for personal-social development. Because these debates often epitomize flawed logic—for example, the either-or fallacy or the false dichotomy argument—advocates of affective education are challenged to overcome the rhetoric and build the case for self-development as an integral educational theme on intrinsically valid grounds. Among other things, this means a rationale to meld psychologi-

cal education and academic competence values to produce strategies for self-development in the schools, which are both feasible to implement and acceptable to educators and parents of varied philosophical persuasions.

During this melding process the affective education movement, like most movements in public education, has slipped on its share of snake oil. Even persons sympathetic to that movement have shared concerns about the validity of claims that psychological education in schools truly makes a difference in student development over the long haul. As a consequence, it has become increasingly clear that systematic and rigorous evaluation of affective education programs is both necessary and desirable to increase and sustain the vitality of affective education in the mainstream of American education. Efforts along these lines are well documented in two scholarly papers that are sure to interest a concerned reader:

- M. A. Scheirer and R. E. Kraut, "Increasing Educational Achievement Via Self-Concept Change," in *Review of Educational Research* 49 (1979).
- W. Strein, "Classroom-Based Elementary School Affective Education Programs: A Critical Review," *Psychology in the Schools* 25 (1988).

Meanwhile, enter a recent and consonant variation on the theme of psychological education in the form of the Dependable Strengths Articulation Process (DSAP). This process takes form in a strategic program of activities designed to promote self-growth at multiple levels of education. The DSAP

The beginning

does not represent a curriculum in the conventional sense of the word; it is not restricted to use in school settings. School applications may be particularly important and timely, however, and a commitment to validation through evaluation research distinguishes the DSAP from many kindred approaches.

It seems fair to say that the DSAP is in its formative stage of development, at least in terms of varied applications. Accordingly, a hallmark of current work on the process is testing, evaluating, revising, and validating the process in terms of intended objectives. In addition, implementation variables of the process can be monitored for fidelity with accepted principles of learning and human communication.

Such work is the legitimate province of educational psychologists, and the following describes the progress of those involved in the Dependable Strengths Project. □



Professor Jerald Forster

The Dependable Strengths Project was born three years ago when its director, Educational Psychology Professor Jerald Forster, was assured ten-year funding by Dr. Bernard Haldane. The project is designed to develop, demonstrate, and evaluate principles and methods devised by Dr. Haldane during his illustrious career in human resource development. His career includes the development and later the sale of a career counseling firm that spans America. Dr. Haldane's practices have been described in several publications, including his best-known book, *Career Satisfaction and Success*. His approach was popularized in *What Color Is Your Parachute* by Richard Bolles. The current version of his work—designated *The Dependable Strengths Articulation Process* (DSAP)—has been influenced by concepts and practices formulated by Dr. Forster, involving the articulation of personal values, goals, and other aspects of self-identity. In addition to the funding, Dr. Haldane (chairperson of the Board of Directors) and his wife, Dr. Jean Haldane, have contributed considerable time and expertise toward the development of project goals and practices.

The way it works

Dependable strengths are positive attributes clearly established and owned by the individual. They are self-identified personal qualities that satisfy these criteria:

- They have been used in at least three different Good Experiences (events in which individuals perceive they did something well, enjoyed them, and take pride in them);
- They can usually be traced back to childhood;
- The individual feels motivated to use them in future activities.

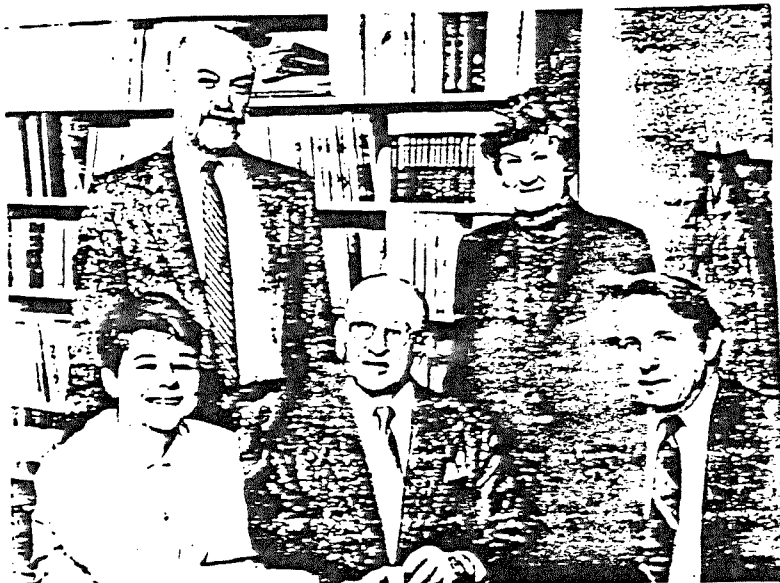
The Dependable Strengths Articulation Process was designed to enhance self-esteem, motivation, and a sense of responsibility. The programs reveal people's strongest transferable skills, enlarge their potential, and relate their strengths to education and career development.

The Dependable Strengths Articulation Process is a system of intervention that enables individuals to recognize, articulate, communicate, and use their Dependable Strengths. In groups, people help each other to explore many self-selected Good Experiences and then Dependable Strengths, which are tested for reality and forged into a report that assists in appropriate articulation of those strengths.

The DSAP helps the participant focus attention on strengths, an activity that changes the person's self-identity if those strengths are "owned" and are given higher value. The self-esteem course for teachers includes components that are theoretical, experiential, and practicum based. Youngsters age seven to thirteen with whom teachers work are brought in and involved.

The team

The Dependable Strengths Project team—composed of Dr. Forster, the Haldanes, and doctoral students Jim McMurrer, Kathy Severson, and Terry Schwartz—meets regularly to plan weekly class sessions for a course titled "Increasing Self-Esteem." Consultants and other experts are often invited to attend the team's seminar sessions, which attend to theoretical and research issues. Doctoral students are working on their own specific research projects related to the DSAP and self-esteem; the projects are evaluated and discussed during team meetings.



Members of the team
Prof. Jerald Foster, Dr. Jean Haldane,
Kathy Severson, Dr. Bernard Haldane, and James McMurrer

The projects

During the first year of the DSAP, primary efforts were directed toward its implementation in three workshops made available to students registered in University of Washington Extension Programs. Measures of self-identity and self-confidence, as measured by the Adjective Check List, were collected before and after the workshops. Significant gains in positive self-descriptions were obtained in these studies. Other clients who participated in the DSAP at the Clinical Service and Research Center also demonstrated significant gains in positive self-descriptions during these first-year studies. A manuscript describing these results is currently being reviewed by the *International Journal of Personal Construct Psychology*.

Future plans include the possibility of collaborating with selected University of Washington Psychology Department faculty members to obtain matching funds that will allow for more research assistant positions and a "cross-fertilization" of ideas.

Members of the project team have also described these results and various aspects of the intervention at professional conferences in Assisi, Italy; Lincoln, Nebraska; Sacramento and Boston; and in Spokane, Olympia, Bellevue, and Seattle. Papers describing the intervention and initial results have been written by Forster, Haldane, and McMurrer. Three of these papers are available through the ERIC/CAPS Clearing House at Ann Arbor, Michigan, and were described in the September 1989 issue of *Resources in Education*.

Five DSAP-focused courses for teachers, counselors, and other school personnel members have been offered on the subject of increasing self-esteem. Participants begin by experiencing the DSAP, which facilitates the articulation of their own Dependable Strengths and the use of these strengths in team projects. Later, a practicum-like experience is arranged to practice implementing the process.

During classes offered the past two summers, teachers worked with

youngsters who were participating in the Extension Program's Summer Experience Programs for Young People. During the regular academic year, the practicum experience has been with youngsters attending a family-oriented program that used DSAP. The development and implementation of this program, called "Family Focus on Strengths," has led to an expanded application of the DSAP. Participating families attend five evening sessions at the Clinical Service and Research Center in Miller Hall, during which the youngsters meet with peers for DSAP activities, facilitated by the teachers who are enrolled in "Increasing Self-Esteem."

The parents and the DSAP team go through selected portions of the DSAP that are coordinated with their children's activities. "Family homework" is designed to encourage a support-team climate and provide practice in key skills. The last session brings family members together to share their recently articulated strengths and to plan activities in which they are used.

App A

Other research projects include an in-depth study of the self-identity and self-esteem of ten women who are participating in a DSAP workshop being implemented by Kathy Severson. Terry Schwartz is developing new methods of measuring self-evaluations, using multidimensional scaling and latency measures when individuals respond to self-ratings.

Applications

Various applications of the Dependable Strengths Articulation Process were implemented in local schools and agencies during the 1989-90 academic year, many by ten experienced counselors who received advanced training in DSAP during the autumn quarter of 1989. These counselors involved their own schools in the projects (Auburn, Kent, Everett, Snohomish, and Clover Park). Applications were also implemented at the corrections clearinghouse in Tacoma and Mental Health North in Seattle.

The future

In April, three members of the team, along with Dr. Paula Nurius of the University of Washington School of Social Work, offered a symposium on self-identity at the annual conference of the Western Psychological Association in Los Angeles. The next course for

school personnel members, focusing on facilitating increase in self-esteem, will be offered as EdPsy 449 during the 1990 summer session.

The largest application of DSAP in the schools is being coordinated by Jim McMurrer during the spring semester in a local high school. A memorandum of agreement for the introduction of Dependable Strengths at the school has been signed, and one-half of the tenth-grade class will participate in the DSAP intervention during the spring semester. Measures of self-esteem and internal locus of control will be administered to all members of the tenth grade at the end of the semester; a sample involving about 75 percent of the class was administered the same inventories at the beginning of the semester. Plans are being made to expand the collaboration with this school district to start DSAP interventions in earlier grades and to broaden the program to include longitudinal programming and follow-up.

Future plans include the possibility of collaborating with selected University of Washington Psychology Department faculty members to obtain matching funds that will allow for more research assistant positions and a "cross-fertilization" of ideas. A number of new projects are likely to come to life as a result of this collaboration. ■

We need to educate the public in the state of Washington — to inform them what we are doing for their children, their schools, their communities. Being a teacher leader in a Professional Development Center is time consuming . . . so much to do and no allocated time for it.

Profile of Educator Chris Vall-Spinosa

Wet feet and dry coffers

The Professional Development Center through the eyes of an involved teacher

Chris Vall-Spinosa is a product of the Bellevue Schools, and has taught in the system for twenty-one years. Her husband has taught in the Issaquah and Bellevue School Districts for 19 years. One of their boys is a senior at Bellevue High; the other attends the University of Washington.

Chris, typical of most teachers, is dedicated to the excellent education of her students and is willing to expend an extraordinary effort to see that they get it. Also like many teachers, isolated in classrooms, she longed for but seldom had the opportunity to share, discuss, and collaborate with adults (a subject that Prof. Nathalie Gehrke, the Director of the Professional Development Center, has researched and in which she has been published). As is atypical of most teachers, however, Chris has had an opportunity to do just that—collaborate with adults.

(Continued on Page 17)

Profiles of Educators

The final link in the education chain is the teachers in the public school system of Washington. They are responsible for delivering to children the sum of the expertise acquired in their own education—the knowledge of the teachers and professors by whom they have been educated and the insights those professors have gained from their years of dedicated research.

Because of their importance, we will acquaint ourselves with at least one of these public school teachers in every issue of *The Notebook*. Often they will be involved in the projects highlighted in the issue, as is the educator featured in this issue, beginning in the next column—Chris Vall-Spinosa, of Odle Middle School in Bellevue, who is an indispensable member of the Puget Sound Professional Development Center project, which is elaborated upon in the section following on page 9.

Faculty members are invited to suggest their favorite teacher anywhere in Washington who they believe should receive acknowledgment.



APPENDIX B

Studies of an Intervention for Changing Self-Esteem

presented by
Jerald R. Forster
University of Washington

at the 72nd Annual Convention
of the Western Psychological Association
May 2, 1992

The Dependable Strengths Articulation Process (DSAP) is a systematic set of procedures designed to help participants articulate a pattern of their self-identified strengths. The process usually takes twelve to eighteen hours to complete. Students in K-12 schools may complete the process in twelve hours if previous activities have prepared the students for small group interactions and self-examination. Part of the process is conducted in quads (fours), during which participants describe three or four of their most effective and satisfying experiences to each other. They listen to other participants as they describe their positive experiences and then identify strengths they recognized in the person who has been describing the experiences. The DSAP includes several other procedures, including the completion of a grid-like chart where the participant systematically checks off words describing strengths that were used during previous experiences. These experiences were selected to meet a set of criteria specifying a sense of accomplishment, enjoyment and pride. Finally, each writes a summary of his or her strengths with experiences which have applied them.

Studies of the Effects of DSAP Interventions

The procedures in the DSAP have been described by Haldane (1989), who developed the process during a career devoted to facilitating career development. A research and development project was initiated at the University of Washington in 1987 to study the effects of DSAP interventions and develop ways to expand its usefulness. A secondary purpose of the ten-year project is to develop DSAP materials for use with students in K-12 schools.

Studies of intervention effects are described below:

A Study Involving Adult Career Changers: The initial studies by the DSP staff were conducted in 1988 by administering the Adjective Check List (ACL) to thirty participants before and after DSAP workshops. The methods and results of these studies have been described by Forster (1991). Significant increases in scores were identified for ACL scales measuring Self-Confidence and Achievement Motivation. Workshop participants checked significantly more positive self-descriptions after the DSAP intervention than they had before the intervention. A comparison group, who took the ACL before and after a comparable period in an educational psychology course, showed neither an increase in positive self-descriptions, nor on the two scales mentioned above.

Studies Involving Adult Women: Severson (1991) conducted a three-part series of studies of DSAP effects that combined qualitative and quantitative methods. using methods developed during a pilot study, she collected narrative self-descriptions before and after two DSAP intervention groups of adult women. She also collected pre and post intervention responses on Rosenberg's Self-Esteem Inventory and Rotter's Locus of Control Inventory. A complete set of data was collected on five of the participants. The small number of subjects meant that standard statistical analyses were unadvised. Severson provides a pattern of circumstantial evidence to infer that increases in self-esteem did occur between the pre-intervention and the post-intervention data collection. Judges who were blind to the time the data were collected, rated the narratives on constructs of self-esteem and internal locus of control. The post-intervention narratives of the five participants who completed the pre and post measures were all rated higher than the pre-intervention narratives. Likewise, raters judged post treatment narratives as showing more signs of internal locus of control. The scores of the Rosenberg and Rotter inventories also showed patterns of gain from the pre-measure to the post-measure and the follow-up measure. When participants described their own evaluation of the effects, they indicated that they had increased awareness of key strengths or positive self-constructs.

An Investigation of the Effects of Two Career Counseling Interventions Upon Psychological Well-Being, Self-Efficacy, and Locus of Control: In this investigation, completed at the University of Delaware's Student Counseling Center, Denson (1992) compared changes in two groups of college students receiving DSAP-based interventions with changes in a control group of 25 students who were waiting for an intervention. Treatments resulted in significant gains on the Perceptions of Vocational Attributes Scale, and significant gains over the control group on the Perceptions in Self-Efficacy

Scale. Treatment where the DSAP was stressed resulted in significantly more internal locus of control on Rotter's inventory, than did students in the control group. Likewise, treatment participants showed significantly greater gains on the Mental Health Inventory.

Studies of Clients Participating in Career Exploration: McMurrer (1989) described another study where 17 clients completed the DSAP as part of their career exploration process at the Clinical Services and Research Center on the University of Washington campus. These clients were administered the Adjective Check List (ACL) before and after the exploration process. These participants showed significant gains on the number of favorable items checked, as well as on the Self-Confidence Scale and the Achievement Motivation Scale. Since a comparison group did not show a similar increase in ACL scores, it is argued that the DSAP-component contributed to most of the increased self-esteem found in this group of participants.

McMurrer also described another study where a group of 22 teachers, who had previously taken the ACL showed a significant gain on a ratio score after the DSAP intervention.

Conclusions and Implications

Several studies using the DSAP intervention have documented that measures of self-esteem and positive functioning were significantly higher after participants completed the process than was the case before they started. Follow-up studies have not been attempted, so the staying power of these changes is unknown. Haldane has collected a large number of evaluations completed by DSAP participants in the last fifteen years. These evaluations indicate that nearly all participants report that they learned something new about themselves, and feel they will get along better with others. Post-intervention evaluations show that participants are nearly always appreciative of the DSAP experience.

The results obtained in the studies of DSAP interventions discussed appear to be compatible with general conclusions made by Hattie (1992) in his chapters on enhancing self-concept. Hattie describes how he located approximately 650 studies on self-concept change and then conducted a meta-analysis of the 89 having sufficient data for these analytical procedures. When discussing the implications of his meta-analysis, Hattie (1992) states that "It is clear that the cognitively oriented programs are likely to produce more positive effects than affectively oriented programs. To enhance self-concept, programs may need to

consider cognitive restructuring and goal- and task-oriented activities where positive thoughts and experiences are continually reinforced."

Studies of the DSAP that have been conducted since 1987 can be better understood by considering the general findings of Hattie's meta-analyses. Hattie has provided evidence that interventions having many of the characteristics of the DSAP do produce positive changes in self-concept. With the knowledge that interventions similar to the DSAP have demonstrated significant enhancements of self-concept, it is easier to stand behind the overall conclusion that the DSAP is likely to increase the self-esteem of participants who enter in to the recommended version of the intervention.

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C

APPENDIX C

It is Worthwhile . . .

Group Training in Job Finding

FLORENCE T. BUSTAMANTE
and DOROTHY E. DAWSON

Early in 1963, the New Jersey State Employment Service participated in a pilot study conducted by a private group of executive job counselors in which an effort was made to teach job search techniques to a group of hard-core unemployed men and women. The project, known as the Paterson Plan, made use of group dynamics and certain techniques designed to encourage maximum "salesmanship" on the part of the jobseeker in his approach to prospective employers. The success of the study convinced the agency that the possibility of developing a similar technique which could be used by personnel available in the local office should be explored.

A survey of the resources upon which the agency could draw in formulating a group counseling program led to the identification of:

1. Counselors who could provide individualized services to those who needed them;
2. Materials relating to labor force trends, national and local;
3. Pamphlets and leaflets designed to help the applicant assess his skills and interests, such as "How to Get and Hold the Right Job," "DO's and DON'Ts for Mature Jobseekers," and "Group Training in Job Finding."

Plans were made to conduct an experiment to measure the effectiveness of a course in job finding for the unemployed and underemployed within the framework of the Employment Service. Three offices in different labor areas of the State were

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selected as sites for the test. The course was given in a series of three 3-hour sessions, 7 days apart. Counselors in the designated local offices served as group leaders. The State Supervisor of Employment Counseling and Selective Placement gave the preliminary training based on her experience as a participant in the Paterson project. Training included screening for selection of participants, preparation for and conduct of group sessions, and the goals to be achieved.

Participants were selected on the basis of their willingness to take part and a counseling interview to screen out persons who might not benefit from group discussions or who might be a disturbing influence because of severe emotional or mental problems.

Originally, an effort was made to recruit only semiskilled and unskilled applicants, aged 40 and above, who had been unemployed for 2 or more months, but none of the participating offices was able to get a large enough sample population. Therefore, the criteria were modified to include any unemployed or underemployed person, aged 16 years and over, at any skill level.

This change resulted in a sampling of 40 persons, 24 men and 16 women,

	Experi- mental group	Control group
	<i>Percent</i>	<i>Percent</i>
Education:		
Up to 8 years	42	35
9 to 11 years	23	25
12 years	30	35
Some college	5	5
Occupations:		
Unskilled and Semiskilled	65	59
Clerical	20	15
Skilled, service, and professional	15	26

ranging in age from 19 to 64. More than 62 percent of the group were 45 years or over. The control group, selected at random from registration cards in the active files, had 148 persons ranging in age from 21 to over 65. A comparison of the two groups is shown in the preceding column.

The project was designed not only to teach the participants how to seek work systematically, but also to motivate them to search more diligently. Topics covered current local and national labor conditions, self-appraisal of skills, relating skills to available jobs, sources of job information, and effective behavior during the job interview. In addition, the trainees were assisted in the preparation of résumés, not so much to provide them with a tool for facilitating job interviews but rather to reinforce their self-confidence. A combination of group methods such as role-playing and discussion was used. Each trainee was given individual counseling to assist him in focusing on his particular problems.

How the Training Helped

The success of the training in job finding techniques was measured by a comparison of the rate at which members of the two groups found work. Local office counselors followed up by mail and telephone at regular intervals for a month after the completion of training. Four months later, a questionnaire followup was conducted; 29 persons from the experimental group and 97 persons from the control group responded.

Replies to the questionnaire showed that 55 percent of the experimental group and 16 percent of the control group secured work within 13 weeks after completion of the training. The average time required to obtain work by the former group was 4.5 weeks, while the latter group required 11.1 weeks.

The success of this experiment led to a second project to determine whether employment interviewers could conduct similar training and achieve comparable results. Six local offices were chosen to participate. As

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GROUP TRAINING

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in the first study, three 3-hour sessions were scheduled a week apart.

Selected trainees had to have been unemployed for at least 2 months prior to the beginning of the course. A total of 125 individuals, aged 16 to 65, attended the sessions; 40 per cent were 45 or older. Their educational backgrounds varied from less than 8 years of schooling to some college. Occupational levels covered the range from unskilled to semiprofessional.

Course content was identical to that developed in the earlier study. Counselors assisted the interviewer group leaders by providing individual counseling for the trainees.

As in the previous study, followup was conducted by the local office for a period of 1 month and was completed by the counseling section of the State administrative office. Eighty-five persons responded to the follow-up questionnaire. Of this number, 53 percent indicated that they had found work within 13 weeks after training; the average time required was 4.1 weeks.

Results in each study were sufficient to indicate that group training in job finding appreciably reduced the length of unemployment and warranted continued use as an integral part of the total Employment Service program.

Employment Service Review

State Trains Unemployed To Find Their Own Jobs

THE LONGER a person is out of work, the older he is, the less skilled he is, the harder it is for him to find a job; these are accepted as axioms of unemployment. Recently, they were also accepted as challenges in a project called the Paterson Plan, which set out to demonstrate that even with all these counts against them, a substantial number of the "hard core" unemployed can, with guidance, go out and find themselves jobs.

This Paterson, N.J., pilot project was sponsored by the federal government, under the Manpower Development Training Act, and New Jersey state agencies, and was conducted by Bernard Haldane Associates, Inc., New York consultants. Paterson was deliberately picked for the experiment because it is in a high-unemployment area. The 60 participants were deliberately selected because they were between 40 and 55; they had been out of work for six months or more; and they were semiskilled. Fifty-eight of these men and women completed the program. It began last April 15; a month later, 21 of the 58 had found their own jobs, and by June 15 five more were employed. The goal had been 25 per cent in two months.

No one will deny that this is an impressive record. How, exactly, was it achieved? Briefly, the Paterson Plan approach is first, the identification of a person's highest skills, the area in which he excels, regardless of what his job descriptions have been in the past. Then, the individual is helped to recognize and appreciate these skills, and is trained to seek out job opportunities that will utilize

them. Finally, he is encouraged to think in terms of self-development, against the day he may have to make another job change.

The Paterson Plan unemployed were divided into four groups and given three days of intensive training, including about 90 minutes of individual counseling. This entailed questionnaires analyzing job experience; discussion of other activities, such as hobbies; and instruction in job-hunting techniques: how to put together résumés, how to get interviews, handle them effectively and follow them up; and how to keep progressing in a new job.

The practical results of this remotivating and redirecting experiment were so encouraging that the state of New Jersey has now made the Paterson Plan concept official job-placement policy, and is adapting its techniques to concentrate on what the job hunter can do, rather than on what he always has done. Says State Labor Commissioner Raymond F. Male, "We will change our emphasis from a paper record of the man's job background to the human side, finding out what he has to offer, showing him how to develop it, and where to sell it to an employer."

Mr. Male also goes on record as being "a great believer in spending \$1,000 to get a guy a job if he pays back \$1,500 the first year in taxes," but on the basis of experience with the original Paterson Plan the consultants estimate that "to get a guy a job"—or help him get his own—should cost less than \$100.

personnel

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