

ACA PES: A Collaborative Approach to building a Public Employment Service

Employment guidance models for an inclusive labour market

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Overview

- What do we mean by employment guidance
- Where can we access it
- Who delivers it (INTREO, LESN, Job Path)
- What do they do
- What are the benefits/evidence
- Questions to consider

Career guidance /career counselling / vocational guidance/lifelong guidance



'a **continuous process** that **enables** citizens at any age and at any point of their lives to **identify their capacities, competences and interests**, to make educational, training and occupational **decisions** and to manage their individual life paths in learning, work and other settings in which those **capacities and competences are learned and/or used**'

European Council, 2008

http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf

Career

- Career: describes passage of the individual through life, learning and work
- Intersection of the personal and social
 - Individual concern (how can I get on)
 - Societal concern (how can we ensure that the skills and labour needed in society are available and deployed in the right places)
 - A tool of social reform (Plant/Kjaergard, 2016)

‘not only a private good: it is a public good too’

(Watts, 1998)

‘Careers education and guidance is a profoundly political process. It operates at the interface between the individual and society, between **self** and **opportunity**, between **aspiration** and **realism**. It **facilitates the allocation of life chances**. Within a society in which such life chances are unequally distributed... It faces the issue of whether it serves to reinforce such inequalities or to reduce them.’



Ireland's PES

DEASP



Short-term unemployed

LESN



Activation clients, walk-ins, and those most distant from the labour market

JobPath



Long-term unemployed

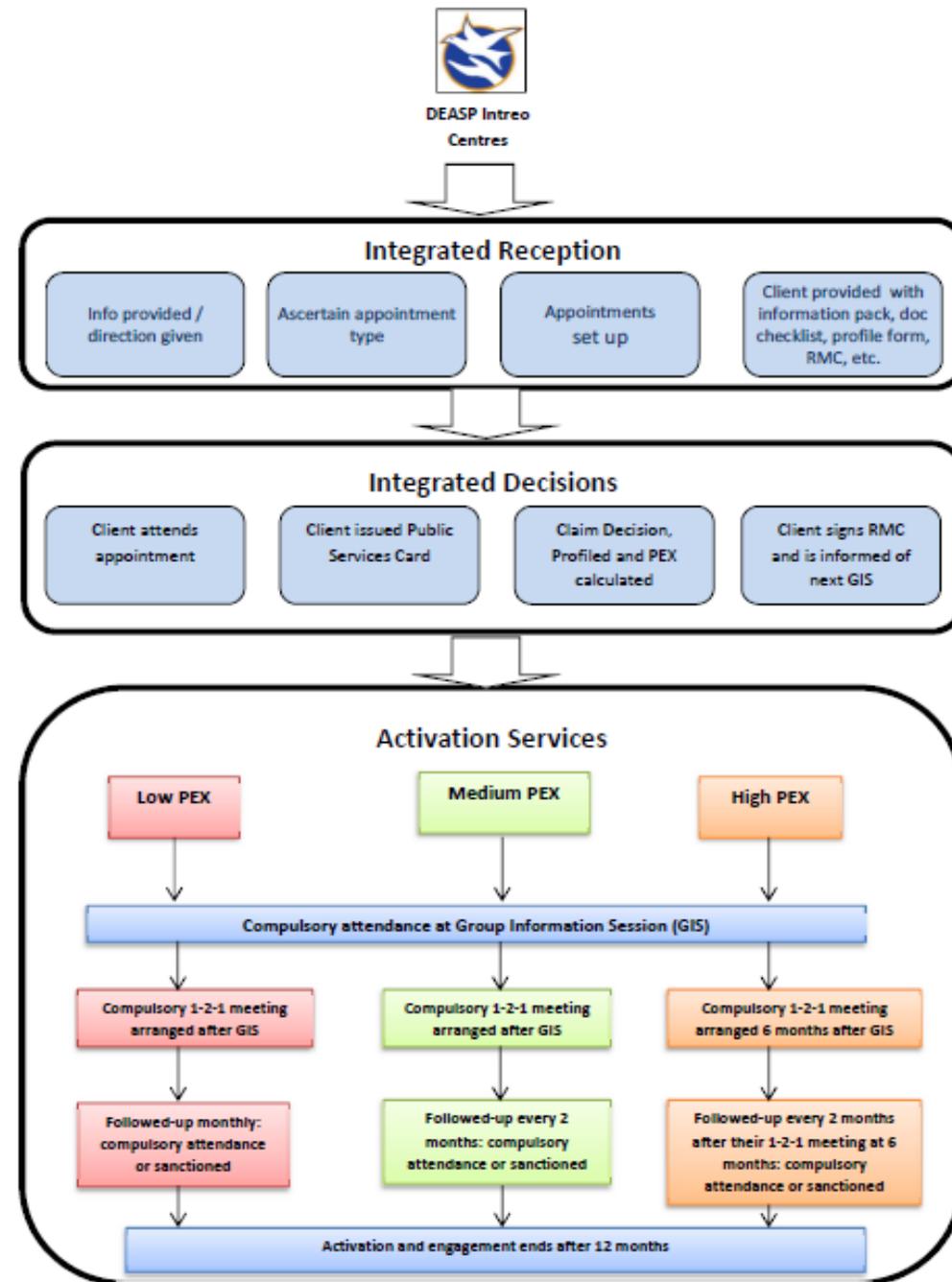
- Intensive job search – promoted by PTW and work-first approaches – ‘downward career spiral’ (Leith & Baumeister, 1996) or ‘any job will do’ approach
- Labour Market Council recommended - more attention be paid to the **quality of engagement** with job seekers, important lessons can be learnt from NGO and community based organisations with regard to their effective engagement with difficult-to-reach cohorts (O’Connell, 2016)
- delivery of a **‘consistent and high standard of career guidance’** (Sweeney, 2017, p.5).

Intreo

- one-stop-shop : provision of benefit and employment services

Three main phases

- reception of jobseekers
- integrated decision-making
- active case management



LESN

- Placement service
- Progression planning
- Labour market information
- Mediation and guidance
- Client-employer liaison
- Post-employment programme assistance
- Post-training/education programme assistance



Role of the Mediator within the LES:

- confidential, individual career path planning, guidance and first-line counselling service
- Manage and operate the caseload management system as designated by DEASP within annually agreed targets
- Provide support to clients who are placed in employment
- Refer clients to counselling as appropriate
- Refer clients to employment
- Liaise with employers to identify employment opportunities
- Match job-seekers with vacancies and
- Work as an integrated member of the LES team



Challenges for services working with the most distant from LM

Previous Education and Experience

Ability to cope /Motivation

Self-Esteem

Self-Knowledge

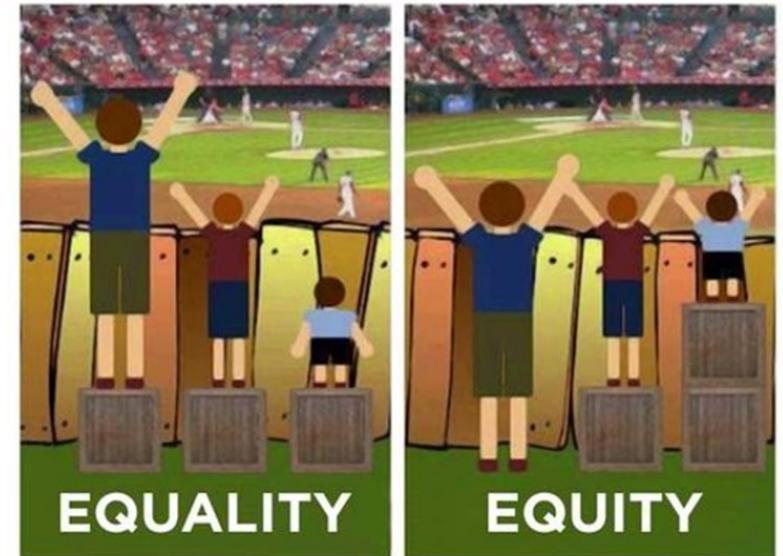
Occupational Knowledge

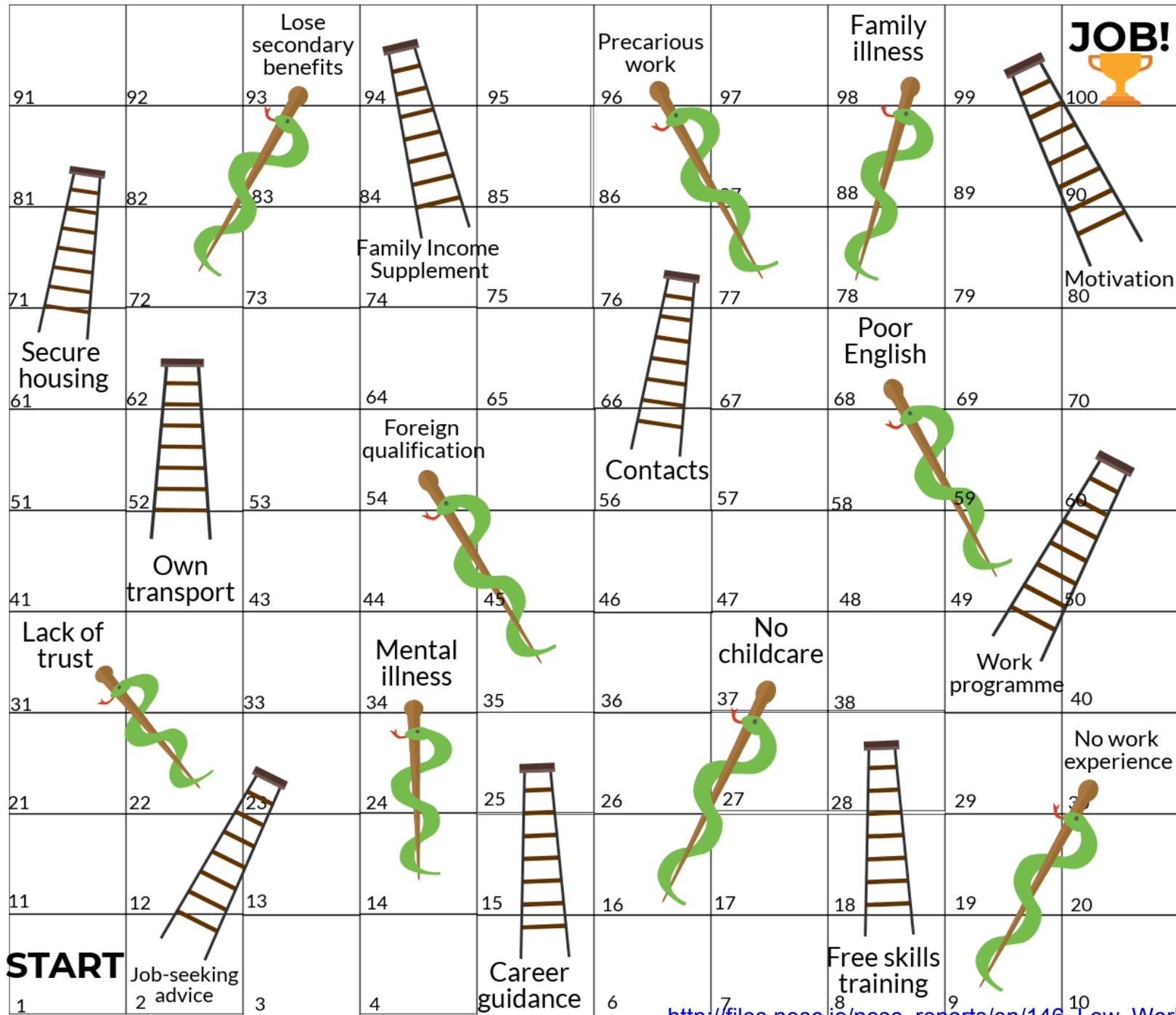
Decision Making Skills

Environmental & Practical Problems



- Multiple barriers to employment
- Inter-generational and community impact
- Short term vs long term interventions
- More intensive career guidance/coaching
- Time





Effects of unemployment

- **State Level:** All-pervasive, reducing economic output, increasing social welfare costs for the state (Goldsmith, Veum & Darity, 1996)
- **Individual level:** loss of income, declining job-related skills, stressful life event (Wanberg, Zhang & Diehn, 2010)
- Since 1930s – descriptive accounts: joblessness impairs psychological wellbeing (Erikson, 1959; Jahoda, 1979, 1981, 1982; Seligman, 1975; Goldsmith et al. 1997)
- 1980s – large body of research providing evidence: psychological wellbeing and re-employment negatively affected by unemployment (Fryer & Payne, 1986; Jahoda, 1979, 1981; Murphy & Athanasou, 1999; Paul & Moser, 2009; Wanberg, 2012)
- Meta-analysis: strong evidence for the association between unemployment & lower levels of psychological well-being (Paul and Moser, 2009)

Effects of unemployment

- Links between unemployment and over 100 different **psychological variables** (Leana & Feldman, 1994)
- **Physical & mental health** (Creed et al., 1996; Maguire et al., 2014; Vinokur et al., 1991)
- **Lower levels** of well-being amongst unemployed when compared to employed and general population (Clarke et al., 2001; McKee-Ryan et al., 2005; Paul & Moser, 2009; Wanberg, 2012)
- **Prevent re-employment** (Hanisch, 1999; Proudfoot et al., 1999)
- Sharp increase of mental health symptoms 1st year (Paul & Moser, 2009)

BUT

- **Responsibility shift**
 - from state and employers, to the individual
 - From ‘jobs for life’ to ‘boundaryless career’
- Employability = ‘new job security’

(Prujit & Derogee, 2010)

Primary Outcome Measures

- **Well-Being:** GHQ12 (Goldberg & Williams, 1988)
- **Satisfaction with Life** (Diener, Emmons, Larsen & Griffin, 1985)

Secondary Outcome Measures

- **Rosenberg Self- Esteem Questionnaire** (Rosenberg, 1965)
- **Career Self Efficacy Questionnaire** (Kossek, Roberts & Demarr, 1998)
- **Brief Resilience Scale** (Smith, Dalen, Wiggins, Tooley, Christopher & Bernard, 2008)
- **State Hope Scale** (Snyder, Sympson, Ybasco, Borders, Babyak, & Higgins, 1996)
- **Perceived progress towards the labour market:** Cantril's Self Anchoring Ladder

EEPIC Study (2018)

Study 1

Qualitative/ Grounded Theory



Study 2

Randomised Controlled Trial



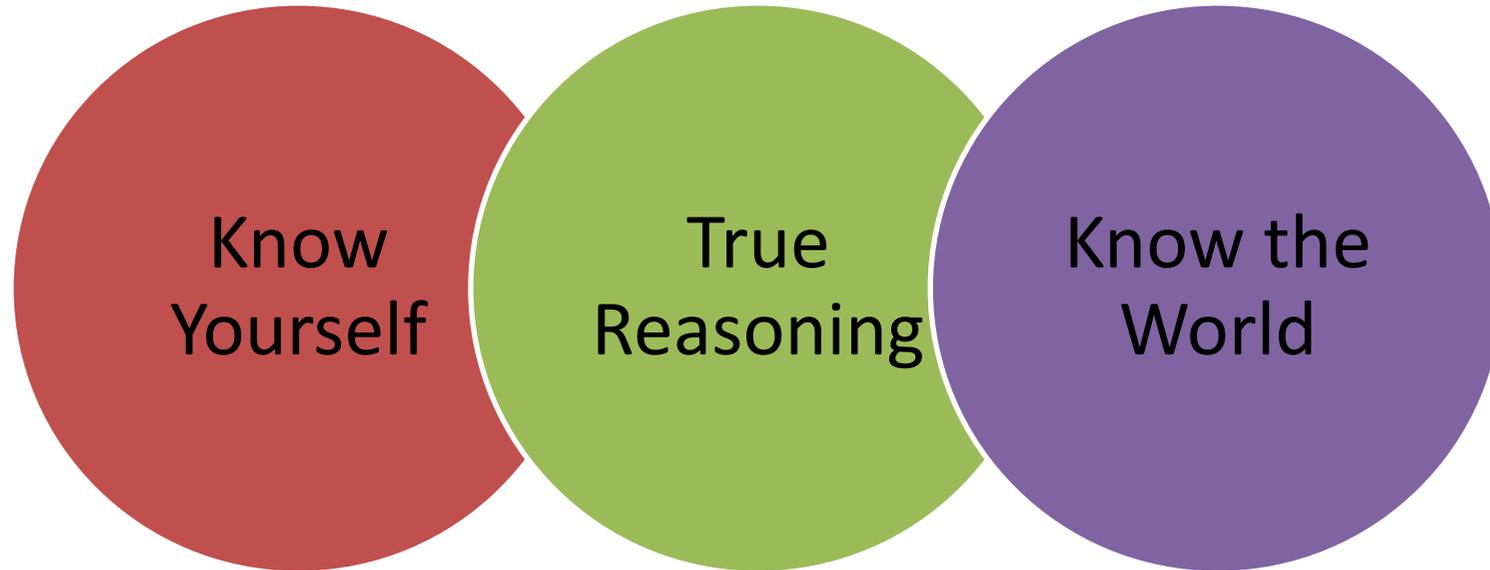
Study 3

Programme Evaluation

Re-employment quality

- Job satisfaction
 - Job Sustainability
 - Satisfaction with level of earnings
- Access to education / vocational training
Jobless household

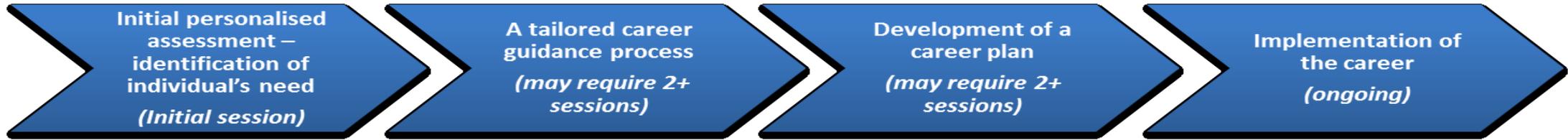
Parsons (1909)



Know yourself: “a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes”

True reasoning:
informed decision making

Know the World: “ a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work”



•Tools

- Comprehensive profile

•Approach

- Welcoming
- Conversational approach putting client at ease

•Objective

- Identification of education, training, skills, personal situation, well-being
- Start building a relationship with the client
- Gathering information to assess how to design the intervention based on client need

•Tools

- Vocationally orientated career guidance tools e.g. EGUIDE / EC-YP

•Approach

- Motivational Interviewing
- Feedback
- Client centred
- Uses feedback skills
- Uses counselling skills
- Clarifying

•Objective

- Identifying the individual's latent skills, abilities, aptitudes, preferred behaviour style in the workplace, values; and building career clarity, career identity, improving self-esteem and career efficacy

•Tools

- Career Plan template (Includes short term goals / barriers / options / long term goals/ timeframe / with deadlines and scheduled meetings)

•Approach

- Clarifying,
- Challenging questioning
- Counselling skills
- Motivational interviewing skills

•Objective

- A Career Plan: including career objective, a number of shorter term career goals, and the identification of potential barriers which may prevent progression, options to overcome barriers

•Tools

- Communication with client

•Approach

- Ongoing support
- Face to face meetings
- Phone / email
- Coaching

•Objective

- Work through the career plan, revise as necessary, access resources, offer support



Key findings

Study 1 – perceptions of PTW

- Depersonalisation
- Missing middle
- Reform agenda

Study 2 – RCT career focused intervention vs services as usual

- Levels of Well-being
- Effectiveness for males
- Job seeking behaviour

Study 3 – evaluation of processes

- Practitioner-client relationship
- Service setting
- Practitioners skill sets

Person as they present to the service

- high psychological distress
- below average life satisfaction
- low average self esteem
- average Hope
- average Resilience
- average Career Efficacy

- 61% below LC (JC/N)
- 35% 1-2yrs unemployed
- 26% 3-5yrs unemployed
- 39% over 5 years

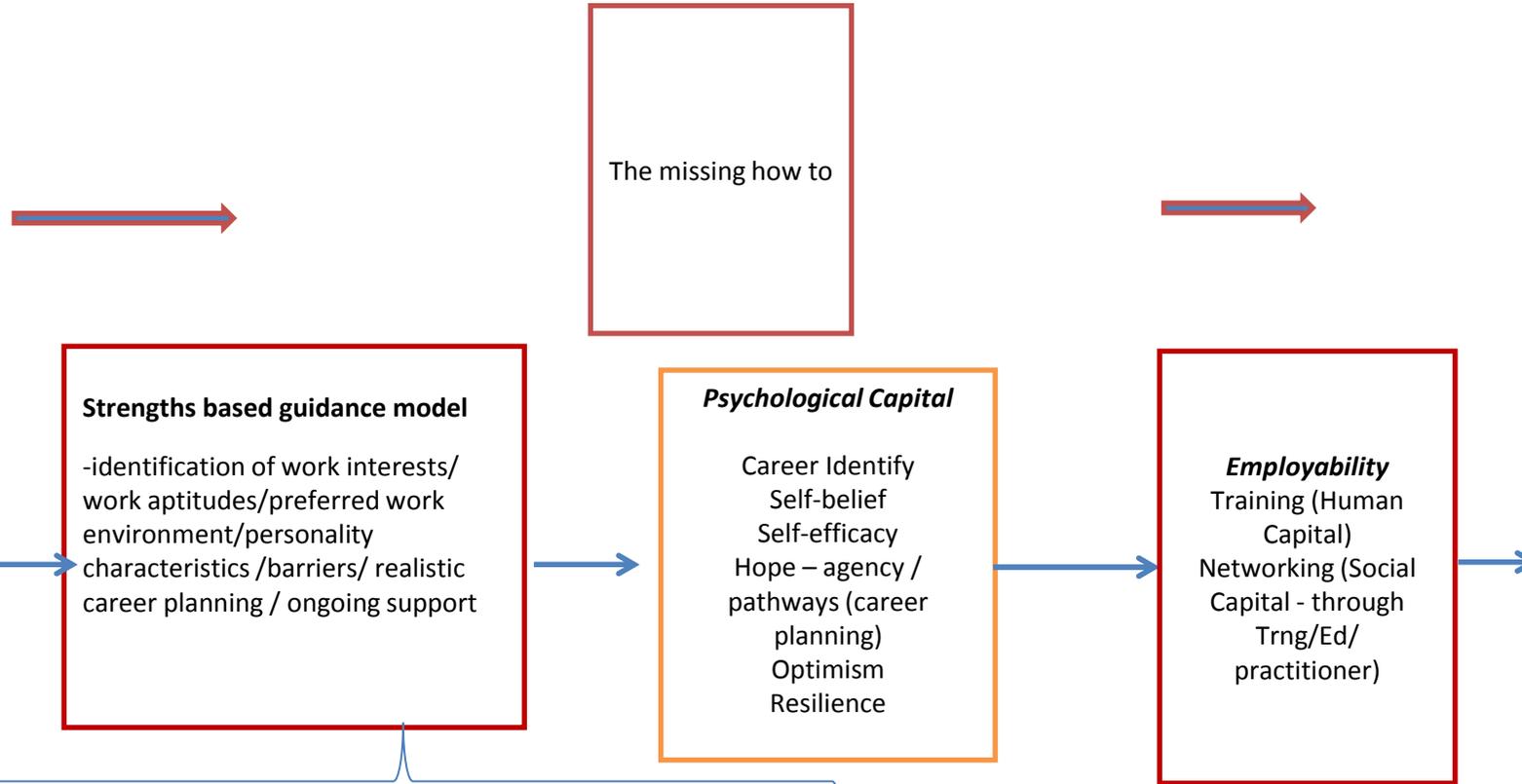
- 69% no Post 2nd L
- 70% no/basic IT skills
- 45% no driving license
- 85% had worked for more than a year

Barriers

 - Lack of Qual (23%)
 - LTU (15%)
 - Care (15%)
 - Lack of experience (9%)
 - Personal disposition (9%)

- Self-rated competencies**
- 84% understanding employers needs
 - 61% high levels of self-belief
 - 67% high levels of employment motivation

Work-First Approach



Employment

Person: Sustainable, Career development opportunities, good pay

Employers: good performance / workplace –fit / job satisfaction / positive approach

Approach
(person centred / enabling / strengths based / positive)

Practitioner skills (counselling skills / knowledge/mentor)

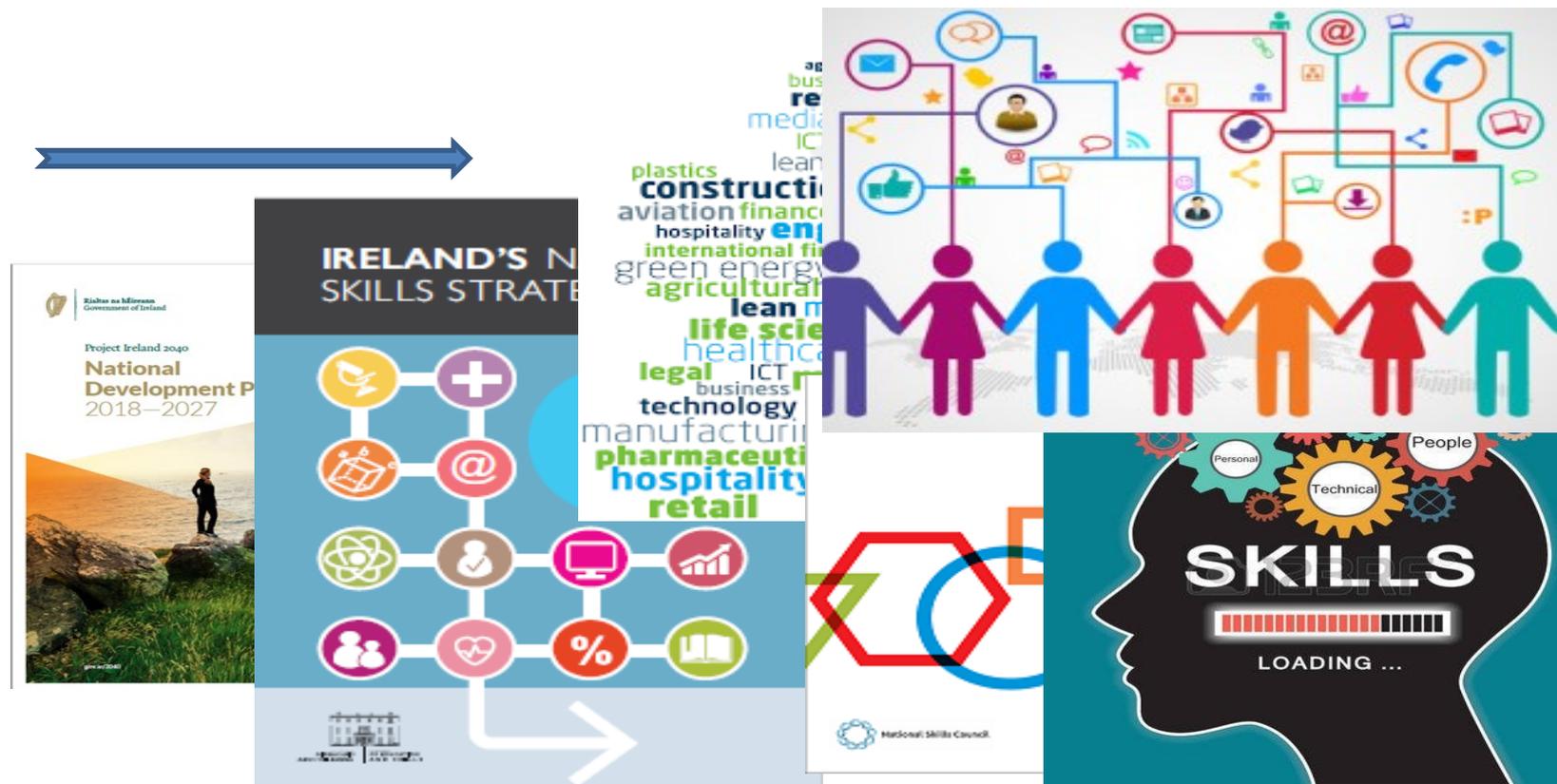
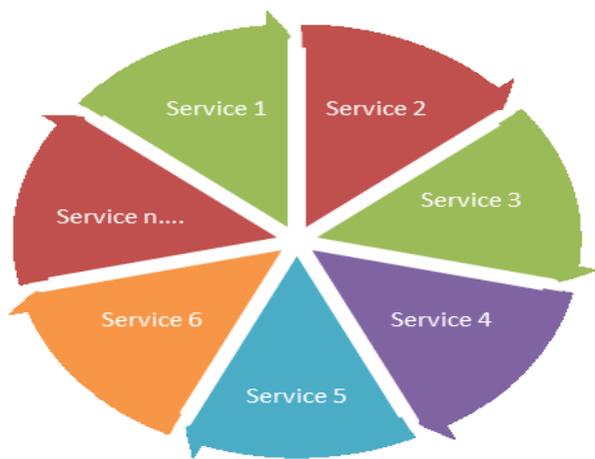
Environment – open / non-threatening/friendly

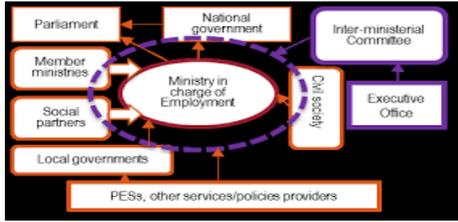
Drivers of employability well-being / increased psychological capital (both decreased due to unemployment spell)

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Understand constituent parts of PES

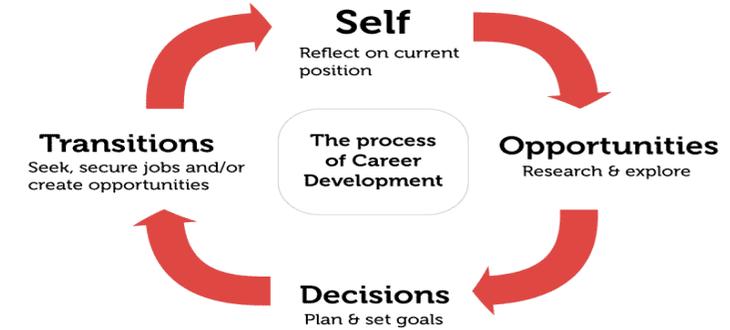
- Development of strong skilled labour force





Work programme

- WP1: Mapping the Key Institutional Architecture
- WP2: Outlining the employment guidance model
- WP3: Implementation Toolkit – including specification and integrated service delivery model, social value outcomes, distance travelled tool for most distant from labour market



Do outcomes matter?





Practitioners experiences...

- Narratives within an employment frame
 - Multiple barriers
- Counselling skills without being a counsellor
- Listening
- Problem solving
- Interagency work
- Social work
- Boundaries
- Making a difference
- Holistic
- Current Information



- Positive
- Calm environment
- Understanding
- Respectful
- Impartial
- Belief in the person
- Work focused
- Time
- Trust

Building evidence - employment focused guidance approaches



Amundson & Borgen, 1988; Donohue & Patton, 1998; Gainor, 2006; Maaloe, 1994; Salveson et al., 1994

- Goal focused thinking (Pomaki, & Maes, 2002)
- Discussions focused on coping with barriers to employment-**increase sense of control** and improve **well-being**, job seeking and **re-employment** (Creed et al., 2009; Wanberg et al., 1997)
- Winning New JOBS programme Ireland evaluation - intervention encapsulate wider health promotion elements - have **broader societal impacts** that extend beyond the intervention (Reynolds et al., 2012)
- Guidance practitioners **operate at the level of the individual** - one-to-one interaction with practitioners 'helping' nature - attention and support - trusting and safe environment , quality relationship (Creed et al., 1996; Creed, 1998; Hasluck and Green, 2007; Kidd, 1996; Westergaard,2012) (Millar and Crosse, 2017)

“In some respects every unemployed is like every other unemployed (i.e. without a job): in some respects every unemployed is like some other unemployed (i.e. without similar previous jobs); and in some respects every unemployed is like no other unemployed (i.e. a unique individual)”

(Jahoda, 1982)

Measuring outcomes



- Focus - individual's personal relationship with working life
- Traditional statistics evaluate effectiveness - measuring job placements, education starts, customer satisfaction surveys
- More holistic measurements - focus on key elements of a successful career decision-making (skills, clarity of goals, trustfulness, job-seeking skills, etc.) as well as core dimensions of assessing the persons life as a whole: social connections, support from significant others and quality of living conditions.
- Need to develop follow-up and monitoring methods - qualitative and quantitative approaches, synthesising the case approach and the more sociological approach

Arnkil, R., Spangar, T., & Vuorinen, R. (2017)

European Network of Public Employment Services Mutual Learning : PES Network Seminar 'Career Guidance and Lifelong Learning'



Key questions for the Irish PES

- How could the position of career counselling, vocational guidance be **strengthened** as a part of our Public Employment System?
- Where is the PES focussing efforts at the different stages of the career pathway – where are we **strong**, and where are there **development needs**?
- Are there **good practices** and emerging innovations in the field of career counselling, vocational guidance in the Irish PES?
- Considering the many barriers people face to sustainable employment **what type** of employment focused guidance model could we adopt in Ireland?
- How can we ensure that PES **meets the needs** of all in this regard?
- Are we **measuring** the right things?
 - KPIs (Quant and Qual indicators)

Over to you.....any questions?



Thank you!

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