Soft Skills Curriculum

Submitted By:

Workforce Plus Innovation Program

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TABLE OF CONTENTS

1. Overview.....1
   - Mission
   - Goals and Objectives

2. School Academies.....3

   a. Godby High School
   b. West Gadsden High School
   c. Wakulla High School

3. Timeline.....7

4. School Schedule.....12
   - Class lists

5. Lesson Plans.....18

6. Portfolios.....33

7. Reflections.....107

8. Parent Involvement.....186
   - Parent's Letter

9. Collaborations.....189

   - WIA Youth Connect Program
   - Parent Education: Welfare Transition Program

10. Evaluations.....214

- Staff
- Godby 9 & 10
- W. Gadsden
- Wakulla Period 1-4
- Leon:
- Youth Connect Program
- Gadsden: Youth Connect Program
- Parents: Welfare Transition Program

11. Monthly Reports
- April 2009
- May 2009
- June 2009

12. Accomplishments

WORKFORCE Innovation Grant

Overview

The WORKFORCE plus Innovation Grant made it possible to provide workplace skills preparation training to student in three area high schools: Godby, West Gadsden and Wakulla and WORKFORCE Plus partners from March 17- May 31, 2009.

Mission

To help the communities as a whole understand the importance of literacy, soft skills and other critical 21st Century skills for today's students and the role that a high-quality career and technical education program combined with workforce services can play in achieving this competence level.

Program Goals and Objectives

The primary goals and objectives of the WORKFORCE plus Innovation program was to expose students to information and tools that will enable them to develop skills, think about their career choices and be able to make informed decisions from the vast array of career selections. The demand for skilled workers are increasing, hi-tech industries are growing in greater numbers than before. Therefore, it is important to prepare savvy workers by developing awareness of the qualities and skills those employers and industries seek.

Long-term Goals Linked to the Partnership

- Increase high school graduation rates and reduce drop-out rates
- Increase enrollment and retention in postsecondary education
- Increase the proportion of students completing college and workplace ready curriculum in high school
- To provide well-trained workers to support the recruitment of new businesses and industries to the region and to meet the workforce needs of existing business and industry
- Increase the number of industry certificates awarded to high school students
- Increase the number of graduates employed in high-wage, high-demand and high-skill careers
- Increase enrollment in completion of targeted career pathways at community colleges and senior colleges

School Academies

WORKFORCE plus, Region five, partnered with the career academics department of Godby, West Gadsden and Wakulla High Schools to provide 142 students an opportunity to learn about the importance of "soft skills". In addition, the students conducted some career exploration and self assessments to become aware of their distinctiveness and potential for various types of occupations.

This school-based WORKFORCE plus Innovation program is a small step in developing awareness and preparing high school students for the demands of the 21 Century workforce. Thus, the long term goals for the participating students is to stay in school, chose appropriate courses, aspire to continue their education, complete college and become life long learners. WORKFORCE plus' partnerships and collaborations with school academies should create awareness of the agency's increasing role of providing comprehensive workforce services. It is hoped that the high school students will seek to obtain Ready to Work certification, gain industry and technology certifications in preparation for high-wage, high-demand and highly-skilled careers.

Godby High School

Two classes at Godby High School, consisting of eighteen 9th graders and twenty-four 10th grade students, completed six sessions of soft skills instruction one day a week, beginning April 8, 2009 - May 20, 2009.

The class teachers specified that their students would benefit from the exposure to workforce preparatory education. Both teachers showed their support for the soft-skills curriculum by counting the sessions toward the students' end of year grades.

Mrs. Peterson, the 9th grade teacher, went on maternity leave half way through the sessions and although her students had a substitute teacher they remained interested and focused. Following the "Becoming a Leader" presentation, three students in Mrs. Peterson's class requested and were assigned the task of preparing a PowerPoint presentation on the topic "Connect to the World Around You". Inevitably, the students proved themselves to be capable leaders and did a commendable job.

Mrs. Colson and the 10th graders had great attitudes and were eager learners. The students stated that they would have preferred the course earlier during the school year. As a consequence, the end of year assignments and examinations limited the amount of time the students could dedicate to the homework assignments for this course.

West Gadsden High School

Mrs. Jackson of West Gadsden High School realized the benefits to her 9th grade business students and also made the soft-skills curriculum count toward her students' end of year grade and allotted more time for them to complete assignments.

The students were given one week to work on their reflections. Astonishingly, the reflections of the students' at West Gadsden were the most insightful of all. Initially, the students showed little interest in the subject matter. The set-up of the classroom made it impossible to show PowerPoint presentations and conduct small group discussions. Also the students had to be motivated to see the "bigger picture", becoming worldly and to understand the use of soft skills in all areas of their life. Such an understanding would influence their behaviors now and in the future. The students at W. Gadsden were more demanding and had to be motivated repeatedly to understand the significance of workforce preparation during their 9th grade year.

During the times that Mrs. Jackson was unavailable, the facilitator assigned the students tasks. Additionally, by way of the commitment made by Mrs. Jackson, the students were able to get caught-up and complete their portfolio during the last week of the school year.

Wakulla High School

Eighty 9th grade students at Wakulla High School participated in the soft skills training, one day a week for three weeks from May 4-19, 2009. During these three weeks the students covered four soft skills topics.

Again, the soft skills course came at the end of the school year, which is the busiest time for administrators, teachers and students. Mr. Wallace was pleased that his students were gaining work related skills which they needed. However, he reiterated that he did not have the time to support follow-up activities, because the students were preparing for end of year examinations.

On the third week, Mr. Rob Bennett served as a substitute teacher in Mr. Wallace's absence. Mr. Bennett share with the students his involvement with WORKFORCE plus and his experience as the first Executive Director of the region. This was good information for the students to learn about the history and development of **WORK**FORCE *plus.*

Timeline

The timeline provided a tentative schedule of meetings, classroom interactions and the preparation of teaching materials. The timeline was adjusted based on the needs of the school administration, pre-planned events at the school, identified staff and other considerations that took place at the end school year.

TIME LINE: March 17 - May 31, 2009				Achieved
March 17	➢ Meeting at Godby High ➢ Meeting with Dorcas Washington			
March 18-27	➢ Review Curricula & Prepare Teaching Materials ➢ Develop outline of Portfolio ➢ Make contact with W. Gadsden and Wakulla (Dorcas) follow-up ➢ Network with TCC: Regarding Inventory etc. ➢ Research Assessment: make suggestion ➢ Meeting at Godby with selected teaching staff o Identify student and grades (9th & 10th Graders) • Share draft portfolio • Discuss tentative parent meeting			Achieved
	➢ Meet students: introduction & Expectations ➢ Observe Teaching			
March 31- April 3	[illegible]			*Not done *Limited
April 5- May 21	Teaching 2.5 days Tuesday	Wednesday	Thursday	
April 7 - April 9	Monitoring Report			
	April 7 Spring Break	April 8 Godby 9th Grade 7:45-8:37 10th Grade 2:00 – 2:55	April 9 W. Gadsden HS	
	April 14	April 15 Godby	April 16 W. Gadsden HS	

		9th Grade **7:45-8:37** **10th Grade** **2:00 – 2:55**		
May 25-28	**Exam Week** **Assessment/Certificate/Evaluation** **Open House: Early Release for students (could not be done Exams)** **Informal invitation to students to visit the WFP Centers to inquire about summer employment and further assessments.**			
May 31- June	➢ **WFP Deliverables**			

School Schedule

School	Grade	#Students	Time
Godby	9	18	7:45-8:37
Godby	10	24	2:00 – 2:55
W. Gadsden	9	20	12:55-1:48
Wakulla	9	80 (4 Periods)	7:40-11:00
Comments: Subject to change Field trips, Request for alternate days, Sports events etc.,			

Lesson Plans

The lesson plans were developed to create a structure for teaching the soft-skills course. Since the subject was being taught at the end of the school year it was important to keep the topics as real as possible, interesting and to actively engage the students through small and large group discussions. Even though some students have had limited work experience, others may have been exposed to the topics as a result of volunteering, participating in "Take your Daughter/Son to Work Day", or were privy to their parents conversation about their experiences in the workplace. Through the discussions, the facilitator was able to asses the students background knowledge of the subjects and build on that foundation. The facilitator also used examples provided by the students to extend the discussions.

The students were placed in pairs or small groups of 3-6 to work together and take charge of their own learning. Each group was given a section to read, identify a note taker, and a reporter who reported back to the whole group. The PowerPoint presentations were developed as focal points and were used to highlight and reinforce important information. The students also read from the PowerPoint to sustain their interest. The facilitator used before, during or after discussion strategies to extend the students knowledge of the subject matter.

Since all of the students have had the experience of being a customer, they most certainly understood the concept of "customer service". This was a lively session because the

students could relate to this topic and gained a lot more information from the discussion about the importance of customer service.

The students at Godby maintained the highest level of interest. The classrooms were more conducive to small group work. The West Gadsden classroom was not amenable for PowerPoint presentations or group work. Wakulla High School had the largest number of participants. Like Godby HS, the Wakulla classrooms have smart board capabilities; the technology was used for the PowerPoint presentations. However, the textbooks were not available for the Wakulla students during the sessions to create small group learning environments.

Lesson Plans 9th Grade

DAILY LESSON PLAN -- WFP Innovation Project (Week 1) 9th Grade

INSTRUCTOR: Curtis Knowles	DATE: 4-8-09
COURSE TITLE & BLOCK: Becoming the Best Me	UNIT/CHAPTER: 1

TARGET VOCABULARY:
6 interpersonal skills

- Active listening
- Conscientious
- Humility
- Open-minded
- Sense of humor
- Tactful/diplomatic

SPECIFIC TOPIC/STRAND:

Developing and identifying interpersonal skills

Students will complete Attentional Profile

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

- Students will analyze and articulate Attentional skills profile say about their personality
4 Students will discuss the implications of having or not having a sense of humor
5 Students will dramatize active listening skills
6 Students will participate in class discussion

Students will work in cooperative groups to discuss the implications of each interpersonal skill.

MINI FOCUS LESSON: Help students to identify the interpersonal skills they have and those they need to develop at varying levels.

LESSON CONTENT (What is to be taught):
The importance of interpersonal skills in the work place and how is interpersonal skills differ from communication skills

INSTRUCTIONAL PROCEDURES:

f. Focusing event (something to get the students' attention)
g. Teaching procedures (methods you will use)
h. Formative check (progress checks throughout the lesson)
i. Student Participation (how you will get the students to participate)

Closure (how you will end the lesson)

A. Students will view a PowerPoint
B. Whole group and cooperative groups
C. Teacher and students will reward students with tokens
D. Write a letter of recommendation for a friend emphasizing his/her interpersonal skills

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Rubric and Portfolio

INSTRUCTIONAL TECHNOLOGY: Computer – profiles

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Cooperative/mixed groupings

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections):

Students will work in small cooperative groups

DAILY LESSON PLAN – WFP Innovation Project (Week 2)

INSTRUCTOR: Curtis Knowles	DATE: 4-15/16/09
COURSE TITLE & BLOCK: Becoming the Best Me (9th Grade)	UNIT/CHAPTER: 5 Communicating Effectively

TARGET VOCABULARY:	SPECIFIC TOPIC/STRAND:
• Instantaneously • Utilized • Excessively • Vague • Apparent • Critique	The importance of communicating effectively and in a variety of different ways

Small groups of students will complete Keirsey Personality Assessment

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

- Students will analyze and articulate what it means to be an effective communicator
- 7 Students will discuss the implications of communication at school and in the workplace
- 8 Students will write a reference letter on behalf of a friend: interpersonal skills/written communication

MINI FOCUS LESSON: PowerPoint : Effective Communication

- LESSON CONTENT (What is to be taught):
- Communication in the modern world
- Improving your communication skills
- Sharpen your verbal communication skills

To help students to understand the difference between communication and interpersonal skills

INSTRUCTIONAL PROCEDURES:
Focusing event (something to get the students' attention)
Teaching procedures (methods you will use)
Formative check (progress checks throughout the lesson)
Student Participation (how you will get the students to participate)
Closure (how you will end the lesson)

A. Students will view a PowerPoint
B. Whole group and cooperative groups
C. Teacher and students will reward students with tokens
D. Write a letter of recommendation for a friend emphasizing his/her interpersonal skills

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Rubric and Portfolio

INSTRUCTIONAL TECHNOLOGY: Computer: PowerPoint Whole group
Discussion: small groups of 6 students

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc):

- Engage in hands on activities in addition to reading and writing activities.
- Cooperative/mixed groupings

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections):

Allow students to use reflect on background experiences

What is your best means of communication?

DAILY LESSON PLAN – WFP Innovation Project (Week 3)

INSTRUCTOR: Curtis Knowles	DATE: 4/22/09
COURSE TITLE & BLOCK: Becoming the Best Me	UNIT/CHAPTER: 3 Become a Team Player

TARGET VOCABULARY:	SPECIFIC TOPIC/STRAND:
• Community Service • conflict • Extracurricular • Subordinate • Team work	The importance of being a team player in the work environment Dealing with conflict

Review of work cover over the last three weeks.

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

- Students will analyze and articulate what it means to be team player
9 Students will discuss the implications of working as a team on a deserted island
10 Each student in the group of four will write a paragraph on one of the four items the team will take on the island.

MINI FOCUS LESSON: PowerPoint : Being Team Player

- **LESSON CONTENT (What is to be taught):**
- **Communication in the modern world**
- **Improving your communication skills**
- **Sharpening verbal communication skills**

To help students to understand the difference between communication and interpersonal skills

INSTRUCTIONAL PROCEDURES:
Focusing event (something to get the students' attention)
Teaching procedures (methods you will use)
Formative check (progress checks throughout the lesson)
Student Participation (how you will get the students to participate)
Closure (how you will end the lesson)

A. Students will view a PowerPoint
B. Whole group and cooperative groups
C. Teacher and students will reward students with tokens
D. Write an interesting sentence/paragraph about the items the team will take to promote the groups survival.

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Quiz, class participation

Rubric /Portfolio

INSTRUCTIONAL TECHNOLOGY: Computer: PowerPoint Whole group
Discussion: small groups of 6 students

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc):

- Engage in hands on activities in addition to reading and writing activities.
- Cooperative/mixed groupings

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections):

Allow students to use reflect on background experiences. Being part of a team and how they deal with conflict.

DAILY LESSON PLAN – WFP Innovation Project (Week 4)

INSTRUCTOR: Curtis Knowles	DATE: 4/27/09
COURSE TITLE & BLOCK: Becoming the Best Me (9th Grade)	UNIT/CHAPTER: 8 Become a Leader

TARGET VOCABULARY:	SPECIFIC TOPIC/STRAND:
• Confrontation • Conflict resolution • Initiative	• Why is it important to become a leader? • How do you become a leader? • Where do you become a leader? • Tips on becoming an effective leader • Confronting issues as a leader

STANDARDS: **Students will view the Power point**

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

- Students will analyze and articulate what it means to be a leader
- Students will discuss the implications of becoming an effective leader
- Each student in the group of four will read designated selection and present to whole group

MINI FOCUS LESSON: Small groups will work on profile/ assessments

LESSON CONTENT (What is to be taught):

- The importance of developing leadership skills. How to go about developing leadership skills as a high school student. A review of the 7 qualities of becoming an effective leader: different types of leadership.
- Identify leadership style

INSTRUCTIONAL PROCEDURES:

Focusing event (something to get the students' attention)
Teaching procedures (methods you will use)
Formative check (progress checks throughout the lesson)
Student Participation (how you will get the students to participate)
Closure (how you will end the lesson)

A. Students will view a PowerPoint
B. Whole group and cooperative groups
C. Teacher and students will reward students with tokens
D. students will complete an activity: the students are shipwrecked and can take selected items on an island. From the list provided what would they take and why? Discuss and write down the purpose for selecting the four items on their list.

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
participation in small group activity.

Rubric and Portfolio

INSTRUCTIONAL TECHNOLOGY: Computer: PowerPoint Whole group
Discussion: small groups of 6 students

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc):

- Engage in hands on activities in addition to reading and writing activities.
- Cooperative/mixed groupings

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections):

Allow students to reflect on and share personal experiences.

DAILY LESSON PLAN – WFP Innovation Project (Week 5)

INSTRUCTOR: Curtis Knowles	DATE: 5/09
COURSE TITLE & BLOCK: Becoming the Best Me (9th Grade)	UNIT/CHAPTER: 6 Become a Person of Integrity

TARGET VOCABULARY:	SPECIFIC TOPIC/STRAND:
• Integrity • Self-sufficient • Critical thinker • Resourceful	• How to become a person of integrity? • Be-self –sufficient and take personal responsibility •

STANDARDS: **Small groups will work on**

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

- Students will analyze and articulate what it means to be a person of integrity.
- Students will discuss the implications of becoming self –sufficient and a critical thinker
- Each student in the group of four will read designated selection and present to whole group

MINI FOCUS LESSON: Begin to thing what they have learned to write their Reflection.

LESSON CONTENT (What is to be taught):

- The important values placed on being honest and trustworthy. Making your words mean something. How the can practice being resourceful and self sufficient like the example: Case in Point To resourceful classmates Pg 77.

INSTRUCTIONAL PROCEDURES:

Focusing event (something to get the students' attention)
Teaching procedures (methods you will use)
Formative check (progress checks throughout the lesson)
Student Participation (how you will get the students to participate)
Closure (how you will end the lesson)

A. Discussion of vocabulary listed above
B. Whole group and cooperative groups read and present information
C. Teacher and students will reward students with tokens
D. students will complete quiz

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Quiz and actively participating in class activities: discussions, asking questions, reading, note taking or reporting

Rubric and Portfolio

INSTRUCTIONAL TECHNOLOGY: Computer: PowerPoint Whole group
Discussion: small groups of 4 students

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc):

- Engage in hands on activities in addition to reading and writing activities.
- Cooperative/mixed groupings

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections):

Allow students to use reflect on background experiences

How do they handle conflict?

DAILY LESSON PLAN – WFP Innovation Project (Week 6)

INSTRUCTOR: Curtis Knowles	DATE: 5/09
COURSE TITLE & BLOCK: Becoming the Best Me (9th Grade)	UNIT/CHAPTER: 9 Connect to the World Around You.

TARGET VOCABULARY: "Worldly"	SPECIFIC TOPIC/STRAND: • Connecting to the world around you: o Internships/apprenticeships o Information interviews o Work shadowing o Part-time hobs • Community service • Political issues

Small groups
- o Add information from the Table of contents to their portfolio
- o Complete evaluation
- o 10 minutes to write reflection
- o Look at students portfolio and apply rubric

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):
- **Three students have volunteered to prepare and present this week's topic. The students will develop a PowerPoint presentation and present to the class. The facilitator will reinforce or add the following to what the students have developed.**
- Students will analyze and articulate what it means to be worldly.
- Students will discuss the implications of actions that can make the individual worldly

MINI FOCUS LESSON: Completing portfolio

LESSON CONTENT (What is to be taught): How to become worldly:
- Obtaining internships/apprenticeships, interviewing folks who are in the line of work students aspire to obtain for information, work shadowing, community service; watching CNN listening to NPR and other programs will expand the students' world

INSTRUCTIONAL PROCEDURES:
Focusing event (something to get the students' attention)
Teaching procedures (methods you will use)
Formative check (progress checks throughout the lesson)
Student Participation (how you will get the students to participate)
Closure (how you will end the lesson)

A. Discuss meaning of vocabulary term listed above
B. Whole group and cooperative groups read and present information
C. Teacher and students will reward students with tokens
D. students will complete topics not in portfolio

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Each student's portfolio will be reviewed and their rubric will be scored.

INSTRUCTIONAL TECHNOLOGY: Computer: PowerPoint Whole group

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc):
- Cooperative/mixed groupings

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections):

Allow students to use reflect on background experiences.

Lesson Plans 10th Grade

DAILY LESSON PLAN – WFP Innovation Project (WEEK 1) 10th Grade

INSTRUCTOR: Curtis Knowles	**DATE:** 4-8-09
COURSE TITLE & BLOCK: Job Savvy	**UNIT/CHAPTER:** I2 Doing the Right Thing
TARGET VOCABULARY: Ethics, Inflation	**SPECIFIC TOPIC/STRAND:** 1. Ethical Problems for Business 2. Guidelines for Making Ethical Decisions 3. Common Ethical Problems

STANDARDS:

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

- Students will analyze and articulate: Read different sections of the text Choose 1 (one) Job Savvy scenario
1. Students will discuss the implications of : Ethical behavior and common problems
2. Students will dramatize the characters :
3. Students will write a journal outlining their experiences: Discuss whether they have had or know of someone with a similar experience

MINI FOCUS LESSON:
Ethical behavior, what does that mean? The importance of making the right choices at work. Why some decisions are difficult? Why are an employee's ethics important to a company?

LESSON CONTENT (What is to be taught):
Expected behaviors in the workplace by employees and employers. How ethical behavior works in the workplace.

INSTRUCTIONAL PROCEDURES: a. Focusing event (something to get the students' attention) b. Teaching procedures (methods you will use) c. Formative check (progress checks throughout the lesson) d. Student Participation (how you will get the students to participate) e. Closure (how you will end the lesson)	A. Whole group and cooperative groups B. Students will view a PowerPoint C. Teacher will praise students hand out reward cards D. Worksheet/Students will give feedback on what they have read E. Drama – scenario , journals/ Students will work on their profiles for their portfolio

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):

- Rubric
- Students will journal their experience / Create a Portfolio

INSTRUCTIONAL TECHNOLOGY: Computer – complete different profiles on the computer

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Students will work in mixed ability grouping – teams/ buddy system.

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections): Students will work in small cooperative groups. Student can conduct additional research for their portfolio and use the news/news articles for their portfolio and discussions

DAILY LESSON PLAN – WFP Innovation Project (Week 2)

INSTRUCTOR: Curtis Knowles	DATE: 4-15-09
COURSE TITLE & BLOCK: Job Savvy	UNIT/CHAPTER: Chapter 6: Getting Along With Other Co-Workers

TARGET VOCABULARY: Synergy "Team Work"	SPECIFIC TOPIC/STRAND: Getting to know your co-workers The value of diversity Basic human relations Good electronic manners Special problems with co-workers

Complete work from last week: show PowerPoint and review. 10 mins

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

Students will analyze and articulate: **Read different sections from the text**
Students will discuss the implications of : **6 groups**
Students will be given cards to discuss a problem from last week lesson on ethics
1 student will serve as an observer and report back on the "team work efforts"
~~2 1 student will be the writer~~
3 1 student will serve as presenter

Students will write a journal outlining their experiences: **2 large groups**
Discuss the importance of diversity
Class will review diversity together: each individual will write 3-6 things about why he/she is unique
Group one will guess who the person is from the other group

MINI FOCUS LESSON:
Diversity: Discuss the importance of diversity
Class will review diversity together: each individual will write 3-6 things about why he/she is unique
Group one will guess who the person is from the other group

LESSON CONTENT (What is to be taught):
The importance of getting along with others in the workplace

INSTRUCTIONAL PROCEDURES:	
Focusing event (something to get the students' attention)	Whole group and cooperative groups
Teaching procedures (methods you will use)	Students will view a PowerPoint
Formative check (progress checks throughout the lesson)	Teacher will praise students hand out reward cards
Student Participation (how you will get the students to participate)	Students will give feedback on what they have read
Closure (how you will end the lesson)	Students will work on their profiles for their portfolio

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Participation " Team Work"

INSTRUCTIONAL TECHNOLOGY: Computer – completer different profiles on the computer /PowerPoint

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Students will work in mixed ability grouping – teams/ buddy system.

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections):

Students will work in small cooperative groups

Student can conduct additional research for their portfolio and use the news and news articles for their portfolio and discussions

DAILY LESSON PLAN – WFP Innovation Project (Week 3)

INSTRUCTOR: Curtis Knowles	**DATE:** 4-22-09
COURSE TITLE & BLOCK: Job Savvy	**UNIT/CHAPTER:** Chapter 3: Making a Good Impression

TARGET VOCABULARY: "Dress codes"	**SPECIFIC TOPIC/STRAND:** General dress guidelines Safety clothing Some Special considerations Mannerisms and habits Have a positive attitude

Discuss the concept of dress codes: Talk from their experience of what is and is not appropriate for different work environments

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

Students will analyze and articulate: **Read different sections from the text and share the information with the class**

Students will discuss the implications of : **5 groups**

MINI FOCUS LESSON: **Show PowerPoint to reinforce highlights from the topic**

LESSON CONTENT (What is to be taught): Reinforce that fact that an individual may only get one chance to make a good impression. The importance of personal appearance and hygiene for success at work.

INSTRUCTIONAL PROCEDURES: Focusing event (something to get the students' attention) Teaching procedures (methods you will use) Formative check (progress checks throughout the lesson) Student Participation (how you will get the students to participate) Closure (how you will end the lesson)	Whole group and cooperative groups Students will view a PowerPoint Teacher will praise students hand out reward cards Students will give feedback on what they have read Students will work on their profiles for their portfolio

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Students will complete "How Hob Savvy Are You check list on page 54.

Obtaining Clothing for Interviews:

- **Close closet at WFP offices**
- **Purchase clothing form Thrift stores for Interviews**
- **Borrowing clothing from a friend**

INSTRUCTIONAL TECHNOLOGY: Computer – completer different profiles on the computer /PowerPoint

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Students will work in mixed ability grouping – teams/ buddy system.

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections): **Optional:-**

Students will work in small cooperative groups

Student can conduct additional research for their portfolio and use the news and news articles for their portfolio and discussions

DAILY LESSON PLAN – WFP Innovation Project (Week 4)

INSTRUCTOR: Curtis Knowles	**DATE:** 4-29-09
COURSE TITLE & BLOCK: Job Savvy	**UNIT/CHAPTER:** Chapter 11:Problem-Solving Skills
TARGET VOCABULARY: "Employee involvement" "Creative thinking"	**SPECIFIC TOPIC/STRAND:** Management through team work Problem-solving: steps 1-7 Creative thinking

Discussion questions: Why is problem-solving so important to employers? Why are employees becoming more involved in problem solving?

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

Students will analyze and articulate: **Creative problem-solving activity**
Students will discuss the implications of : **3 groups**

Problem: Since the pizza place at the end of the block opened, the Burger Castle where you work has had less business. The manager has asked all employees for ideas to increase business.

MINI FOCUS LESSON: **Show PowerPoint to reinforce highlights from the topic**

LESSON CONTENT (What is to be taught):

As workplaces downsize or uses greater technology employers have a greater need for employees to provide solutions to problems. Problem-solving is a highly marketable skill.

INSTRUCTIONAL PROCEDURES: Focusing event (something to get the students' attention) Teaching procedures (methods you will use) Formative check (progress checks throughout the lesson) Student Participation (how you will get the students to participate) Closure (how you will end the lesson)	Whole group and cooperative groups Students will view a PowerPoint Teacher will praise students hand out reward cards Students will give feedback on what they have read Students will complete a Problem-solving Assessment

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Students will complete: quiz and problem solving profile.

INSTRUCTIONAL TECHNOLOGY: Computer – completer different profiles on the computer /PowerPoint

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Students will work in mixed ability grouping – teams/ buddy system.

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections): **Optional:-**

Students will work in small cooperative groups

Student can conduct additional research for their portfolio and use the news and news articles for their portfolio and discussions

DAILY LESSON PLAN – WFP Innovation Project (Week 5)

INSTRUCTOR: Curtis Knowles	**DATE:** 5-6-09
COURSE TITLE & BLOCK: Job Savvy	**UNIT/CHAPTER:** UNIT/CHAPTER: Chapter 10:Being There On Time
TARGET VOCABULARY: "Time Management"	**SPECIFIC TOPIC/STRAND:** • Cost of Absenteeism • Excesses • How lifestyle affects work • Plan for success

Discussion questions: Why does absenteeism cost? Name some of the problems that may cause an individual to be late for work or to miss work days?

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

Students will analyze and articulate:
the cost to employers when employees are absent from work and the types of excuses that employees make

Students will discuss the implications of not having reliable child care and transportation and how to solve these problems.

MINI FOCUS LESSON: **Show PowerPoint to reinforce and highlight the topic**

- Opportunity for small groups of students to work on their resume, complete and any unfinished work/profiles

LESSON CONTENT (What is to be taught):

The importance of individuals managing their life and their time to be successful in the workplace. Providing appropriate notice to important events/dates to supervisors.

INSTRUCTIONAL PROCEDURES: Focusing event (something to get the students' attention) Teaching procedures (methods you will use) Formative check (progress checks throughout the lesson) Student Participation (how you will get the students to participate) Closure (how you will end the lesson)	Whole group and small cooperative groups Students will view a PowerPoint Teacher will praise students hand out reward cards Students will give feedback on what they have read Students will relay personal experience of time management challenges

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Active participation and completion of quiz.

INSTRUCTIONAL TECHNOLOGY: Computer – completer different profiles on the computer /PowerPoint

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Students will work in mixed ability grouping – teams/ buddy system.

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections): **Optional:-**

Students will work in small cooperative groups

Student can conduct additional research for their portfolio and use the news and news articles for their portfolio and discussions

DAILY LESSON PLAN – WFP Innovation Project (Week 6)

INSTRUCTOR: Curtis Knowles	**DATE:** 5-13-09
COURSE TITLE & BLOCK: Job Savvy	Chapter 4:Meeting Customers expectations
TARGET VOCABULARY: "Customer service"	**SPECIFIC TOPIC/STRAND:** • The customer is always right • Providing good customer service • Have a good attitude • Make the customer feel good

Discussion questions:

- The idea that customers are always right.
- How to deal with difficult customers?

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

Students will analyze and articulate:

- **The importance of customer service to a business?**

Students will discuss this questions based on their experience and background knowledge.

MINI FOCUS LESSON: **Show PowerPoint to reinforce highlights of the topic**

- Opportunity for small groups of students to work on their resume, complete and any unfinished work/profiles

LESSON CONTENT (What is to be taught):

To understand the need for good customer service. The fact that businesses need customers in order to make a profit and remain in business. No customers no business.

INSTRUCTIONAL PROCEDURES: Focusing event (something to get the students' attention) Teaching procedures (methods you will use) Formative check (progress checks throughout the lesson) Student Participation (how you will get the students to participate) Closure (how you will end the lesson)	Whole group and small cooperative groups Students will view a PowerPoint Teacher will praise students hand out reward cards Students will give feedback on what they have read Students will share their experiences as a customer having good and bad customer service or an employee interacting with good or bad customers.

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Active participation and completion of quiz.

INSTRUCTIONAL TECHNOLOGY: Computer – completer different profiles on the computer /PowerPoint

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Students will work in mixed ability grouping – teams/ buddy system.

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections): **Optional:-**

Students will work in whole and small cooperative groups

Student can conduct additional research for their portfolio and use the news and news articles for their portfolio and discussions

DAILY LESSON PLAN – WFP Innovation Project (Week 7)

INSTRUCTOR: Curtis Knowles	DATE: 5-20-09
COURSE TITLE & BLOCK: Job Savvy	Review Week: Exam week

TARGET VOCABULARY:	SPECIFIC TOPIC/STRAND: Organization of work

Individual Meeting: Meeting with students one-on-one to review portfolio: Rubric

PERFORMANCE OBJECTIVE (Use an action verb in a description of a measurable outcome):

1. **The students could get caught up on work that was not completed.**
2. **Update their portfolio**
3. **Create resumes**
4. **Review students' work complete rubric**
5. **Work on reflection**
6. **Evaluation is not complete**

MINI FOCUS LESSON:

- Opportunity for small groups of students to work on their resume, complete and any unfinished work/profiles

LESSON CONTENT (What is to be taught):

To understand the need for good customer service. The fact that businesses need customers in order to make a profit and remain in business. No customers no business.

INSTRUCTIONAL PROCEDURES:	
Focusing event (something to get the students' attention) Teaching procedures (methods you will use) Formative check (progress checks throughout the lesson) Student Participation (how you will get the students to participate) Closure (how you will end the lesson)	Compile Portfolio

EVALUATION PROCEDURES (How you will measure outcomes to determine if the material has been learned):
Active participation and completion of quiz.

INSTRUCTIONAL TECHNOLOGY: Computer – completer different profiles on the computer /PowerPoint

ACCOMMODATIONS AND/OR MODIFICATIONS (Lowest 25%, ESOL, ESE, etc): Engage in hands on activities in addition to reading and writing activities.

Students will work in mixed ability grouping – teams/ buddy system.

APPLIED/EXTENDED EXPERIENCE (Hands-on activity/field trip or on-site enrichment/role models; Science Lab; Applied math/language arts skills; Social studies or issue connections): Optional:-

Students will work in whole and small cooperative groups

Student can conduct additional research for their portfolio and use the news and news articles for their portfolio and discussions

Portfolio

The portfolio was meant to capture the overview of the curriculum and assessment tools that the students would need as they prepare to venture into the workforce and maintain a job. Thus, it was viewed as the students' first step in creating a career portfolio. The students' portfolio was described as a work-in-progress; they were encouraged to add job related information, a current resume, certifications, awards and other interest inventories.

A Table of Contents was created for each grade; it was an outline to help the students organize their portfolio.

During the last week of the soft skills training, the facilitator was able to meet with individual students to review their portfolio and to assess students' level of performance using the Rubric Assessment. In addition, the class teachers assessed the students' portfolio for an end of semester grade.

Portfolios

9th grade

- Godby & W. Gadsden
- Wakulla

TABLE OF CONTENTS

SECTION 1 ... PAGE

SECTION 2 ...

SECTION 3 ...

SECTION 4 ...

SECTION 5 ...

SECTION 6 ...

CERTIFICATE

TABLE OF CONTENTS

Wakulla

SECTION 1: *Knowing Yourself* **PAGE**

Profile

Interest Inventory

Resume

SECTION 2: *Information Gathering & Anticipating the future*

Career Exploration: Three career inquiry

1.
2.
3.

Interviews

1.
2.

SECTION 3: *Interpreting Experience & Assessing Opportunities*

Soft Skills

1. Become a People Person
2. Communicating Effectively
3. Become a Person of Integrity
4. Connect to the World Around You

SECTION 4

Tests & Quizzes

Assessments

SECTION 5: *Identifying opportunities*

Resources

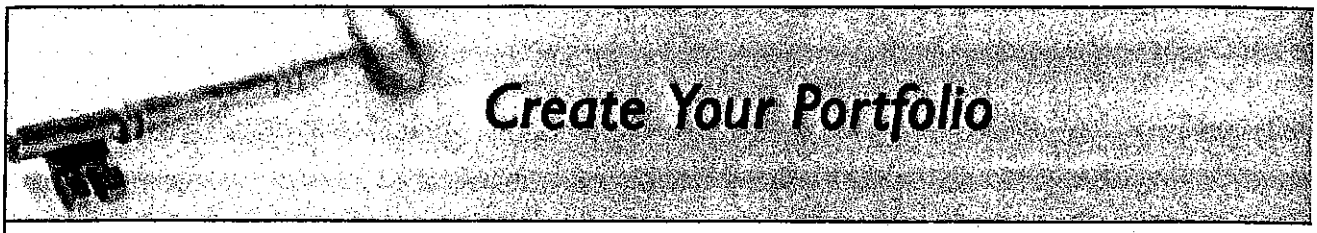
SECTION 6

Reflection

CERTIFICATE

BRIDGES
Explore • Plan • Achieve

The Student Succes



Once you've created your portfolio, you'll only need your portfolio name and password to get access your information. Keep in mind that teachers and administrators at your school may view your portf information.

Required Information Clear All

Site ID: Forgot your Site ID or password? Please contac school for access information.

Password:

You are a: Student

First name: Your personal data will be secure.

Last name:

Date of Birth: Children under 13 years old may create a portf but can't store personal information or use tool requiring personal information.
mm/dd/yyyy

Gender: Male Female

Ethnicity: African-American
Asian
Hispanic
Native American
White
Other

Student #: Enter 0 if you don't have a student number.

Grad Year: 2009 Choose the year you plan to graduate from hig school.

Portfolio name: A portfolio name must be unique (an e-mail ad for example), it must be at least 4 characters a cannot have spaces or be all numbers. You ma letters, numbers and the characters @ _ - .

Portfolio password: A password must be 4 or more characters and be the same as your portfolio name. You may u letters, numbers and the characters @ - _ .

Optional Information

Your e-mail: Your portfolio password will be sent to this add you ever forget it.

SUMMER EAST

OBJECTIVE

To find a job for the summer.

EXPERIENCE

2008-2009 A&A Cleaning Tallahassee, FL

Cleaning Assistant

- Clean homes
- Vaccumn Carpert and floors
- Wash and Polish Floors
- Dust Furniture
- Clean Bathrooms
- Wash Dishes

2005–2006 Dog Walker Tallahassee, FL

Dog Walker

- Walked dog.
- Fed dog.

EDUCATION

2007–Present Amos P. Godby High South Ridge, SC

- IT academy.
- Will graduate in 2011

INTERESTS

Photography, Web Design.

FAX (123) 098-7654 • E-MAIL SUMMEREAST93@YAHOO.COM
12345 MAIN STREET • ANY CITY, STATE OR PROVINCE 12345-6789 • PHONE (123) 456-7890

Attentional Profile Survey

© *Robert Orndorff*

Your Name: _____

SCALE: 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

PART 1

1. My friends and family tell me that I'm very perceptive.	1	2	3	4
2. When something's wrong or somebody's in trouble, I'm one of the first ones to notice or sense it.	1	2	3	4
3. In class, I get distracted easily when somebody gets up or when somebody else walks by the door in the hallway.	1	2	3	4
4. I can easily tell when others are talking about me.	1	2	3	4
5. When I'm at the mall, I spend a lot of time observing other people and soaking in the environment.	1	2	3	4
6. When I'm at a party, it's hard for me to stay focused on listening to one person because of all the other people around.	1	2	3	4

TOTAL SCORE—PART 1 (Add up the numbers across all six questions): _____

PART 2

1. I daydream a lot—my head is always "in the clouds."	1	2	3	4
2. I overanalyze decisions and other things.	1	2	3	4
3. I'm a deep thinker and analyze key issues in our world.	1	2	3	4
4. I analyze myself a lot—what I did well and what I did poorly.	1	2	3	4
5. I usually want to know *why* things are done a certain way.	1	2	3	4
6. I tend to look at the big picture, not all the details.	1	2	3	4

TOTAL SCORE—PART 2 (Add up the numbers across all six questions): _____

PART 3

1. I'm able to pay close attention to my teachers in class.	1	2	3	4
2. I listen closely to friends, classmates, and family.	1	2	3	4
3. I'm able to complete a task without getting distracted.	1	2	3	4
4. I'm a "doer"—I get a lot done in a short period of time.	1	2	3	4
5. I don't have much trouble staying focused on what I'm reading.	1	2	3	4
6. I tend to think through the details of what needs to be done.	1	2	3	4

TOTAL SCORE—PART 3 (Add up the numbers across all six questions):_____

Your Map to the Attentional Channels*

"Pay attention!" "Concentrate!" "Listen!" We try to heed such advice from our teachers, parents, coaches, and bosses because we know intuitively that *paying attention to the right things is the key to all performance.* This is easier said than done when we face simultaneous demands to monitor our surroundings and take care of details while thinking about many possibilities. Expertise is knowing what to pay attention to and what to ignore.

The following chart depicts the basic attentional choices you have: three on-target channels (*signal,* on the left) and three corresponding ways to get off track (*noise,* on the right). Your TAIS inventory attentional scores (in the next section) essentially are Nielsen ratings indicating how much time you spend on each Attentional Channel.

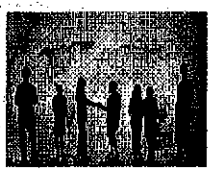
Remember that everyone can use all three attentional styles, but "view" only one channel at a time. People have different patterns of attentional strengths and weaknesses, and they differ in how quickly they are able to switch styles of attending. The higher your distraction scores (noise), the more difficulty you have in leaving that corresponding style (on the left) and switching to the appropriate style/channel at that moment.

**This model of attention was introduced by Robert Nideffer in 1974 and formed the basis of his psychological inventory,* The Attentional & Interpersonal Style (TAIS) Inventory. *It has been extended and refined into Attention Control Training mental preparation programs in all arenas by Nideffer and Robin W. Pratt.*

Become a People Person

Becoming the Best Me

By
Bob Orndroff



Ms. Knowles, Presenter
WORKFORCE *plus*
Innovation Grant
2009

Who are People Persons?

- Relate well with a wide variety of people
  - People who loves people



- Are you a people person?

Identifying Interpersonal Skills

Six qualities for strong interpersonal skills:

1. Awareness/consciousness
2. Diplomacy/tactfulness
3. Ability to actively listen
4. Open mindedness
5. Humility
6. Good sense of humor



Awareness/Consciousness

"Street sense": *understanding surroundings*

- Anticipate the actions of others: *good or bad situation*
- Think through/caring about the consequences of your actions
- Aware of people's state of mind and feelings
- Careful about what you say and how you act around others

Diplomacy & Tactfulness

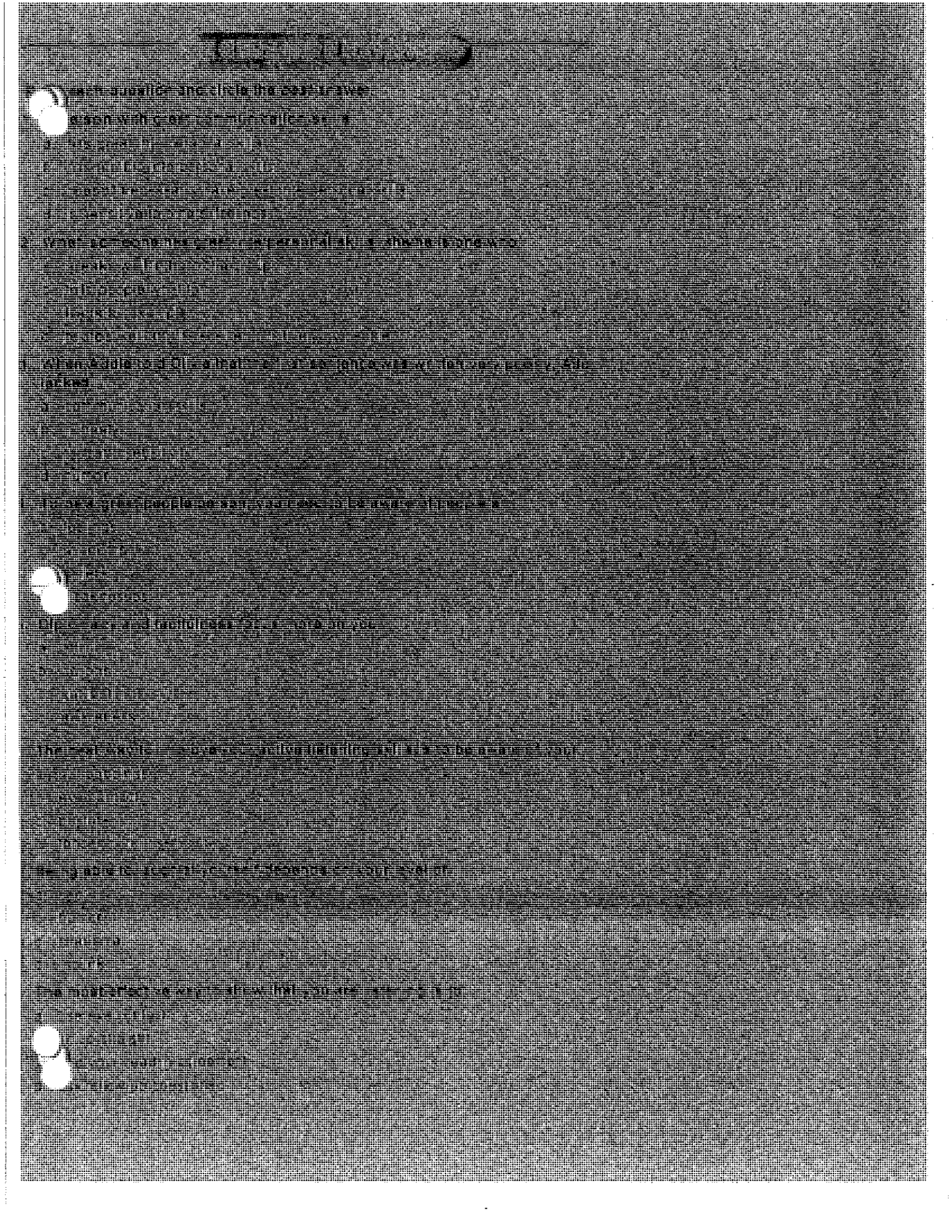
- Focus on your actions *not gut instincts*
- Adapt in conversation
- Aware of the feelings of others
- Choose your words carefully
- Do not offend or embarrass others



Ability to Actively Listen

- Make eye contact
- Focus and pay attention
- Posture & Gesture
- Ask follow-up questions





Become a Team Player

Becoming the Best Me

By
Bob Orndroff

Ms. Knowles, Presenter
WORKFORCE *plus*
Innovation Grant
2009



What Is a Team Player?

Someone who is -

- unselfish
- subordinate his/her "will" or "self-interests" for the good of the group
- ability to work with others "together" to achieve a common goal or success
- collaborate
- workload, ideas and solutions are shared

Sports

There is no "I" in *Team*

- Football
- Basketball
- Hockey
- Can you name some other sports where team work is essential?



How to Become a Team Player

You must -

1. use your interpersonal skills
   - *Can you name the six interpersonal skills?*
2. learn to resolve conflicts effectively
   - Have the courage to confront
   - Know <u>where</u> and <u>when</u> to confront
   - Know <u>how</u> to confront

Step 1. Have the Courage to Confront

Have guts to confront or the team will disintegrate:

- frustration
- resentment
- back biting
- disrespect



Step 2. Know When and Where to Confront

Chose the time and place:

- Do not put the person on the "spot"
- Do not confront in front of the whole group
- Do not embarrass or make the person feel awkward
- Do not confront anyone when you are upset
- Give yourself time to cool down
- Think through what you want to say

Reflections on Being a Team Player

[illegible]

Survival Equipment List

Communicate Effectively

Communication & Interpersonal Skills

Communication Skills

Modes of communication

Chapter 5 Review

Read each question and circle the *best* answer.

1. **The author describes a good communicator as one who**
   a. is great with his/her language.
   b. is comfortable with his/her language.
   c. speaks well in front of a large group.
   d. speaks well in small-group settings.

2. **The most common first impression you give to college and company ers is in the form of**
   a. a cover letter.
   b. a speech.
   c. a telephone call.
   d. an interview.

3. **All of the following are ways to become a better writer except**
   a. choosing challenging English teachers.
   b. getting someone to read your writings before submitting them.
   c. using spell-check to correct all of your editing mistakes.
   d. reading a lot in your spare time.

4. **. *racticing* is to *baseball* as *reading* is to**
   a. writing.
   b. test taking.
   c. watching a play.
   d. job hunting.

5. **One of the best ways to train verbal communication is to**
   a. talk casually with friends.
   b. use "um" a lot to allow time to think about what to say next.
   c. get plenty of sleep.
   d. videotape yourself giving a speech.

Wakulla H S 9th Grade

TABLE OF CONTENTS

SECTION 1: *Knowing Yourself* **PAGE**

Profile

Interest Inventory

Resume

SECTION 2: *Information Gathering & Anticipating the future*

Career Exploration: Three career inquiry

1.
2.
3.

Interviews

1.
2.

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Soft Skills

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Assessments

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Resources

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Reflection

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Become A Leader

Becoming the Best Me

By
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Ms. Knowles, Presenter
WORKFORCE *plus*
Innovation Grant
2009

A Leader

- A leader is "a person who influences a group of people towards the achievement of a goal".
  www.vtaide.com/gleanings/leader.htm
- One that leads or guides or inspires others
  http://www.thefreedictionary.com/leader

Why Is It Important To Become A Leader?

Leaders develop key skills and qualities that companies and colleagues need: initiative

- Self-confidence
- Organizational skills
- Team work
- Conflict resolution
- Time management
- Strategic planning
- Program coordination/event planning

How Do You Become A leader?

- Become active, be involved
- Become a member of a club, team or group that you are passionate about
- Become involved and take on additional responsibilities when offered
- Volunteer to head up a team/committee or small project

Where Do You Become A leader?

This can happen anywhere:

- School
- Church
- Community
- Sports team

Leadership Opportunities at School

- Become a leader of a club
- Become a class officer
- Become a group leader in class
- Become a leader within in your part-time/summer job
- Become a leader in your community
- Become a leader of a team

Tips On Becoming an Effective Leader

1. Know Yourself

Determine your strengths and weaknesses

Ask yourself..

- "Am I lacking certain interpersonal skills?
- Am I conscientious?
- Am I tactful at resolving conflicts
- Am I a person of integrity and strong character?
- Can I handle adversity?
- Do I appreciate diversity?

2. Remember Your Attentional Profile

- **Aware:** perceptive, able to read the group, being aware of emotions and feelings
- **Conceptual:** lead the group to develop a vision, analyze problems within the group, provide thoughtful solutions
- **Focus:** attention to detail, responsible for coordinating different initiatives, programs and projects. Keep group on task and concentrate on keeping a balance

3. Be a "Democratic" Leader

Three types of leadership styles:

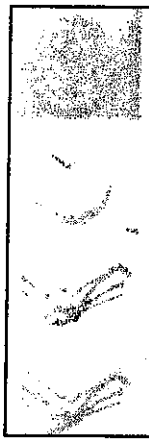
1. **Democratic:** empowers the members of the group, Encourages team work, respects the individuals in the group
2. **Autocratic:** dictator, always in control
3. **Laissez-faire:** laid back, no leadership, accomplishes little

4. Know Your Group Members

- Know your group members Attentional Profile
- Know each person's strengths and weaknesses
- Know who are extraverts or introverts
- Build on your members skill sets and styles

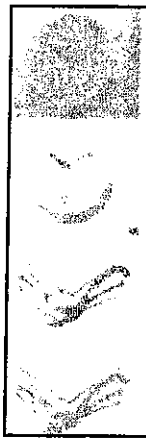
5. Maintain A Healthy Balance

- **Dreaming vs. Realistic:** strike a balance
- **Organized vs. Flexible:** be prepared and at the same time be willing to make adjustments
- **Outgoing vs. Listening:** be a great listener



Confronting Issues As A Leader

- Being able to deal with adversity: How do you manage difficult situations in your group?
- Are you tactful or direct?
- Are your fair?
- When dealing with conflict between individuals you must determine the following: *when, where,* and *how* to confront an issue



Activity

Work in groups of 4/5 to solve this problem:

- Since the new pizza place at the end of the block opened, the Burger Castle where you work has had less business. The manager has asked all employees for ideas to increase business.

Problem-Solving Skills

Job Savvy: How To Be A Success At Work
LaVerne Ludden

C Knowles, Presenter
WORKFORCE plus Innovation Grant
May 2009

Need For Problem-Solving Skills

- Managing more complex organizations
- Competing with other countries
- Creating more complex technology
- Increasing government regulations

Work Teams

Employees help to solve problems through

- Employee involvement
- Total Quality Management teams/quality teams
  - Employees are more motivated
  - Control over their work
  - Help to solve problems
  - Improve services

Management Through Teamwork

Reasons for employee involvement:

- Reduction of management: to save money, employees assumes more responsibilities
- Complexity: worldwide competition, government regulations, diverse work force
- Motivation: to do a better job
- Proximity: workers see the problems and can offer solutions
- Change: changes through expansion, mergers, employees are involved in the decision-making/ problem-solving

Problem-Solving

A foundation for good problem solving:

- Problems can be solved
- Every thing happens for a reason: cause
- A continuous process: evaluate the steps taken in the process from beginning to end

Seven Steps To Effective Problem-Solving

Step 1. Identify the Problem

- Take time to find the problem
- Determine whether it is a real problem
- Define the problem

Step 2. Gather & Organize Data About the Problem

Collect data through:

- Observation
- Talks with clients and staff
- Read reports
- Organize the data: use your math skills
  - Frequency tables
  - Percentages
  - Graphs

Step 3. Develop Solutions

- Talk to people: ask questions
- Hold group discussions
  - Brainstorm
- Change places with other employees
- Visit other organizations
- Read about the problem

Step 4. Evaluate Possible Solutions

- Ask more questions such as:
  - Is the idea logical?
  - How much will it cost?
  - Is it affordable?
  - Are the workers able to implement the solution?
  - Is the solution timely?
- Rate and rank the ideas

Step 5. Select The Best Solution

Consider the following when choosing a solution:

- The best idea might not be affordable
- Problem solving always involve a risk
- Don't worry about being wrong

Step 6. Implement The Solution

Putting the solutions to work:

- Believe in the idea
- Convince other to support the idea
- Don't let fear hold you back
- Follow through

Step 7: Evaluate The Solution

- Develop a time line
- Test to determine if the solution is working
- Gather and organize data
- Observe that happens
- Determine whether customers are happier or the situation has changed

Creative Thinking

Don't Limit Your Thinking

- Think outside the box
- Look at the problem from different viewpoints
- Joke about the problem
- Give yourself time to think

The Five Whys

- State the problem
- Ask Why?
- Ask four more questions
- Follow-up by asking Why?

Activity

- Complete Kathy Schrock's Assessment Rubric.
- http://www.tolovechildren.org/educators/problem_solving_assessment.htm

- Are you a problem-solver?
- Never
- Rarely
- Frequently
- Always



Funding Sources

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Thank you for your participation.

Name: _____ Date: _____

Problem Solving Assessment

How do you go about solving problems?

Performance Indicators	Never	Rarely	Frequently	Always
Identifies a problem to solve				
Studies the scope of the problem				
Determines topic and states essential question				
Uses tools to find alternative solutions				
Considers consequences if problem is unsolved				
Considers & evaluates alternative methods to solve				
Establishes own criteria for evaluating solutions				
Evaluates the relative values of solutions				
Selects the most appropriate method to solve problem				
Formulates compromise solution				
Applies the proper method for solving problem				
Looks at problem in several ways				
Applies the process to new problems				
Communicate the process to others				

Kathy Schrock's Assessment Rubrics

http://www.tolovechildren.org/educators/problem_solving_assessment.htm

Become a Person of Integrity

By Bob Orndorff
Ms. Knowles
WORKFORCE plus Innovation Grant
May 2009

Question Yourself!

- What is the right thing to do?
- Does this action help me without hurting someone else?
- Is it legal?
- How will it make me feel about myself?
- How do others feel about it?
- How would I feel if the whole world knew about it?
- Does the behavior make sense?

How to Become a Person of Integrity?

Practice:

- Honesty
- Self-sufficiency
- Personal responsibility

How often should you practice these behaviors?

#1

Honesty and Reliability

Be Honest and Reliable

Honesty

- Trustworthy
- Gain the trust of:
  - Family and friends
  - Teachers
  - Teammates
  - Co-workers

A dishonest act can cause you to lose your reputation in a moment.

Can you think of an occasion when this has happened either in the media or your own life?

Becoming Honest and Reliable

Three key traits:

- Ow n up to your mistakes
- Follow through on your promises
- Stop making so many excuses

Which statement fits you best?

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Which statement fits you best?

Be Resourceful

A resourceful person has:

- Knowledge
- Imagination
- Skills
- Contacts
- Assertiveness
- Initiative to get things done

Integrity

- Are you a person of integrity?
- Self-sufficient?
- Resourceful?
- What qualities do you possess that makes you a person of integrity?

Funding

"Development and presentation of material in this report was partially funded through Florida's Great Northwest's WIRED Northwest Florida Initiative which is funded through a U.S. Department of Labor Federal grant program and financed with Federal Funds."

6. Become a Person of Integrity.

Chapter 6 Review

Read each question and circle the *best* answer.

1. **When you make a mistake, it is best to**
   a. own up to it.
   b. lie about it.
   c. accept it but don't let anyone else know.
   d. tell someone so you feel better.

2. **When a person does not want to do something, it is better to**
   a. lie and please someone.
   b. tell the truth and probably disappoint someone.
   c. tell the truth with tact and hope the person understands.
   d. tell a lie and disappoint someone.

3. **The author's purpose for using the analogy of football players doing sit-ups and push-ups to students learning is to show students that**
   a. they need to learn a lot of skills in school and have to enjoy learning them.
   b. the process of learning helps them expand their minds and be better problem solvers.
   c. learning skills in school directly enhances their chances of getting a job.
   d. they should try to learn everything because they don't know what their future jobs will entail.

4. **A great way to learn how to take initiative and be a self-starter is to**
   a. join a club with your friends and communicate with them often.
   b. join a club and try to change everything about the club.
   c. join a club you are passionate about and try to make it better.
   d. join a club you don't know much about and learn everything you can about it.

5. **All of these are qualities of a resourceful person except being**
   a. extremely intelligent.
   b. knowledgeable.
   c. analytical.
   d. assertive.

CNNMoney.com

PRINTTHIS
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Battling workplace theft August 19, 1999: 6:37 a.m. ET

Sometimes the most loyal employees are the biggest thieves

By Staff Writer Nicole Jacoby NEW YORK (CNNfn) - A new study says you may be working in a den of thieves.

An overwhelming 79 percent of workers admit they have or would consider stealing from their employers, according to a survey released last week by forensic accounting firm Michael G. Kessler & Associates.

And the loot is far more sophisticated than mere pens and paper clips.

Computer software, office appliances and accounting books are all prime targets for would-be pilferers and grafters.

Yes No
Yes No
Yes No
Get Quotes!

"It's across the board," John Case, president of security management consulting firm John Case & Associates, said. "Wherever you have something that's worth something, a certain percentage of people will steal. It can be anything -- copper in a junk yard, high-tech information that competitors would buy and everything in between."

Many employers write off these losses as the cost of doing business, but what they might not realize is that workplace pilfering can cost them their livelihood. One out of three companies that go bankrupt each year do so as a result of employee theft, costing businesses between $60 billion and $120 billion a year, according to prior studies.

Workplace theft is prevalent, some experts say, because many employers overlook the symptoms of theft and fail to put in place adequate checks and balances.

The heist

There are many misperceptions about who steals and why they do it. For the most part, thieves run the demographic gamut.

"It goes all the way to the top," said Michael Kessler, president and chief executive of Michael G. Kessler & Associates. "I've seen it from corporate vice presidents to janitorial staff."

Although workplace theft is probably somewhat more widespread among blue collar workers, the damage done by more senior employees is usually far greater.

"The ability to steal greater amounts of money or products is much bigger just by virtue of the status and ability of the manager to steal and cover it up," said Case. "The whiter the collar, the bigger the dollar."

Employees also rarely steal because they need to.

"A lot of people say it's because they need the money, but I don't think that's the case," said Kessler. "It's often vindictiveness. Or they see other people doing it and believe they can get away with it, too."

Many employers make the mistake of not being suspicious enough. Signs of theft are often misinterpreted as carelessness, incompetence or inexperience on the part of the employee.

"You've got to keep an open mind that an employee will steal," Kessler said.

Cracking down

Suspicion should not, however, translate into paranoia.

Both Case and Kessler agree that audio or video surveillance is generally unnecessary and ineffective.

Cameras are unlikely to pick up on theft since would-be thieves can stay out of their range. More importantly, they make employees uneasy and are likely to cause workplace tensions and morale problems.

"The correct approach is a business-friendly one," Case said. "You don't want to make people feel like Big Brother is watching."

However, putting a prevention program into place is a good idea, since an existing problem is only likely to worsen.

"It starts out small, but it always grows as (thieves) get bolder and bolder," Case said. "It's definitely cancerous as well. When employees see others stealing and getting away with it, they'll do it, too."

Pre-employment screenings can be an effective deterrent. While the Kessler study found that only 5 percent of those who stole had a criminal record for a theft-related offense, background checks may yield other clues. They might reveal whether a job seeker was fired for stealing at a previous place of employment or whether someone otherwise lied on his or her application, as an overwhelming number of applicants do, according to Kessler.

A security audit of your business operations also can help employers identify and determine risks. Initiating stricter universal security guidelines, such as requiring two signatures on checks or having a back-up person look at accounting and inventory records, can cut down on pilfering. It is important that everyone is subject to the same security measures to avoid tensions and resentment between managers and less senior employees.

Educating supervisors and employees about the negative impact theft can have on the company may also help. By soliciting staff support up front, subsequent loss prevention efforts will be met with acceptance, rather than alienation and resistance, says Case.

Finally, anonymous tip programs may compel honest employees to volunteer information about office theft without being marked as a snitch.

"Employees steal to the extent management permits it," said Case. "... There's no shortcut to prevent it, you have to remove the opportunity, create awareness and achieve their support." ■

Find this article at:
http://money.cnn.com/1999/08/19/investing/q_employeetheft

☐ Check the box to include the list of links referenced in the article.

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Connect To The World Around You

Ms. Knowles, Presenter
WORKFORCE plus Innovation Grant
May 2009

Worldly

Become the best you:

- Get connected with your community
- Show interest in issues and challenges facing the world
- Contribute to society
- Get involved in causes that you value
- Understand the importance of work, policies & services

Making The Connections

Plans for college or full time-work

- Gain work experience
  - Part-time work
  - Internships/apprenticeships
- Work experience looks good on your resume
  - Ability to talk intelligently
  - Learn to connect with other people

The Best Ways of Connecting with The World of Work

Seek the advise of your Guidance Counselor:

- Internships/Apprenticeships
- Information Interviews
- Work Shadowing
- Part-Time jobs
- Engage in Community Service
- Learn about issues and challenges in your community
- Travel

Internships/Apprenticeships

"an opportunity to test the waters"

Internships: business, health care, education

Apprenticeships: trade- carpentry, mechanics etc.

Provides:

- Hands on work experience
- Training in a career field of interest

Information Interviews

Learn more about the world of work and career interest through:

- Meetings
- Conversations
- Interviewing professionals

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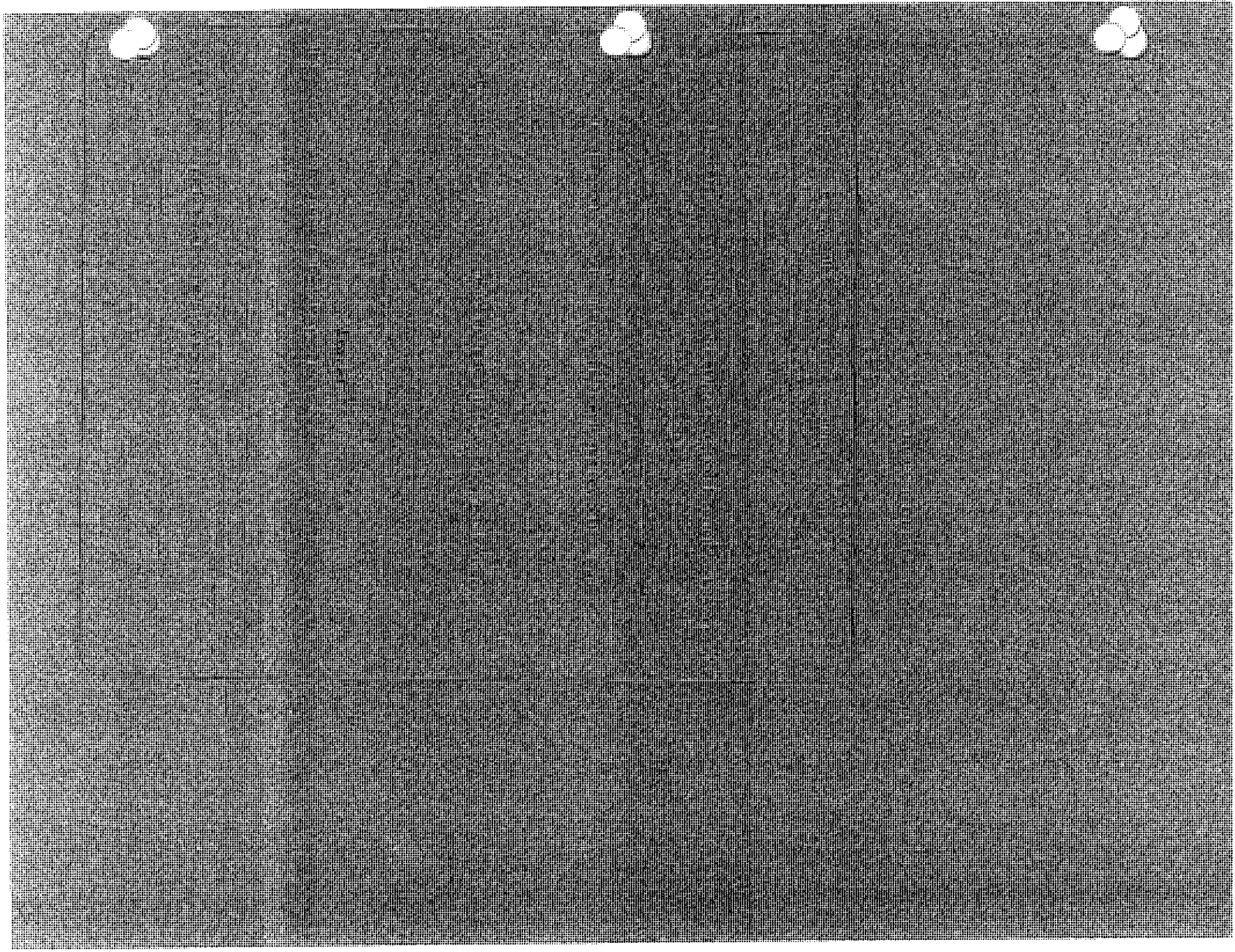
Provides:

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Chapter 9 Review

Read each question and circle the *best* answer.

1. **What does "being engaged in the world around you" mean?**
   a. Hibernating in a small cubicle
   b. Experiencing every part of your job equally
   c. Getting involved in many areas of interest
   d. Being a part of the "real world"

2. **For high school graduates, company recruiters want to hire graduates who have experience**
   a. speaking.
   b. working.
   c. driving.
   d. writing.

3. ***Apprenticeship* is to *trades* as *internship* is to**
   a. business.
   b. schools.
   c. outside work.
   d. desk jobs.

4. **"Test the waters" is an example of what kind of figurative language?**
   a. Simile
   b. Analogy
   c. Metaphor
   d. Idiom

5. **Which definition best defines *marketable*?**
   a. Better
   b. Improved
   c. More appealing
   d. Experienced

RUBRIC: WORKFORCE *plus* Innovative Project

Name: _____ School: _____

	Beginning (2)	Developing (3)	Accomplished (4)	Exemplary (5)	Points
Class Participation	Is always talking, never allows anyone else to speak. Argues with team mates. seldom helps the team to reach a decision or accomplish tasks	Listens a fair amount of the time Sides with friends instead of considering all views Sometime helps team to reach a decision and accomplish tasks	Cooperates with team most of the time. Usually considers all view points Helps team to reach fair a decision and accomplish tasks	Always cooperate with teammates Considers all view points Always helps team to reach a fair decision and accomplish tasks Shares information	
Written Assignments	Completes only 1 assignment. Completed 2 or less worksheet or quiz	Completes 2-3 assignments. Completed 3 or less worksheets and quizzes.	Completes 3-4 assignments Completed 4 or more worksheets and quizzes	Completes 5-6 assignments. Completed all worksheets and quizzes	
Additional Assignments	No additional assignments	2 – 3 additional assignments	4 additional assignments	Did 4 or more additional assignments	
Portfolio	Not organized Too few pieces of work	Somewhat organized Some work is missing from the sections 1-6	Fairly well organized Most sections of this project is complete	Well organized and easy to review All sections of this project is complete	
Teacher's Comments:					

3-28-09 CK

Portfolio

Brittany Brown

Cowden High School

10th Grade

TABLE OF CONTENTS

10th – 12th Grade

PAGE

SECTION 1: *Knowing Yourself*

Profile

Interest Inventory

Resume

SECTION 2: *Information Gathering & Anticipating the future*

Career Exploration: Three career inquiry

1.
2.
3.

Interviews

1.
2.

SECTION 3: *Interpreting Experience & Assessing Opportunities*

Soft Skills

1. Doing the Right Thing
2. Getting Along with Others
3. Making a Good Impression
4. Problem solving Skills
5. Being There on Time
6. Meeting Customers Expectations

SECTION 4

Tests & Quizzes

Assessments

SECTION 5: *Identifying opportunities*

Resources

SECTION 6

Reflection

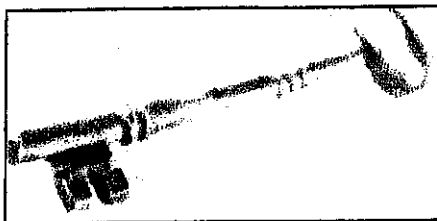
CERTIFICATE

SECTION 1:

Knowing Yourself

BRIDGES
Explore • Plan • Achieve

The Student Succes



Create Your Portfolio

Once you've created your portfolio, you'll only need your portfolio name and password to get access your information. Keep in mind that teachers and administrators at your school may view your portf information.

Required Information Clear All

Site ID: Forgot your Site ID or password? Please contac school for access information.

Password:

You are a: Student

First name: Brittany — Your personal data will be secure.

Last name: Brown

Date of Birth: 11/06/1993 — Children under 13 years old may create a portf but can't store personal information or use tool requiring personal information.
mm/dd/yyyy

Gender: Male (Female)

Ethnicity: (African-American)
Asian
Hispanic
Native American
White
Other

Student #: Enter 0 if you don't have a student number.

Grad Year: [redacted] 2011 — Choose the year you plan to graduate from hig school.

Portfolio name: A portfolio name must be unique (an e-mail ad for example), it must be at least 4 characters a cannot have spaces or be all numbers. You ma letters, numbers and the characters @ _ - .

Portfolio password: A password must be 4 or more characters and be the same as your portfolio name. You may u letters, numbers and the characters @ - _ .

Optional Information

Your e-mail: bcbrown193@yahoo.com — Your portfolio password will be sent to this add you ever forget it.

Attentional Profile Survey

© *Robert Orndorff*

Your Name: Brittany C. Brown

SCALE: 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

PART 1

1. My friends and family tell me that I'm very perceptive.	1	2	3	(4)
2. When something's wrong or somebody's in trouble, I'm one of the first ones to notice or sense it.	1	2	3	(4)
3. In class, I get distracted easily when somebody gets up or when somebody else walks by the door in the hallway.	(1)	2	3	4
4. I can easily tell when others are talking about me.	1	(2)	3	4
5. When I'm at the mall, I spend a lot of time observing other people and soaking in the environment.	1	(2)	3	4
6. When I'm at a party, it's hard for me to stay focused on listening to one person because of all the other people around.	1	2	(3)	4

TOTAL SCORE—PART 1 (Add up the numbers across all six questions): 16

PART 2

1. I daydream a lot—my head is always "in the clouds."	(1)	2	3	4
2. I overanalyze decisions and other things.	(1)	2	3	4
3. I'm a deep thinker and analyze key issues in our world.	1	2	(3)	4
4. I analyze myself a lot—what I did well and what I did poorly.	1	2	3	(4)
5. I usually want to know *why* things are done a certain way.	1	(2)	3	4
6. I tend to look at the big picture, not all the details.	1	(2)	3	4

TOTAL SCORE—PART 2 (Add up the numbers across all six questions): 13

PART 3

1. I'm able to pay close attention to my teachers in class.	1	2	3	(4)
2. I listen closely to friends, classmates, and family.	1	2	(3)	4
3. I'm able to complete a task without getting distracted.	1	2	(3)	4
4. I'm a "doer"—I get a lot done in a short period of time.	1	2	3	(4)
5. I don't have much trouble staying focused on what I'm reading.	1	2	(3)	4
6. I tend to think through the details of what needs to be done.	1	2	3	(4)

TOTAL SCORE—PART 3 (Add up the numbers across all six questions): 21

Your Map to the Attentional Channels*

"Pay attention!" "Concentrate!" "Listen!" We try to heed such advice from our teachers, parents, coaches, and bosses because we know intuitively that *paying attention to the right things is the key to all performance.* This is easier said than done when we face simultaneous demands to monitor our surroundings and take care of details while thinking about many possibilities. Expertise is knowing what to pay attention to and what to ignore.

The following chart depicts the basic attentional choices you have: three on-target channels (*signal,* on the left) and three corresponding ways to get off track (*noise,* on the right). Your TAIS inventory attentional scores (in the next section) essentially are Nielsen ratings indicating how much time you spend on each Attentional Channel.

Remember that everyone can use all three attentional styles, but "view" only one channel at a time. People have different patterns of attentional strengths and weaknesses, and they differ in how quickly they are able to switch styles of attending. The higher your distraction scores (noise), the more difficulty you have in leaving that corresponding style (on the left) and switching to the appropriate style/channel at that moment.

**This model of attention was introduced by Robert Nideffer in 1974 and formed the basis of his psychological inventory,* The Attentional & Interpersonal Style (TAIS) Inventory. *It has been extended and refined into Attention Control Training mental preparation programs in all arenas by Nideffer and Robin W. Pratt.*

Brittany C. Brown

1998 Indian Springs Ct., Tallahassee, FL 32303

(850)544-0843

Bcbrown@comcast.net

OBJECTIVE

To obtain a part-time position applying my skills and becoming a beneficial asset to my employing company.

SKILLS PROFILE

- Self-Motivated
- Natural Leader, Good Leadership Skills
- Great Communication Skills
- Knowledge of and experience with all types of technology
- Good filing and organizational skills
- Good mathematical skills
- Experience and **certification** in Microsoft Office 2003 (Word, Excel, PowerPoint...etc.)
- Swift learner with a very good memory
- Ability to take accurate phone messages and deliver messages promptly
- Work well with others
- Good customer-relations background

EMPLOYMENT HISTORY: NONE

EDUCATION

- Honor Student currently enrolled at Amos P. Godby High School
- Member of Godby's Academy of Information Technology
- I maintain a 4.0, no less than a 3.7 Grade Point Average
- Active member of:
  - Technology Student Association (TSA)
  - Student Government Association (SGA)
  - Girl's Weightlifting Team
  - Flag Football Team
  - Superior Marching Cougar Band (Drumline)

GUARDIAN™

Guardians are the cornerstone of society, for they are the temperament given to serving and preserving our most important social institutions. Guardians have natural talent in managing goods and services--from supervision to maintenance and supply -- and they use all their skills to keep things running smoothly in their families, communities, schools, churches, hospitals, and businesses.

Guardians can have a lot of fun with their friends, but they are quite serious about their duties and responsibilities. Guardians take pride in being dependable and trustworthy; if there's a job to be done, they can be counted on to put their shoulder to the wheel. Guardians also believe in law and order, and sometimes worry that respect for authority, even a fundamental sense of right and wrong, is being lost. Perhaps this is why Guardians honor customs and traditions so strongly -- they are familiar patterns that help bring stability to our modern, fast-paced world.

Practical and down-to-earth, Guardians believe in following the rules and cooperating with others. They are not very comfortable winging it or blazing new trails; working steadily within the system is the Guardian way, for in the long run loyalty, discipline, and teamwork get the job done right. Guardians are meticulous about schedules and have a sharp eye for proper procedures. They are cautious about change, even though they know that change can be healthy for an institution. Better to go slowly, they say, and look before you leap.

Guardians make up as much as 40 to 45 percent of the population, and a good thing, because they usually end up doing all the indispensable but thankless jobs everyone else takes for granted.

Guardians at Work
As a Guardian, you enjoy working as a valued member of a team, whether you are leading it or following a credible leader. You like to work with people who carry their weight. You appreciate having clear-cut responsibilities and being recognized for your dedication and achievements. Your natural traits are those that employers have traditionally valued - and that successful companies still respect. You are responsible and loyal to an organization once you've signed on.

On the job, you seem to innately understand how to create smooth, working processes in your environment. You can excel at directing others to fulfill their duties. In your ideal workplace, you and your colleagues would know what is expected of you and be predictably rewarded for meeting these expectations.

The Four types of Guardians are:

- Supervisors (ESTJ)
- Protectors (ISFJ)
- Inspectors (ISTJ)
- Providers (ESFJ)

Which One Are You?

Purchase Advanced Reports

All Guardians share the following core characteristics:

- Guardians pride themselves on being dependable, helpful, and hard working.
- Guardians make loyal mates, responsible parents, and stabilizing leaders.
- Guardians tend to be dutiful, cautious, humble, and focused on credentials and traditions.
- Guardians are concerned citizens who trust authority, join groups, seek security, prize gratitude, and dream of meting out justice.

The four types of Guardians are:

Provider (ESFJ) | Protector (ISFJ) | Supervisor (ESTJ) | Inspector (ISTJ)

Name: Brittany C. Brown Date: _____

Problem Solving Assessment

How do you go about solving problems?

Performance Indicators	Never	Rarely	Frequently	Always
Identifies a problem to solve			✓	
Studies the scope of the problem				✓
Determines topic and states essential question				✓
Uses tools to find alternative solutions			✓	
Considers consequences if problem is unsolved				✓
Considers & evaluates alternative methods to solve			✓	
Establishes own criteria for evaluating solutions				✓
Evaluates the relative values of solutions			✓	
Selects the most appropriate method to solve problem				✓
Formulates compromise solution			✓	
Applies the proper method for solving problem			✓	
Looks at problem in several ways			✓	✓
Applies the process to new problems			✓	
Communicate the process to others				✓

Kathy Schrock's Assessment Rubrics

http://www.tolovechildren.org/educators/problem_solving_assessment.htm

Brittany C Brown

4-22-09

Check Your Attitudes Worksheet

Directions: Mark each statement below true or false. Be honest.

1. Disabled people feel sorry for themselves. T (F)
2. Mentally challenged people are always happy. T (F)
3. Blind people aren't intelligent. T (F)
4. Disabled people expect special treatment in the workplace. (T) F
5. A disabled person can't be a contributing member of a work team. T (F)
6. Mentally challenged people are sexually over-stimulated. T (F)
7. Epilepsy is contagious. T (F)
8. Disabled people need someone else to handle their financial decisions. T (F)
9. The mentally challenged can't live independently. (T) F
10. Deaf people can't communicate intelligently with hearing people. T (F)

Scoring Your Attitude Check

The right answer in this quiz is always "false." Score 1 point for each correct answer. Using the following scoring system, rate your attitude toward disabled individuals:

10 points:	Excellent attitude
9–8 points:	Good attitude
7–6 points:	Need to improve
5–0 points:	Poor attitude; need education

Encourage your trainees to get to know disabled individuals to broaden their perceptions. Disabled individuals are people, and should be treated as such.

SECTION 2:

Information Gathering & Anticipating the Future

SECTION 3:

Soft Skills

Be a Team Player

- Know your position.
- Accept good-natured teasing.
- Do your fair share.
- Don't do other people's work.
- Know how your team functions within the organization.

Preferences: The Values We Give to Ideas, Things, or People.

Three General Categories:

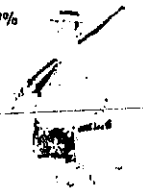
1. Traditionalist
   Hard work, loyalty to the organization, doing things the way they've always been done, authority of leaders.
2. Humanist
   Quality of life, loyalty to self, autonomy, leaders who are attentive to workers' needs.
3. Pragmatist
   Success, loyalty to career, achievement, leaders who reward people for hard work

Temperaments

1. Optimists...
   - [illegible]
2. [illegible]
   - [illegible]
3. [illegible]
   - [illegible]
4. [illegible]
   - [illegible]

Percentage of Businesses with Casual Dress Codes

Casual Dress Allowed	Percentage of Participating Employers
One day per week	25%
Casual everyday	32%
No casual days	26%
Seasonal	17%



Guidelines for Dress at Work

1. Follow dress codes.
2. Dress appropriately for the workplace.
3. Make sure your clothes are neat and clean.
4. Follow requirements for uniforms.
5. Wear required safety clothing.

Grooming Habits for the Workplace

1. Shower or bathe regularly.
2. Use deodorant daily.
3. Brush your teeth.
4. Gargle with mouthwash.
5. Shave.
6. Wash your hair.
7. Style your hair neatly.
8. Avoid counter-cultural hairstyles.
9. Trim your hair on a regular basis.
10. Trim and clean your fingernails.
11. Use makeup sparingly.
12. Pierce sparingly.
13. Keep body art out of sight.

Four Ways to Make a Positive Impression

1. Be a learner.
2. Be a part of the work team.
3. Be businesslike.
4. Be positive.

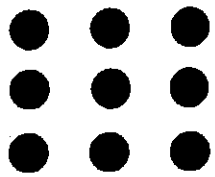
The Problem-Solving Process

1. Identify the problem.
2. Gather and organize data about the problem.
3. Develop solutions to the problem.
4. Evaluate possible solutions.
5. Select the best solution.
6. Implement the solution.
7. Evaluate the solution.

Developing Solutions

- Talk to other people.
- Hold a group discussion.
  - Brainstorm.
  - Use the Nominal Group Technique.
- Change places with other employees.
- Visit other organizations with similar problems.
- Read about the problem.

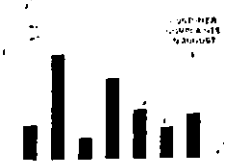
The Nine-Dot Problem-Solving Exercise



Data Collection Frequency Table

Problem	Tally	Percentage
Motor quits working	5	10%
Handle breaks	16	28%
Starter won't work	3	6%
Oil leaks	11	22%
Blade falls off	7	14%
Tires fall off	4	8%
Controls won't work	6	12%

Bar Chart Structure



Reasons Businesses Lose Customers

Died	1%
Moved away	3%
Influenced by friends	5%
Lured away by the competition	9%
Dissatisfied with product	14%
Employee was indifferent	68%

The Basics of Good Customer Service

- Have a positive attitude.
- Make the customers feel good.
- Pleasantly and immediately greet customers.
- Listen to each customer.
- Take action.
- Exceed customers' expectations.



Listening to Customers

- Be attentive.
- Listen without interrupting.
- Ask questions to clarify needs.
- Repeat what you understand the customer's need to be.
- Negotiate the final result.



Basic Customer Needs

- Friendliness
- Understanding and empathy
- Fairness
- Control
- Options and alternatives
- Information

Customer Service Tips for the Telephone

- Promptly answer the phone.
- Use an appropriate greeting.
- Listen to the caller.
- Take action when possible.
- Put the customer on hold after getting permission.
- Transfer the customer's call, letting him or her know what is being done.
- Take a message when necessary.



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SECTION 4:

Assessments

(-2)

Brittany C. Brown 5-14-21

Test Questions

Chapter 4

Fill in the Blank

Fill in the missing word or words in each sentence.

1. Recording your work schedule and personal appointments in a Calendar will help you plan your life.
2. To avoid missing work, try to schedule personal appointments outside of regular work time.
3. You can reduce the amount of stress in your life by practicing good health habits.
4. The amount of sleep you get at night affects your job performance.
5. The way you live your life from day to day is your lifestyle.
6. Carpooling with other workers saves money and is a reliable way to get to work each day.
7. Employee absence costs a business money.
8. If you are not able to get to work, inform your supervisor as soon as possible.
9. Planning to get to work 8 to 10 minutes early will help you avoid being late.
10. A dependent is a child, an elderly adult, or a person with disabilities who lives in your home and is supported financially by you.

Multiple Choice

Circle the letter that best completes each statement.

1. Getting to work on time
   a. will not influence your employer.
   b. is not important if you are less than 15 minutes late.
   (c.) will positively influence your supervisor's evaluation of you.
   d. is not expected if you have young children.

e. other employees leave the workplace.

6. Snow is predicted tomorrow. You should

a. plan to sleep late.

b. leave for work at the usual time.

c. call your supervisor and take the day off.

d. leave for work early.

e. go to work later.

7. Your coworkers

a. will not be affected if you miss work.

b. are an excellent source of romantic relationships.

c. might be among your closest friends.

d. always expect you to take sides in a dispute with the supervisor.

e. should never be your friends.

8. As a working parent, you should

a. expect your supervisor to help you find emergency child care.

b. never use newspaper ads to hire a baby-sitter.

c. have at least two dependable people to call for emergency child care.

d. leave your child at home alone when the day-care center closes for bad weather.

e. send your sick child to school and let the school nurse handle the problem.

9. To schedule vacations, you should

a. find out when other workers are taking vacations.

b. talk to your supervisor to find out what needs to be done.

c. ask for time off your first day on the job.

Brittany C Brown 4-24-09 7th

Test Questions

Chapter 3

5/1

Fill in the Blank

Fill in the missing word or words in the following sentences.

1. The way you look and act will affect the way people treat you.
2. To avoid exposure to toxic fumes, many workers are required to wear Safety Clothing (Protective).
3. Many organizations have NO/banned smoking on their premises.
4. In the workplace, you will make a better impression by using words that are commonly understood rather than Slang.
5. Workers in Health Food occupations are required to wash their hands before working with a patient.
6. Hygiene is personal body care.
7. In the last 10 years, dress for work has become more Casual.
8. If you are not sure how to dress for your job, the best way to find out is to ask your Boss.
9. If you refuse to wear safety equipment, you may be Hurt or Fired
10. Avoid annoying habits such as pulling your ear or using slang.

Multiple Choice

Circle the letter that best completes each statement.

1. Dressing appropriately means
   a. wearing a low-cut dress to work.
   b. all workers dress exactly the same.
   c. wearing jeans with holes.
   d. wearing clothing similar to that of your supervisor and coworkers.
   e. wearing an unbuttoned shirt.

a. is acceptable in all workplaces.

b. will make your work time go faster.

c. will impress your employer with your interest in your job.

(d) may cause safety hazards in some workplaces.

e. will help you communicate with your coworkers.

7. Smokers

a. are free to smoke anywhere in most workplaces.

(b) may work in smoke-free organizations.

c. are considered better workers than nonsmoking workers.

d. may use chewing tobacco or snuff as an acceptable alternative to smoking on the job.

e. create a positive image for themselves.

8. If you don't like your appearance, you should

a. wear brighter, more unique clothing.

b. accept the fact that you will never get ahead in your job.

(c) do your best to look as good as possible and develop a good self-image and mental attitude.

d. recognize that you just aren't as good as your coworkers.

e. none of the above.

9. Poor personal hygiene

(a) can cause coworkers to complain about working with you.

b. has nothing to do with the workplace.

c. should never concern a supervisor.

d. has little effect on getting ahead on the job.

e. has no influence on customers.

10. Your boss and your coworkers will form an impression of you by

Brittany C. Brown 7th 4-16-09

Test Questions

Chapter 9

Fill in the Blank

Fill in the missing word or words in each sentence.

1. Following Group standards, such as ordering pizza the last Friday of each month, will help you become part of the team.
2. Voice mail, fax machines, e-mail, and computers require you to practice electronic etiquette in the workplace.
3. Violent threats to a supervisor or other workers are reasons for terminating an employee.
4. Your supervisor will evaluate your ability to be a part of the work team.
5. A work team is diverse when its members have different values and temperaments.
6. Synergy means that a team working together can do more than the same number of people working individually.
7. Using another worker's computer without asking is an invasion of Privacy.
8. Personal preference are the importance we give to ideas, things, or people.
9. Individual characteristics in a work team provides different viewpoints in finding solutions to problems.
10. Repeatedly asking another worker for a date after being turned down is sexual harassment.

Multiple Choice

Circle the letter that best completes each statement.

1. The three basic ways people differ are
   a. age, values, and religion.
   b. culture, genetic structure, and age.
   c. facial features, blood type, and temperament.
   (d.) preferences, temperament, and individual characteristics.

6. Dating a coworker

   a. may cause stress at work.

   b. is accepted by all business organizations.

   c. will not affect other workers' attitudes toward you.

   d. will not affect your concentration at work.

   e. is the best way to get to know coworkers.

7. If you are threatened with violence by a coworker, you should

   a. avoid that person as much as possible.

   b. tell your supervisor.

   c. be understanding of that person's problems.

   d. threaten that person.

   e. carry a weapon to work.

8. To practice good cubicle etiquette

   a. keep the ringer on your cell phone at its highest volume.

   b. speak loudly when talking to the person in the next cubicle.

   c. Treat the cubicle as a coworker's office.

   d. Hold staff meetings in your cubicle.

   e. Leave your cell phone in your cubicle all day.

9. Temperament styles

   a. differ little from one person to another.

   b. are based on gender.

   c. are based on a person's race.

   d. never cause conflicts between individuals.

   e. affect the way people think, feel, and react to the world.

10. Diversity in the workforce

Brittany C Brown 7th

-1

Test Questions

Chapter 10

Fill in the Blank

Fill in the missing word or words in each sentence.

1. Balancing the needs of several customers at the same time is a good customer-service skill.
2. If employees are not interested in serving customers, the business will lose customers.
3. As an employee, your first and most important job is helping customers.
4. Good listening skills include looking at the customer, nodding, not interrupting, and being attentive.
5. A greeting such as "Hello, may I help you?" lets a customer know you are interested and ready to help.
6. Good customer service begins with your attitude.
7. You can create a Customer who is a fan by giving them a hug along with everything they expect.
8. Good Customer service is treating customers the way that you would like to be treated.
9. Poor service, a faulty product, or dissatisfaction with a product can result in a customer leaving or complaining.
10. If a customer is angry or rude, you may need to get help from your supervisor.

Multiple Choice

Circle the letter that best completes each statement.

1. When dealing with a rude customer, you should
   a. tolerate the rudeness.
   b. ignore the customer and help a different customer.
   c. be rude back.
   (d.) ask how you can help and provide the best possible service.

Test Questions

Chapter 11

Fill in the Blank

Fill in the missing word or words in each sentence.

1. Employees are assuming responsibilities that were once performed by _____.
2. To avoid working on the wrong problem, you should first _____ the problem.
3. The ability to think of new ideas or apply old ideas to solve new problems is being _____.
4. To select the number-one idea from a large number of ideas, use both _____ and _____.
5. Reading _____ or magazines about a certain type of business will help you learn about problem-solving in your field.
6. Organizing data about a problem to find a solution is called _____.
7. Employees who develop _____ skills are valued members of the work team.
8. Employees who are involved in solving problems are more _____ to do a better job.
9. Managers relying on employees and work teams to solve problems is called employee _____.
10. A group of employees brought together to solve problems is sometimes called a _____ circle.

Multiple Choice

Circle the letter that best completes each statement.

1. Employees often are able to find solutions to problems
   a. faster than managers.
   b. because they are more creative than managers.

c. you don't need to believe that a solution exists.

d. you should work alone.

e. reading will not be helpful.

6. Creative thinking in solving problems should

a. include looking at the problem from different viewpoints.

b. always use a serious approach.

c. always use a specific, literal plan.

d. be done quickly.

e. be done in a busy environment.

7. Employees are needed to solve problems

a. as the number of managers and supervisors increases.

b. as businesses become simpler to operate.

c. as more employees assume responsibilities that were once performed by managers.

d. as supervisors make more complex decisions.

e. as technology creates a simpler form of business.

8. In a group discussion using the nominal group technique,

a. each person thinks of as many ideas as possible and writes out each idea.

b. the group shares ideas from each person in a round-robin manner.

c. the group discusses each idea.

d. the group ranks the ideas from best to worst.

e. all of the above.

9. A quality circle is

a. the area of a business where new products are tested.

b. used to rate employees' work.

10. Rating and ranking are two ways to select the best solution from a list of many. T

Name: Brittany C. Brown Date: 4-09-09

Test Questions

Chapter 12

Fill in the Blank

Fill in the missing word or words in each sentence.

1. Unethical behavior on the job costs businesses billions of dollars each year.
2. Local, state, and federal law express the ethical behavior expected of everyone in society.
3. Copying software illegally is called piracy.
4. The principles or standards that govern our behavior are called ethics.
5. Company trade secrets and private information about customers and employees are internal and should not be shared without permission.
6. Many businesses provide a policy that lists the personnel regulations governing its employees' behavior.
7. When employees copy software programs, the employer can be sued.
8. Good ethics helps people choose to do the right thing, even under pressure.
9. Using recreational drugs on the job can result in immediate termination
10. Most people learn ethical behavior while they're growing up and continue using the same ethics as themselves.

Multiple Choice

Circle the letter that best completes each statement.

1. If your supervisor tells you to do something illegal,
   a. you don't need to be concerned.
   b. you should follow your supervisor's instructions without question.
   c. you will not be accountable for any illegal action.
   (d.) you are still legally responsible for your actions.
   e. you may protect yourself by claiming ignorance of the law.

6. When you are trying to make an ethical decision, you should follow this guideline:

   a. if it is legal, do it.

   b. if you will gain, do it.

   c. if your supervisor advises, do it.

   d. if it improves your self-esteem, do it.

   e. use as many principles as you can apply to make the decision.

7. New workers need to know

   a. how employee discounts are used.

   b. how to extend their break times.

   c. how to make personal long-distance phone calls using the company phone system.

   d. how to avoid working a full day.

   e. how to make copies for personal use.

8. Commercial software

   a. may be copied without any restrictions.

   b. may be shared with company employees for personal use.

   c. may be copied and sold to anyone working for the business.

   d. is protected by copyright laws.

   e. may be copied as long as it is not sold to anyone else.

9. Ethics

   a. are principles that govern our behavior.

   b. usually are learned as we grow up.

   c. may differ among supervisors and workers.

   d. guide people in their daily actions.

   e. all of the above.

SECTION 5:

Identifying Opportunities

Resources List

This website will be used to develop your Interest Inventory and Ability Profile: Assist you to find your best career fit.

Americas' Career InfoNet — Work skills videos: Skills profiler; Explore current and future jobs

http://www.acinet.org/acinet/

Keirsey Temperament Sorter — What is your personality type?

www.keirsey.com

Index of Learning Styles Questionnaire — Learning Styles inventory

www.engr.ncsu.edu/learningstyles/ilsweb.html

SECTION 6:

Reflection

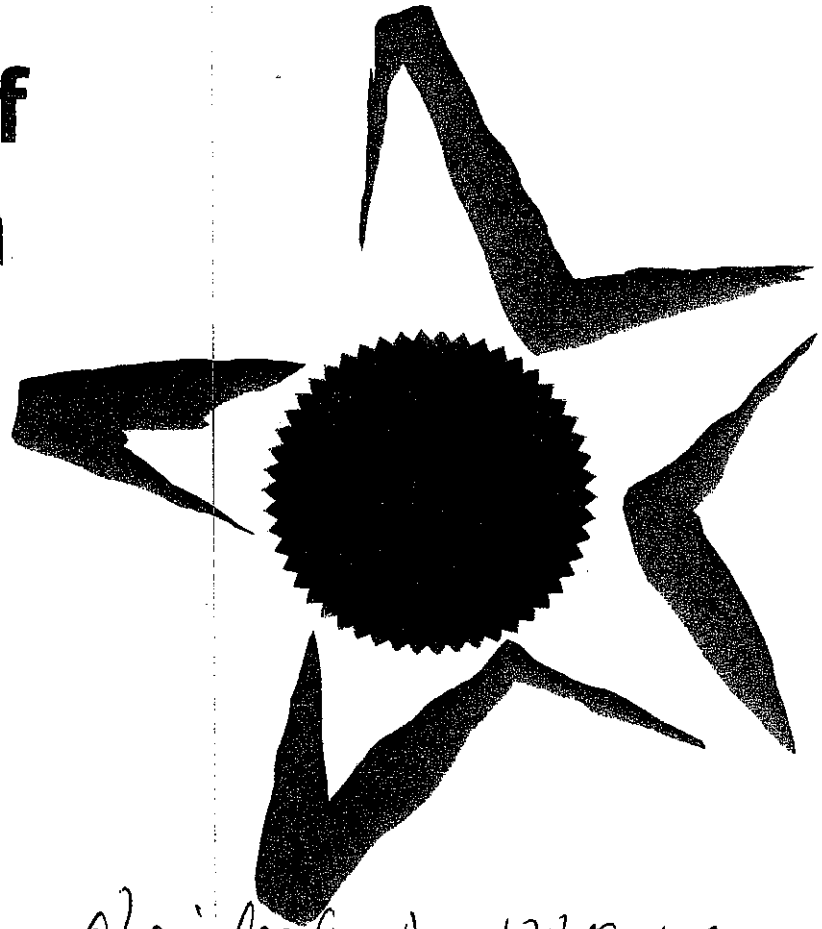
RUBRIC: WORKFORCE *plus* Innovative Project

Name: Brittany C. Brown School: Amos P. Godby High School

	Beginning (2)	Developing (3)	Accomplished (4)	Exemplary (5)	Points
Class Participation	Is always talking, never allows anyone else to speak. Argues with team mates. seldom helps the team to reach a decision or accomplish tasks	Listens a fair amount of the time Sides with friends instead of considering all views Sometime helps team to reach a decision and accomplish tasks	Cooperates with team most of the time. Usually considers all view points Helps team to reach fair a decision and accomplish tasks	Always cooperate with teammates Considers all view points Always helps team to reach a fair decision and accomplish tasks Shares information	
Written Assignments	Completes only 1 assignment. Completed 2 or less worksheet or quiz	Completes 2-3 assignments. Completed 3 or less worksheets and quizzes.	Completes 3-4 assignments Completed 4 or more worksheets and quizzes	Completes 5-6 assignments. Completed all worksheets and quizzes	
Additional Assignments	No additional assignments	2 – 3 additional assignments	4 additional assignments	Did 4 or more additional assignments	
Portfolio	Not organized Too few pieces of work	Somewhat organized Some work is missing from the sections 1-6	Fairly well organized Most sections of this project is complete	Well organized and easy to review All sections of this project is complete	
Teacher's Comments:					

3-28-09 CK

Certificate of Participation



This certificate is awarded to

Brittany Brown

In recognition of your participation in the **WORK**FORCE *plus* Innovation Grant "Soft Skills" Initiatives

WORKFORCE *plus*

Kimberly A. Moore, Chief Executive Officer, **WORK**FORCE *plus*

Curlis Knowles, Presenter, **WORK**FORCE *plus*

Reflection

The students' reflections were insightful; they differed in length because some were a quick writes (10 -15 minutes) exercise for the students at Wakulla High School and Godby 9th graders. Overall, the students found the soft skills course topics useful. A number of students indicated that the information would be useful when they attempt to find summer jobs or part-time work. Others stated that their newly acquired knowledge would be more useful in the future when they found full-time employment.

A review of the students' reflection will show that many have internalized the short-term goals and objectives; they have showed some awareness of the knowledge and skills they possess and the need to enlarge such skills. The reflections indicate that some students understand the importance of the subject matter and will use what they have learned to shape their behavior now and in the future. It is hoped that the students who have grasped the concepts are now informed and in due time will make mindful choices regarding their work environments and career choices.

Godby 10th Grade Students

Summer East

Mrs. Knowles

In the time spent leaning from the "Job Savvy" book and program, I have definitely learned a lot of people skills. How do deal with difficult customers and how to be a good employee are skills that you will always use. The program has been helpful for how to find a job as well. It has been an invaluable experience to lean from someone who has as much experience as our instructor. While it was not a hard course, it was useful, and the things that I learned will be used throughout my working life.

The worksheets given were an easy, effective way to review the lesson, and the group discussions were always full of advice and experiences. When we were put in groups to problem solve, it taught us how to work together to come up with the best answer.

May 20, 2009

Referencing all class periods spent under Ms. Knowles care, I will gladly say it was a learning experience I would have liked to continue for a longer time than allotted. Ms. Knowles had a very thorough curriculum and though we didn't complete it due to beginning late in the year, but I could see the potential we had as a class.

As a student, I had previous jobs and experience in businesses through my parents, yet Ms. Knowles refreshed my knowledge of etiquette and proper mannerisms throughout work areas. I enjoyed our ability to work in groups and the relaxed yet firm atmosphere in the classroom. Along with proper etiquette for the work area, I learned the value of keeping a portfolio for future references and job applications.

Most things I had already known were, in fact, out dated and lacked the knowledge of recent times. I admit though I am almost always by the book, I would have never thought twice about those rules and the proper way to perform business tasks because they had no angle of any sort, they were not made by a person it seems, but by a book instead that had no actual view point on what goes on in daily life. When I got the chance to put my own twist on the rules and find out exactly what the reasons behind those rules were, it honestly made me a better employee.

This class is exciting and fun while at the same time being orderly, efficiently run and thorough. Ms. Knowles remained professional too all throughout the class times; I'll say sometimes we could get a bit out of control! She became one of my personal favorite teachers I truly hope we can see her again next year and have a much longer time to work together in the future.

Sincerely,

Jessica C. Clayton(7th period)

West Gadsden
9th Grade Students

Reflection

Over the few weeks that Ms. Knowles were here at West Gadsden High School, we had different discussion dealing with the Work Force Program. She discuss with the class how to present our selves when you are in the work force program, she also explain to the class about the different skills that are use in the program which is interpersonal skills and communication skills and she discuss the differences between the two. During the sessions that we had with Ms. Knowles, I learned a lot of things that I never thought about in going for an interview for a job. She also taught us some clues about how to identify and develop the qualities of a people person. Some examples of that is Awareness/ Conscientiousness, Diplomacy/ Tactfulness, Ability to Actively Listen, Open-Mindednes, humitiy, and good sense of humor.

Tasheyana McMillan May 22, 2009 6th period

REFLECTION

I think the reading we had in here was pretty good. Because I understood what we was talking about and things of that natural.But the overall was very good because it taught me some interpersonal skills, to be a good listener, and how to work with my peers. To become the best you can be it's important to start gaining a better understanding of how the working world operates. If you plan on going to college, recruiters like to see that you've gained some work experience. If you played around all through school and did not listen it will be hard for you to learn it later. Many will hire you based on your performance in a previous apprenticeship. The best way for you to get connected to the world of work is through internships or apprenticeships. An internship or apprenticeship is a hands-on work experience that provides training in a career area you're considering.

Terry Williams May.22,2009

Reflections

In my experience we talked about a lot of things with our speaker. One of the things that we talked about was becoming a people person. To be a people person you have to communicate well with others. If people are able to communicate well, do they naturally have strong interpersonal skills? Communicating well means that you're able to articulate your thoughts clearly and fluently.

Another thing that we talked about that really caught my attention was when we talked about becoming a leader. I learned the best way to become a leader is to start by finding a club, team, or group about which you're passionate about. I've always been passionate about playing football so that really took effect in my life that day.

The presentation and discussion of "Becoming The Best Me" has rely changed me and I enjoyed every second of our speaker coming to west Gadsden high to talk to us about what she

know and share her experience with me and my fellow classmate's.

A'Dondre Kelly 05/22/09

Reflection

My reflection on the topics that Mrs. Knowles told us helped me a lot. It not only helped me on how to look for a job, but my life in general. I realized many things about myself that I didn't know. Mrs. Knowles told us how to dress at our job interview. She told us that our first impression means a lot and we should always look decent for our jobs.

While at our jobs we should also learn how to get along with our co-workers. If any of them need help on anything, we should be there to help and support them on anything they need. In order to look good at our jobs and have a good impression on ourselves, we should know how to communicate effectively. If we communicate effectively, we look like we can become a good leader. The more we communicate with different people, the more you'll become a people person.

You can also become a people person by traveling around the world. The more you travel, the more you get to meet more people. You learn the different cultures and the way other people live.

I am looking forward to getting a good job when I get older and I know everything I learned will definitely come in handy. I know how to get along with others and how to look at a job.

REFLECTION

My reflection is about what Ms.Knowles shared with us about all of the different skills people want to see in people who are looking for jobs. She taught us about all of the interpersonal skills that will be needed on a job. She also informed us about how to become a people person and how to improve our people person skill. We also learn some skills of being a people person like Awareness/conscientiousness, or diplomacy /Tactfulness and ability to actively listen. We also read and learn about being a team player. These are some skills you have to learn to be a team player you have to believe in the common goal of the team, you have to be unselfish. Ms. Knowles has been very good on informing us on all of these skills and why we will need them. She has been a great deal of help to me by informing on all these skills that are needed. There are ways to improve our communication skills we can write well and sharpen verbal skills. We were told to connect with the world. When we connect with the world it makes us aware of all the problems not just were we live but all across the world. Now we must care about the issues and challenges that our world face.

Deondre Hadley May 22, 2009

Workforce Plus Reflection

During the time in the workforce plus program at West Gadsden High School, I've learned the important values and finding the correct job for me. How to put my interpersonal skills to use, the importance of teamwork, and being a team leader. We have also viewed ways to improve our awareness/consciousness, diplomacy& tactfulness, and how to be opened minded. Learning this information was useful to me because it has prepared me for what the work field is like and the wrongs and rights.

Shawnquaneisha Bryant May 26, 2009 6th period

Reflection

From Ms. Knowles coming to West Gadsden High School, I have learned a lot more than what I knew before Ms.Knowles getting here. During this time we have read out of a book called Becoming the Best Me. Out of this book we read Become a people Person, Become a Team Player, Communicating Effectively, Become a Leader, Become a Person of Integrity, Connect to the World Around you.

In Become a People Person we Identified our Interpersonal Skills. With becoming a team player just like the other ones I have problem-solving skills, and I have become a person of integrity. Out of these lessons I have really learned How to become the best me. I have learned that out of AWARE, COMCEPTUAL, and FOCUSED, I am mostly AWARE.

I am now a people's person and I now know how a people person acts. I would like to thank Ms. Knowles for coming out to teach me everything I needed to know about the real world and how I need to act when around important people. With the information that Ms. Knowles gave me I can go out in the real world and look for a job knowing how to act.

Shalandria Jackson/ May 22/ 2009/ 6th period

Reflection

The help from Ms. Knowles was very beneficiary it helped me understand the real life of work. The effort Ms. Knowles put into teaching us the way of work was very appreciated by me. I learned a massive amount of information that will help me in the long run. She gave me tips on becoming an effective leader, and maintaining a healthy balance.

Ms. Knowles also helped me become a better listener, and being humble. An as she was teaching I always kept being open-minded and aware of my surroundings. I truly appreciate the effort and time Ms. Knowles put into teaching us the helpful information for our life and future.

Kaion Walker
5/26/09
WORKFORCE plus, Reflection

Parental Involvement

The facilitator discussed with Ms. Henry, Academy Coordinator at Godby High School and Mrs. Jackson, Principal, West Gadsden High School the possibilities of planning a parent's meeting for the parents of participating students in The WORKFORCE *plus* Innovation Program.

Arranging an impromptu meeting for the parents was not possible due to the timing and implementation of the program at the end of the school year. Mrs. Jackson pointed to the fact that transportation would be a challenge for many families living in the rural areas.

Additionally, the schools had scheduled end of term field trips, exam preparation and other activities prior to the scheduling of the soft skills sessions. Consequently, the parents received written communication about the soft skills curriculum and activities.

While on Godby's campus on the last day of the semester, the facilitator met the mother of Kadeem Thomas. Kadeem is a confident and enthusiastic 9th grade student. His mother stated that she received the letter and remarked that the son had enjoyed the program and had talked about his experienced with interest. Mrs. Thomas was glad that Kadeem had had the opportunity to learn some work related skills and make career interest inquiries.

DATE: May 16, 2009

TO: Parents

FROM: Curlis Knowles, Instructor

SUBJECT: WORKFORCE *plus* Innovation Program

Your 10th grader has been awarded a Certificate of Participation for his/her involvement in the **WORK**FORCE plus Innovation Grant Program. The program is a collaborated effort of **WORK**FORCE *plus*, Tallahassee Community College and the local School District. The goal of the program is to expose students to information and tools that will allow them to begin making decisions about potential career opportunities and the skills necessary for success in the 21st Century work environment.

For the last three-six weeks your child's class has learned about many the qualities and skills needed to succeed in the workplace. Each student created a portfolio that consisted of personality profiles and the Keirsey Temperament Assessments. The curriculum included, but was not limited to the following topics:

- Work Ethics & Integrity
- Problem Solving Skills
- Punctuality
- Team Work
- Making a Good Impression
- Meeting Customers Expectations

In addition, the students had the opportunity to create a resume, conducted interviews and explored at least three career interests to expand his/her career choices.

Please encourage your child to add to his/her Portfolio so that it becomes a meaningful resource that can be used now and in the future. This short course is just the beginning; it is hoped that the information will empower your child to have a better understanding of "soft skills" and a desire to develop the qualities necessary to successfully enter and thrive in the world of work.

WORKFORCE *plus* Your Employment Solution

Officers
William D. Colledge, Chair
Timothy J. Meenan, Vice-Chair
Pamela Kiser-Burch, Secretary
Lynn E. Black, Treasurer
Kimberly A. Moore, CEO

MEMORANDUM

DATE: May 19, 2009

TO: Parents

FROM: Curlis Knowles, Instructor

SUBJECT: **WORK**FORCE *plus* Innovation Program

Administrative Office
325 John Knox Road, Bldg. B100
Tallahassee, FL 32303
(850) 414-6085
(888) WFP-JOB1
Fax (850) 410-2595
www.wfplus.org

Center for Business and Employer Services
2525 S. Monroe Street, 3A
Tallahassee, FL 32301
(850) 413-0315

Executive Center
325 John Knox Road, Bldg. B100
Tallahassee, FL 32303
(850) 414-6085

Gadsden County
1140 W. Clark St.
Quincy, FL 32351
(850) 875-4040

Leon County
2525 S. Monroe Street, 3-A
Tallahassee, FL 32301
(850) 922-0023

Wakulla County
3278 Crawfordville Hwy., Unit G
Crawfordville, FL 32327
(850) 926-0980

Your 9th grader has been awarded a Certificate of Participation for his/her involvement in the **WORK**FORCE *plus* Innovation Grant Program. The program is a collaborated effort of **WORK**FORCE *plus*, Tallahassee Community College and the local School District. The goal of the program is to expose students to information and tools that will allow them to begin making decisions about potential career opportunities and the skills necessary for success in the 21st Century work environment.

For the last three-six weeks your child's class has learned about the many qualities and skills needed to succeed in the workplace. Each student created a portfolio that consisted of personality profiles and the Keirsey Temperament Assessments. The curriculum included, but was not limited to the following topics:

- Interpersonal skills
- Effective Communication
- Team work
- Leadership
- Work Ethics & Integrity
- Problem Solving Skills
- Connecting to the World Around You

In addition, the students had the opportunity to create a resume, conducted interviews and explored at least three career interests to expand his/her career choices.

Please encourage your child to add to his/her Portfolio so that it becomes a meaningful resource that can be used now and in the future. This short course is just the beginning; it is hoped that the information will empower your child to have a better understanding of "soft skills" and a desire to develop the qualities necessary to successfully enter and thrive in the world of work.

Programs funded through **WORK**FORCE *plus* are equal opportunity programs with auxiliary aids and services available upon request to individuals with disabilities. Florida Relay Service 1-800-955-8770 (Voice) or 1-800-955-8771 (TTY/VCO).

EMPLOY FLORIDA MEMBER

Collaborations

WIA Youth Connect Program

The WORKFORCE plus Innovation Project facilitator collaborated with Kirenda Johnson, a WIA Youth Connect Program Coordinator, to create to workshops for youth 16-24 years. These youth are associates of the WIA Youth Connect Program in Leon and Gadsden Counties.

On April 28 & 30, 2009 forty youth participated in the "*How to Snag a Job*" Workshops. The training indentified job preparation tasks and soft-skills information to assist youth seeking employment. The presentations identified some steps job seekers should take when seeking employment, such as: creating a resume and cover letter, job searches, networking in addition to recognizing qualities and skills employers consider necessary in prospective employees.

The presentations were informal, interactive and encouraged the participants to share their experiences. The goals of the workshops were two fold. The first goal was to help participants reflect on their approaches to finding work. Then secondly, determine the qualities and skills necessary to secure employment.

Leon County:

Twenty-two participants completed an evaluation. Eight-two percent of the workshop members found the overall presentation to be understandable, while 86.3 percent found value in the content presented. Overall, 73 percents of the participants indicated that the

training increased their knowledge to enable them to "snag a job". Moreover, 77.3 percent of the group found the training useful. Before the training 68 percent of the group stated that their knowledge of the subject was high. However, after the training that rate increased to 91 percent.

The comments made by the participants were encouraging and included the following:

"I really enjoyed the seminar, two thumbs up."

"She was really motivational"

"This workshop was good and the teacher was great."

Gadsden County:

Fourteen youth attended the "How to Snag a Job" workshop. Although the equipment did not work, the participants remained involved and interested throughout the session. All of the participants stated that the materials and the overall presentation was understandable. One hundred percent of the members found the contents valuable and added that the training useful. Eighty-two percent of the group stated that the training increased their knowledge of the subject area.

The comments were as follows:

"...Thanks for the extra detailed and more elaborated information.

"Very informative"

"Thanks for putting this together because it encourages me to put together a resume."

How To Share a Job

Step 1

Do Your Homework

Your Job

Step 2

Do The Research

Increase your knowledge

Step 3

Know What Employers Need

Make A Good Impression

Physical appearance determines first impression

Issue a Positive Attitude

Steps

Qualities & Skills

Purpose of Communication

Reasons for Lack of Communication

Directness & Tactfulness

Ability to Actively Listen

Open-Mindedness

Humility

Sense of Humor

Become a People Person

Attentional Profile Survey

© *Robert Orndorff*

Your Name: _____

SCALE: 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

PART 1

1. My friends and family tell me that I'm very perceptive.	1	2	3	4
2. When something's wrong or somebody's in trouble, I'm one of the first ones to notice or sense it.	1	2	3	4
3. In class, I get distracted easily when somebody gets up or when somebody else walks by the door in the hallway.	1	2	3	4
4. I can easily tell when others are talking about me.	1	2	3	4
5. When I'm at the mall, I spend a lot of time observing other people and soaking in the environment.	1	2	3	4
6. When I'm at a party, it's hard for me to stay focused on listening to one person because of all the other people around.	1	2	3	4

TOTAL SCORE—PART 1 (Add up the numbers across all six questions): _____

PART 2

1. I daydream a lot—my head is always "in the clouds."	1	2	3	4
2. I overanalyze decisions and other things.	1	2	3	4
3. I'm a deep thinker and analyze key issues in our world.	1	2	3	4
4. I analyze myself a lot—what I did well and what I did poorly.	1	2	3	4
5. I usually want to know *why* things are done a certain way.	1	2	3	4
6. I tend to look at the big picture, not all the details.	1	2	3	4

TOTAL SCORE—PART 2 (Add up the numbers across all six questions): _____

PART 3

1. I'm able to pay close attention to my teachers in class.	1	2	3	4
2. I listen closely to friends, classmates, and family.	1	2	3	4
3. I'm able to complete a task without getting distracted.	1	2	3	4
4. I'm a "doer"—I get a lot done in a short period of time.	1	2	3	4
5. I don't have much trouble staying focused on what I'm reading.	1	2	3	4
6. I tend to think through the details of what needs to be done.	1	2	3	4

TOTAL SCORE—PART 3 (Add up the numbers across all six questions):_____

Sample Interview Questions

Tell us about yourself.

Why...

What are your greatest strengths?

Why...

What are your greatest weaknesses?

Why...

Why are you interested in working here...

Why...

Why should we hire you...

Why...

Where do you see yourself five years from now?

Jobs Online

Labor Market Information

Career Sites

Job Sites

Florida Agency for Workforce Innovation
Labor Market Statistics Center
MSC G-020, 107 E. Madison St., Tallahassee, FL 32399-4111
Phone: [illegible] Toll Free: [illegible]
Charlie Crist, Governor ..... Cynthia R. Lorenzo, Interim Director

floridajobs.org

employflorida.com

2009 Edition

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: _____ **Date:** _____

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?

   Yes Somewhat Very Little No

2. Did you find value in the content presented?

   Yes Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

   Yes Somewhat Very Little No

4. Overall, the content of the training was useful.

   Yes Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	4	5
AFTER this training:	1	2	3	4	5

6. What other training topics would you be interested attending in the future?

7. Additional Comments _____

_____

_____

_____

_____

Programs funded through WORKFORCE *plus* are equal opportunity programs with auxiliary aids and services available upon request to individuals with disabilities. Florida Relay Service TDD Equipment 1-800-955-8771 (April 2007)

Parent Education

Eleven parents, participants of the Welfare Transition Program received parent education training on April 21, 2009. Jo Basiri, Welfare Transition Career Specialist and Jeff Douglas, Disabilities Navigator Specialist promoted the training. Their goals were to empower their clients through the creation a parenting workshop that reinforced needed parenting skills.

The presentation entitled "Your Most Significant Job Ever" was developed to demonstrate and reinforce the importance of a parent's role. The workshop likened parenting to a "job" in order to emphasize the desirable qualities and skills that are necessary for successful parenting. Unlike work, parenting does not have a retirement date, nor do parents receive financial remunerations. Parenting carries considerable responsibilities that last a life time. Thus, forming a plausible link between parenting and a job.

The workshop members consisted of parents and grand parents. The grandparents were considerably young; some were caring for their children and grand children. The discussions were lively and the parents were engaged for the duration of the session. Based on the discussions, there is a need for parent empowerment workshop based on identified needs.

Your Most Significant Job Ever!

Curtis Knowles, Presenter
April 21, 2009
WORKFORCE plus
Innovation Grant



Parenting

Wikipedia's definition:

A process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship.

http://en.wikipedia.org/wiki/Parenting

Some Givens About Parenting

Parenting...

- It lasts forever or until you die
- It is your most important job
- It is different with every child
- Never met a perfect parent
- Children have needs
- Children have rights...
- Does not come with instructions



Empowering Experience

Enables you to:

- influence
- teach
- control/guide
- be creative
- give and receive unconditional love

Is Parent Natural or Learned?

Survey of 5,000 parents:

- 58 percent of mothers under 25 said parenting comes "naturally" compared to
- 27 percent of mothers 45 – 54 years of age
- 44 percent of fathers ages 25-35 said that parenting skills comes "naturally" compared to
- 40 percent of mothers ages 25-35

The Australian Institute of Family Studies
Lisa Belkin (2009)



Parenting Style Predictions



Predicts a child's well-being in the following areas:

- Social competence – self confidence, interactions with others
- Education – academic performance
- Behavior – positive/negative
- Psychosocial: mind, emotions, maturity levels (birth–adulthood)



What is Your Parenting Style?

- ☐authoritarian
- ☐permissive
- ☐democratic
- ☐uninvolved



Maccoby & Martin 1983



Authoritarian Parenting



- ☐ strict
- ☐ harsh rules
- ☐ controlling
- ☐ critical of children: (guilt, shame)
- ☐ little options/choices
- ☐ few explanations
- ☐ focus on bad behavior
- ☐ child does not think for him/herself



Permissive Parenting

- ☐ little guidance
- ☐ many choices
- ☐ few rules
- ☐ inconsistent
- ☐ little or no routines
- ☐ no boundaries
- ☐ feel unable to change bad behavior



Democratic Parenting

- ☐ teach responsibility
- ☐ clear rules & routines
- ☐ consistent
- ☐ reasonable expectations
- ☐ offer choices
- ☐ explanations for behavior
- ☐ teach and not punish



Uninvolved Parenting

- ☐ parent needs come first
- ☐ neglectful
- ☐ indifferent
- ☐ no emotional involvement
- ☐ offers no encouragement
- ☐ offers no support
- ☐ negative







10 Basic Principles of Good Parenting

1. **What you do matters:** Ask your self; What effect will my decision have on my child?
2. **You cannot be too loving:** It is impossible to spoil a child with too much love.
3. **Be involved in your child's life:** This takes time and hard work. *Rethink your priorities.*
4. **Adapt your parenting to fit your child**



Parent Job Description

POSITION:

[illegible]

Chief Parent Responsibility

JOB DESCRIPTION:

[illegible]

RESPONSIBILITIES:

[illegible]

POSSIBILITY FOR ADVANCEMENT & PROMOTION:

[illegible]

PREVIOUS EXPERIENCE:

None required; entry-level. On-the-job training offered on a continuous basis during hours.

WAGES AND COMPENSATION

Get this! You can then: Offering generous base and bonuses. Salaried positions to choose from 11 to 25 hours of the most part-time college and top-tier resume friendly undergrads. Where can the experience is for. Provides long-term, reverse-sales, reference charts are only open to strategic and event and decrease.

BENEFITS:

Some of the jobs offered here are: no experience necessary, part-time holidays and no stock options are offered. this job supplies limitless opportunities for personal growth, unconventional hours, and hot tubs and treats. In the end you play your cards right.

P.S. AND A FOOTNOTE: THERE IS NO RETIREMENT --- EVER.

WTTW11

Ten Tips for Parents

Be There.
Children want and need your physical presence, from infancy onward.

Listen.
Being there means more than being present physically.

Support your partner.
Work together on behalf of your child whether you are living together or not.

Learn to disagree appropriately with your partner.
Disagreement is a normal part of parenthood. It is how you resolve those differences that matters.

Get to know and be known to the people in your child's world.
Teachers, caregivers, doctors - all of them are an important part of your child and your lives.

Get to know and be known to your children's friends and their parents.
If you have concerns about who your child is hanging out with, be sure to discuss this with your child.

Play with your children.
One of the best ways to learn about and develop a lasting connection with your children is to play with them -- to enter their world.

Teach by example.
Children follow what you do more than what you say.

Discipline with love.
To discipline means to guide or bring out the best in your child and that is best done with love.

Keep your sense of humor.
Nobody said parenthood would be easy. If you can survive parenthood, you can survive anything!

http://www.wttw.com/main.taf?p=4,5,3

Resources

Belkin, L. (2009). Is parenting natural or learned. Retrieved on April 2, 2009 from http://parenting.blogs.nytimes.com/2009/03/25/is-parenting-natural-or learned/

Consistent parenting advice. Retrieved on April 14 2009 from http://www.consistent-parenting-advice.com/uninvolved-parenting-style.html

Darling, N. (1999) Parenting styles and its correlates. Retrieved on April 10 2009 from http://www.athealth.com/Practitioner/ceduc/parentingstyles.html

Iannilli, V. (2004). Parenting styles: parenting tips. Retrieved on April 5, 2009 from http://pediatrics.about.com/od/infantparentingtips/a/04_pntg_styles.htm

Parenting Style survey. Retrieved on April 2, 2009, from http://www.activeparenting.com/parentquiz.htm

Parenting Style Survey. Retrieved on April 2, 2009 from http://pediatrics.about.com/cs/quizzes/l/bl_prnt_style.htm

Steinberg, L. (2005). 10 Basic principles of good parenting. Retrieved on April 4, 2009 from http://www.chiff.com/a/good-parenting.htm

Parent job description. Retrieved on April 20, 2009 from http://www.dumb.com/jokes/parentjobdescription

Evaluations

Based on the evaluations and reflections some 10th and 9th grade students indicated that they had prior knowledge of some of the workforce skills; however, after the training the majority of the students pointed out that their knowledge of the subject had increased.

The chart below shows the ratings of the participants in each group who rated their knowledge of "soft skills as high (5) before and after the sessions.

Groups	Before Training (5)	After Training (5)
Godby 10th Grade	9.52%	57.89%
Godby 9th Grade	0%	38.46%
West Gadsden	0%	21.43%
Wakulla Period 1-4	12.5%	41.27%
Leon : WIA Youth Connect	31.82%	75%
Gadsden	11.11%	87.5%
Leon: W T (Parents)	44.44%	81.82%

The participants at Leon County's WIA Youth Connect Program completed two evaluation forms. Evaluation form 2 asked the students whether the workshop information would be useful. Ninety-one percent (91%) of the respondents stated that the information was very helpful (5), and would assist them during their job search. Accordingly, they felt very comfortable (5) asking questions, and acknowledged that their questions were answered. Mrs. Colson stated that her knowledge of soft skills increased from a level 4 – level 5.

The facilitator has created pie charts and graphs to reflect the students' rating of the different sections on the evaluation form. The comments made by the participants will be taken into consideration for future use.

EVALUATION

Teacher

Godby High School

10th Grade

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 05/21/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	✓			
Knowledge of the subject matter?	✓			
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?

   (Yes) Somewhat Very Little No

2. Did you find value in the content presented?

   (Yes) Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

   Yes (Somewhat) Very Little No

4. Overall, the content of the training was useful.

   Yes (Somewhat) Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?

7. Additional Comments I was very glad Ms. Knowles was here. The content was useful to the audience and Ms. Knowles was an excellent source to provide it. She was enthusiastic and knowledgeable when presenting to the class. I really enjoyed our time together

Ms. Andrea Olson

EVALUATIONS

Grades High School

9th Grade

WORKFORCE *plus*

14
9th Godby

Seminar Evaluation Form 14

Instructor: Ms. Knowles **Date:** 5-20-09

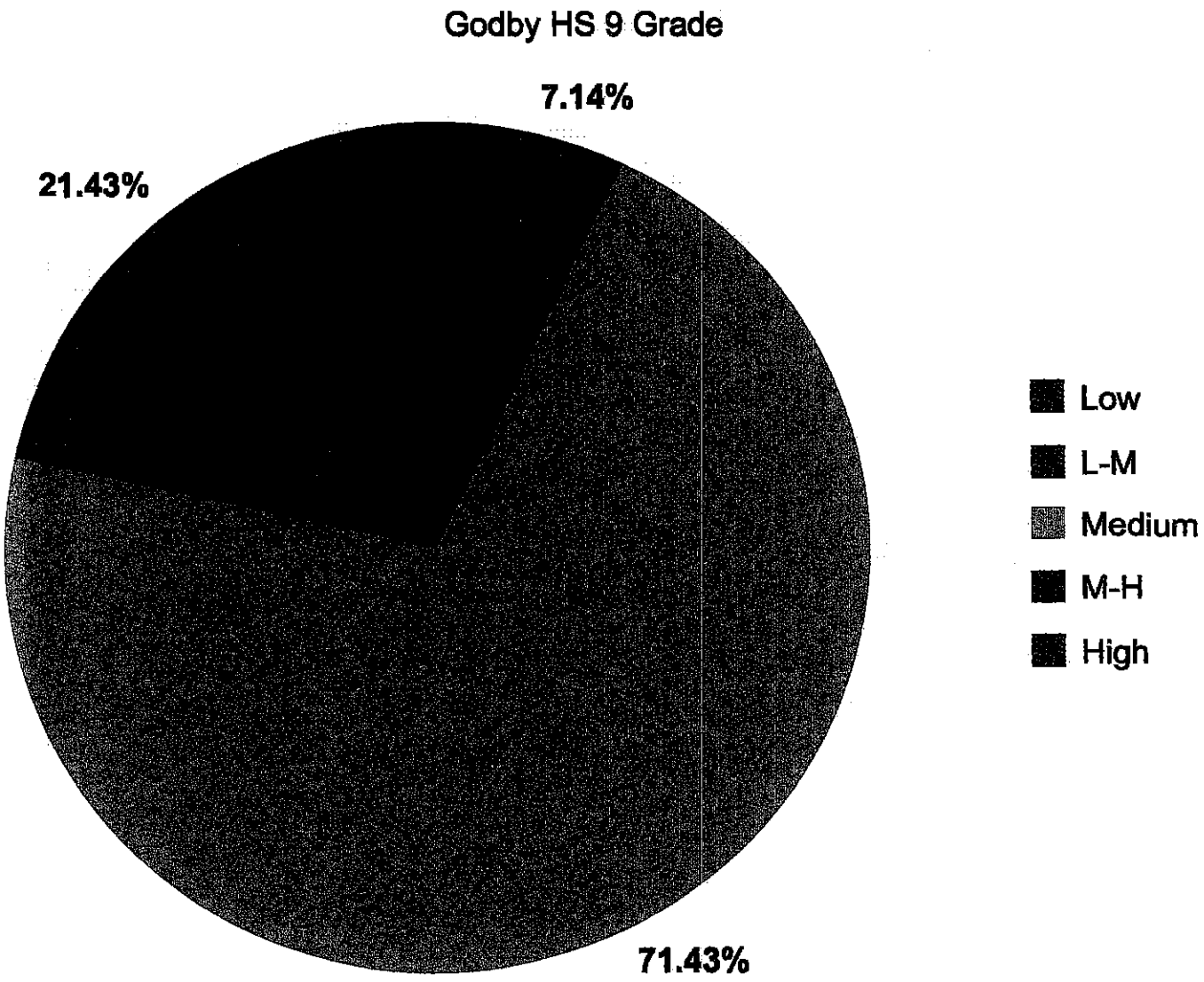
WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

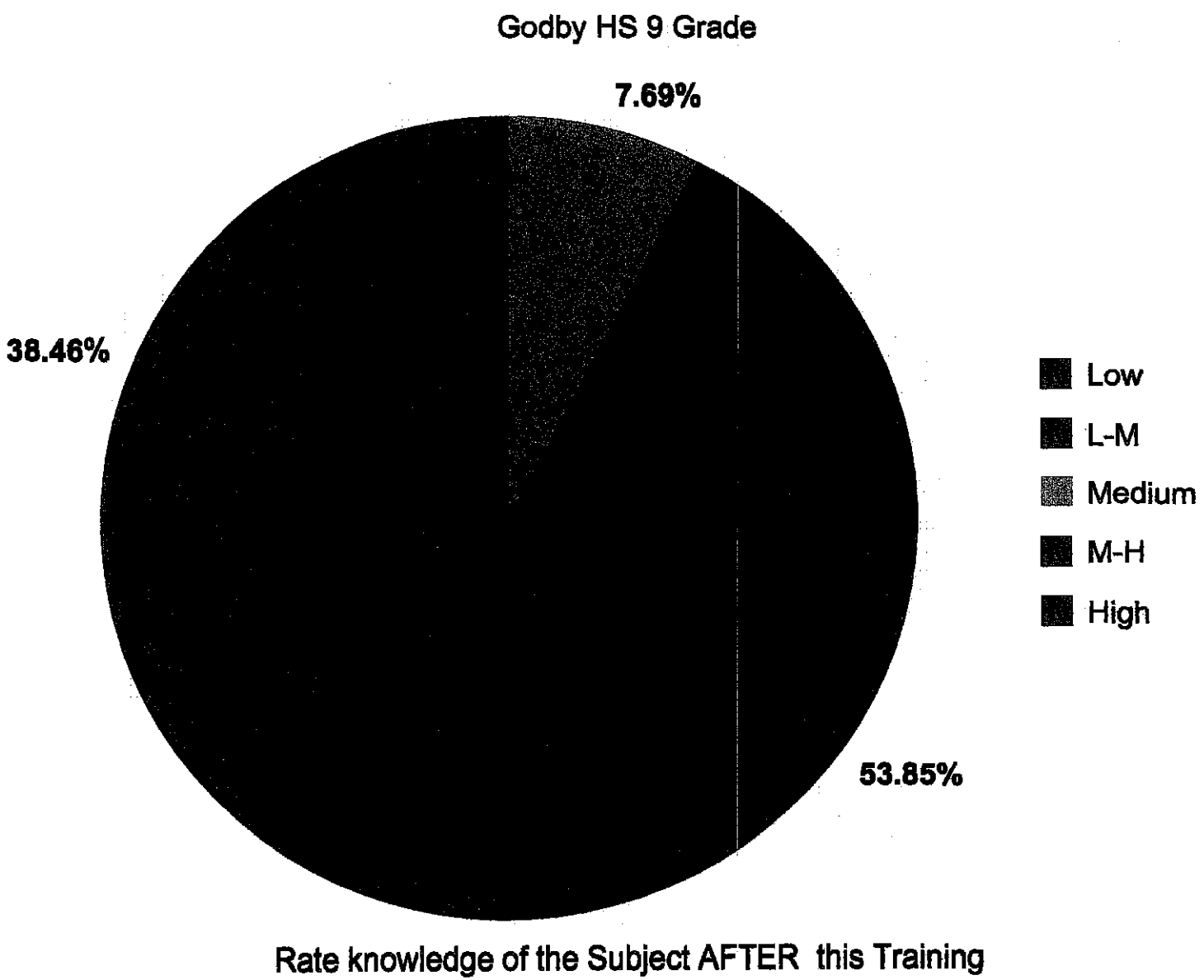
Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	4	5	0	0
Knowledge of the subject matter?	7	2	0	0
Showed enthusiasm and professionalism	5	5	0	0

1. Were the materials and overall presentation understandable?
   Yes (11) 79% Somewhat (3) Very Little (0) No
2. Did you find value in the content presented?
   Yes (7) 50% Somewhat (7) 50% Very Little No
3. The training has increased my knowledge of the area being presented.
   Yes (9) 64.2% Somewhat (4) 28.5% Very Little (1) No 7.2%
4. Overall, the content of the training was useful.
   Yes (10) 71.4% Somewhat (4) 28.5% Very Little (0) No
5. Rate your knowledge of the subject:

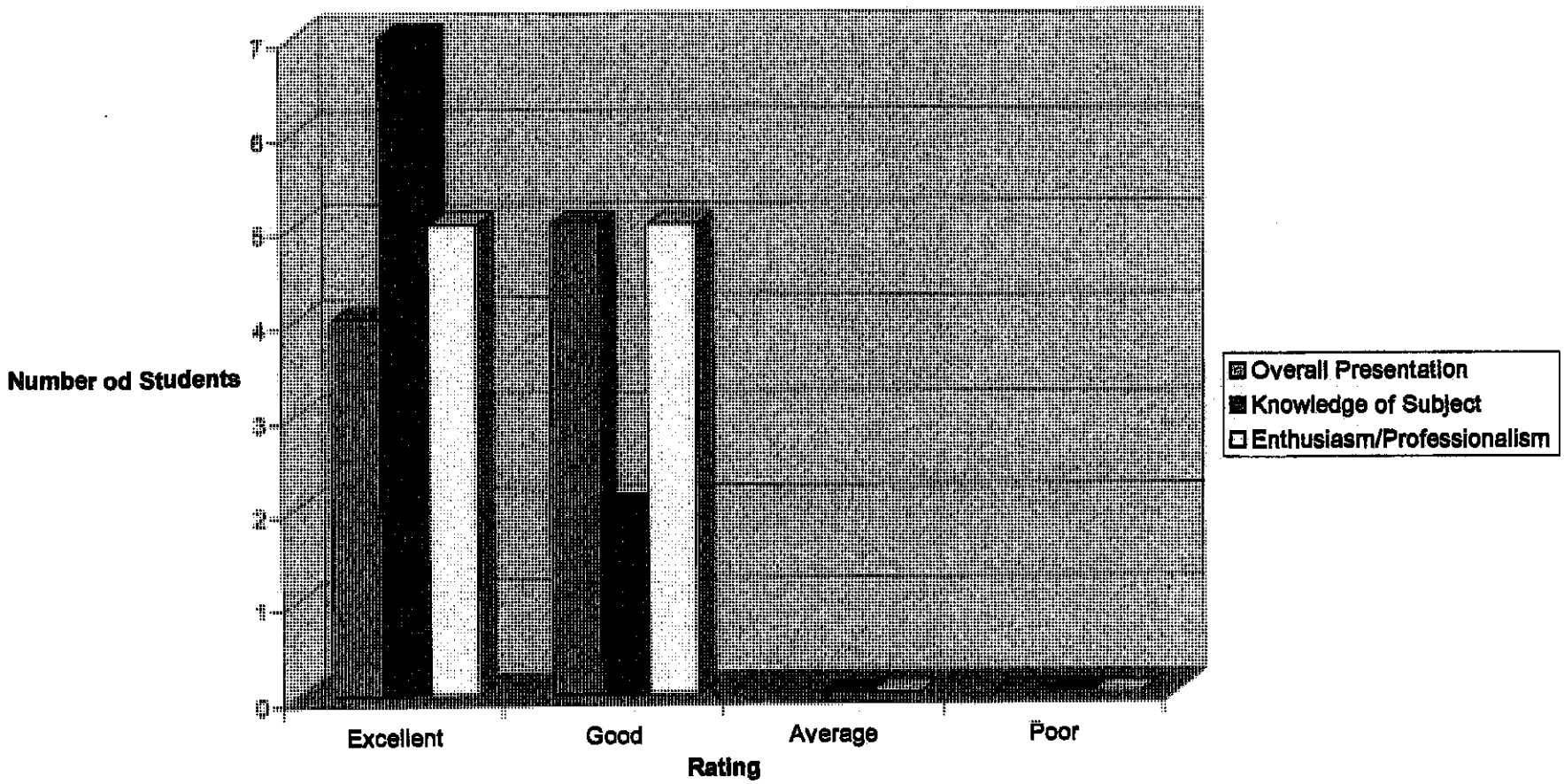
	LOW				HIGH	
BEFORE this training:	1	2 (1)	3 (10)	4 (3)	5	(see pie chart)
AFTER this training:	1	2	3 (1)	4 (7)	5 (5)	

6. What other training topics would you be interested attending in the future?
7. Additional Comments Not all of the students completed the top section of the evaluation.

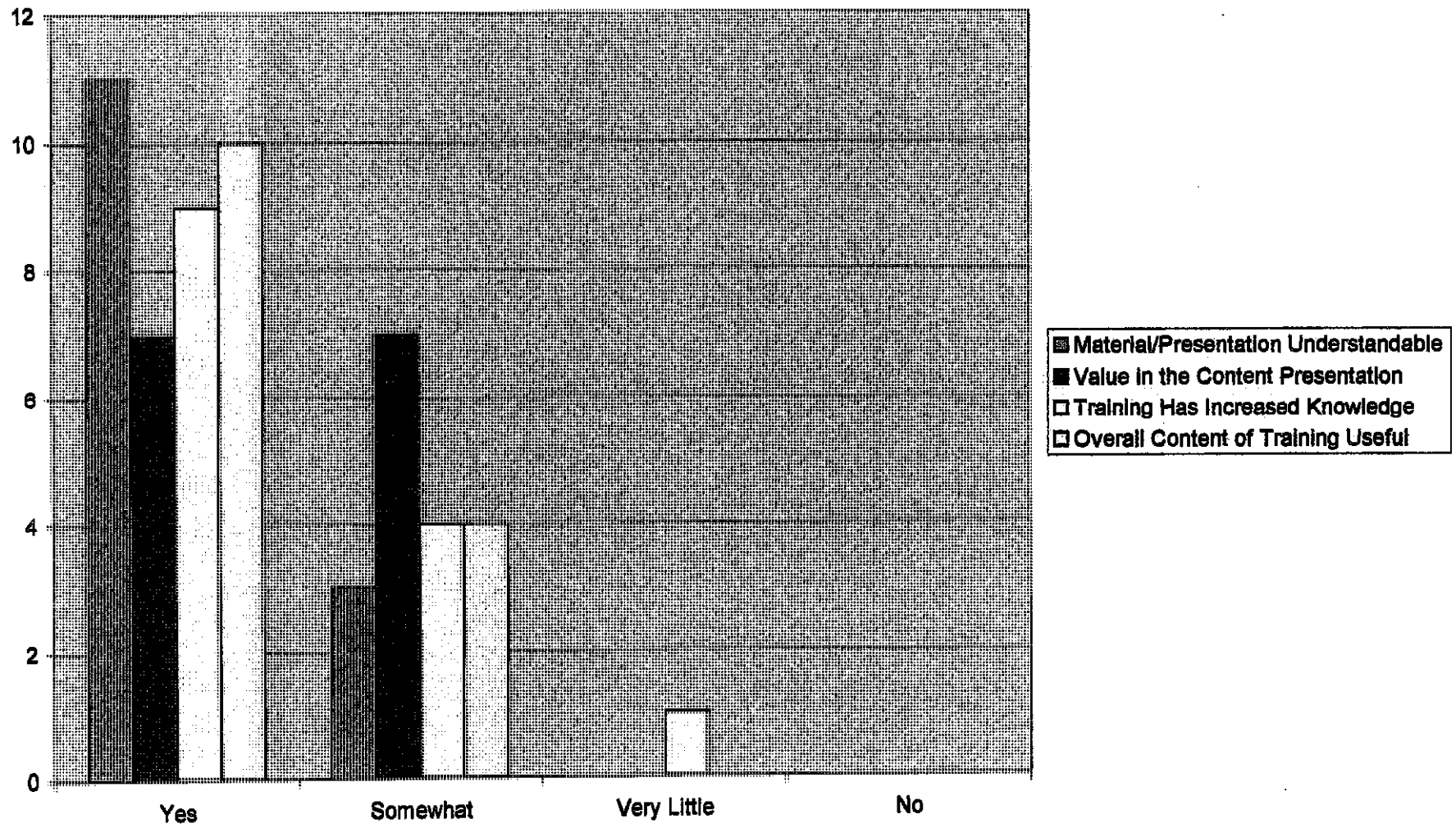

Godby HS 9 Grade
7.14%
21.43%
71.43%
Low
L-M
Medium
M-H
High
Rate knowledge of the Subject BEFORE this Training


Godby HS 9 Grade
7.69%
38.46%
53.85%
Low
L-M
Medium
M-H
High
Rate knowledge of the Subject AFTER this Training

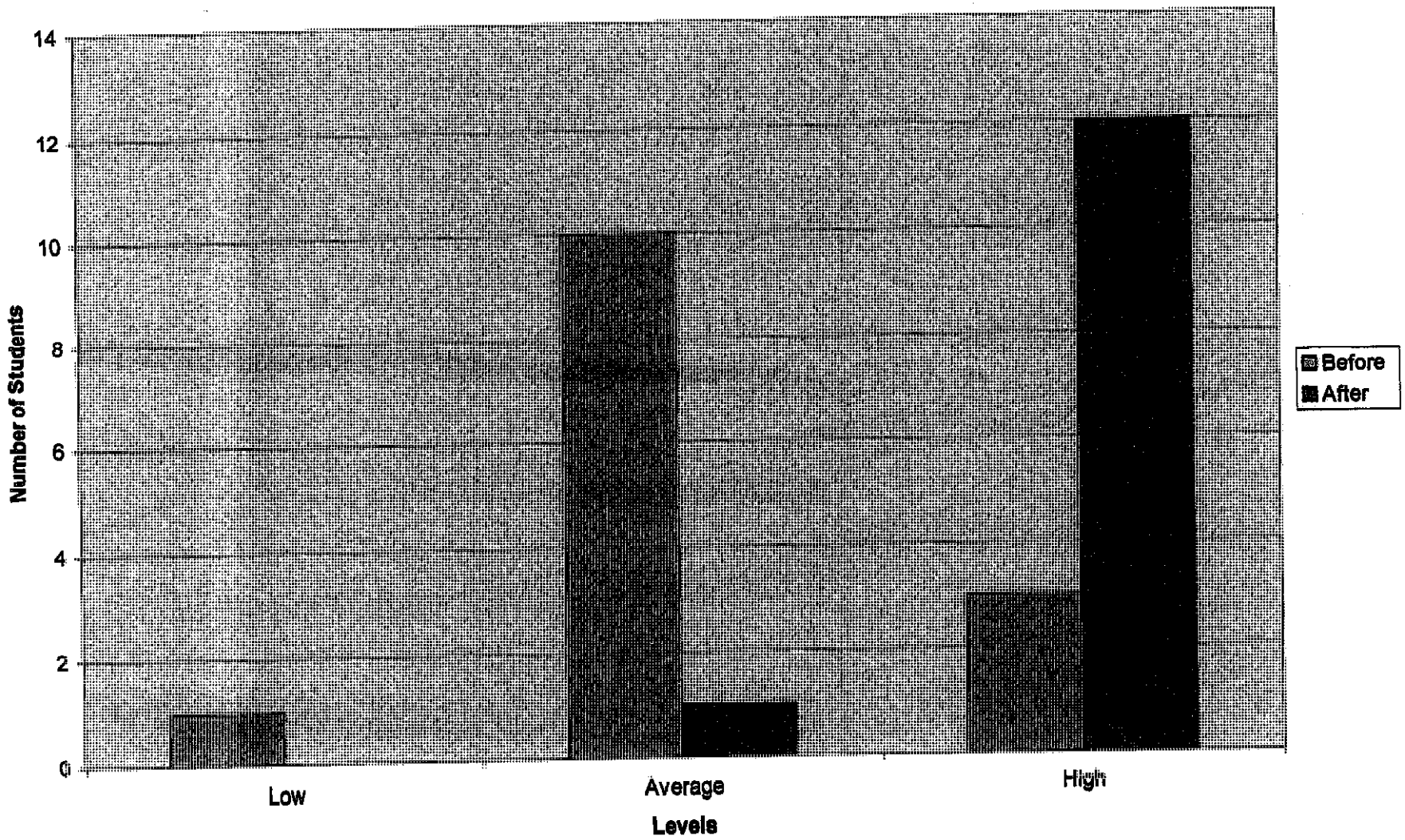
Instructor Analysis
Godby HS Grade 9



Presentation and Comprehension
Godby HS Grade 9



Rate Knowledge of Subject Godby HS Grade 9 (14)



WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** May 20, 2009

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?
7. Additional Comments

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5/20/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?

Yes (Somewhat) Very Little No

2. Did you find value in the content presented?

Yes (Somewhat) Very Little No

3. The training has increased my knowledge of the area being presented.

Yes (Somewhat) Very Little No

4. Overall, the content of the training was useful.

(Yes) Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?
Not sure

7. Additional Comments

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5/18/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   Yes (Somewhat) Very Little No
3. The training has increased my knowledge of the area being presented.
   Yes Somewhat (Very Little) No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?

7. Additional Comments _____

Godby

14

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles Date: May 20, 2009

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?

(Yes) Somewhat Very Little No

2. Did you find value in the content presented?

(Yes) Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

(Yes) Somewhat Very Little No

4. Overall, the content of the training was useful.

(Yes) Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	(2)	3	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?

7. Additional Comments I really enjoyed Ms. Knowles coming to teach the different skills in my class. This has really helped me alot.

EVALUATIONS

Godby High School

10th Grade

5-13-09

21 Students Submitted eval.

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** _____

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	7 33%	9 43%	4 (19%)	1 (4.76%)
Knowledge of the subject matter?	12 57%	9 43%	0	0
Showed enthusiasm and professionalism	16 76.2%	2 (9.52%)	3 (14.28%)	0

1. Were the materials and overall presentation understandable?

Yes 14 66.7% Somewhat 7 (33.3%) Very Little No

2. Did you find value in the content presented?

Yes 7 33.3% Somewhat 11 (52.3%) Very Little 3 (14.28%) No

3. The training has increased my knowledge of the area being presented.

Yes 7 33.3% Somewhat 7 33.3% Very Little 6 29% No 1

4. Overall, the content of the training was useful.

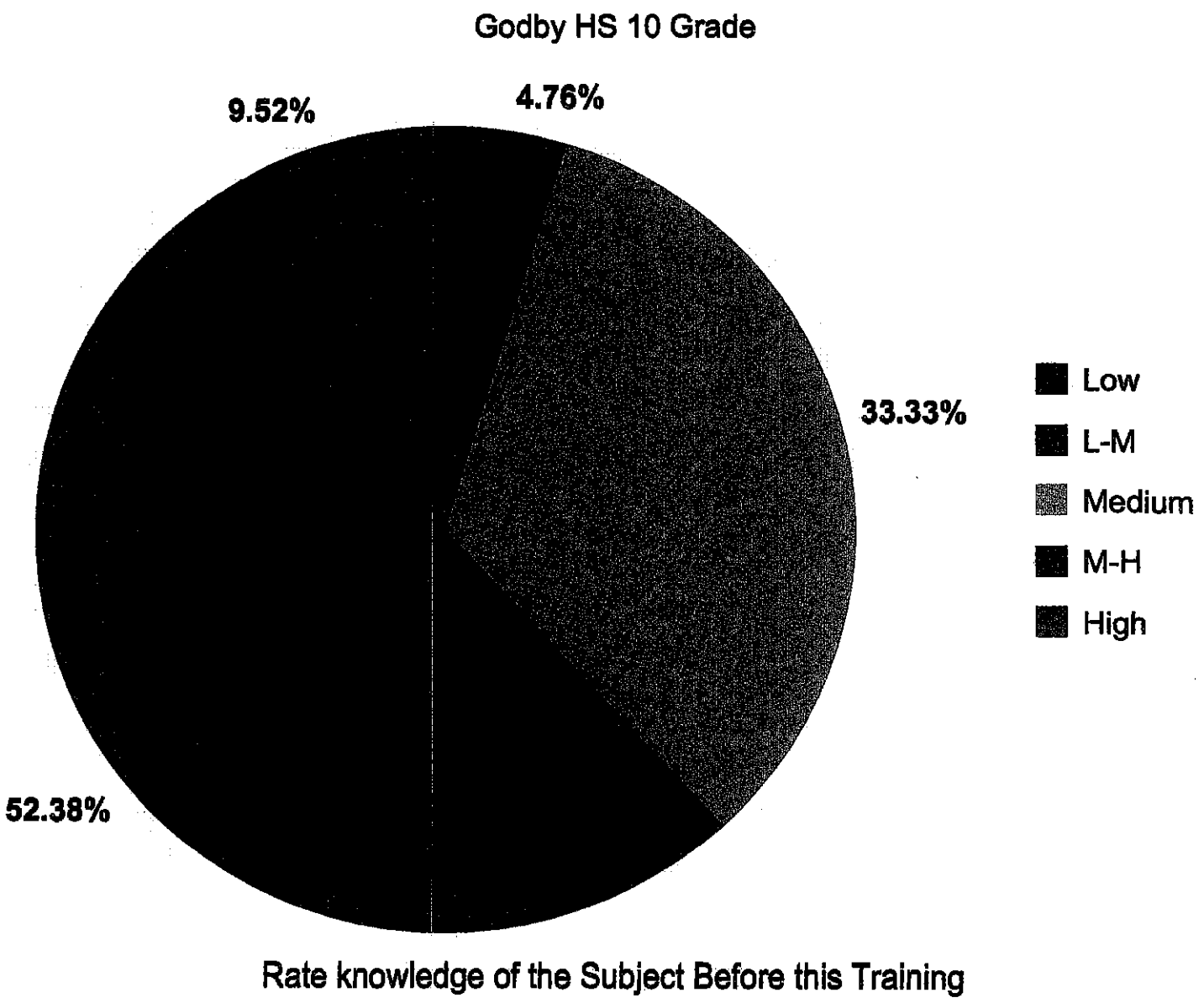
Yes 13 (62%) Somewhat 5 (25%) Very Little 2 (10%) No

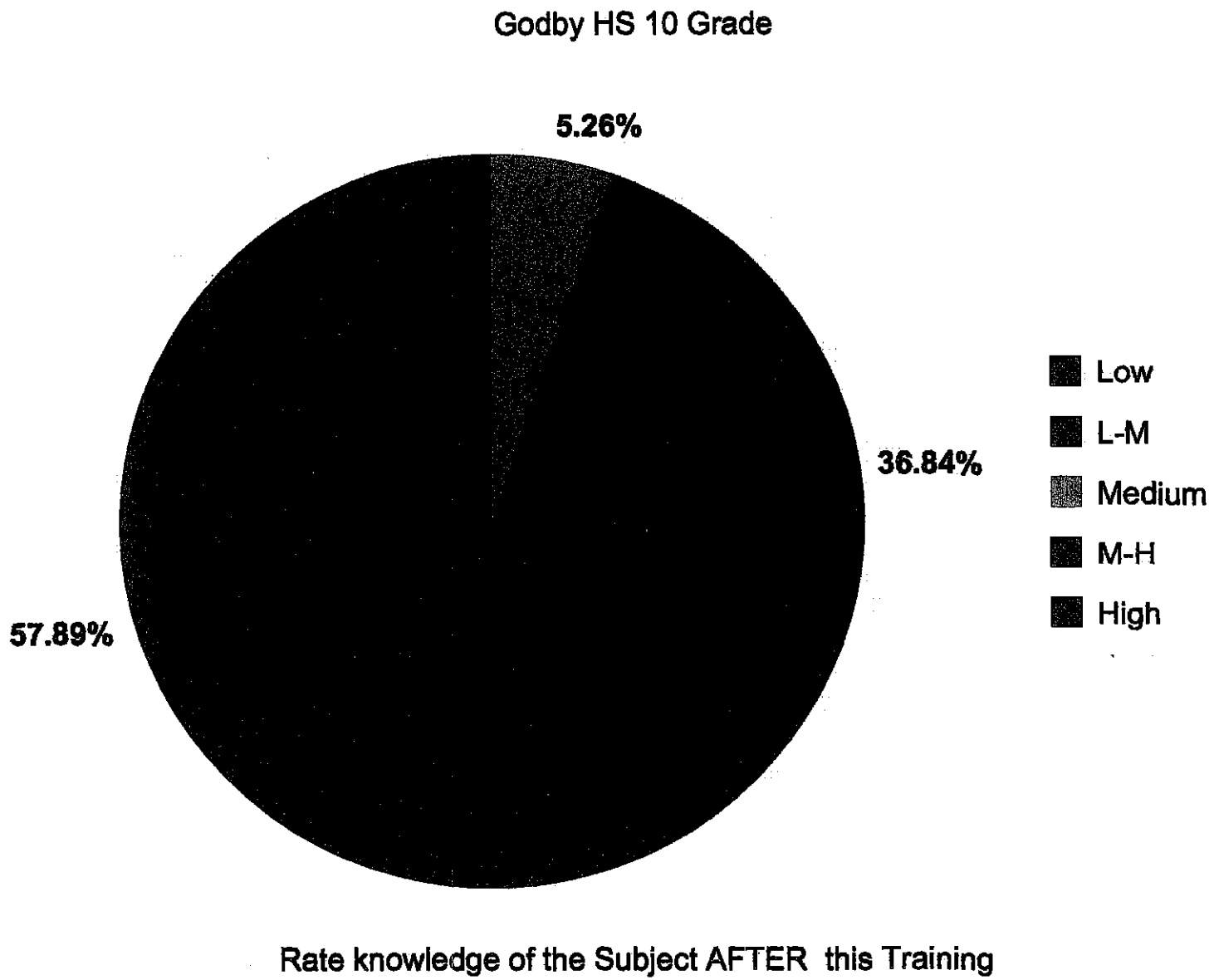
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1 0	2 (1)	3 (7) 33.3%	4 (11) 52.3%	5 (2) (9.52%)
AFTER this training:	1 0	2 0	3 (1) (5.3%)	4 (7) (36.9%)	5 (11) (57.9%)

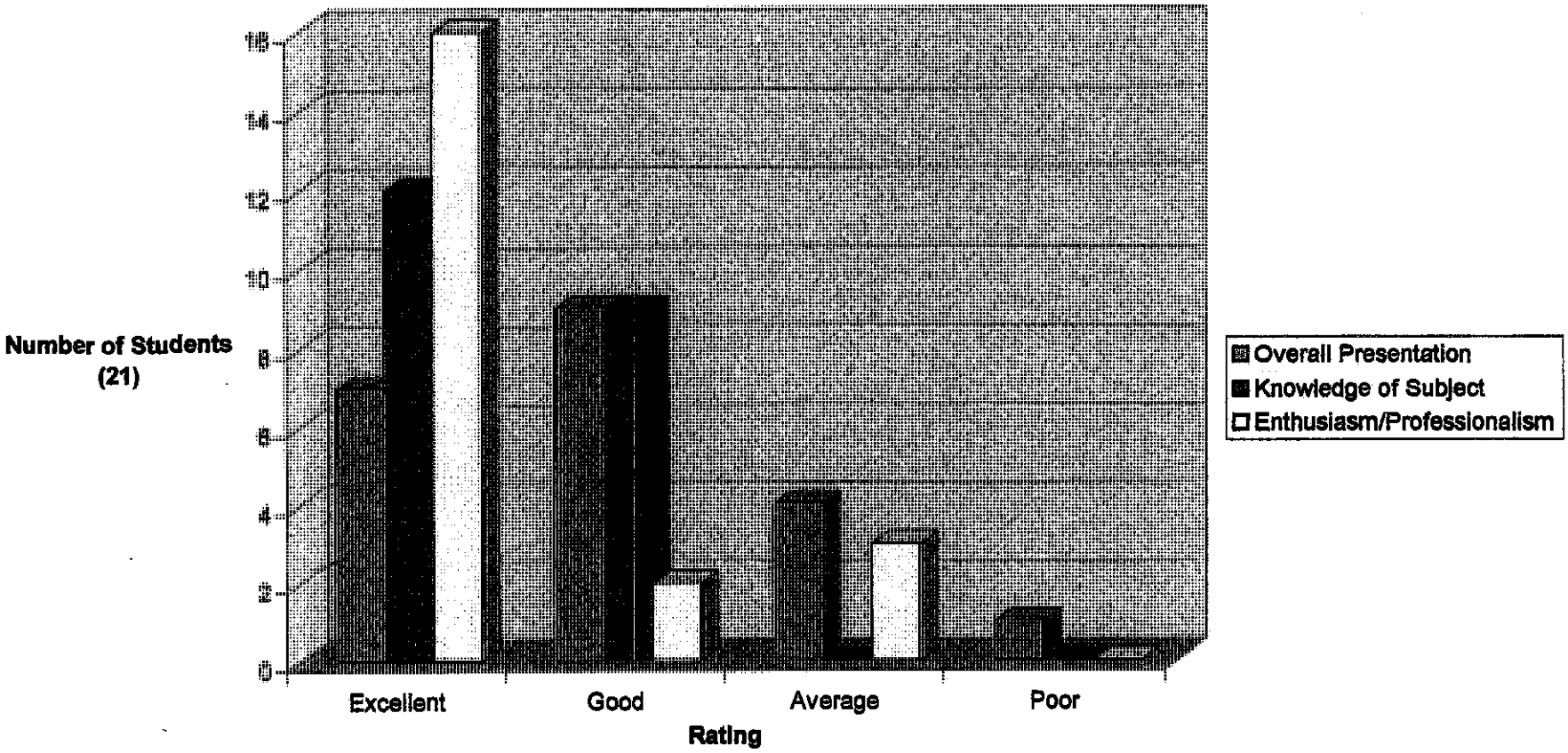
6. What other training topics would you be interested attending in the future?

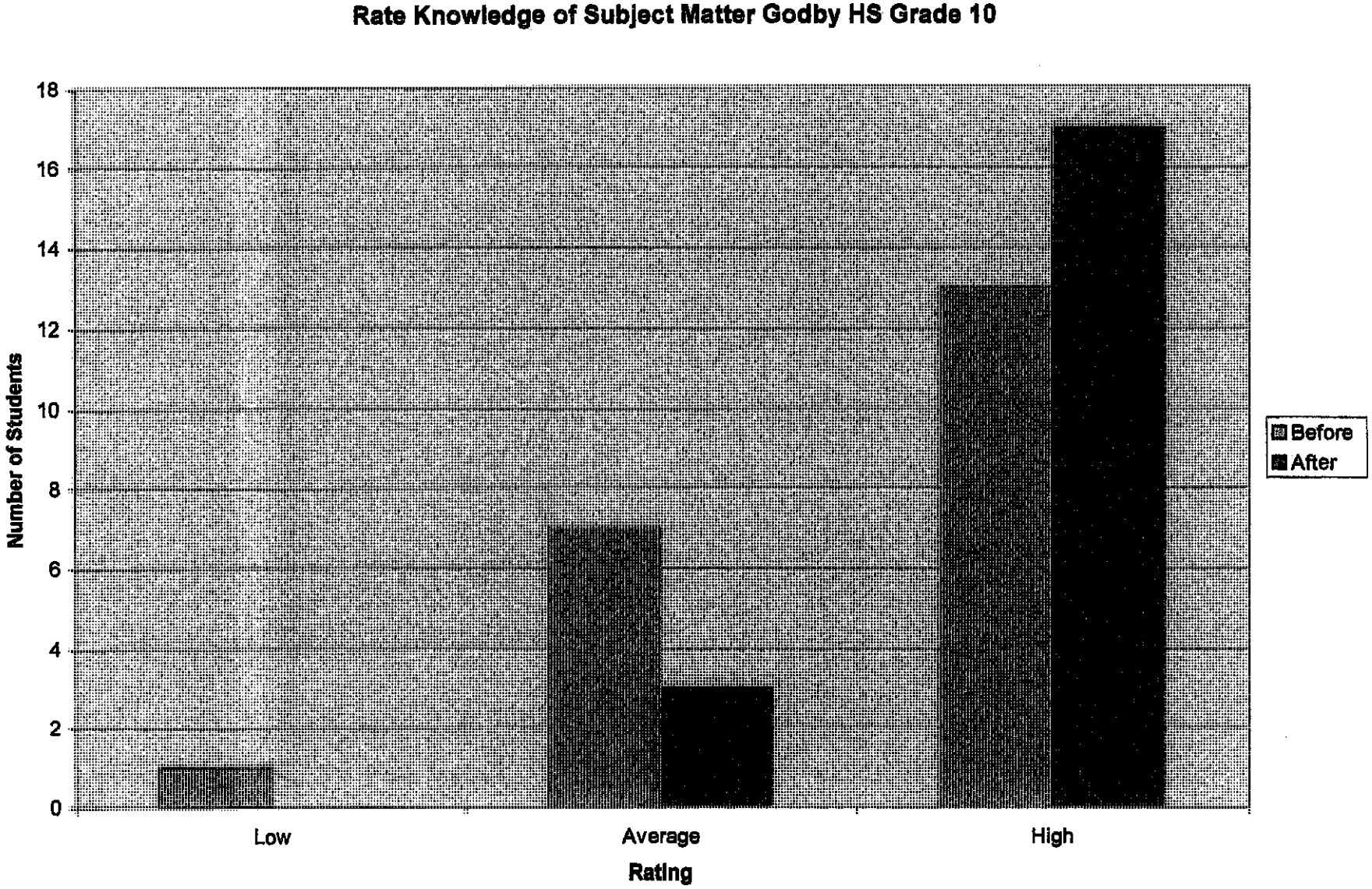
7. Additional Comments Fifty-two percent of the student rated the knowledge of soft skills moderately high before the training. After the training approximatly 58 percent of the group rated their knowledge as high.


Godby HS 10 Grade
9.52%
4.76%
33.33%
52.38%
Low
L-M
Medium
M-H
High
Rate knowledge of the Subject Before this Training

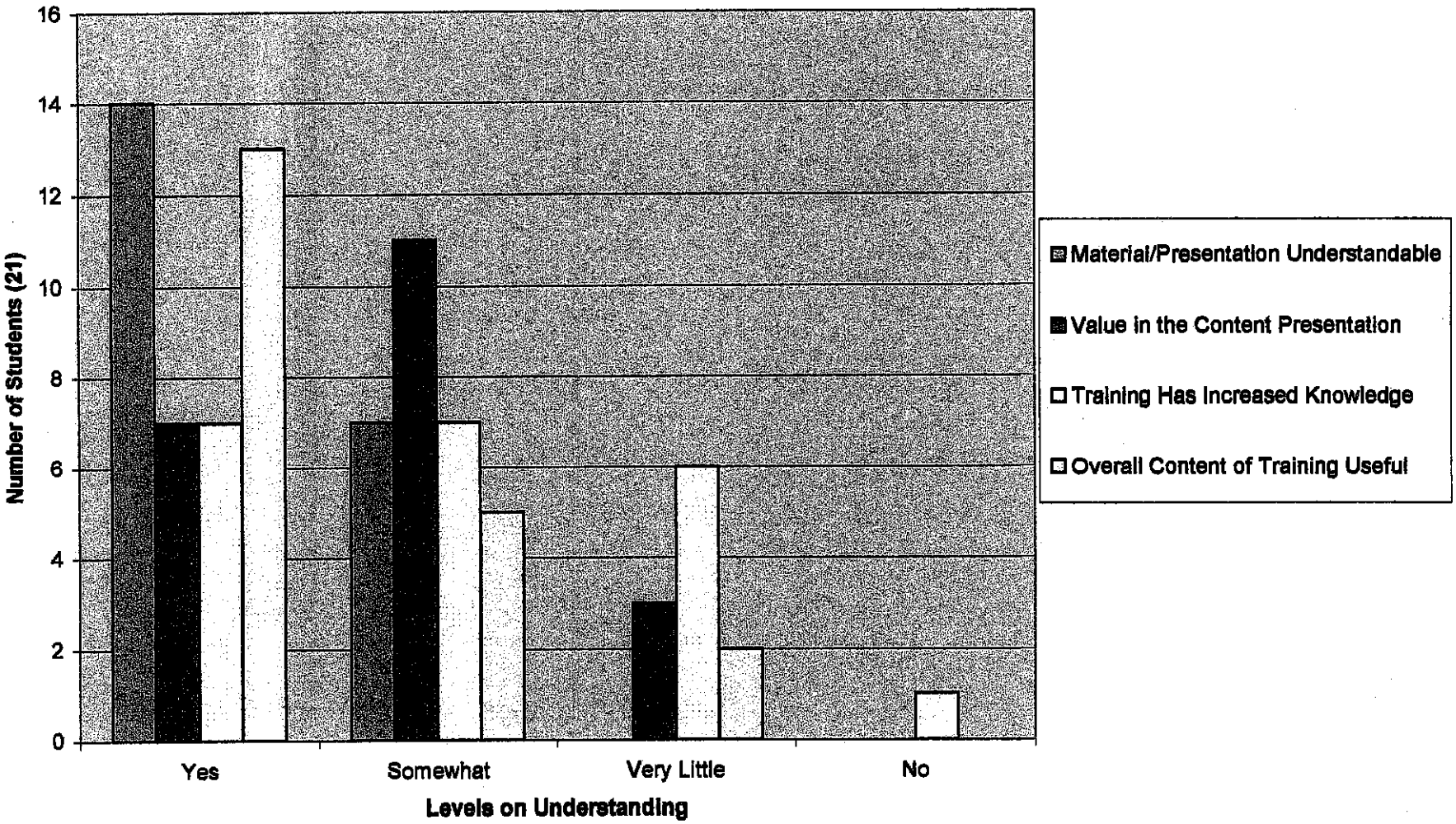

Godby HS 10 Grade
5.26%
36.84%
57.89%
Low
L-M
Medium
M-H
High
Rate knowledge of the Subject AFTER this Training

Instructor Analysis
Godby High School 10 Grade Students




Rate Knowledge of Subject Matter Godby HS Grade 10
Number of Students
18
16
14
12
10
8
6
4
2
0
Low
Average
High
Rating
Before
After

Presentation & Comprehension
Godby High School 10th Grade



10 Grade

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5/1/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	X			
Knowledge of the subject matter?	X			
Showed enthusiasm and professionalism	X			

1. Were the materials and overall presentation understandable?

~~Yes~~ Somewhat Very Little No

2. Did you find value in the content presented?

Yes ~~Somewhat~~ Very Little No

3. The training has increased my knowledge of the area being presented.

Yes ~~Somewhat~~ Very Little No

4. Overall, the content of the training was useful.

Yes Somewhat ~~Very Little~~ No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	~~4~~	5
AFTER this training:	1	2	3	4	~~5~~

6. What other training topics would you be interested attending in the future? None

7. Additional Comments Thank for having have to help!

10th grade

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5-13-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	✓			
Knowledge of the subject matter?	✓			
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?

(Yes) Somewhat Very Little No

2. Did you find value in the content presented?

(Yes) Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

(Yes) Somewhat Very Little No

4. Overall, the content of the training was useful.

Yes (Somewhat) Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future? Finding a Summer Jobs for Teenagers 14-15 years old.

7. Additional Comments I enjoyed and recreated all the information presented to me by Ms. Knowles. I now feel that I am prepared to go into the professional world and can excel. I feel Job Savvy.

10th grade

WORKFORCE *plus*

10 pts

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5-13-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	X			
Knowledge of the subject matter?	X			
Showed enthusiasm and professionalism	X			

1. Were the materials and overall presentation understandable?

Yes (Somewhat) Very Little No

2. Did you find value in the content presented?

(Yes) Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

(Yes) Somewhat Very Little No

4. Overall, the content of the training was useful.

(Yes) Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future? none

7. Additional Comments Thank you for giving me extra info on things I didn't know and now know. It will help me in the future

EVALUATIONS

W. Gadsden High School

9th Grade

WORKFORCE plus

Gadesden.

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5-21-09.

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	5 (36%)	7 (50%)	2 (14.2%)	
Knowledge of the subject matter?	5 (33.3%)	9 (64.3%)	1 (6.66%)	
Showed enthusiasm and professionalism	7 (47%)	6 (40%	2 (13.3%)	

1. Were the materials and overall presentation understandable?

   Yes 9 (60%) Somewhat 5 (33.3) Very Little 1 (6.66) No

2. Did you find value in the content presented?

   Yes 7 (47%) Somewhat 8 (53%) ery Little . No

3. The training has increased my knowledge of the area being presented.

   Yes 6 (40%) Somewhat 8 (53%) Very Little No (1) (6.6%)

4. Overall, the content of the training was useful.

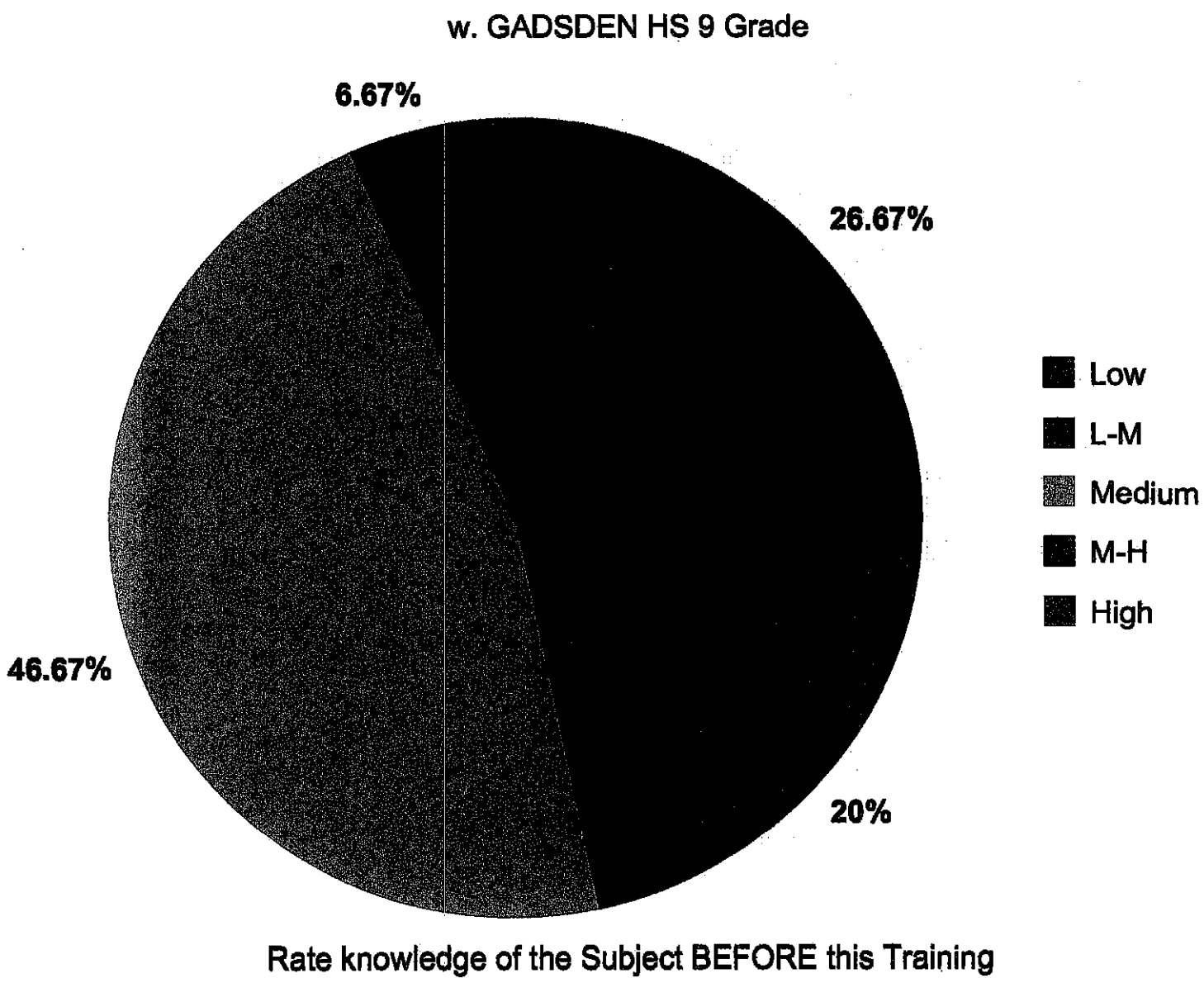
   Yes 7 (47%) Somewhat 6 (40%) ery Little No

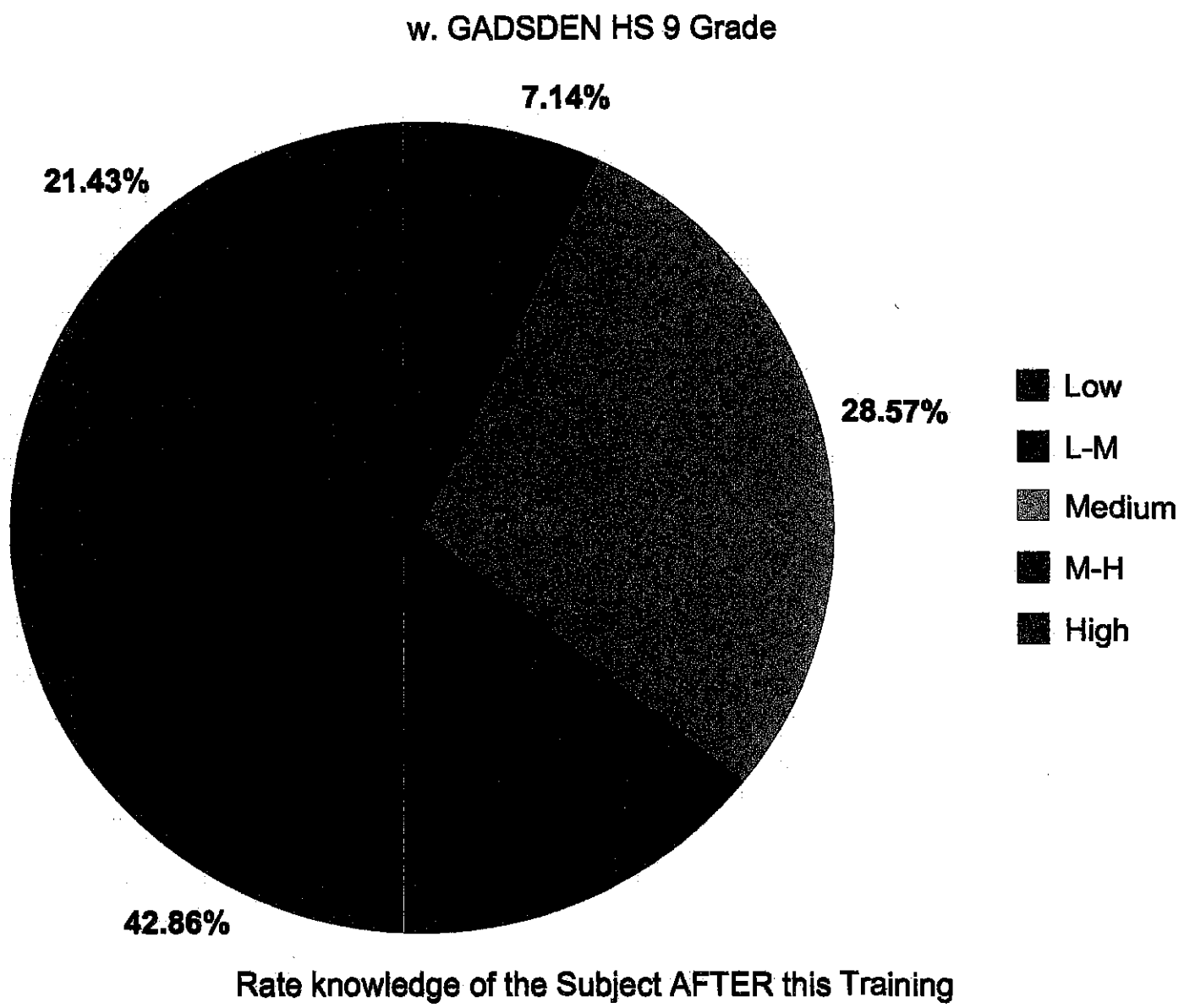
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1 (4)	2 (3)	3 (7) (47%)	4 (1)	5 (0)
AFTER this training:	1	2 (1)	3 (4) (29%)	4 (6) (43%)	5 (3) (21.43 %)

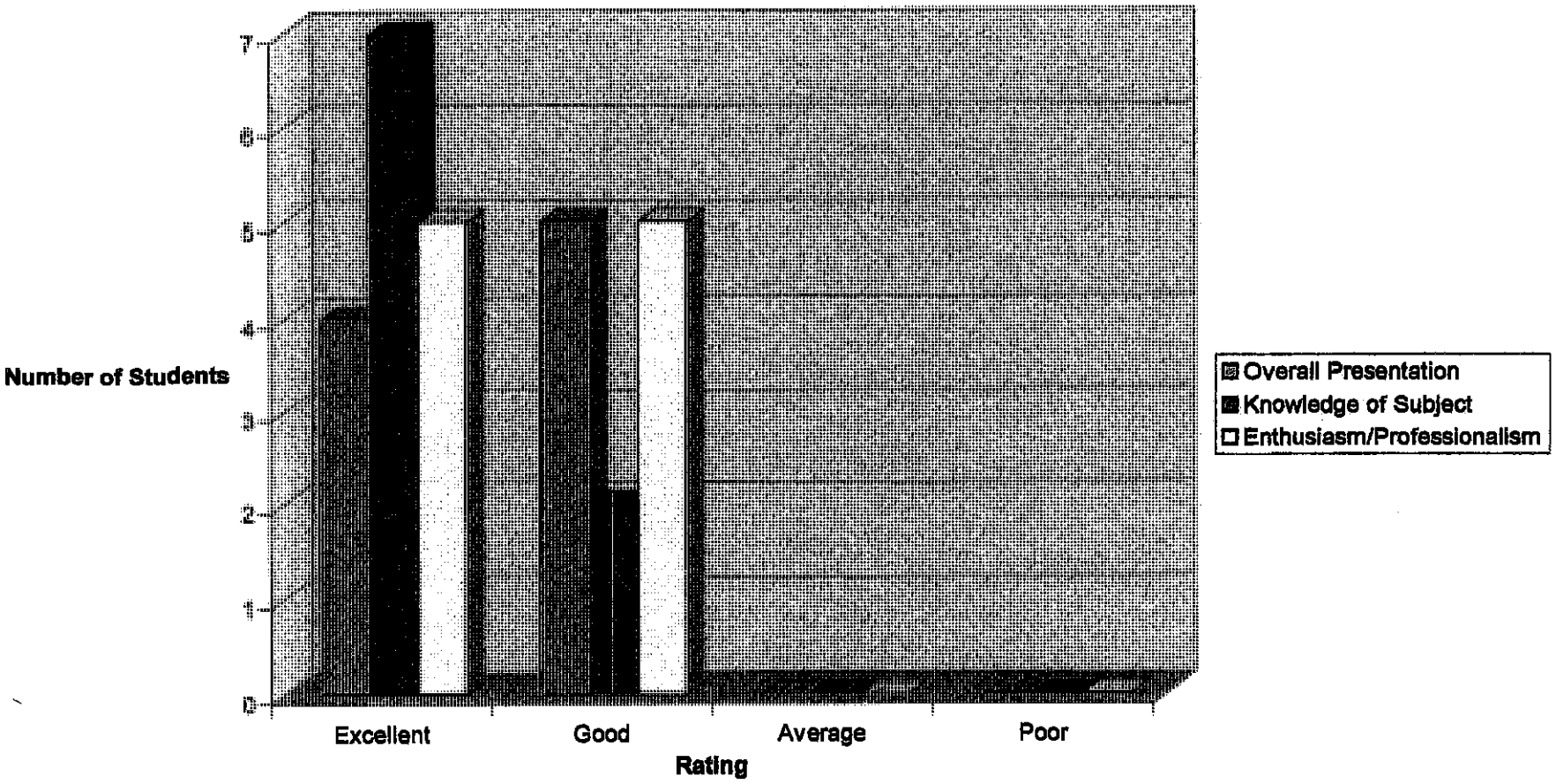
6. What other training topics would you be interested attending in the future?

7. Additional Comments

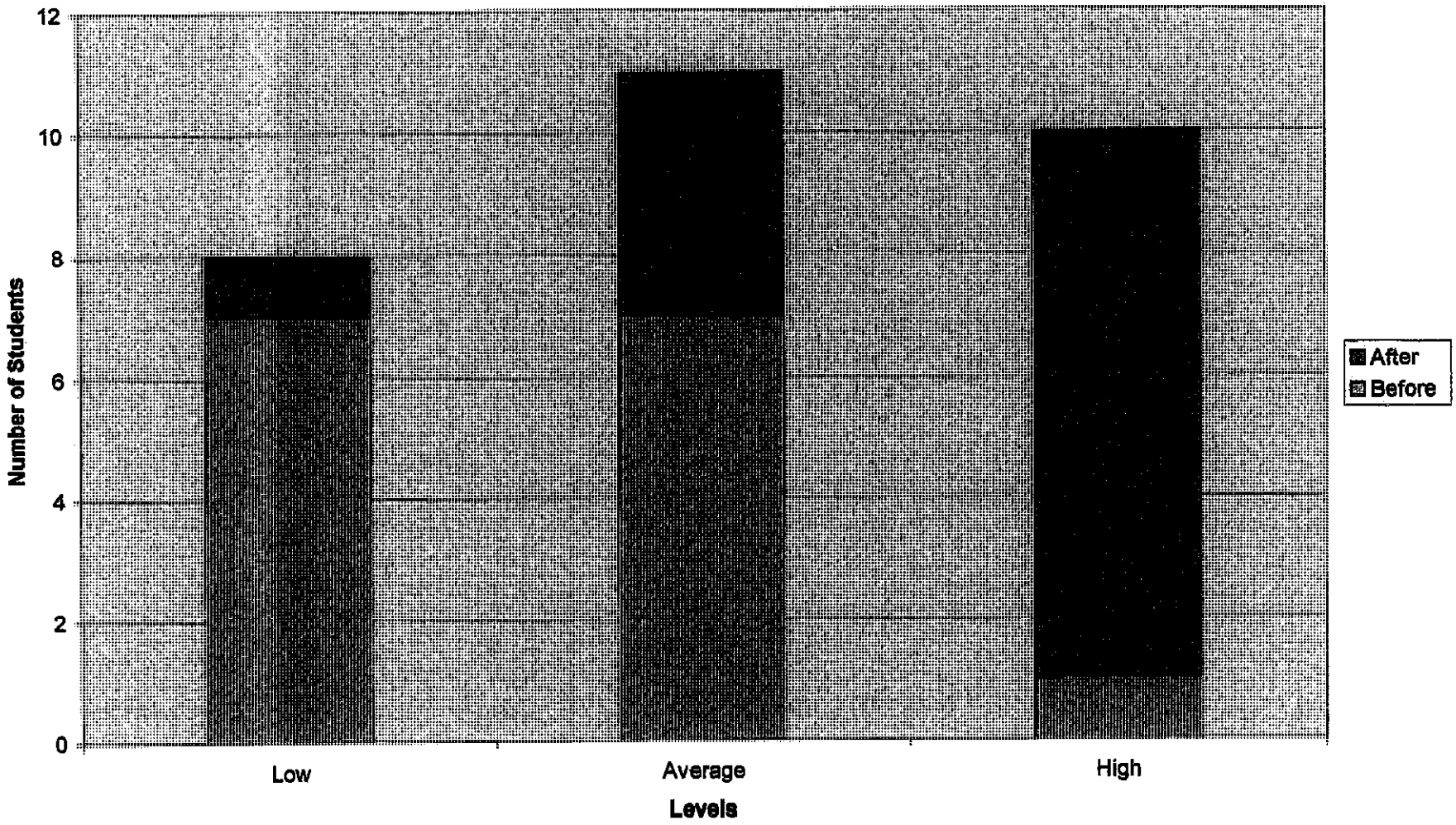

w. GADSDEN HS 9 Grade
6.67%
26.67%
46.67%
20%
Low
L-M
Medium
M-H
High
Rate knowledge of the Subject BEFORE this Training


w. GADSDEN HS 9 Grade
7.14%
21.43%
28.57%
42.86%
Low
L-M
Medium
M-H
High
Rate knowledge of the Subject AFTER this Training

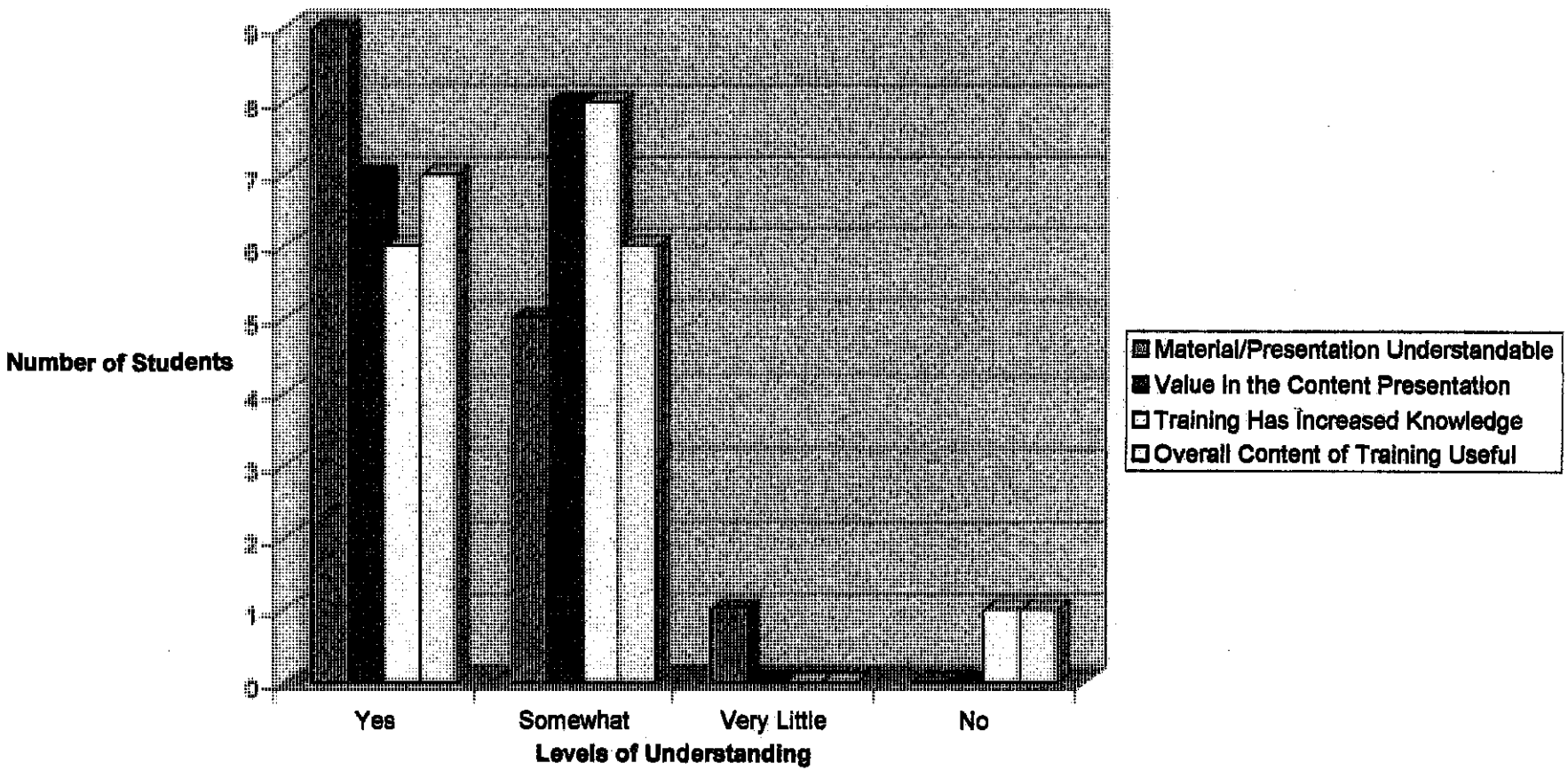
Instructor Analysis
West Gadsden High School



Rate Your Khowledge of Subject
West Gadsden High School



Presentation and Comprehension
West Gadsden High School



WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5/21/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?		✓		
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?

   Yes (Somewhat) Very Little No

2. Did you find value in the content presented?

   Yes (Somewhat) Very Little No

3. The training has increased my knowledge of the area being presented.

   (Yes) Somewhat Very Little No

4. Overall, the content of the training was useful.

   Yes (Somewhat) Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future? How to get into college

7. Additional Comments _____

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** May 21, 2009

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		✓		
Knowledge of the subject matter?		✓		
Showed enthusiasm and professionalism		✓	✓	

1. Were the materials and overall presentation understandable?

   (Yes) Somewhat Very Little No

2. Did you find value in the content presented?

   Yes (Somewhat) Very Little No

3. The training has increased my knowledge of the area being presented.

   Yes (Somewhat) Very Little No

4. Overall, the content of the training was useful.

   (Yes) Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	(2)	3	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future? Child Care

7. Additional Comments

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5-21-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	✓			
Knowledge of the subject matter?		✓		
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?

(Yes) Somewhat Very Little No

2. Did you find value in the content presented?

(Yes) Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

Yes (Somewhat) Very Little No

4. Overall, the content of the training was useful.

(Yes) Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	(1)	2	3	4	5
AFTER this training:	1	2	(3)	4	5

6. What other training topics would you be interested attending in the future?
I would like the topic mechanics

7. Additional Comments

Evaluations

Wakulla HS

Wakulla High School

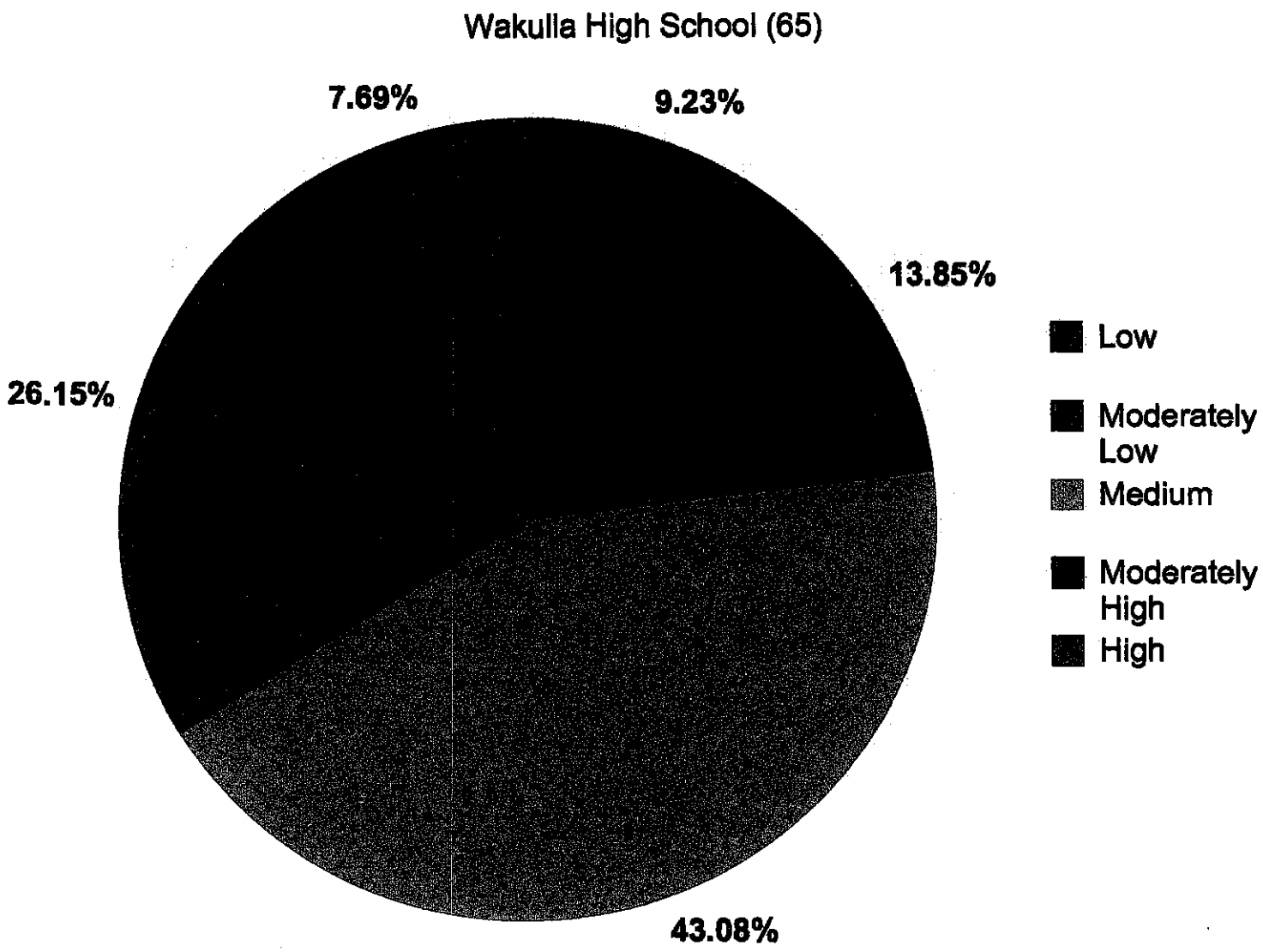
Sixty-five students completed evaluations. The charts below show the students rating of their knowledge of workplace skills before and after the training sessions.

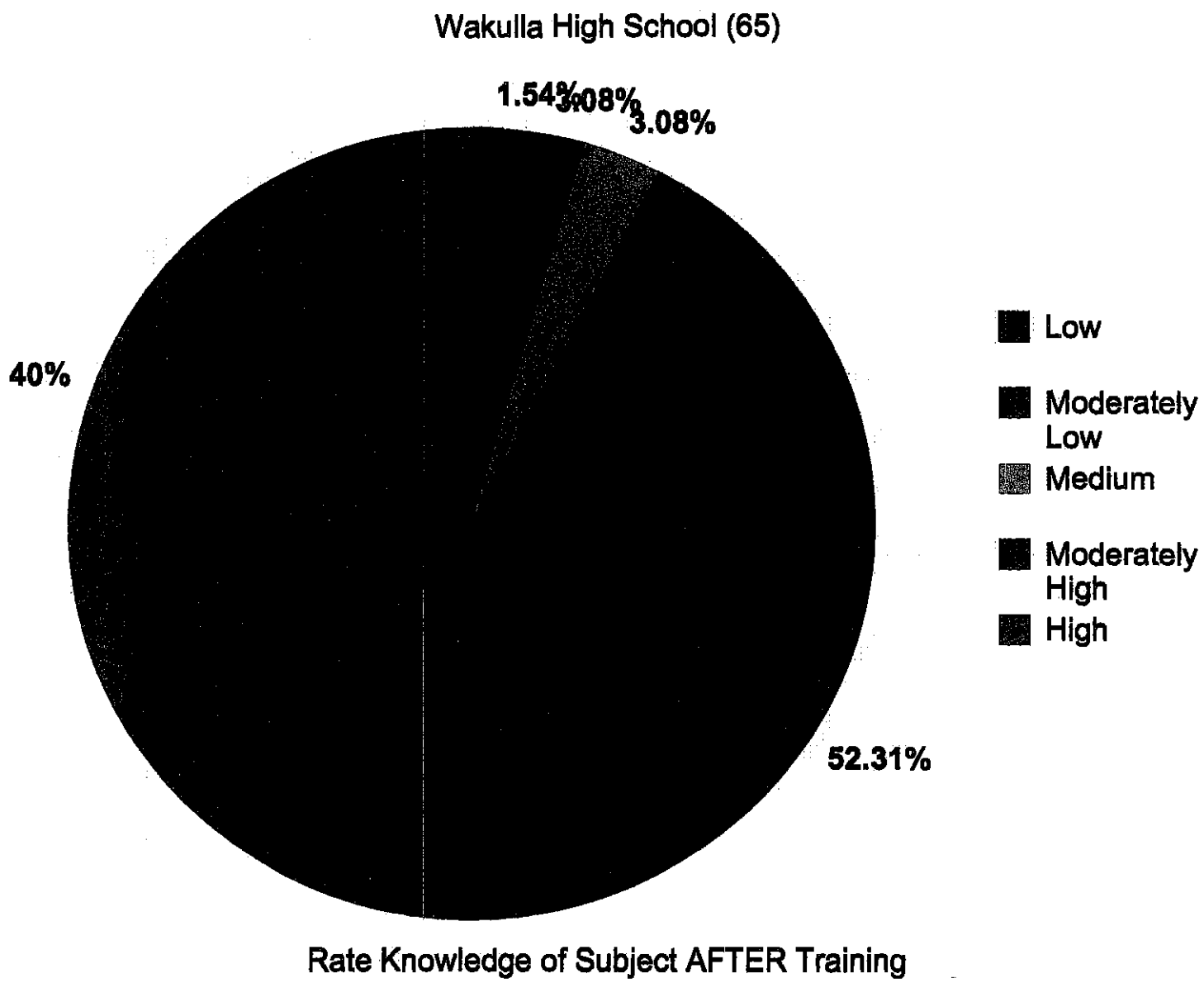
RATE BEFORE TRAINING						
9th grade	1	2	3	4	5	Evaluations per class
Period 1	2	1	7	2	2	14
Period 2	2	2	6	4	2	15
Period 3	1	4	9	7	1	22
Period 4	1	3	6	4	0	14
Totals	6	9	28	17	5	65

After the training more students rated their knowledge of the subject at a level 4 and 5 than before the training.

RATE AFTER TRAINING						
9th grade	1	2	3	4	5	Evaluations Per Class
Period 1	0	1	2	7	4	14
Period 2	1	0	0	10	4	15
Period 3	0	1	0	12	9	22
Period 4	0	0	0	5	9	14
Totals	1	2	2	34	26	65

See Pie Charts


Wakulla High School (65)
7.69%
9.23%
13.85%
26.15%
43.08%
Low
Moderately Low
Medium
Moderately High
High
Rate Knowledge of Subject BEFORE Training


Wakulla High School (65)
1.54%
3.08%
3.08%
40%
52.31%
Low
Moderately Low
Medium
Moderately High
High
Rate Knowledge of Subject AFTER Training

EVALUATIONS

Wakulla High School

9th Grade

(Period 1)

WORKFORCE plus

Wakulla
1st Period.

Seminar Evaluation Form

(14)

Instructor: Ms. Knowles Date: 5-19-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	4 (21.4%)	10 (71.4%)		
Knowledge of the subject matter?	8 (57.1%)	5 (36%)		1 (7.14%)
Showed enthusiasm and professionalism	8 (57.1%)	5 (36%)	1 (7.1%)	
				1 (7.14%)

1. Were the materials and overall presentation understandable?

Yes 10 (71.4%) Somewhat 3 (21.4%) Very Little 1 No

2. Did you find value in the content presented?

Yes 5 (35.7%) Somewhat 6 (42.8%) Very Little 2 (14.2%) No

3. The training has increased my knowledge of the area being presented.

Yes 5 (35.7%) Somewhat 6 (42.8%) Very Little 3 No

4. Overall, the content of the training was useful.

Yes 6 (42.8%) Somewhat 5 (35.7%) Very Little 3 (21.4%) No

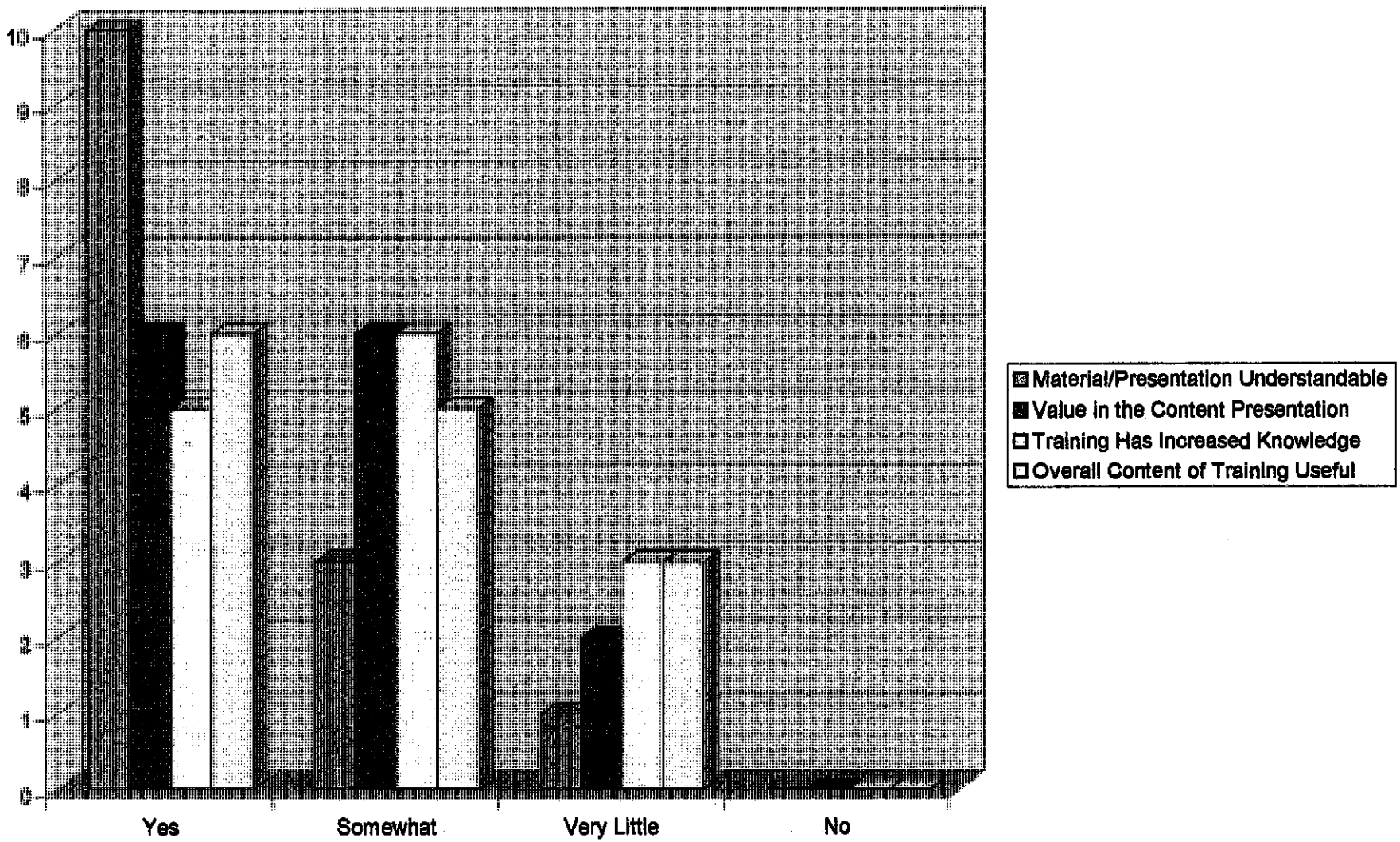
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1 (2)	2 (1)	3 (7)	4 (2)	5 (2)
AFTER this training:	1	2 (1)	3 (2)	4 (7)	5 (4)

6. What other training topics would you be interested attending in the future?

7. Additional Comments This group had little motivation, and wanted to sleep in class. Approximately 43 percent of the group found the training useful.

Presentation & Comprehension Wakulla HS Grade 9 Period 1



WORKFORCE plus

Seminar Evaluation Form

Instructor: Ms. Knowles Date: May 2009

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		The power point needed more time but was very good.		
Knowledge of the subject matter?	She was very knowledgeable.			
Showed enthusiasm and professionalism	She loved to go to work in and show us what she could.			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?
7. Additional Comments I think if she could be in the class room longer she could make a lot more students intrested in what she was talking about. She was very helpful with everything we learned.

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Mrs. Curtis Knowles **Date:** 5-19-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		√		
Knowledge of the subject matter?	√			
Showed enthusiasm and professionalism		√		

1. Were the materials and overall presentation understandable?

Yes (Somewhat) Very Little No

2. Did you find value in the content presented?

(Yes) Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

Yes (Somewhat) Very Little No

4. Overall, the content of the training was useful.

(Yes) Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?
I don't know at this moment.

7. Additional Comments

EVALUATIONS

Wetsuller High School

9th Grade

(Period 2)

WORKFORCE plus

Wakulla HS
2nd Period
(15)

Seminar Evaluation Form

Instructor: Ms. Knowles Date: 5-19-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	3 (20%)	8 (53.3%)	4 (26.6%)	0
Knowledge of the subject matter?	2 (13.3%)	8 (53.3%)	5 (33.3%)	0
Showed enthusiasm and professionalism	4 (26.6%)	7 (47%)	4 (26.6%)	0

1. Were the materials and overall presentation understandable?

Yes 11 (73%) Somewhat 2 (13.3%) Very Little 2 (13.3%) No

2. Did you find value in the content presented?

Yes 5 (33.3%) Somewhat (47%) Very Little (6%) No

3. The training has increased my knowledge of the area being presented.

Yes 6 (40%) Somewhat 3 (20%) Very Little 6 (40%) No

4. Overall, the content of the training was useful.

Yes 8 (53.5%) Somewhat 4 (26.6%) Very Little 3 (20%) No

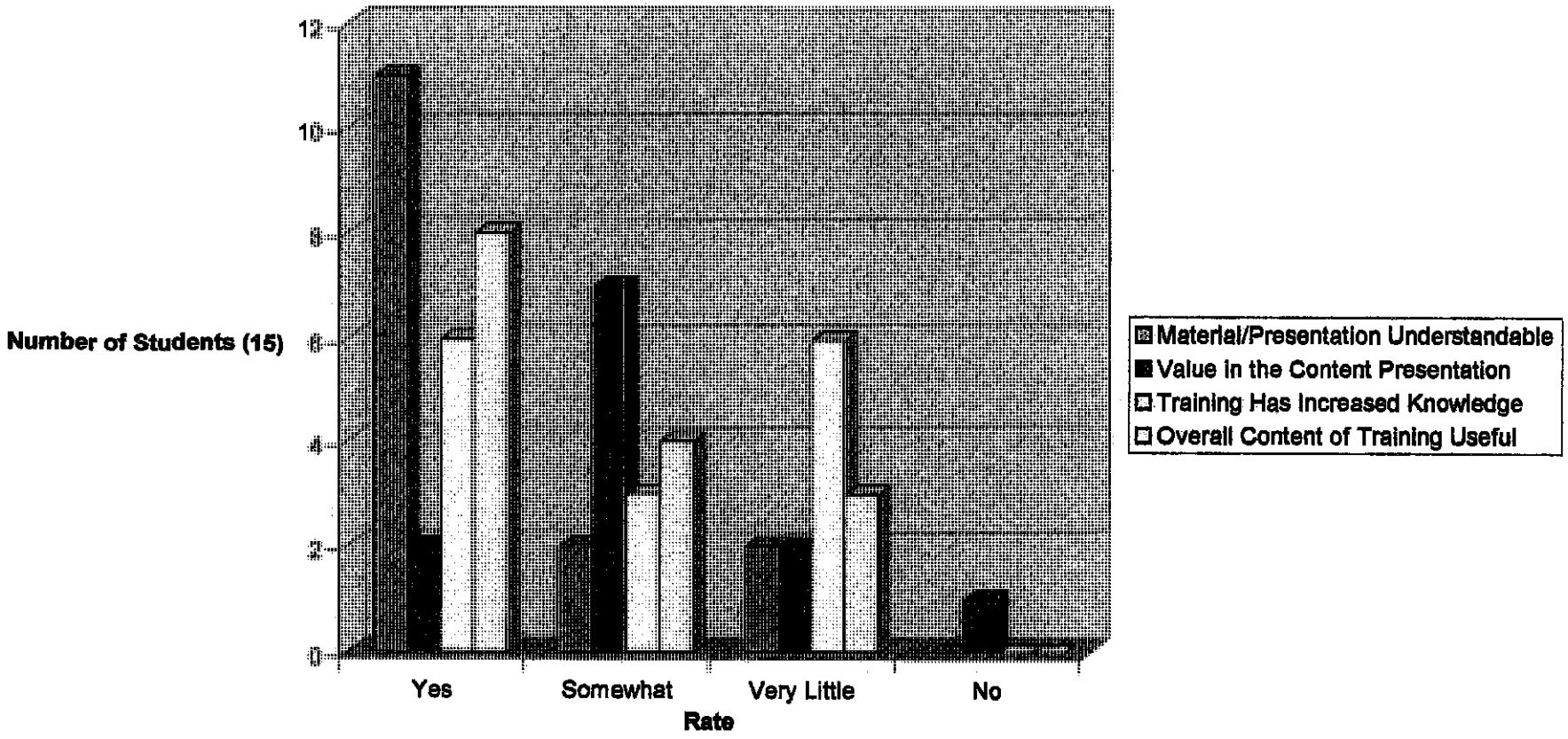
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1 (2)	2 (1)	3 (6)	4 (4)	5 (2)
AFTER this training:	1 (1)	2 (0)	3 (8)	4 (10)	5 (4)

6. What other training topics would you be interested attending in the future?

7. Additional Comments Sixty-seven percent (10) students rated their knowledge as moderately high after the trainings, compared to 27 percent (4) of the students before the sessions began.

Presentation & Comprehsion Wakulla HS Grade 9 Period 2



2nd Pd

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** _____

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		X		
Knowledge of the subject matter?			X	
Showed enthusiasm and professionalism		X		

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   Yes Somewhat (Very Little) No
3. The training has increased my knowledge of the area being presented.
   Yes (Somewhat) Very Little No
4. Overall, the content of the training was useful.
   Yes Somewhat (Very Little) No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?
7. Additional Comments _____

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** _____

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		✓		
Knowledge of the subject matter?		✓		
Showed enthusiasm and professionalism		✓		

1. Were the materials and overall presentation understandable?

Yes Somewhat Very Little No

2. Did you find value in the content presented?

Yes Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

Yes Somewhat Very Little No

4. Overall, the content of the training was useful.

Yes Somewhat Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?

7. Additional Comments _____

2

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 05/19/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		/		
Knowledge of the subject matter?		/		
Showed enthusiasm and professionalism		/		

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?
   IDK
7. Additional Comments Very helpful

EVALUATIONS

Wakulla High School

9th Grade

(Period 3)

WORKFORCE *plus*

Wakulla HS
3rd Period
(22)

Seminar Evaluation Form

Instructor: Ms. Knowles Date: 5-19-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	11 (50%)	8 (36.4%)	2 (13.3%)	1 (6.6%)
Knowledge of the subject matter?	11 (50%)	11 (50%)	0	0
Showed enthusiasm and professionalism	10 (46%)	5 (23%)	5 (23.%)	2 (13.3%)

1. Were the materials and overall presentation understandable?

Yes 16 (73%) Somewhat 6 (27%) Very Little . No

2. Did you find value in the content presented?

Yes 12 (55%) Somewhat 7 (47.8%) Very Little 2 . No (13.3%)

3. The training has increased my knowledge of the area being presented.

Yes 12 (55%) Somewhat 5 (33.3%) Very Little 5 (33.3%) No

4. Overall, the content of the training was useful.

Yes 12 (55%) Somewhat 6 (40%) Very Little 4 (26.6%) No

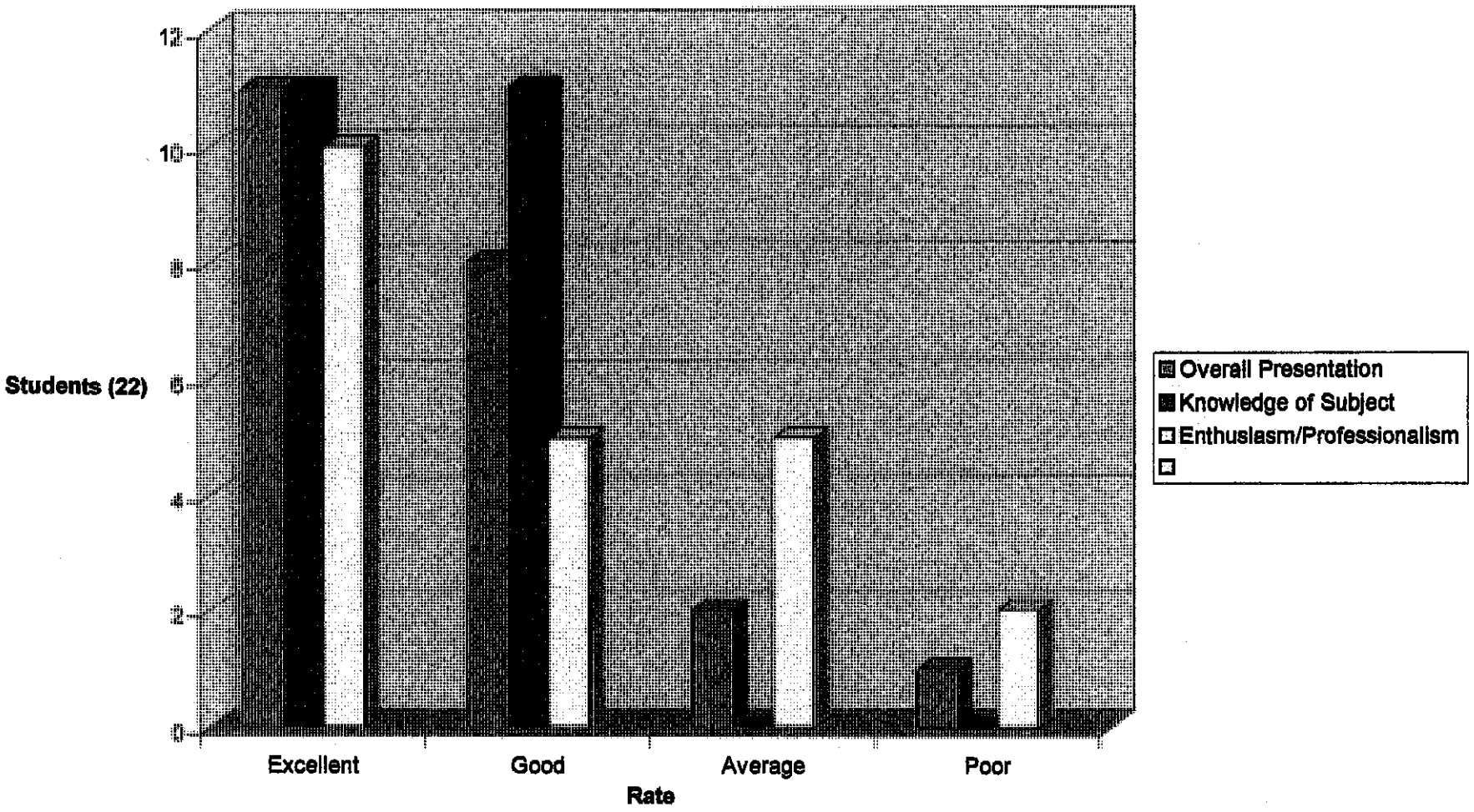
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1 (1)	2 (4)	3 (9)	4 (7)	5 (1)
AFTER this training:	1	2	3 (0)	4 (12)	5 (9)

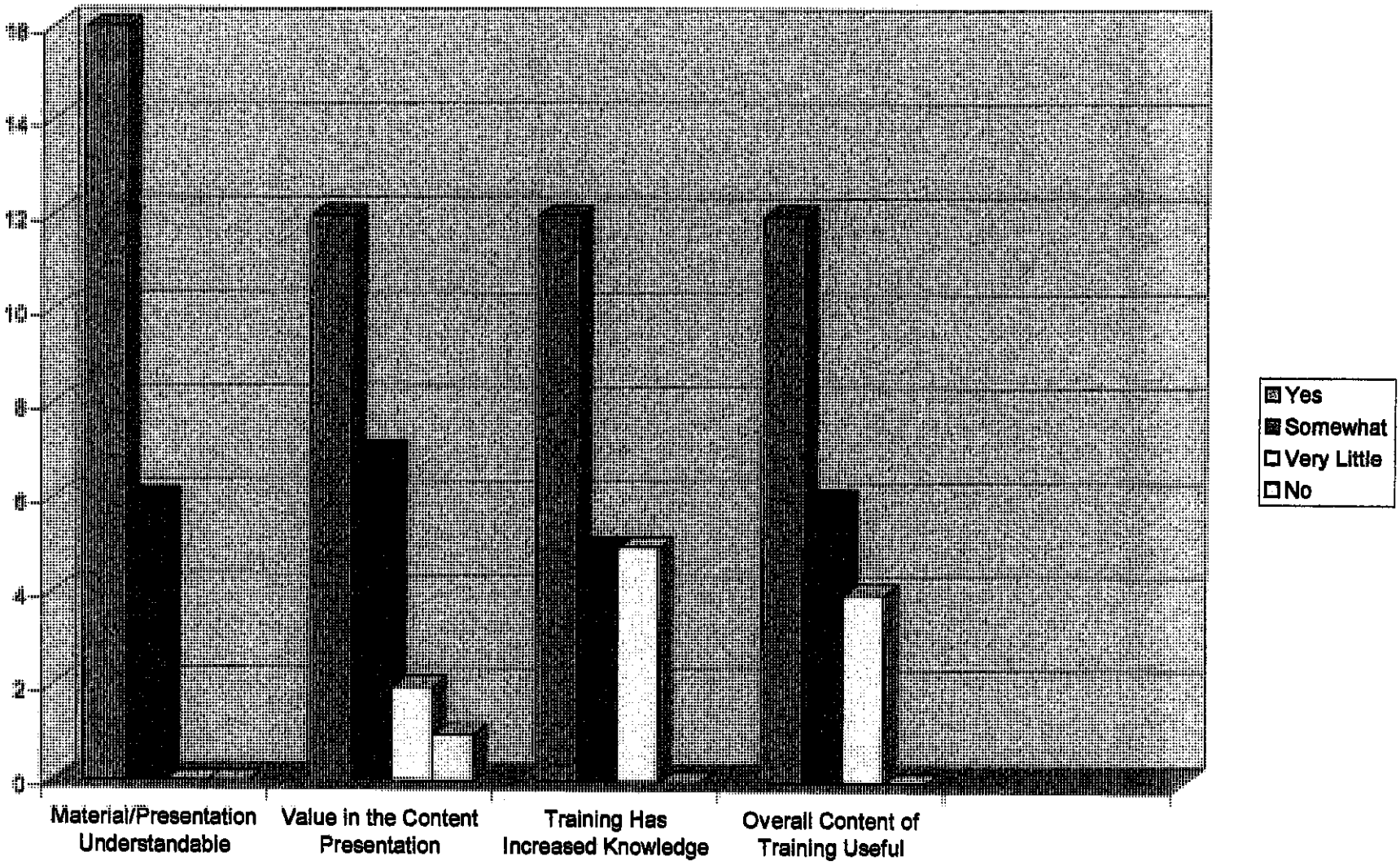
6. What other training topics would you be interested attending in the future?

7. Additional Comments Before the training only one student (4.5%) claimed that he/she rated their knowledge as high. However, after the training 41% (9 students) claimed to have a better grasp of the subject.

Instuctor Analysis Wakulla HS Grade 9 Period 3



Presentation/Comprehension Wakulla HS Grade 9 Period 3



WORKFORCE plus

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** May 18 09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	10			
Knowledge of the subject matter?	10			
Showed enthusiasm and professionalism	10			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   Yes (Somewhat) Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?
7. Additional Comments Mrs. Knowles was great all round!

WORKFORCE plus

Seminar Evaluation Form 3rd period

Instructor: Ms. Knowles **Date:** 5/19/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		X		
Knowledge of the subject matter?		X		
Showed enthusiasm and professionalism		X		

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future? how to write resume
7. Additional Comments GREAT!!!

EVALUATIONS

Wakulla High School

9th Grade

(Period 4)

WORKFORCE plus

Wakulla HS
4th Period

(14)

Seminar Evaluation Form

Instructor: Ms. Knowles Date: 5-19-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	8 (62%)	6 (38%)		
Knowledge of the subject matter?	12 (86%)	2 (14%)		
Showed enthusiasm and professionalism	12 (86%)	2 (14%)		

1. Were the materials and overall presentation understandable?

Yes 14 (100%) Somewhat Very Little No

2. Did you find value in the content presented?

Yes 12 (86%) Somewhat 2 (14%) Very Little No

3. The training has increased my knowledge of the area being presented.

Yes 10 (71.4%) Somewhat 4 (28.6%) Very Little No

4. Overall, the content of the training was useful.

Yes 11 (78%) Somewhat 3 (21%) Very Little No

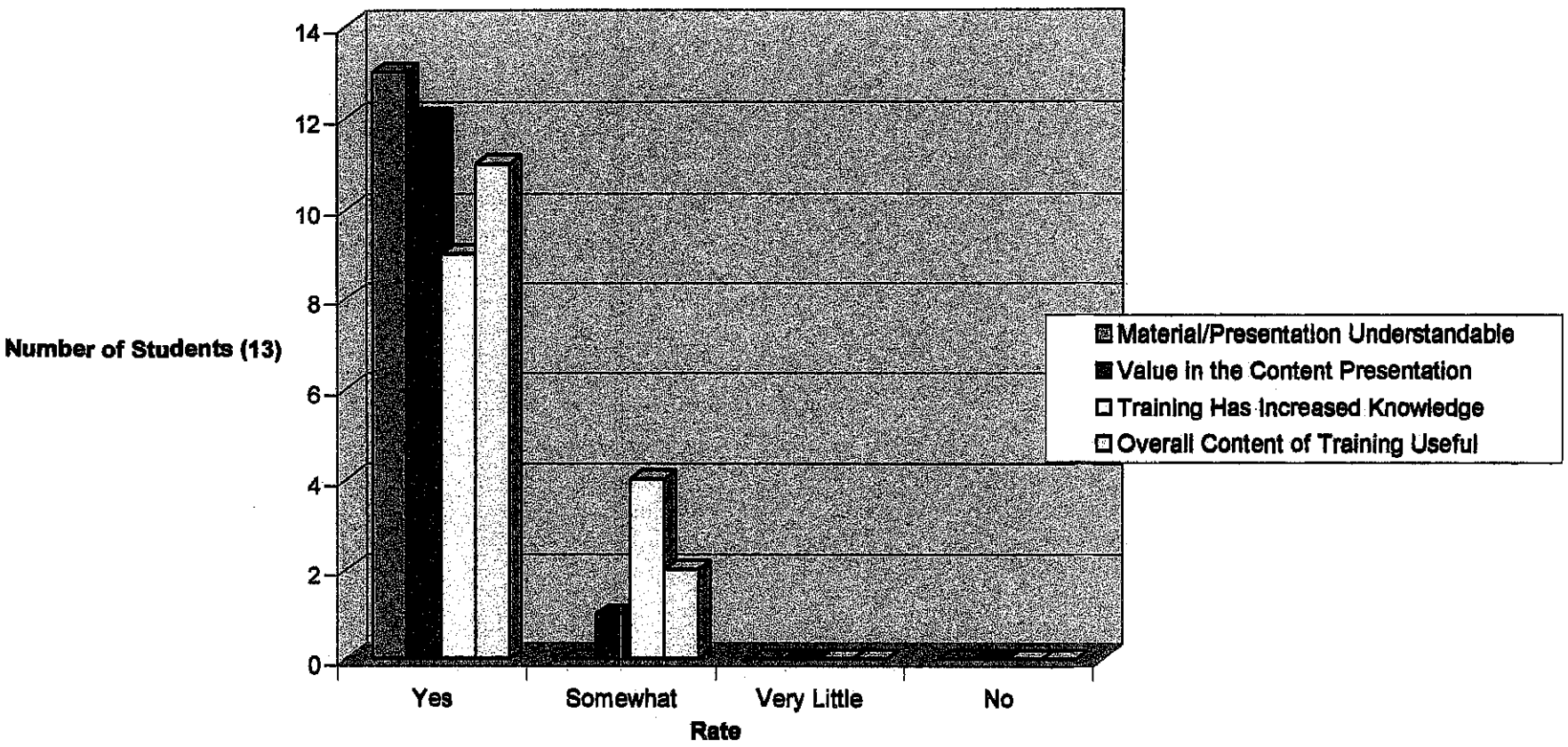
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1 (1)	2 (3)	3 (6)	4 (4)	5
AFTER this training:	1	2	3	4 (5)	5 (9)

6. What other training topics would you be interested attending in the future?

7. Additional Comments The majority of the students found the sessions informative, understandable, useful, and their knowledge of the subject matter increased after the training.

Presentation /Comprehension Wakulla HS Grade Period 4



WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 5/19/09 4th period

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		X		
Knowledge of the subject matter?	X			
Showed enthusiasm and professionalism	X			

1. Were the materials and overall presentation understandable?

   Yes Somewhat Very Little No

2. Did you find value in the content presented?

   Yes (Somewhat) Very Little No

3. The training has increased my knowledge of the area being presented.

   (Yes) Somewhat Very Little No

4. Overall, the content of the training was useful.

   Yes (Somewhat) Very Little No

5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?

7. Additional Comments I will remember the material I learned when I apply for jobs

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 4th

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		✓		
Knowledge of the subject matter?	✓			
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	(2)	3	(4)	5
AFTER this training:	1	2	3	(4)	5

6. What other training topics would you be interested attending in the future?

7. Additional Comments _____

WORKFORCE *plus*

4th period

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** May 19

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		✓		
Knowledge of the subject matter?	✓			
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	(2)	3	4	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?
7. Additional Comments this was a very good presentation + really helped my communication skills

EVALUATION 1

Leon County

WIA Youth Connect Program

WORKFORCE plus

Leon WIA Youth Connect (22)

Seminar Evaluation Form

Instructor: Ms. Knowles Date: 4-28-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	11 (73.3%)	3 (20%)	1 (6.66%)	
Knowledge of the subject matter?	13 (81.25%)	2 (12.5%)	1 (6.66%)	
Showed enthusiasm and professionalism	13 (86.6%)	1 (6.66%)		

1. Were the materials and overall presentation understandable?

Yes 18 (82%) Somewhat 4 (18%) Very Little No

2. Did you find value in the content presented?

Yes 19 (86.3%) Somewhat 2 (10%) Very Little 0 No 1 (4.5%)

3. The training has increased my knowledge of the area being presented.

Yes 17 (81%) Somewhat 3 (14%) Very Little No 1 (4.76%)

4. Overall, the content of the training was useful.

Yes 17 (81%) Somewhat (3 (14%) Very Little 1 (4.76%) No

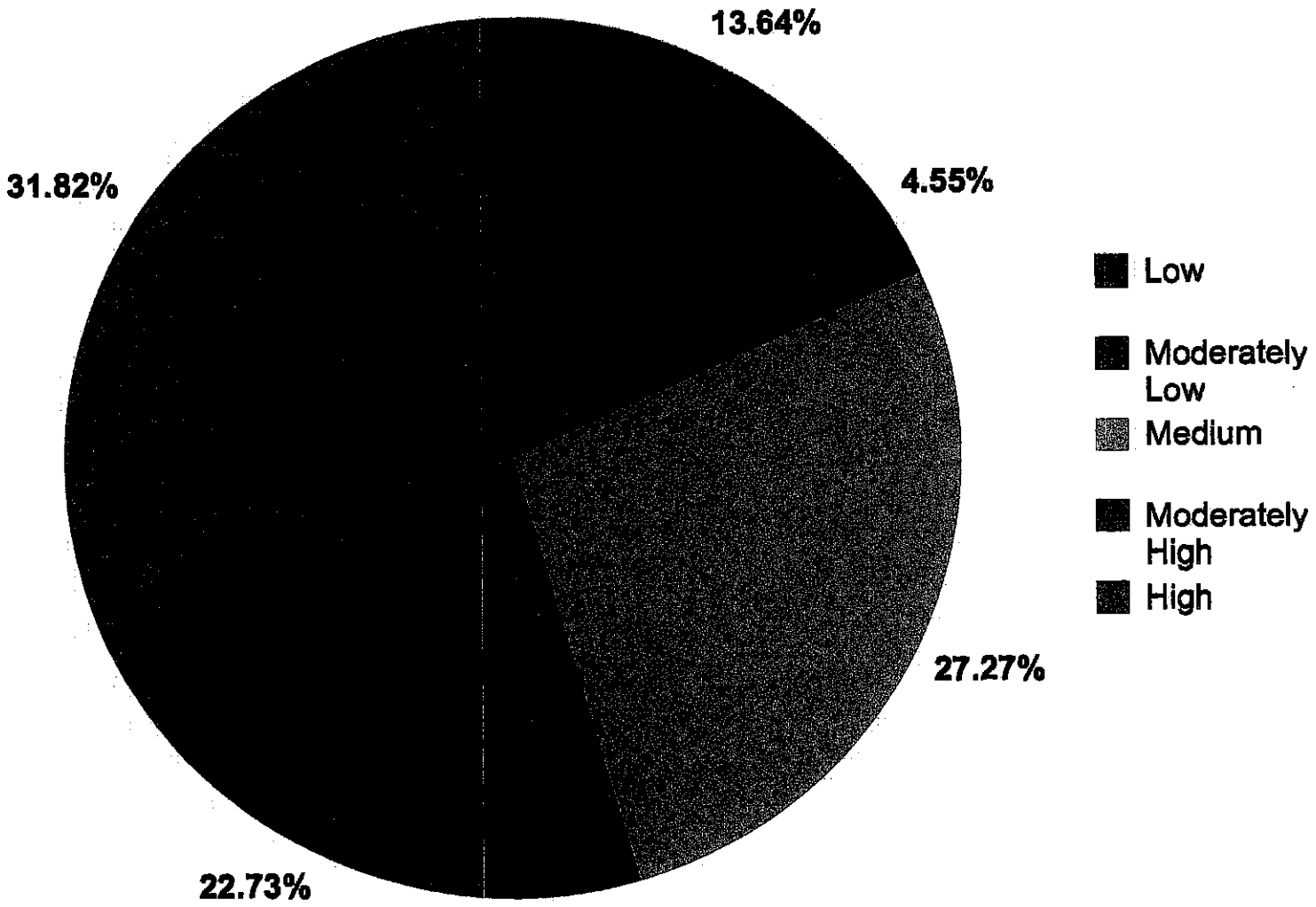
5. Rate your knowledge of the subject:

	LOW				HIGH	
BEFORE this training:	1(3)	2(1)	3(6)	4(5)	5(7)	(31.82%)
AFTER this training:	1	2(2)	3(2)	4(1)	5(15)	(75%)

6. What other training topics would you be interested attending in the future?

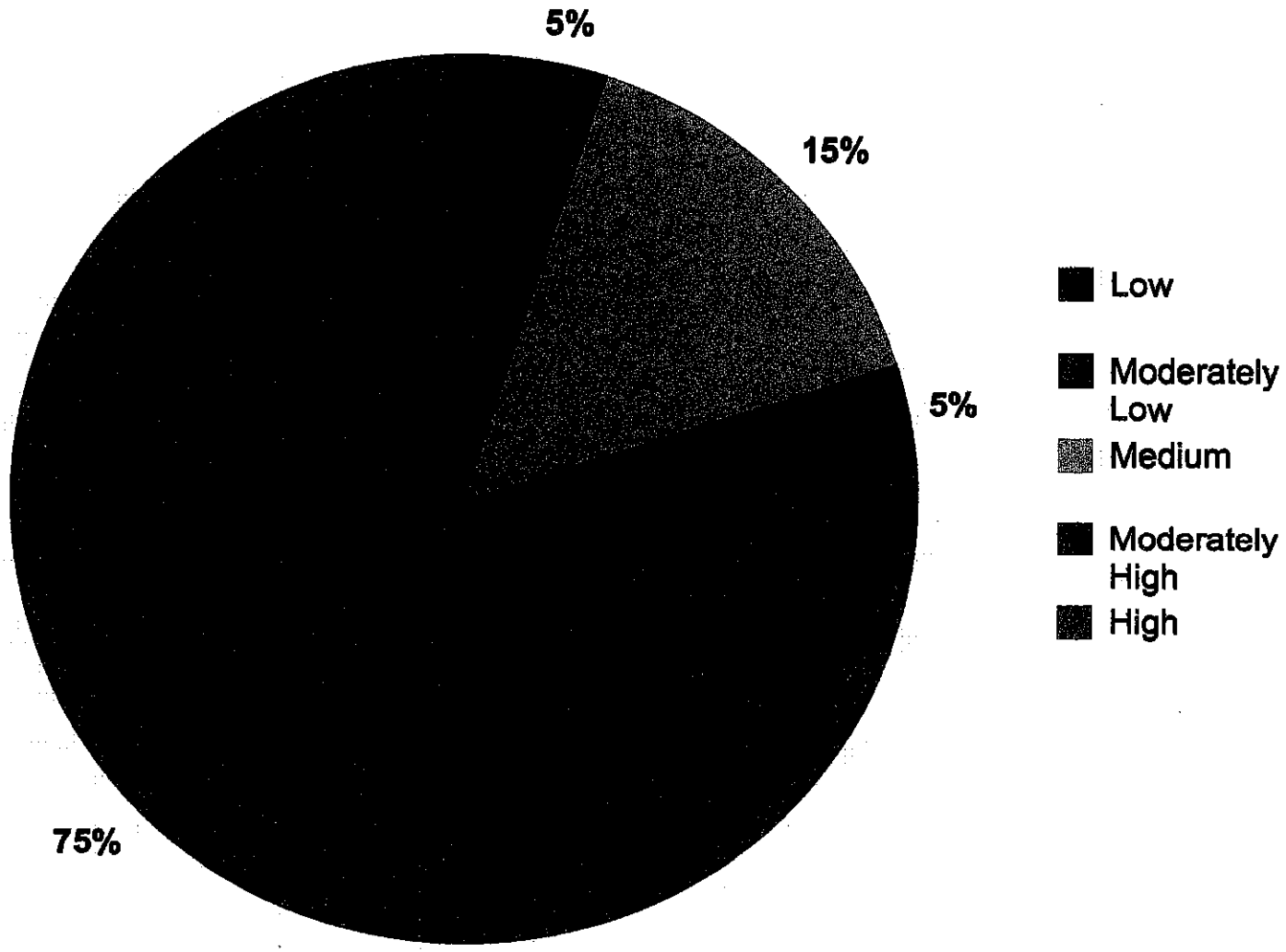
7. Additional Comments Forty-three percent of the 20 participants acknowledged that their knowledge increased after the soft skills sessions.

WIA Youth Connect Leon (22) 4-28-09



Rate Knowledge of Subject BEFORE Training

WIA Youth Connect Leon (22) 4-28-09



Rate Knowledge of Subject AFTER Training

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Curtis Knowles Date: 4/28/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	✓			
Knowledge of the subject matter?	✓			
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?
7. Additional Comments: I really enjoyed the Seminar Two Thumbs up!!

Programs offered through WORKFORCE *plus* are equal opportunity programs with auxiliary aids and services available upon request for individuals with disabilities. Persons with TDD/TTD equipment may call Florida Relay Service 711 (Voice/Spch/ASCII)

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Knowles **Date:** 4-28-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?
   Yes Somewhat Very Little No
2. Did you find value in the content presented?
   Yes Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   Yes Somewhat Very Little No
4. Overall, the content of the training was useful.
   Yes Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	4	5
AFTER this training:	1	2	3	4	5

6. What other training topics would you be interested attending in the future?
7. Additional Comments Great Work Shop

Programs funded through WORKFORCE plus are equal opportunity programs with auxiliary aids and services available upon request to individuals with disabilities. Florida Relay Service 711 (Equipment for the Florida Relay Service 711 free) April 2007

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Knuckles **Date:** 04-28-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future? N/A
7. Additional Comments This workshop was good and the teacher was great.

Programs funded through WORKFORCE *plus* are equal opportunity programs with auxiliary aids and services available upon request to individuals with disabilities. Persons using TTY/TDD equipment can call Florida Relay Service 711. (Rev. April 2007)

Evaluation 2

Leon County

WIA Youth Connect Program

WORKFORCE plus

Date: 4/28/09

We hope that you've found this workshop session helpful for your job search. Please take a few minutes to complete the following survey so we can determine if this was helpful and what changes can be made to make future sessions more beneficial.

Please rate the following: (5=very helpful, 1=not at all helpful)

Quality of information presented.
(5) 4 3 2 1

Was the presentation clear and easy to understand?
(5) 4 3 2 1

Will this information be useful to you during your job search?
(5) 4 3 2 1

Did you feel comfortable asking questions/were your questions answered?
(5) 4 3 2 1

"One thing I will do as a result of what I learned today":

Get a job.

Suggestions for future workshop topics:

Budgeting; time management

Other comments:

Enjoyed everything

WORKFORCE plus

Date: 4-28-09

We hope that you've found this workshop session helpful for your job search. Please take a few minutes to complete the following survey so we can determine if this was helpful and what changes can be made to make future sessions more beneficial.

Please rate the following: (5=very helpful, 1=not at all helpful)

Quality of information presented.
5 4 3 2 1

Was the presentation clear and easy to understand?
5 4 3 2 1

Will this information be useful to you during your job search?
5 4 3 2 1

Did you feel comfortable asking questions/were your questions answered?
5 4 3 2 1

"One thing I will do as a result of what I learned today":
plan ahead.

Suggestions for future workshop topics:
NONE, it was wonderful

Other comments:

WORKFORCE PLUS

Kmurly

Date: 04/28/09

We hope that you've found this workshop session helpful for your job search. Please take a few minutes to complete the following survey so we can determine if this was helpful and what changes can be made to make future sessions more beneficial.

Please rate the following: (5=very helpful, 1=not at all helpful)

Quality of information presented.
(5) 4 3 2 1

Was the presentation clear and easy to understand?
5 (4) 3 2 1

Will this information be useful to you during your job search?
(5) 4 3 2 1

Did you feel comfortable asking questions/were your questions answered?
(5) 4 3 2 1

"One thing I will do as a result of what I learned today": I learned how to wear the appropiate attire

Suggestions for future workshop topics:
N/A

Other comments:

WORKFORCE plus

Kmurlis

Date: 4/28/99

We hope that you've found this workshop session helpful for your job search. Please take a few minutes to complete the following survey so we can determine if this was helpful and what changes can be made to make future sessions more beneficial.

Please rate the following: (5=very helpful, 1=not at all helpful)

Quality of information presented.
5 4 3 2 1

Was the presentation clear and easy to understand?
5 4 3 2 1

Will this information be useful to you during your job search?
5 4 3 2 1

Did you feel comfortable asking questions/were your questions answered?
5 4 3 2 1

"One thing I will do as a result of what I learned today":

Suggestions for future workshop topics:

Other comments:

WORKFORCE PLUS

Carleen Price Knowles

Date: 4/28/09

We hope that you've found this workshop session helpful for your job search. Please take a few minutes to complete the following survey so we can determine if this was helpful and what changes can be made to make future sessions more beneficial.

Please rate the following: (5=very helpful, 1=not at all helpful)

Quality of information presented.
5 4 3 2 1

Was the presentation clear and easy to understand?
5 4 3 2 1

Will this information be useful to you during your job search?
5 4 3 2 1

Did you feel comfortable asking questions/were your questions answered?
5 4 3 2 1

"One thing I will do as a result of what I learned today":

Plan ahead

Suggestions for future workshop topics:

None

Other comments:

EVALUATIONS

Gadsden County

WIA Youth Connect Program

WORKFORCE plus

Gadsden WIA Youth Connect.
14 participants
10 Evaluations

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 4-30-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	7 (70%)	3 (30%)		
Knowledge of the subject matter?	8 (80%)	2 (20%)		
Showed enthusiasm and professionalism	9 (90%	1 (10%)		

1. Were the materials and overall presentation understandable?

Yes 10 (100% Somewhat Very Little No

2. Did you find value in the content presented?

Yes 100% Somewhat Very Little No

3. The training has increased my knowledge of the area being presented.

Yes 8 (80%) Somewhat 2 (20%) Very Little No

4. Overall, the content of the training was useful.

Yes 100% Somewhat Very Little No

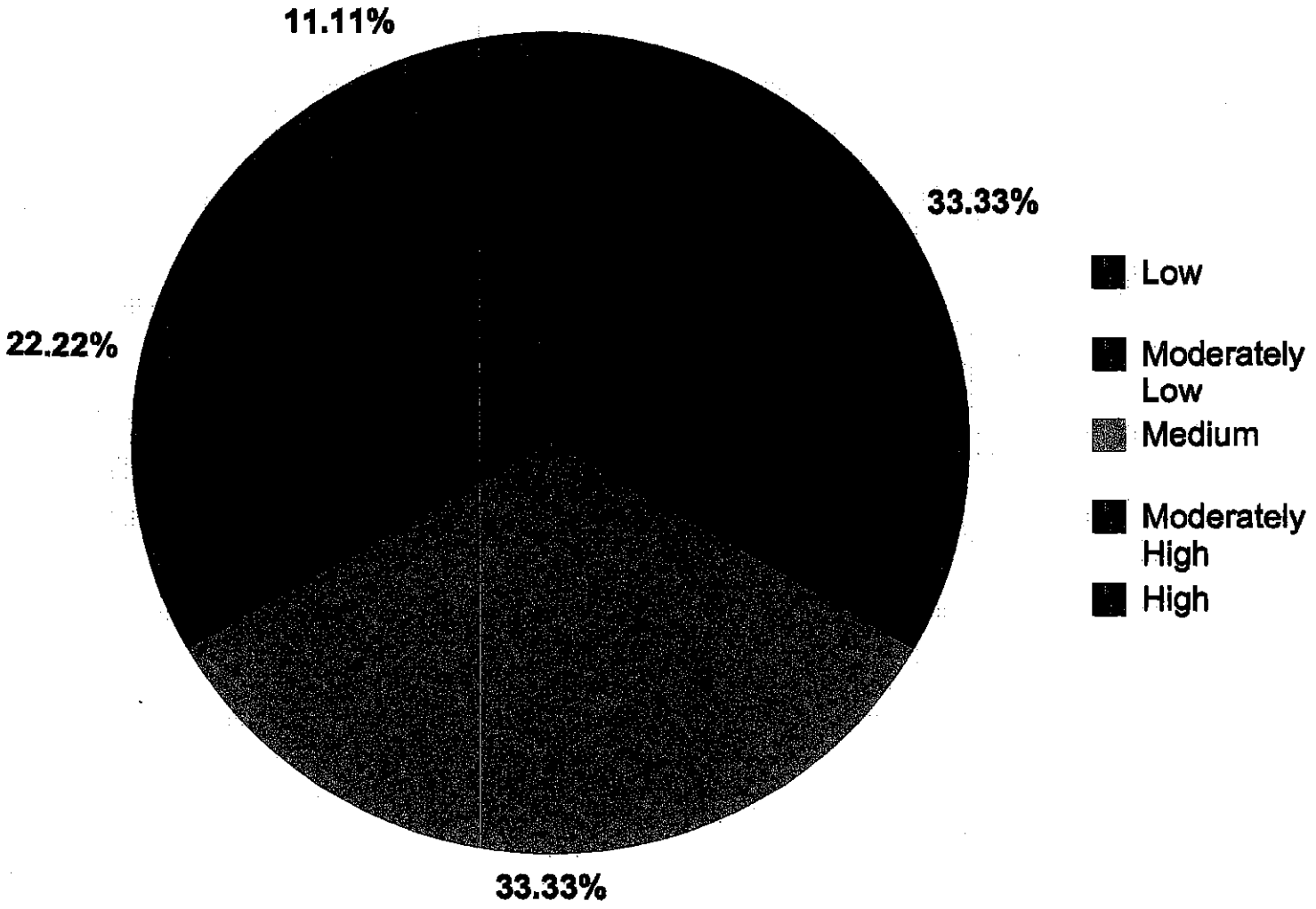
5. Rate your knowledge of the subject:

	LOW				HIGH	
BEFORE this training:	1 0	2 (3)	3 (3)	4 (2)	5 (1)	(11.11%)
AFTER this training:	1 0	2	3	4 (1)	5 (7)	(87.5%)

6. What other training topics would you be interested attending in the future?

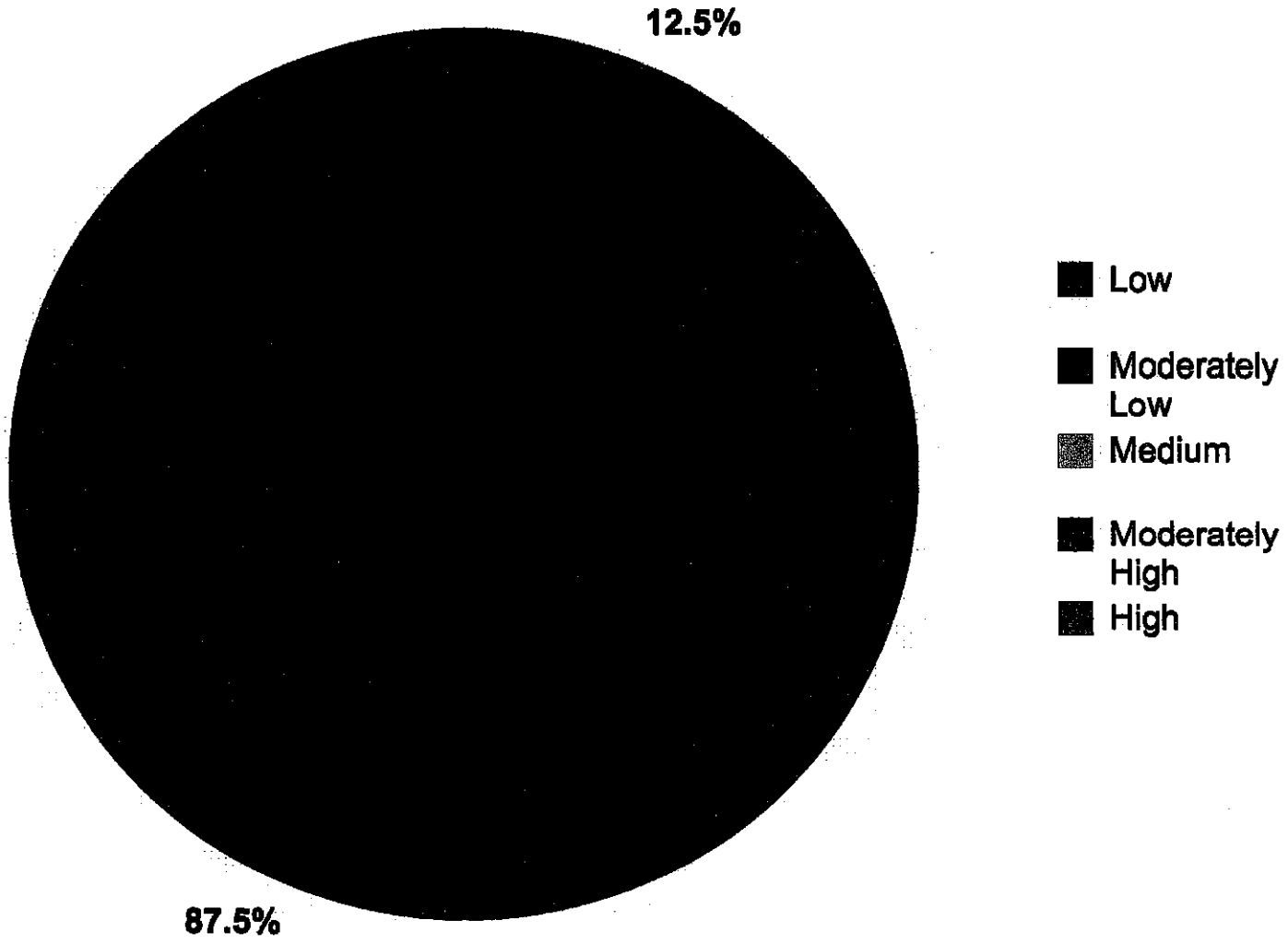
7. Additional Comments All of the students found the training very useful.

WIA Youth Connect Gadsden (9) 4-30-09



Rate Knowledge of Subject BEFORE Training

WIA Youth Connect Gadsden (8) 4-30-09



Rate Knowledge of Subject AFTER Training

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Curtis Knowles **Date:** 4/30/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	✓			
Knowledge of the subject matter?		✓		
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	4	5

6. What other training topics would you be interested attending in the future?
7. Additional Comments Was a very good speaker

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Curtis Knowles **Date:** 4-30-2009 Thursday

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation		✓		
Knowledge of the subject matter?	✓			
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future? Health + Nutrition
7. Additional Comments I enjoyed the presentation and information on tonight. Thanks for the extra handout and more interested in nutrition!

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Curtis Knowles **Date:** 4/30/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	✓			
Knowledge of the subject matter?	✓			
Showed enthusiasm and professionalism	✓			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	(3)	4	5
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?

7. Additional Comments _____

EVALUATION

Leon County

Parents' Welfare Transition Program

Parents (11)
Welfare Transition
10 Evaluations

Seminar Evaluation Form

Instructor: Ms. Knowles **Date:** 4-21-09.

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

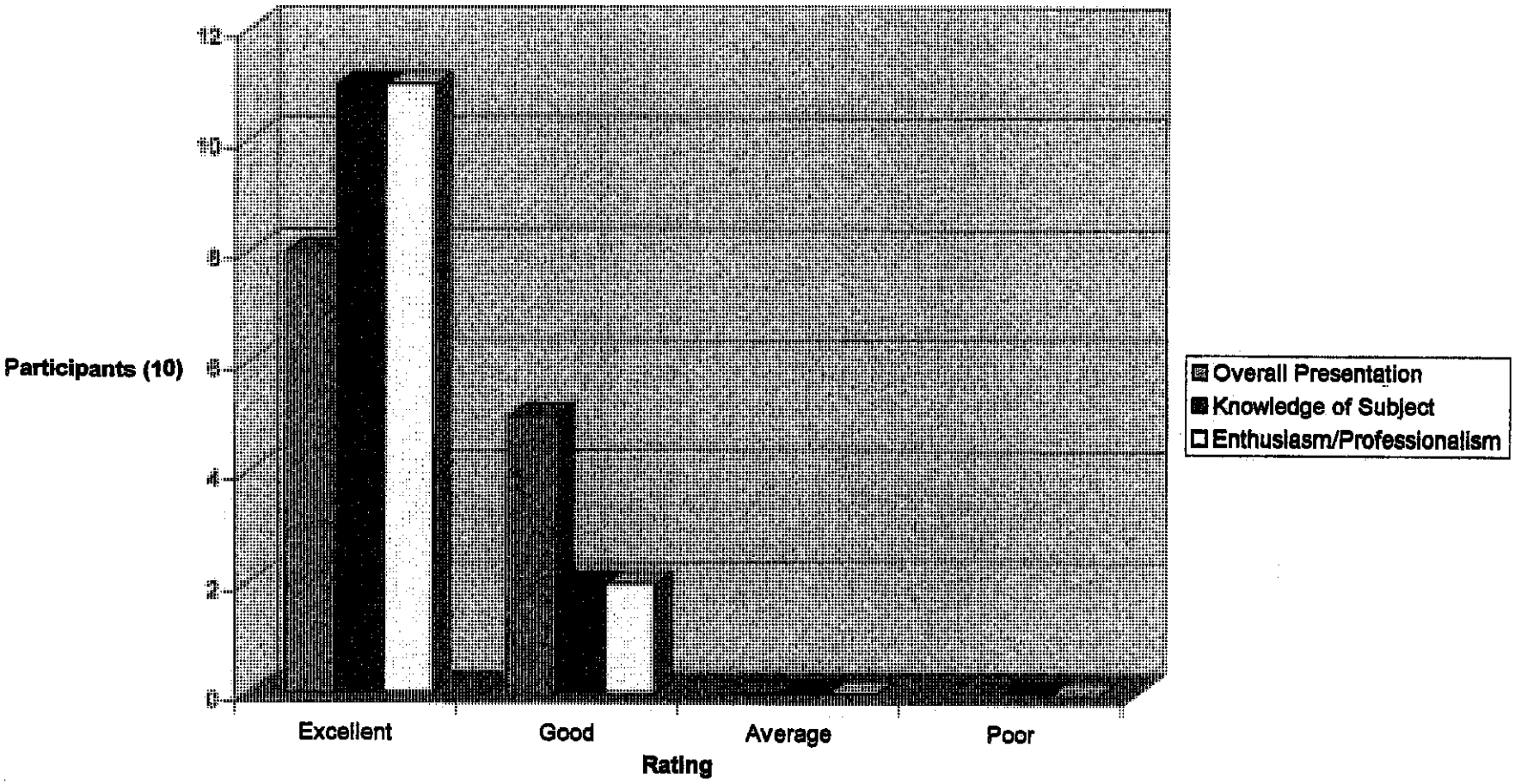
Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	8 (89%)	1 (11.11%)		
Knowledge of the subject matter?	7 (78%)	2 (22.22%)		
Showed enthusiasm and professionalism	5 (62.5%)	3 (37.5%)		

1. Were the materials and overall presentation understandable?
   Yes 10 (100%) Somewhat Very Little No
2. Did you find value in the content presented?
   Yes 10 (100%) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   Yes 7 (70%) Somewhat 2 (20%) Very Little 1 (10%) No
4. Overall, the content of the training was useful.
   Yes 9 (90%) Somewhat 1 (10%) Very Little No
5. Rate your knowledge of the subject: LOW HIGH See graph & Pie charts.

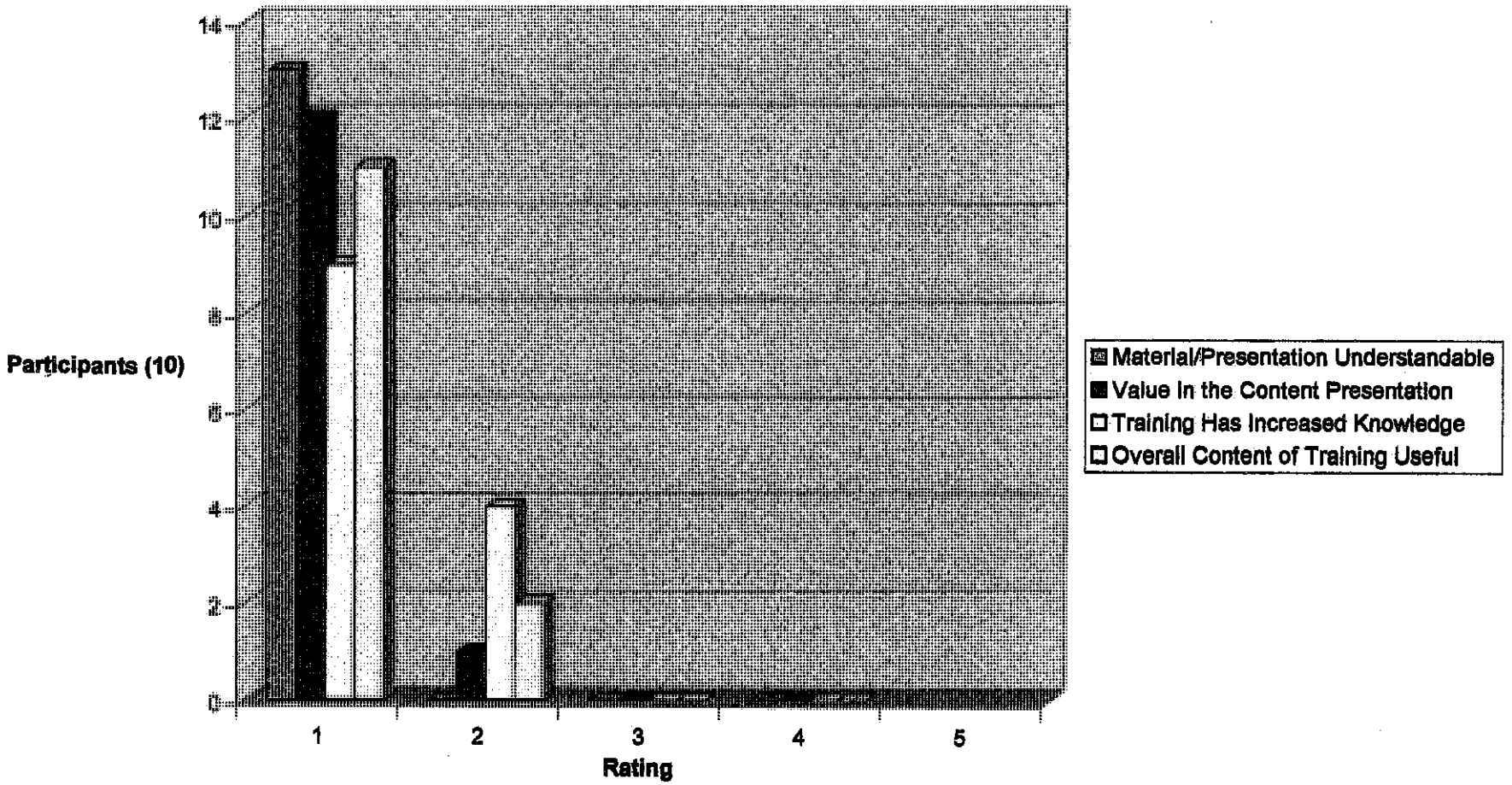
BEFORE this training:	1	2	3(3)	4(2)	5(4) (44.44%)
AFTER this training:	1	2	3(2)	4	5(9) (81.82%)

6. What other training topics would you be interested attending in the future?
7. Additional Comments Seventy percent of the participants indicated that the training has increased their knowledge of the subject presented.

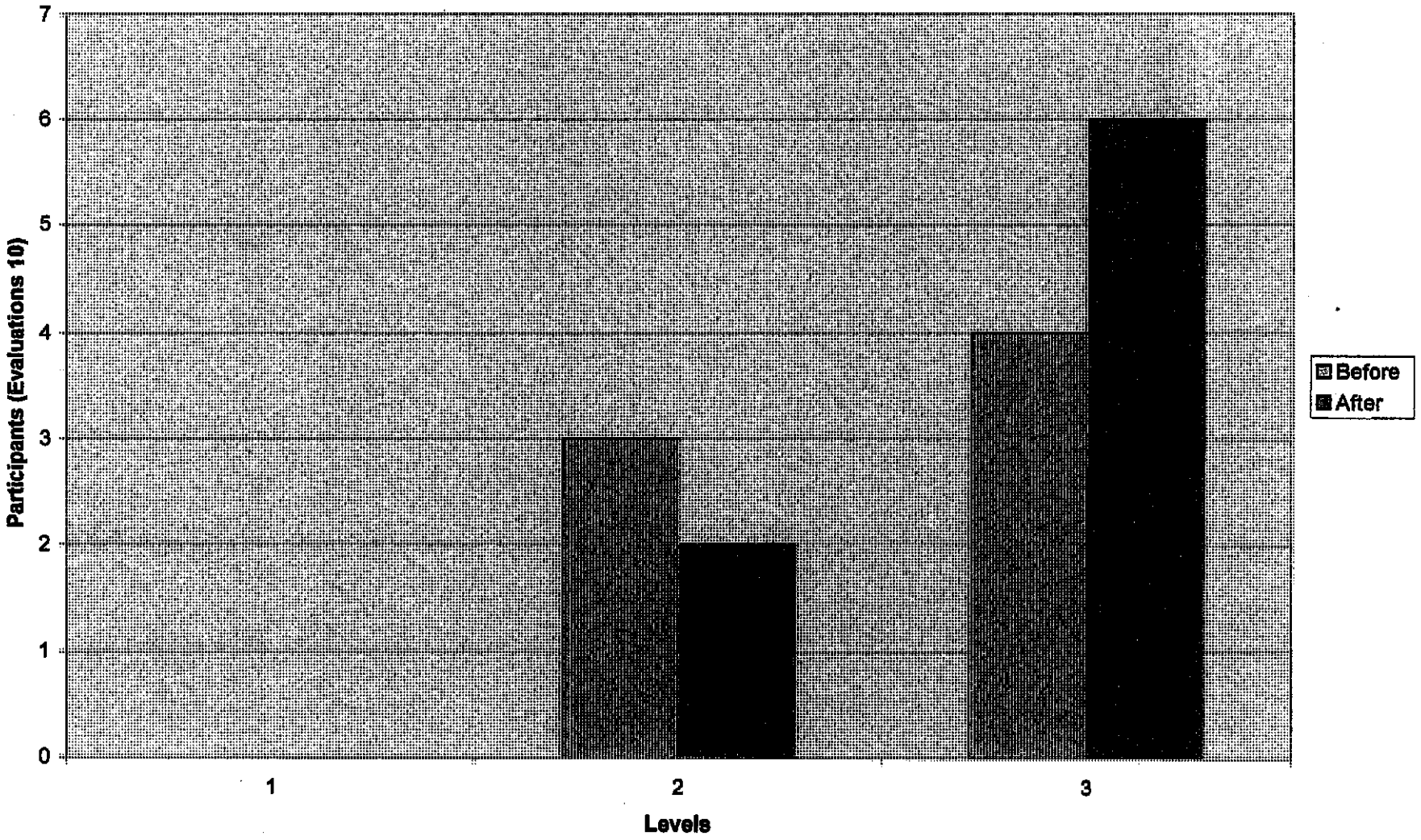
Instructor;s Analysis
Leon County Parent's Group 4-21-09



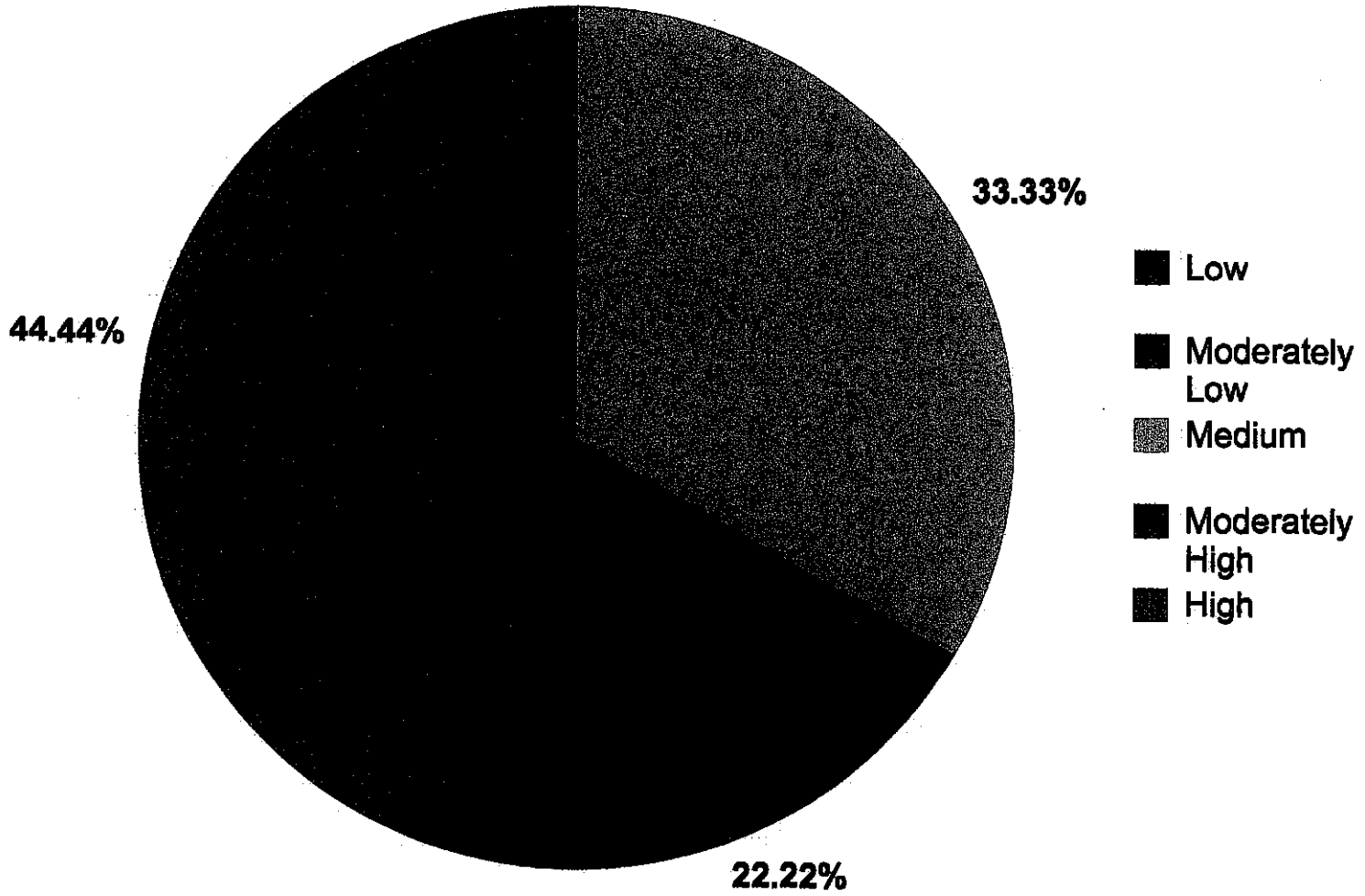
Presentation Comprehinsion Leon County Parent's Group 4-21-09



Rate Knowledge of Subject Leon County Parents Group 4-21-09

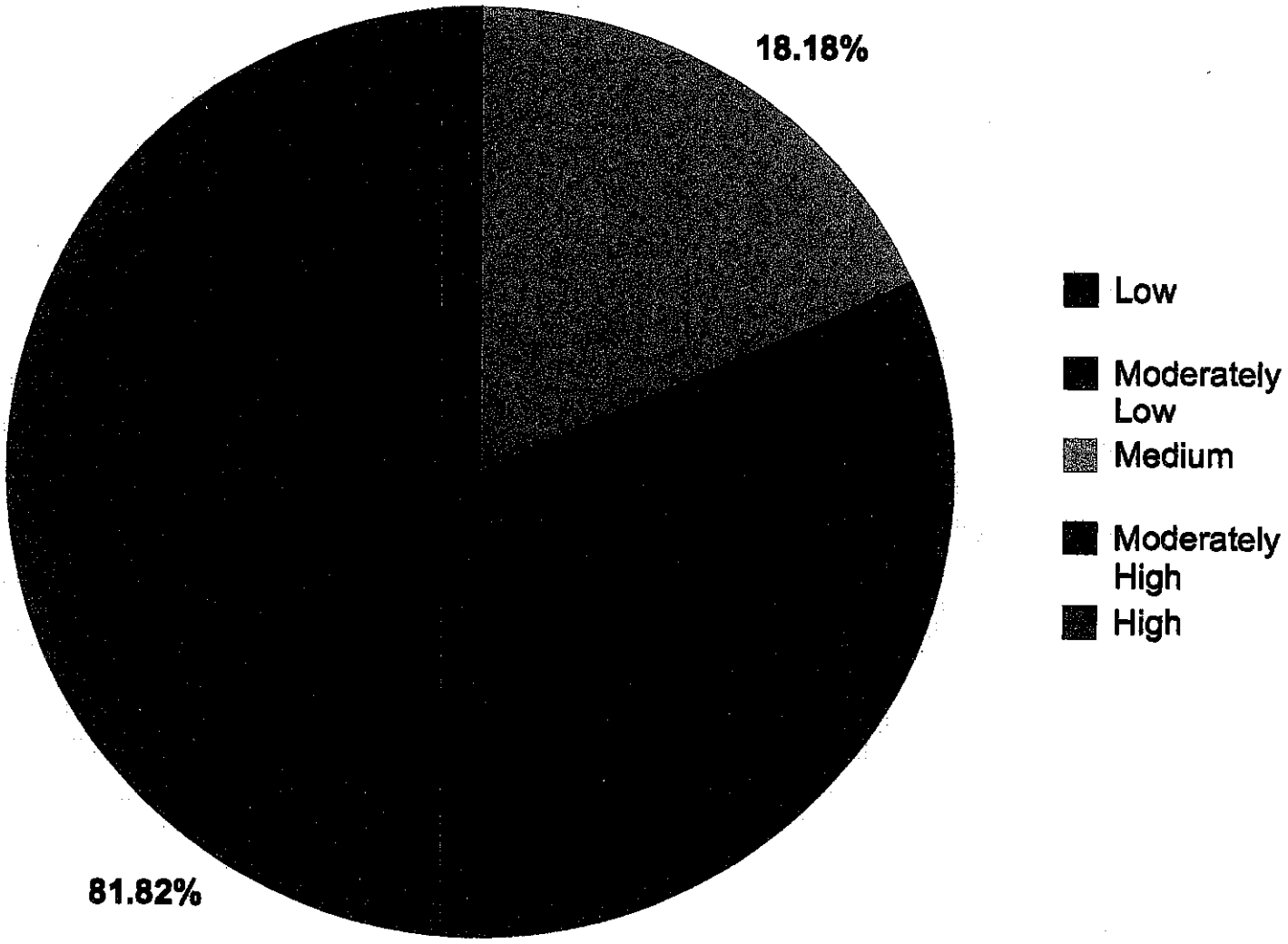


Parent Presentation (10) 4-21-09



Rate Knowledge of Subject BEFORE Training

Parent Presentation (10) 4-21-09



Rate Knowledge of Subject AFTER Training

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Curtis Knowles **Date:** 4-21-09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation				
Knowledge of the subject matter?				
Showed enthusiasm and professionalism				

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   (Yes) Somewhat Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	4	(5)
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?

7. Additional Comments

I love it very much. Excellent.

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Curtis Knowles **Date:** 4/21/09

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	X			
Knowledge of the subject matter?	X			
Showed enthusiasm and professionalism	X			

1. Were the materials and overall presentation understandable?
   (Yes) Somewhat Very Little No
2. Did you find value in the content presented?
   (Yes) Somewhat Very Little No
3. The training has increased my knowledge of the area being presented.
   Yes (Somewhat) Very Little No
4. Overall, the content of the training was useful.
   (Yes) Somewhat Very Little No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	4	(5)
AFTER this training:	1	2	3	4	(5)

6. What other training topics would you be interested attending in the future?
7. Additional Comments N/A

WORKFORCE *plus*

Seminar Evaluation Form

Instructor: Curliss **Date:** 4-21-9

WORKFORCE *plus* values your opinion.
Please answer the questions below that best describe your experience and attitude toward this workshop.

Instructor:	Excellent	Good	Average	Poor
Please rate the overall presentation	✓			
Knowledge of the subject matter?		✓		
Showed enthusiasm and professionalism		✓		

1. Were the materials and overall presentation understandable?
   ☑ Yes ☐ Somewhat ☐ Very Little ☐ No
2. Did you find value in the content presented?
   ☑ Yes ☐ Somewhat ☐ Very Little ☐ No
3. The training has increased my knowledge of the area being presented.
   ☐ Yes ☐ Somewhat ☑ Very Little ☐ No
4. Overall, the content of the training was useful.
   ☐ Yes ☑ Somewhat ☐ Very Little ☐ No
5. Rate your knowledge of the subject:

	LOW				HIGH
BEFORE this training:	1	2	3	(4)	5
AFTER this training:	1	2	(3)	4	5

6. What other training topics would you be interested attending in the future?
7. Additional Comments NO

Programs funded through WORKFORCE *plus* are equal opportunity programs with auxiliary aids and services available upon request to individuals with disabilities. Persons using TTY/TTD equipment use Florida Relay Service 711 [Rev. April 2007]

WORKFORCE plus Innovation Grant

Monthly Report

March 2009

Facilitator: Curlis Knowles
Supervisor: Dorcas Washington

School Participation: Academy

To date, there are 62 students at two high schools who will be participating in the program. The facilitator has established telephone and e-mail contacts with W. Gadsden & Wakulla High Schools.

Godby High School	42 students	9th &10 Graders
W. Gadsden High School	20 Students	9th Graders
Wakulla High School	TBA	

Godby

On April 24, 2009, the facilitator met with Ms. Henry and the two class teachers who will be participating in the program. The facilitator had two subsequent meetings at the school:

March 26, 2009 and March 27, 2009

Met Ms. Colson's 10th graders and Mrs. Petersons' 9th grade students. During this preliminary visit, the facilitator was introduced to the students, observed their interactions in class and used the opportunity to discussion of program goals and conducted an informal assessment of students prior knowledge of various soft skills

W. Gadsden High School

The first visit will be made to the school on April 9th 2009.

Curriculum Module

Teaching Materials

Job Savvy by LaVerne L. Ludden and Becoming the Best Me by Bob Orndorff.

- *Becoming the Best Me* will be used with the 9th grade students

- *Job Savvy* will be used with student in 10th -12th grade.
- Each student will have a workbook.

Portfolio

- Each student will develop a portfolio.
- An outline of the portfolio has been developed and will be given to each student as a guide.

Timeline

- Although a timeline was developed it will be adjusted to accommodate the school staff and the school activities.

Assessment Tools

The facilitator and Debra Dixon have discussed the need for an appropriate assessment tool for these High School students. Workeys Performance would best support the curriculum areas that will be taught and assess the students knowledge and importance of soft skills in the workplace. Access granted.

O'net Interest profiler /Ability Profiler will be used to identify the students' interest inventory. The results of the interest inventory will be used to enhance student's knowledge of self and possibilities.

Partnership/Collaborations/Meeting

Facilitator attended a meeting of the partners on March 17, 2009 at Godby High School.

Parents Participation

Godby

Facilitator and Godby contacts are planning a parent meeting to share information about the project and to garner support for the program. Date: TBA

W. Gadsden
Parent Meeting discussed with contact.

Program Report

Submitted on April 2, 2009

WORKFORCE Innovation Grant

Monthly Report

April 2009

Facilitator: Curlis Knowles
Supervisor: Dorcas Washington

School Participation: Academy

A total of 190 students in three high schools are participating in the WORKFORCE Innovation grant program.

School	# Students	Grade
Godby High School	42	9 &10
W. Gadsden High School	20	9
Wakulla High School	128	9

Godby

- Facilitator is half way through the curriculum and in receiving positive feedback from the students.
- Shared information regarding the role of WORKFORCE plus in the community.
- Provided each student with a permission form in order to take photographs.

W. Gadsden High School

- The first visit will be made to the school on April 9th 2009.
- Shared information regarding the role of WORKFORCE plus in the community.
- Provided each student with a permission form in order to take photographs.

Wakulla High School

Approximately, 128, 9th graders will be participating in the program. For practical purposes, the students will cover three/four topics if time allows.

Additional Workshops

The facilitation of three additional workshops:
Parenting Workshop Attendees: 11
April 21, 2009 Parenting Your Most Significant Job Ever

This workshop emphasized the enormity of parenting. Parenting is viewed as a job unlike any other that requires qualities and skills that empowers the parents and their children.

Youth 16- 24 years:
April 28, 2009 How to Snag a Job W ORKFORCE plus Office Leon
Attendees: 22
April 30, 2009 How to Snag a Job WORKFORCE plus Office Gadsden
These workshops focused on the importance of acquiring soft skill.
Attendees: 14

Curriculum Module

Teaching Materials

Job Savvy by LaVerne L. Ludden and Becoming the Best Me by Bob Orndorff.

- *Becoming the Best Me* will be used with the 9th grade students
- *Job Savvy* will be used with student in 10th -12th grade.
- Each student will have a workbook.

Portfolio

- Each student will develop a portfolio.

Timeline

- A timeline was developed and has been adjusted to accommodate the school staff and the school activities.

Assessment Tool

Training:
The facilitator received the Ready to Work training on April 29, 2009.

Interest Inventory:
Attentional profile Survey
Kersey Temperament

Revision:
O'net Interest profiler / Ability Profiler could not be downloaded on to the school computers.

Partnership/Collaborations/Meetings

Facilitator attended a meeting of the partners on March 17, 2009 at Godby High School.

Parents Participation

Godby

Discussions are continuing with Ms. Henry regarding the planning and coordinating a meeting with the parents of students participating in the program.

Date: TBA

W. Gadsden

The facilitator met with Dr. Jackson, Principal at West Gadsden High School on April 30, to discuss the possibility of coordinating a meeting for parents at the school or at the WORKFORCE plus office. Lack of transportation may present a barrier for parents living in this rural area.

Program Report

Submitted on May 2, 2009

WORKFORCE INNOVATION GRANT

May 2009

Program Goals and Objectives

The WORKFORCE plus Innovation course has exposed students to information and tools that should enable them to think about potential career opportunities or rethink their career goals. In addition, the course enabled the students to aspire towards continuing their education and achieving their career goals.

The students completed profiles, inventories and assessments to learn about the qualities and traits they possess that might influence them to venture into more pertinent career fields based on their interests and talents.

Through the medium of PowerPoint presentations and the use of small and large group discussions the students were introduced to various soft skills (interpersonal, workplace communication, problem-solving and leadership, team work, ethics and integrity) in order to be job savvy. They also explored the importance of developing these skills to succeed in school, college and the work environment.

This six weeks program has served as a foundation to bridge the gap of understanding between the school experience and the assortment of skills and qualities employers expect from employees transitioning into the workforce.

Accomplishments

A total of 142 students were served in three High Schools within the Big Bend area. This number includes 40 participants from the WIA Youth Connect Program, severing youth 16-24 years. The facilitator also conducted a workshop for 11 parents, participants in the Welfare Transition Program.

Altogether, 193 individuals received services; which exceeded the grant requirement of 35 students.

School Participation

School	# Students	Grade
Godby High School	42	9 &10

W. Gadsden High School	20	9
Wakulla High School	80	9
Community Participation		
2 Workshops for Youth (Gadsden, Leon)	40	16-24 years
Parent Education	11	

Reflections

The students at Godby and West Gadsden High Schools had six weeks to engage in the course of study. Whereas, the students at Wakulla High School participated in the soft skills course for three weeks.

The students were given an opportunity to reflect on what they have learned and how they might use the information now and in the future. The facilitator has selected the following reflections for this report.

Godby High School
... I will gladly say it was a learning experience I would have liked to continue for a longer time than allotted. Ms. Knowles had a very thorough curriculum and though we didn't complete it due to beginning late in the year, I could see the potential we had as a class.

I enjoyed our ability to work in groups and the relaxed yet firm atmosphere in the classroom. Along with proper etiquette for the work area, I learned the value of keeping a portfolio for future references and job application.

Jessica Clayton
10th Grade

This six week course was amazing. I learned some new things, but as part of the courses you should show videos on Workforce Plus and of people at work using interpersonal skills. But other than that I had a good time and learned things that will help me in the future; in future jobs and internships. So thank you Ms. Knowles.

Alderrius S.
9th Grade

W. Gadsden High School

Over the weeks that we have been working with Mrs. Knowles I have learned quite a few things. I have learned how to become the best me and also how to become a leader. It has helped me to become a better person. Ever since Mrs. Knowles came I have been looking for a summer job and by her coming she has helped me to be more ready when the time comes.

By Mrs. Knowles coming to talk to and teach us about the workforce to help us in the future. I didn't even know about workforce plus until she came and talk to us about it. Her teaching helped me to choose the career path I want to go down in the long run. Now I am thinking about getting a part time job at my local grocery store if they will hire me.

So in a way the workforce plus has helped me in a big way because I now have a creative approach to the world of work around me. Mrs. Knowles has actually influenced me to get out and become worldly. Those are the way in which workforce and Mrs. Knowles have helped and prepared me for the world of work.

Kenneth Owens
9th grade

Wakulla High School

I have learned how to be a people person, which will take me far in life and to be open minded. This is really a good program for teenagers it gives good information on what they need to do to start their career off and what kind of attitude you need.

Nyesha
9th Grade

I have learned that I should get more involved in working and helping the community. I need to start thinking about college and where I want to go to college. I will definitely use this information to become a better person and improve my work habits.

Hilary Davis
9th Grade

Certificate

The students and teachers received a Certificate of Participation.

Portfolio

Much emphasis was placed on creating a portfolio. All of the students created a portfolio. The majority of the students at West Gadsden, with assistance from the Mrs. Jackson completed a resume to add to their portfolio.

Many of the students participating in the course have not had the opportunity to enter the workforce

but were encouraged to engage in community service, internships/apprenticeships, create a resume and continue to build up their portfolio.

Assessments

The High School students completed an Attentional Profile and the Kersey Temperament Profile. These assessments promote the students decision making skills through self-knowledge.

A Wakulla student took the Florida Ready To Work assessment and achieved a Gold Seal Credential.

Employment

Two students reported that the soft skills course had helped them to find work.

Parents Participation

Written communication was sent to all parents providing them with an overview of the WORKFORCE *plus* Innovation curriculum. The student's portfolio was sent home at the end of the school year for the parents to review and further develop with the students.

The facilitator had the opportunity to meet one parent who had former knowledge of the course of studies from her son. Mrs. Thomas indicated that her son enjoyed the course.

Report

The grant ended at the end on the school year on May 30th. The final report will be submitted on June 15, 2009.

WORKFORCE plus Innovation Project

Accomplishments

To prepare job savvy workers:

- Served 193 participants
- Worked with three area school Academies
- Networked with school administrators and staff
- Exposed high school students to soft skills curriculum
    - *Job Savvy* by Levern L. Ludden
    - *Becoming the Best Me* by Bob Orndorff
- Test books and materials developed acknowledged "**WORK**FORCE *plus*" and the funding source text
- Explored students to two career interest inventory
- Exposed students to decision making skills
- Exposed students to workplace ethics
- Facilitated students' portfolio production
- Disseminated Certificate of Participation
- Informed parents with project information by providing an outline of the program components, students' accomplishments, and suggested parental support
- Developed students' awareness of the role of WORKFORCE *plus* regarding job opportunities and support services

Leon County:

- One 10th grade student found summer employment through the **WORK**FORCE plus Summer Connect Program
    - The student reported that the information and skills she acquired helped her to find employment.
    - Leon County High School participants are calling the Leon County office to inquire about summer job opportunities

Wakulla County:

- One student is a recipient of the Florida Ready to Work Gold Credential.
- A second student found summer employment.
- Collaborated with **WORK**FORCE *plus* programs:
    - WIA Youth Connect (Leon & Gadsden)
    - Welfare Transition Program (Leon)
- Submitted monthly Reports
- Submitted Final Report