

## **Promotion of Work-related Personal Initiative in Disadvantaged Adolescents II**

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### **Topic:**

As a consequence of social change, today's career trajectories have become less linear due to the rising occurrence of waiting loops, breaks, re-orientation and are therefore more difficult to predict (Arthur, 1994; Arthur & Rousseau, 1996; Hall, 1996). This holds particularly true for young people who just stand at the beginning of their occupational career. The lacking availability of appropriate institutional support, social norm orientations and role models emphasize the need for individual self-regulation. In times of social change individual's role as producers of their own development (Lerner & Busch-Rossnagel, 1981) is accentuated so that characteristics of the person become decisive. A variety of personal characteristics relevant for self-regulation are particularly addressed in the coping literature (e.g. Lazarus & Folkman, 1984). Based on these and other findings the aim of the study project is to design and implement a program aiming at the promotion of personal and social skills that enable individuals to cope effectively with work-related demands in order to prevent occupational failure and to realize their occupational aspirations. Similar attempts are made by the life skills approach (Botvin & Griffin, 2004), which will serve us as a guideline. The target group of the training will be adolescents who are at special risk not being able to meet the demands posed by the changed economic context. We plan to implement the training either in cooperation with a local school or a vocational training institution that places a special focus on adolescents that are difficult to place in apprenticeship positions because of their social background or lack of relevant personal and social competencies. Students participating in this study project will be involved in all aspects of conducting an empirical study, e.g. search/study of literature, design of an intervention programme, implementation and evaluation including the development of assessment instruments, data gathering, and data analyses. In the first part the language will be German, in the second part we will switch to English.

### **Introductory reading**

Buchholz, S. & K. Kurz (2005). Increasing employment instability among young people? Labor market entries and early careers in Germany since the mid-1980s. Working Paper No. 3. University of Bamberg.

## **Structure:**

### Part I (WS 2006/2007):

- Gather the project's theoretical background
- Contact local institutions for implementation
- Design the training manual and the evaluation questionnaire

### Part II (SS 2007):

- Do the pretest
- Implement the program
- Do the posttest
- Present the results and write the final report

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**Consultation-hour:** Thursday 9:00–10:00 a.m.

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**Consultation-hour:** Tuesday 10:00-11:00 a.m.

## Dates and Literature SS 2007

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Date	Topic/ Literature
<b>17.04.07</b>	<b>SCHuuub! runs</b> Implementation of SCHuuuB! at the 'Kooperative Gesamtschule' in Jena ( <a href="http://www.kgs.jena.de/">http://www.kgs.jena.de/</a> ) and the 'Überbetriebliche Ausbildungsgesellschaft Jena' ( <a href="http://www.ueag-jena.de/">http://www.ueag-jena.de/</a> ) Introduction into the topic of the study project's second part Organizational questions (observings, final report, presentation, written examination...)
24.04.07	<i>Working on the final report as well as on the presentation of the program to the American students</i>
01.05.07	„May Day“ (official holiday)
<b>08.05.07</b>	<b>Welcome PSU-students</b> Reception of the American students
<b>15.05.07</b>	<b>That's SCHuuuB!</b> Presentation of the SCHuuub!-program to our guests Building the German-American tandems
<b>22.05.07</b>	<b>Evaluation of psychological implementations</b> Types and strategies of evaluation Transfer to our training program Verbal and non-verbal observation <b>Literature</b> Rossi, P.H., Freeman, H.E. & Lipsey, M.W. (1999). <i>Evaluation: A systemativ approach</i> . London: Sage Publication. Baker, S. B., & Taylor, J. G. (1998). Effects of career education interventions: A meta-analysis. <i>A Development Quarterly</i> , 46, 376-385. Evans, J. H. & Burck, H. D. (1992). The effects of career education interventions on academic achievement: A meta-analysis. <i>Journal of Counseling &amp; Development</i> , 71, 63-68.
29.05.07	<i>Observation and evaluation</i> <i>Verbal and non-verbal observation, meeting with the lecturers, doing the analyses, preparing a presentation of the results, and writing a short report</i>
05.06.07	<i>Observation and evaluation</i> <i>Verbal and non-verbal observation, meeting with the lecturers, doing the analyses, preparing a presentation of the results, and writing a short report</i>
12.06.07	<i>Observation and evaluation</i> <i>Verbal and non-verbal observation, meeting with the lecturers, doing the analyses, preparing a presentation of the results, and writing a short report</i>

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<b>Date</b>	<b>Topic/ Literature</b>
<b>19.06.07</b>	<b>Process evaluation</b> Discussion of the observation's experiences and outcomes
26.06.07	<i>Working on the final report and on the presentation</i>
03.07.07	<i>Working on the final report and on the presentation</i> <i>Working group: Data input</i>
<b>10.07.07</b>	<b>How did SCHuuuB! work? – first results</b> Demonstration of some analyses and discussing the results (computer-pool)
<b>17.07.07</b>	<b>Preparation of the presentation</b> Combining and exercising the presentation
<b>18.07.07</b>	<b>Colloquium</b> Presentation of SCHuuuB! to a larger audience