Instrument 4-D: Work-Readiness Training Provision

Site Visit Preparation for Interviewers

- **Review Responses from telephone interviews.** The telephone interviews with grantees include information about the HPOG program's approach to work-readiness training. The exhibit below highlights the interview questions associated with this topic in the telephone interview protocol.

Exhibit 1: Interview Topics to Review in Preparation of Site Visits

Interview Topic Areas	Questions
Work-Readiness Training Provision	5.19a – 5.25b

- **Review the definition of work-readiness that is included in PAGES.** Work-readiness is a course or workshop that focuses on world-of-work awareness and addresses the interpersonal and intrapersonal skills (or "soft skills") individuals need to be successful in the workplace. It encompasses survival/daily living skills (e.g., using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation), and positive work habits, attitudes, and behaviors (e.g., punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job). This category also includes courses or workshops that entail developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image. It can also include cultural awareness skills appropriate for healthcare occupations.

- **Review the <u>Screening Interview to Identify Respondents for the HPOG 2.0 National Evaluation First-Round Telephone Interviews.</u>** Create a list of the local HPOG program staff, key partners, and stakeholders with knowledge and expertise about Work-Readiness Training. Always interview the program director and include others on the list as well. This may include program coordinators, job developers, curriculum developers, instructors, tutors, partners or other stakeholders that have a role to play in work-readiness training.

- **Customize interview topics by the type of respondent.** All topic areas should be covered when interviewing program directors. Based on your list of respondents, tailor the topics and/or questions to the role and level/type of involvement of each respondent (e.g., instructors should not receive the same questions as partners).

- **Customize interview topics with information collected from the telephone interviews.** Use the italicized notes on which interview questions to customize for selected topics in the work-readiness training guide to prepare in advance of the site visit.

HPOG 2.0 Implementation Study
Site Visit Guide on Work-Readiness Training Provision

***Introductory statement to** [Pre-fill with Respondent Type]:* Thank you for taking the time to talk to us today. As you may know, the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services has funded the 2nd Generation Health Profession Opportunity Grants (HPOG 2.0). ACF has also funded an evaluation study of HPOG 2.0; we are members of the research team. We are visiting HPOG 2.0 grantee programs to document in greater detail program design and implementation. The major purpose of this site visit is to gather more information about your HPOG 2.0 program's approach to work-readiness training. By work-readiness, we are referring to a course or workshop that focuses on world-of-work awareness and addresses the interpersonal and intrapersonal skills (or "soft skills") individuals need to be successful in the workplace. It encompasses survival/daily living skills (e.g., using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation), and positive work habits, attitudes, and behaviors (e.g., punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job). We plan to use the information to produce research reports that describe the HPOG 2.0 initiative and analyze its results and effectiveness.

In preparation for our discussion today, we have worked with representatives from your program to identify the most appropriate staff, partners, and stakeholders to talk to us about work-readiness training. We have also reviewed responses about work-readiness from telephone interviews we previously conducted with [name of local HPOG program] staff, management and partner organizations in [month and year of telephone interview], as well all other information about the [name of local HPOG program] program we already have available.

The interview will take about 60-90 minutes to complete. Interview questions are structured around five key topics:

1. Concept of work-readiness,
2. Developing work-readiness skills training,
3. Work-readiness skills training,
4. Assessing work-readiness skills, and
5. Lessons for the field

Before we begin, I would like to assure you that all of your responses will be kept private and used only for this research study. Your name will not appear in any written reports we produce. Also, the interview is voluntary and you may choose not to answer any specific question and may end the interview at any time.

According to the Paperwork Reduction Act (PRA), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid

Do you have any questions before we begin? I would first like to start by giving you and/or each individual a minute to introduce yourselves. Please tell me:

- *Your name:*
- *Your role within [name of local HPOG program]*
- *Your level of familiarity or experiences with work-readiness training*

I have some topics I would like to cover, but these interviews are meant to be exploratory. Please feel free to bring up additional points that you would like to make about work-readiness training and how it contributes to your HPOG program.

Concept of Work-Readiness

Let's begin by talking about how you introduce the concept of work-readiness to participants as part of [name of local HPOG program].

1. Defining "work-readiness" and required skills for healthcare employment
   a. Examples of work-readiness skills (e.g., soft skills, survival/daily living skills, positive work habits, attitudes, and behaviors, including any academic or technical skills)
2. Introducing work-readiness training to HPOG participants (e.g., when and how it is first presented to participants)
3. Assessing the contribution and importance of work-readiness training to participants' employability

Developing Work-Readiness Skills Training

According to information collected from the telephone interviews, we understand that you provide the following skill development training, activities, or workshops to improve participants' soft and/or work-related skills: [Pre-fill with information from question 5.19a from the telephone interview protocol under Work-Readiness Training Provision].

4. Strategies and training methods used to teach work-readiness skills
   a. Selecting training, activities, or workshops
   b. Developing and/or tailoring training, activities, or workshops to fit participants' needs
   c. Integrating workplace expectations into healthcare training (e.g. students must dress appropriately, be on time, communicate respectfully, etc.)
5. Contributions from area employers or other institutional partners in developing work-readiness training
6. Strategies for contextualizing work-readiness training for employment in the healthcare industry

Work-Readiness Skills Training

Now let's talk in more detail about your program's approach to developing participants' work-readiness skills. As we understand from the telephone interview, your program is implementing the following approach to work-readiness. [Pre-fill with information from questions 5.25a and 5.25b in the

telephone interview protocol under Work-Readiness Training Provision on the program's promising or innovative approach to work-readiness].

7. Description and examples of the HPOG program's approach to developing the following set of work-readiness skills (if relevant):
    a. Problem-solving
    b. Effective planning and goal-setting
    c. Social skills in the workplace
    d. Task persistence
    e. Workplace behavior and interactions with patients/customers
        i.   Positive self-image
        ii. Other behaviors
8. Discussion of who receives work-readiness training and whether it is mandatory for all or some participants
9. Timing and duration of work-readiness training
    a. Before healthcare training
    b. During healthcare training
    c. During job search
    d. After job placement
    e. All of the above
10. Description of how work-readiness concepts and skills are used in participant advising and assessment
    a. Examples within group instruction, individual counseling, or coaching

Assessing Work-Readiness Skills

As we understand, [name of local HPOG program] [does/does not] formally assess participants' work-readiness skill levels. [If the program does assess work-readiness skill levels, pre-fill with information from question 5.23 in the telephone interview protocol under Work-Readiness Training Provision of how the program conducts this assessment].

11. Type and description of assessments used to evaluate participants' work-readiness skills
    a. Examples of assessments
    b. Timing of assessments (e.g., during intake, after program enrollment, etc.)
12. Work-readiness in suitability assessments for program enrollment
    a. Reasons applicants are not "suitable" for program enrollment (e.g. do they screen out applicants who lack important work-readiness skills?)

Lessons for the Field

Finally, we would like your general reflections for the purposes of sharing lessons with the field.

13. Best strategies for engaging participants in work-readiness training
14. Best strategies for engaging staff and partners (e.g., employers, training providers, case managers, job developers, instructors, etc.) in work-readiness training
15. Areas for improvement
16. Advice for those designing programs like *[name of HPOG program]*

Thank you for your time and your thoughtful responses. Please feel free to contact us if you have additional information you'd like to communicate.