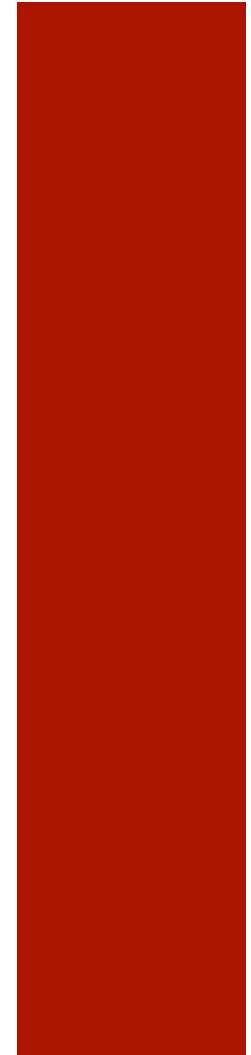


# **NEW START** **CAREER NETWORK**

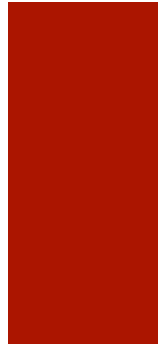
**HELPING NJ'S LONG-TERM UNEMPLOYED JOB SEEKERS**

***Beyond Information: What We're Learning  
from Job Seekers & the Search***

***February 12, 2020  
Michele Martin, CDFI***



**The goal of the New Start Career Network is to provide older (ages 45+), long-term unemployed New Jersey job seekers with access to free, personalized career services, including web-based information resources and in-person and virtual career coaching.**



**Become a Member @  
[newstartcareernetwork.org](http://newstartcareernetwork.org)**

**NEW START  
CAREER NETWORK**  
HELPING NJ'S LONG-TERM UNEMPLOYED JOB SEEKERS



We'll guide you from start to finish

## Get a **personalized** career-search plan

GET STARTED TODAY

Job search is hard. We can help. By answering some questions about your search, our expert system can make customized recommendations about next steps, with curated resources to help you complete them. Each day you'll receive additional recommended tasks that will help you stay focused on the right activities for your search. And as you complete them and report on your progress, our digital coach will learn what's working and help you refine and focus on the activities that work best for you.



# Medical Model

- **Diagnosis**—Assessment to identify “what’s wrong”
- **Treatment**—This is how we will “fix you & your problem” with information and advice.
  - More info
  - Better info
  - “Just-in-time” info
- **Restoration to Health**—Job seeker “complies” with treatment plan and gets back to work.



## **Job Search**

Ignore or resist job search advice.

Get stuck in bad habits.

Learning doesn't seem to "stick"—don't apply what they "know"

Can't remember what they did yesterday.

Difficulty staying organized.

Difficulty starting on tasks.

Difficulty managing time.

Difficulty in adjusting plans.

## **Working with Coaches**

Missing appointments.

Not following up on emails.

Not following through on tasks.

Give up easily.

Get stuck in negative stories.

Not learning from the search.



“Curious disassociation  
between knowing and doing”



**KNOWiNG**

Will

???

**DOiNG**

Skill

# Key Issues

- Orientation toward job seekers
- Brain-based approaches
- How trauma impacts job search and coaching



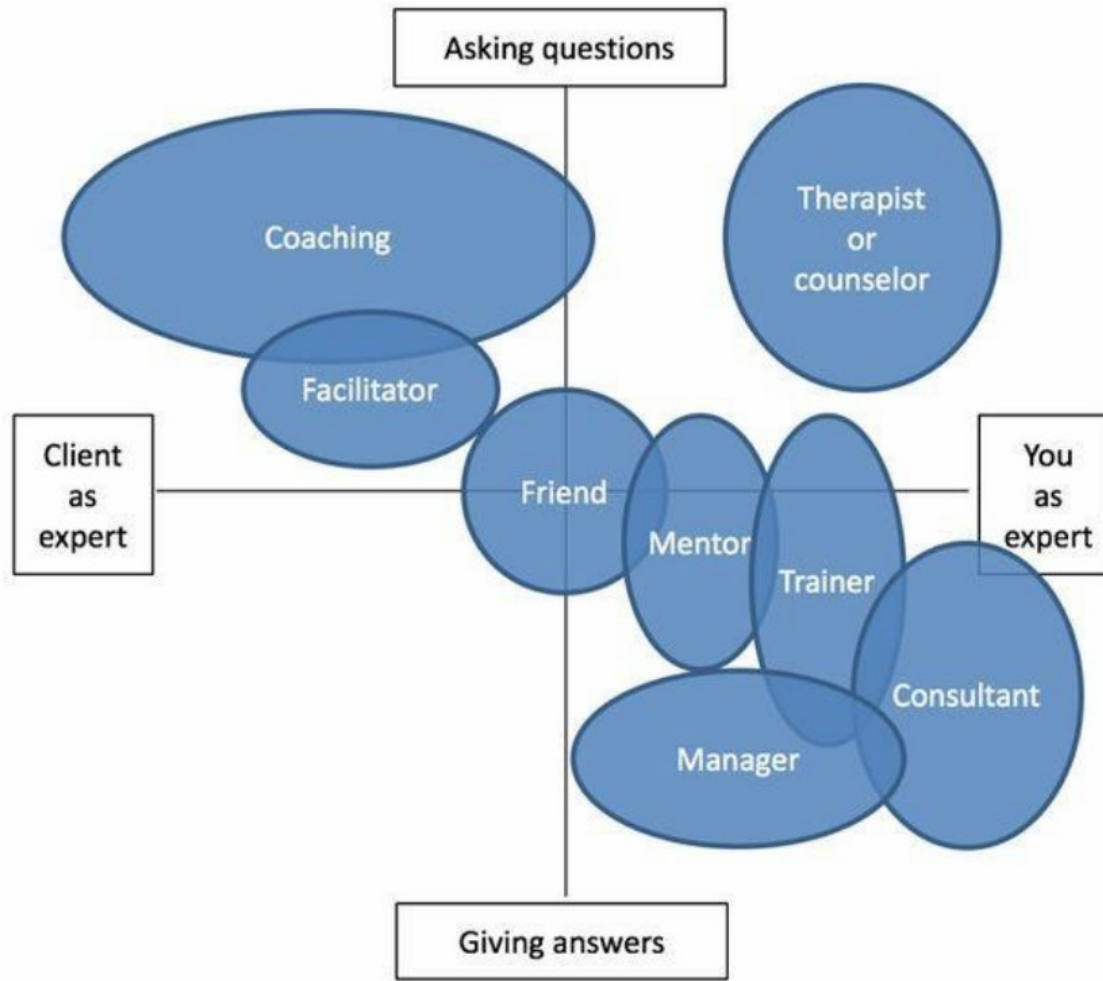


**Jacob P.** • 2nd

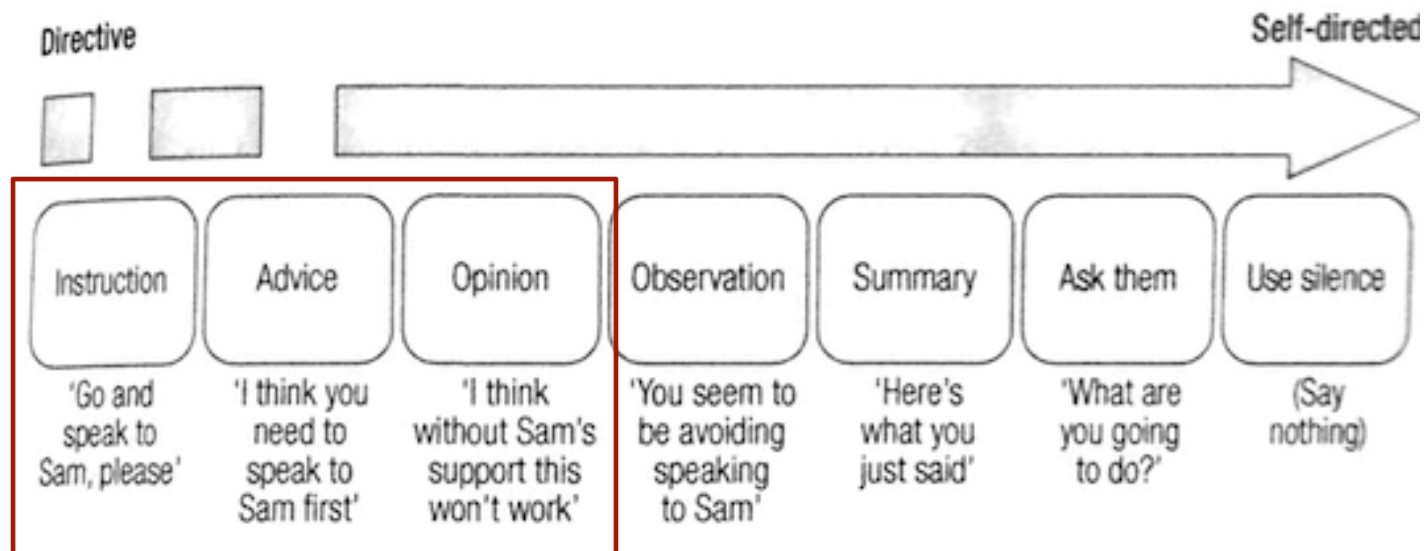
Transdisciplinary Practitioner | Passionate EQ Leader  
2d • Edited

**#Coach** vs **#Therapist** vs **#Consultant** vs **#Manager**

**#Boundaries** | **#EQ**





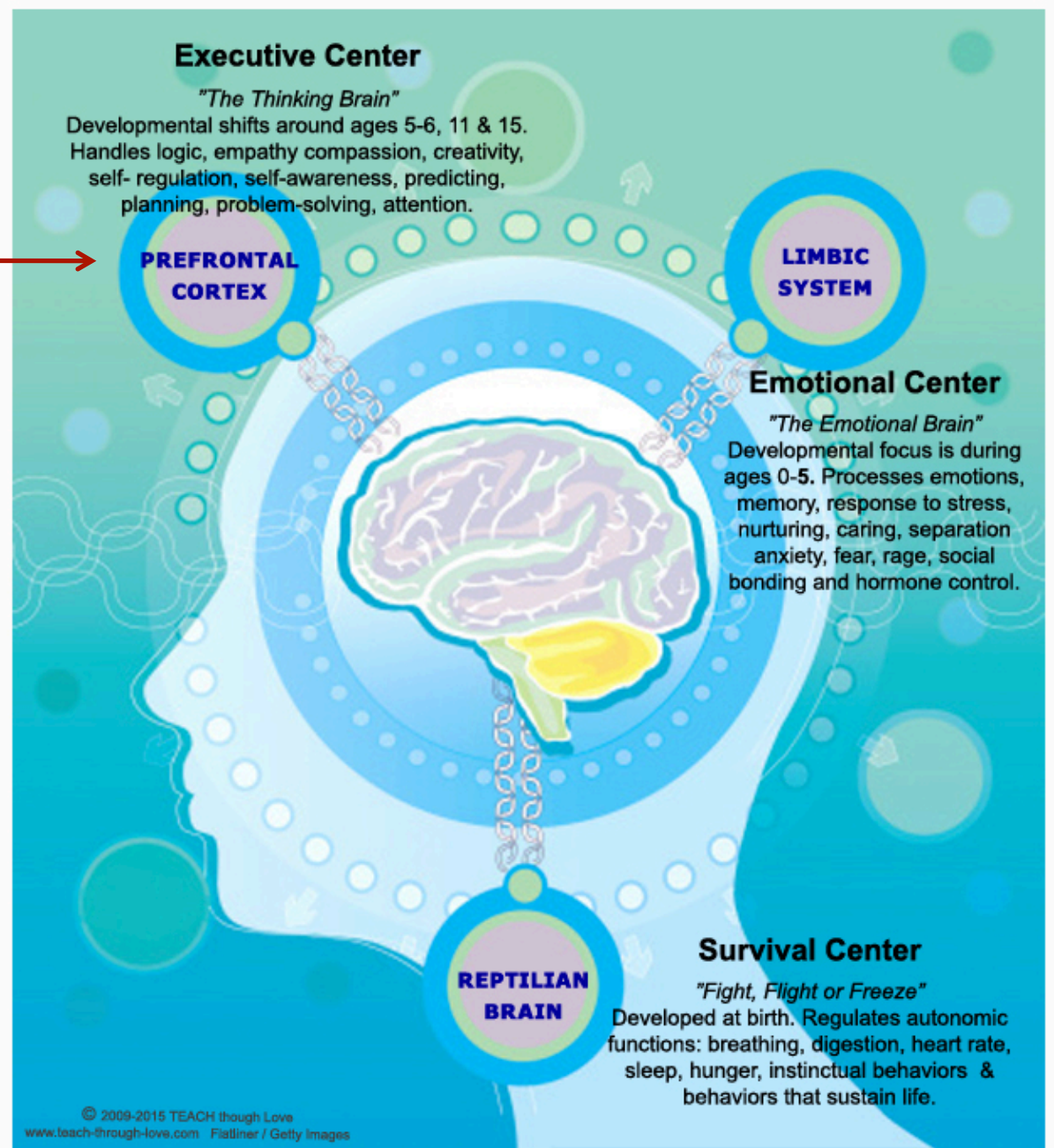


- Removes **autonomy**
- When **identity is under threat**, they are less likely to take advice!



Information . . . Or Affirmation?

Doesn't fully develop until age 25



# Achieving Goals

## Reptilian Brain



Calm—not in fight/flight/freeze mode.

## Emotional Brain



Do I feel **emotionally connected** to this goal?

Is it a **goal I want to move toward** or away from?

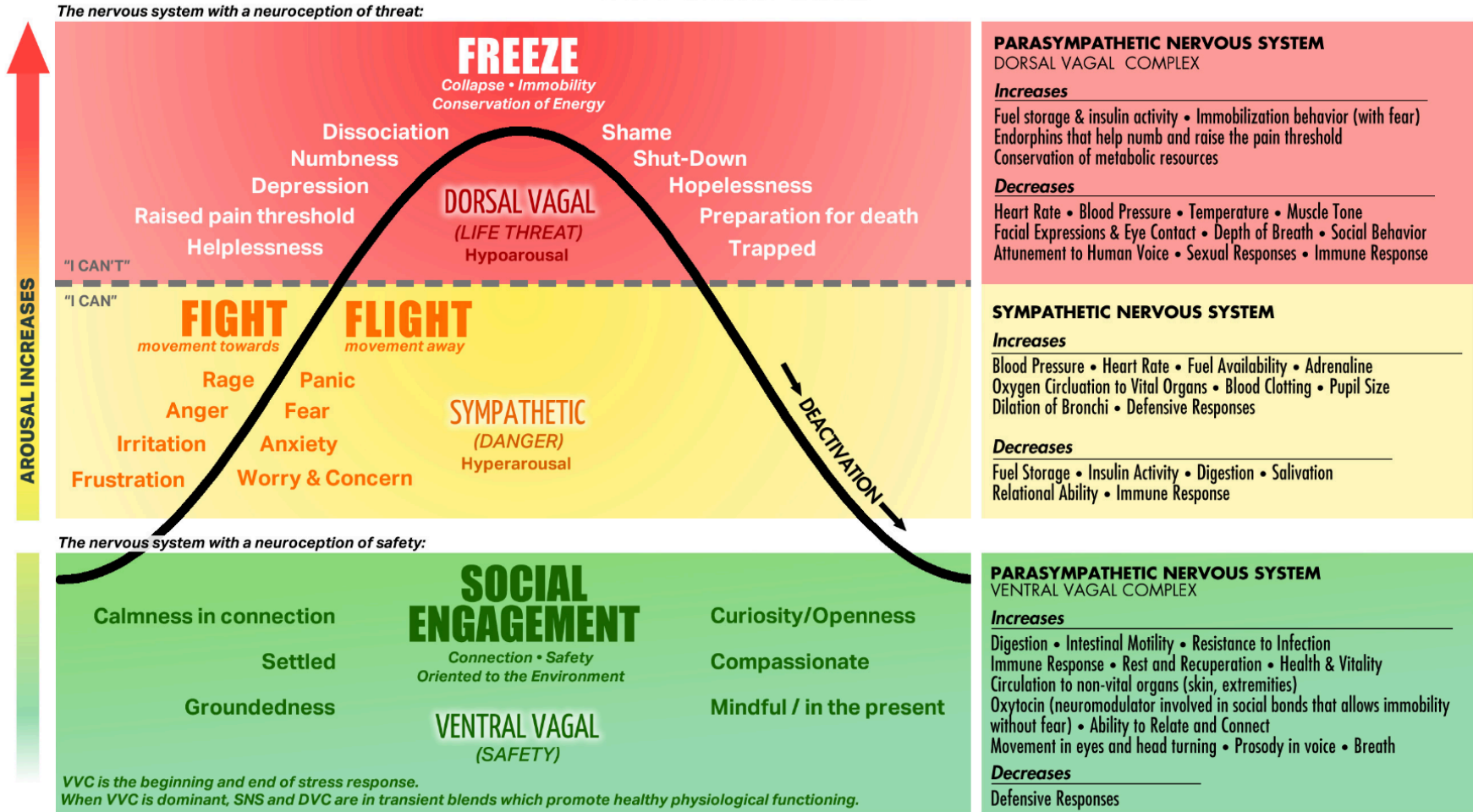
## Executive Brain

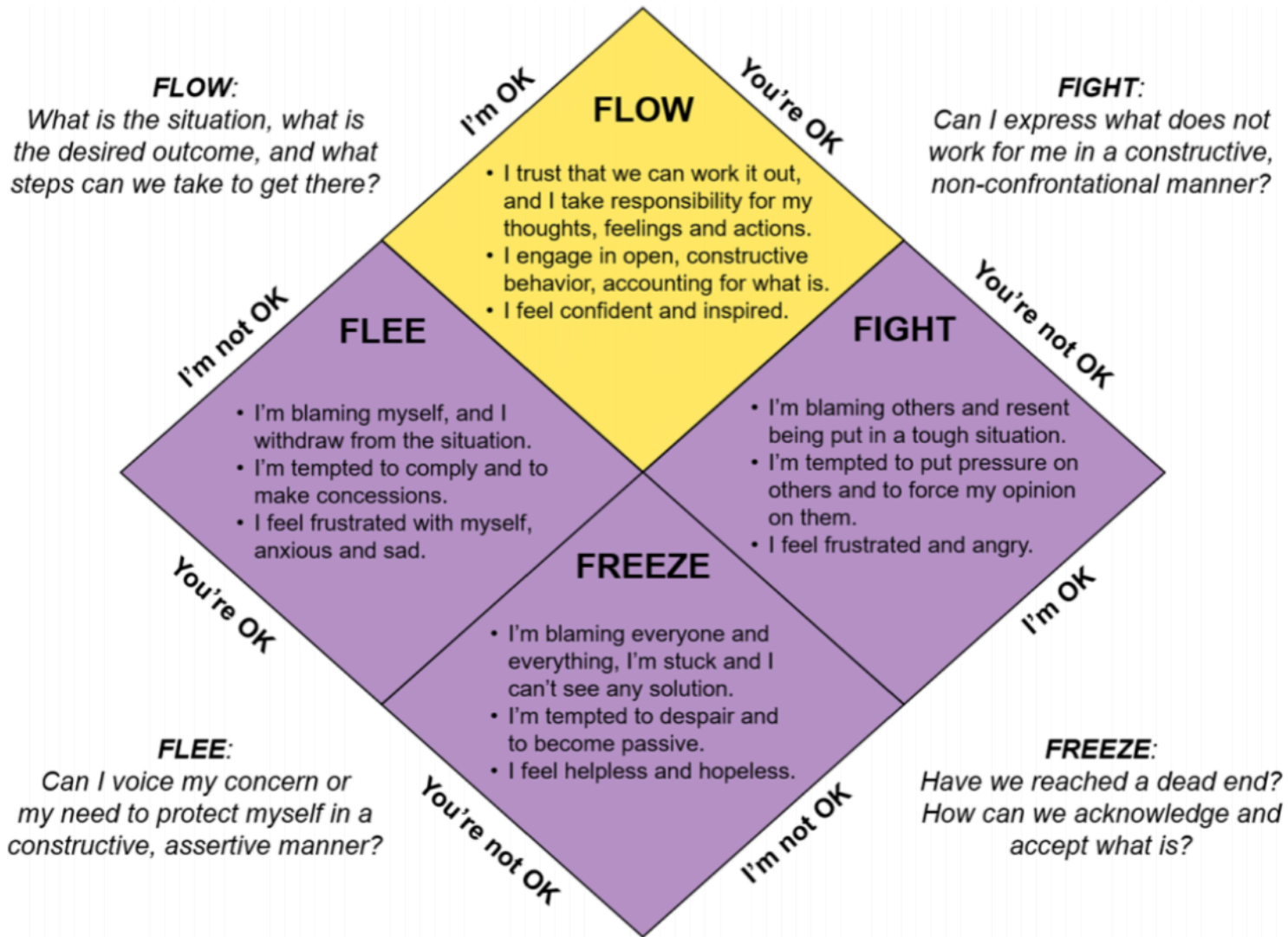
Do I have the **planning** skills I need?

Do I have the **self-control** skills I need?

Do I have the **monitoring** skills I need?

# POLYVAGAL CHART





<b>Table 2-1: Executive Skills Defined</b>		
<p><b>Planning and Prioritization</b> Deciding what steps to take.</p> <p>The ability to create a road map to reach a goal or to complete a task. It also involves being able to make decisions about what is important to distinguish what is and is not important.</p>	<p><b>Task Initiation</b></p> <p>Getting started without delay. The ability to begin projects without undue procrastination, in an efficient or timely fashion.</p>	<p><b>Stress Tolerance</b></p> <p>Managing your stress. The ability to work in stressful situations and to cope with uncertainty, change, and performance demands.</p>
<p><b>Organization</b> Knowing where I put things.</p> <p>The ability to create and maintain systems to keep track of information and materials.</p>	<p><b>Response Inhibition</b></p> <p>Seeing the consequence before I say or do something. The capacity to think before you act – the ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behavior might impact it.</p>	<p><b>Working Memory</b></p> <p>Remembering what I did and what I need to do. The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future.</p>
<p><b>Time Management</b> Know about how long a task will take and what the deadline is.</p> <p>The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.</p>	<p><b>Emotional Control</b></p> <p>Keeping my cool when frustrated. The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.</p>	<p><b>Metacognition</b></p> <p>Evaluating how you're doing.</p> <p>The ability to stand back and take a bird's eye view of yourself in a situation, to observe how you problem-solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself "How am I doing?" or "How did I do?")</p>
<p><b>Sustained Attention</b></p> <p>Paying attention, even when I don't feel like it. The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.</p>	<p><b>Goal-Directed Persistence</b></p> <p>Sticking with your goal.</p> <p>The capacity to have a goal, follow through to the completion of that goal, and not be put off or distracted by competing interests.</p>	<p><b>Flexibility</b></p> <p>Going with the flow, accepting change.</p> <p>The ability to revise plans in the face of obstacles, setbacks, new information, or mistakes. It relates to adaptability to changing conditions.</p>

Table Key: **Planning Skills**, **Self-Control Skills**, **Monitoring Skills**



## What is Trauma?

According to the U.S. Department of Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA),

*“Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being” (SAMHSA, 2014).*



# Core Principles of a Trauma-Informed Approach



## Safety

Throughout the organization, patients and staff feel physically and psychologically safe



## Trustworthiness & Transparency

Decisions are made with transparency, and with the goal of building and maintaining trust



## Peer Support

Individuals with shared experiences are integrated into the organization and viewed as integral to service delivery



## Collaboration

Power differences — between staff and clients and among staff — are leveled to support shared decision-making



## Empowerment

Patient and staff strengths are recognized, built on, and validated — this includes a belief in resilience and the ability to heal from trauma



## Humility & Responsiveness

Biases and stereotypes and historical trauma are recognized and addressed

# Issues We're Exploring



- Shift from **Advising/Consulting to Coaching**
- **Trauma-informed Career Coaching**
  - Previous traumas + Unemployment as trauma
  - Impact on job seekers
  - Impact on staff—secondary trauma responses
  - Working with trauma responses in mind
- **Executive function coaching** to address challenges with **planning, emotional regulation, and plan execution.**
- Using **technology to support executive function** and communicate **empathy/affirmation.**

# **NEW START CAREER NETWORK**

**HELPING NJ'S LONG-TERM UNEMPLOYED JOB SEEKERS**

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