



Final Report of Peer Technical Assistance Activity # 189

Welfare Peer Technical Assistance Network
*"Everyone is A Career Development Trainer":
Creating a Culture of Work*
Denison, Texas
July 16, 2010

Prepared for
The Administration for Children and Families
Office of Family Assistance



Table of Contents

Introduction	1
Welcome and Opening Remarks.....	1
“Everyone is a Career Development Trainer”: Creating a Culture of Work: Theory	2
“Everyone is a Career Development Trainer”: Creating a Culture of Work: Practice.....	2
The Employment Training Orientation: The Power of Peer Involvement	3
The Welcome Interview: Where Employment Training Begins	3
Closing Remarks	4
Appendix A: Agenda.....	5
Appendix B: Participants List.....	7
Appendix C: Presenter Biosketches... ..	10
Appendix D: Texas Motivational Interviewing Guide.....	13
Appendix E: Facilitator Guide.....	24
Appendix F: Evaluation Summary	26

Introduction

The Welfare Peer Technical Assistance Network (Welfare Peer TA) is a technical assistance initiative sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Family Assistance (OFA), which facilitates the sharing of information between and among States, counties, localities, Tribal organizations, and community-based organizations working with Temporary Assistance for Needy Families (TANF) participants and families (see <http://peerta.acf.hhs.gov>).

In the State of Texas, a current challenge is meeting the needs of TANF participants that are coded as exempt. While these participants are exempt from participating in job search/employment-related activities, Boards are mandated to work with exempt TANF recipients to try and get them involved in such activities. Motivation among TANF recipients to participate in employment-related activities within that State of Texas has been low, which indicates there is a need for motivational interviewing training. The Motivational Interviewing: Creating a Culture of Work and Academic Achievement training sought to help attendees identify strategies to successfully motivate TANF participants to work and/or further their academic achievement. The training was held on July 16, 2010 at the Workforce Solutions Texoma Board in Denison, Texas. Please see **Appendix A** for the Agenda and **Appendix D** for a comprehensive Workbook.

Welcome and Opening Remarks

Ms. Marsha Lindsey, Operations Manager at Workforce Solutions Texoma, opened the event by welcoming everyone and initiating introductions. Attendees were at various levels of their career and included professionals such as managers, facilitators, career specialists, and client services representatives. Please see **Appendix B** for the Participant List.

Next, Mr. David Camporeale, Family Assistance Program Specialist at OFA, offered a few opening comments and thanked everyone for coming to the training. Mr. Camporeale explained his passion for his career—helping people do their jobs to assist families in need.

Mr. Charles Modiano, President of Skills4Youth Consulting, then introduced himself. As an ice breaker, he asked everyone to turn to the person next to them and tell them something interesting about themselves.

Mr. Modiano opened the presentation by saying that everyone—no matter what their job title—is in a position of assisting others in their career development. He said that the morning session would be focused on the training attendees, while the afternoon session would focus more on TANF participants. Mr. Modiano said his personal experiences have taught him more than any book ever could and that experiential learning is key to career development. As Mr. Modiano explained it, there are certain universal foundation behaviors that influence one's employment. Mr. Modiano then asked the audience to meet in groups of four to explain why they work for TANF. Some volunteers shared with the group that they chose to work with TANF participants because they simply needed a job, while others said they chose their particular job because they enjoy helping others.

“Everyone is a Career Development Trainer”: Creating a Culture of Work: Theory

Mr. Modiano explained that one of the objectives of the training is to learn to create a “culture of work” to emphasize the delivery of “soft skills.” If the broader culture does not support the facilitator/case manager, the work will not be successful. The culture of work must be shared with everyone in the organization. Everyone, including the person at the front desk, must realize they are a career development assistant and play an important role in the organization. Mr. Modiano said another objective of the training is to use a work-based approach based on motivational interviewing principles that emphasize individual and group interviewing.

A main message of the training was that we cannot expect anything from the participants that we do not expect from ourselves. Participants can tell when staff members are not being real. When asked what they expect from themselves to pass on to TANF participants as the model of employment, the audience responded:

- Have an open mind;
- Be honest;
- Enjoy their job;
- Be motivated and continually encouraged;
- Have mutual respect; and
- Understand what participants are saying instead of just listening.

Mr. Modiano discussed the importance of soft skills. Soft skills include punctuality, getting along with others, organizational and communication skills, and responsibility. These skills have been around forever. There has been a major shift in the workforce from manufacturing to customer service. Rural areas and small towns were hit hardest since they rely more on manufacturing/industry than more urban areas. The soft skills employers are looking for include work ethic/professionalism, teamwork/collaboration, communication (oral and written), and problem-solving/critical thinking—all of which sum up to “attitude.” The soft skills of communication and attitude are more important now than ever, and we need to build these skills in our participants.

Mr. Modiano reminded the audience of a Confucius saying, “Tell me and I forget, show me and I remember, but let me and I understand.” This relates to experiential learning, which is the process of making meaning through direct experiences. We are good at what we do because we do it every day for years. We forget things that we no longer do. We remember 80 percent of what we do and 90 percent of what we teach. As such, we must teach our participants and have them “do.”

“Everyone is a Career Development Trainer”: Creating a Culture of Work: Practice

According to Mr. Modiano, the four program elements in creating effective work readiness preparation are the culture and structure of the program, and the content and delivery of the workshop. Collectively, these elements can maximize participant success, ensure employer

needs are met, and maintain an efficient flow of content. Mr. Modiano suggested that experiential learning can effectively achieve these elements.

During this session, the audience was asked to participate in several group activities that reinforced the value of experiential learning methods when delivering training or counseling services. During one activity, participants were asked to discuss in groups how to incorporate the principles of experiential learning into the program culture. Specifically, groups were asked to develop strategies of how to implement one of the following principles: punctuality, positive communication/attitude, teamwork, or problem-solving.

The Employment Training Orientation: The Power of Peer Involvement

The afternoon started off with role playing. Mr. Modiano played the role of an orientation facilitator and staff members were put into the mock role of participants to help them better experience the orientation through the participant's lens. As part of the process, the group was also provided several job-search/employment-related tips they can then pass on to their TANF participants. These tips included:

- An internship should be viewed as a long interview that provides participants with free training.
- Small things, such as being a minute late, chewing gum, and dressing unprofessionally can have a great impact on whether you will be considered for a position.
- Always attach a cover letter to your resume and make sure there are no typos. Resumes should be kept to a minimum of 1-2 pages.
- The purpose of the resume and cover letter is to get an interview. It is suggested that applicants include on their resume that salary is negotiable, rather than providing a specific amount.
- It is necessary to send a thank you letter after the interview.

According to Mr. Modiano, there is no single correct method to approaching training orientations—as long as you effectively communicate the employer's expectations. It is important to ask yourself how you can create a model that holds high standards while also providing participant support. The closer we can make the orientation to an interview, the more successful it will be. Mr. Modiano suggested using peers in the orientation since they can encourage one another.

The Welcome Interview: Where Employment Training Begins

Mr. Modiano said it is important to be flexible and approach the welcome interview from various angles in order to accommodate different personalities. The six elements of the group interview are: setting the tone and interview expectations, building trust, providing employment-seeking information, on-the-job behavior (attitude), an opportunity to “pass” the interview, and allowing time for questions and outstanding concerns. See **Appendix E** for the Facilitator's Guide.

Mr. Modiano explained that many interviews start with an overview of the program benefits and expectations when they should begin by building initial trust and having a conversation about the participant's interests and needs. Studies indicate that the number one way to get people to follow through is to build a relationship and have them make a personal commitment.

Closing/Remarks

Before the training ended, all of the groups presented their strategies for incorporating the principles of experiential learning into their work.

In closing, Mr. Camporeale reminded everyone that the “camera is always on” and it is important for everyone to always maintain a positive attitude because their attitude is reflected onto the participants. Mr. Camporeale then thanked everyone for coming and for “doing what [they] do.”

Appendix A: Agenda



**“Everyone is A Career
Development Trainer”:
Creating a Culture of Work and Academic Achievement**
Trainer: Charles Modiano, President, Skills4Youth Consulting



Workforce Solutions Texoma
Friday, July 16, 2010

Agenda

<u>July 16, 2010</u>	
8:45 - 9:15 a.m.	Welcome / Introductions / Warm-up
9:15 - 10:15 a.m.	“Everyone is a Career Development Trainer”: Creating a Culture of Work: Theory <ul style="list-style-type: none">○ <i>Speaker: Charles Modiano</i>
10:15 - 10:30 a.m.	Break
10:30 - 11:45 a.m.	“Everyone is a Career Development Trainer”: Creating a Culture of Work: Practice <ul style="list-style-type: none">○ <i>Speaker: Charles Modiano</i>
11:45 a.m. – 12:45 p.m.	Lunch (on your own)
12:45 - 2:30 p.m.	The Employment Training Orientation: The Power of Peer Involvement <ul style="list-style-type: none">○ <i>Speaker: Charles Modiano</i>
2:30 - 2:45 p.m.	Break
2:45 - 4:15 p.m.	The Welcome Interview: Where Employment Training Begins <ul style="list-style-type: none">○ <i>Speaker: Charles Modiano</i>
4:15 - 4:30 p.m.	Closing/Wrap

Appendix B: Participants List



Motivational Interviewing
Creating a Culture of Work and Academic Achievement



Denison, Texas
July 16, 2010

Participants

Charles Modiano (Presenter)
Skills4Youth Consulting
cmodiano@skills4youth.org

Administration for Children & Families
Office of Family Assistance – Region VI

Charlotte Bristow
charlotte.bristow@acf.hhs.gov

Alisa Matthews
alisa.matthews@acf.hhs.gov

Nichola Williams
nichola.williams@acf.hhs.gov

Innovative Workforce Solutions

Susanna Aldaco
susanna.aldaco@twc.state.tx.us

Julie Denton
julie.denton@twc.state.tx.us

Shelly Hart
shelly.hart@twc.state.tx.us

Wednesday Howard
wednesday.howard@twc.state.tx.us

Natalie Jamison
natalie.jamison@twc.state.tx.us

Stacy Manley
stacy.manley@twc.state.tx.us

Gil Nelson
gilbert.nelson@twc.state.tx.us

Mariah Phea
mariah.phea@twc.state.tx.us

Tara Ryan
tara.ryan@twc.state.tx.us

Herrin Thompson
herrin.thompson@twc.state.tx.us

Darlene Vanderbosch
darlene.vanderbosch@twc.state.tx.us

Northeast Texas Community College

Corrina Allen
corrina.allen@twc.state.tx.us

Kay Beatty
cynthia.beatty@twc.state.tx.us

Deborah Brewer
deborah.brewer@twc.state.tx.us

Jeff Clapp
jeff.clapp@twc.state.tx.us

Stacie Gregory
stacie.gregory@twc.state.tx.us

Katrina Jenkins
katrina.jenkins@twc.state.tx.us

**Northeast Texas Community College
(continued)**

Victoria Lamar
victoria.lamar@twc.state.tx.us

Adess Silvas
adess.silvas@twc.state.tx.us

Shelly Sizemore
shelly.sizemore@twc.state.tx.us

Abbie Wright
abbie.wright@twc.state.tx.us

Mary Zarones
mary.zarones@twc.state.tx.us

Texas Workforce Commission

LaTonya Pleasant
latonya.pleasant@twc.state.tx.us

Workforce Network, Inc.

Nakia McCarrell
nakia.mccarrell@twc.state.tx.us

Lisa McDaniel
lisa.mcdaniel@twc.state.tx.us

Suzan Owens
suzan.owens@twc.state.tx.us

Workforce Solutions Texoma

Marsha Lindsey
marsha.lindsey@twc.state.tx.us

**U.S. Department of Health and Human
Services, Office of Family Assistance,
Welfare Peer Technical Assistance
Team**

David Camporeale (onsite)
dcamporeale@acf.hhs.gov

Dana Eisenberg (onsite)
deisenberg@blhtech.com

Patricia Strong
pstrong@blhtech.com

Stephanie Barr
sbarr@icfi.com

Louisa Fuller Jones
lfuller@icfi.com

Appendix C: Presenter Biosketches



Motivational Interviewing **Creating a Culture of Work and Academic Achievement**



Denison, Texas
July 16, 2010

Biosketches

David Camporeale

David Camporeale is a Program Specialist in the Division of State and Territory Temporary Assistance for Needy Families program in the Office of Family Assistance, Administration for Children and Families. He is the Federal Project Officer for the Welfare Peer Technical Assistance Network and supports numerous other Federal initiatives. He has more than 15 years of diverse experience as a civil servant, counselor, community organizer, statistician, and in IT support. Mr. Camporeale holds a double B.A. in Sociology and Political Science from the University of Maryland.

Charles Modiano

Mr. Charles Modiano has helped individuals attain self-sufficient lives in multiple and diverse capacities. His work includes:

- **PROFESSIONAL DEVELOPMENT:** Through Skills4Youth, Mr. Modiano has provided staff training, coaching, strategic planning, and program/curricula enhancement for a variety of national and local initiatives, including the TANF Rural Communities Initiative, Foster Care Demonstration Project, and New York City's Young Adult Internship Program. He previously served as Project Director for NPCL's National Youth Development Practitioner's Institute (YDPI), helping to develop the professional knowledge, skills, and commitment of frontline staff serving youth in urban, rural, and Tribal communities. YDPI-trained youth work across the nation on best practices in the areas of workforce development, youth employment, and strengthening families.
- **DIRECT SERVICE:** As Director of Employment and Independent Living Services for a multi-service community-based organization in New York City, Mr. Modiano directed the day-to-day operations for five youth employment and foster-care related initiatives. His managerial and frontline training experience includes a variety of programs, including STRIVE, Carrera Pregnancy Prevention, and many WIA/JTPA-related initiatives.
- **POLICY BACKGROUND:** Mr. Modiano has worked in various capacities for the Department of Labor's Employment and Training Administration (ETA), including

WIA youth programming, the Youth Opportunity Grants (YOG), and Youth Offender Demonstration Projects. Under YOG, he served as the Rural Coordinating Project Officer for Southeast Arkansas; Northeast Louisiana; Lumberton, North Carolina; and Imperial Valley, California. He was also involved in evaluation and survey projects, including “Making the Juvenile Justice-Workforce System Connection for Re-entering Young Offenders: A Guide for Local Practice.”

Appendix D: Texas Motivational Interviewing Workbook



2010



Motivational Interviewing

Creating a Culture of Work and Academic Achievement With Trainer *Charles Modiano*

Creating an atmosphere that fosters a desire to work and improve academic achievement is critical to the success of TANF participants. The following workbook is designed for workshop participants to identify strategies for successfully motivating participants to work and/or further their academic achievement.

Welfare Peer Technical Assistance (TA) Network
Workforce Solutions Texoma Board
Denison, Texas
July 16, 2010



Contents

Motivational Interviewing	16
Everyone Is a Career Development Trainer.....	17
Creating a Culture of Workforce and Academic Achievement.	17
Identifying Strategies for Creating a Culture of Employment and Academic Achievement..	17
Incorporating the Principles of Experiential Learning	18
Fostering Teamwork.....	18
Using the Principles of Work as a Development Tool	20
Identifying Strategies for Building Better Relationships with your Participants	20
How To Create a Culture of Work.	21
Understanding the Increasing Importance of Soft Skills	21
Creating a Culture of Work Through Experiential Learning	22
The Importance of Building a Positive Relationship With Your Participants.....	23
Understanding the Purpose and Goals of Intake Interviews.....	23

Motivational Interviewing

Motivational interviewing (MI) began as a radical approach to treating alcoholism, with the beginning of its research conducted in the 1980s and 1990s by William Miller and Stephen Rollnick. Many years later, it now is recognized as an evidence-based practice for those suffering from substance abuse and has research to support its use in such areas as addiction, diet/exercise, domestic violence, criminal justice, juvenile justice, and HIV risk behaviors to help people make significant positive changes in their lives.¹ MI is a person-centered counseling approach to help people change their behaviors by exploring ambivalence, the principal obstacle to be overcome in changing. The spirit of MI, or the enduring foundation for its clinical strategies, includes such ideas as being collaborative, being evocative, and empowering.²

For more information on MI, check out Miller, W.R. and Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change* (2nd ed.). New York: Guilford Press.

- **Collaborative:** Being collaborative means working together throughout the change process. For example, the counselor (or case manager) sets goals collaboratively with the participant through a therapeutic relationship that is like a partnership. Counselors do not place demands on participants or take an authoritative or expert stance.
- **Evocative:** Being evocative means helping the participant draw out deep issues and other issues that they care about most. The counselor is quiet, eliciting, and direct in a guiding way. The beginning of the therapeutic relationship between a counselor and participant would probably include ample time for the participant to “tell his or her story,” which would allow rapport and mutual trust to develop.
- **Empowering:** Empowering means helping the participant realize his or her own strengths and potential. For example, the counselor emphasizes the participant’s personal choice and autonomy and does not give advice or solutions to problems. MI counselors also do not spend too much time talking about the consequences of not changing.³

The spirit of MI is central and robust to successfully using the approach, although MI techniques can vary depending on the interaction. Another concept central to MI is the participant’s readiness to change. MI theory suggests that participants go through six stages of readiness to change throughout the MI approach. However, the stages are not static. They fluctuate in their occurrence depending on the counselor-participant relationship and the participant’s life experiences. The six stages are as follows:⁴

1. Precontemplation: Participants have not considered changing.
2. Contemplation: Participants experience ambivalence about their behavior.
3. Determination: Participants feel determined to do something about their problem.
4. Action: Participants engage in behaviors to alleviate their problem.
5. Maintenance: Participants use skills to keep the problem or addiction away.
6. Relapse: Participants slip back into the problem behavior.

According to the Motivational Interviewing Web site (<http://www.motivationalinterview.org/>), some MI techniques to help participants move through the readiness-to-change stages could include asking open-ended questions and using affirmations, reflective listening, and summarizing. To deal with participants who are resistant to change, techniques could include shifting focus, rolling with resistance, or reframing to help participants perceive their thoughts or behaviors in a new way.

¹ Somers-Flanagan, J. and Somers-Flanagan, R. (2003). *Clinical Interviewing* (3rd ed.). Hoboken: John Wiley & Sons, Inc. (P. 190–193).

² Kraybill, K., MSW and Samra, S., MPA. (Speakers). (2010). *Guiding People Toward Change: The Spirit of Motivational Interviewing*. Webinar through the Substance Abuse and Mental Health Services Administration’s Homelessness Research Center (HRC). Retrieved June 8, 2010, from <http://homelessness.samhsa.gov/Resource/HRC-Webcast-Resources-Guiding-People-Toward-Change-The-Spirit-of-Motivational-Interviewing-47974.aspx>.

³ Ibid.

⁴ Somers-Flanagan, J. and Somers-Flanagan, R. (2003). *Clinical Interviewing* (3rd ed.). Hoboken: John Wiley & Sons, Inc. (P. 190–193).

Everyone Is a Career Development Trainer

Creating a Culture of Workforce and Academic Achievement



Throughout the workshop, we will focus on creating an atmosphere that fosters a desire to work and improve academic achievement for Temporary Assistance for Needy Families program participants. In doing so, we will identify strategies to help case workers successfully motivate participants to work and/or further their academic achievement, such as by obtaining a General Equivalency Diploma, an associate's degree, a bachelor's degree, or some other vocational certification.

Today, we will focus on the following objectives:

- Create “a culture of employment and academic achievement” that emphasizes the effective delivery of “soft skills.”
- Utilize a work-based approach to MI principles that emphasizes meaningful individual and group interviewing.
- Incorporate the principles of experiential learning into all aspects of the program.

Identifying Strategies for Creating a Culture of Employment and Academic Achievement

Use the space provided to record strategies that you and your colleagues can use to create a culture of employment and academic achievement in your program.

Strategy 1:	Strategy 2:
	
Action Required:	Action Required:

Incorporating the Principles of Experiential Learning

To create a culture of work and life achievement, we must:

- Have participants do or teach;
- Incorporate peers; and
- Promote repetition.

“Soft skills are caught—not taught!”

In the space provided, think about how you can incorporate the three principles of experiential learning into your everyday case management and into your program more broadly.

Fostering Positive Work Development

•

Addressing a Wide Array of Life Skills

•

Promoting Continued Education

•

Promoting Long-Term Self-Sufficiency

•

Fostering Teamwork

In the space provided, write down ideas to promote collaborative efforts among your staff and to foster an atmosphere of teamwork and cooperation.



Using the Principles of Work as a Development Tool

When working with a wide range of participants—youth, adults, and the elderly—it is important to know and understand how to work with each population. Although your approach should be tailored for each participant and his or her needs, there are a few general principles adjusted as necessary for their individual and unique qualities, which should be followed for each person.

The following principles are essential to develop a positive relationship with your participants and to help guide them successfully to self-sufficiency:

- **Build trust.** It is essential to build trust with your participants and to make them comfortable and, ultimately, willing to let you guide them to the path of self-sufficiency.
- **Focus on assets,** not deficiencies. As a case manager, you must focus on your participant's strengths, positive qualities, and skills. These are, after all, the qualities that a participant will bring to a job and career.
- **Know your audience.** It is critical to respond to each participant's individual needs by tailoring your approach and guidance to his or her individual persona. This "code-switching" is the key to high expectations.

Identifying Strategies for Building Better Relationships With Your Participants

Throughout this section, you have learned about the importance of building a positive relationship with your participants. Use the space below to specifically identify the things that *you* can do to:

- Foster a trusting and beneficial relationship with your participants; and
- Promote and highlight the positive qualities that your participants bring to the job force.

Strategies for developing a positive relationship with your participants:

Strategies for encouraging and supporting your participants:

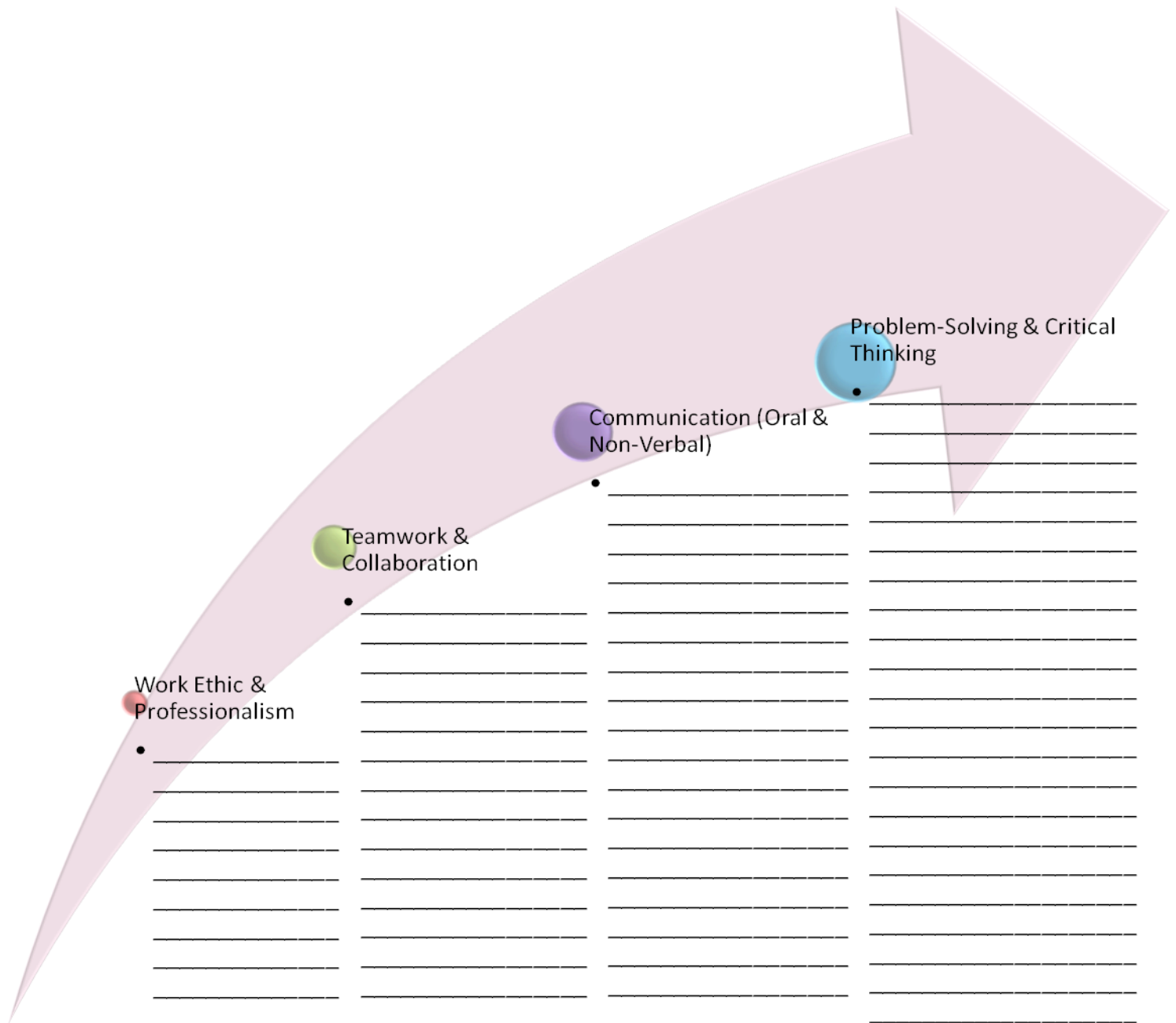
How To Create a Culture of Work

Understanding the Increasing Importance of Soft Skills

Over the past 40 years, there has been a major shift in the workforce, moving from hands-on, technical jobs, such as manufacturing, to jobs that require more person-to-person interaction, such as customer service and hospitality.

Given this trend, it is vital that TANF participants gain an understanding of the importance of soft skills and the resources needed to develop these skills through trainings and other education.

The following graphic illustrates the soft skills for which employers are typically looking in their employees. In the section below, indicate ways in which you can help your participants gain these skills so that they are ready for the new requirements in the job market.



It is important to remember that in order for a person to learn, he or she must gain experience firsthand. Carter G. Woodson⁵ said it best, "The mere imparting of information is not education. Above all things, the effort must result in making a man think and do for himself." A Confucian principle to keep in mind:

- Are these principles incorporated into your program? If not, what can you do to ensure that they are an intricate part of the services that you provide?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

22

Appendix E: Facilitator Guide

FACILITATOR GUIDELINE FOR GROUP INTERVIEW/ORIENTATION

PT 1: INTRODUCTION (Time: 25–35 minutes)	PT 2: IDENTIFICATION (Time: 25–35 minutes)
<p>GOAL: Set expectations for the interview process</p> <p>Brief welcome and introduction should address</p> <ul style="list-style-type: none"> Purpose and expectations of group interview process Establish interview structure (“stand-up and state name”) Organizational facts/content/overview Mission and goals of Workshop Assess participants’ motivation for attending <p>Sample Facilitator Questions to Ask Interviewees:</p> <ul style="list-style-type: none"> <i>Why did you decide to come to this group interview this morning?</i> <i>What are the top characteristics employers are looking for in a quality employee?</i> <i>If you are getting paid to receive all this training, skills, and support, what do you think is expected from you?</i> <i>How does an interviewer tell you that you that you didn’t get the job?</i> 	<p>GOAL: Build trust and offer the “Big Picture”</p> <ul style="list-style-type: none"> Open with either staff or guest participant testimony that speaks to overcoming barriers to achieve success <p>Sample Facilitator Questions to Ask Interviewees:</p> <ul style="list-style-type: none"> <i>“What do you want to change about YOUR life? (depending on participant domino effect, this question could dominate entire session)What life strengths or skills are you most proud of?”</i> <i>How can your life skills be used to achieve employment and career success?</i>
PT 3: EMPLOYMENT RULES AND TOOLS (25–35 minutes)	PT 4: PASSING INTERVIEW/KEEPING JOB (25–35 minutes)
<p>GOAL: Provide useful information that might be unknown; provide opportunity for “quiet” interviewees to speak up</p> <ul style="list-style-type: none"> Personal Introduction and Role in Workshop <p>Some Facilitator Questions to Ask Interviewees:</p> <ul style="list-style-type: none"> <i>What do employers look for when reviewing job applications?</i> <i>What is a Resume? Why is it important?</i> <i>What is a Cover Letter? Why is it important?</i> <i>What is a thank you letter? Why is it important?</i> <i>For a young job seeker looking for an entry-level position, what is more important: Attitude or work experience?</i> <i>Why is your attitude your most important tool?</i> 	<p>GOAL: Provide window into internship opportunities; provide understanding of broader career picture</p> <ul style="list-style-type: none"> Personal Introduction and role of job/worksite developer For those who GRADUATE, outline what could be expected from Job Development staff <p>Some Facilitator Questions to Ask Interviewees:</p> <ul style="list-style-type: none"> <i>What do you think are some of the career benefits of being accepted into and graduating from this workshop/internship? (e.g., job placements, credential on resume, skills, reference letters)</i> <i>What will Job Developers expect from participants before referring them to an internship?</i> <i>What are some qualities employers look for during a job interview?</i> <i>What are some qualities employers look for that help you keep your job and get promoted?</i>
PT 5: LAST CALL TO PASS THIS INTERVIEW (30–45 minutes)	PT 6: ADDRESSING Q’S & OUTSTANDING ISSUES
<p>GOAL: Have all participants show a commitment to the initiative before beginning first day</p> <p>Personal Introduction and Role in Program</p> <ul style="list-style-type: none"> Review previous question in Part 1: <i>“How does an interviewer tell you that you that you didn’t get the job?”</i> <p>Some Facilitator Questions to Ask Interviewees:</p> <ul style="list-style-type: none"> <i>“Why should you pass this interview and be accepted into the workshop?”</i> <p>After question is ADEQUATELY answered by each interviewee, write their name on a flipchart as all staff and participants should applaud entry into the workshop (for those who have struggled throughout the interview process, have higher-performing participants assist them)</p>	<p>(15–20 minutes in group; may be longer for individuals)</p> <p>Congratulate again for entry into Blueprint workshop</p> <ul style="list-style-type: none"> Clearly state the afternoon workshop meeting hours and make sure no scheduling conflicts exist Make sure that any individual participant barriers, such as Professional Clothing, Transportation, Child Care, or other concerns are addressed. (First see how other group members or “co-workers” can assist.) Be clear that all participants will be given Action Tasks to be completed before next day’s workshop. Assign First Action Task for the Next day: Essay on “What would I like to change about my life?” If any individual did not have an individual intake interview prior to group interview, have them do so with a staff member

Appendix F: Evaluation Summary



Motivational Interviewing Creating a Culture of Work and Academic Achievement



Denison, Texas
July 16, 2010

Evaluation Summary

Summary of Evaluations

Twenty-two evaluations were returned from the training attendees. The content, presenter, moderator, WPTA staff support, and overall training were rated high—with the vast majority of attendees rating the categories as “good” or “outstanding.”

Evaluation Question 1: Which of the topics covered in the training were the most interesting and relevant to your work? Why?

Responses to this first question were quite varied. Several respondents enjoyed the role playing and experiential learning exercises because they felt the exercises were practical and provided them with ideas they can use and implement into their work every day. Specifically, several respondents highlighted the Workforce Orientation for Applicants (WOA) interaction as the most interesting and relevant to the work of the training attendees.

Other respondents indicated that they enjoyed learning about some of the more intangible aspects of their work, including positive communication, punctuality, relating to clients, building trust, having clients open up to you, and the importance of remaining positive. Such respondents said they enjoyed learning these new strategies and found the information to be helpful.

Other topics people found interesting were individual case work, how to create a culture of work, what employers do with resumes, and the strategy of using peers in workshops.

Evaluation Question 2: Is there anything that we could have done to improve this training’s content or format?

The evaluations indicate an overall satisfaction with the training content and format. As for format, a few respondents recommended less group activity and “self-training.” Other respondents indicated they would have liked more group work as people often are more comfortable working in groups. Participants also noted confusion during the role playing exercises on whether they were to be in role-playing mode or natural.

As for content, respondents stated they would have liked more information on individual interviews. The evaluations also suggest that participants would have appreciated a longer training session due to the large amount of information shared during a short time frame.

Evaluation Question 3: Is there anything else that you would like to share?

Many participants complimented Mr. Charles Modiano, saying he was a great presenter and motivator, was informative and inspiring, and had a great attitude. Others said they really enjoyed the training and learned strategies that will help them and their clients.

One criticism was that the information was generic to TANF clients, while the participant was expecting more information on working with exempt individuals.

Evaluation Question 4: For each section please circle one of the following to rate this training.

Participants were asked to rate the following categories on a scale from 1–4, where 1 = Poor and 4 = Outstanding. The numbers of responses for each rating are listed below.

	Poor	Average	Good	Outstanding
Content (e.g., topics, discussions)	0	1	9	12
Presenter.....	0	1	7	14
Moderator	0	0	8	14
Peer technical assistance staff support.....	0	0	8	14
Overall training	0	1	9	12