

CAREER



PATHWAYS

TOOL KIT

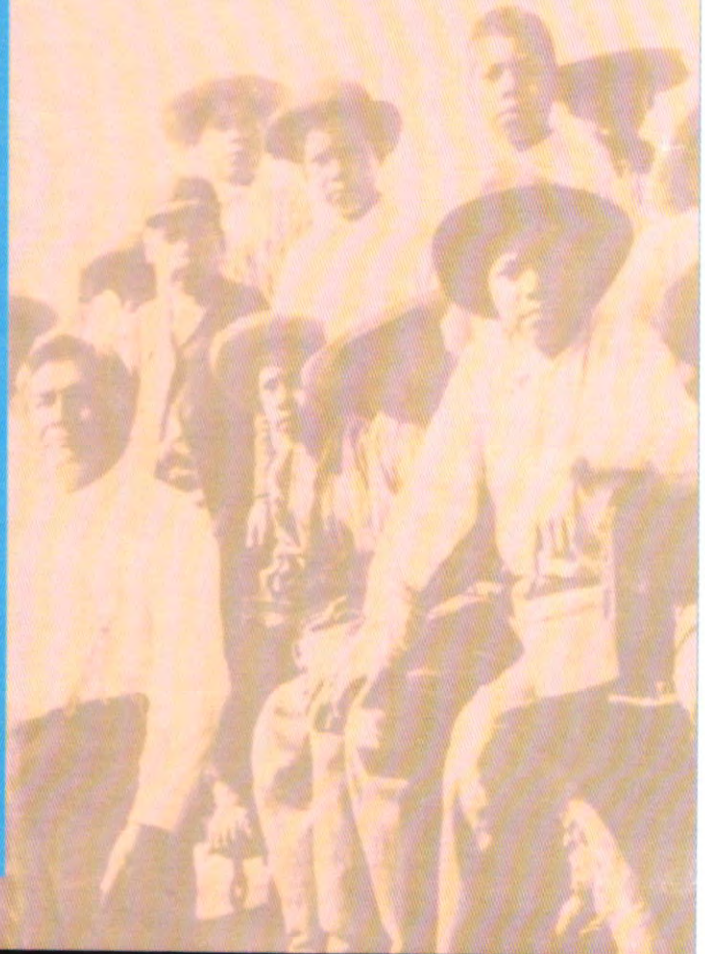
**Gila River Indian Community
The Basics - "Six Key Elements"**



GILA RIVER INDIAN COMMUNITY

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CAREER PATHWAYS: SIX KEY ELEMENTS

GILA RIVER INDIAN COMMUNITY STRATEGIES BASED ON THE SIX KEY ELEMENTS OF CAREER PATHWAYS

DEFINITION & FRAMEWORK

+Career Pathways Definition

The term “career pathway programs” means a clear sequence of education coursework and/or training credentials that include the following components.

Career Pathways:

- Are aligned with the skill needs of industries important to the regional or state economies in which they are located, and reflect the active engagement of employers in targeted industry sectors regarding the skill requirements for employment or career progression in high demand occupations.
- Include the full range of secondary, adult education, and postsecondary education options, including registered apprenticeship, with a non-duplicative progression of courses clearly articulated from one level of instruction to the next, with opportunities to earn postsecondary credits and lead to industry-recognized [and/or] postsecondary credentials;
- Include curriculum and instructional strategies that make work a central context for learning (contextual learning) and help students attain work readiness skills;
- Include, as appropriate for the individual, integrated education and training that combines occupational skills training with adult education services, give credit for prior learning, and adopt other strategies that accelerate the educational and career advancement of the participant.
- Lead to the attainment of an industry-recognized degree or credential, which may include stackable credentials of value in the labor market and that articulate progressively to higher-level credentials or degrees.
- Help a worker enter or advance within a specific sector or occupational field, regardless of their skills at the point of entry.
- Include academic and career counseling, wrap around support services particularly at points of transition, and support the development of an individual career plan.

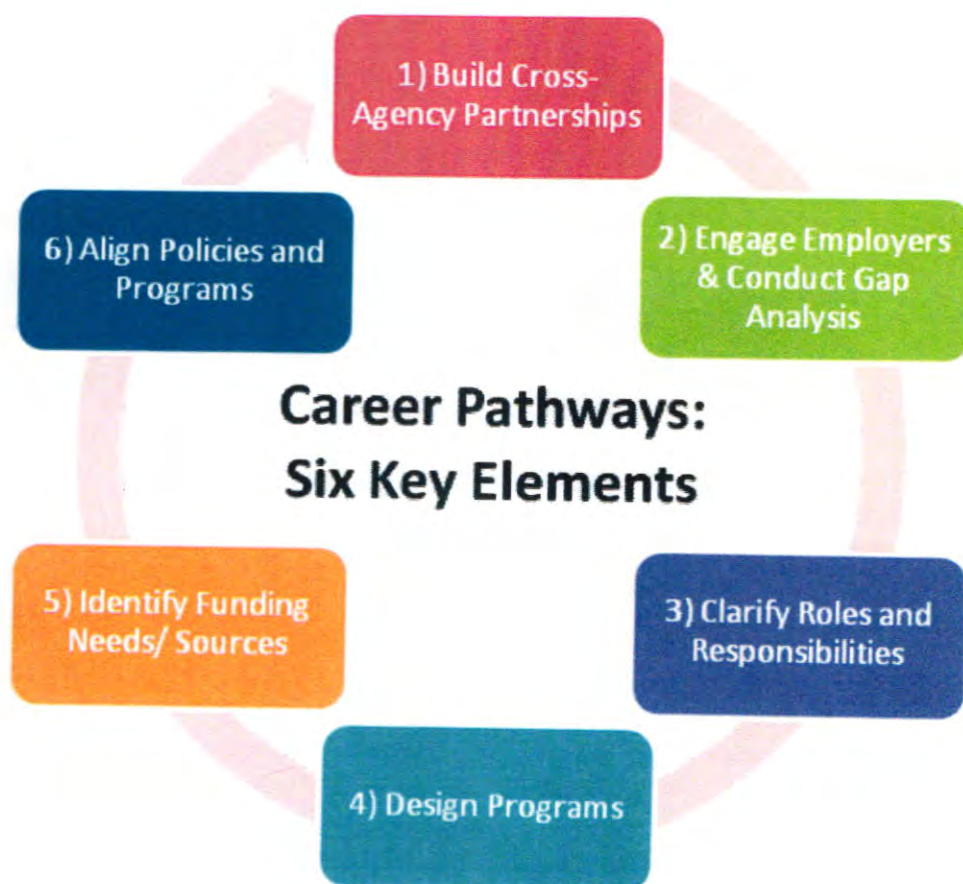


- Are organized to meet the particular needs of adults, including childcare, accommodating work schedules with flexible and non-semester-based scheduling, alternative class times and locations, and the innovative use of technology.
- Have the goal of increasing an individual's educational and skills attainment and employment outcomes.

What does a comprehensive career pathways system look like?

Tribal Team works collaboratively to develop a career pathways system at the local level must facilitate and coordinate **Six Key Elements** in order to implement a comprehensive career pathways system. These elements often happen simultaneously, or are revisited as programs are developed and your local, regional, and state systems evolve.

The following chart highlights goals related to each of the six elements in a comprehensive career pathways system.



Element 1 – Develop Your Team and Identify Partners

GILA RIVER INDIAN COMMUNITY:

- **Core Team** - Started with a small Core TEAM of ten with representation from Tribal Education, WIA, TERO, Support Services Agencies, Tribal employers, Gila Pinal local One Stop, and Community Colleges with WIA as the lead. This is the Team that would do all the groundwork to get the Career Pathways System in place.
- **Train the Team** - Reviewed and studied all DOL training materials and attended the DOL Institutes as a Core Team before inviting others to the table. Develop your Teams capacity before involving anyone else from the Community.
- **Regular Team Meetings** - Held regular monthly meetings to develop a strategy of how and when we wanted to involve the Community.
- **Community Meetings** – To get a picture of the Community’s challenges and resources and where we needed to focus, we held a series of Community meetings where we would present the concepts of Career Pathways and asked for input. Invitations would be themed. One meeting we invited only employers and asked them to report on any training they had in place, their employment needs, and the resources they had. The next meeting was themed around support service agencies in the Community, etc. Once these meetings were concluded, we not only received very valuable input, but also added a few more partners to the Core Team. Have one for participants as well and add them to your team when you are ready.
- **Resource Team** – It was our experience that everyone wanted to get involved but many did not have the time to attend regular meetings, so to keep everyone engaged we created a “Resource Team”. This Team was convened when we needed to gain more input and to report our progress.
- **Council Presentations** – Present to Council when you are ready to get their buy in. Make sure you have done all your homework because this is real systemic change for Tribal Communities. We presented to the Governor’s Administrative Team before presenting to Council. The Council will be passing a Resolution when we have presented to the 7 Districts. It will become a “way of doing business” for our Community.
- **State Partners** – Find out what your State is doing in the way of Career Pathways so you can see what resources they can bring to your initiative. Strengthen your initiative first

and have a clear sense of where you want to go. All States are in varying stages of Career Pathways. After a year and a half of working within our own Community, we recently joined a State group called "Friends of Industry Sectors". As a result of reaching out we were invited to attend a State Industry Sector Academy where our Industry Sector Chairs will receive additional training for free and be able to connect our Tribal employer sectors to the State's Sectors.

TIP: It is critical when you develop your initial Team that you are choosing policy makers or those that are as high up in management as you can. However it is even **more** important that you choose champions, "doers", and those that are positive and have a passion for the initiative. Don't sacrifice. Make sure you choose the right people. I can't emphasize this enough! One negative person can stop all progress.

TIP: Partner with your local One Stop. Our Tribe does not have all types of jobs to employ our Community. We found this partnership valuable in knowing other local jobs that would come available to employ our Community Members. We are now sharing this information and will be doing work readiness together as a result of this partnership.

BUILD CROSS-AGENCY PARTNERSHIPS

Key cross-agency partners at the Tribal levels are engaged, agree to a shared vision, and gain support from political leaders.

In a comprehensive career pathways system, a diverse group of representatives from Tribal agencies, private and non-profit partners, and employers and members of the business community collaborate to design, craft, and implement a shared vision. Your *local tribal team* forms to design, pilot, launch, and grow a local or regional career pathway system. Your *state team* can support the Tribal team with resources and connections to State employers and workforce systems.

Recommended Partners

Key agency partners at the *Tribal* level include:

- Workforce Investment
- Tribal Education and Johnson O'Malley
- Tribal Human Resources
- Alternative Schools and high schools
- Community College(s)
- Adult Basic Education providers
- Early Childhood and Head Start
- TANF providers and Human service agencies
- TERO
- Council and other elected officials
- Economic Development
- Community-based organizations
- Tribal Business representative(s)
- American Indian Chamber of Commerce
- Other Tribes in your State

Key agency partners at the *state* level include:

- State Workforce Agency and One Stops
- Workforce Investment Boards

Element 2 – Identify Industry Sectors

GILA RIVER INDIAN COMMUNITY

- **Statistics** – As we know statistics are not readily available in Indian Country. As a result of our Community Meetings, it was easy for us to see which sectors we would develop first based on the stated need of the Community’s employers. We chose our **Hospitality Sector** because we learned from employers that they have a 52% turnover rate. A **Construction Sector** was chosen because our Community was engaged in building 100 homes per year for Community Members. The **Medical Sector** was targeted because we are building a care facility and know that 395 jobs will be available in the next 3 years. Finally the **Government Sector** was established because we have 2,000 plus employees and we want to see advancement of our Community members from entry-level positions to advanced positions. Another sector we want to develop is Small Business because a number of our members have an increasing interest in developing their own businesses.
- **Surveys** – Surveys can be developed using “survey monkey” on line or ongoing surveys can be developed with employers to gain information on a regular basis.
- **TERO** – may have data that you can use to determine need for Industry Sector development
- **American Indian Chamber Of Commerce** – may be another agency that may have data on your Tribe.
- **Marketing Materials**: Create marketing materials with information about Career Pathways, i.e. brochures, a power point, articles in the newspapers, and a published schedule of presentations. Create your own logo and have shirts made or buttons to be passed out at the presentations.
- **Employer Institutes** – An Employer Institute was developed to begin to engage more employers in our Hospitality, Construction and Medical Industry Sectors. Multiple employers from these 3 sectors were brought together for an overall training in Career Pathways. One of our guest speakers was from a local county employer automotive Industry Sector (East Valley Institute of Technology -EVIT,) that spoke about the benefits of being part of an Industry Sector Team. After the training we convened them by Sector into 3 separate groups that met to discuss their common needs and goals. This was a huge success! We will continue these Institutes to develop powerful sectors.
- **Industry Sector Teams**– The creation of Industry Sector Teams is very powerful. Our hospitality industry sector is composed of, a resort, a golf course, the casinos, a themed

western venue, a racing strip and an equestrian center. Many of our Industry Sectors Teams were surprised to know that what they were developing, another “like” industry already had something in place. Therefore the sharing has begun to take place. We want them also to be discussing ways to streamline applicants getting into their “industry” by only having one place to apply. This would mean they would apply to the industry sector and then have their application forwarded on to the appropriate business, i.e. hospitality.

- **Career Pathways Councils/Boards** – All Industry Sector Chairs will sit on a Career Pathways Council/Board that will be formalized by the Council. Other team members in Education, Workforce, TERO, Council, Support Agencies, schools, and colleges will also be represented. (See Career Pathways Advisory Board Attachment)

TIP– We found that employers, although fully engaged in the process had difficulty attending meetings so we paired a Team Member with each Industry Sector Chair to assist in the coordination of meetings and to move things along. Also we started out with representation from the Business Managers and learned that once the buy-in was achieved, it was hard for them to attend regular meetings. It was much easier to have their HR Representative or Educational Trainers participate in regular meetings reporting back to their business managers. Business Managers participate but need to attend to the “bottom line.” Human Resources Representatives/Education Trainers seem to be more appropriate to work regularly with Community Colleges to create entry -level credentials and identify gaps in training.

ENGAGE EMPLOYERS & CONDUCT GAP ANALYSIS

Sectors and industries are selected and employers are engaged in the development of career pathways.

A first step in developing a comprehensive career pathways system involves conducting a labor market analysis and assessing gaps and assets in order to identify the best sectors around which to build career pathways. Based on this analysis, team should target high-demand and growing local industries and sectors, and seek to engage employers and business groups that represent the chosen industries. The Career Pathways Team should develop a marketing plan and outreach strategy, as well as a long-term plan for supporting and sustaining the engagement of employers.

Key Questions:

How will you determine labor market trends, skill development needs, and opportunities, employer preferences, etc.?

How will you select which employers (or industry representatives) to approach?
How will you “pitch” career pathways to them?

How do you plan to work with employers during the various phases of the project (design, launch, operation, evaluation?)



Element 3 – Identify Roles and Responsibilities

Gila River Indian Community

- **Core Team** – Our Core Team was established to do the main work to develop Career Pathways with WIA as the lead or “convener”. Regular meetings are held. We have only 3 members that are responsible to so presentations to make sure our message is consistent. Education, TERO and WIA are responsible for creating the “3 entry point system”. Each Industry Sector has a Team Member assigned to it. Industry Sectors have been given the tool to use to develop their sectors. Every one reports back at a monthly Career Pathways Meeting. Other assignments are made as the need arises.
- **Work Groups** – We have established and are better defined in this document under “Gila River Work Groups”. You will see a list of their recommended partners and responsibilities.
- **MOUs** –MOUs will be signed over the next year as we have finally developed our system and have more of a direction for program design.

TIP: Even though we are from Tribal Communities and it is expected by our leaders to work together, it is important to formalize the relationship in the Career Pathways System. It is too easy for members to get sidetracked by day to day activities and give reason why assignments were not completed. It needs to become part of our job duties to support and continue to develop the System. Formalize with MOUs and also encourage Tribal Leadership to formalize an Advisory Board or Council to continue the work for sustainability.

CLARIFY ROLES & RESPONSIBILITIES

Roles and responsibilities are clearly defined and formalized.

Once partners are engaged, the Career Pathways Team should define and formalize roles and responsibilities, using written memoranda of understanding. A leadership or steering committee should guide the process of developing the career pathways system. The following chart outlines some of the common roles and responsibilities of key partners.



Workforce	Labor Market Information Employer Engagement Recruitment and Referrals Support Services Skills Assessments Job Search Assistance Job Placement Services	Education	Program Design Curriculum Development "Chunking" and "Modularizing" Linkage between credit and non-credit Articulation agreements to promote portability Support Services Financial Aid
Economic Development	Labor Market Information Employer Engagement	Human Services	Referrals and Recruitment Supportive Services Employer Engagement
CBOs	Referrals and Recruitment Employer Engagement Support Services	Employers	Curriculum Development Trainers/Faculty Employment/Internships

Element 4 – Design Programs

GILA RIVER INDIAN COMMUNITY

- We have developed **3 points of entry** system, one in the Employment and Training Department, one in the high schools, and one in Tribal Scholarships Office in the Education Department. (See **Overview of System attachment.**)
- The three points of entry will offer the same initial assessment and a career or an academic plan. (See **System Flow of Services attachment**)
- New high school credited electives will be created by employers and Community Colleges to give students dual credit.
- Employers will be creating entry level credentialed training for each of the Industry Sectors.
- Employer programs will include internships; job shadowing programs, work based learning, mentoring programs, development of career ladders for entry level and current workers leading to advancement and more professional positions.
- Community projects will be developed for both youth and adults to connect more with the Community.
- "Pathways Home Program" will be developed for Boarding School Youth and those being served by the Indian Centers in the metro areas.
- Skilled members of the Community will be made adjunct teachers certified by Community Colleges to deliver credentialed curriculum thereby creating necessary role models within the Community.
- A tracking system will be created by our Tribal Management Information Systems (MIS) Department. Participants will be entered into the system at all three entry points. As

people transition in and out of the system we will always be able to find them in the system to make their re-entry easier.

- Our elementary schools have expressed an interest in getting involved and may be offering career development programs as part of their curriculum.

DESIGN PROGRAMS

Career pathway programs provide a clear sequence of education courses and credentials that meet the skill needs of high-demand industries.

In a comprehensive Career Pathways system, programs are designed to provide a clear sequence of education courses and credentials that prepare individuals, regardless of their skill level at the point of entry, for postsecondary education or training and employment. As addressed in element two, programs should be designed around high demand Tribal industries and support career ladders that pay family-sustaining wages. Programs should support a full range of education options leading to credentials, and be supported by state legislation and administrative policies to support sustainability.

Key Questions:

How will you design programs that:

- Incorporate and align secondary and post-secondary education elements?
- Integrate and contextualize adult basic education and occupational skills training programs?
- Chunk curricula into shorter programs of study?
- Meet the need for flexible training and education options?
- Include academic and CTE content in a coordinated, non-duplicative progression of courses?
- Integrate wrap-around services into program delivery?
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree?

Element 5 – Identify Funding

GILA RIVER INDIAN COMMUNITY

- We will be seeking Grants and Foundation money to assist us in developing the system further.
- When Council passes a Resolution there will be additional Tribal funding available for the system.
- By sharing resources funding will go further with the expectation that there will be cost savings to Department s and individual programs
- By partnering with the State and other Career Pathways initiatives throughout the State, we will save additional costs.
- We have future plans on applying for the 2013 Tribal Voc Rehab Grant so that we can increase our awareness on how to serve individuals with disabilities.
- With the successful receipt of the Workforce Innovations Fund, we have hired 6 staff to assist us in developing the model.

IDENTIFY FUNDING NEEDS/SOURCES

Necessary resources are raised and/or leveraged to develop and implement career pathway programs.

A primary function of the career pathways team involves identifying resources necessary to operate career pathway programs and core components of the system, including: program development, professional development, operating costs, and supportive services. Tribal Partners will work together to raise and leverage funding from Tribal, federal, state, local, and foundation sources.

Key Questions:

What are your funding needs?

- Curriculum development
- Professional development
- Operating costs
- Supportive services

What funding sources have you explored?

- WIA Titles 166, I, II, and IV
- Wagner-Peyser Act funds
- Carl Perkins Act funds
- TANF funds
- Tribal Funding
- State funding
- Private foundations

Element 6 – Align Policies and Programs

GILA RIVER INDIAN COMMUNITY

- Currently we are aligning our services with Tribal Education as we develop the system to refer College Students to the Employment and Training Department for Internships and job development. We will be holding joint Orientations and assessments.
- Employers are looking at their systems to see how to streamline their Industry Sectors training and application process.
- The Government Sector has made a WIA Policy to hire WIA participants who are on a WEX without the selection process. An employer only needs to write a memo to do a direct hire.
- We are looking at changing our Job descriptions to include a qualification for “Career Pathways Interns”. This will assist our College interns who may not have the years of experience but do have the credentials an opportunity to become employed in the Community, thereby keeping our educated Community Members within our Community.
- Hiring Policies are being looked at to address HR hiring offenders, Veterans, and individuals with disabilities.
- Other policies will be defined as we go.

ALIGN POLICIES & PROGRAMS

Tribal administrative policies promote career pathways development and implementation.

Tribal partners identify key policy and program changes and actions necessary to implement the goals and vision of the career pathways initiative. Partners actively coordinate efforts across the Community and establish formal procedures to institutionalize system change. Agencies and programs collaborate to provide professional development across organizations and systems. Measures are used to assess and determine system change and performance (including policy changes for system-wide change).

Key Questions:

How can policymakers support a coordinated, system approach to adult education and training?

- How are career technical and academic programs linked (or not) at the community college and how can the linkages be strengthened?
- Do your Tribal Departments and local One Stop and TANF service providers coordinate with one another in service provision? If not, what needs to change?
- What funds can be used to fund curriculum and professional development to support a career pathways approach?
- How can state educational institutions support the development of portable and stackable credentials?

Gila River Work Groups

Listed below are some of the individual work groups that the Gila River Career Pathways Team created and their associated tasks. Work groups report progress to the Career Pathways Team monthly.

INDUSTRY SECTOR WORK GROUPS:

OVERVIEW: Works with the Community Colleges in creating credentials and coordinates all employer services

1. **Construction Sector Chair:** Robert Mawson, Manager, Department of Housing Development, **Team Member** assisting: Andy Miritello Building Trades Instructor

Suggested Representation

Contact Info

7 Districts Maintenance Departments

Department of Environmental Quality

Contractors

Department of Community Housing

Department of Transportation

Tribal Projects

Department of Housing Development

Public Works

Material Suppliers



2. **Government Sector Chair** - Kimberly Dutcher, Division Manager and Terilynne Kisto, Acting Director of Human Resources, **Team Member Assisting:** Lana Chanda, E&T

Suggested Representation

Contact Info

Council Member

Board Members

Division Managers

Youth Council

Department Directors

Public Safety

3. **Hospitality Sector Chair:** Niki Ramirez Human Resources Manager, Wild Horse Pass Development Authority, **Team Member** assisting: Stephanie Saucedo, TERO Director

Suggested Representation

Contact Info

Raw Hide

Sheraton Resort and Spa

Ovations Food and Beverage

Aji Spa

Equestrian Center



Premium Outlet Mall

Whirlwind Golf Course

Cultural Museum

Bondurant

Firebird International Raceway

Gila River Casinos

4. **Medical Sector Chair:** Lorena Smith, Huhukam Hospital, Education Director, **Team Member Assisting:** Melody Lewis, Pathways Coordinator

Suggested Representation

Contact Info

Huhukam Hospital

Care Center

Indian Health Service

Gila River Health Care

Wellness Center

Dialysis Center

Medical Transport



5. Small Business Sector Chair: Michael Preston, Small Business Owners Chair, **Team Member Assisting:** Chris Banham, Education

Suggested Representation

Contact Info

Thunder Woman Creations

Amil Pedro, Traditional Art

Traditional Dancers

Sharon's Catering

Cameron Rivers Construction

MTO Smoke Shop & Gifts

Kowee Coffee

Suggested Industry Sector Tasks:

Identify areas of similar training

Identify crossover skills for the industry

Identify areas of shared resources

Identify where career ladders can be used

Identify gaps in service/training

Create visuals of industry career ladders

Identify needed credentials

Create a youth training component

Identify areas where services can be streamlined for the job seeker

Identify mentors

Identify needed policy changes

Identify internship areas



Identify current Universities and Colleges that will be used to create credentials Identify soft skills needed for industry

Identify current Trade Associations for the Industry

SYSTEM WORK GROUP

OVERVIEW: Develops participant service delivery system. Lana Chanda E&T, Lead

Suggested Representation

- Education
- (E&T)
- VHM and Ira H. Hayes Schools
- TERO
- Tribal MIS

Contact Info

Suggested System Work Group Tasks:

Develop common application

Develop System Manual

Develop MIS System

Develop referral system

Align policies

Develop broad Career Clusters

Develop Orientation for applicants

Develop assessment for each entry point

Develop Career/Academic Plan

Identify cohorts of students

Develop Employer Institutes

Community Presentations



EDUCATION WORK GROUP

OVERVIEW: Assess and develops the Educational System at Gila River

Team Member Leads: Mario Molina, Education Director and Chris Banham, Reservation Boarding Schools

Suggested Representation

- Student Services
- Education Administration
- Boarding Schools
- School Board Coalition
- Education Standing Committee

Contact Info

Suggested Education Work Group Tasks:

Standardize school curriculum

Develop a work group of school boards

Identify College students for internships

Assist in the development of on-line classes

Evaluate the need for GED in Community

Education Code

Work with Boarding schools

Look at E-cap

SUPPORT SERVICES WORK GROUP

OVERVIEW: Develops and streamlines the Community support services system

Team Member Leads: Melissa Madrid, Manager, Early Childhood and Elisia Manuel, WIA Coordinator

Suggested Representation

- Special Services
- Head Start

Contact Info



ELEMENT 4 – Design Programs

(See key questions on page 9)

What Programs currently exist?	What programs would you like to create?
Workforce	Workforce
Adult Basic Education	Adult Basic Education
Community College	Community College
High Schools	High Schools
Workforce	Workforce
Industry Sectors	Industry Sectors
Industry Sectors	Industry Sectors
Industry Sectors	Industry Sectors
Support Services	Support Services
TERO	TERO
Economic Development	Economic Development
Other:	Other:

ELEMENT 5 – Identify Funding/Resources

****See key Questions on pg #10**

What Resources currently exist?	What is the need?
Workforce	Workforce
Adult Basic Education	Adult Basic Education
Community College	Community College
High Schools	High Schools
Industry Sectors	Industry Sectors
Industry Sectors	Industry Sectors
Support Services	Support Services
TERO	TERO
Economic Development	Economic Development
Other:	Other:



CAREER PATHWAY ACTION PLAN FOR:

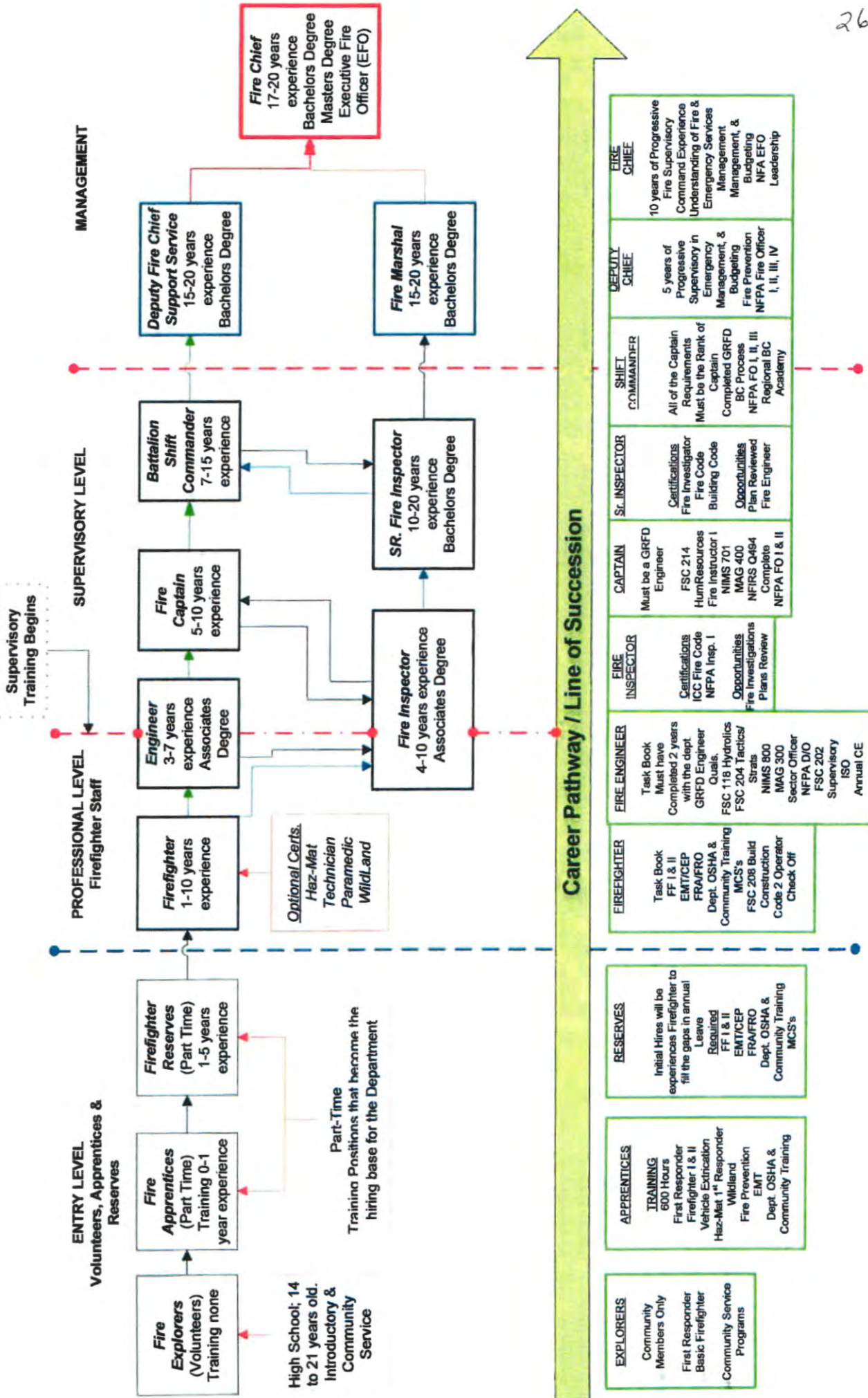
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KEY ELEMENT:

Priority Objectives <i>What we will do</i>	Tactics/Activities <i>How we will do it</i>	Lead <i>Who is responsible?</i>	Expected Outcomes <i>What is the result?</i>	Due Date	Progress & Adjustments <i>What have we accomplished?</i>

Gila River Fire Department
 Career Pathway
 Saturday, October 29, 2011

Draft

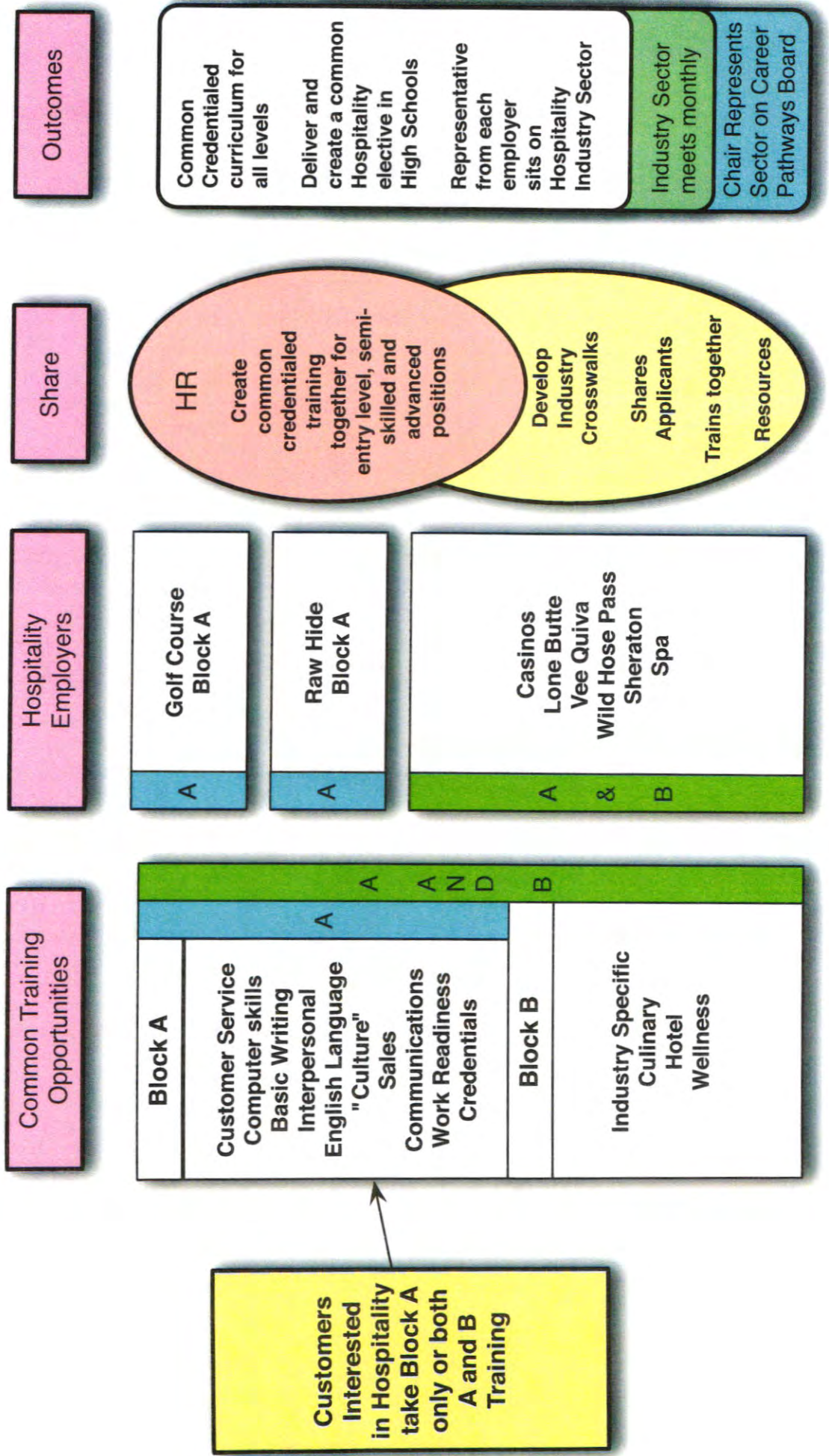


Industry Sector Activities

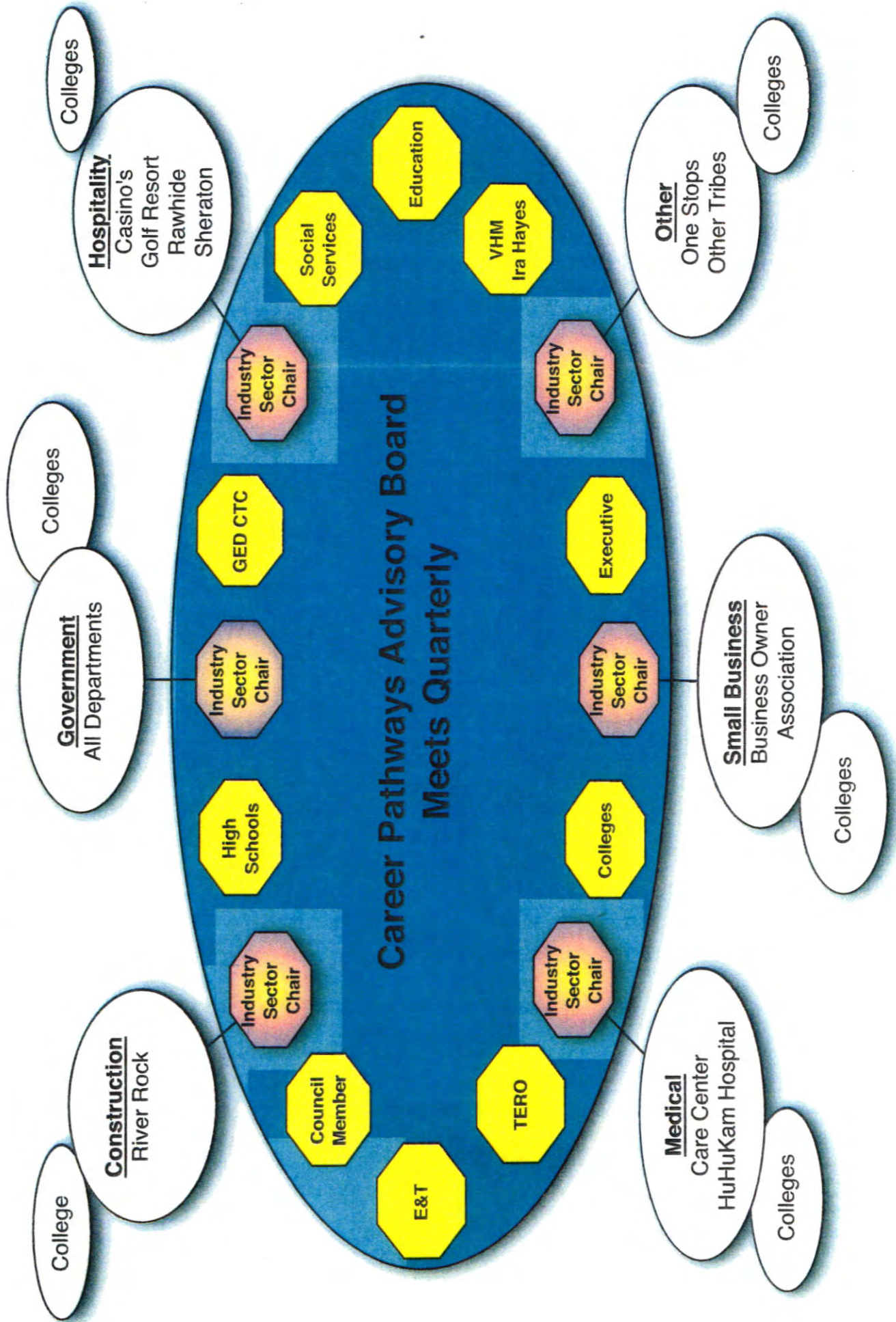


- Identify areas of similar training
- Identify gaps in training and needed credentials
- Identify needed policy changes
- Identify soft skills needed for industry
- Streamline the process of hiring
- Design common entry level credentials in conjunction with Colleges – on site and on-line training availability
- Hold regular meetings
- Identifies career mentors
- Develops industry specific credentialed training for high schools allowing dual credit
- Creates standard programs in mentoring , internships ,job shadowing and work based learning
- Develops advancement ladders within industry from entry level to advanced positions
- Develops transfer processes across industry i.e. apprenticeships, the trades, green energy, etc
- Selects a chair that sits on GRIC Career Pathways Advisory Council

Industry Sector
Close-Up
Hospitality - Retail-Restaurant-Hotel
Cross Industry Training

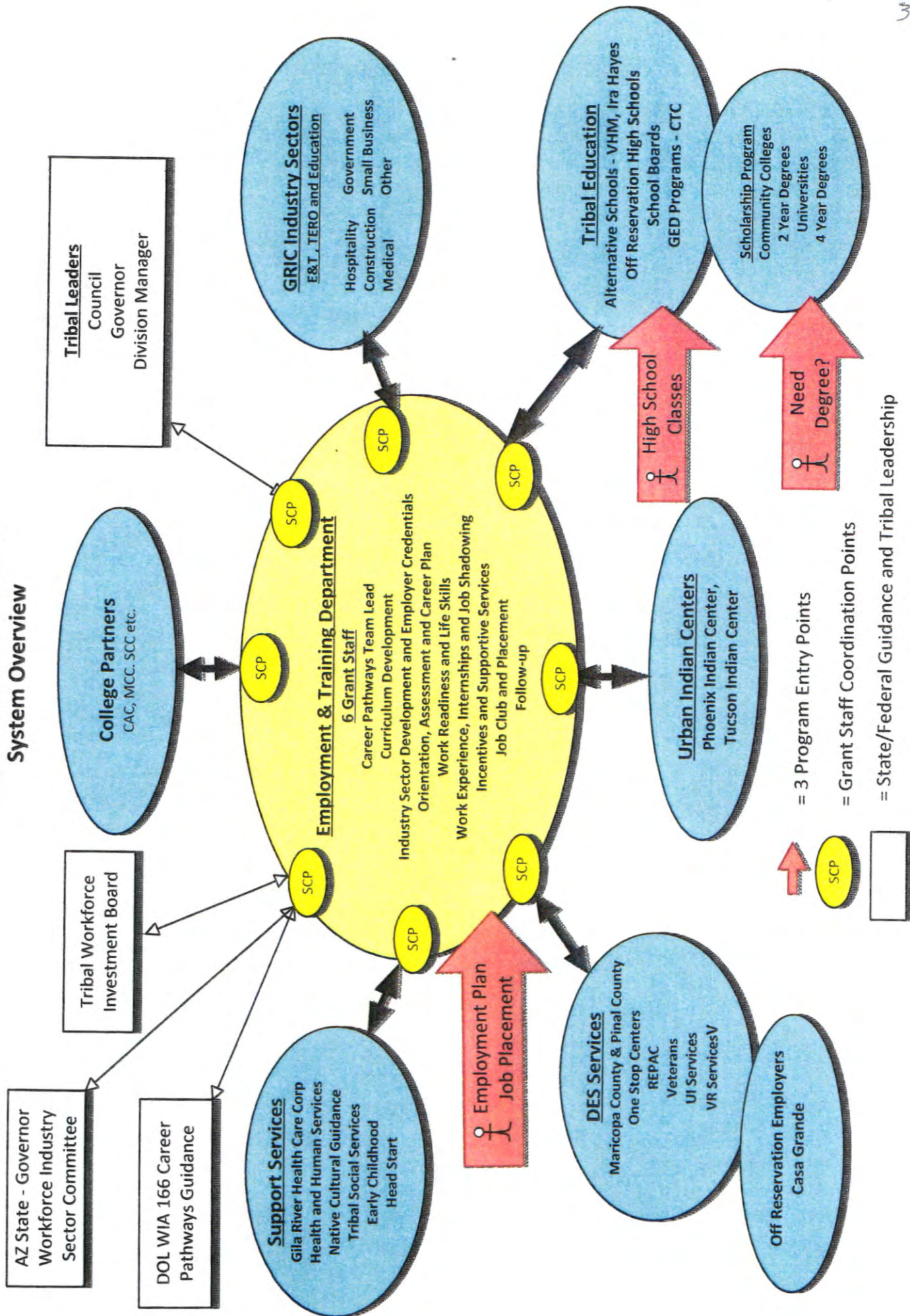


Gila River Indian Community Career Pathways Sustainability



GILA RIVER INDIAN COMMUNITY CAREER PATHWAYS MODEL

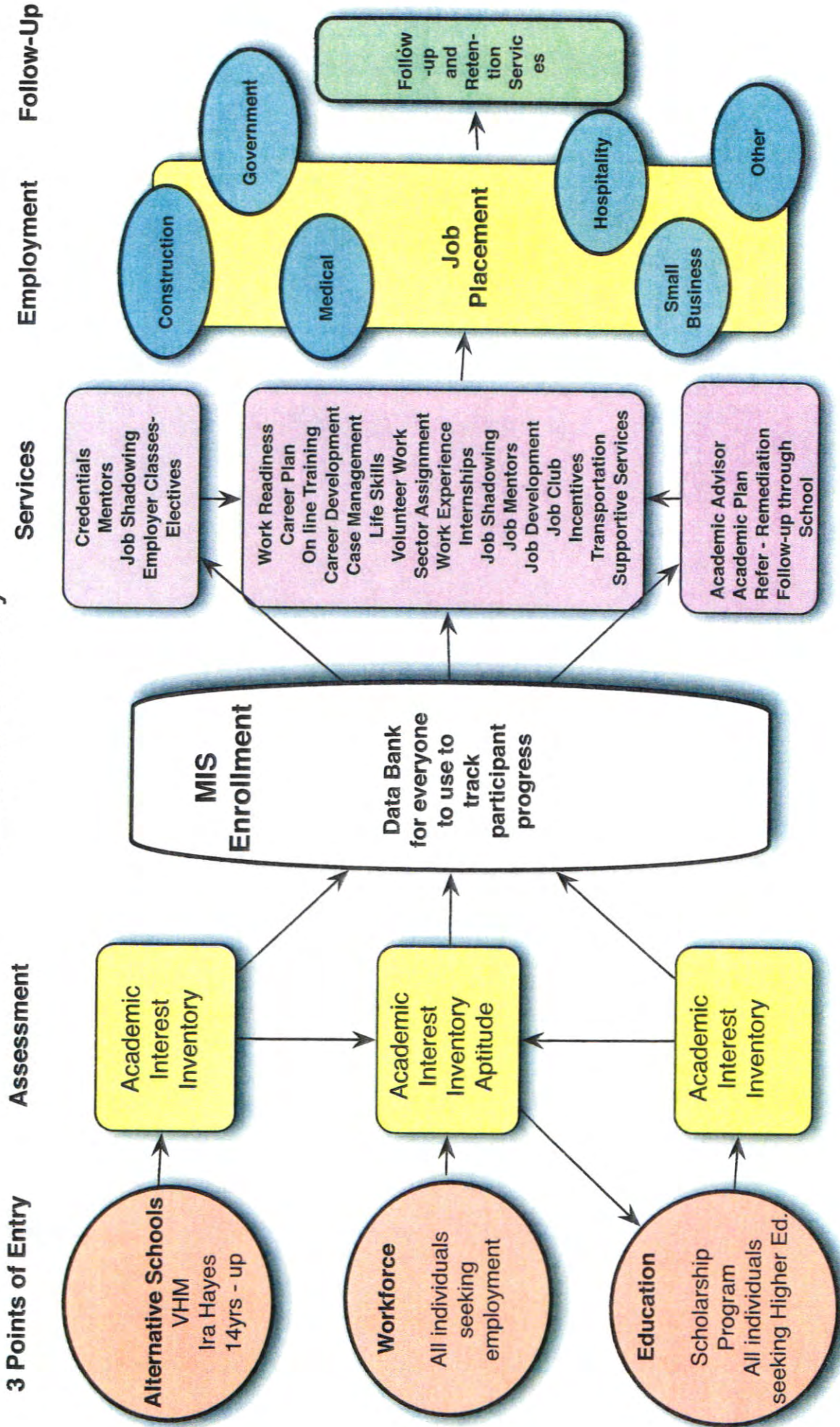
System Overview



Career Pathways System

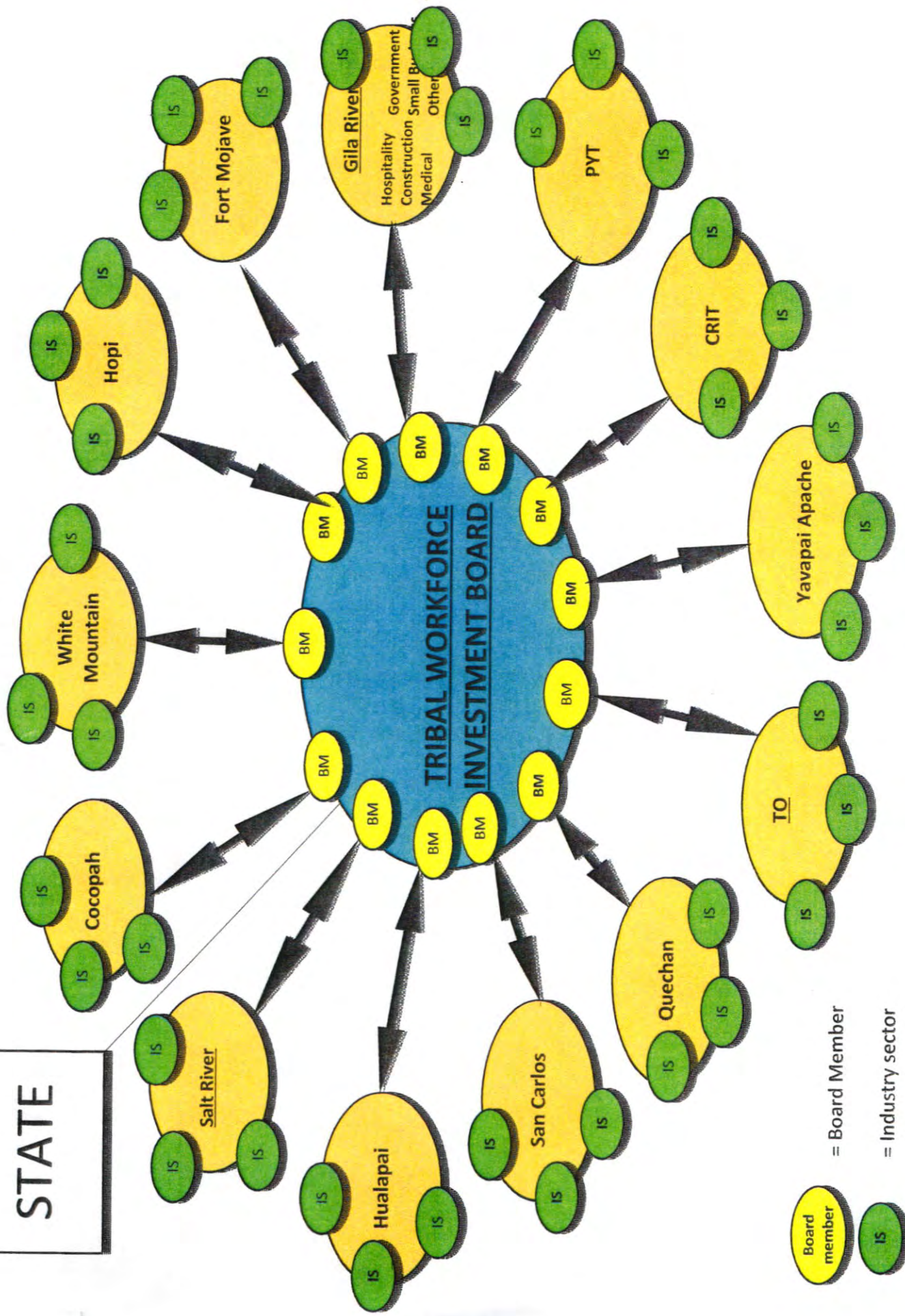
Flow of Services



3 Points of Entry



ARIZONA STATE TRIBAL OVERVIEW Industry Sectors

AZ
STATE



 = Board Member
 = Industry sector

CAREER



PATHWAYS

TOOL KIT

2

**Gila River Indian Community
Industry Sector Development**



GILA RIVER INDIAN COMMUNITY

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CAREER PATHWAYS: DEVELOPING AN INDUSTRY SECTOR

GILA RIVER INDIAN COMMUNITY STRATEGIES

DEFINITION & FRAMEWORK

PREFACE:

What it means to develop an Industry Sector

To create the vision of Career Pathways within a Tribal Community can be a detailed and distinctive process. To ensure the needed support to fulfill the Career Pathways vision, it is necessary to provide support and assistance to produce a high-functioning industry sector. The support needed to facilitate the process of developing an industry sector begins with effectively structuring the industry sector work groups. Proper structuring will establish clear roles and responsibilities of each key role player involved in the Career Pathways System. When creating a comprehensive model, it is the goal to make certain that the overall objective is manageable by all involved, especially for the employers. The final objective is to empower the industry sectors to act at their optimal capacity.

This toolkit is designed to assist a Tribal Government to identify and develop their industry sectors. It will guide a community to assess their existing employers both private-sector and governmental to create high functioning industry sectors. This toolkit will outline the journey Gila River Indian Community experienced, including the opportunities and barriers that came up as they began implementing Career Pathways within their community.



GENERAL INDUSTRY SECTOR INFORMATION

+Foundation work for Industry Sector Development

As explained in the Six Key Elements Toolkit, research was conducted to assess the industries within the community. The core team conducted various forms of research to include: a) community meetings, b) Tribal Council presentations, c) surveys, d) TERO data, e) American Indian Chamber of Commerce, and f) Employer Institutes. When conducting research of the industries, the Career Pathways team wanted to target high demand and growing industry sectors. The Career Pathways team has accomplished some major milestones in their progression towards implementing the Career Pathways System. One crucial component achieved was to gain Tribal Council support. This allowed the team to begin developing the five identified industry sectors, 1) Construction, 2) Medical, 3) Hospitality, 4) Small Business, and 5) Government. See attachments: **Systems Overview**, page 13 and **Career Pathways Sustainability**, page 14.

+Industry Sector Definition

An industry sector is an identified cluster with “like” industries in a common area such as hospitality, construction, medical, etc. that has been determined to be the following: 1) high-demand in the labor market, 2) a growing sector and/or, 3) in need for skilled workers

+Industry Sector Work Group Definition

The employers identified within each Industry Sector that will assist in developing a career pathway for the identified sub-sectors

+Industry Sub-Sector Definition

Sub-sector occupations are within the broader Industry Sector, for example: “culinary” occupations would be a subsector of the broader Hospitality Sector and “welders” would be a subsector of the broader Construction Sector. You can have many subsectors to each industry sector.



See Sub Sectors below:



**Under each one of the subsectors there would be several occupations, i.e. Under Food Service you might have line cooks I, Line Cooks II, Sous/Executive Chefs, pastry chefs, bakers, caterers, Food Service Directors, etc.*

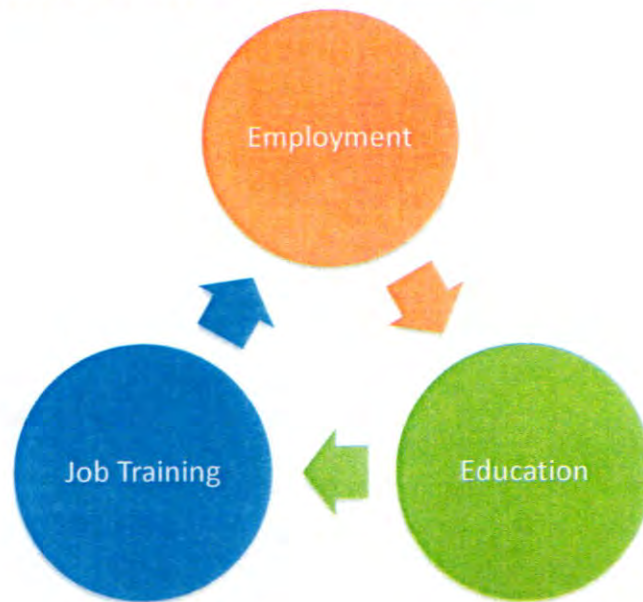
+Industry Sectors Objectives:

- Help understand and organize the local landscape of credentials in a way that simplifies for the students, job seekers, employers, and frontline staff
- Work more closely with employers to understand their employment needs and ensure they are being represented in the credentials generated through partnerships with local colleges
- Assist in describing how to advance along a career pathways
- Show how "stackable" credentials will allow an individual to move from one job to another through a visual roadmap to clarify how credentials "stack"
- Develop strategies to articulate workforce certificate and "for credit" coursework
- Aligned with Skill needs of employers located in the community

+Systematic Approach

Connects Job Training, Education, and Employment

1. **Job Training/Workforce**: *convenes or coordinates the system*
2. **Education**: *partners with industry in the creation of credentials*
3. **Employers**: *lead the work with Colleges in Industry Sector Work Groups to create the curriculum leading to industry specific credentials*



+Key Steps in Development

To ensure a manageable approach to developing an industry sector, the following steps have been created to assist in developing and designing effective career pathways through education and training. In addition, this integrated approach will ensure that education and training programs align with the requirements of the growing industry sectors.

Step 1: Initiate and Prepare Industry Sector Work Group

- *Prepare and Engage Employers*
- *Identify Roles & Responsibilities*

Step 2: Assess Industry Sector

- *Select an Approach to Gathering Information*
- *Assess Existing Employment, Education & Training Opportunities*

Step 3: Identify a Sub-Sector

- *Interpret the Industry Sector's Needs*
- *Identify, Sort, and Classify Credentials*

Step 4: Develop Implementation Plan for Sub Sector

- *Career Pathways Action Plan*
- *Questions to Consider*

STEP 1: INITIATE AND PREPARE INDUSTRY SECTOR WORK GROUP

The career pathways system is an ***employer driven*** system. Active employer involvement is necessary from beginning to end to guarantee effective career pathways collaboration. It is vital that employers understand the positive impact that career pathways can bring to their departments or businesses.

Remember: the employers are at the fore front of the process by identifying the needs of the industry; therefore supportive collaboration is necessary in the development of each Industry Sector. The following items are ideal functions of an employer representative of an industry sector:

Leadership: Convene meetings and advise on issues affecting the industry

Program Development: Help define needed workforce skills, review curriculum when established, provide opportunities for work experiences (internships, co-ops, shadowing) and hire program participants

Advocacy: Invest efforts among industry colleagues and governmental agencies, advocate for policy change, represent a career pathways collaborative and pursue support among WIBs, Industry Groups, School Boards, Tribal Council, Community Members, etc.

TASK 1: PREPARE AND ENGAGE EMPLOYERS

Prepare work groups to begin developing their industry sectors and sub-sectors.

- ❖ Invite industry sector employers to the table to discuss the common problems with employment and training
- ❖ Provide a Pathways presentation at the beginning of sector development to inform employers the goal and benefits of a Career Pathways System
- ❖ Explain how all partners are expected to work together

Key Questions:

Keep in Mind:

- What is the message you want to convey to employers?
- What is the strategy to reach out to employers? Who is the messenger?

How will you engage employers:

- How do you talk about Career Pathways to employers and what points are important for them to hear?
- Describe the opportunities for employers to tell you their needs.
- How will employer needs drive the kinds of partnerships you seek with employers and other partner programs?
- How do you keep employers at the table once they are engaged?
 - Frequency and means of communication
 - Reasons for Communication
 - Opportunities for employer feedback

TASK 2: IDENTIFY ROLES & RESPONSIBILITIES

Industries are selected and employers are engaged in the development of career pathways.

Establish clear and definite roles and responsibilities for the key stakeholders identified in the comprehensive Career Pathways Model. This will increase the communication and produce efficient development of each industry sector.

Below are examples of the Key Players that were established by the Gila River Indian Community Career Pathways Team.

ROLE	RESPONSIBILITY
CORE TEAM MEMBERS	Conduct Community Analysis, Identify initial group of employers for Industry Sectors, Assist and Ensure Industry Sector Development, Identify Key Stakeholders in Education and Workforce
EMPLOYMENT & TRAINING	Grant Administration Responsibilities
<ul style="list-style-type: none"> • Department Director 	
INDUSTRY SECTOR WORK GROUP	Identify additional employers within the community, work to develop the industry sector and identify pathways for identified subsectors
<ul style="list-style-type: none"> • Industry Sector Chairman 	Coordinate the efforts of the employers to ensure, facilitate, implement a Career Pathways System
<ul style="list-style-type: none"> • Industry Sector Co-Chairman 	Assumes the duties of the chairman when absent. Will assist and ensure, facilitate, the implementation of Career Pathways System
<ul style="list-style-type: none"> • Team Member 	Assigned by the Career Pathways Project Director as a support to the employers
<ul style="list-style-type: none"> • Industry Sector Employers 	Will identify subsectors, common training, and career ladders
<ul style="list-style-type: none"> • Subject Matter Expert (SME) 	Assigned to an industry sector as a resource due to a recognized expertise in a specific career area, i.e. a long time business owner could act as a SME for the development of a Small Business Sector



STEP 2: ASSESS INDUSTRY SECTOR

Key employers within the identified industry will form the Industry Sector Workgroup. It is the goal of each industry sector to identify their needs, within the domains of education, employment, and training. Information collected during the facilitated work groups meetings will serve as a foundation for further analysis to identify a sub-sector and design pathways for the needed fields of employment.

The following are some of the expected outcomes that each industry sector could consider:

- Create Youth Training component
- Create innovative internships, apprenticeships, or shadow programs
- Create Entry Level Credentialed train for their Industry Sector
- Include work based learning, opportunities, mentorship programs
- Development of career ladders for entry level and current workers leading to advancement and more professional positions
- Certify skilled members of the community as adjunct teachers through the community colleges to deliver credentialed curriculum, creating necessary role models within the community
- Assess and identify existing employment opportunities where career ladders can be used
- Develop industry specific credential training for high schools allowing dual credit

TASK 1: SELECT AN APPROACH TO GATHERING INFORMATION

Industry Sector Work Groups will assist in developing career pathways for their in-demand labor needs. To achieve the expected results, it is important to optimize the time of the



employers and to maintain engagement of the Industry Sector Work Group. The Career Pathways team must determine the appropriate approach to assess an industry sector. Gila River chose to gather information through guided “employer specific” work group sessions. This approach provided employers immediate technical assistance from career pathways team and gathered the critical data needed to develop each sector. Make sure that the Industry Sector Employers’ time is used efficiently, and ensure that necessary information is gathered to design the needed programs for the employers.

See attachments: 1. **Sample of Meeting Topics**, page 15 and 2. **Career Pathways “Next Step Tool”**, page 16 and 17.

TASK 2: ASSESS EXISTING EDUCATION, EMPLOYMENT & TRAINING OPPORTUNITIES

To assist in the process of gathering information the following are suggested tasks

- Determine which occupations within targeted industries and sectors should be included within the career pathways system
- Assess the technical skills, abilities, and knowledge that are chosen as required for key occupations
- Research the certificates and credentials that are required for key occupations (i.e. industry standards)
- Identify areas of similar training – what is needed, what is currently existing
- Assess occupations – hardest to fill or stagnate positions
- Assess process of hiring
- Identify gaps in service/training, and needed credentials
- Identify needed Identify soft skills needed for industry
- Identify current Trade Associations for the Industry
- Identify policy changes needed for utmost efficiency of the Sector

See attachment, “**Industry Sector Activities**”, page 18



STEP 3: IDENTIFY A SUB-SECTOR

TASK 1: INTERPRET THE INDUSTRY SECTOR'S NEEDS

Once the information is gathered the industry sector work group will analyze and interpret to establish their priority needs. Sub-sectors will be determined based on the in-demand occupations, a growing industry, and/or the need for skilled workers.

Once an industry sub-sector is established the following may occur:

- ❖ Roles of industry employers will evolve as the industry sectors become more developed
- ❖ Employers, colleges, programs, and other identified partners will be sought to assist in developing a high-functioning sub- sector.

Below are items that may be beneficial when selecting a sub-sector:

- Identify areas of similar training – what is needed, what is currently existing,
- Identify areas of shared resources
- Identify crossover skills for the broader industry sector
- Identify needed credentials
- Identify areas where career ladders can be used
- Identify areas where services can be streamlined for job seeker
- Identify mentors
- Identify internship areas
- Identify where policy change needs to take place
- Create visuals of industry career ladders
- Curriculum Development
- Identify Careers

TASK 2: IDENTIFY, SORT AND CLASSIFY CREDENTIALS ACCORDING TO SUBSECTOR/OCCUPATION

In a comprehensive career pathways system, education and training programs provided a clear



sequence of education courses and credentials that prepare individuals, regardless of their skill levels at the point of entry, for post secondary education, training, and employment.


- Identify current universities and colleges that will be used to create credentials
- Review or develop competency models
- Develop career ladders and lattices
- Design educational options that are progressive, modularized, accelerated, and contextualized
- Ensure programs leading to industry recognized and or post secondary credentials are stackable

See [attachment](#), “**Career Pathways Model**”, page 19.

STEP 4: DEVELOP IMPLEMENTATION PLAN FOR SUB-SECTOR

In developing a strategy for Industry Sector Implementation, it is critical that a plan is developed that clearly outlines the roles and responsibilities of the Team. In the attachments you will find the [Career Pathways Action Plan](#). It highlights the Teams responsibilities as it relates to 1. setting objectives, 2. identifying activities, 3. designating responsibility, 4. setting expected outcomes, 5. assigning due dates, and 6. looking at how the team will document progress and make adjustments.

Some of the questions to consider are:

- How will the selection process be designed?
 - What criteria will be used for entry into the program/training?
 - How will the Team decide who gets hired?
 - After hiring, are there follow-up activities in place to insure you will retain employees?
 - How do we identify an Interview Team?
- 

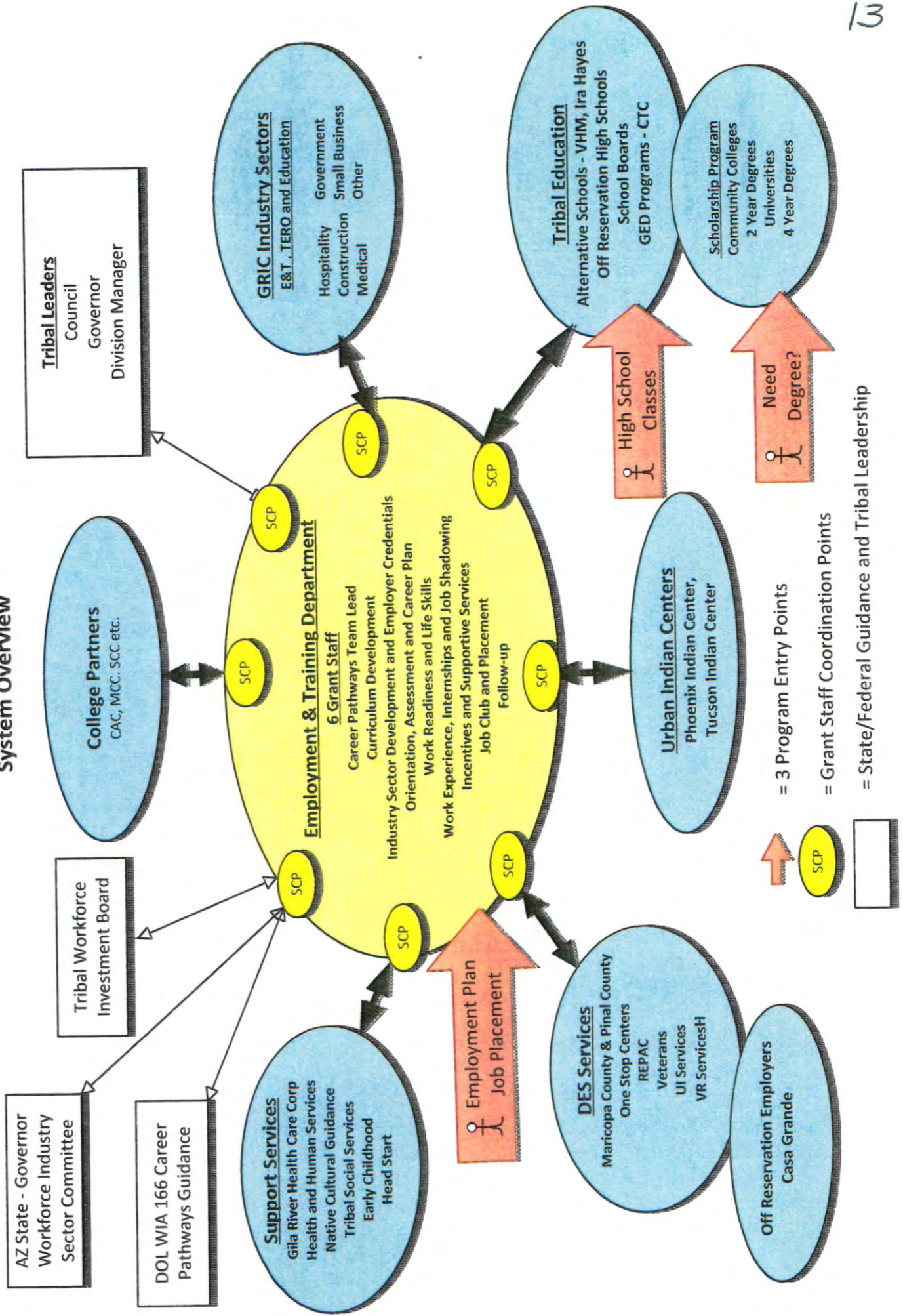
- What cohorts have been identified to move through the system?
- How can this training move across the Industry Sector/Sub Sectors?
- What training is common and what is specific to a particular industry?
- What policies must be changed in order to streamline the process for the participants?
- Will testing be necessary?
- What training will be done in-house and at the Colleges?
- How can you insure that the training is culturally relevant?
- How are you going to select mentors? How will your mentors be trained?
- Who will create the data so the system can be measured?
- What data will you collect? How will it be used?
- What reports need to be developed so that the Sector/Sub Sector can be continually be informed and aware of progress and needs for improvement?
- Will you use customer service surveys?
- Will you develop customer advisory groups?
- How will the system be monitored and by who?
- How will you work with the High Schools and identify areas of dual credit?
- Who will pay for credentials, training or work experience?
- Is there a need to develop MOUs with your partners?
- What soft skills training do you have in place?
- What supportive services will be provided? Who will provide what?
- Will you use job shadowing?
- Who will develop policies for your Sector?

See attachments: 1. **Industry Sector Close-up**", page 20, 2. **"Flow of Services"**, page 21 and 3. **Career Action Plan**, page 22

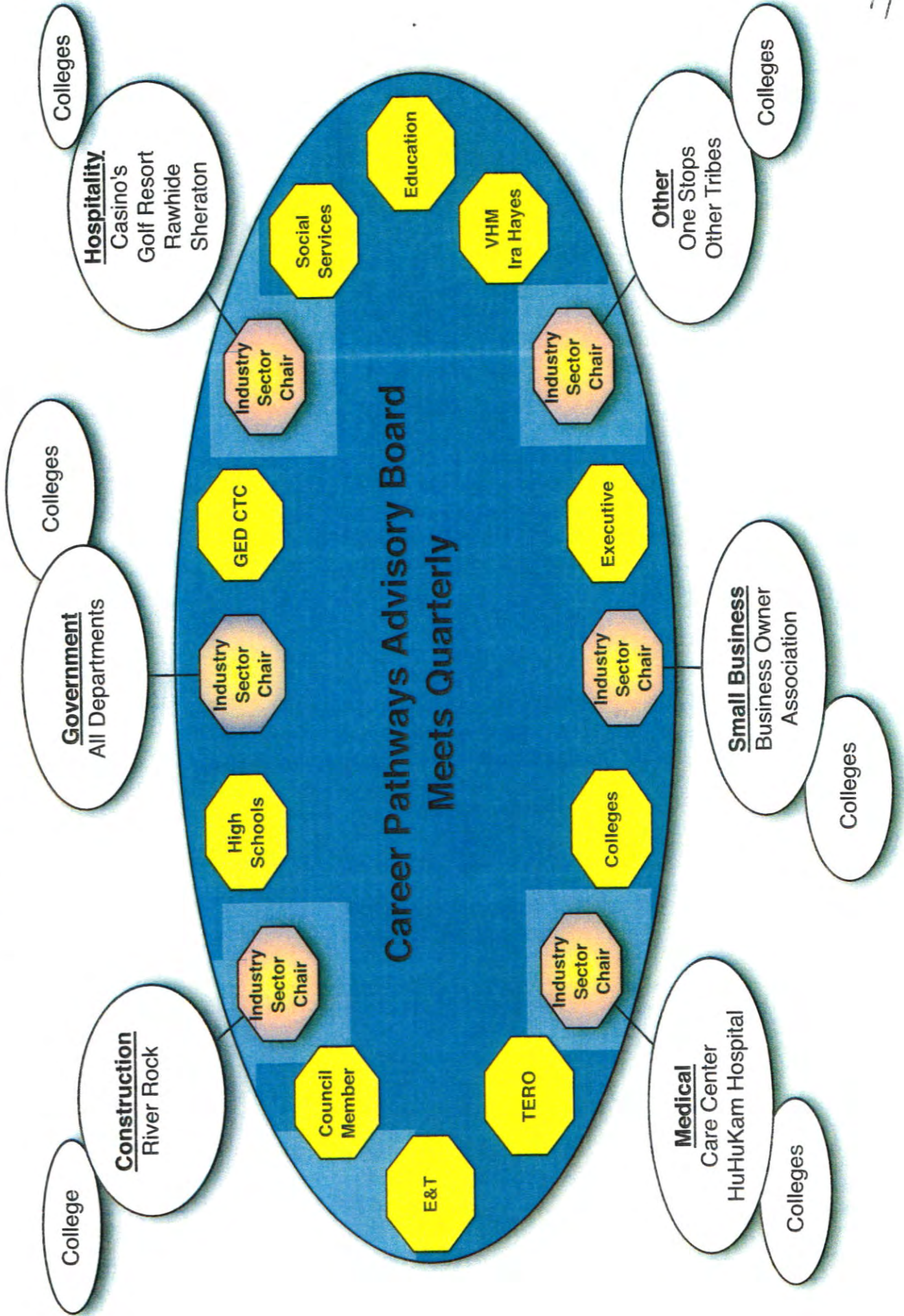


GILA RIVER INDIAN COMMUNITY CAREER PATHWAYS MODEL

System Overview



Gila River Indian Community Career Pathways Sustainability



Sample of Meeting Topics

Meeting Topic 1: Introduction to Industry Sector

Objective: To give an overview of career pathways and how it will benefit the employers. An outline and the expectation of the work group will be identified. The goals and outcomes will be discussed.

Modality: The session consists of formal presentation by a Career Pathways team member. Followed by a facilitated discussion with Q & A.

Resources: PPT: Introduction to Industry Sector
Worksheet for Employers (Homework)
Facilitator Tool: Create Buy-In

Meeting Topic 2: Getting to know the Identified Industry Sector

Objective: To explore the opportunities and threats applicable to the identified industry. The key areas that will be explored are the employment, education, and training that is existing and needed. Will discuss the results of the Worksheet for Employers

Modality: The session consists of facilitated discussion by designated Chair and Co-Chair of the industry sector with Q & A.

Resources: Questionnaire for Employer
Facilitator Tool: Questionnaire for Employers

Meeting Topic 3: Identify Sub Sector for Identified Industry Sector

Objective: To decide on a career pathway that is beneficial to the industries identified needs. Will discuss the results of the Questionnaire for the Employers worksheet.

Modality: The session consists of facilitated discussion by designated Career Pathways team member. Followed by a facilitated discussion with Q & A.

Resources: Facilitator Tool: What's Next?

Meeting Topic 4: Identify, Sort, and Classify Credentials

Objective: To identify credentials necessary to fulfill the identified occupations and industry sectors needs.

Modality: The session consists of facilitated discussion by the designated career pathways team member. Followed by discussion with Q& A.

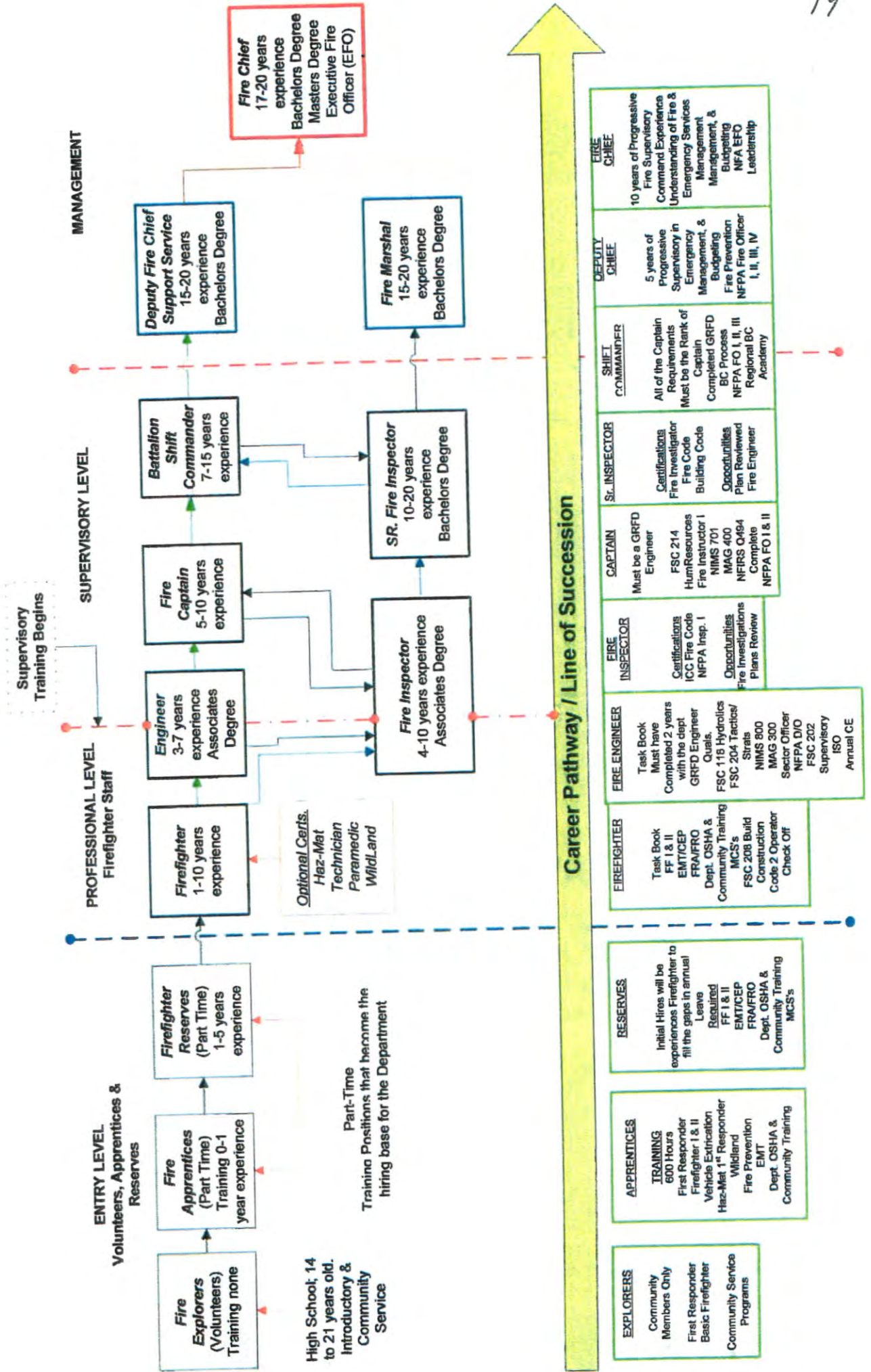
Meeting Topic 5: Design of Programs for Identified Career Pathway

Industry Sector Activities

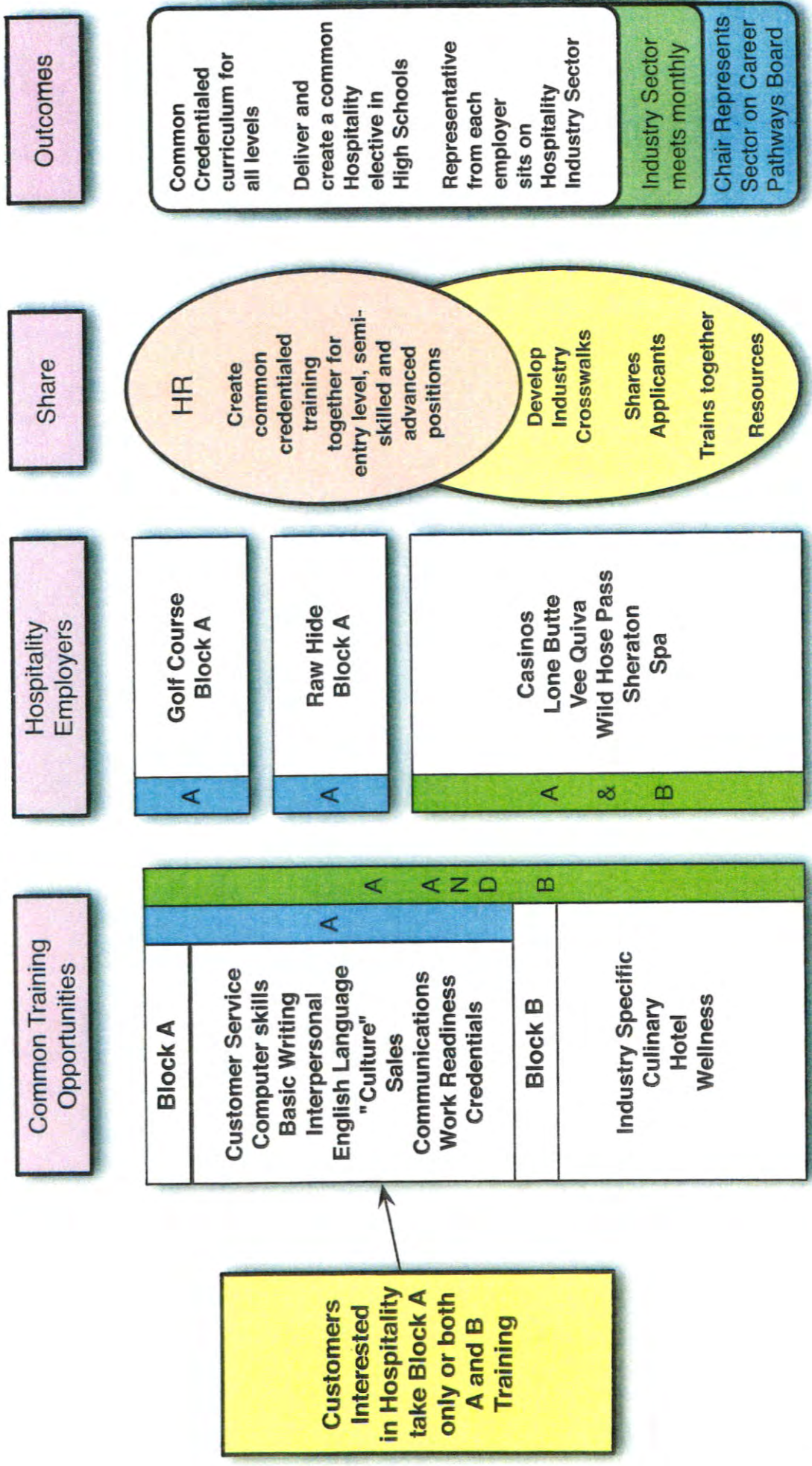


- Identify areas of similar training
- Identify gaps in training and needed credentials
- Identify needed policy changes
- Identify soft skills needed for industry
- Streamline the process of hiring
- Design common entry level credentials in conjunction with Colleges – on site and on-line training availability
- Hold regular meetings
- Identifies career mentors
- Develops industry specific credentialed training for high schools allowing dual credit
- Creates standard programs in mentoring , internships ,job shadowing and work based learning
- Develops advancement ladders within industry from entry level to advanced positions
- Develops transfer processes across industry i.e. apprenticeships, the trades, green energy, etc
- Selects a chair that sits on GRIC Career Pathways Advisory Council

Gila River Fire Department
 Career Pathway
 Saturday, October 29, 2011
 Draft

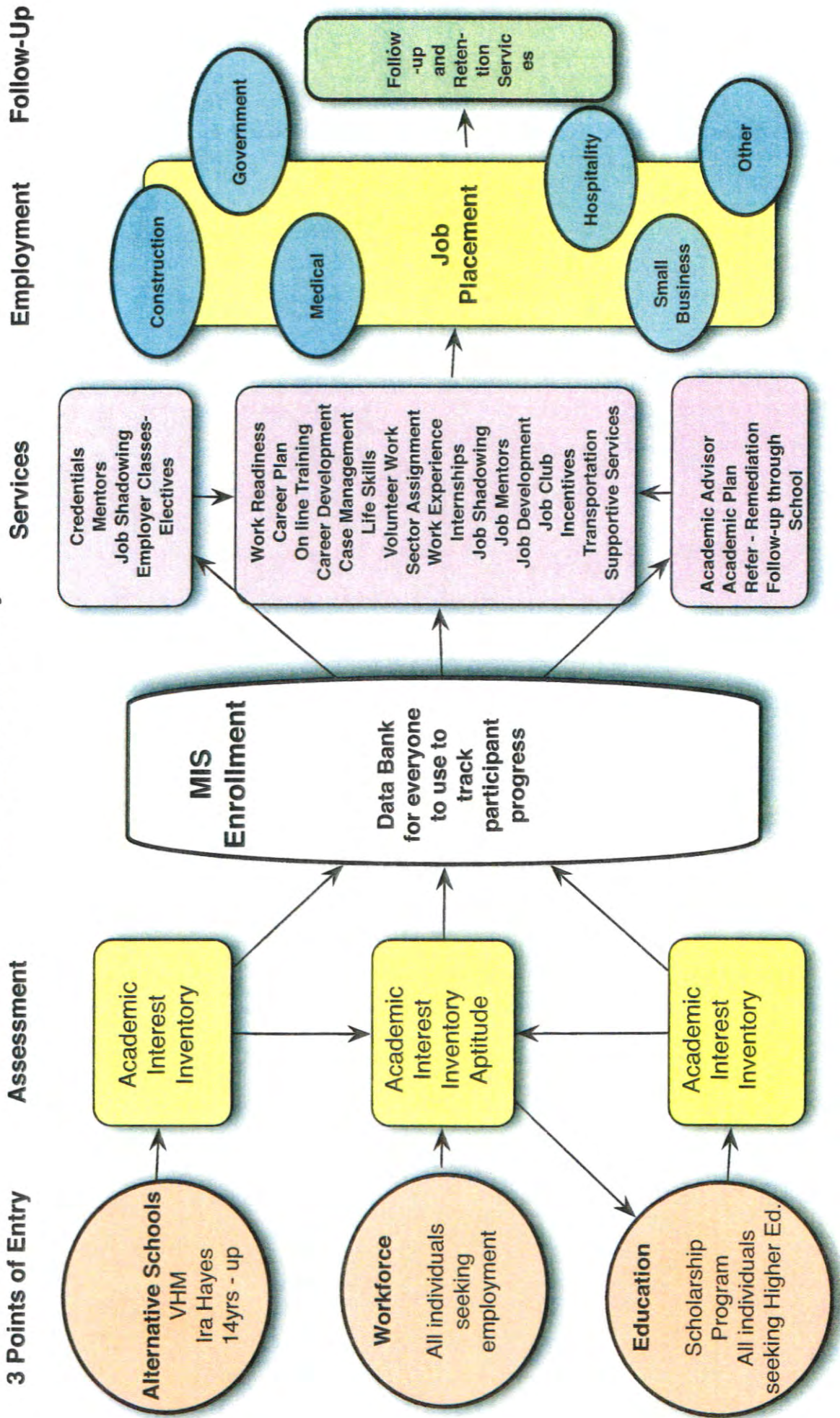


**Industry Sector
Close-Up
Hospitality - Retail-Restaurant-Hotel
Cross Industry Training**



Career Pathways System

Flow of Services 3 Points of Entry





CAREER PATHWAY ACTION PLAN FOR:

DATE:

KEY ELEMENT:

Priority Objectives <i>What we will do</i>	Tactics/Activities <i>How we will do it</i>	Lead <i>Who is responsible?</i>	Expected Outcomes <i>What is the result?</i>	Due Date	Progress & Adjustments <i>What have we accomplished?</i>

CAREER



PATHWAYS

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 _____

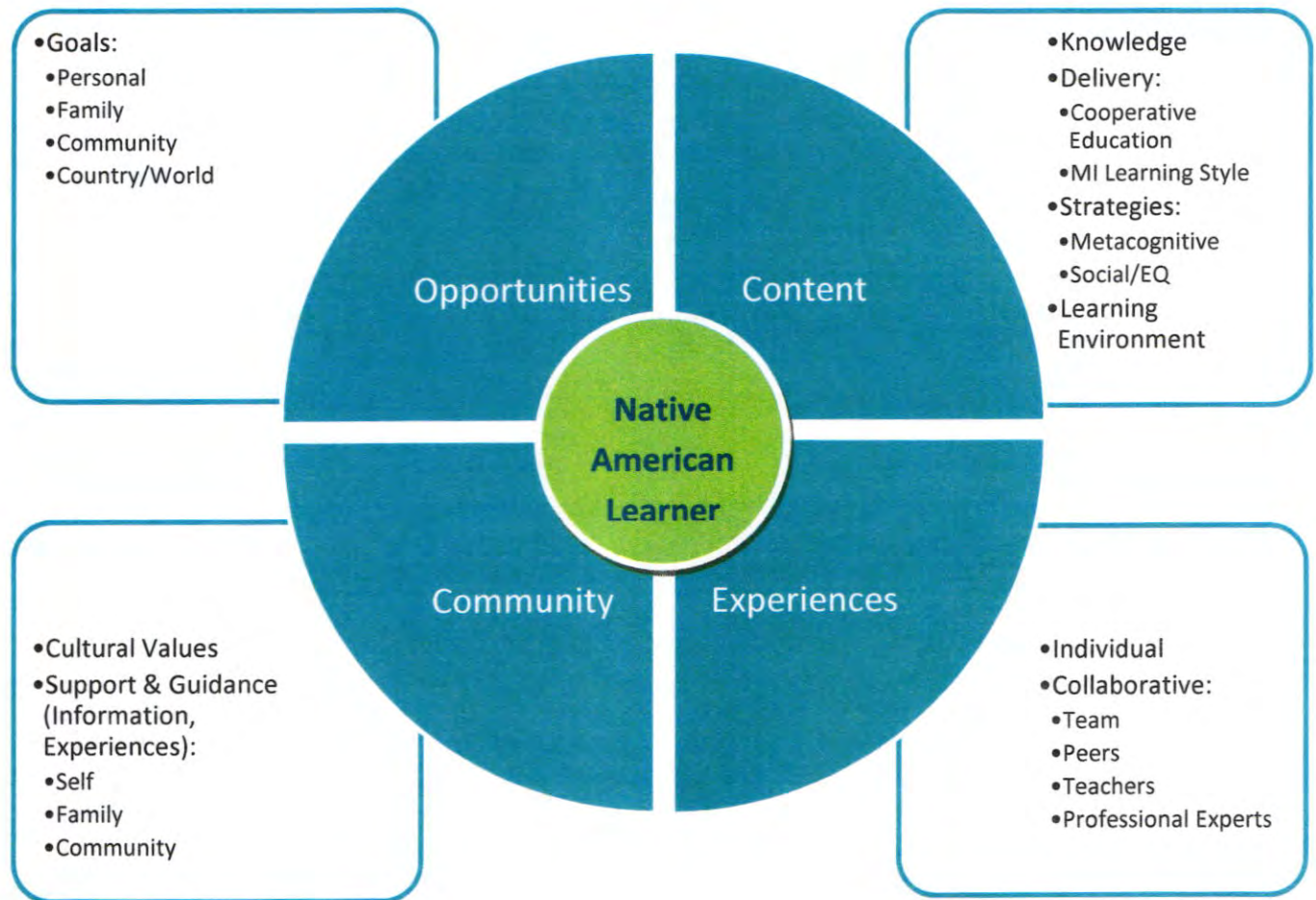
3. fluently speaks his/her native language _____
4. has held more than 3 jobs _____

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.



From: AZ Career & Educational Guide-- AZ Dept. of Education

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.
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 keep-
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.
4. **True.** People in school today will likely change careers seven or more times.
5. **False.** There is no economic sector that is immune from failure.
6. **True.** Services is the largest and fastest-growing major industry group.
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.
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.

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®- Zephyrn 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", "timber", 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 (Prtery/Ares)	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)	"Exploodes" in early childhood; 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 notational systems, Morse Code	Composer, performer (e.g. Stevie Wonder, Midori)	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	Material 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)

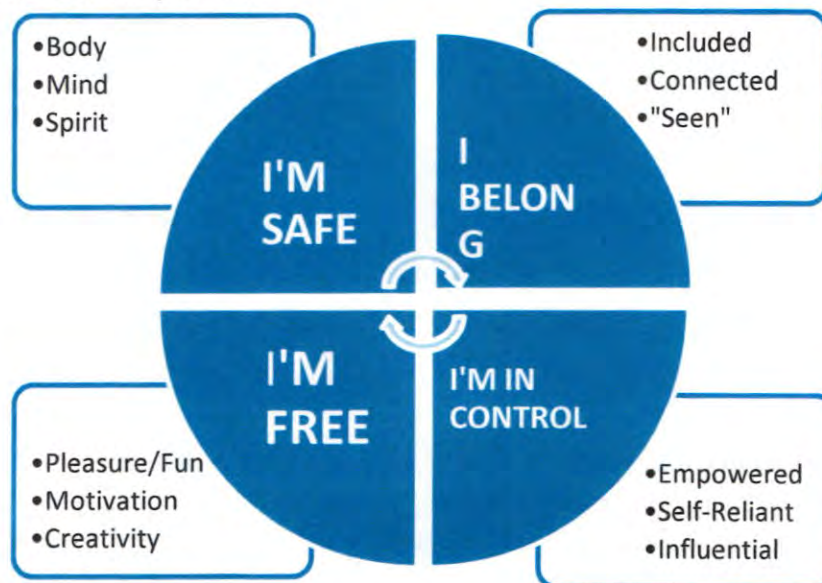
Basic Human Needs & Relationships

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."

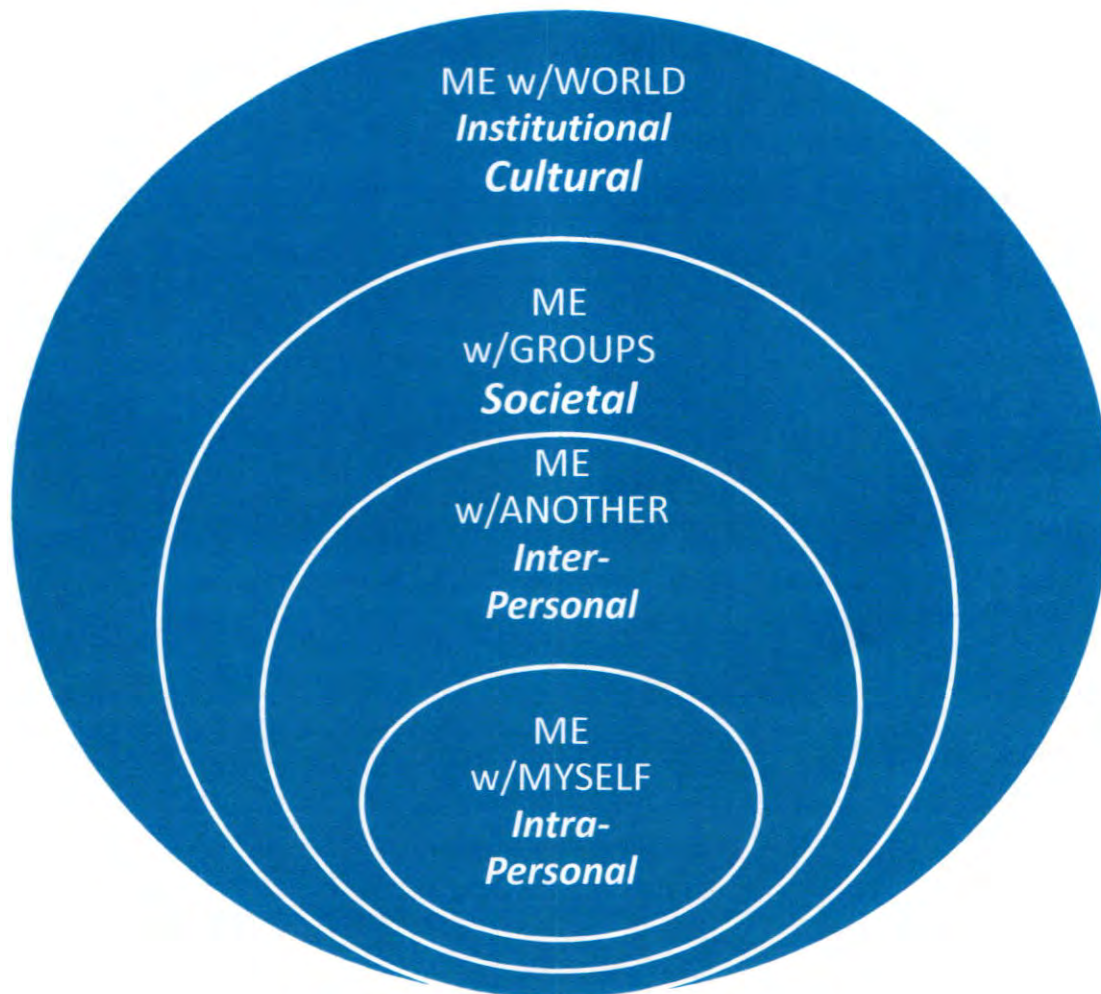
A KEY POINT ABOUT NEEDS: As adults, we are responsible for knowing and taking care of our own needs. As adults, this is both a responsibility and often a challenge. Therefore, learning about how our basic needs function can help us make better choices and improve the quality of life. Consider the four 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

<p>1-On-1 Client Services Intake & Eligibility</p>	<p>Group Training Class Day 1 Building Professionalism</p>	<p>Group Training Class Day 2 Ready for Employment</p>	<p>Group Training Class Day 3 Ace the Interview</p>	<p>1-On-1 Client Services Follow Up With Coordinator</p>
<p>Before Class Day 1 Work Readiness Training, Participant Will:</p> <ol style="list-style-type: none"> Attend WIA Orientation Complete Career Scope Interest Survey with their Coordinator Complete Work Readiness Pre-Test with their Coordinator Register and Attend Resume Readiness Workshop with Trainer Complete a Resume with their Coordinator to include: <ol style="list-style-type: none"> Name, Address Education (with dates) Work Experience (with dates) Involvement with Organizations/Volunteer Work Achievements/Awards Three References 	<p>Module 1: Professional Foundations Introduction</p> <ul style="list-style-type: none"> -Establishing Agreements Worksheet & Discussion (Needs & Wants) -Group Guidelines & Responsibilities <p>Module 2: Career Foundations</p> <ul style="list-style-type: none"> -Negotiating Interests, Aptitudes, Job Market -Review Career Scope Summary -Cycle of Career Decisions Model -Who Would You Hire Role Play Activity -Pre-Interview Checklist <p>Module 3: Marketing Foundations</p> <ul style="list-style-type: none"> -The World of Work Quiz & Activity -What Employers are Looking For -Diagnostic -Resume Sharing Conference Circle <p>Module 4: Building Communication Skills</p> <ul style="list-style-type: none"> -Communication Word Web & Activity -Effective Sending & Encoding -Power of Listening Activity -Receiving & Decoding <p>Closing</p>	<p>Welcome</p> <p>Module 5: Honoring Community</p> <ul style="list-style-type: none"> -Listening Diagnostic -Listening & Decoding Practice Activity <p>Module 6: Building Labor Market Skills</p> <ul style="list-style-type: none"> -Computer Lab Skills & Applications (i.e. ONET, etc.) -Review Applications & Resumes <p>Module 7: Building Conflict Management Skills</p> <ul style="list-style-type: none"> -Create a Conflict Word Web -Uses & Limitations of Conflict Styles -Aikido Demonstration & Discussion -Win-Win Problem Solving Practice <p>Module 8: Planning Career Success</p> <ul style="list-style-type: none"> -Career Identity Shield Project & Presentation -Review Interview Checklist & Dress for Success <p>Traditional Closing</p>	<ul style="list-style-type: none"> -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 Assess the Interview -Resumes are Reviewed and Edited between Participant and Trainer -Participant will Complete Work Readiness Post-Test 	<p>Facilitation: Coordinator</p> <p>WIA Skills Covered: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>Goals & Outcomes: Leadership & Team Building Participant 100% Completed with Resume, References, Follow Up Letter, Post-Test Work Experience</p> <p>Time Allocation: All Assignments will be Completed Prior to Volunteer/Work Experience</p>
<p>Facilitation: Coordinator, Trainer</p> <p>WIA Skills Covered: 1, 2, 3, 4</p> <p>Goals & Outcomes: Orientation Career Scope Interest Survey Work Readiness Pre-Test Draft Resume</p> <p>Time Allocation: *All Assignments Must Be Completed Prior to Class Day 1</p>	<p>Facilitation: Trainer</p> <p>WIA Skills Covered: 1, 2, 3, 5, 6, 9, 11, 12</p> <p>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</p> <p>Time Allocation: 6.0 Instructional Hours</p>	<p>Facilitation: Trainer</p> <p>WIA Skills Covered: 2, 3, 4, 6, 7, 9, 11, 12</p> <p>Goals & Outcomes: Interview Readiness & Practice Effective Communication Practice Conflict Management Education Assertion Skill Practice Win-Win Negotiation Problem-Solving</p> <p>Time Allocation: 6.0 Instructional Hours</p>	<p>Facilitation: Trainer, Interview Panel</p> <p>WIA Skills Covered: 5, 8, 9, 10, 11</p> <p>Goals & Outcomes: Interview Readiness & Feedback – Punctuality, Dress, Social Skills, Etc. Interview Panel will Assess Both Interview & Twelve Skill Attainments Work Readiness Post-Test</p> <p>Time Allocation: 1 Hour per Interview</p>	<p>Facilitation: Coordinator</p> <p>WIA Training Skills Covered: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>Goals & Outcomes: Leadership & Team Building Participant 100% Completed with Resume, References, Follow Up Letter, Post-Test Work Experience</p> <p>Time Allocation: All Assignments will be Completed Prior to Volunteer/Work Experience</p>

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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