

CAREER



P@THWAYS

TOOL KIT 3

Gila River Indian Community
School of Employment-
"Work Readiness Course"



GILA RIVER INDIAN COMMUNITY

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SCHOOL OF EMPLOYMENT WORK READINESS COURSE

GILA RIVER INDIAN COMMUNITY EMPLOYMENT & TRAINING DEPARTMENT

In a Career Pathways System, there is a unique opportunity for Workforce to connect with Education. In this workshop you will learn the benefits of bringing your Educational partners to the table to assist in the development of workforce education and training.

Our inspiration came from a deep desire to address the gaps between employers' needs and demands for qualified reliable workers and tribal workers' personal or professional challenges with either entering the workforce, sustaining meaningful work or advancing their careers and earning potential. This challenge created the back-drop for GRIC's *"School of Employment."* The school focuses on an educational pathway for adults who are entering or re-entering the workforce and outlines the scope and sequence of a *holistic Adult Work Readiness training program* that expands the typical Work Readiness training into a *sequenced, learner-centered continuing adult education experience.*

By blending academic standards with educational "best practices" derived from *Multiple Intelligence Theory (MI)*, *Emotional Intelligence (EQ)* and *Conflict Resolution Education*, the school is dedicated to offering practical and culturally relevant training that *builds community, motivates learners and promotes positive growth.* We believe that when we provide *meaningful real-life tools to our clients*, they can take them and use them more successfully as they navigate through any workforce System.



FIND SOMEONE WHO...

Write the name of the individual and their information/experience.

1. has lived on a Reservation his/her entire life _____

2. has more than 5 children _____

3. fluently speaks his/her native language _____

4. has held more than 3 jobs _____

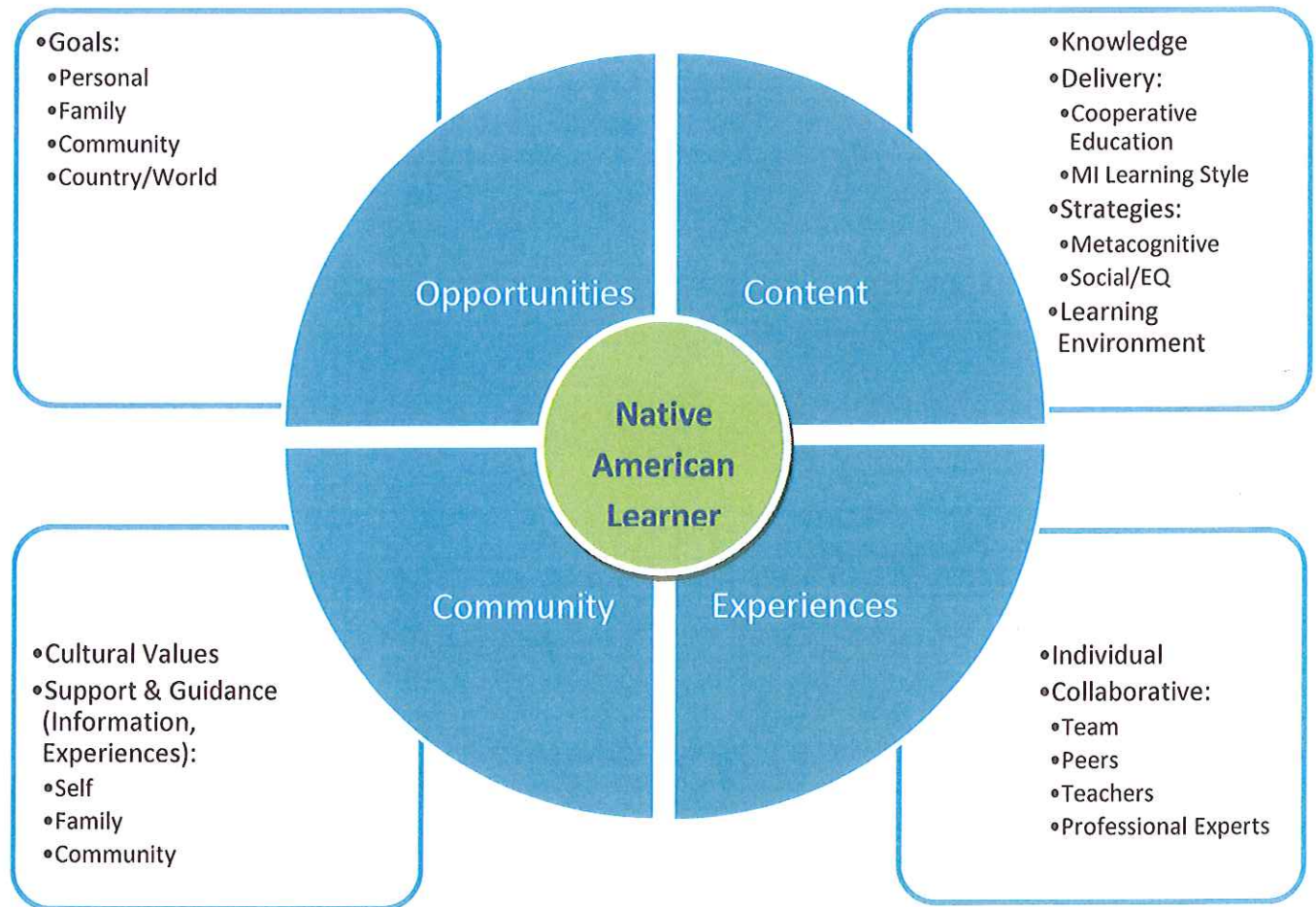
5. has a grand-parent(s) or a great grand-parent(s) living _____

6. serves on his/her tribal council _____

7. practices a native craft or tradition handed down from an elder(s) _____



Learner-Centered Model



Today more employers are requiring less training and more skills in self learning, teamwork, problem solving, processing information and expertise in technology. It is important that these skills are built and strengthened around the learner. Continuing adult education not only relies upon a classroom and an instructor, but also relies upon the learner's community, peers, professional experts, experiences, and opportunities.

Exploring the World of Work

Changes in the world of work require that you become a lifelong learner. Why? Almost all new jobs created in the next 20 years will require advanced education or training, and nearly every job will require some level of skill in information-processing technology. New technology will affect the workplace so dramatically that you will require continuous training. The amount of new knowledge will develop so rapidly that your technical know-how will be obsolete in less than five years. You will have to upgrade your skills continually to meet constantly changing work requirements.

What do you know about the World of Work in the U.S.?

Below are 10 True or False statements. Mark a T or F beside each statement.

- ___ 1. There are very few work alternatives other than full time or part time.
- ___ 2. Having the proper education is probably your best guarantee for finding and keeping employment.
- ___ 3. Almost two-thirds of the projected job openings over the 2005-2015 period will be in occupations that require on-the-job training.
- ___ 4. Most adults will change their careers at least seven times in their lifetime.
- ___ 5. Getting into the right business assures a secure future.
- ___ 6. Services will be the largest and fastest-growing industry group between 2005 and 2015.
- ___ 7. The best way to obtain a good job is through the Internet.
- ___ 8. The most important part of the work search process is having a polished resume.

(See Answers below)

How did you do?

7 to 8 correct: Terrific! You have a good understanding of the trends shaping the workplace.

4 to 6 correct: Great start! You're "in the know," but you have more to learn.

0 to 4 correct: Need work! You need to learn more about today's employment trends.

Answers

- | | | |
|---|---|--|
| 1. False. While full and part time jobs are currently the way most people work, there are other options, including telecommuting, freelancing, contracting, work sharing, talent pooling, consulting, and self employment. | 3. True. However, many of them will offer low pay and benefits; this is particularly true of jobs requiring only short-term on-the-job training. | 7. False. While the internet is a good reference source, your personal contacts, family, friends, and acquaintances offer one of the most effective ways to find a job. Other resources are outlined in the section on Finding a Job. |
| 2. True. Your knowledge is, and will be, key to your success in the workplace. Statistics show that those with more education have a better chance of finding and keeping a job. | 4. True. People in school today will likely change careers seven or more times. | 8. False. Your resume is only one part of a job search. The way you look for work, your cover letter, your interview and your follow-up are just as critical to finding and gaining employment. |
| | 5. False. There is no economic sector that is immune from failure. | |
| | 6. True. Services is the largest and fastest-growing major industry group. | |

MULTIPLE INTELLIGENCES (MI)

An Introduction To MI Theory

Adapted from: *The Art In Peacemaking: National Training Guide* [US Justice Dept. Nat'l Training Series] © Environarts, Inc®- Zephyryn Conte

Introduced in the book *Frames of Mind: The Theory of Multiple Intelligences* (New York Basic Books, 1983) Dr. Howard Gardner, professor of education and co-director of Harvard Graduate School of Education's cognitive research effort, Project Zero, and professor of neurology at Boston University's School of Medicine, developed the theory of multiple intelligences. "MI" Theory sought to create a new multi-disciplinary context for understanding human intellectual capacity and potential. The "intelligences" as Gardner defines them are not "domains", "disciplines" or "learning styles," but potentials that people can access and maximize in the right (learning) environment.

Over the years, MI theory has initiated sweeping reforms in educational practice. Until this theory, human intelligence was considered hereditary and "fixed" at birth. "Paper and pencil" tests measuring one's intelligence quotient (IQ) permeated business, military and educational practice, reducing intelligence to a single number arrived at in an isolated test environment. With the theory of multiple intelligences came the idea that intelligence could increase at any age and that a person's mental functioning could expand despite his or her inherent abilities. MI theory has provided a backdrop for alternative schools and ways of teaching and learning. MI also provides a research-based "rationale" for the use of more creative arts-related and vocational strategies because of their ability to engage learners meaningfully through direct or hands-on experiences.

PLURALISTIC APPROACHES

"ONCE THE DECISION HAS BEEN MADE TO DEDICATE TIME TO PARTICULAR ITEMS, IT THEN BECOMES POSSIBLE TO APPROACH THOSE TOPICS OR NOTIONS IN A VARIETY OF WAYS...THAT PROVE PEDAGOGICALLY APPROPRIATE FOR THE TOPIC AT HAND... NEARLY EVERY TOPIC CAN BE APPROACHED IN A VARIETY OF WAYS, RANGING FROM THE TELLING OF A STORY, TO A FORMAL ARGUMENT, TO AN ARTISTIC EXPLORATION, TO SOME KIND OF "HANDS-ON" EXPERIMENT OR SIMULATION. SUCH PLURALISTIC APPROACHES SHOULD BE ENCOURAGED."

(*Reflections on Multiple Intelligences Myths and Messages*, Howard Gardner, PHI DELTA KAPPAN, November 1995)

According to MI Theory, *all human beings possess multiple intellectual potentials* (intelligences) which are the multitudinous ways that we learn about, know and understand our world. All of these intelligences coexist within each individual - and we are each unique in our particular "affinities" in one area or another. Rather than devising a traditional battery of psychological tests to determine if learners are "spatially oriented" or "musically inclined," Gardner advises educators to let learners *explore* activities geared to exercising or "testing" a particular intelligence. Facilitating learning "environments" that engage different intelligences allows educators to observe how students negotiate and manage each unique situation and assess the student's learning needs.



Multiple Intelligences (cont'd)

The most effective way to stretch a learner's mental capacity is to provide learning opportunities that encourage *exploration and discovery*. *Meaningful contexts* are learning situations that are real to life and have a purpose that is at least to some extent understood by the learner. Learning environments that are "relational" (have a social element) and are entertaining or engaging *motivate learners to acquire the skills* needed to problem-solve at multiple levels. This increases a learner's ability to relate to and function in a variety of situations. This approach makes us "smarter" (more intelligent) because we are becoming more self-aware and expanding our self-concept as we exercise diversified problem-solving activities.

Below is an overview of the eight defined and corroborated intelligences – a list that is constantly growing with research from both the laboratory and the field:

- **VERBAL/LINGUISTIC INTELLIGENCE:** related to written and spoken languages and symbol systems for words or sounds (the alphabet, deaf alphabet and various written symbol systems). This is the ability to understand and use words, to develop ideas and convey complex meanings. It is a facility with the transmission of thoughts and feelings communicated through written or spoken language.
- **LOGICAL/MATHEMATICAL INTELLIGENCE:** related to deductive reasoning, numbers and the recognition of abstract patterns. This is the ability to order, sequence, classify and reason; to understand and use the icons or symbol systems of numbers and measures. It is an ability to "speak" and communicate in the specific symbolic forms which explore, deduce or identify both hypothetical and factual ideas and concepts.
- **VISUAL/SPATIAL INTELLIGENCE:** related to the ability to visualize an object and create a mental image or picture ("see") in space. This is the ability to understand the world in three dimensions and to understand, perceive, internalize and/or transform space.
- **BODILY-KINESTHETIC INTELLIGENCE:** related to physical movement and the "knowing" or wisdom of the body (the brain's motor cortex which controls bodily motion). It is the ability to understand the world through one's body, and to express ideas or feelings or communicate meaning to others physically (through physical movement, gesture, touch). It is also the ability to manipulate tools with precision and timing.
- **MUSICAL/RHYTHMICAL INTELLIGENCE:** related to the recognition of tonal patterns (including environmental sounds) and the ability to perceive "pitch", "timbre", beat and rhythm... to "think" in sounds...to possess a deep feeling or "sense" of music and rhythm... This ability involves understanding the world through sound and rhythm, and the ability to communicate back to the world through the use of sound and rhythm.
- **INTERPERSONAL INTELLIGENCE:** operates primarily through person-to-person relationships and communication. This is the ability to perceive, understand, and discriminate between people's moods, feelings, motives, and intentions. It is "people skills," the ability to "relate" and to collaborate with others. This can be reflected as an ability to empathize, consider or manage others - or even to manipulate or control others.
- **INTRAPERSONAL INTELLIGENCE:** relates to inner states of being, self-reflection, meta-cognition, (knowing how one "knows" or learns). Knowing oneself and understanding one's internal landscape often includes the enjoyment of time spent alone.
- **NATURALISTIC INTELLIGENCE:** relates to nature, the natural environment and to one's ability to perceive or to "think" harmoniously with nature. A "naturalist" is someone who has an intrinsic connection to the rhythms and flow of the natural environment.

(See comprehensive chart on the following page for more culturally relevant details.)

MULTIPLE INTELLIGENCE (MI) THEORY SUMMARY CHART

Intelligence	Core Component	Symbol Systems	High End States	Neurological System (Primary Areas)	Developmental Factors	Ways That Cultures Value	Evolutionary Origins	Presence in Other Species	Historical Factors (relative to U.S. in '90s)
Linguistic	Sensitivity to the sounds, structure, meanings and functions of words and language	Phonetic language, e.g., English	Writer/orator (e.g., Virginia Woolf, Martin Luther King, Jr.)	Left temporal and frontal lobes (e.g., Broca's/Wernicke's areas)	"Explores" in early adulthood; remains robust until old age	Oral histories, storytelling, literature, etc.	Written notations found dating to 30,000 years ago	Apes ability to name	Oral transmission more important before printing press
Logical/Mathematical	Sensitivity to, and capacity to discern logical or numerical patterns; ability to handle long chains of reasoning	Computer languages (e.g., Pascal)	Scientist, mathematician (e.g., Madame Curie, Blaise Pascal)	Left parietal lobes, right hemisphere	Peaks adolescence and early adulthood; higher math insights decline after age 40	Scientific discoveries, mathematical theorist, counting & classification systems, etc.	Early number systems and calendars found	Bees calculate distances through their dances	More important with influence of computers
Spatial	Capacity to perceive the visual-spatial world accurately and perform transformations on one's initial perceptions	Ideographic language (e.g., Chinese)	Artist, architect (e.g., Freda Kahlo)	Posterior regions of right hemisphere	Topological thinking in early childhood gives way Euclidean paradigm at 9-10; artistic eye stays robust into old age	Artistic works, navigational systems, architectural designs inventions, etc.	Cave drawings	Territoriality instinct of several species	More important with advent of video and other visual technologies
Musical	Ability to produce & appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness	Musical notation systems, Morse Code	Composer, performer (e.g., Steve Wonder, Mido)	Right temporal lobe	Earliest intelligence to develop; prodigies often go through developmental crisis	Musical compositions, performances, recordings, etc.	Evidence of musical instrument back to stone age	Bird song	Was more important during oral culture, when communication was more musical in nature
Inter-Personal	Capacity to discern and respond appropriately to the moods, temperaments, motivations & desires of other people	Social cues (e.g., gestures and facial expressions)	Psychotherapist, religious leader (e.g., Sigmund Freud, the Buddha)	Frontal lobes, temporal lobe (esp. right hemisphere), limbic system	Attachment/bonding during first 3 years critical	Political documents, social institutions, etc.	Communal living groups required for hunting / gathering	Maternal bonding observed in primates and other species	More important with increase in service economy
Intra-Personal	Access to one's own feeling life and the ability to discriminate between one's emotions, knowledge, strengths and weaknesses	Symbols of the self (e.g., in dreams and artwork)	Psychotherapist, religious leader (e.g., Sigmund Freud, the Buddha)	Frontal lobes, parietal lobes, limbic system	Formation of boundary between self and other during first 3 years critical	Religious systems, psychological theories, rites of passage, etc.	Early evidence of religious life	Chimpanzees can locate self in mirror, apes experience fear	Continuous to be important with increasingly complex society requiring ability to make choices
Naturalist	Expertise in distinguishing among members of a species; recognizing the existence of other neighboring species and charting out the relations formally or informally among several species	Species classification systems (e.g., Linnaeus habitat maps)	Naturalist, biologist, animal activist (e.g., Charles Darwin, E.O. Wilson, Jane Goodall)	Areas of left parietal lobe important for discriminating "living" from "non-living" things	Shows up dramatically in some young children; schooling or experience increases formal or informal expertise	Folk, taxonomies, herbal lore, hunting, rituals, animal spirit mythologies	Early hunting tools reveal understanding of other species	Hunting instinct in innumerable species to discriminate between prey and non-prey	Was more important during agrarian period, then fell out of favor during industrial expansion; now "earth-smarts" are more important than ever to preserve endangered ecosystems

Summary of Howard Gardner's *MI* drawn from *Multiple Intelligences in the Classroom*, 3rd Edition, by Thomas Armstrong; *Intelligence Reframed*, Howard Gardner, New York, Basic Books, 1999

References: *Frames of Mind: The Theory of Multiple Intelligences*, Howard Gardner, (New York Basic Books, 1983); *Reflections on Multiple Intelligences Myths and Messages*, Howard Gardner, (PHI DELTA KAPPAN, November 1995)

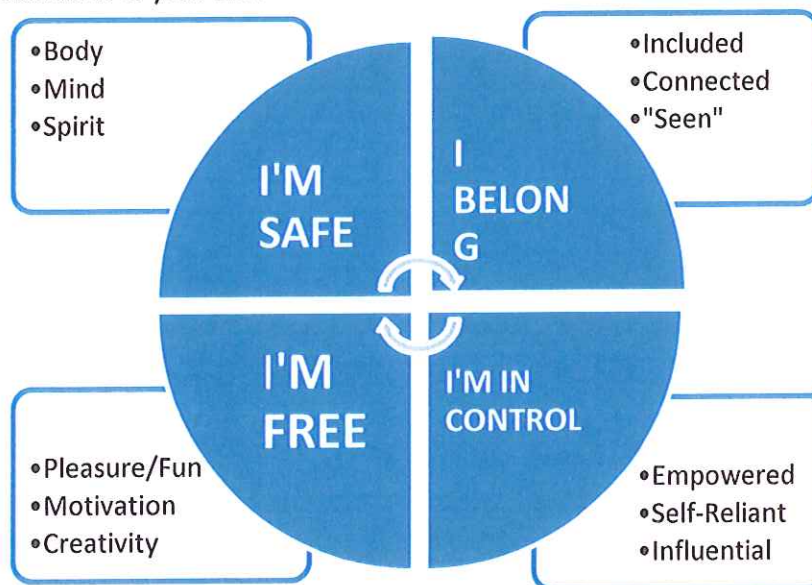
Basic Human Needs & Relationships

Adapted from: *The Art In Peacemaking: National Training Guide* [US Justice Dept. Nat'l Training Series] © Environarts, Inc® - Zephyryn Conte

According to many psychologists and decades of research both in laboratory and field studies, it is commonly held that there are basic "intrinsic" NEEDS which are at the root of all human behavior. These factors might be referred to as "human nature" or "the human condition," because they are *common to all people regardless of race, age, economic stature or environment*. They are intrinsic because they are linked to our biology and survival instinct, and thus to the process of our evolution as a human species. Our basic needs drive our behavior (the ways we react to and/or manage relationships/situations). HOW our basic needs were met in early development and the strategies we developed to survive in the circumstances into which we were born, deeply influences how we negotiate or manage our basic needs as adults.

It is natural to try to have our needs satisfied, whether we are aware of doing this or not. The ways we go about meeting our own needs are often "unconscious," (don't know that we are doing it) because the needs driving our actions or reactions to situations are so deeply a part of our survival instinct. Since, meeting our basic physical as well as psychological needs is so basic to all harmonious relationships, understanding our needs helps us understand *what is driving our actions*. Looking at *where, when, or how* in our lives we feel most satisfied or happy (needs met), and also *where, when, or how* we feel most challenged or unhappy (needs unmet), is a good starting point for understanding what makes us "tick."

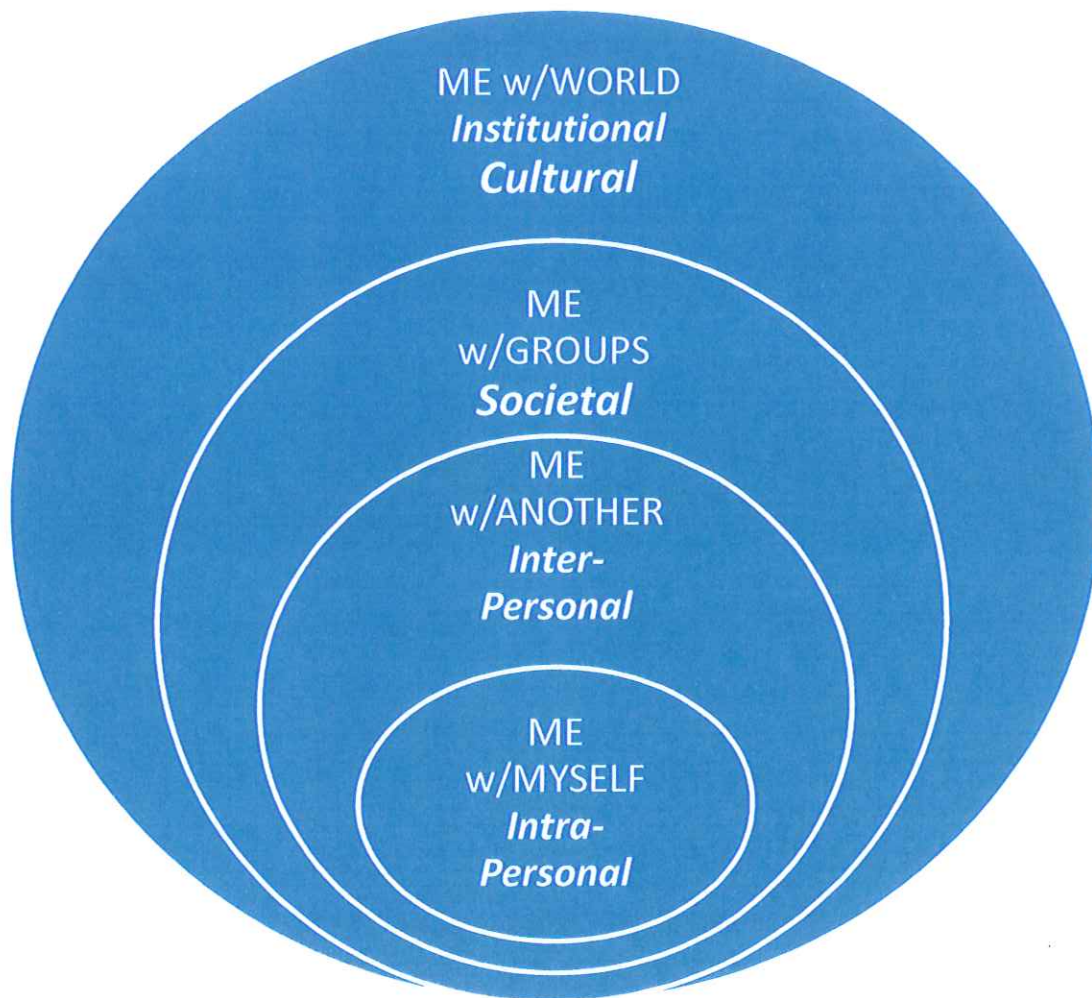
A KEY POINT ABOUT NEEDS: As adults, we are responsible for knowing and taking care of our own needs. As adults, this is both a responsibility and often a challenge. Therefore, learning about how our basic needs function can help us make better choices and improve the quality of life. Consider the four basic needs below: In what areas of your life (situation/relationship) is each of the basic needs satisfied, or not? Questions to consider are: Can you find a different relationship or circumstance that will better meet your needs, or satisfy them in healthier ways? Can you learn how to communicate your needs to others in clearer ways so that you will feel better supported by the people and situations in your life?



Basic Human Needs & Relationships

Adapted from: *The Art In Peacemaking: National Training Guide* [US Justice Dept. Nat'l Training Series] © Environarts, Inc® - Zephyr Conte

Throughout our lives, we have many different types of relationships. At different periods of our development we enter into relationships that move us into different “spheres” of influence. In every relationship we adjust and learn how to meet or satisfy our basic needs through the feelings we feel as we relate to different people in different circumstances. Considering the different social spheres you are a part of, examine how your needs are, or are not being adequately met. See if some of the relationships or circumstances you are in could change in order to better suit your needs. In those situations in which you have less influence, or less power to change, consider how you might change the way you are handling those relationships or circumstances, so that your needs are better met.



Emotional Intelligence (EI)

Adapted from: *The Art In Peacemaking: National Training Guide* [US Justice Dept. Nat'l Training Series] © Environarts, Inc® - Zephyryn Conte

POPULARLY CALLED "EQ"

the ability to perceive, control and evaluate emotions.

When you realize the powerful place feelings have in our lives, it's easy to see why the skills defined as "emotional intelligence" play a central role in learning, decision-making, relationships and many of the cognitive processes that lead us to "know that we know" something. Our emotional intelligence indicates our emotional health or well-being and our ability to choose healthy behaviors.

Since the 1990's, Peter Salovey and John D. Mayer have been leading researchers in the neuro-scientific field of emotional intelligence. They defined emotional intelligence as a subset of social intelligence, which involves the ability to monitor one's own and others' feelings and to discriminate among them so as to use the information to guide one's thinking and actions.

Salovey and Mayer proposed a model for EI that defined four levels of emotional intelligence. This model is arranged from what they define as more 'basic' psychological processes to higher, more 'psychologically integrated' processes. For example, (*referring to the list above right*) the 'lowest' level (1) relates to the abilities of perceiving and expressing emotion, while the 'highest' level (4) relates to the conscious, reflective regulation of emotion.

Since Salovey and Mayer's pioneering research, further brain and biological research has pointed to the undeniable link between emotions, physical health, memory and learning. Neuro-scientists like Candace Pert PhD, in her book *Molecules of Emotion: The Science Between Mind-Body Medicine*, (Scribner, 1999) have shown how the "biology" of each cell has emotional "memory" and "feels" as if it were a small brain or heart center. Our neuro-biology offers strong evidence about how and why human beings are feeling by nature and points to the importance of better understanding and better educating around this important aspect of our human experience.

1. Perceiving Emotions: The first step in understanding emotions is to accurately perceive and feel them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

2. Reasoning with Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that get our attention.

3. Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

4. Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

All learning has an emotional base. – Plato



Emotional Intelligence (cont'd)

Plato had an understanding of the connection between emotions and learning long ago.

SOCIAL-EMOTIONAL LEARNING (SEL) A "LIFE SKILLS" CURRICULUM

In education, the field of Social-Emotional learning (SEL) emerged in the mid 90's - greatly influenced by New York Times science reporter, Daniel Goleman, in his 1995 best seller *Emotional Intelligence* (Bantam Books, New York). The body of research Goleman popularized advanced the awareness of EI and coined the term "EQ" (a play on the term "IQ," intelligence quotient). He defined emotional intelligence as a wide array or complex of competencies and skills that drive learning, drive relationships and influence leadership performance much more powerfully than had been previously imagined. He further proposed that emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. The research leading up to what we now popularly define as "EQ" moved the education community forward with *research-based evidence that emotional intelligence can be taught and can increase at any age and that skills can be learned.*

Because of this, educators in the field of social-emotional learning recognize why *it is useful for adult and young students to learn about the brain and the neuro-biology of emotions.* The results of ongoing education in these areas is that students get better at expressing and naming their feelings; get better at managing the physical impulses that feelings produce; and improve in their ability to interpret the information that feelings provide so that they are better able to monitor their behaviors and make healthier life decisions.

Many educational institutions or educators that have advanced the field of SEL have included "EQ" as a part of *the curriculum in life skills or personal health classes.* Conclusions from various SEL programs show that social and emotional skills *can* be taught and acquired over time and that *education in the communication, conflict management and personal-social awareness skills of 'emotional intelligence' increases academic success and provides a back drop for emotional health and behavioral stability.*

The following is a *social framework* for defining emotional competencies. Through a variety of social influences, relationships, and circumstances EQ develops and we learn about the role of our own and others' emotions. The way our needs and feelings were managed in our early development shapes our emotional development throughout life. This is why it is *important for adults to continue to develop social-emotional skills and continue to acquire deeper understandings* around the role of feelings. Emotional learning is an ongoing process with continual growth at different times in life according to a person's readiness. (See *Basic Human Needs & Relationships*, Page 9)

A Social Framework for Defining Emotional Competencies

INTERNAL AWARENESS (INTRA-PERSONAL)

- Ability to access and feel one's own emotions (not "cut off" or removed)
- Ability to recognize, name and show one's own emotions
- Ability to recognize the intensity of one's emotions
- Ability to recognize the difference between a feeling and an action

INTER-PERSONAL AWARENESS

- More awareness of, and sensitivity to other's feelings
- Increased empathy
- Increased tolerance, rooted in emotional identification with others
- Less impulsive responses to others
- Less antisocial, destructive, or socially disordered behaviors
- Ability to reduce one's own (and even another's) stress and cope with challenges

COGNITIVE AWARENESS

- Knowing the difference between feelings and actions
- Understanding the underlying issues that affect one's own feelings
- Better able to read and interpret social cues (e.g., recognize the behavioral norms within a particular social context and see oneself from the perspective of the surrounding community).
- Acknowledging and attempting to understand the perspectives of others
- Realistic self-image: Ability to honestly assess oneself and develop realistic expectations and goals

BEHAVIORAL AWARENESS

- Increased ownership of and responsibility for actions
- Higher level of frustration-tolerance
- Better management of one's own behavior, less reaction to others
- Increased ability to control impulses, wait or delay gratification
- Improved communication (eye contact, facial expressiveness, tone of voice and gesture)
- Increased ability to take care of one's own feelings and make clear requests of others
- Better able to receive criticism, to resist negative influences, to listen and to be helpful
- Better focus and concentration, improved performance (professionally, academically)
- Ability to deal more effectively with conflict, e.g., communicate effectively, problem-solve, identify alternative actions, anticipate consequences



School of Employment 3 Day Work Readiness Training Curriculum Map for Enrolled Participants

1-On-1 Client Services Intake & Eligibility	Group Training Class Day 1 Building Professionalism	Group Training Class Day 2 Ready for Employment	Group Training Class Day 3 Ace the Interview	1-On-1 Client Services Follow Up With Coordinator
Before Class Day 1 Work Readiness Training, Participant Will: 1. Attend WIA Orientation 2. Complete Career Scope Interest Survey with their Coordinator 3. Complete Work Readiness Pre-Test with their Coordinator 4. Register and Attend Resume Readiness Workshop with Trainer 5. Complete a Resume with their Coordinator to include: a) Name, Address b) Education (with dates) c) Work Experience (with dates) d) Involvement with Organizations/Volunteer Work e) Achievements/Awards f) Three References	Module 1: Professional Foundations Introduction -Establishing Agreements Worksheet & Discussion (Needs & Wants) -Group Guidelines & Responsibilities Module 2: Career Foundations -Negotiating Interests, Aptitudes, Job Market Review Career Scope Summary -Cycle of Career Decisions Model -Who Would You Hire Role Play Activity -Pre-Interview Checklist Module 3: Marketing Foundations -The World of Work Quiz & Activity -What Employers are Looking For Diagnostic -Resume Sharing Conference Circle Module 4: Building Communication Skills -Communication Word Web & Activity -Effective Sending & Encoding -Power of Listening Activity Receiving & Decoding Closing	Welcome Module 5: Honoring Community -Listening Diagnostic -Listening & Decoding Practice Activity Module 6: Building Labor Market Skills -Computer Lab Skills & Applications (i.e. ONET, etc.) -Review Applications & Resumes Module 7: Building Conflict Management Skills -Create a Conflict Word Web -Uses & Limitations of Conflict Styles Akido Demonstration & Discussion -Win-Win Problem Solving Practice Module 8: Planning Career Success -Career Identity Shield Project & Presentation -Review Interview Checklist & Dress for Success Traditional Closing	-Individually Scheduled Mock Interviews before a Panel of Interviewers -Interviews are Videotaped and Reviewed by the Client and the Trainer Immediately Following the Interview -Panel of Interviewers Assesses the Interview -Resumes are Reviewed and Edited between Participant and Trainer -Participant will Complete Work Readiness Post-Test	Coordinator Will: -Review the Panel's Interview & Assessments in Folder -Finalize Resume and References -Confirm that All Applications are Complete -Present Work Readiness Certificate of Completion -Set up Volunteer Work Exposure or Direct Hire
Facilitation: Coordinator, Trainer WIA Skills Covered: 1, 2, 3, 4	Facilitation: Trainer WIA Skills Covered: 1, 2, 3, 5, 6, 9, 11, 12	Facilitation: Trainer WIA Skills Covered: 2, 3, 4, 6, 7, 9, 11, 12	Facilitation: Trainer, Interview Panel WIA Skills Covered: 5, 8, 9, 10, 11	Facilitation: Coordinator WIA Training Skills Covered: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Goals & Outcomes: Orientation Career Scope Interest Survey Work Readiness Pre-Test Draft Resume	Goals & Outcomes: Understand Labor Market & Career Scope Interest Survey By the End of Day 1, Participants will be 75% Completed with Resume and List of References	Goals & Outcomes: Interview Readiness & Practice Effective Communication Practice Conflict Management Education Assertion Skill Practice Win-Win Negotiation Problem-Solving	Goals & Outcomes: Interview Readiness & Feedback – Punctuality, Dress, Social Skills, Etc. Interview Panel will Assess Both Interview & Twelve Skill Attainments Work Readiness Post-Test	Goals & Outcomes: Leadership & Team Building Participant 100% Completed with Resume, References, Follow Up Letter, Post-Test Work Experience
Time Allotment: *All Assignments Must Be Completed Prior to Class Day 1	Time Allotment: 6.0 Instructional Hours	Time Allotment: 6.0 Instructional Hours	Time Allotment: 1 Hour per Interview	Time Allotment: All Assignments will be Completed Prior to Volunteer/Work Experience

Work Readiness Education Skills: Arizona Department of Economic Security: Workforce Investment Act

To be eligible for a Work Readiness/Experience Training, participants must be assessed as deficient in all twelve areas of the work readiness skills outlined below. They must demonstrate proficiency in all twelve skills to attain a work readiness goal.

Work Readiness Skills encompass: labor market information, occupational education, career planning, decision-making, job preparation techniques (i.e. resumes, applications, interviews, and follow-up letters), daily living skills, work etiquette (i.e. behavior, attendance, punctuality, dress, etc.).

The twelve Work Readiness Education Skills are:

1. Making Career Decisions
2. Using Labor Market Information
3. Preparing Resumes
4. Completing Applications
5. Interviews/Writing Follow-up Letters
6. Survival/Daily Living Skills
7. Maintaining Regular Attendance
8. Being Consistently Punctual
9. Exhibiting Appropriate Attitude/Behaviors
10. Presenting Appropriate Appearance
11. Demonstrating Good Interpersonal Relations
12. Completing Tasks Effectively

The Cycle of Career Decision Making...

During your professional life you will make career decisions many times. The average worker changes jobs six to eight times during his/her life. Interests can change and workers are often suited for a variety of jobs - not just one. As we gain experience and become more skilled throughout our career the planning process outlined below becomes easier.

1. Assess Yourself

Understand and identify your values, interest areas, skills and any additional training you might need/want.

2. Explore Your Options

Understand the labor market, the occupations you are well suited or best prepared for, and the opportunities available to you.

3. Create Your Plan

What steps do you need to take in order to achieve your goals? Create a step-by-step action plan that will lead you to where you want to go.

4. Follow Your Plan

Begin at the beginning. Take the first step of your plan and follow with the next and the next. Set timelines and check off each step when you have completed the task. Congratulate yourself along the way. It's a process!

5. Evaluate Your Progress

Have you completed each step in the progression toward your goal? Are you happy with your results? What could you do differently? Prioritize your "to do" list.



UNDERSTANDING CONFLICT

CONFLICT IS A NATURAL & NORMAL PART OF LIFE.

HOW we deal with our inevitable differences determines whether we learn and grow from conflict or we shut down and remain unchanged by it.

CONFLICT PROPELS US TO MOVE AND CHANGE.

It takes 2 to "conflict." When we learn to see conflict as the dance of life, it becomes easier to understand our part in the routine and adjust our steps accordingly.



SOME CAUSES OF CONFLICT:

- Limited Resources
- Unmet or Competing Needs
- Communication Breakdowns
- Power Struggles
- Emotional Baggage
- Differing/Contrasting Values
- Cultural Misunderstanding
- Bias or Prejudice

SOME OUTCOMES OF CONFLICT:

- "Winner" gets all -"Loser" none
- Both parties get "a little"
- Both parties get nothing
- Problem is not addressed at all
- Feelings don't improve/change
- Violence or force used/hurt
- Sabotage or undermining
- Revenge

MAKING THE Win-Win PARADIGM SHIFT

Often conflict is like a game. The rules of the game are competitive, resulting in either winners or losers. This "dualistic" thinking promotes ideas like Right-Wrong; Good-Bad. Dualistic thinking, when applied to conflict, results in over simplification and lack of creativity by assigning blame to those perceived as "bad" or "wrong." Making a person the problem, rather than looking at a conflict as a shared condition created by both parties alleviates personal responsibility for the situation. Dualistic thinking is deeply acculturated and often operates unconsciously. Research shows that we tend to compete even when it is not in our own best interest to do so. Dualistic thinking compels us toward competitive behaviors & aggressive feelings when the majority of life situations require cooperation.

Most of us are never taught the SKILLS of empowered and effective collaboration.

Taking a *win-win conflict resolution* approach means we step out of dualistic thinking and embrace a more creative, self-reflective and open-minded approach to conflict. Seeking to find a Win-Win resolution where *both parties gain*, compels us to separate the problem from the person & better understand ourselves. Taking this approach creates a climate for negotiation that is more likely to yield solutions that are creative and satisfactorily meet BOTH party's needs. When a problem is resolved effectively, the relationship can continue and the cycle of conflict doesn't repeat itself.

CONFLICT STYLES

USES & LIMITATIONS OF DIFFERENT STYLES

DIRECTOR: Knows best - My way or no way - Persuasive - Intimidating/Competitive

When does this style work? When is it useful or helpful?

AVOIDER: "Can't deal with it" - Let it go - Delay - Not worth it - "Whatever"

When does this style work? When is it useful or helpful?

ACCOMODATOR: Keep the peace - Don't rock the boat - Keep feelings to self - Needs not met
OR A 'CLOSE COUSIN'

COMPROMISER: Willing to settle - Give up something - Only some needs met

When do these styles work? When are they useful or helpful?

When do these styles NOT work? When are they NOT useful or helpful?

COLLABORATOR: 2 heads better than one - Creative approach - Look s at problem -
Considers feelings - Searches for solution s that meet BOTH party's needs - Avoid s blame

When does this style work? When is it useful or helpful?



Turn a Conflict Style into a Problem-Solving Strategy

Consider a dispute you have had, or you may be experiencing right now. (You can use this model to examine a variety of conflicts you may have had, or may be having). Depending upon what is most important to you: the outcome of the situation or the relationship – maybe both, here are the ways you could apply the above conflict styles appropriately in the situation.

In Your Conflict:

IF...

Neither the outcome nor the relationship is important to you

The relationship is much more important than the outcome

Both the relationship and the outcome are important to you

The outcome outweighs/is more important than the relationship

The outcome a little less important than the relationship, and you're willing to cut some losses to preserve both

THEN...

AVOID

ACCOMMODATE

COLLABORATE

COMPETE/DIRECT

COMPROMISE



WIN-WIN PROBLEM-SOLVING PROCESS

The art and science of win-win problem-solving (negotiation) lies in the ability and willingness to see a problem as something *shared* by the parties involved (usually two, but can be more). When we stop blaming or making the other person "the problem" and view the situation as "our" problem, the tone for creative win-win problem-solving is set. If we look at conflicts as expressions of unmet needs or unacknowledged feelings, it makes it easier to find 'common ground' (we all have feelings and needs) and refocus our attention on creatively seeking solutions that satisfy both party's needs. The win-win problem-solving process moves two (or more) individuals through a discovery process that requires listening, a willingness to understanding, a sincere effort to move the situation forward and the application of creative unbiased thinking. When disputing parties create a solution that holds both equally accountable, the outcome is more likely to last and successfully resolve the conflict.

DEFINE THE PROBLEM:

Make sure that each party understands and agrees on what the problem is. Separate the people from the problem.

LISTEN TO PERPECTIVES:

Listen to points-of-view, feelings, needs, history and what each person envisions for a solution.

BRAINSTORM SOLUTIONS & SELECT BEST OPTIONS:

Offer ideas for solutions. Be creative and search hard for options that will meet both parties' needs.

MAKE A PLAN & FOLLOW IT THROUGH:

Each party takes responsibility for his/her role in the plan (solution) to resolve the issue. Provide "check-in" meetings to see if what was agreed to is working successfully. Adjust the plan if needed.



School of Employment – 5 Steps For Developing A Learner-Centered Education Plan

1. RESEARCH: DEVELOP A CULTURALLY RELEVANT MODEL

Gather information from the community: staff, clients and the industry sector. Get feedback about current practices or conditions and compare the different points-of-view about current models or systems being used.

- **STAFF SURVEY(S):** Design an opinion survey for the entire staff, e.g., case managers, administrators, management and other department staff. Assess what they identify as the most predominant needs of clients. Staff surveys can also include self- assessment questions that address teamwork and the quality of service to clients.
- **CLIENT SATISFACTION SURVEYS:** Design and routinely use post-workshop satisfaction surveys to gather information about your current training program. Over time data can be collected in order to identify trends, strengths or weaknesses.
- **EMPLOYER/INDUSTRY FEEDBACK:** Either through meetings and discussion or through formal written surveys, gather information about what employers are experiencing with their employees. What do employers identify as employee performance issues and what barriers to success or patterns of under-performance do they observe that could be addressed in training?
- **OBSERVATION & ANECDOTAL INFORMATION:** Pay attention to what you hear from staff or clients in private or informal situations. Does your current work readiness training program reflect community values and support cultural identity or history? Does the adult education you provide successfully balance clients' learning needs with marketplace or industry norms?

Use all of the above data to inform your choices about the curricula you develop for training. Which subjects require more emphasis or reinforcement?



2. CURRICULUM STANDARDS MEET INDUSTRY STANDARDS: A “BEST PRACTICES” EDUCATIONAL APPROACH

Bringing a “learner-centered” Adult Work Readiness Course to life requires a commitment to understanding some of the “best-practices” for adult learning. These are strategies and approaches that address diverse cultural or learning styles and build skills in the areas of emotional intelligence and creative problem-solving. These approaches are needed in the field of workforce education and can be successfully infused into the accepted work readiness skill-attainments. These facilitative practices actively empower adult learners and promote self-confidence, self-motivation and self-determination – all of which better prepare clients to meet or exceed the expectations of employers.

The twelve “Skill Attainments” defined by the Arizona State Education Department (based on US Department of Labor Workforce Investment Act learning standards developed for youth) are:

1. Making Career Decisions;
2. Using Labor Market Information;
3. Preparing Resumes;
4. Completing Applications;
5. Interviews/Writing Follow-Up Letters;
6. Survival/Daily Living Skills;
7. Maintaining Regular Attendance;
8. Being Consistently Punctual;
9. Exhibiting Appropriate Attitude/Behaviors;
10. Presenting Appropriate Appearance;
11. Demonstrating Good Inter-Personal Relations;
12. Completing Tasks Effectively.

The *GRIC Work Readiness Course* expands upon these skills and adds learning modules that focus on *Professionalism and Emotional Intelligence; Effective Communication* and *Win-Win Conflict Management*. These modules reinforce the skill-sets identified in #6, #9, #10 and #11 with relevant “job sustaining,” life and labor market skills that are important for adult learners and are often identified by employers as much needed workplace skills.



3. MAP THE CURRICULUM

After delivering a few “Work Readiness” trainings, the most effective approach and time-table for delivering the curriculum you have developed will emerge. Once the model has crystallized it is helpful to create a curriculum map. (*See GRIC’s Curriculum Map for a 3-Day Work Readiness Course*).

A curriculum map outlines the course curriculum (*training topics, modules or units of study*), learning outcomes (*skill attainment goals*) and timing. In addition, it is useful when a curriculum map looks more comprehensively at the “course of study” within a department’s regular “Flow of Services.” This more comprehensive mapping approach defines WHO is responsible for different phases of the client’s experience and allows the entire staff to better understand the role of training in relationship to other services offered by the department or agency. This wider lens helps to clarify how work readiness training is really a course of “continuing education” and articulates the staff’s teamwork in moving clients through the different phases of the department’s educational services.



4. PROVIDE SUPPLEMENTAL SKILL-BUILDING WORKSHOPS AND COMMUNITY-BUILDING EXPERIENCES

To develop a school of employment that effectively serves clients taking a holistic educational approach is helpful. This can mean broadening the “menu” of training beyond topics covered in the Work Readiness Course and offering additional workshops and group-building experiences that are personally or professionally life-enhancing. Skill practice intensives on subjects that require more time to master are a great way to embellish upon material that is introduced in the Work Readiness Course. Workshop topics can be identified from client feedback, staff surveys and “picking up” on subjects or skills that need reinforcement.

Below is a sample of INTRODUCTORY (90 min.) and SKILL BUILDING (3-4 hr.) workshop topics offered at the GRIC Employment & Training School of Employment. This is an ever evolving list that is informed by need, requests or observation:

INTRO SERIES: 90 Minute Workshops

- Speak Up & Open Doors!
- Acing Your Applications
- What Employers Want
- The Role Of Social Media In The Workplace
- Telephone Talk Tips
- Intro To Professionalism: *Being A Valuable Asset To Employers*

SKILL-BUILDING SERIES: 3-6 Hr. Workshops

- Resume Readiness & Writing Lab: A 2- Part Workshop
- Communication Opens Doors
- Managing Conflict: Adopting A Win-Win Approach
- Resume Readiness & Writing Lab: A 2-Part Workshop (Total 6 Hrs)
- Professionalism: *Be A Valuable Asset To Employers*
- Understanding & Managing Anger
- “What’s Your EQ?” The Role Of Emotional Intelligence In Career Success
- Turning Challenges Into Strengths – *Re-Framing Personal Barriers*
- Discover Your Professional Look: *Fashion & Make-Up Tips For Women*



5. PROGRAM ASSESSMENT

“Success” is influenced by a variety of factors and can be viewed and measured in a variety of ways. In the GRIC implementation process we measure client success in a couple of ways:

- **Measuring learner “Skill Attainments:”** By developing a more comprehensive “adult version” of pre and post skill attainment tests (a process that is still in progress and partially implemented) we have one way to evaluate and collect data about our client learning and skill acquisition. This is also necessary for measuring the effectiveness of training and for looking at any adjustments in methodology or curriculum.
- **Client satisfaction surveys (workshop evaluations):** These rate clients’ training experience and their valuation of the material presented and the facilitator’s knowledge and presentation. While client responses can be highly subjective, circumstantial, and diverse, we continue to ask for evaluations of every workshop we offer in an effort to collect data over time that allows us to look at general trends in clients’ responses to particular trainings or facilitators.

In addition, it is important to continue to get ongoing feedback from *employers and the industry sector* as well as to pay attention to *observations and anecdotal information* (survey methods outlined in #1). This keeps a program “fresh” and builds in check-points so that you can respond effectively to areas of need or adapt to the ever-changing employment landscape.



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