



ESSENTIAL SKILLS DIALOGUE GUIDE

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Introduction

Why should we have this conversation?

This dialogue (or conversation) is based on the Partnership for Kentucky Schools' report *Ready for Work: Essential Skills for Kentucky Jobs* (March, 1998). *Ready for Work* presents Kentucky employers' views on the skills needed by effective employees and compares the Kentucky perspective with that of employers nationwide. Sources for the research include recently published literature, surveys, and studies, as well as interviews with Kentucky employers. The report does not yet present the perspective of students, parents, or educators.

The Essential Skills Dialogue uses *Ready for Work* as a starting place for a conversation that aims to make connections among previously unconnected groups of people — students, employers, educators, and parents. One of the purposes of the dialogue is for these groups to work together to make progress on their young people's work readiness in their own communities. The Partnership for Kentucky Schools also wants to know how accurate and relevant the statewide research findings are to individual counties in Kentucky.

The Essential Skills Dialogue is designed to inspire students, employers, educators, and parents to continue working on joint solutions and to undertake further efforts or projects to help ensure that their young people are ready for work. The dialogue will not be successful unless people enter into it with a commitment to use the results they produce as a base for action.

What do we need to have this dialogue?

A number of key elements are necessary to produce an effective dialogue.

Organizational energy:

- At least one person willing to take primary responsibility for recruiting participants and taking care of logistics (meeting time, date, and place, follow-up calls, reminder notices, etc.)

Many people may help with the effort of organizing the dialogue. In fact, the more people who help with this part of the effort, the better the overall effort will be. Still, one person who strongly believes in the importance and potential benefits of the dialogue, and who has the time and energy needed for the organizational tasks, needs to be responsible for the overall effort.

- One facilitator and recorder for the large group discussion, and teams of facilitators/recorders for each small group discussion (parents, students, educators, employers)

These people help assure that the dialogue itself is inclusive, respectful, and productive. You may want to consider training students to serve as the facilitator/recorder team for their peer group.

Support from key individuals:

- Buy-in and support for the organizing effort from the leadership of the public schools

Ideally, support should come from the superintendent and one or more members of the school board. At the least, support should come from one highly responsible, highly visible, and highly respected member of the school board or administration who understands the usefulness of the dialogue and actively supports the organizing effort. “Buy-in” means a feeling of ownership of the process and a stake in its successful outcome.

- Buy-in and support for the organizing effort from local employers, especially those that employ the largest numbers of people from your county

As with the schools, the effort needs at least one highly responsible, highly visible, and highly respected employer who understands the usefulness of the dialogue, actively supports the organizing effort, and has a feeling of ownership of the process and a stake in its successful outcome.

Diverse participation:

- A broad spectrum of participants from each of the groups represented

Students from among all of your area’s high schools should be recruited as participants. The student group should include those enrolled in college and non-college level courses, those who represent a variety of academic achievement levels, and those who reflect a variety of extracurricular activity involvement levels. Educators and parents should reflect a similar level of diversity. Employers should be recruited from the full range of types and sizes of business and industry within the community and surrounding areas.

Plans for follow up:

- One person representing community organizations, one school person, one student, and one employer willing to take responsibility for guiding follow-up activities

The dialogue itself will be interesting, challenging, and helpful, but its full value will not be realized without plans and commitment at the beginning to ensure that the energy it generates will be put to good use. Designating at least one person from each of the groups represented in the dialogue to work on follow-up efforts helps ensure the continued buy-in of each of the groups.

Scenarios

Likely Outcomes

While there are no guarantees about outcomes no matter what the conditions, we offer the following three brief scenarios to suggest likely outcomes under three different conditions.

Scenario One

Good Conditions

- The person who takes on primary responsibility for organizing the effort is viewed by most of her extensive contacts in the community as someone with successful experience in organizing similar efforts.
- The superintendent is enthusiastic in his public support of the effort, and with his assistance the CEO of the company with the largest workforce in the county has agreed to be a joint sponsor of the dialogue and to work on follow-up efforts.
- A support team of parents, students, educators, and business people has been assembled to help with recruitment and other logistics. People on the team have volunteered to serve as facilitators for the large and small groups.

Likely Outcomes

The dialogue is well attended and highly successful. Almost all participants value the exchange of ideas and feel their own understanding and appreciation for different perspectives has been increased. There has been agreement about a number of activities to pursue, and plans have been made for a number of groups to meet and work on these activities. Plans have also been made for the whole group to meet again to check in on progress and develop further plans.

Scenario Two

Moderate Conditions

- The person who has taken on primary responsibility for organizing the effort is highly enthusiastic despite having little experience in organizing similar efforts.
- The superintendent expresses interest but assigns the district's community relations person to work with the organizers to represent the school district and suggests a member of the school board who might be interested.

- Two local employers agree to provide financial support, but neither of them shows up regularly at the planning meetings. They want to “wait and see what happens” before committing to any follow up after the dialogue.
- The largest bank in the community provides meeting space.
- A support team of parents, students, educators, and business people has been assembled to help with recruitment and other logistics. People on the team have volunteered to serve as facilitators for the large and small groups.

Likely Outcomes

The dialogue is fairly well attended, but a number of business people who said they would attend do not show up. Most of the parents who attend have children who are high achievers. Most participants value the exchange of ideas and feel their own understanding and appreciation for different perspectives has been increased. There has been agreement about a number of activities to pursue, but no specific plans for follow up have been made. The decision about when the whole group should meet again is left for the organizers to make, after they have talked with the superintendent and business leaders about the group’s proposed activities.

Scenario Three

Weak Conditions

- The person who has taken on primary responsibility for organizing the effort is fairly new and not well known in the community and has no experience in organizing similar efforts.
- The organizer has had difficulty contacting the superintendent and business leaders.
- The superintendent and business leaders have said they would support the effort, but have offered no assistance.
- The CEO of the company with the largest workforce in the county has privately questioned the usefulness of the effort.
- The small support team consists of two friends of the primary organizer.
- People have been recruited to serve as facilitators for the large and small groups, but it is not clear they understand the reasons for having the dialogue or have a strong commitment to its success.

Likely Outcomes

The dialogue is not well attended. Participants question its value. Some issues are raised and discussed in a way that seems to increase misunderstanding and emphasize differences. No agreement is reached about activities to pursue, and no plans are made for the whole group to meet again.

How to Use this Guide

A note to organizers:

This guide contains two options for the structure of your dialogue. One of these options uses the same instructions for all participants. The other provides slightly different instructions for use with the student group. The rationale behind these two different options — and the advantages and disadvantages of each — is outlined below. Before you begin to get familiar with the guide, you will need to decide which option you want to follow.

Option 1

The Essential Skills Dialogue Guide is based on the Partnership for Kentucky Schools' pilot work in Lincoln County in the spring of 1999. In that work, we discovered that while using the Partnership's report, *Ready for Work: Essential Skills for Kentucky Jobs*, was a good jumping off point for participants in the educator or employer categories, relying solely on the report for participants in the student group presented some unanticipated challenges, and, in fact, may have contributed to a less productive conversation. One of the challenges is that *Ready for Work* does not represent the views of students; a related challenge is that *Ready for Work* presents information and perspectives about young people through a mostly negative lens. We found that asking students to respond to a set of negative claims about them and their peers regarding their present skill level and work ethic created some hard feelings and led some students to become defensive and hostile to the process.

Through our work in Lincoln County, as well as other research efforts we have conducted with young people in Kentucky, we know that students have an innate desire to feel listened to and respected. We also know that in order to fully engage students in this type of conversation, they need to feel that they are contributing something to the process and that their own ideas and opinions will be valued and treated seriously. For this reason, we have developed a set of instructions for the student group that provides them with the opportunity to form their own assessments and contribute their own perspective on the skills they need and want in order to be ready for work. Ideally, these distinct instructions may also allow students' to begin considering the perspective of other participants in the dialogue (employers, educators, and parents) and may better serve as a foundation for developing an understanding among these different groups of people.

In essence, the directions in Option 1 give students the chance to contribute fresh ideas about work readiness, instead of asking them to respond to prepared materials.

Advantages of Option 1

- possible increased student engagement in and ownership of the effort
- a greater climate of respect for students and their ideas
- a better understanding of the information in *Ready for Work* on the part of students

- a better understanding of the student perspective by other categories of participants
- students' contribution to the body of knowledge about this issue

Disadvantages of Option 1

- some extra work on the part of facilitators and recorders to explain the differences between what the students are doing and what the other groups are doing
- some challenge to integrate the results from all the groups

Option 2

The instructions in Option 2 are the same for all groups. That is, all groups will consider information from *Ready for Work* and respond to the same set of questions. This Option may be simpler for those organizers without a lot of time to prepare their facilitators and recorders.

Advantages of Option 2

- logistically, may be simpler since it doesn't require extra explanation of the process used in each group
- less of a challenge to integrate results from the different groups

Disadvantages of Option 2

- may create feelings of ill will among students
- less useful information gathered from students
- less contribution/buy-in from students

If you choose to follow Option 1, your Guide starts on **page 8**.

If you choose to follow Option 2, your Guide starts on **page 29**.



At the top of each section (within both Options), you will see the *elapsed* time in brackets. On the blank line next to it, you should fill in the *real* time. For example, if you begin the day at 9:30 AM and the elapsed time is [0:30], write 10:00 on the line provided.

OPTION 1

Set a Good Climate

[0:00] _____

Materials Needed:

- Name tags
- Tent cards (5 X 8 index cards)
- Agendas
- Five flip chart easels and pads (one for each small group and one for the whole group)
- Markers in multiple colors
- Tape (preferably masking)
- Refreshments

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>[All] Greet people; invite people to have refreshments.</p>	<p>[All] Encourage conversation; assist with name tags and tent cards; encourage people to have refreshments; help make people feel welcome.</p>

Welcome, Introductions, and Overview

[0:05] _____

Materials Needed:

- Agendas for each person
- A flip chart showing the purposes of the meeting (see below)

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>[<i>Whole group facilitator</i>] (As people eat) Be brisk and energetic. This makes people feel the session will be well-handled and not boring.</p> <ol style="list-style-type: none"> 1. Thank everyone for coming. 2. Ask people to introduce themselves, using their name and one “identifier” -- could be grade level, or what you teach, or what business you are in, or how many children you have in school. 3. Explain the purpose of the meeting: <ol style="list-style-type: none"> a. To get people connected and talking; b. To understand how <i>Ready for Work</i> applies to our community, from the perspective of students, educators, parents, and members of the business community; c. To determine our next steps for working together on school-community connections around work issues. 	<p>[<i>Whole group recorder</i>] Show purposes of the meeting on a flip chart, if you wish.</p> <p>If the group is small and it seems appropriate, record the names of people as they introduce themselves, showing in some way where people are sitting. For example, if people are seated around a table, you can draw a rectangle on the flip chart paper and then put people’s names in an order that shows approximately where they are sitting. If you wish, you may include identifiers on the flip chart as well.</p>

Welcome, Introductions, and Overview (cont'd)

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>4. Briefly “walk through” the major sections of the agenda, describing how our day together will go.</p> <p>5. Propose some conversation guidelines: “During our conversations today -- both in the small groups and as a whole group -- we would like to follow a few simple conversation guidelines:</p> <ul style="list-style-type: none"> ➤ Observe common courtesy ➤ Listen with respect for others ➤ Share your honest ideas ➤ Encourage other people to share their ideas ➤ Avoid interrupting people or using more than your share of the time available ➤ Aim for creating new ideas ➤ Remember that we don’t have to reach agreement and that all opinions are valued <p>Are these guidelines acceptable to the group?”</p> <p>6. Handle comfort items: restroom locations, temperature, etc.</p>	<p>Show the conversation guidelines on a piece of flip chart paper, if you wish.</p>

How Does This Information Apply to Our Community?

[0:15] _____

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="190 764 688 835">[Whole group facilitator] Describe the upcoming work:</p> <ol data-bbox="190 877 773 1633" style="list-style-type: none"><li data-bbox="190 877 773 1100">1. People will work in small groups, each with a facilitator/recorder team. (Ask them not to move until you have given all the instructions.) The groups are (1) students, (2) employers, (3) educators, and (4) parents.<li data-bbox="190 1142 773 1213">2. People will work together for 30 minutes and then will rejoin the other groups.<li data-bbox="190 1255 773 1633">3. The purpose of the parent, employer, and educator groups will be to talk through how some of the information in the <i>Ready for Work</i> report applies to our community. In other words, from your perspective, how accurate and relevant are the statewide research findings about what employers say they need in new employees, and what employers say they can find? <p data-bbox="237 1675 773 1894">Students will be doing something slightly different in their group. The purpose of the student group will be to find out what students identify as essential skills and how they think about their own work readiness, as well as that of their peers.</p>	

How Does This Information Apply to Our Community?

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>Students will then compare their perspective with the perspective presented in <i>Ready for Work</i>.</p> <ol style="list-style-type: none">4. Introduce the facilitator/recorder teams for each group, and point out the locations where each group will meet.5. Ask people to move to their groups, and return to the whole group at _____ (after 45 minutes).	<p>[<i>Whole group recorder</i>] Make a reference sheet listing the location for each small group meeting.</p> <p>[<i>All</i>] Guide people to the appropriate rooms.</p>

First Small Group Conversation

[0:30] _____

Materials Needed:

- Gold and blue sheets [Appendix A, pages 50 and 51]
- Flip chart easel, pad, markers, and tape for each group
- Three blue dots and one red dot for each person present [Dots are available at any office supply store.]

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>[<i>Small group facilitators</i>]</p> <ol style="list-style-type: none"> 1. Ask people to introduce themselves again. 2. Describe the purpose of the work: <p style="margin-left: 20px;"><i>For the parent, employer, and educator groups:</i></p> <p style="margin-left: 20px;">To see how key parts of the statewide research on essential skills for workers apply to our community.</p> <p style="margin-left: 20px;"><i>For the student group:</i></p> <p style="margin-left: 20px;">To identify what students view as essential skills and how they think about their own work readiness, as well as that of their peers.</p> <p style="margin-left: 20px;">Remind people that you will end in 45 minutes, at _____ (insert time).</p> 3. Describe the facilitators' role: to help keep the conversation focused on the main questions, to encourage people to speak and to listen, to help use the time well, and to stay neutral on the issues. 4. Ask the recorder to describe his/her role. 	<p>[<i>Small group recorders</i>]</p> <ol style="list-style-type: none"> 1. Record people's names in large print on flip chart paper; if possible, visually show where people are seated by writing people's names in order around a shape that reflects the circle or rectangle in which they are seated. 2. Describe your role: to record the gist of what people say, in their own words, as much as possible, in a neutral way. Ask people to correct any mistakes they see in your recording.

Small Groups Continue

[0:50] _____

Materials Needed:

- Gold sheet
- Blue sheet (“What Kentucky Employers Say about the Present Reality”) [Appendix A, page 51]
- Dots
- [For students] Help wanted ad and three job applications [Appendix B, beginning on page 53]

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>distribute the gold sheet. Ask students to compare their list with the gold sheet from <i>Ready for Work</i>. Discuss similarities and differences between the two lists.</p> <p>6. Watch the time and ask people to wrap up by _____ (ten minutes after beginning).</p> <p>7. <i>For parents, employers, and educators:</i></p> <p>Ask people to look at the blue sheet (What Kentucky Employers Say About the Present Reality). Ask, “Which part of this is most true for our community?” “Which part is least true?” “Why?” Encourage everyone to contribute. If necessary, encourage people who like to talk a lot to “make space” for others. If you need to, you can say “Thanks, Chris. Now let’s make sure we hear from the people who have been keeping quiet.” Or, ask participants to go around the room to ensure you hear from everyone.</p> <p><i>For students:</i></p> <p>Ask students to read the help wanted ad from a hypothetical employer. Then give them the three different applications and ask them to evaluate each one.</p>	<p>5. Continue recording neutrally.</p> <p>[<i>Student group recorder</i>] Label each sheet “similarities” or “differences.”</p> <p>6. Important tips for keeping track: Label your first page with the name of the group (students, employers, educators, or parents). Write down the topic that people are considering, such as “What Kentucky Employers Say They Want,” and underline it before recording people’s responses. There are two topics in this session; make a clear heading for the second one, as well, so that it is clear which questions the group is answering.</p> <p>[<i>Student group recorder</i>] Distribute the help wanted ad and job applications.</p>

Small Groups Continue

[1:00] _____

Materials Needed:

- Blue sheet [page 51]
- [For students] Job applications/help wanted ad [Appendix B, pages 54-60]
- Flip chart pages
- Dots

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>Ask, “What skills/experiences do the applicants have that match those needed for the job?” “What are the weaknesses of each application?” “Which person would you hire and why?”</p> <p>If you have time, have students look at the blue sheet. Ask, “Which statement seems most true in our community?” “Which seems least true?”</p> <p>8. Watch the time. Wrap up this portion in ten minutes, at _____ (insert time).</p> <p>9. Distribute dots to each person: Each person gets three blue dots and one red dot.</p> <p>10. Explain that people should put their blue dots on the flip chart items that seem most important in our community. They may put all three dots on one item, or they may spread the dots around to items under either topic. If a person feels some statement just doesn’t ring true at all, that’s the place to put a red dot. Red dots are OPTIONAL. They will be interpreted as meaning “Take a lot of caution when working on this item. It may have different meanings for different people.”</p>	<p>[<i>Student group recorder</i>] Next to each comment, write the number of the applicant to whom the speaker is referring (#1, 2, or 3). You may also use “strengths” or “weaknesses” as a label for each page.</p> <p>If the students move on to the blue sheet, write the heading at the top of the page (“What Employers Say about the Present Reality”).</p> <p>7. If possible, hang up each flip chart page on the wall. Or, spread them on a table, or drape them over chair backs. People need to be able to see all pages in order to use their dots.</p>

Small Groups Conclude

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>11. Bring all the flip chart sheets back to the area where the whole group is meeting. As you gather up the sheets and move around, encourage people to talk about what the dots revealed to them.</p>	<p>8. Help gather the flip chart sheets.</p>

Reports; Integrating Results

[1:15] _____

Materials Needed:

- “Dotted” flip chart sheets from each of the small groups

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="190 762 513 793"><i>[Whole group facilitator]</i></p> <ol data-bbox="190 840 810 1902" style="list-style-type: none"><li data-bbox="190 840 810 1134">1. Welcome people back, and, before they settle in, suggest they walk around and view the results from the previous small groups. Remind them about what happened in the student group, as compared with the three other groups. (This is also a time in which people can take individual breaks.)<li data-bbox="190 1176 810 1207">2. Ask people to be seated.<li data-bbox="190 1249 810 1365">3. Ask “What major similarities do you see among the results from the different groups?”<li data-bbox="190 1407 810 1480">4. Ask “What major differences do you see among the results?”<li data-bbox="190 1522 810 1638">5. Ask “What minor differences do you see?” “Is there anything else you’d like to comment on?”<li data-bbox="190 1680 810 1902">6. Watch the time. After about 25 minutes, at _____ (insert time), explain what will happen next:<ol data-bbox="235 1827 810 1902" style="list-style-type: none"><li data-bbox="235 1827 810 1902">a. People will return to their small groups.	<p data-bbox="833 762 1140 793"><i>[Whole group recorder]</i></p> <ol data-bbox="833 840 1427 1365" style="list-style-type: none"><li data-bbox="833 840 1427 945">1. As quickly as possible, recruit helpers to display the flip chart sheets from the four groups in the best way you can.<li data-bbox="833 1176 1427 1365">2. Record responses. Label each page according to the topic that people are considering, such as “Major Differences,” and underline it before recording people’s responses.

Whole Group Session Continues

[1:40] _____

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>b. The task will be to consider what people in each category (students, educators, parents, and employers) can do to make progress on these issues in our community. The green sheet offers some ideas from the <i>Ready for Work</i> research.</p> <p>c. Each group will work on its own category first. Students and parents, who were not addressed directly in the research, will generate some ideas about what they can do. Employers and educators will think first about what people in their category can do.</p> <p>d. Each group will then identify which ideas are most promising for people in the three other categories*** to carry out.</p> <p>***Employers and educators will have to generate ideas for students and parents from scratch. Students and parents will also have to generate ideas for each other.</p> <p>e. Ask people to return in 45 minutes, at _____ (insert time). Send them to their groups.</p>	

Possibilities for Progress in Our Community (Small Groups)

[1:50] _____

Materials Needed:

- A green sheet for each person [Appendix A, page 52]
- Flip chart easel, pad, markers, and tape for each small group
- Two green dots, two orange dots, two blue dots, and two black dots for each person
- One red dot for each person

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>[<i>Small group facilitators</i>]</p> <ol style="list-style-type: none"> 1. Welcome people back. 2. State the task: “We are now going to consider the possibilities for our area. We will work first on what people in our category (students, parents, educators, or employers) can do to make progress on our young people’s readiness for work. We will then work on what people in each of the other categories can do. <p>We don’t have to limit ourselves to the people who are present here. We can think about what educators in general, or students in general, can do.</p> <p>After we have listed our ideas, we will use the dots again to show the ideas we think are most important.”</p> <ol style="list-style-type: none"> 3. Invite participants to suggest what people in their own category can do. Suggest they may either use the lists on the green sheets or generate ideas on their own. <p>***If you are facilitating the student or parent group, you will need to ask group members to make a list of their own ideas.</p>	<p>[<i>Small group recorders</i>]</p> <ol style="list-style-type: none"> 1. List each idea separately, in a few words. 2. If people use ideas from the green sheet, capture them in a few words. You don’t have to rewrite the whole item, but it will help with the dot process if you use some key words.

Small Groups Continue

Materials Needed:

- Green sheets [page 52]
- Dots

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>If this does not seem upsetting to participants, simply move into the task. If some students seem concerned about the lack of student research on this topic, agree with them and offer sincere regrets, if you wish. It is a large omission in the research literature. You may state that the Partnership for Kentucky Schools is committed to addressing the lack of student research, and this effort is part of building that new knowledge base.</p> <p>4. Invite people to identify what other groups*** can do to ensure that all young people in our community are ready for work, either from the list on the green sheet or their own ideas.</p> <p>***If you are working with the employer or educator group, encourage members to generate a short list of what students or parents can do. Encourage parents to think about what students can do, and vice versa.</p> <p>5. After 25 minutes, at _____ (insert time), give each person two green, two blue, two orange, and two black dots, and one red dot.</p>	<p>3. Carefully label your sheets so it is possible to tell which group is doing the work, and which topic people are addressing. Number your pages. START A FRESH PAGE FOR EACH NEW CATEGORY [STUDENTS, PARENTS, EMPLOYERS, EDUCATORS]. Label the page to show the category clearly. This will help with the dot process.</p> <p>4. Display all the flip chart pages so that everyone can see them.</p>

Small Groups Conclude

[2:15] _____

Materials Needed:

- Dots

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>Ask them to use green dots for the most important ideas on the “students” page(s), orange dots for the “employers” page(s), black dots for the “educators” page(s), and blue dots for the “parents” page(s). Again, they may put both dots by one item, or one dot on the two items they feel are most important within each category.</p> <p>The single red dot is for OPTIONAL use if people see one idea they would have a hard time supporting.</p> <p>6. At _____ (insert time; after five minutes), ask for help in gathering up the sheets (keep them in order) and return to the whole group. As you walk to join the whole group, encourage people to comment on any patterns or surprises the dots show.</p>	<p>5. On the flip chart, write in large letters: Students -- Green Employers -- Orange Educators -- Black Parents -- Blue Caution or concern -- Red (OPTIONAL)</p> <p>Post the appropriate colored dots beside each of the categories.</p> <p>6. Assist with gathering up the flip chart sheets.</p>

Next Steps (Whole Group)

[2:25] _____

Materials Needed:

- “Dotted” flip chart sheets from the small groups’ second session
- Flip chart easel, pad, and markers

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p><i>[Whole group facilitator]</i></p> <ol style="list-style-type: none"> 1. Welcome people back and thank them for their work. 2. Secure help in displaying the “dotted” flip chart sheets from the second small group session in clusters according to category: ideas for students, ideas for educators, etc. 3. Invite people to walk around and see what the other groups did. 4. Ask people to take their seats. 5. Ask “What do you notice that stands out as the same in more than one group?” 6. Ask “What do you see that is different among the groups?” 7. Thank the groups for their work, again, and ask for a round of mutual applause. 8. Ask the group to think together about next steps. Explain that you will first ask for ideas about how people in this whole group may continue working together, and may engage others in the work as well. 	<p><i>[Whole group recorder]</i></p> <ol style="list-style-type: none"> 1. Record the gist of individual responses. Record something for each person who makes a substantive comment. Label each flip chart sheet according to the topic: similarities or differences. <p>Remember to stay neutral in what you write, how you write it, and how you respond either verbally or with body language to people’s ideas. “Neutral” doesn’t mean you have to be dull. You can be enthusiastic, as long as you are enthusiastic about all the ideas -- that amounts to enthusiasm for the whole batch of ideas, and it is a good thing.</p>

Whole Group Continues

Materials Needed:

- Flip chart pad, easel, and markers

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>You will then ask about specific actions people may already be prepared to take.</p> <p>9. Ask “What do you suggest about ways people in this group could continue to work together? How might you engage others?”</p> <p>10. Ask “What specific actions would you like to propose right now that people begin to take? What would be the purpose of the action you propose?”</p> <p>11. Pick the top ideas/action steps the group wants to pursue. You can do this by a simple show of hands, or by some other voting process.</p> <p>12. Break for lunch. Encourage people to meet and interact with each other, particularly those representing a different group from their own.</p>	<p>2. Record people’s responses. Number the pages and label the topics.</p> <p>3. Clearly indicate the top ideas, using a different color marker, stars, or something else.</p> <p>4. Help collect all flip chart sheets (except those from this last whole group session), in order, and make sure each batch is labeled with the group name.</p>

Planning Next Steps

[3:30] _____

Materials Needed:

- Flip chart sheets showing top ideas for next steps

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="190 764 513 800"><i>[Whole group facilitator]</i></p> <ol data-bbox="190 842 787 1598" style="list-style-type: none"><li data-bbox="190 842 626 877">1. Bring the group back together.<li data-bbox="190 919 773 1066">2. Take another look at the ideas and actions proposed by participants. Make sure that everyone still agrees on the top set of ideas/action steps.<li data-bbox="190 1108 787 1409">3. Ask participants to break into small groups or committees to work on these ideas together. Ask that one of the committees be a group willing to coordinate a next meeting of this group, or some portion of this group, including choosing a time and place, sending out notices, arriving early for set up, and so on.<li data-bbox="190 1451 756 1598">4. Establish a meeting location for each committee and send participants on their way. Ask each group to designate one contact person and one recorder.	

Action Committee Meetings

[3:40] _____

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="188 764 250 798"><i>[All]</i></p> <ol data-bbox="188 842 756 989" style="list-style-type: none">1. Walk around the room and observe the action committees as they do their work. Offer suggestions, if appropriate or necessary.	<p data-bbox="834 764 1138 798"><i>[Whole group recorder]</i></p> <ol data-bbox="834 842 1370 909" style="list-style-type: none">1. Collect contact information from each committee.

Adjourn

[4:00] _____

Materials Needed:

- Flip chart pad, easel, and markers

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="188 762 513 800"><i>[Whole group facilitator]</i></p> <ol data-bbox="188 840 756 1213" style="list-style-type: none">1. Reconvene whole group.2. Ask each committee to report on the results of its session.3. Ask people to complete the assessment forms and hand them in.4. Thank people once more for coming and wish them safe travel.	<p data-bbox="834 762 1138 800"><i>[Whole group recorder]</i></p> <ol data-bbox="834 915 1409 1213" style="list-style-type: none">1. Record something for each committee.2. Collect assessment forms. Double check to make sure all flip chart sheets are labeled and bundled together.

OPTION 2

Set a Good Climate

[:00] _____

Materials Needed:

- Name tags
- Tent cards (5 X 8 index cards)
- Agendas
- Five flip chart easels and pads (one for each small group and one for the whole group)
- Markers in multiple colors
- Tape (preferably masking)
- Refreshments

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>[All] Greet people; invite people to have refreshments.</p>	<p>[All] Encourage conversation; assist with name tags and tent cards; encourage people to have refreshments; help make people feel welcome.</p>

Welcome, Introductions, and Overview

[0:05] _____

Materials Needed:

- Agendas for each person
- A flip chart showing the purposes of the meeting (see below)

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>[<i>Whole group facilitator</i>] (As people eat) Be brisk and energetic. This makes people feel the session will be well-handled and not boring.</p> <ol style="list-style-type: none"> 1. Thank everyone for coming. 2. Ask people to introduce themselves, using their name and one “identifier” -- could be grade level, or what you teach, or what business you are in, or how many children you have in school. 3. Explain the purpose of the meeting: <ol style="list-style-type: none"> a. To get people connected and talking; b. To understand how <i>Ready for Work</i> applies to our community, from the perspective of students, educators, parents, and members of the business community; c. To determine our next steps for working together on school-community connections around work issues. 	<p>[<i>Whole group recorder</i>] Show purposes of the meeting on a flip chart, if you wish.</p> <p>If the group is small and it seems appropriate, record the names of people as they introduce themselves, showing in some way where people are sitting. For example, if people are seated around a table, you can draw a rectangle on the flip chart paper and then put people’s names in an order that shows approximately where they are sitting. If you wish, you may include identifiers on the flip chart as well.</p>

Welcome, Introductions, and Overview (cont'd)

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>4. Briefly “walk through” the major sections of the agenda, describing how our day together will go.</p> <p>5. Propose some conversation guidelines: “During our conversations today -- both in the small groups and as a whole group -- we would like to follow a few simple conversation guidelines:</p> <ul style="list-style-type: none">➤ Observe common courtesy➤ Listen with respect for others➤ Share your honest ideas➤ Encourage other people to share their ideas➤ Avoid interrupting people or using more than your share of the time available➤ Aim for creating new ideas➤ Remember that we don’t have to reach agreement and that all opinions are valued <p>Are these guidelines acceptable to the group?”</p> <p>6. Handle comfort items: restroom locations, temperature, etc.</p>	<p>Show the conversation guidelines on a piece of flip chart paper, if you wish.</p>

What the Research Says

[0:15] _____

Materials Needed:

- Copies of the three single-page summaries for everyone present -- a gold, a blue, and a green sheet for each person [Appendix A, starting on page 49]

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="190 762 748 867">[<i>Whole group facilitator</i>] (Reassure people they should continue to eat and be comfortable.)</p> <ol style="list-style-type: none"><li data-bbox="190 915 740 1251">1. Quickly and crisply, present the information on the gold, blue, and green sheets. These are excerpts from the study <i>Ready for Work: Essential Skills for Kentucky Jobs</i>. (Don't just read the sheets, but do make sure you cover the contents for anyone who may have trouble either seeing or reading the sheets.)<li data-bbox="190 1299 773 1824">2. Ask if the materials are clear, or if anyone wants to ask a clarifying question. (If people want to start talking about the content of the sheets, ask them to wait for the discussion groups. If they ask a question and you don't know the answer, simply acknowledge that you don't know. If appropriate, ask whether anyone in the room may know the answer. Or, ask the recorder to write the questions on the flip chart, along with contact information for the questioner, and commit to finding out what you can and responding later.)	<p data-bbox="834 762 1414 831">[<i>All</i>] Help distribute the gold, blue, and green sheets.</p> <p data-bbox="834 1299 1414 1482">[<i>Whole group recorder</i>] If anyone poses a question that cannot be answered right now, and the facilitator offers to try to find an answer, write down the question and a way to contact the person who asked it.</p>

How Does This Information Apply to Our Community?

[0:30] _____

Materials Needed:

- Gold and blue sheets [pages 50 and 51]

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>[<i>Whole group facilitator</i>] Describe the upcoming work:</p> <ol style="list-style-type: none"> 1. People will work in small groups, each with a facilitator/recorder team. (Ask them not to move until you have given all the instructions.) The groups are (1) students, (2) employers, (3) educators, and (4) parents. 2. People will work together for 30 minutes and then will rejoin the other groups. 3. The purpose of the small groups will be to talk through how the information on the gold and blue sheets applies to our community. In other words, from your perspective, how accurate and relevant are the statewide research findings about what employers say they need in new employees, and what employers say they can find? 4. Introduce the facilitator/recorder teams for each group, and point out the locations where each group will meet. 5. Ask people to move to their groups, and return to the whole group at _____ (insert time; allow 30 minutes). 	<p>[<i>Whole group recorder</i>] Make a reference sheet listing the location for each small group meeting.</p> <p>[<i>All</i>] Guide people to the appropriate rooms.</p>

First Small Group Conversation

[0:40] _____

Materials Needed:

- Gold and blue sheets
- Flip chart easel, pad, markers, and tape for each group
- Three blue dots and one red dot for each person present [Dots are available at any office supply store.]

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p><i>[Small group facilitators]</i></p> <ol style="list-style-type: none"> 1. Ask people to introduce themselves again. 2. Describe the purpose of the work: To see how key parts of the statewide research on essential skills for workers apply to our community. Remind people that you will end in 30 minutes, at _____ (insert time). 3. Describe the facilitators' role: to help keep the conversation focused on the main questions, to encourage people to speak and to listen, to help use the time well, and to stay neutral on the issues. 4. Ask the recorder to describe his/her role. 5. Ask people to look at the gold sheet ("What Kentucky Employers Say They Want in New Employees"). Ask, "What parts of this sound true for our community?" Or, "Do you think employers in our area would agree with these statements? Why or why not?" Listen to the answers and ask follow-up questions, or keep asking the main question, until people have made a thorough list. 	<p><i>[Small group recorders]</i></p> <ol style="list-style-type: none"> 1. Record people's names in large print on flip chart paper; if possible, visually show where people are seated by writing people's names in order around a shape that reflects the circle or rectangle in which they are seated. 2. Describe your role: to record the gist of what people say, in their own words, as much as possible, in a neutral way. Ask people to correct any mistakes they see in your recording. 3. Record something for each person who speaks, using their own words. Leave a little space around each response. Put about five or six responses on each page, printing 1.5 - 2 inches tall.

Small Groups Continue

[1:00] _____

Materials Needed:

- Flip chart pages
- Blue and red dots

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>9. Distribute dots to each person: Each person gets three blue dots and one red dot.</p> <p>10. Explain that people should put their blue dots on the flip chart items that seem most important in our community. They may put all three dots on one item, or they may spread the dots around to items under either topic. If a person feels some statement just doesn't ring true at all, that's the place to put a red dot. Red dots are OPTIONAL. They will be interpreted as meaning "Take a lot of caution when working on this item. It may have different meanings for different people."</p> <p>11. Bring all the flip chart sheets back to the area where the whole group is meeting. As you gather up the sheets and move around, encourage people to talk about what the dots revealed to them.</p>	<p>7. If possible, hang up each flip chart page on the wall. Or, spread them on a table, or drape them over chair backs. People need to be able to see all pages in order to use their dots.</p> <p>8. Help gather the flip chart sheets.</p>

Reports; Integrating Results

[1:15] _____

Materials Needed:

- “Dotted” flip chart sheets from each of the small groups

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p><i>[Whole group facilitator]</i></p> <ol style="list-style-type: none"> 1. Welcome people back, and, before they settle in, suggest they walk around and view the results from the previous small groups. (This is also a time in which people can take individual breaks. No specific breaks are planned.) 2. Ask people to be seated. 3. Ask “What major similarities do you see among the results from the different groups?” 4. Ask “What major differences do you see among the results?” 5. Ask “What minor differences do you see?” “Is there anything else you’d like to comment on?” 6. Watch the time. After about 25 minutes, at _____ (insert time), explain what will happen next: <ol style="list-style-type: none"> a. People will return to their small groups. 	<p><i>[Whole group recorder]</i></p> <ol style="list-style-type: none"> 1. As quickly as possible, recruit helpers to display the flip chart sheets from the four groups in the best way you can. 2. Record responses. Label each page according to the topic that people are considering, such as “Major Differences,” and underline it before recording people’s responses.

Whole Group Session Continues

[1:40] _____

Materials Needed:

- Green sheet (Opportunities for Educators and Employers) [Appendix A, page 52]

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>b. The task will be to consider what people in each category (students, educators, parents, and employers) can do to make progress on these issues in our community. The green sheet offers some ideas from the <i>Ready for Work</i> research.</p> <p>c. Each group will work on its own category first. Students and parents, who were not addressed directly in the research, will generate some ideas about what they can do. Employers and educators will think first about what people in their category can do.</p> <p>d. Each group will then identify which ideas are most promising for people in the three other categories*** to carry out.</p> <p>***Employers and educators will have to generate ideas for students and parents from scratch. Students and parents will also have to generate ideas for each other.</p> <p>e. Ask people to return in 45 minutes, at _____ (insert time). Send them to their groups.</p>	

Possibilities for Progress in Our Community (Small Groups)

[1:50] _____

Materials Needed:

- A green sheet for each person
- Flip chart, easel, markers, and tape for each small group
- Two green dots, two orange dots, two blue dots, and two black dots for each person
- One red dot for each person

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="190 764 516 798"><i>[Small group facilitators]</i></p> <ol style="list-style-type: none"> <li data-bbox="190 842 526 875">1. Welcome people back. <li data-bbox="190 919 781 1213">2. State the task: “We are now going to consider the possibilities for our area. We will work first on what people in our category (students, parents, educators, or employers) can do to make progress on our young people’s readiness for work. We will then work on what people in each of the other categories can do. We don’t have to limit ourselves to the people who are present here. We can think about what educators in general, or students in general, can do. After we have listed our ideas, we will use the dots again to show the ideas we think are most important.” <li data-bbox="190 1604 769 1751">3. Invite participants to suggest what people in their own category can do. Suggest they may either use the lists on the green sheet or generate ideas on their own. ***If you are facilitating the student or parent group, you will need to ask group members to make a list of their own ideas. 	<p data-bbox="834 764 1144 798"><i>[Small group recorders]</i></p> <ol style="list-style-type: none"> <li data-bbox="834 1650 1409 1684">1. List each idea separately, in a few words. <li data-bbox="834 1728 1409 1906">2. If people use ideas from the green sheet, capture them in a few words. You don’t have to rewrite the whole item, but it will help with the dot process if you use some key words.

Small Groups Continue

Materials Needed:

- Green sheets
- Dots

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>If this does not seem upsetting to participants, simply move into the task. If some students seem concerned about the lack of student research on this topic, agree with them and offer sincere regrets, if you wish. It is a large omission in the research literature. You may state that the Partnership for Kentucky Schools is committed to addressing the lack of student research, and this effort is part of building that new knowledge base.</p> <p>4. Invite people to identify what other groups*** can do to ensure that all young people in our area are ready for work, using the green sheet or their own ideas.</p> <p>***If you are working with the employer or educator group, encourage participants to generate a short list of what students and parents can do. Encourage parents to think about what students can do, and vice versa.</p> <p>5. After 25 minutes, at _____ (insert time), give each person two green, two blue, two orange, and two black dots, and one red dot.</p>	<p>3. Carefully label your sheets so it is possible to tell which group is doing the work, and which topic people are addressing. Number your pages. START A FRESH PAGE FOR EACH NEW CATEGORY [STUDENTS, PARENTS, EMPLOYERS, EDUCATORS]. Label the page to show the category clearly. This will help with the dot process.</p> <p>4. Display all the flip chart pages so that everyone can see them.</p>

Small Groups Conclude

[2:15] _____

Materials Needed:

- Dots

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>Ask them to use green dots for the most important ideas on the “students” page(s), orange dots for the “employers” page(s), black dots for the “educators” page(s), and blue dots for the “parents” page(s). Again, they may put both dots by one item, or one dot on the two items they feel are most important within each category.</p> <p>The single red dot is for OPTIONAL use if people see one idea they would have a hard time supporting.</p> <p>6. At _____ (insert time; after five minutes), ask for help in gathering up the sheets (keep them in order) and return to the whole group. As you walk to join the whole group, encourage people to comment on any patterns or surprises the dots show.</p>	<p>5. On the flip chart, write in large letters: Students -- Green Employers -- Orange Educators -- Black Parents -- Blue Caution or concern -- Red (OPTIONAL)</p> <p>Post the appropriate colored dots beside each of the categories.</p> <p>6. Assist with gathering up the flip chart sheets.</p>

Next Steps (Whole Group)

[2:25] _____

Materials Needed:

- “Dotted” flip chart sheets from the small groups’ second session
- Flip chart easel, pad, and markers

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p><i>[Whole group facilitator]</i></p> <ol style="list-style-type: none"> 1. Welcome people back and thank them for their work. 2. Secure help in displaying the “dotted” flip chart sheets from the second small group session in clusters according to category: ideas for students, ideas for educators, etc. 3. Invite people to walk around and see what the other groups did. 4. Ask people to take their seats. 5. Ask “What do you notice that stands out as the same in more than one group?” 6. Ask “What do you see that is different among the groups?” 7. Thank the groups for their work, again, and ask for a round of mutual applause. 8. Ask the group to think together about next steps. Explain that you will first ask for ideas about how people in this whole group may continue working together, and may engage others in the work as well. 	<p><i>[Whole group recorder]</i></p> <ol style="list-style-type: none"> 1. Record the gist of individual responses. Record something for each person who makes a substantive comment. Label each flip chart sheet according to the topic: similarities or differences. <p>Remember to stay neutral in what you write, how you write it, and how you respond either verbally or with body language to people’s ideas. “Neutral” doesn’t mean you have to be dull. You can be enthusiastic, as long as you are enthusiastic about all the ideas -- that amounts to enthusiasm for the whole batch of ideas, and it is a good thing.</p>

Whole Group Continues

Materials Needed:

- Flip chart easel, pad, and markers

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p>You will then ask about specific actions people may already be prepared to take.</p> <p>9. Ask “What do you suggest about ways people in this group could continue to work together? How might you engage others?”</p> <p>10. Ask “What specific actions would you like to propose right now that people begin to take? What would be the purpose of the action you propose?”</p> <p>11. Pick the top ideas/action steps the group wants to pursue. You can do this by a simple show of hands, or by some other voting process.</p> <p>12. Break for lunch. Encourage people to meet and interact with each other, particularly those representing a different group.</p>	<p>2. Record people’s responses. Number the pages and label the topics.</p> <p>3. Clearly indicate the top ideas, using a different color marker, stars, or something else.</p> <p>4. Help collect all flip chart sheets (except those from this last whole group session), in order, and make sure each batch is labeled with the group name.</p>

Planning Next Steps

[3:30] _____

Materials Needed:

- Flip chart sheets showing top ideas for next steps

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="190 764 513 800"><i>[Whole group facilitator]</i></p> <ol data-bbox="190 842 787 1598" style="list-style-type: none"><li data-bbox="190 842 626 877">1. Bring the group back together.<li data-bbox="190 919 773 1066">2. Take another look at the ideas and actions proposed by participants. Make sure that everyone still agrees on the top set of ideas/action steps.<li data-bbox="190 1108 787 1409">3. Ask participants to break into small groups or committees to work on these ideas together. Ask that one of the committees be a group willing to coordinate a next meeting of this group, or some portion of this group, including choosing a time and place, sending out notices, arriving early for set up, and so on.<li data-bbox="190 1451 756 1598">4. Establish a meeting location for each committee and send participants on their way. Ask each group to designate one contact person and one recorder.	

Action Committee Meetings

[3:40] _____

Materials Needed:

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="188 766 250 800"><i>[All]</i></p> <ol data-bbox="188 842 756 989" style="list-style-type: none">1. Walk around the room and observe the action committees as they do their work. Offer suggestions, if appropriate or necessary.	<p data-bbox="834 766 1138 800"><i>[Whole group recorder]</i></p> <ol data-bbox="834 842 1370 911" style="list-style-type: none">1. Collect contact information from each committee.

Adjourn

[4:00] _____

Materials Needed:

- Flip chart easel, pad, and markers

FACILITATOR INSTRUCTIONS	RECORDER INSTRUCTIONS
<p data-bbox="188 762 513 800"><i>[Whole group facilitator]</i></p> <ol data-bbox="188 840 756 1213" style="list-style-type: none">1. Reconvene whole group.2. Ask each committee to report on the results of its session.3. Ask people to complete the assessment forms and hand them in.4. Thank people once more for coming and wish them safe travel.	<p data-bbox="833 762 1141 800"><i>[Whole group recorder]</i></p> <ol data-bbox="833 915 1409 1100" style="list-style-type: none">1. Record something for each committee.2. Collect assessment forms. Double check to make sure all flip chart sheets are labeled and bundled together.

APPENDICES

Appendix A: *Ready for Work* Summary Sheets

This Appendix contains the three single-page summary sheets from the *Ready for Work* research report. Here are the instructions for printing and distributing these sheets:

Page 50 -- **“What Kentucky Employers Say They Want in New Employees...”** -- is to be printed on gold or yellow paper. It is for use in the first small group sessions.

Page 51 -- **“What Kentucky Employers Say about the Present Reality”** -- is to be printed on blue paper. It is also for use in the first small group sessions.

Page 52 -- **“Opportunities for Educators and Employers”** -- is to be printed on green paper. It is for use in the second small group sessions.

What Kentucky Employers Say They Want in New Employees...

Employers want employees who:

1. will show up on time every day;
2. have a positive attitude toward work;
3. have good math and reading skills;
4. are willing and able to learn;
5. can communicate effectively;
6. can identify and solve problems;
7. can work well with others;
8. can follow directions;
9. are self motivated and self-directed.

These are listed in no particular order.

What Kentucky Employers Say about the Present Reality...

1. The basic skills of job applicants are unsatisfactory, especially in writing, communication skills, mathematics, and reading comprehension.
2. Many new employees lack a willingness to learn new things.
3. The skill level needed is increasing while the skill level of applicants is decreasing.
4. This generation of new employees does not display a positive attitude toward work, nor does it demonstrate a good work ethic.
5. Many employees lack the ability to be self-directive or self-motivated.
6. New employees lack a desire to work once they report for a job.

These are listed in no particular order.

Opportunities for Employers and Educators

What Employers Can Do...

1. Encourage employers to ask for high school transcripts, and encourage schools to make transcripts meaningful for employers by including information about such things as attendance, punctuality, and course difficulty.
2. Begin teacher exchange programs to give teachers workplace experience that helps them gain a better understanding of the demands placed on new employees.
3. Involve more teachers in learning at the workplace.
4. Encourage teachers to focus on the value of learning and to help their students recognize the need for life-long learning.
5. Develop work-to-school programs with representatives of different occupations serving as mentors and classroom resources.
6. Establish business networks with middle and high school students on drop-out prevention programs.
7. Encourage business involvement in career opportunity awareness programs.

What Educators Can Do...

1. Expand schools' use of professional development programs for teachers that focus on the development of skills identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report.
2. Teach the basic skills of employability — how to dress, act, and respond in the workplace — and start teaching them early.
3. Incorporate personal management skills into every class.
4. Incorporate instruction on teamwork and other “people skills” into the classroom.
5. Challenge students with higher level, relevant course and emphasize the workplace as part of career education.
6. Establish more co-op, internship, and pre-apprenticeship programs.
7. Emphasize the integration of knowledge across disciplines.
8. Teach basic economics and personal financial management to all students.
9. Teach more entrepreneurial skills.
10. Develop programs that focus on self-esteem, self-confidence, and the importance of attitude.

Appendix B: Help Wanted Ad and Job Applications

This Appendix contains a hypothetical help wanted ad and three made-up job applications. These materials are for use with students in the first small group session in Option 1 (see the instructions on pages 16-17). If possible, print each job application on a single page, front and back.

HELP WANTED

Warehouse Assistant: Amazon.com

Amazon.com, a fast-growing Internet-based retailer new to Kentucky, seeks a reliable, bright, motivated high school graduate to assist the warehouse manager in all aspects of order fulfillment. Must have basic computer skills, good communication skills, and enjoy working as part of a team. Experience in one or more of the following desirable: warehousing, merchandising, order fulfillment. Pay: \$11/hour, plus full benefits. Opportunities for rapid advancement. To apply, complete an application and send it to:

Doug Williams; Warehouse Manager; Amazon.com; Georgetown, Kentucky 40302.

Please include two references on your application.

APPLICATION FOR EMPLOYMENT
Applicant #1

PRE-EMPLOYMENT QUESTIONNAIRE
EQUAL OPPORTUNITY EMPLOYER

DATE February 2, 2000

PERSONAL INFORMATION

NAME (LAST NAME FIRST) Bellow Joseph	AGE 19	SOCIAL SECURITY NO. 312 — 85 — 0964	
PRESENT ADDRESS 216 West Elm St.	CITY Georgetown	STATE KY	ZIP CODE 40316
PHONE NUMBER Day (606) 567-3232 Night (606) 567-3232		REFERRED BY Newspaper ad	

EMPLOYMENT DESIRED

POSITION Warehouse Assistant	DATE YOU CAN START Immediately	
ARE YOU CURRENTLY EMPLOYED? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	IF SO, MAY WE CONTACT YOUR PRESENT EMPLOYER? <input type="checkbox"/> YES <input type="checkbox"/> NO	
EVER APPLIED TO THIS COMPANY BEFORE? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	WHEN?	WHERE?

EDUCATION

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED	DATE OF GRADUATION	SUBJECTS STUDIED	GRADE AVERAGE
HIGH SCHOOL	Central High School Georgetown, KY	4	June, 1999	General	B
COLLEGE					
COMMUNITY COLLEGE	Floyd Community College Floyd County, Kentucky	1 semester	n/a	Accounting	B

SIGNIFICANT ACTIVITIES (include number of years, plus any leadership position held)

1. Track Team, 3 years; Captain, Senior year
2. FFA, 4 years
3.

WORK EXPERIENCE (Please list in order of most recent work experience.)

DATE	NAME AND ADDRESS OF EMPLOYER	POSITION	RESPONSIBILITIES	REASON FOR LEAVING
FROM May, 1997	Burger Crisp 14 Main St. Georgetown, KY 40305	Cashier (part-time)	Waiting on customers, filling orders, cleaning up	Got another job
TO May, 1998				
FROM Summer, 98 & Summer, 99	Hollow Log Construction Co. 151 Route 3 Georgetown, KY 40388	Yard man (full-time)	Loading and unloading trucks	It was only a summer position
TO				
FROM				
TO				

APPLICABLE SKILLS (Subjects of special study or special training skills)

1. Computer: Surfing the web
2.
3.

HONORS AND ACHIEVEMENTS

1. Led the local FFA chapter to get a National Chapter Award; FFA, 1997
2.
3.

REFERENCES

NAME	ADDRESS	PHONE NUMBER
1. Sandy Bloomfield, Assistant Manager at Burger Crisp	14 Main Street Georgetown, KY 40305	(606) 556-2346
2. Joanne Whitmore (teacher)	Central High School 104 West Jefferson St. Georgetown, KY 40310	(606) 562-1132

APPLICATION FOR EMPLOYMENT
Applicant #2

PRE-EMPLOYMENT QUESTIONNAIRE
EQUAL OPPORTUNITY EMPLOYER

DATE February 5, 2000

PERSONAL INFORMATION

NAME (LAST NAME FIRST) Robinson Mary Lee	AGE 19	SOCIAL SECURITY NO. 313 — 45 — 9826	
PRESENT ADDRESS #123 RR 9	CITY Paris	STATE KY	ZIP CODE 40485
PHONE NUMBER Day (606) 985-1258 Night (606) 567-6574		REFERRED BY Newspaper ad	

EMPLOYMENT DESIRED

POSITION Warehouse Assistant	DATE YOU CAN START End of the month	
ARE YOU CURRENTLY EMPLOYED? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	IF SO, MAY WE CONTACT YOUR PRESENT EMPLOYER? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
EVER APPLIED TO THIS COMPANY BEFORE? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	WHEN?	WHERE?

EDUCATION

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED	DATE OF GRADUATION	SUBJECTS STUDIED	GRADE AVERAGE
HIGH SCHOOL	Parkview High School Paris, KY	4	June, 1999	General	C
COLLEGE					
COMMUNITY COLLEGE					

SIGNIFICANT ACTIVITIES (include number of years, plus any leadership position held)

1. FHA, 3 years
2. Drama Club, 2 years
3. Marching Band, 4 years

WORK EXPERIENCE (Please list in order of most recent work experience.)

DATE	NAME AND ADDRESS OF EMPLOYER	POSITION	RESPONSIBILITIES	REASON FOR LEAVING
FROM June, 1995	Ruggles Quarry 122 Old State Highway Paris, Kentucky 40411	Began as secretary, now Assistant Office Manager; part-time during the school year, full-time during summers and since graduation	Assist with all administrative duties, including ordering office supplies and doing correspondence; assist with accounting	I'm interested in something new
TO Present				
FROM				
TO				
FROM				
TO				

APPLICABLE SKILLS (Subjects of special study or special training skills)

1. Keyboarding, Word Processing (Microsoft Word), spreadsheet (Microsoft Excel)
2.
3.

HONORS AND ACHIEVEMENTS

1. Employee of the Month, Ruggles Quarry; July, 1998
2.
3.

REFERENCES

NAME	ADDRESS	PHONE NUMBER
1.		()
2.		()

APPLICATION FOR EMPLOYMENT
Applicant # 3

PRE-EMPLOYMENT QUESTIONNAIRE
EQUAL OPPORTUNITY EMPLOYER

DATE February 10, 2000

PERSONAL INFORMATION

NAME (LAST NAME FIRST) Hayden Ralph	AGE 20	SOCIAL SECURITY NO. 351 — 80 — 9764	
PRESENT ADDRESS 407 Dapple Lane	CITY Georgetown	STATE KY	ZIP CODE 40307
PHONE NUMBER Day (606) 844-7264 Night (606) 567-8375		REFERRED BY Newspaper ad	

EMPLOYMENT DESIRED

POSITION Warehouse Assistant	DATE YOU CAN START March 1	
ARE YOU CURRENTLY EMPLOYED? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	IF SO, MAY WE CONTACT YOUR PRESENT EMPLOYER? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
EVER APPLIED TO THIS COMPANY BEFORE? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	WHEN?	WHERE?

EDUCATION

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED	DATE OF GRADUATION	SUBJECTS STUDIED	GRADE AVERAGE
HIGH SCHOOL	Scott County Technical School Georgetown, KY	4	June, 1998	Repairs/machinery	C +
COLLEGE					
COMMUNITY COLLEGE					

SIGNIFICANT ACTIVITIES (include number of years, plus any leadership position held)

1.
2.
3.

WORK EXPERIENCE (Please list in order of most recent work experience.)

DATE	NAME AND ADDRESS OF EMPLOYER	POSITION	RESPONSIBILITIES	REASON FOR LEAVING
FROM June, 1998	Frank's Towing & Repair 320 Pine Avenue Georgetown, KY 40325	Office Assistant	Answering the phone, dealing with customers, helping with invoices, managing the inventory	I'm interested in a job with better hours.
TO Present				
FROM August, 1996	Scott County Hospital 11 West Broadway Georgetown, KY 40305	Maintenance staff	Working with the maintenance crew on repairs around the hospital	This job was part of the work-study program at my high school.
TO May, 1998				
FROM				
TO				

APPLICABLE SKILLS (Subjects of special study or special training skills)

1. Help manage the inventory at Frank's Towing & Repair
2. Learned teamwork and Total Quality Improvement at Scott County Hospital
3.

HONORS AND ACHIEVEMENTS

1. Perfect Attendance Certificate, Junior and Senior Years of High School
2.
3.

REFERENCES

NAME	ADDRESS	PHONE NUMBER
1. Frank Walker (Owner)	Frank's Towing & Repair 320 Pine Avenue Georgetown, KY 40325	(606) 844-7264
2. Sam Tiebold Manager of Maintenance	Scott County Hospital 11 West Broadway Georgetown, KY 40305	(606) 544-3321