

GETTING THE JOB DONE



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.71

COMPETENCY: Demonstrate an ability to satisfy the purposes of a delegated task.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to satisfy the purposes of a delegated task.



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INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity H.71-1			21
• Work Sheet – “Matrix Thinking”			22
Learning Activity H.71-2			23
• Volunteer work team(s) in the community for interviews			
Learning Activity H.71-3			24
• Work Sheet – “What Went Wrong?”			25
Learning Activity H.71-4			27
• Work Sheet – “Your Time On The Job”			28
Learning Activity H.71-5			30
• Work Sheet – “Journal Writing”			31
Learning Activity H.71-6			32
• Types of Support Linkages			33
• Community Resources			34
• Service Activity Action Plan			35
Reading Activity H.71			37
• “What Should I Do First?”			38
Math Activity H.71			42
• Work Sheet – “On The Mark”			43
Pre-Assessment/Post-Assessment			47
Answer Key—Pre-Assessment/Post-Assessment			49
Answer Key—Reading Activity			51
Answer Key—Math Activity			52

INTRODUCTION

- Ask the following questions:
 1. How do you feel when you have an assignment, task or job and fail to complete it?
 2. Are there ways that you can plan ahead when you are faced with a new assignment, task or job which can help you to successfully complete what you set out to do?
 3. What do you learn when you fail to reach a goal?
- We will address these questions and many others as we complete this module entitled, “Getting the Job Done.”

Administer Pre-Assessment

OUTLINE

- A. Define your goals
1. A goal is a statement of what you intend to accomplish. It is an end result, an achievement.
 2. A goal is the reason for doing what you do; it is not a task. Tasks are actions taken to meet goals.
 3. Many people make lists of things to do, and they may do everything on their lists but still feel like their lives are empty because they have not clarified their values and set appropriate goals. They are people who do a lot, but gain little satisfaction from their accomplishments.
 4. Self-empowered people not only accomplish most of what they set out to do, but they also have a clear idea of **why** they are doing what they do, and this helps them enjoy great satisfaction from what they accomplish.

5. If your career **value** is achievement and promotion, your **goals** might include learning more about the opportunities within your organization or successfully completing tasks that you are assigned.
6. When you define your goals, you can assure success if you make sure that your goals fit the following six criteria:
 - a. Simple and specific. Goals need to be clearly understood and easy to remember. A vague goal is unlikely to be accomplished. A complex goal needs to be broken down into simpler goals to ensure success.
 - b. Measurable. The only way to know whether you have accomplished your goal is if you have some way to measure it. Ideally you can use numbers to evaluate your progress and achievement.
 - c. Attainable. An impossible goal guarantees failure. To assure success, make your goals realistic and achievable.
 - d. Results. State goals in terms of the expected outcome. This helps prevent your defining tasks or steps without clearly identifying what you intend to achieve.
 - e. Time limit. Without a deadline or time limit it is too easy to procrastinate. A time limit helps you stay focused on your goal. A long-term goal may need to be broken down into several shorter-term goals.
 - f. Shared. Few of our achievements are solo performances. You increase your chances for success when you share your goals with others who can support your efforts. Another reason for telling others what you intend to accomplish is that you increase your level of commitment when you make your goals known to others.

B. Setting goals

1. Goals are your reasons for doing something. Setting goals helps you move from where you are to where you would like to be. Your goals are your purpose for having a plan of action.
2. Some goals are simple and can be reached quickly. Others are more difficult and take longer to reach.
3. Since goals are targets you're aiming for, they give direction to your life. Goals provide a focus for your energy, resources, and time.
4. Goals give meaning to each day. Goals are also challenging.
5. When you accomplish a goal, you feel good about yourself. The previous chapters helped you identify your values.
6. Values play a major role in deciding on your goals.
7. How firmly you believe in the goal and how badly you want to achieve it will determine the amount of time, energy, and resources you will give to it.
8. Goal setting is easier if you use the following guideline:
 - a. State your goals as clearly as possible. Be specific. Maybe you can't be sure yet just **exactly** what your goal is, but get as close as you can.
 - b. Make the goals your very own. Make your goals what **you** want, not what someone else wants for you.
 - c. Know the importance your values play in setting your goals. Think about your values before you decide what you want.
 - d. Write down your goals. Writing the goals helps you remember them. It also helps make them seem closer and more real.

- e. Set a due date for your goals. Some goals require little time and other goals require lots of time. Setting a date reminds you that you must set aside time to get the job done. It also gives you a day on which to celebrate another accomplishment!
 - f. Goals can be short-range, middle-range, and long-range. Sometimes the time you have to reach a goal is beyond your control. Sometimes goals must be reached in a certain order.
 - g. Be sure your goals are realistic. You want to aim high, but not so high that the goal is almost impossible to reach. If you can't reach most of your goals, you'll get discouraged. If necessary, set two kinds of goals. The goals you try for first should be sensible and down-to-earth. When those goals are accomplished, you can try for their more difficult versions.
 - h. Change your goals when needed. Goals are targets that may be made larger, smaller, or done away with completely. Don't be afraid to change your goals.
9. Goal setting is a very powerful technique that can yield strong returns in all areas of your life.
10. At its simplest level the process of setting goals and targets allows you to choose where you want to go in life. By knowing precisely what you want to achieve, you know what you have to concentrate on and improve, and what is merely a distraction. Goal setting gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge and helps you to organize your resources.
11. By setting sharp, clearly defined goals, you can measure and take pride in the achievement of those goals. You can see forward progress in what might previously have seemed a long pointless grind.

12. By setting goals you can:
 - a. Achieve more
 - b. Improve performance
 - c. Increase your motivation to achieve
 - d. Increase your pride and satisfaction in your achievements
 - e. Improve your self-confidence
 - f. Plan to eliminate attitudes that hold you back and cause unhappiness

13. Research has shown that people who use goal-setting effectively:
 - a. Suffer less from stress and anxiety
 - b. Concentrate better
 - c. Show more self-confidence
 - d. Perform better
 - e. Are happier and more satisfied

14. By setting goals, and measuring their achievement, you are able to see what you have done and what you are capable of. The process of achieving goals and seeing their achievement gives you the confidence and self-belief that you need that you will be able to achieve higher and more difficult goals.

C. Setting goals effectively

1. The way in which you set goals strongly affects their effectiveness.

2. The following broad guidelines apply to setting effective goals:
 - a. Positive Statement: Express your goals positively: 'Execute this technique well' is a much better goal than 'don't make this stupid mistake'
 - b. Be Precise: If you set a precise goal, putting in dates, times and amounts so that achievement can be measured, then you know the exact goal to be achieved, and can take complete satisfaction from having completely achieved it.
 - c. Set Priorities: Where you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by too many goals, and helps to direct your attention to the most important ones.
 - d. Write goals down to avoid confusion and give them more force.
 - e. Keep Operational Goals Small: Keep the goals you are working towards immediately (i.e. in this session) small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward. Today's goals should be derived from larger goals.
3. This is **very** important. You should take care to set goals over which you have as much control as possible – there is nothing as dispiriting as failing to achieve a personal goal for reasons beyond your control such as bad business environments, poor judging, bad weather, injury, or just plain bad luck. Goals based on outcomes are extremely vulnerable to failure because of things beyond your control.
4. If you base your goals on personal performance or skills or knowledge to be acquired, then you can keep control over the achievement of your goals and draw satisfaction from them. For example, you might achieve a personal best time in a race,

but still be disqualified as a result of a poor judging decision. If you had set an outcome goal of being in the top three, then this will be a defeat. If you set a performance goal of achieving a particular time, then you will have achieved the goal and can draw satisfaction and self-confidence from its achievement.

5. Another flaw is where outcome goals are based on the rewards of achieving something, whether these are financial or are based on the recognition of colleagues. In early stages, these will be highly motivating factors. However, as they are achieved, the benefits of further achievement at the same level reduce. You will become progressively less motivated.
6. Set specific measurable goals. If you achieve all conditions of a measurable goal, then you can be confident and comfortable in its achievement. If you consistently fail to meet a measurable goal, then you can adjust it or analyze the reason for failure and take appropriate action to improve skills.
7. Goals may be set unrealistically high for the following reasons:
 - a. Other people: Other people (parents, employers, society) can set unrealistic goals for you, based on what they want. Often this will be done in ignorance of your goals, desires and ambitions.
 - b. Insufficient information: If you do not have a clear, realistic understanding of what you are trying to achieve and of the skills and knowledge to be mastered, it is difficult to set effective and realistic goals.
 - c. Always expecting your best performance: Many people base their goals on their best performance, however long ago that was. This ignores the inevitable backsliding that can occur for good reasons, and ignores the factors that led to that best performance. It is better to set goals that raise your average performance and make it more consistent.

- d. Lack of respect for self: If you do not respect your right to rest and relaxation in life then you risk burnout.
8. Goals can be set too low because of:
- a. Fear of failure: If you are frightened of failure you will not take the risks needed for optimum performance. As you apply goal setting and see the achievement of goals, your self-confidence should increase, helping you to take bigger risks. Know that failure is a positive thing: it shows you areas where you can improve your skills and performance.
 - b. Taking it too easy: It is easy to take the reasons for not setting goals unrealistically high as an excuse to set them too low. If you're not prepared to stretch yourself and work hard, then you are extremely unlikely to achieve anything of any real worth.
9. Setting goals at the correct level is a skill that is acquired by practice.
10. You should set goals so that they are slightly out of your immediate grasp, but not so far that there is no hope of achieving them: no-one will put serious effort into achieving a goal they believe is unrealistic. However, remember that the belief that a goal is unrealistic may be incorrect. Such a belief can be changed by positive thinking and hard work.
11. Personal factors such as tiredness, other commitments and the need for rest, should be taken into account when goals are set.
12. Now review the goals you have set, and then measure them against the points above. Adjust them to meet the recommendations and then review them. You should now be able to see the importance of setting goals effectively.
13. When you are thinking about how to achieve goals, asking the following questions can help you to focus on the sub-goals that lead to their achievement:

- a. What skills do I need to achieve this?
- b. What information and knowledge do I need?
- c. What help, assistance, or collaboration do I need?
- d. What resources do I need?
- e. What can block progress?
- f. Am I making any assumptions?
- g. Is there a better way of doing things?

COMPLETE LEARNING ACTIVITY H.71-1 “MATRIX THINKING”

D. Where goal setting can go wrong

- 1. Goal setting can go wrong for a number of reasons:
 - a. Outcome goals can be set instead of performance goals. Where you are using outcome goals, and you fail to achieve the goal for reasons outside your control, this can be very dispiriting and can lead to loss of enthusiasm and feelings of failure. Always set performance goals.
 - b. Goals can be set unrealistically high. When a goal is perceived to be unreachable, no effort will be made to achieve it. Set realistic goals.
 - c. Conversely goals can be set so low that you feel no challenge or benefit in achieving the goal. Setting goals has been a waste of time. Always set goals that are challenging.
 - d. Goals can be so vague that they are useless: it is difficult to know whether vague goals have been achieved. If achievement cannot be measured, then your self-

confidence will not benefit from goal setting, nor can you observe progress towards a greater goal. Set precise, quantitative goals.

- e. Goal setting can be unsystematic, sporadic and disorganized. Here goals will be forgotten, achievement of goals will not be measured and feedback will not occur into new goals. The major benefits of goal setting have been lost. Be organized and regular in the way that you use goal setting.
- f. Too many unprioritized goals may be set, leading to a feeling of overload. Remember that you deserve time to relax and enjoy being human.

E. Prioritize your activities

1. Get in the habit of writing down everything that you want to accomplish each day. Some people like to start their list the night before, then finalize it in the morning. Others make it their first task of the day.
2. Write down everything from small, optional errands to the big, essential tasks. Then go back and indicate the importance of each item by giving it an:
 - A** = must be done
 - B** = should be done (but possibly could wait a day or so)
 - C** = could be done (nice, but not necessary)
3. Next, give the A's a logical numbered sequence (A-1, A-2, A-3, etc.). The most important A might be a meeting with your supervisor. However, because the meeting is scheduled for 3:00 p.m., it will not be A-1 on your list. That's because you have several hours in which to accomplish other A's (and maybe some B's) before that meeting.
4. Finally, number the B's. The C's don't require numbering.

5. This process gives you a crystal clear picture of what you are going to do with your time.
6. Complete the A's first.
7. **Your goal is to accomplish every A on the list – which is also the definition of a successful day!**

F. Achieving goals and feedback

1. When you have achieved a goal, take the time to enjoy the satisfaction of having achieved the goal. Absorb the implications of the goal achievement, and observe the progress you have made towards other goals.
2. If the goal was a significant one, or one that you had worked towards for some time, take the opportunity to reward yourself appropriately.
3. Where you have failed to reach a goal, ensure that you learn the lessons of the failure. These may be that:
 - a. You didn't try hard enough
 - b. Your technique, skills or knowledge were faulty and need to be enhanced
 - c. The goal you set was unrealistic
4. Use this information to adjust the goal if it was set too high, or to set goals to acquire new skills or knowledge. This turns everything into a positive learning experience – even failing to meet a goal is a step forward towards perfect performance.
5. Remember that the fact of trying something, even if it does not work, often opens doors that would otherwise have remained closed.
6. Where you have achieved a goal, this should feed back into your next goals:

- a. If the goal was easily achieved, make your next goals harder
- b. If the goal took a long length of time to achieve, make the next goals a little easier
- c. If you learned something that would lead you to change goals still outstanding, do so
- d. If while achieving the goal you noticed a deficit in your skills, set goals to fix this.

COMPLETE LEARNING ACTIVITY H.71-2 “EFFECT ON OTHERS”

G. Following directions with care

1. When you are at work, don't be hesitant or shy about asking questions.
2. When people give you directions, pay close attention.
3. As you listen, encourage yourself to be curious and inquiring.
4. In order to follow directions thoughtfully and carefully, you've got to comprehend them. You must know exactly what is expected of you.
5. Listening and questioning are two of the most important skills you can use.
6. The first and most important thing to do when someone starts giving instructions or directions is to **listen**. Not with part of your attention, but with all of your attention. Not while doing something else, but without distractions.
7. Take notes while receiving directions. Keep them very brief – if you get too involved in writing, you won't be listening.

8. When the person is finished giving directions, go over your notes and make sure you understand them. Skim through the entire set of directions to get an overview and to check your mental image of the task. If you have a question or don't understand something, ask for clarification as soon as possible.
9. Summarize to confirm your understanding. If at all possible, restate the directions (or read them back).
10. The next time someone gives you instructions in your job, take a few minutes to answer these questions:
 - a. What is the purpose of these directions or instructions?
 - b. What kind of prior knowledge is needed to carry out these instructions?
 - c. What equipment and/or materials are required?
 - d. What questions would I like answered before I follow these instructions?
 - e. Where can I go for answers to these questions?

COMPLETE LEARNING ACTIVITY H.71-3
“WHAT WENT WRONG?”

- E. Build a sequence of steps
1. Following instructions involves sequencing – doing things in order.
 2. Sometimes your supervisor will give a direction that just described the end product. For example:
 - a. Redo the gift-wrap display before you leave today.
 3. When that happens, you need to construct the sequence of steps yourself. You must figure out what the steps are, and put those steps in the proper (or best) order.

4. As you clarify each step, questions will come to mind that must be answered before the step can be completed. Jot those down as you think of them.
5. Use this matrix as a guide the next time you decide to sequence a set of instructions. (Use it to sequence printed directions from guides and manuals, too.)

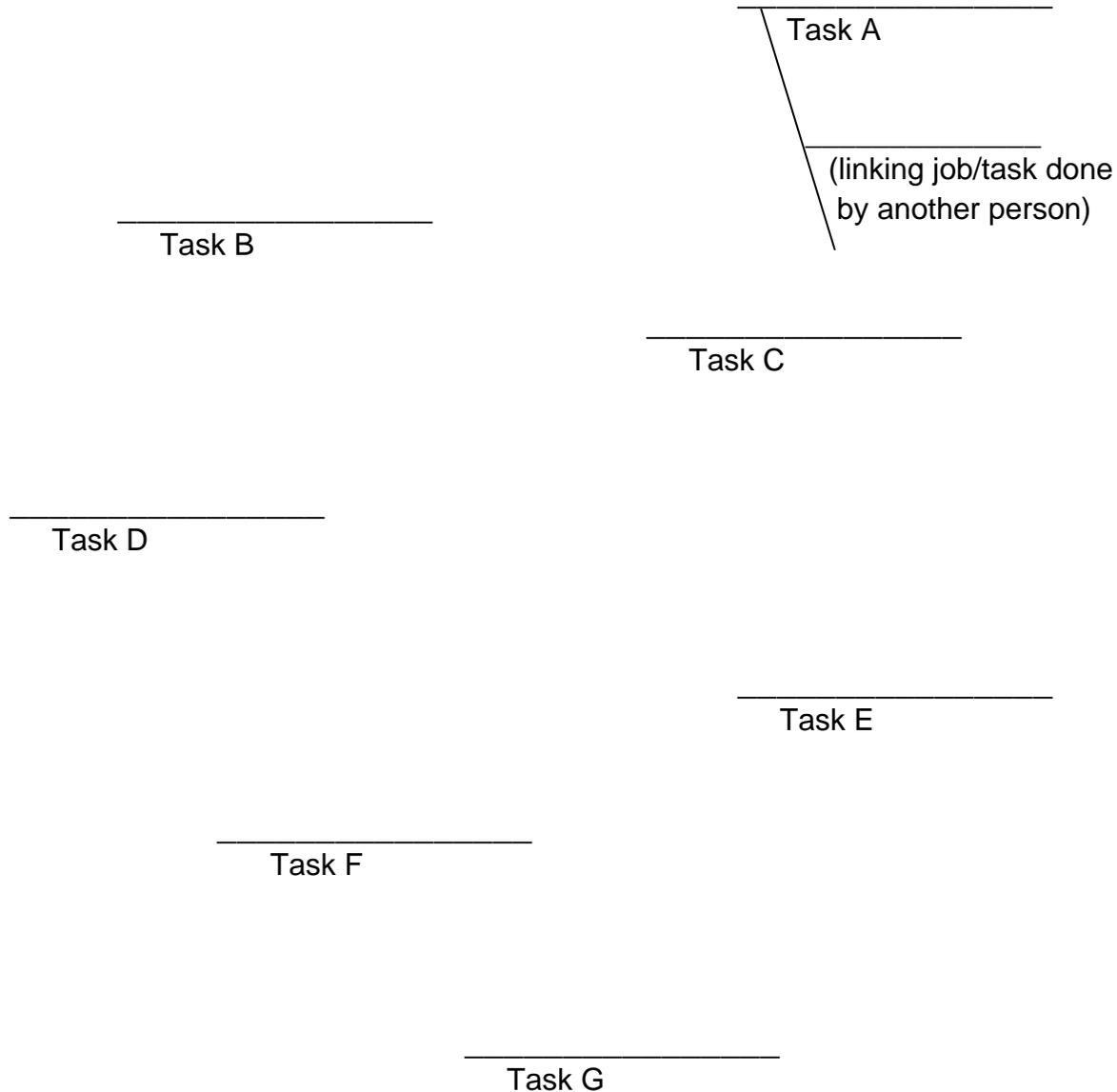
Summary of Instructions/Directions: _____

STEP	QUESTIONS
1. _____	_____ _____
2. _____	_____ _____
3. _____	_____ _____
4. _____	_____ _____
5. _____	_____ _____

Source: Schilling, D., Schwallie-Giddis, P. & Giddis, W. Preparing Teens for the World of Work.

I. Develop a task tree

1. On the lines below, write specific tasks you do in your current job:



2. Now, go back and look at each task. See if you can identify other jobs (done by other people) that link directly with each of your tasks, either before you do them or afterwards. Show these other jobs as branches connecting to your tasks.

3. Create a tree-like diagram and keep adding to it as you learn more about your job.

Source: Schilling, D., Schwallie-Giddis, P., & Giddis, W. *Preparing Teens for the World of Work*.

COMPLETE LEARNING ACTIVITY H.71-4
“YOUR TIME ON THE JOB”

J. Creating support systems

1. It can make a big difference in accomplishing a task to arrange a support system for yourself.
2. Self-empowered people know that they do not have to accomplish everything alone.
3. What do we mean by a support system? We are referring to those people who help you, who encourage you, who listen to your concerns and troubles, who provide information, and who help you celebrate your successes.
4. It will help you to complete a task to identify these people, share your goals with them, and involve them in developing your plans for accomplishment.
5. Identify who gives you the following types of support, and consider how well they do it.
6. Rate them from 1 (poor) to 5 (excellent). You may have more than one person in some categories or you may have none. Think about whom else might provide this support for you if your current person does not do it to your satisfaction or if you have no one for this support.

Support	Person	Rating	Who Else?
Encouragement	_____		
Assistance	_____		
Information	_____		
Listening	_____		
Assistance with task	_____		
Fun/Celebration	_____		

6. If you discover that you tend to depend upon the same person for all of these types of support, you may want to consider adding more people to your support group. How would you cope if you lost this one person? How much more support could you enjoy if you allowed more people into your life? How much richer could your life become by sharing it with others?

**COMPLETE LEARNING ACTIVITY H.71-5
"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY H.71-6
"SERVICE LEARNING"**

**COMPLETE LEARNING ACTIVITY H.71-7
"WHAT SHOULD I DO FIRST?"**

**COMPLETE MATH ACTIVITY H.71-8
"ON THE MARK"**

Administer Post-Assessment

LEARNING ACTIVITY H.71-1
“MATRIX THINKING”

OBJECTIVE: To stress the importance of breaking down assignments into specific tasks

RESOURCES: Work Sheet – Learning Activity H.71-1

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.71-1.
2. Assign an assignment.
3. Have students take the assignment and organize it into tasks.
4. Analyze how this process helps students to organize their work and get it completed.

LEARNING ACTIVITY H.71-2
“EFFECT ON OTHERS”

OBJECTIVE: To demonstrate the effect of task completion on others around you

RESOURCES: Volunteer work team(s) in the community for interviews

SUGGESTED TIME: 4 hours (planning, interviewing, organizing, presenting)

DIRECTIONS:

1. Divide the class into teams of 2.
2. Each team will develop a series of 3 to 5 open-ended questions that will be asked of team members in a local business/industry setting. Questions should relate to the importance of completing assigned tasks and the impact on others that you work with.
3. Encourage teams to share questions and revise their final list prior to setting up an appointment to interview a work team.
4. Have teams contact a work team in the community to conduct the interview.
5. Once the interviews have been completed, each team will organize the responses into a presentation for the class.

LEARNING ACTIVITY H.71-3
“WHAT WENT WRONG?”

OBJECTIVE: To analyze a situation to determine what went wrong

RESOURCES: Work Sheet – Learning Activity H.71-3

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity H.71-3.
2. Assign a due date.
3. Have students share their responses with several others in the class in a small group format.

LEARNING ACTIVITY H.71-3
“WHAT WENT WRONG?”
WORK SHEET

DIRECTIONS: All of us get directions mixed up sometimes. We assemble an item the wrong way so the pieces don't fit. We show up at the wrong time or in the wrong place to meet a friend. We read the wrong chapter or write a report using the wrong format. We get lost on the way to a destination, even though we wrote down the directions.

Think of a time when you bungled an assignment or commitment by failing to follow directions. Try to recall exactly what you were trying to accomplish and as much as possible about the directions. Now, analyze your mistake. What could you have done better as you received and followed the directions?

1. Assignment:

2. What were you trying to accomplish?

3. What were your mistakes?

4. What could you have done better:

I could have

I could have

I could have

5. Analyze your mistakes. What will you do differently in the future?

LEARNING ACTIVITY H.71-4
“YOUR TIME ON THE JOB”

OBJECTIVE: To determine how time is spent on the job

RESOURCES: Work Sheet – Learning Activity H.71-4

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students a specific time frame (two weeks, three weeks) to reflect on the use of their time on the job.
2. Discuss in class the effects of planning, prioritizing and time management on being productive and getting things done.
3. Have students share the results of this activity in small groups in the class.

LEARNING ACTIVITY H.71-4
“YOUR TIME ON THE JOB”
WORK SHEET

DIRECTIONS:

1. Use the form provided to assess your time and productivity on the job after _____ (specify time period).
2. Share your responses with your job supervisor or mentor. Discuss how you can improve your time and productivity at work.
3. Share the results of this activity with several of your peers in the classroom.

1. How often do you sit down and plan your work activities in writing?

_____ daily _____ weekly _____ monthly _____ not at all

2. What specific steps can you take to improve in the area of planning?

3. Do you prioritize your activities, and complete the most important things first?

_____ Always _____ Sometimes _____ Never

4. What can you do to improve in the area of prioritizing?

5. What is your biggest time waster?

6. What can you do to reduce or eliminate this time waster?

7. Do you seem to have enough time to complete your work? If not, why not?

8. Do you feel busy and productive? If not, what ideas can you come up with that will enable you to contribute more to the job?

Share these ideas with your supervisor or mentor. Record his or her comments:

LEARNING ACTIVITY H.71-5
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY H.71-5
"JOURNAL WRITING"
WORK SHEET**

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.71-6
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.71-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.71
“WHAT SHOULD I DO FIRST?”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.71

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.71 and distribute to each student.
2. Have students read “What Should I Do First?”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“WHAT SHOULD I DO FIRST?”

MONDAY

“There are a number of things that we need to accomplish today gentlemen. First, you will need to download the latest orders from the web site www.WesternSoftware.com. Then I want you to photocopy the printouts and get 1 copy to Inventory, 1 copy to Billing and 1 copy to Shipping. No, on second thought, give 3 copies to Inventory and 1 copy to both Billing and Shipping. And you each will need the UPS shipping routes. And then...”

It went on like this for 20 minutes. 1 copy to Shipping, no 3 copies to Inventory and 1 copy to...who cares. Contact UPS or was it SPU, everyone was so confused.

Everyday was like this, job tasks were given out but no one knew who was doing what.

“I can’t take this stuff anymore. I’m quitting on Friday. They can take this job and shove it!” exclaimed Raul to no one in particular.

The problem was just about everyone felt this way. If there was anything Khoa learned in his fifth year JAG program, it was how to accomplish a delegated task. So Khoa decided tomorrow was going to be different.

“Yeah, I heard that before,” remarked Raul.

“You just wait. I’m going to use some of the stuff I learned from Mrs. Yates.”

THE NEXT DAY

“OK, listen up. As you start today let me go over the list of things that need to be done today. Some of them are top priority and must be out and ready for pick up this a.m.”

Up went Khoa’s hand. “Yes, Khoa, do you have a question?”

“Yes, Mr. Linden, I do. Could you start by giving us the information we need on the top priority things first?”

“That’s a good idea,” stated Mr. Linden.

“OK the first orders that we need to get out are the items ordered on the web site since 6:00 p.m. last night. Then...”

Khoa’s hand shot up. “Mr. Linden, should we start with Inventory or with Billing?”

Everyone noticed Khoa’s note pad and the notes he was taking while Mr. Linden was talking.

“That’s also a good question. Why don’t you start with Inventory. It will take them longer to pull the software off the shelves. While that’s going on you can take a copy of the orders to Billing,” responded Mr. Linden.

“Just one more question Mr. Linden,” continued Khoa, “Can we also give a copy of the orders to Shipping so they can plan their day, so to speak.”

Mr. Linden thought for a few seconds, “Yes, that’s an excellent idea!”

“OK folks that’s it, let’s get started” encouraged Mr. Linden.

“Hey man, that was pretty cool. Where did you learn that stuff?” asked Raul.

“Mrs. Yates, my JAG Specialist taught us to satisfy the purposes of a delegated task by following a few simple steps” responded Khoa. “First you establish your goals, ask questions, take notes and do what you have been asked to do. It’s that simple. Now come on, let’s get started. Time is money, my man.”

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. On Monday, Mr. Linden stated that the latest orders were to be taken from
 - a. ___ Inventory.
 - b. ___ the web site.
 - c. ___ Billing.

2. On Monday, job tasks were given out,
 - a. ___ but no one knew what to do.
 - b. ___ and everyone knew what to do.
 - c. ___ to just Khoa and Raul.

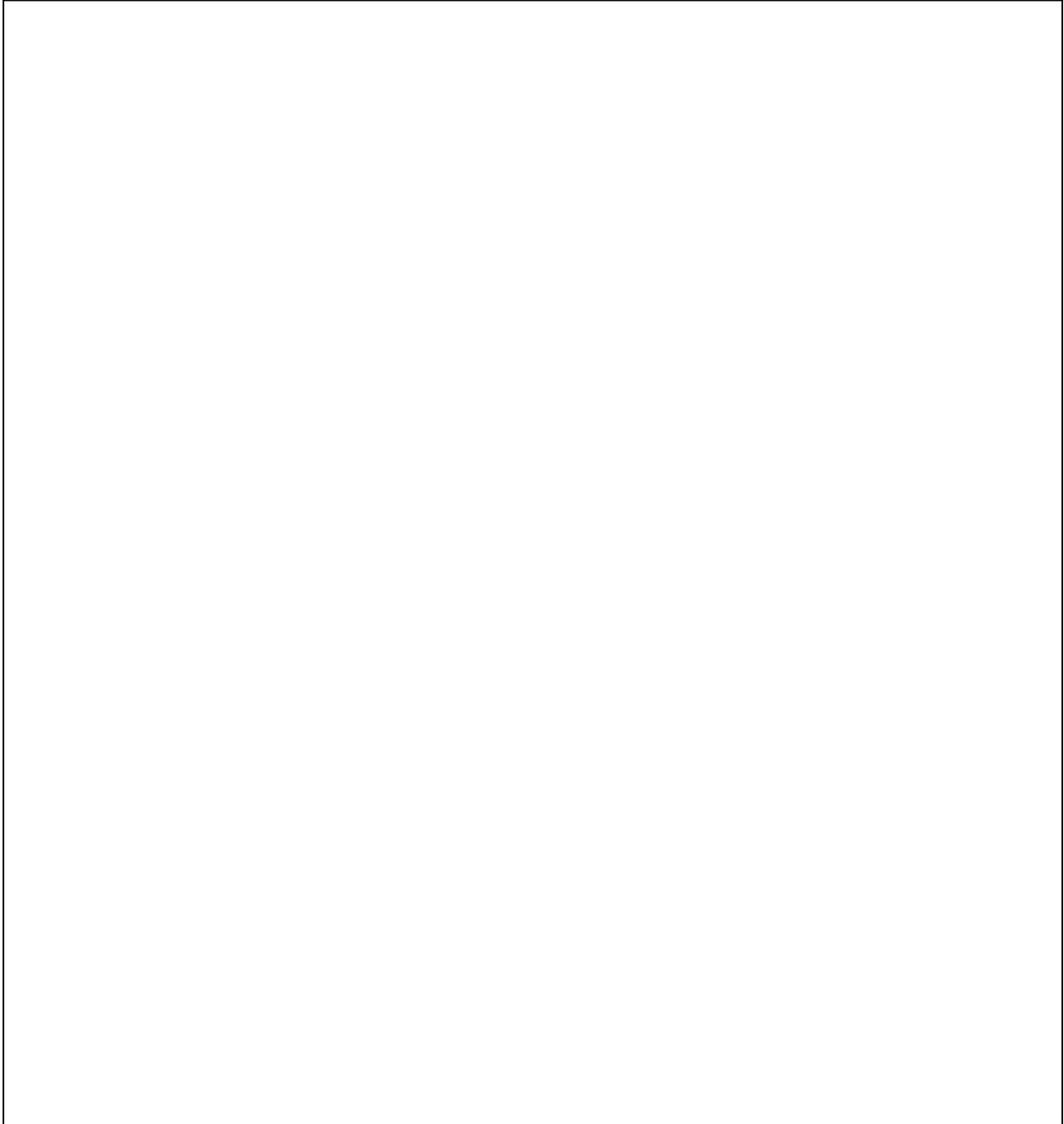
3. Raul was frustrated with his job so he was going to
 - a. ___ quit on Friday.
 - b. ___ talk over his problems with Mr. Linden.
 - c. ___ see Mrs. Yates about another job.

4. Khoa learned his goal setting, questioning and note taking skills in his
 - a. ___ JAG class.
 - b. ___ classes with Mr. Linden.
 - c. ___ previous job.

5. Khoa asked Mr. Linden to start by giving information needed on the
 - a. ___ Internet orders.
 - b. ___ things to do.
 - c. ___ top priority things first.

PART II

Write a five-paragraph story about a situation when you have had difficulty in satisfying the purposes of a delegated task that was assigned to you to complete.



MATH ACTIVITY H.71
“ON THE MARK”

OBJECTIVE: To demonstrate the ability to calculate percentages

RESOURCES:

- Work Sheet – Math Activity H.71
- Tax & Tip Challenge Instruction Sheet
- 6 clipboards
- Tape
- Blank paper

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. (Several days before class) – Assign students to bring to class two receipts: one from a restaurant and another that already shows sales tax for the purchase.
2. Make copies of the work sheet for Math Activity H.71 and the Tax & Tip Challenge instruction sheet. Distribute both sheets to each student.
3. Have the students complete questions 1-4 on the work sheet and check their answers for accuracy.
4. Introduce the Tax & Tip Challenge game to the class stressing the importance of being able to calculate tax and tips.
5. Go over the instruction sheet for the Tax & Tip Challenge and facilitate the game.

Note to Specialist: Feel free to vary the point structure, rotation of teams, etc., for your particular group.

6. Discuss the day’s activities with the class.

MATH ACTIVITY H.71
“ON THE MARK”
WORK SHEET

1. Sales for the XYZ Corp must increase by 48% by the end of their year.
- a. The following shows sales amounts for January through June of this year. If last year’s sales were \$270,000, how much will the company have to sell in July through December to meet the 48% increase quota?

<u>Jan</u>	<u>Feb</u>	<u>Mar</u>	<u>Apr</u>	<u>May</u>	<u>June</u>	
This Year:	\$33,300	27,500	40,000	42,000	35,000	29,500

- b. If the average monthly sales last year was 22,500, calculate the % increase of last year’s figures for each of the months January through June. (Hint: January is done for you!)

This year – January	
33,300	$10,800 \div 22,500 = .48$ or 48%
- <u>22,500</u>	
10,800	

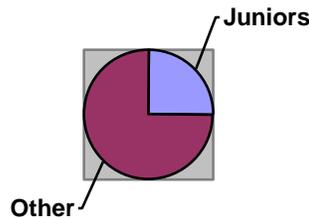
2. There are two ways to increase profit margin in sales: raise the selling price (sp) or lower the cost. Which of the following (P for price or C for cost) will raise the profit margin the most?

		<u>P or C</u>
a.	If cost is \$10.00 and SP is \$25.00 Raise the price to 27.50 or lower cost to 8.00	_____
b.	If cost is \$35.00 and SP is \$42.00 Raise the price to 43.50 or lower cost to 33.00	_____
c.	If cost is \$30.00 and SP is \$40.00 Increase the SP by 10% or lower the cost by 10%	_____
d.	If cost is \$144.00 Increase the SP by 15%	

and SP is \$180.00 or lower the cost by 18% _____

3. A salesman wants to increase his sales. If it takes 8 phone sales to set one appointment, it takes 7 appointments to make one sale and the average commission on each sale is \$200.00, how many **extra** phone calls must he make during the month to increase his commission by \$1000.00?
4. Pie charts are one of the most common ways to visually represent %. For example, if $\frac{1}{4}$ or 25% of all high school students are juniors, then a pie chart would look like this:

High School Students



In this example the angle used to create the section of the pie chart for juniors is a 90° angle.

What angle would you use to represent the following %?

- | | | | |
|----------------------|-------|--------|-------|
| a. 50% | _____ | e. 70% | _____ |
| b. 30% | _____ | f. 20% | _____ |
| c. $33\frac{1}{3}\%$ | _____ | g. 28% | _____ |
| d. 40% | _____ | h. 56% | _____ |

5. Participants in Sales Tax/Tip Challenge, wait for your Specialist to lead the class in this activity.

SALES TAX/TIP CHALLENGE INSTRUCTIONS

As your specialist gives you the instructions, follow the guide below for Sales Tax/Tip Challenge.

1. The class will be divided into two groups. Join the group to which you are assigned.
2. Put all of the receipts into two stacks: (1) general sales receipt and (2) restaurant sales receipt.
3. Take 3 clipboards and mark them as A, B and C using large letters so they can be clearly seen across the room while clipping a regular sheet of paper.

As a group, use the clipboards, markers and paper to prepare answers for each of the receipts – one correct answer and two incorrect answers. The 2 incorrect answers must be at least \$0.05 away from the correct answer.

Restaurant Challenge

4. Beginning with the restaurant receipts, each group will take turns selecting a receipt and calling out loud the total price of the sales tax receipt. At the same time, the group will hold up 3 clipboards: A, B & C. Each clipboard will have a paper with a number printed on it. One of the numbers is the correct amount for a 15% tip (round up to the closest penny). The other group will have 5 seconds to pick A, B or C. All may speak, but only the answer given from the group leader will count. If they are correct that group gets 1000 points. If incorrect, the group holding up the clipboard gets 1000 points. After each receipt, change groups to pick a new receipt.
5. Restaurant Challenge ends when each team has run out of restaurant receipts.
6. Someone should keep score on writing board, chalk board, etc.

Sales Tax Receipt Challenge

1. Same as Restaurant challenge except use the sales tax amount.
2. Determine the correct sales tax % before play begins.

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What is a goal?

2. What 6 criteria can assure success if you use them to define your goals?

3. If you set goals, what will be the results?

4. Identify 5 guidelines which help to set effective goals.

5. When you have failed to reach a goal what should you look to for the answer?

6. What should you do to follow directions carefully and successfully?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What is a goal?
 - A statement of what you intend to accomplish
2. What six criteria can assure success if you use them to define your goals?
 - Simple/specific
 - Measurable
 - Attainable
 - Results
 - Time limit
 - Shared
3. If you set goals what will be the results?
 - Achieve more
 - Improve performance
 - Increase your motivation to achieve
 - Increase your pride and satisfaction in your achievements
 - Improve your self-confidence
 - Eliminate attitudes that hold you back and cause unhappiness
4. Identify five guidelines which help to set effective goals.
 - Express your goals positively
 - Be precise
 - Set priorities
 - Write goals down
 - Keep operational goals small
5. When you have failed to reach a goal what should you look to for the answer?
 - You didn't try hard enough

- Your technique, skills or knowledge were faulty
- The goal you set was unrealistic

6. What should you do to follow directions carefully and successfully?

- Ask questions
- Pay close attention when people give you directions
- Listen carefully – be curious and inquiring
- Make sure you thoroughly understand what is expected of you

ANSWER KEY
READING ACTIVITY

PART I

1. On Monday, Mr. Linden stated that the latest orders were to be taken from
 - a. Inventory.
 - b. the web site.
 - c. Billing.

2. On Monday, job tasks were given out,
 - a. but no one knew what to do.
 - b. and everyone knew what to do.
 - c. to just Khoa and Raul.

3. Raul was frustrated with his job so he was going to
 - a. quit on Friday.
 - b. talk over his problems with Mr. Linden.
 - c. see Mrs. Yates about another job.

4. Khoa learned his goal setting, questioning and note taking skills in his
 - a. JAG class.
 - b. classes with Mr. Linden.
 - c. previous job.

5. Khoa asked Mr. Linden to start by giving information needed on the
 - a. Internet orders.
 - b. things to do.
 - c. top priority things first.

ANSWER KEY
MATH ACTIVITY

1. a. \$192,600
b. Feb = 22%
Mar = 77%
Apr = 86.66%
May = 55.53%
Jun = 31.11%

2. a. P
b. C
c. P
d. C

3. 280

4. a. 180°
b. 108°
c. 120°
d. 144°
e. 252°
f. 72°
g. 100.8°
h. 201.6°

5. Answers will vary