

work norms and acquire skills. Both instruction and models of worker behavior are present. Since there are adults present with non-supervisory status, the enrollee sees the authority structure involving others besides himself. He soon understands that relationships of authority exist outside the public school and are common to all structured adult work groups. Membership in the adult work groups may also provide opportunity for identification with adult roles rather than with the special world of the adolescent.

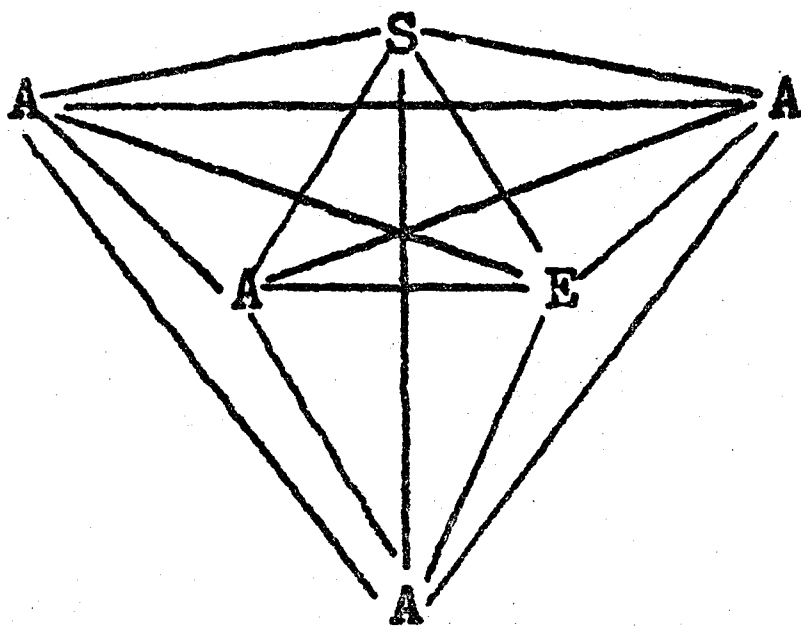


FIGURE 5. The Adult Form

Obviously the actual interaction patterns of each of these forms is highly dependent upon factors other than the form itself, including idiographic characteristics of supervisors, adult workers and enrollees. Nevertheless each form has certain likely structural limits. Teen and team forms would appear to be inherently the most unstable. Adult and multiple supervisor forms would appear to be the most stable. Teen forms almost always involve unskilled labor. The other forms usually involve semi-skilled enrollee work roles and more opportunity for experience with the adult world of work.

These forms have implications for social learning, and thus for increased employability. If we assume that work habits are the result of a conditioning process involving rewards for correct behavior while incorrect behavior is either ignored or else punished, and if we also assume that the frequency of correct behavior will increase as it is rewarded, then it is possible to look on interaction forms as the moderating social structures for such reward systems.¹ Work experience presumably possesses no intrinsic characteristics which by themselves lead to increased employability. Work experience will lead to increased employability only as correct work behaviors are rewarded, and thus the frequency of appropriate work habits will increase, and many may be generalized to other situations. The question is whether certain interaction forms possess a structured reward system for appropriate work habits more effective and generalized than other interaction forms. We would hypothesize, other things being equal, that multiple

¹ Our point of view here involves an integration of interaction theory with learning theory, and in regard to the latter is similar to that of Albert Bandura and Richard H. Walters, *Social Learning and Personality Development* (New York, 1963).