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ABSTRACT

This module on community collaboration is intended to help guidance personnel in a variety of educational and agency settings increase their knowledge and skills in linking community-based comprehensive career guidance programs with education and employment initiatives to assist youth and adults. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Competencies and learning experiences cover inventorying community organizations, promoting collaboration, developing rationales and action plans, and managing, monitoring, and assessing collaboration. (KC)

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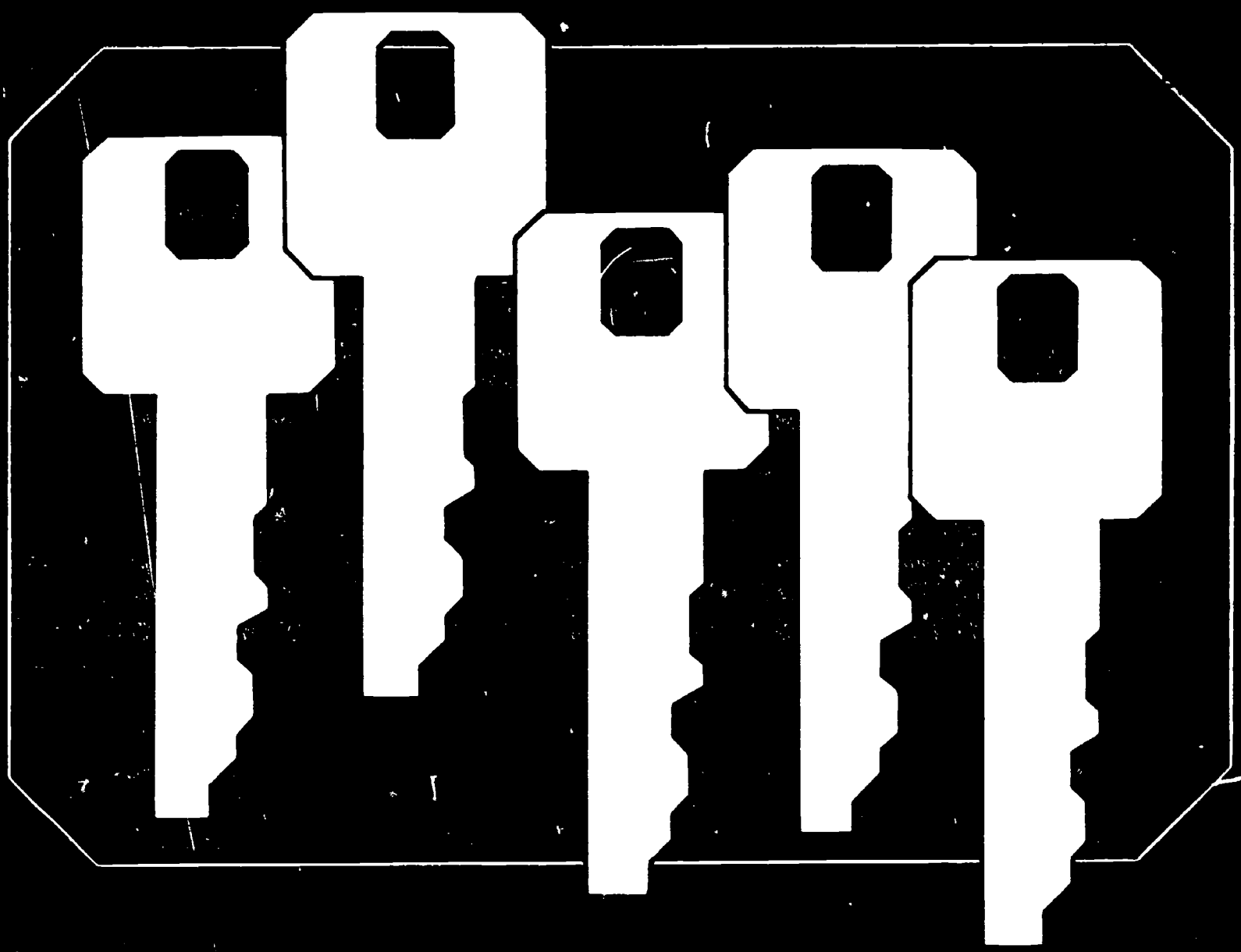

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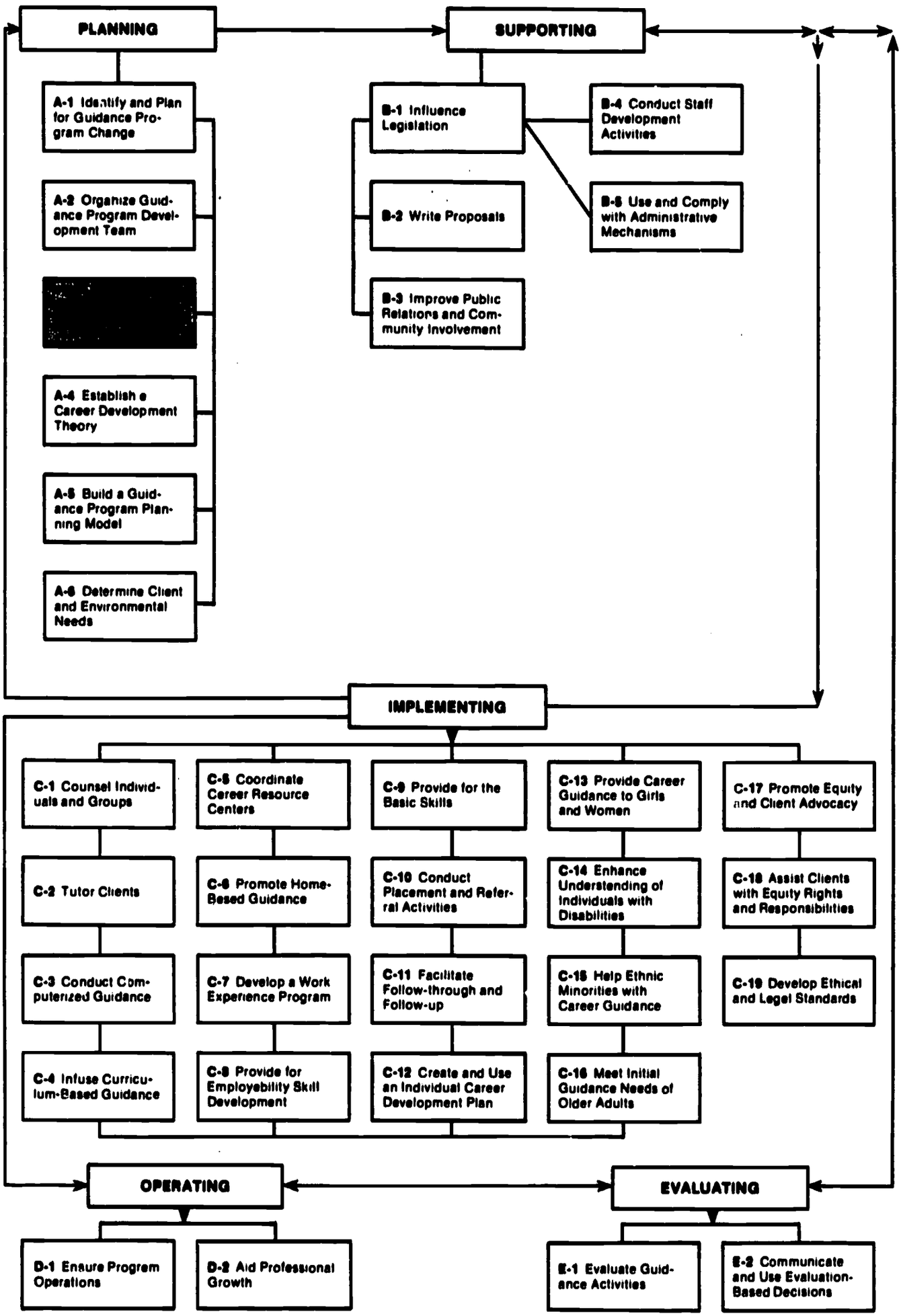

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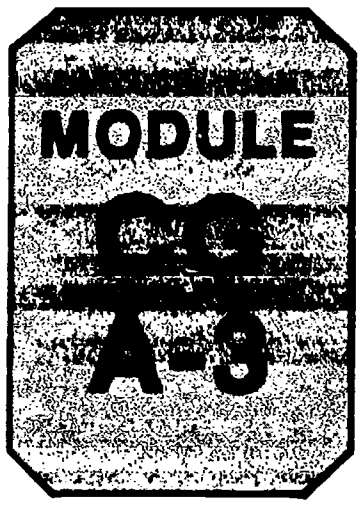

Module CG A-3 of Category A — Guidance Program Planning
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education, under Federal Number NE-C00-3-77 Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating and evaluating of guidance programs These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions The materials are designed for use by individuals or groups of guidance personnel who are involved in training Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials

National consultants provided substantial writing and review assistance in development of the initial module versions over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement The materials have been or are being used by 57 pilot community implementation sites across the country

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff Harry N Drier Consortium Director; Robert E Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist Karen Kimmel Boyle, Fred Williams, Program Associates, and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort Drs Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort

The National Center is grateful to the U.S Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package In particular, we appreciate the leadership and support offered project staff by David H Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E Taylor
Executive Director
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in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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ABOUT THIS MODULE

ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

The movement toward collaborative rather than confrontational problem solving is worldwide. This societal tendency responds to interdependent political, economic, and technological--as well as social and philosophical--conditions. Sophisticated technologies and worldwide flows of resources create complex interactions between economic and political decisions and events. Consequently, nations, communities, and individuals are more sensitive to and aware of this interdependence. But being dependent on so many complex factors also means that more people are vulnerable to unexpected changes.

The natural human response to uncertainty and vulnerability is to **reduce risk**, whether that risk be personal, economic, or political. As more people, especially more people in leadership positions, become conscious of the vulnerability of their organizations and their own futures to unforeseen events, they become more willing to explore ways to reduce risk.

But reducing risk means **building trust**: trust in information about the future and trust in the future behavior of people. Trust in others is needed before one can make decisions about future behavior. Without trust, how will one know how other organizations will react to good news or bad? Having confidence in the future behavior of other persons and organizations is itself risky. So we end up with a trade-off: are the risks of relative self-isolation greater or less than the risks of depending on others? Where do we place our bets?

The answer to this puzzle lies in the idea of **accountability**. We have trust in others only as far as we think they can be held accountable for any breaches in trust. Suppose we have an agreement and explicit expectation that someone will do something on time and in a specific way that includes meeting a clear standard of quality. There must be a price, a negative consequence (at minimum the lack of a positive consequence), if that promise is broken.

In schools and colleges the grading system is the formal reward and punishment mechanism used by instructors to hold students accountable. How do students hold teachers accountable? Lacking a formal system and lacking formal authority, students resort to ingenious and diverse methods. What is true in classrooms happens to be true in communities. For some matters we have contractual arrangements specifying in detail the expectations, required behaviors, rewards, and punishments attached to specific actions. For other matters no formal guidelines exist. We must improvise, test the waters of trust, anticipate consequences, and use diverse methods.

The movement toward collaboration is an attempt to build honesty, equity, reliability, and accountability (the basic components of "trust") among diverse organizations and interests. Collaboration requires realism about the missions, resources, interests, strengths, and weaknesses of each collaborating partner, at least to the extent that these factors may affect any partner's ability to perform any specific task under discussion.

This module discusses methods of **linking** community-based, comprehensive career guidance programs with education and employment initiatives that assist youths and adults. This means all the specific tasks, responsibilities, and resources that, when taken together, make up a comprehensive career guidance program in your community. What needs to be done? Who should do it? How should they/we do it?

If the design of your career guidance program is comprehensive, then you already know that the efforts of many people and organizations should be integrated in mutually reinforcing ways. Each organization remains responsible for defining its own mission, securing its own future, and carrying out its own responsibilities for its clients, its staff, and its own self-respect and reputation. Yet each organization is but one part of a **larger network** of services, ideas, and quality accountability. Thus, the success of a comprehensive career guidance program, when judged by the actual behavior of youths and adults as they move into various education, work, civic, and family roles, will depend on imparting to participants basic education competencies, employability skills, and work experiences, along with the sense that each individual was treated honestly and fairly in his or her search for assistance. The sum of all these contacts with community institutions is the measure of any program's comprehensiveness. For anyone serious about achieving this result, collaboration among community organizations is an inescapable strategy and responsibility.

To get young people or adults from here to there, you will have to rely on the performance and commitments of many other people besides yourself. And they will need to rely on you. Where do you start? Whom do you trust? Who trusts you?

The intent of this module is to help you build that collaborative set of interdependent relationships essential to a successful comprehensive career guidance program.

Inventory Community Organizations

Community Problem Solving in Action

This reading consists of two selections from: Max Elsman and the National Institute for Work and Learning. *Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils* (Washington, DC: National Institute for Work and Learning, 1981). pp. 1-6 and 28-30.

- Why can't many high school and even college graduates spell, write, compute, speak, and think clearly and accurately?
- Why do so many people--young and old--seem to feel that the world owes them not just a job, but a good living regardless of the level of their own ability and effort? Why do so many other young people seem to start off bored and unsure of themselves?
- Why does it seem so hard for many young persons to find jobs that offer real opportunities for career development? Why don't adults take kids seriously?
- Why do so many employers complain about the alleged failing of the work ethic at the same time that a greater portion of the population--especially women--works than ever before, and surveys consistently show that people want to work and want to be proud of their work?
- Why do many skilled and well-paying jobs like machinists and tool and die makers go begging year after year while unemployment rates are high?
- Why is it so hard for those other people to understand what our organization wants from their organization? And why does it take so long for them to change after we tell them what they are doing wrong?
- We have advisory committees, agency boards of directors, and interagency committees--and their work is useful--but why don't these problems get solved?

The relationships between education and work are complex, affecting all of us, not just the individuals who leave schools and colleges for jobs. Schools and colleges try to teach as best they can. But why should they feel responsible for a student's life off campus or after graduation? Employers provide work and unions protect employee rights. But why--aside from paying taxes--should they feel responsible for a worker's child? And even if they felt responsible, what could any of them do that wouldn't look like meddling in someone else's business?

Scattered across the nation today are many outstanding examples of collaborative efforts tackling these questions. Many of these examples occur because **one person**--whether mayor, or chief executive, or labor union president, or any other citizen--took an interest and made a difference.

- In rural Gratiot County, Michigan, a community leadership group with a proven track record gets pulled into many activities. In addition to its central mission of assisting teachers in curriculum development and building an amazingly large network of "community resources," the Mid-Michigan Community Action Council operates a **Temporary Odd-Jobs Employment Service** (Project TOES), coordinates Business-School Dialogs for students and Career

Guidance Institutes for teachers and counselors, participates in the Grand Rapids Area Employment and Training Consortium, helps develop the Gratiot Overall Economic Development Plan, and works with area chambers of commerce and Private Industry Councils on employment-related projects serving youth and adults.

- Each summer about 30 teachers and counselors in the tri-county Charleston, South Carolina, area earn graduate credit for an intensive classroom and work experience program that has them analyze their own attitudes toward and knowledge of entry level employment. Also in Charleston, employers, city government agencies, and school officials are successfully planning a project to place eighth grade students in **experiential learning opportunities** with public and private sector employers. Both schools and the local CETA office have come to rely on an employer-educator task force for constructive assessments of the CETA-In-School Program. These and other initiatives are happening because the Trident Work-Education Council is here.

- In East Peoria, Illinois, the Tri-County Industry-Education-Labor Council manages **career fairs and mini-career days** for area school districts and has developed a variety of inservice training programs for teachers and youth service agency staff. With the region's community college, the Council operates a computer-assisted career guidance program for in-school and out-of-school youth. Over 60,000 requests from 136 schools and 24 community agencies were processed during the first three years of this "Career Spectrum" program.

- In cities like Memphis, Atlanta, Baltimore, Chicago, and Dallas business executives are assisting schools to update their **management practices** in public relations, transportation, financial management, computer operations, and personnel performance appraisal, as well as helping schools cope with desegregation, and actively engaging in curriculum revitalization efforts. The motive? To remove barriers and possible excuses so that school systems will be better able to concentrate their efforts on basic skills and career preparation.

- In the Detroit suburbs, two regional **work-education councils** have helped implement the Michigan Occupational Information System locally; designed career transition workshops for pink-slipped teachers; sponsored seminars on education-economic development linkages and quality of work-life issues; brought teachers, unions, and employers together to design career education curricula; and assisted other groups to improve the accessiblity of vocational education and CETA-sponsored skill training programs. The councils have been leaders in helping the state of Michigan to implement regional collaborative councils statewide.

- In Oakland, California, the Community Careers Council is cosponsored by Peralta Community College and the New Oakland Committee (itself a multisector coalition of the city's top leaders). The Council developed the area's first **directory of agencies** providing career development services, operates an employer-youth clearinghouse and a number of volunteer and community-based career counseling projects, and acts as a catalyst to fill gaps in services to youth. The Council thus acts as a kind of intelligence agency on youth transition problems for the committee, the college, and the community at large.

- Also in California, the blue-ribbon membership of the Industry-Education Council of California (IECC) in Burlingame oversees a network of 20 local industry-education councils and a variety of IECC-initiated projects, most of them implemented through the local councils. Among its activities, the IECC arranges for loaned executives to help with magnet school implementation and acts as a **state-level resource broker** for a model project coordinating multiagency education and training services for the handicapped in one of the local council communities.

- In Worcester, Massachusetts, youth in public schools, vocational schools, CETA and other training programs, court referral programs, girls club career awareness programs, and other local programs were guided by personnel at each of these agencies to **document their life experiences** in a concise, attractive format that will help employers (and the youth themselves) to recognize

the skills and maturity these youths have demonstrated both in school and out of school. The Worcester Area Career Education Consortium designed the project with the advice of large and small employers, educators, counselors, and youth-service agency personnel. Similar projects are happening in Lexington, Kentucky, and Santa Clara County, California. The Worcester council, building on the pioneer work of the Institute for Public Affairs Research in Portland, Oregon, also operates a clearinghouse for student and out-of-school youth contacts with employers and community service organizations.

- Sponsoring conferences to promote career, cooperative, and vocational education, facilitating an **adopt-a-school** program, developing teacher internships in businesses, and arranging career seminars for students are routine responsibilities of the Arizona Business-Industry-Education Council in Phoenix. Similarly, the Industrial Information Institute in Youngstown, Ohio, conducts 20 programs orienting teachers, students, and clergy to the theory and practices of business operations.

Perhaps the most exciting aspect of collaborative projects is that they truly represent community-wide problem solving in action. Despite inevitable conflicts over institutional turf, despite (and in part because of) ever-tightening budgets, local communities, large and small, are discovering they possess the most important resources to deal with their problems. They are **regaining control** over their own destinies. As a result, communities are becoming far more sophisticated in seeking out available resources, learning how to make political and social institutions work together, and dealing effectively with federal and state governments. Collaborative projects are sometimes the result (and at other times a prime cause) of this increased sophistication.

Business and labor leaders can play an especially **crucial role** in these new approaches. While schools and colleges have had various ties with business and labor for decades, never before has the potential benefit of those ties been examined with more interest. Can business and labor help supply the critical new ideas and resources to get the job done? What are the odds of success? No one knows the answers yet. But one thing is certain: the success or failure of collaborative solutions to local problems will rest on the shoulders of community leaders willing to take a few risks by reaching out to their peers in education, business, industry, labor, government, and service agencies.

This module is based on the experiences of people who have formed collaborative projects and made them work. These people are builders, doers, and astute risk-takers. They are effective communicators with the understanding to see in complex problems the simple yet often difficult steps needed to build consensus. They are people with a strong desire to improve their communities, to identify the inevitable disconnections between institutions and find ways to make those institutions do a better job of serving the real needs of their communities.

First Steps

"Know Thy Community." Failure to heed this **cardinal rule** will doom a career guidance project before it ever has a chance to prove itself. As one business participant points out, "It's great to come up with a rational plan about what should work, but unless you're sensitive to how things do work in your community and who has the clout, then your plan is going to wind up on a shelf in somebody's storeroom."

Do not assume people have a good understanding of how the community works just because they are life long residents. Getting to know the community should be a **formal process**, one that will pay big dividends by identifying the real problems to be addressed and what resources are available. If you are one of the initiators, begin by asking yourself these questions:

- **What's in place now?** Do an inventory (first in your own head, later more formally) of local institutions and leaders and how well they have performed in recent years.

- **Who are you in relation to existing institutions and programs?** Be honest about your abilities to initiate action and follow it up. Try to see yourself as others are likely to see you.

- **Who controls the levers?** Make a list of those people in the community (and at the state and national levels) who must be "sold" on the concept of collaboration before a project can hope to get the right level of participation and financial support.

- **Who controls the turf?** Some institutions or individuals undoubtedly will feel threatened by the prospect of a new council that appears to infringe on their "territory." Decide whether to include or avoid them and realize that a decision either way will have its consequences. Where does your organization stand?

Regardless of the community's makeup and power structure, organizers should keep these additional points in mind:

- Anticipate that the **vested interests** of business, labor, education, postsecondary education, government, and other institutions will affect the community.

- Look for team members and supporters among the **"doers"** of the community (not always the top officials) and in the organizations to which they belong: the chamber of commerce, National Alliance of Business, manufacturer's association, downtown development association, central labor council, individual unions, colleges, universities, community-based organizations, and both public and private education institutions.

- Decide whether to pursue a **"top-down"** or **"bottom-up"** approach. Company and union presidents, college presidents and school superintendents, mayors and agency directors have been in on the creation of major collaborative projects. Others have begun as coalitions of concerned midmanagement and coordinator-level people who organized a project first and then later sought the endorsement of institutional and community leaders. Top-level endorsement will open many doors but is not absolutely essential--at least in the beginning. Just don't underestimate the clout and prestige a company president, county supervisor, school superintendent, or central labor council president can bring to an idea or project.

- Build where you can on **successful**, past collaborative experiences.

Then there is one of the most important questions of all: Why are you involved in the work-education collaborative and what do you hope to get out of it? Do you want visibility for yourself or your organization? To take action on a social issue? To obtain a salary or access to funding sources? To good for the community? Giving honest answers to these questions will help you avoid problems later on.

Promote Collaboration among Community Agencies

The Need for Collaboration among Community Agencies

This reading is taken from: Paul Ferrini, Bradford L. Matthews, June Foster, Jean Workman, *The Interdependent Community: Collaborative Planning for Handicapped Youth, Leader's Handbook* (Cambridge, MA: Technical Education Research Centers, May 1980), pp. 3-4.

In these times characterized by limited funds and resources and calls for accountability, the question "How can we maintain present services and develop new services without substantially increasing expenditures?" becomes crucial for any organizaiton. It is a particularly critical question for human service organizations--agencies serving handicapped individuals, minority members, the disadvantaged, the elderly, and other groups by improving and/or expanding services without multiplying costs.

In any community, there are usually several service providers responsible for addressing the needs of the same clientele. Sometimes these

organizations are not aware of each other's programs. Frequently they have not successfully pooled their resources or coordinated their programs to meet the needs of their shared clientele. As a result, the overall **service delivery spectrum** for their clientele may be characterized by any of the following:

- Unserved or underserved clientele who fall into cracks between agency mandates
- Inefficient use of resources
- Poor or nonexistent linkages between related services
- Inadequate referral network to help users locate the services they need
- Competition among organizations for clientele and/or federal and state dollars

These characteristics appear to be symptomatic of the lack of a communitywide approach to meeting the needs of any given client group with multiple needs. All of these instances of inefficient service delivery are costly, both to taxpayers who subsidize these services and to the clientele whom the services are intended to benefit.

Collaboration among community agencies is obviously not the only answer to these problems, but it does offer a viable solution. It is a first step toward the development of a comprehensive and realistic picture of the needs of any underserved client group in the community. By bringing together all key organizations serving a particular clientele, collaboration **fosters** the following:

- The sharing of **organizational perspectives** on the needs of clients
- The sharing of **information about services** currently offered to clients
- The identification of the most crucial **unmet needs** of clients
- The identification of **new programs** or new linkages between existing programs that would meet these crucial client needs
- The identification and sharing of **organizational resources** which could be pooled to develop needed new programs
- The planning and implementation of **new programs** by key staff persons from organizations holding needed resources
- The development of **long-term collaborative relationships** among these organizations to ensure continued communitywide efforts to identify needs and develop programs for their common clientele

Although these benefits of interagency collaboration are generally recognized at the local, state, and national levels, instances of successful collaborative planning and program development are rare. Such lack of success in collaboration may stem from inadequate knowledge of the conditions under which collaboration is most likely to flourish.

Conditions for Successful Interagency Collaboration

1. **Collaboration should be voluntary.** To be successful, collaboration must be voluntary. Many organizations that decide to collaborate may do so because they are under pressure. Legislative mandates may provide some incentive for collaboration, but unless organizations truly desire to enter into collaborative relationships, they are unlikely to develop more than token efforts. Only when organizations have reached their own internal conclusion that collaboration is to their advantage can sufficient commitment of time and resources be generated to ensure success.

2. **Collaboration should be democratic.** Collaboration is by nature a democratic process. It involves a number of organizations as equal partners in the planning and implementation of programs that are mutually selected and developed. No one organization can be dominant, even if it has more resources, status, or political power than other organizations. This is in direct contrast to the most common approach to collaboration in which one organization takes the lead, identifies a particular service to be planned, does most of the planning of that service, and involves other organizations only by asking them to contribute resources.

3. **Collaboration requires a considerable time investment.** Few organizations understand that collaboration, if it is to be successful, requires a considerable and continuous investment of time from participants. A genuine effort to develop collaborative relationships among organizations will start by exacting from them this time commitment.

   Because collaboration is by nature an attempt to cross organizational barriers and to develop a new means and mode of communication, there must be time for participants to gather information about each other's programs and priorities, to develop mutual trust and respect, and to gain support for the collaborative effort from their organizations and from the community at large. Organizations that are not willing to take the time to iron out differences or who jump into an overly ambitious collaborative attempt are likely to find that their efforts are not successful.

4. **To overcome interagency barriers, collaboration requires an interactive process facilitated by an impartial leader.** Any collaborative effort is bound to encounter some struggle with organizational differences and barriers to collaboration. Among the major obstacles are these:

   - **Organizational Autonomy:** Organizations used to setting their own priorities and making decisions based on these priorities often find it initially difficult to mesh their perspectives and decision-making power with that of others.

   - **Singular Perspectives:** Each organization has its own unique perspective about the clientele it serves, its own language (jargon) and its own mandate; it may be difficult at first for organizations to accommodate differing viewpoints.

   - **Differing Mandates and Procedures:** While it is easy for an organization to see reasons for its own bureaucratic system, it is often not easy to respect the constraints under which other organizations must operate.

   - **Competing/Adversary Relationships:** Some organizations may compete with each other for clients and funding; some organizations may view themselves as evaluators or watchdogs of the work of other organizations; past interagency frictions may affect current attempts at collaboration.

   In order to overcome these interorganizational barriers, collaborators must be given the opportunity to get their differences out on the table. The assistance of an impartial facilitator is often necessary to encourage mutual understanding and bridging of perspectives.

5. **Collaboration requires systematic planning.** Any successful collaborative effort must also include systematic planning. Not only does it take time to build trusting relationships among organizations, it also takes time to develop a realistic and mutually acceptable plan for collaborative action. This can only be done when organizations take clearly defined steps to consider a broad range of options, objectively analyze the relative strengths and weaknesses of these options, and then gradually build consensus for a detailed plan of action that all organizations involved can support. If organizations are to contribute resources to the development of a needed service, they must be able to help shape the planning of that service.

Develop Rationales for Collaboration

Getting Started

This reading is taken from: Max Elsman and the National Institute for Work and Learning, *Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils* (Washington, DC: National Institute for Work and Learning, 1981), pp. 23-27.

What prompts people to get involved in a collaborative team? **Altruism** is certainly one factor.

But altruism by itself rarely keeps a voluntary organization afloat. Members usually have very practical reasons for participating. This mixture of personal and institutional **self-interest** is the lifeblood of most community service organizations. "Enlightened" self-interest is a powerful tool for getting a new collaborative council off the ground. Says Wayne Owens, a General Electric executive and first director of the Philadelphia Education to Work Council: "Every effort has to appeal to self-interest if you want to work together." The idea is to "make a person look good by doing good."

Motivators

Each sector will come to the team with its own particular **needs** related to education-work issues. Participants will also come with some hesitations, biases, and practical considerations about their involvement in this new thing called "collaboration."

There are, of course, some very important shared concerns: for the quality of community life; for the quality of education; for the future economic competitiveness of the community and the nation; for the development of capable, motivated individuals with pride in themselves, their work, their families, and their society.

Among the other motivators for the **business community** are the following:

- Increasing **productivity** through improved job training
- Assuring a steady stream of **qualified workers** enabling economic development and growth
- Reducing taxes and welfare costs by **reducing local unemployment**
- Improving the **employability skills** and work habits of young workers
- Improving **career development** and guidance for youths and employees
- Combating public **hostility** toward capitalism and ignorance of the economic, social, and political benefits provided by the free enterprise system

Community-rooted, consumer-oriented industries like banks, insurance companies, and public utilities tend to be particularly conscious of their reputations for community service.

But business also may have some hesitation about becoming involved in collaborative efforts. Personnel and training officers may feel that "if only the schools would send us kids who can read, write, and compute, we'd teach them the job skills." In other words, they may think that in exchange for their property tax dollars all that's needed is better public education. Businesses may think their executives' time is too valuable to be spent on what they see at first as "community service." Or small employers may think they offer too few jobs to make any difference, and (in larger communities) they may also feel uncomfortable meeting with high-powered business, union, education, and government officials.

Educators have another set of special concerns:

- The quality of **basic skills** transmitted to students
- Shrinking budgets that limit teaching **resources**
- Effective use of vocational education **facilities**
- Government mandates to work more closely with **non-school skill training** and work experience programs
- Public desire for more emphasis on **employability training**
- **Inadequate budgets** for counseling and other student services
- Mandates to give more emphasis to the **disadvantaged and handicapped**

But educators may feel their teachers, professors, and administrators are already overburdened under shrinking budgets and simply can't be asked to take on yet another task. Some educators may already be pleased with their community programs but feel that their skills are unappreciated by other educators. They may prefer to guard established relationships with selected employers rather than work collaboratively toward wider school-work programs. And some educators may believe the job of education should be left to the schools without interference from the rest of the community.

Among the interests of **organized labor** are the following:

- Combating unemployment and opening up **more jobs** to existing or potential union members
- Improving the quality and quantity of **apprenticeship programs**
- Helping young people understand and appreciate the role of labor unions in creating the **collective bargaining** process and creating access to jobs, healthy working conditions, and a consumer economy
- Improving links with **university** and community college adult education programs and the work place

In many cities labor unions wield a great deal of power. In others they are far less influential. Thus, the extent to which organized labor will be involved in an education-work collaborative will vary from place to place. If unemployment is a major community concern, labor may not be too interested in youth unemployment when thousands of adults are out of work, but may still be very involved in career education.

Unions typically are understaffed and must be convinced that participation is worth their time. Union officials are paid from member dues and need strong justification to use these funds for perhaps indirect union purposes. Some councils have made valuable use of retired labor officials.

Local **service agencies** have still different interests in education-work relationships:

- Improving their **own awareness** of careers and job training programs
- Helping their clients understand the **value of education** and training and being able to better provide career guidance, counseling, and information
- Remedying **inadequate budgets** by contracting with businesses and making more job placements in the private sector
- Improving **linkages** with schools, colleges, and other institutions that could help with clients in programs such as pre-employment training for delinquency-prone or court-referred youth, or teenage mothers
- Creating access to **vocational education programs** for women reentering the work force

But representatives of service agencies, too, may come with hesitation. How do you relate teenage pregnancy programs to school systems that won't or can't teach sex education? Each agency may have its own special niche in the community and may not want to share its knowledge of techniques and contacts. The problems of breaking down institutional barriers may seem too overwhelming to tackle. And, as with each of the other sectors, there are concerns about how to spread already overworked executives and staff even thinner.

Local and state **job training and economic development agencies** have their own interests too:

- Helping create or sustain mandated **Private Industry Councils** (PICs)
- Improving employment services and on-the-job **training placements**
- Increasing the impact and efficiency of on-the-job training efforts through better **coordination of community resources**
- Increasing employer participation in **federal job training**
- Fulfilling mandates to work more closely with the public schools and using more wisely economic development or employment training money ear-marked for **links with schools** and related organizations
- Assuring new employers that the community can provide the **skilled workers** needed
- Combating the negative image of **public welfare** and employment agencies in the public mind

In other words, each sector may come to the team with both positive and negative expectations.

The positives come to outweigh the negatives only as the new partners find they can allay each other's fears. They begin to work as equals seeking solutions that will benefit each of them and the community as a whole. Some have found it necessary to start their work with a narrower breadth of representation than desired, expecting to persuade the doubters by building a track record of successes. Very frequently, education and business are the two sectors who initiate collaborative action, inviting other groups to join later.

A Business Perspective

This reading is taken from: Madeleine B. Hemmings. "A Business Perspective," *American Education: An Economic Issue* (Washington, DC: Chamber of Commerce of the United States, 9 June 1982).

The time is ripe for change. American education today is facing a major **identity crisis**. It does not know what is expected of it. In the 1960s public education was drafted to help fight the war on poverty, the war on racial discrimination, the war on sexism, the war on bad driving, the war on malnutrition, the war on unemployment.

Education was asked to do all this without the benefit of knowledge of how to do it or what society really expected in the way of results. There was no common definition of equality. The schools fought bravely and to the level of their ability. Much good was done for society as neglected groups got attention, opportunities were provided and many arbitrary barriers were lowered.

By the 1970s **school reform** had come to mean social reform. Schools forgot that their basic mission is to provide students with the learning and skills they will need for a successful, self-sufficient life. Somehow in our social upheaval, they came to see equality as equality of outcomes. Education forgot that equality is an equal opportunity to do one's best with no artificial barriers standing in one's way to the top. But equal opportunity contains no guarantee that any person will be the best without putting out his or her own best efforts.

Today, the mood of the country is changing. Citizens, parents, taxpayers, voters, and even some students are beginning to demand higher standards, more substantial curricula, more rigorous teaching methods and better disciplined learning environments. Thoughtful education leaders are beginning to look seriously for new roles, missions, and emphases. Six major studies of school reform--all centered on curriculum and school management--are underway.

These studies involve most of the mainstream education community in some way. The reform studies are helping to develop some agreements as to what students ought to learn in school.

As the proportion of adults who have school age children declines to approximately 19 percent, educators are beginning to turn to the business community, which is the secondary consumer of education, for political and financial support.

How can business and chamber of commerce people help improve schools? The legal structure of the school system under federal and state constitutions is state law which authorizes local school districts. School finance is now made up of about 50 percent local taxes and 40 percent

state dollars. The federal contribution is 10 percent or less. Therefore, real school reform or change must happen at the local and state levels. The real job is in our own **communities**, not in Washington, DC.

Therefore, the U.S. Chamber of Commerce can be most effective in two ways:

- Studying any proposed **federal education legislation** to determine its impact on education quality and working only for legislation which makes it easier to run better schools; and

- Informing and encouraging the Chamber membership into **active work** for improved education in their own communities.

What can business organizations do? There are activities which can use everyone's talents and time to advantage.

1. Business people can create a special kind of demand for change in our communities that will convince educators that change will bring about **community support** for their activities rather than further alienations and mistrust.

2. Business people can create community **demand for reform**, expressed through all the means and channels that a community uses from editorials in the newspapers and the radio stations to discussions at club lunches and association and town meetings.

3. Business people can make school reform a central issue in **local politics**. Election results could hinge on candidates' views about such questions as "how many years of math should the local high school provide?" and "how many years should the school system require students to study?"

4. Business people can serve on **school boards**. Twenty years ago, school boards were populated by business people who were community leaders. Today, for many reasons, representatives of teacher unions and other interest groups dominate school boards. Responsible business people must return to the school boards to help draft appropriate policies for school organizations and management, for graduation requirements, values, discipline norms, and curriculum standards. Business people must help schools extricate themselves from inappropriate tasks and expectations. Business people must help schools in the recruitment, compensation, and retention of able professional personnel.

5. All employers of high school graduates--colleges, business and industry, the military, the civil service, and the labor unions--must demand serious secondary **school standards**, mastery of skills and absorption of the content of general education, while volunteering to provide the more specialized vocational skills.

6. Business people can insist that all children of normal intelligence be taught to be **functionally literate** before they complete elementary school.

7. Business people can insist that **career education be infused** into the curriculum so that students grow up knowing what occupations their school-learned knowledge prepares them for and what more they must learn in school to have multiple career opportunities open to them.

8. Business people can learn what makes a good school and insist that **community schools be good schools**. The key to a good school is a good principal. A good principal is an outstanding leader, a literate citizen with sound social values and personal morals, a defender of his teachers from outside pressures and interferences, a firm but ethical disciplinarian. Above all, a good principal is an educator who directs the shaping of the curriculum, supervises the establishment and maintenance of standards, counsels and evaluates teachers, introduces new techniques and research findings, and does the best he can to procure the necessary resources for the ablest possible school staff. According to Professor Charles Finn of Vanderbilt University, in order to bring principals to that point, principals themselves and their curriculum directors, department heads, and other academic superordinates will have to spend a year or two, or several consecutive summers, modernizing, strengthening and burnishing their own skills. The universities will need to develop and offer preservice and inservice training programs for building-level educational

leaders who are unlike anything currently available. All this will happen only if highly informed leaders of the community create the expectation that such retraining will occur.

Business people can do other things such as the following as well:

- Provide **financial assistance and expertise** for special courses in newer areas of knowledge such as computers, science, technology, communcations, and more.

- Share **equipment** and training aids and even instructors for specialized training.

- Provide opportunities for **occupational faculty members to work** in their businesses to reinforce, update or expand the skills and knowledge needed to remain current in their profession.

- Provide opportunities for **teachers to work** in business during the summer. Directors of the Rexnord "Teacher/Business Program" in Milwaukee report that this interaction leads to increased cooperation between schools and the private sector.

- Loan **executives to work with the schools** and education agencies to solve particular problems such as purchasing, accounting, public relations, employee relations, and other problems.

- Develop **competency-based training programs** for use in classrooms when the business has the strongest competency in the field.

There are numerous other examples, but the future of our work force depends on an important part, on helping our schools know what it is we expect of them and then supporting them while they do the job. Only then can we begin to give young people the opportunity to make the most of themselves as early as possible in their lives. Only then can we assure the flow of worthwhile creative ideas that will work. Only then can we assure growth of the "can do" spirit that will maintain our country's standard of living as the world economy matures to more equal industrial competition.

As the Chairman of Pro-Vita, Inc., Millard Foist, said in a May 3rd article in *Industry Week*:

> The one resource without which all of the others become meaningless is the talented, competitive, questing human beings who enable civilization to achieve magnificent progress.

A Labor Perspective

This reading is taken from: U.S. Department of Education, *AFL-CIO, Labor in the Schools: A Guide for Local Central Bodies* (Washington, DC: AFL-CIO, n.d.), pp. 1-6.

Introduction--the need. We, as representatives of organized labor, must back up our desire to bring a better understanding of labor into school programs with our active participation. The American labor movement has always been a constructive champion of better schools. Educational leaders such as Horace Mann and Henry Barnard found their principal support in the unions when they pressed their campaign for universal free public education.

Unions and workmen's parties in the first half of the 19th century were determined that the promise of American democracy should be fulfilled in terms of equality of opportunity and the uprooting of class privileges. Universal sufferage, the abolition of imprisonment for debt and reform of the militia system by which the wealthy could buy their way out of military service were all among the early labor demands which have since become accepted parts of American democracy. One of the deepest convictions of all among these early unionists was that the responsibilities of a democratic society make it imperative that all citizens be educated.

The Workingmen's Party, organized in New York City in 1829, included as one of its principal planks a demand for a school system "that shall unite under the same roof the children of the poor man and the rich, the widow's charge and the orphan, where the road to distinction shall be superior industry, virtue and acquirement without reference to descent."

Unfortunately, despite a democratic public school system which is the envy of the world, we now find that our children learn little or nothing about

organized labor and its contributions to the development of this country. They don't understand how labor is a rich part of our heritage and significant as a dynamic institution of our society.

Of even greater importance to students is how organized labor will affect their future--what they choose to do in life, where they work, and the conditions of that employment.

We are also concerned because we know that unless young people understand more about organized labor and its function in society, their future role as citizen-voters will be affected and the community will be weakened.

Experience has shown that we must become involved at the local level if there is to be real hope for success in this task. We must have active education committees, speakers' bureaus, and a host of other activities if we are going to bring about a significant change. Our efforts should be directed to serve all students; we must be concerned with the mainstream of school programs, from kindergarten through high shcool. We also need to support vocational education so that young people can have practical and realistic insights into the world of work; we must help students be prepared to choose careers and to be better consumers as well as better-informed citizens.

Local programs--recommendations and guidelines. Each local body best knows its own community and that community's attitudes, political structure, and social structure. These factors are all basic in any determination of how organized labor will work with the schools, yet a number of common considerations would be helpful to any local union or central labor council in mapping out a continuing, effective program.

Trade unionists as school activists. In a number of communities throughout the country, trade unionists have become involved in the local education structure, in leadership roles in school PTAs, and in local school boards. There's no question about the importance of having an effective labor representative in such a position since school policy and programs, whether at an individual school or throughout a school district, are either determined or approved by these bodies.

How to be an effective resource. What was true with respect to the member of the PTA or school board being a resource for those bodies would also be true in general with respect to the central labor body or union local being a resource to school districts. The range of activity for the central body or local can be quite varied, including such efforts as providing materials for teachers and curriculum supervisors, and developing an active speakers bureau which would have an ongoing program of trade unionists visiting classrooms.

Working through the education committee. Basically, an education committee is made up of members who combine an interest in this area as well as capability to take an active role in the committee's activities. If the central body is in a community having a local unit of AFT, having a representative or representatives from the teachers' local play an active and leading role is of obvious benefit.

School trips to work sites or to union halls. Elementary and high school students are enthusiastic at the prospect of special trips and consider this exposure to the world outside the classroom as one of the more exciting elements of their school experience. In arranging for a visit to a work site, set up a schedule which includes a planned tour and a chance for students to hear a presentation and have an opportunity to ask questions. A visit to a union hall can be made particularly effective if a union officer can explain the working of a local, perhaps concentrating on a particular area such as collective bargaining.

Get to know curriculum supervisors, particularly social studies supervisors, in the central office of the school district. Often they have advisory boards which are concerned with such areas as economic education, and many of these advisory boards have labor components. This may prove to be an avenue through which materials on how other schools teach about labor can be sent as well as a great variety of printed materials such as brochures and reprints. Inviting supervisors to education committee meetings would cement contacts as well as serve to communicate an understanding of mutual need.

Discover which teachers are most interested in developing programs which have labor as a component, whether it is through word of mouth, the frequent use of speakers, or requests for literature. Cultivating this contact and helping such teachers often have a "ripple" effect within the individual schools where these teachers are located. Making materials such as sample lesson

plans and reprints easily available to these teachers can lead to a strongly developed school program.

Education committee members would be advised to contact appropriate state department of education offices, particularly those in the curriculum area, to clarify state requirements. The most obvious need would be that of understanding state curriculum frameworks or guidelines which may require a better understanding of labor than might be found in local schools. Then the education committee would have added leverage in its work with the local school district.

AFL-CIO state federations have been involved in such matters with state departments of education and with state legislatures in supporting these programs. Opening up channels to the state federations and to the state departments of education should be considered an important priority.

Teacher preparation and development. One of the most challenging areas facing labor with regard to school programs is that of helping teachers prepare to teach about labor in the classroom. The great majority of teachers have no background with regard to labor curriculum although they are union members and can be helpful in strengthening programs. A number of possibilities exist to help give support. Materials are available to help teachers, and opportunities exist for specific training programs in labor curricular areas for teachers. Contact your State Federation for information about labor studies centers at various colleges throughout the country which have provided programs and are a useful resource to local school districts for this purpose.

Why Work Together?

This reading is taken from: Nicholas J. Topougis. *Labor and Career Education: Ideas for Action* (Washington, DC: U.S. Government Printing Office, 1979), pp. 2-3.

Why should labor collaborate with schools to help young persons relate education to the real world, in general, and more specifically, to work? Basically, the answer is that our **entire society benefits** when citizens are prepared to be constructive human beings--well adjusted, knowledgeable about how society operates, able to adapt to change, and able to become productive members of a community.

Such preparation cannot be accomplished by schools alone. If it is to be realistic, accurate, and practical, those in organized labor and the community at large, outside the school, must give students and educators the benefit of their experience and knowledge.

Labor always has had great interest in the educational process and in its quality. It also has identified additional concerns: (1) that schools at all levels provide adequate, **unprejudiced instruction in labor history and organization**, and labor's role in American society; and (2) that schools prepare people to assume productive roles and to become **intelligent consumers** in a technological society in which the changes are greater in number than ever before and increasing all the time.

These areas are important to educators, as well. There are, in fact, a number of concerns shared by organized **labor and education**. Among them are the following:

- Motivating students to acquire mastery of basic skills needed for **competency and adaptability**, not only in today's world but also in a changing society and employment picture.
- Fostering skills which are necessary to **job survival**: skills in job getting and holding, human relations, and decison-making.
- Preparing students for maximum **flexibility** by expanding career options and reducing the anxiety of career choice.
- Making a conscious effort to demonstrate the **relevancy of education** to the world of work and providing students with substantial understanding of the complex economic forces in our society.
- Informing students and educators of **competencies** that are needed by youth in the work world.
- **Decreasing stereotyping** of minorities and women in nontraditional roles.
- Expanding guidance and counseling services to provide for **specific needs** of all sectors of the student population, especially minorities, women, and the handicapped.

- Developing maximum **linkages with labor resources** in order to enhance the total educational process.

- Meeting demands of parents and students for **more guidance in making career choices** and for more direct preparation for chosen careers.

- Informing students about the various kinds of **post-high school training** and education which exist and helping them to decide on the education appropriate for their career plan.

- Encouraging deliberate planning toward worthy **use of leisure**.

Develop Action Plans

The reading for this competency is selected from: Paul Ferrini, Bradford L. Matthews, June Foster, Jean Workman, *The Interdependent Community: Collaborative Planning for Handicapped Youth* (Cambridge, MA: Technical Education Research Centers, 1980), pp. 10-11 and 24-42.

Please note that this text was written to develop collaborative education and career development activities for handicapped youth. Although the target group and specific actions might differ from your interests, the processes suggested are relevant. Adapt them to your situation. Also, some of the exercises described here might fit your situation better than those proposed in Learning Experience 4. Use your judgment: compare and select the most appropriate activity.

Overview of Planning Process

This collaborative planning process is designed to help you work effectively with others to improve career-related opportunitites for handicapped youth in your community. The process enables you to develop a **viable plan** that all members on your team can support and carry out.

In **Stage One**, you will **select one major "program"** upon which to focus your team efforts. For instance, your team may choose to develop a work adjustment program for handicapped high school students. The program selected in Stage One will be the only program that your team focuses upon in Stages Two and Three. (However, the selection of one program does not preclude the development of other program options at some future date.)

In **Stage Two**, you will **select one "strategy"** or major approach to carrying out your chosen program. For instance, as an initial strategy for addressing your chosen program, your team may decide to develop workshops for teachers and counselors about work adjustment skills. This will be the one strategy that you work on in Stage Three.

In **Stage Three**, you will **select the major "tasks"** that your team will carry out in order to implement the strategy you chose in Stage Two. For instance, you may decide that you need to plan the specific content and structure of the workshops, recruit employers to help conduct the workshops, recruit workshop participants, and so on. You will also decide who will perform these tasks, which resources will be used, and when the tasks will be completed.

Thus, by the end of Stage Three, your team will have developed, and committed itself to implementing, a very specific action plan. This plan will enable your team to take its first step toward improving career-related opportunities for handicapped youth in your community.

Step A: Identify a Range of Programs

By the end of this step your team will have identified and clarified approximately 8-12 programs for further consideration. This list of programs should reflect the variety of perspectives and concerns held by team members and the organizations they represent.

Exercise I: Brainstorm a Range of Programs

Purpose: To develop a wide-ranging list of programs which would improve the career-related opportunities for handicapped youth in your community.

Example: The box below contains a sample list of such programs.

Brainstormed List of Programs

1. A sensitization program for area employers
2. A program to identify on-the-job training opportunities for handicapped youth
3. A career exposure program for handicapped students
4. A work adjustment program for handicapped students
5. A more effective vocational assessment program for handicapped students
6. A training program for teachers and counselors that provides information about handicapped persons
7. A job-relevant vocational training program for handicapped students
8. A motivational program exposing our students to handicapped adults with successful careers
9. An on-the-job training program for handicapped young adults
10. A program emphasizing living and coping skills for handicapped students

Exercise II: Clarify Brainstormed Programs

Purpose: To ensure that all team members understand the brainstormed programs, to modify wording if desirable, and to give members an opportunity to add any significant new program ideas that come to mind.

Example: The box below contains the sample list of brainstormed programs after they have been clarified.

Clarified List of Programs

(In comparing this list with the initial list of brainstormed programs, six of the original ten statements--#1, #4, #6, #8, #9, and #10--have been modified.)

1. A sensitization program to encourage employers to hire handicapped persons

2. A program to identify on-the-job training opportunities for handicapped youth

3. A career exposure program for handicapped students

4. A work adjustment (e.g., punctuality, social skills, dependability) program for handicapped students

5. A more effective vocational assessment program for handicapped students

6. A training program for teachers and counselors which provides information about job modifications for students with various disabilities

7. A job-relevant vocational training program for handicapped students

8. A program that involves successfully employed handicapped adults as role models for handicapped students

9. An on-the-job training program for handicapped seniors and unemployed high school graduates

10. An independent living skills (e.g., using transportation, budgeting) program for severely handicapped school students

Step B: Identify Preferred Programs

By the end of this step, your team will have shortened the list of approximately 8-12 programs to a list of about 4-6 preferred programs which will be further considered in Step C. This shortened list will include each team member's favorite program from the longer list.

Exercise I: Adopt Criteria for Identifying Preferred Programs

Purpose: To adopt criteria which the team can use to identify its preferred programs, that is, those programs which presently have the greatest team support.

Example: The box below contains a list of recommended criteria.

Criteria for Choosing the Best Program

(The following questions are proposed as general criteria to assist your team in choosing preferred programs and later in choosing one program to plan.)

- Does the program address your key concerns and those of your organization regarding the career-related needs of handicapped youth?
- Are you and your organization able and willing to commit resources (staff time, energy and expertise, materials, money, etc.) to plan and implement this program?
- Can this program be successfully developed given the resources currently available to your team? If not, to what extent does the program require the development of resources not currently available to your team?

- Should this program be developed before other programs on the list? Will this program provide a needed foundation upon which other possible programs can and should build?
- Is it the right time to develop this program? Will key organizations and individuals in the community recognize the need for this program and come forward to support its development?

Exercise II: Advocate One Program

Purpose: To allow each team member to advocate (argue briefly for) one favorite program.

Example: The following box contains a sample advocacy statement.

Advocacy Statement

(Roberto, Director of the local office of the State Vocational Rehabilitation Agency, advocates program #3.)

"In my work with clients, I find that many disabled high school graduates have no idea of what kinds of jobs are available in our community. They don't know what they want to do, nor do they know what they might be able to do best. My agency has had considerable difficulty with younger disabled clients who drop placements or are fired within the first six months of employment. If our clients knew what kinds of jobs they enjoyed and performed well, we might be able to place them more successfully. It is particularly disappointing - not to mention the waste of the taxpayer's money - when clients quit their jobs after we have bought them expensive tools and training. My agency would certainly support any kind of pilot career exposure program for disabled high school students. One of our caseworkers could be released to help initiate such a program and to work on creating other complementary support services, such as vocational testing and identification of viable training options. I'm quite sure that at least two employers we work with would welcome such a program, since they too are becoming frustrated with these placement difficulties."

Step C: Select One Program to Plan

By the end of Step C, your team will have selected the one program which you will further plan in Stages Two and Three. Your team will choose this program after careful consideration of everyone's preferred program and concentrated efforts to achieve full team consensus.

Exercise I: Identify Advantages and Disadvantages of Preferred Programs

Purpose: To identify the advantages and disadvantages of each of the preferred (advocated) programs.

Example: The following box contains a list of advantages and disadvantages for two of the sample preferred programs.

Advantages and Disadvantages of Two Programs

A career exposure program for disabled students

Advantages	Disadvantages
Priority for school system	Employers might not buy in
Rehab supports and has resources	Requires career information we do not have

A work adjustment program for handicapped students

Advantages	Disadvantages
Will help remedy key problem perceived by employers	Some school staff might resist new responsibilities
Fewer handicapped young adults would be fired because of lateness inappropriate behavior, etc.	Could be expensive to set up

Exercise II: Negotiate Consensus for One Program

Purpose: To select and, if necessary, modify one program that all members can support, thereby ensuring effective planning in Stages Two and Three.

Example: The box below contains a sample discussion and negotiation scenario culminating in the selection of a program focus the entire team can support.

Consensus Building for One Program

Analysis of Poll: The work adjustment program received the most support from team members. It is therefore chosen as the initial focus for the team's discussion and negotiation.

Highlights of Discussion-Negotiation: Sandy felt that teachers and counselors must be involved in the program for it to satisfy her ongoing concerns as a vocational guidance counselor. Isabel indicated that she would support a work adjustment program if the employer and other community contacts gained during the development of this program could be used later to develop a career exposure component for younger high school students. Tom felt that employers might need a special incentive for participating in the development of a work adjustment program. George, an employer, said he thought employers would be quite willing to support the work adjustment program, especially if, as Sandy suggested, teachers and counselors provided the necessary guidance and structure for the program.

Modified Program: The team agreed to plan and implement a work adjustment program as its first major focus. The team also agreed that the program should be designed to involve teachers and counselors who will work closely with employers. Based on the success of this program, the team will later consider the feasibility of developing a career exposure component for younger disabled students.

Facilitate and Manage Collaborative Programs

Every collaborative project places different demands on the skills of both the team of people responsible for project design and implementation and the other leaders and staff of collaborating organizations.

Buffer Role

Anyone who initiates and is **responsible for contacts** between organizations is acting as a **buffer** between two or more social systems. Each social system--whether a school, bank, union, or government office--has its own history, mission, internal politics, special strengths and special problems, and its own way of doing things and relating to others. It takes special attitudes and interpersonal skills to work in this buffering environment. Especially when problems arise and organizations start running into conflicts, the buffer's role is not to be held by the naive.

Yet even at their most difficult moments, all organizations depend on buffer people for accurate, insightful analyses of why things happen the way they do. Effective organizations place a high value on people who can create and preserve **confidential relationships** with those from other organizations, hear and see hidden cues, and help "outsiders" understand the needs and opportuntities that do exist.

These special skills can be described in many ways. For purposes of discussion in this module, we have identified four sets of behavior that are gathered under the titles of: facilitator, broker, catalyst, and manager. Undoubtedly these roles are not mutually exclusive. But just as they should help to distinguish types of individual behavior, they can also be used to distinguish different roles that the collaborative team can play as a whole in trying to make good works happen within the multiorganizational complexity of any community.

Broker Role

The broker is a familiar role. We have power brokers, stock brokers, food brokers, and marriage brokers. The **go-between** concept is equally crucial to collaborative education-work projects. In all settings the go-between hopes to find the conditions that will permit two parties to strike a deal. But the broker in community collaboration is not finished when the deal is made. Projects need to be **constantly monitored** and nurtured. In effect, the deal is made and remade, week after week in some instances. The broker may be one of the few people who can really speak all the languages (or dialects) being spoken--the only one who has the credibility to convene a meeting, organize a workshop, or tell one organization that it is time to back off and be more conciliatory.

In a brokering activity, the team or its individual members act as **mediators**, arbitrators, or agents for other organizations and persons by various means, such as by initiating topics for mutual involvement, by helping others to understand and negotiate for themselves possible working patterns, or by intervening at critical points to help other organizations resolve problems or find needed resources. Acting in this role, a team may or may not receive recognition (publically or privately) and may or may not be a participant in the programmatic relationships eventually established.

Catalyst Role

The catalyst role is, by definition, a **subtle influencer** of events. Only people close to the real action may be aware that the catalyst, whether an individual or a collaborative action team, played a key role in making things happen. The key point may be simply asking the right questions of the right person at the right time, or making the right suggestion. Being a catalyst can be a negative as

well as a positive experience; being the "fall guy" for a bad move may help someone save face and reenter the collaborative game.

In a catalyst activity the team or its individual members initiate discussions (formal or informal); research other projects, programs or interventions; and eventually precipitate a process or event involving other organizations and individuals in similar or related activities. The initiatives taken by other organizations and persons may be replications of, improvements on, or simply in competition with the initiative of the team. The team may or may not have been in direct contact with the other initiative during the planning and implementation stage. The chain of events may or may not lead to "brokering" activities, "spin-offs" from team responsibilities, or discontinuation of the team's initiative. It is very difficult to document the fact that the team's initiative was a critical factor in the stimulation or modification of behavior. But that's what being a catalyst is all about.

Facilitator Role

In a broad sense, "facilitator" is simply another word for **helper**, someone or a group who helps things happen. But a narrower use of the word is intended here, emphasizing the **objectivity** and impartiality of the person or group who does the helping. This narrower meaning is implied when you visualize the facilitator at work. This means observing the facilitator helping the person do something that he or she wants to do but cannot do at that moment without a bit of outside help. The facilitator's assistance is crucial, yet also marginal The person or organization being helped could almost do the task without external help; the will is there, but the know-how is a bit short.

In this sense, facilitation may be provided without collaboration being the result. The person or agency helped may now feel perfectly able to go off on its own. Or the agency may now feel capable of working with other organizations without the aid of further third party, intermediary assistance. Ideally, the facilitators are delighted to have worked themselves out of a responsibility and to be free to move on to other tasks. They are pleased only because their objective awareness of needs tells them that the whole point of helping was to get an organization to the point where it could act on its own.

Facilitators in collaborative ventures tend to be **expert listeners**. Describing the facilitator as a group leader, Ferrini et al. (in *The Interdependent Community: Collaborative Planning for Handicapped Youth*) say:

> As facilitator of the planning effort you will need to be a good listener. You will have to draw others out and insure that their perspectives are understood and honored, even if the majority of team members do not agree with them. Moreover, you may experience a number of situations where you personally disagree with the values and perspectives expressed by certain team members. If you were a participant, you would be free to raise your objectives; however, as a team leader, you will have to put aside your own preferences. Successful facilitation depends on objectivity and impartiality.

Manager Role

Being a manager is the most **visible** of the roles, if only because the manager is identified publically, or at least within the group, as the person in charge. Managers are important as official spokespersons or spokesgroups, as articulators of consensus, and as taskmasters responsible for holding projects on course and on schedule. Managers, by being visible, can as easily find themselves taking undeserved flak as taking unearned credit. Simply being able to take and deflect all this public attention, and knowing when and how to share it are heavy responsibilities. Managers are frequently described as decision makers, people who know how to bring closure to research and discussion and move on to the next step. There are all types of decisions, and some managers do not so much make decisions as direct the process by which decisions are made by others.

Being the "out front" person or group, and being held accountable for decision making is a demanding role. It helps to be well informed, to have many channels of formal and informal information, to be adept at determining people's personalities and hidden agendas, and to have a well-tested sense of timing and of power. In collaborative situations some institutions are always stronger than others. But strength can be derived simply from having the least to risk in a particular activity and therefore being the most willing to take chances. The manager must understand these

political aspects of collaboration and be able to build upon varieties of vested interests to achieve the final result. The manager's job as a **scheduler and director** is much easier when all participants want to see the job done well.

Monitor and Assess Collaboration

Anticipating Consequences

When we assess collaborative projects (and all projects for that matter), we should be concerned with both **process and outcomes**. Hopes and expectations have a tendency to exceed results in all new undertakings. So we look for a process that enables people to do their best with the resources at hand. Then the outcomes can be judged in proportion to the resources and the quality of the effort.

Getting from here to there as a collaborative program requires a clear sense of plausible cause-and-effect relationships: **If** such-and-such happens, **then** so-and-so will occur. Working backward from desired effect to possible causes is also essential: **If** we want so-and-so to happen, **then** we should first try such-and-such. Figure 1, in Learning Experience 6 of this module, by diagramming a flow of plausible (if ambitious) events, helps us anticipate both opportunities and problems.

Readers familiar with PERT charts used to schedule complex tasks such as the preparations for a space shuttle launch or the marketing of a new detergent will find these logic diagrams far more informal. Time lines are loose, sequences imprecise.

But here we are trying only to sort out possibilities and troubleshoot our assumptions about the ability of organizations and people to make and follow through on commitments essential to the intended purpose. Thus, the diagram exercise is also an opportunity for design creativity. As new people, resources, and ideas arrive on the scene, our logic path diagrams should help us determine whether and where they might fit.

The Functions of Evaluation and the Evaluator's Role

The following selection is from: Steven M. Jung, *Evaluating the Work-Education Consortium Project: An Overview of Issues and Options* (Washington, DC: National Institute for Work and Learning, July 1977), pp. 5-9.

Impact models are extremely important for planning sound evaluations. They enable the identification of critical relationships, processes, and outcomes, both immediate and longer term, which must be measured during the course of the evaluation. In addition, they force project planners to be cognizant of their intended outcomes, rather than allowing them to be content with the mere delivery of services.

Evaluation will be defined as "the collection and reporting of information that is useful for decision making." The emphasis on decision making distinguishes evaluation from academic research. Academic research is typically aimed at discovery of "true" relationships and "true" facts. Pragmatic usefulness of these truths may be incidental to the research.

Evaluation research, in contrast, strives to be pragmatic and useful, by gathering and structuring information that is appropriate to the specific requirements of specific decision makers who are

responsible for making optimum use of specific pools of resources.

Depending on one's perspective and available options, evaluation may perform several different functions.

- If one is a project director interested in making a project succeed within a given social environment and with limited resources, then evaluation should be designed to provide a continuous flow of information to assist the project director in making decisions about the redirection or redesign of activities or even the reformulation of goals and objectives. In this case, **project improvement** is the basic intent of the decision maker. This type of evaluation is described frequently as "formative evaluation" because it is used to help change, or form, a course of events to more closely approximate the decision maker's current concept of success.

- If, on the other hand, the decision maker is a legislator or a budget maker or some other person more concerned about finding and funding successful programs than about helping any one specific program become successful, the purpose of evaluation is changed. In this case, the decision maker is interested in the end result--**"the bottom line"**--marking a project or program as good or bad, successful or unsuccessful, in comparison to some set of criteria or in comparison to the relative success of some other project or program. The final findings and recommendations, not the interim flow of changing, partial information, are essential here. This type of evaluation, frequently described as "summative evaluation" because of its final judgment quality, is used to establish accountability for resource allocations: project expansion, contractual, or termination decisions.

- If one is planning, structuring, or designing a project, one may make use of information from evaluations of previous projects. **Past evaluation** may help the planner to select realistic goals and realistic means, may assist in the identification of real needs, or may be particularly useful in the design of a particularly appropriate process of directing energies toward those needs.

In all cases, personal experience, political realities, resource availability, public opinion, and personal judgment enter the picture in two places: first in the ability of the evaluator to work within those real factors; second in the ability of the decision maker to distinguish the "truth" presented by more personal or more extraneous forces.

The role of the evaluator differs considerably depending on the function being performed:

- If the function is project improvement, the evaluator's role should be an **active, involved** one, which may include direct participation in project implementation. An objective interest in project success is desirable.

- If the function is resource allocation, or project accountability, the evaluator's role should be more **passive** and **independent**, less emotionally attached to project success or failure.

To attempt to play both roles simultaneously can place the evaluator in a difficult conflict-of-interest position. Rarely can an evaluator remain objective and retain a sure sense of criteria-based judgment and an unbiased awareness of alternative approaches once he or she has been deeply involved in helping a project staff seek success. Just as important, the credibility of the evaluator's conclusions as perceived by others is compromised by any close association of the evaluator with the activities and persons being evaluated.

Despite these crucial differences in the functions of evaluation and the role of evaluator, there may be significant similarities in the evaluation activities themselves, that is, in the collecting and reporting of data required for the evaluation of any given project. Moreover, both project efficiency and the cost of evaluation efforts are well served in most cases by using the same methods of collecting and reporting data for both final accountability and ongoing project improvement.

Project improvement evaluation tends to focus on measures of the short-term efficacy of more detailed relationships, the processes used to define those relationships, and immediate outcomes. Accountability evaluation, on the other hand, tends to focus on measures of ultimate outcomes and on the more general critical processes and relationships governing the achievement of those outcomes.

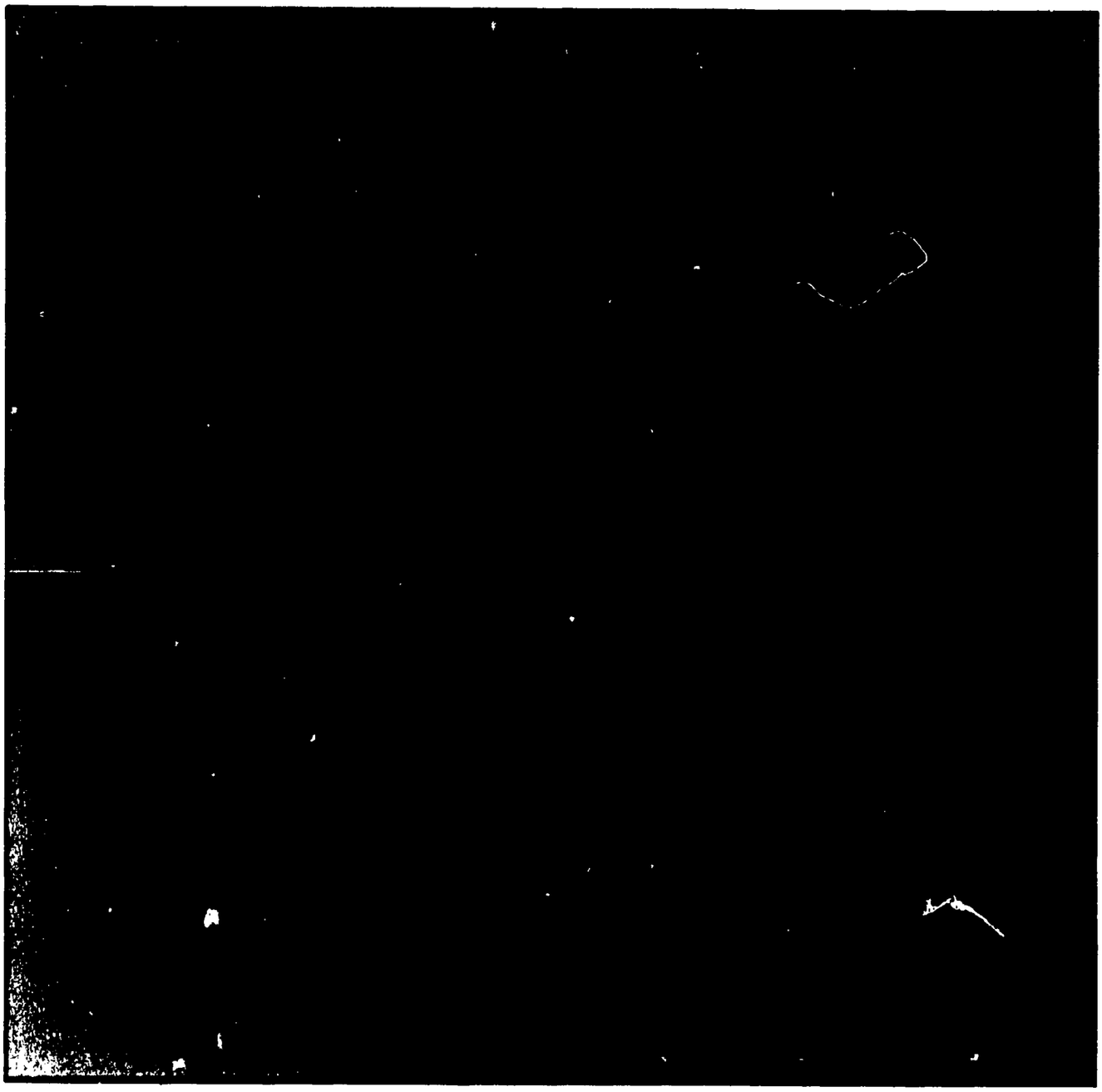
If the project improvement evaluation is well designed, it is possible for the accountability evaluation to be largely **post hoc**, depending on retrospective data sources to document the critical processes which led to attainment or non-attainment of desired ultimate outcomes. This arrangement has the great benefit of preventing **premature** attention to project accountability.

NOTES

Learning Experience 1

Inventory Community Organizations

OVERVIEW



Prior to starting this activity, review the reading for Competency 1 on page 7. Complete Worksheets 1-6 by listing the names of the organizations in your community most active with or most concerned about the status of career development services. (This list should be your baseline as you work through the learning experiences. Add additional organizations, names of contact persons, telephone numbers, and comments as you obtain new information. By the time you complete the module you should have a more complete list to serve as a personal directory to people, organizations, resources, past projects, and "background" insights essential to any collaborative planning for career guidance initiatives.)

Once you have completed a first draft listing for Worksheet 1-6, turn to Worksheet 7. List community organizations according to the key career development functions each performs. Table 1 is a sample of organizations coded according to the types of services they provide.

Based on what you know about the organizations you have listed, fill out the right hand column of Worksheets 1-6; try to name the key people, their titles, and telephone numbers for each organization. If an organization is heavy on rhetoric but weak on action, for example, words such as "advocate" or "hot air" could be used for characterization to indicate seriousness or superficiality of concern. If there are no recent activities, for another example, writing "nothing new" would say it all. Do not worry if you leave blank spaces because you don't know enough about a particular organization. The feedback activity will give you a chance to fill in the blanks.

Worksheet 1

Directory to Community Education Organizations

EDUCATION

Key Organizations	**Key Contact People**	**Telephone Numbers**	**Present Status of Career Guidance Programs and Linkages**
Secondary Schools:			
Postsecondary Institutions:			

GO TO WORKSHEET 7 BEFORE COMPLETING THE SECTION BELOW

Summary Assessment: (Describe with a few key words the reputation of this sector as perceived by leaders in other sectors. Do you think this reputation is deserved? Why or why not? Are there individual exceptions to the general reputation? How are this sector's current career guidance efforts affected by these perceptions and reputations?)

Worksheet 2

Directory to Community Business Organizations

BUSINESS

Key Organizations	**Key Contact People**	**Telephone Numbers**	**Present Status of Career Guidance Programs and Linkages**
Business Groups:			
Influential Large Employers:			
Influential Small Employers:			

GO TO WORKSHEET 7 BEFORE COMPLETING THE SECTION BELOW

Summary Assessment: (Describe with a few key words the reputation of this sector as perceived by leaders in other sectors. Do you think this reputation is deserved? Why or why not? Are there individual exceptions to the general reputation? How are **this sector's** current career guidance efforts affected by these perceptions and reputations?)

Worksheet 3

Directory to Community Labor Organizations

LABOR

Key Organizations	**Key Contact People**	**Telephone Numbers**	**Present Status of Career Guidance Programs and Linkages**
Labor Councils:			
Influential Public Sector Unions:			
Influential Private Sector Unions:			

GO TO WORKSHEET 7 BEFORE COMPLETING THE SECTION BELOW

Summary Assessment: (Describe with a few key words the reputation of this sector as perceived by leaders in other sectors. Do you think this reputation is deserved? Why or why not? Are there individual exceptions to the general reputation? How are **this sector's** current career guidance efforts affected by these perceptions and reputations?)

Worksheet 4

Directory to Community Social Services and Training Organizations

COMMUNITY SERVICE AGENCIES

Key Organizations	Key Contact People	Telephone Numbers	Present Status of Career Guidance Programs and Linkages
Youth Service and Training Agencies:			
Adult Service and Training Agencies:			
Special Population Agencies:			

GO TO WORKSHEET 7 BEFORE COMPLETING THE SECTION BELOW

Summary Assessment: (Describe with a few key words the reputation of this sector as perceived by leaders in other sectors. Do you think this reputation is deserved? Why or why not? Are there individual exceptions to the general reputation? How are **this sector's** current career guidance efforts affected by these perceptions and reputations?)

Worksheet 5

Directory to Local Government Organizations

GOVERNMENT AGENCIES

Key Organizations	Key Contact People	Telephone Numbers	Present Status of Career Guidance Programs and Linkages
Employment and Training Agencies:			
Job Service:			
Other Key Government Units:			

GO TO WORKSHEET 7 BEFORE COMPLETING THE SECTION BELOW

Summary Assessment: (Describe with a few key words the reputation of this sector as perceived by leaders in other sectors. Do you think this reputation is deserved? Why or why not? Are there individual exceptions to the general reputation? How are this sector's current career guidance efforts affected by these perceptions and reputations?)

Worksheet 6

Directory to Other Community Organizations

OTHER ORGANIZATIONS

Key Organizations	Key Contact People	Telephone Numbers	Present Status of Career Guidance Programs and Linkages

GO TO WORKSHEET 7 BEFORE COMPLETING THE SECTION BELOW

Summary Assessment: (Describe with a few key words the reputation of this sector as perceived by leaders in other sectors. Do you think this reputation is deserved? Why or why not? Are there individual exceptions to the general reputation? How are **this sector's** current career guidance efforts affected by these perceptions and reputations?)

Worksheet 7

Community Organizations and Career Development Functions

Using the list of organizations compiled in Worksheets 1-6, allocate those organizations according to their active involvement in career development functions listed below. "Active" may mean either providing services on a communitywide basis, or actively providing career development services to its own members and/or clients. The organization, in other words, should be recognized as having some expertise in at least one functional area, whether or not that expertise has been made available for collaborative purposes.

Career Information

Individual Assessments

Individual Career Counseling

Group Career Counseling

Career Exploration/Internships

Job Readiness/Orientation

Job Placement Assistance

Follow-up Support Services

Agency Staff Training

Program Development

Interagency Coordination/Linkage

Table 1

Sample of a Published Inventory

(prepared by the Community Career Council, Oakland, CA in 1978)

WHO'S DOING WHAT IN CAREER DEVELOPMENT	SERVICES	CAREER CENTER	CAREER COUNSELING	APTITUDE TESTING	ATTITUDE TESTING	INTEREST SURVEY TESTING	G.E.D. TESTING	INFORMATION	OCCUPATIONS & CAREERS	APPRENTICESHIP PROGRAMS	FINANCIAL AID & SCHOLARSHIPS	LABOR MARKET NEEDS & PROJECTIONS	WORK EXPERIENCE	COOPERATIVE EDUCATION PROGRAM	EXPLORATORY PROGRAM AT BUSINESS SITES	GENERAL WORK EXPERIENCE	JOB PLACEMENT	INSTRUCTION	BASIC SKILLS	G.E.D. PREPARATION	OCCUPATIONAL TRAINING	JOB INTERVIEW SKILLS	RESUME & APPLICATION WRITING	CLIENTS	UNDER 18 YEARS	18 OR OVER	IN SCHOOL	OUT OF SCHOOL
UNIVERSITIES AND COLLEGES																												
UNIVERSITY OF CALIFORNIA - BERKELEY CAREER CENTER/PLACEMENT Building T-6 Brkly. 94720 642-1716		●	●						●			●		●	●	●	●				●	●				●	●	●
CALIFORNIA STATE UNIVERSITY - HAYWARD PLACEMENT CENTER Hayward 94542 881-3621		●	●						●	●	●	●		●		●	●					●	●		●	●	●	●
HOLY NAMES COLLEGE - CAREER PLANNING & PLACEMENT OFFICE 3500 Mountain Blvd. Oak. 94619 436-1580		●	●	●		●			●		●	●			●	●	●				●	●	●			●	●	●
MILLS COLLEGE - CENTER FOR CAREER PLANNING Oakland 94613 632-2700		●	●		●	●			●	●	●	●		●	●	●	●					●	●			●	●	●
COLLEGE OF ALAMEDA - BLDG. L / Room 110 555 Atlantic Ave. Ala. 94501 x 340 522-7221		●	●	●	●	●	●		●	●	●	●		●		●	●		●	●	●	●	●			●	●	●
EAST BAY SKILLS CENTER 1100 - 67th St. Oak. 94608 6[illegible]-7356			●	●	●		●		●	●		●				●	●		●	●	●	●	●			●	●	●
FEATHER RIVER COLLEGE P. O. Box 1110 Quincy 95971 (916) 283-0202 x 53		●	●						●		●			●		●	●		●	●	●	●	●			●	●	●
LANEY COLLEGE - CAREER GUIDANCE CENTER 900 Fallon St. Oak. 94607 834-5740 x 225		●	●	●	●	●			●	●	●	●		●	●	●	●		●		●	●	●			●	●	●
MERRITT COLLEGE - CAREER CENTER 12500 Campus Dr. Oak. 94619 531-4911		●	●	●	●	●			●	●	●	●		●	●	●	●					●	●		●	●	●	●
PERALTA COLLEGE FOR NON-TRADITIONAL STUDY 2020 Milvia St. Brkly. 94704 841-8431			●						●	●	●	●			●				●	●		●	●			●		●
PERALTA COLLEGE FOR NON-TRADITIONAL STUDY 1900 Fruitvale Ave., Rm. 3F Oak. 94601 536-1830						●			●	●	●			●	●	●			●	●	●	●	●			●	●	●
OAKLAND UNIFIED SCHOOL DISTRICT																												
CASTLEMONT HIGH SCHOOL 8601 MacArthur Blvd. Oak. 94605 635-8600		●	●	●		●			●	●	●	●		●		●	●		●		●				●	●	●	
DEWEY HIGH SCHOOL 3709 E. 12th St. Oak. 94601 534-1721		●	●	●		●	●		●	●	●	●		●		●	●		●		●	●	●		●	●	●	
FAR WEST HIGH SCHOOL 300 - 27th St. Oak. 94612 763-0804			●	●	●	●			●	●	●	●			●	●			●		●	●	●		●		●	
FREMONT HIGH SCHOOL 4521 Ygnacio Ave. Oak. 94601 261-3240		●	●			●			●	●	●	●				●			●						●	●	●	
GRANT HIGH SCHOOL 417 - 29th St. Oak. 94619 832-1656		●	●	●	●	●	●		●	●	●	●		●	●	●	●		●	●	●	●	●		●	●	●	●
McCLYMONDS HIGH SCHOOL 2607 Myrtle St. Oak. 94607 893-6569		●	●	●	●	●			●	●	●	●		●			●		●		●	●	●		●	●	●	●
OAKLAND ADULT PROGRAMS 1025 Second Ave. Oak. 94606 836-2622 x 683		●	●	●	●	●	●		●	●	●	●					●		●	●	●	●	●			●	●	●
OAKLAND-EMERYVILLE-PIEDMONT-ALAMEDA ROP/C 1025 Second Ave. Oak. 94606 836-2622 x 739		●							●	●		●									●	●	●		●	●	●	●
OAKLAND HIGH SCHOOL 3233 Park Blvd. Oak. 94610 451-1206			●						●	●	●	●		●		●			●			●	●		●	●	●	●
OAKLAND TECHNICAL HIGH SCHOOL 754 - 58th St. Oak. 94611 658-5300		●	●	●	●	●	●		●		●			●	●	●	●		●		●	●	●		●	●	●	●
OAKLAND YOUTH EMPLOYMENT SERVICE (OYES) 1025 - 2nd Ave., Pble. 8 Oak. 94606 451-1551									●	●		●			●	●	●					●	●		●		●	●
SKYLINE HIGH SCHOOL 12250 Skyline Blvd. Oak. 94619 531-9181			●	●		●			●	●	●	●		●	●	●			●		●				●	●	●	

WHO'S DOING WHAT IN CAREER DEVELOPMENT

	SEMINARS	CAREER CENTER	CAREER COUNSELING	APTITUDE TESTING	ATTITUDE TESTING	INTEREST SURVEY TESTING	G. E. D. TESTING	INFORMATION	OCCUPATIONS & CAREERS	APPRENTICESHIP PROGRAMS	FINANCIAL AID & SCHOLARSHIPS	LABOR MARKET NEEDS & PROJECTIONS	WORK EXPERIENCE	COOPERATIVE EDUCATION PROGRAM	EXPLORATORY PROGRAM AT BUSINESS SITES	GENERAL WORK EXPERIENCE	JOB PLACEMENT	MOTIVATION	BASIC SKILLS	G. E. D. PREPARATION	OCCUPATIONAL TRAINING	JOB INTERVIEW SKILLS	RESUME & APPLICATION WRITING	CLIENTS	UNDER 18 YEARS	18 OR OVER	IN SCHOOL	OUT OF SCHOOL
EAST OAKLAND — (ZIP CODES - 94601, 03, 06, 21)																												
AMERICAN INDIAN EMPLOYMENT PROGRAM 523 E. 14th St. Oak. 94606 536-3912			●				●		●					●		●	●		●	●		●	●			●	●	●
BARRIO YOUTH CENTER 1457 Fruitvale Ave. Oak. 94601 534-7002		●	●			●			●	●		●				●	●		●						●		●	
CAREER EDUCATION PROGRAM - BOY SCOUTS 8480 Enterprise Way Oak. 94621 638-3600		●	●		●	●			●	●		●			●							●	●		●	●	●	●
CATHOLIC DIOCESE OF OAKLAND - CETA YOUTH PROGRAM 1530 - 34th Ave. Oak. 94601 533-3447		●	●	●	●	●			●	●	●	●		●	●	●	●		●			●	●		●		●	●
CETA-CAREER EXPLORATION CENTER 1900 Fruitvale Ave., Ste. 3E Oak. 94606 534-8770		●	●		●	●			●	●	●	●			●				●			●	●		●	●	●	
COMMUNITY CENTER FOR SELF-ESTEEM 9326 "D" St. Oak. 94603 569-4983		●	●		●	●	●		●		●	●		●	●	●	●		●	●	●	●			●	●	●	
COMMUNITY EDUCATION CENTERS PROGRAM LAZEAR ELEMENTARY SCHOOL 824 - 29th Ave. Oak. 94601 535-1325											●			●			●		●	●	●	●	●			●	●	●
EAST OAKLAND GIRLS' ASSOCIATION 1410 - 100th Ave. Oak. 94603 638-0441			●						●		●			●	●	●			●			●	●		●	●	●	●
EASTLAKE YMCA 1612 - 45th Ave. Oak. 94601 534-7441			●						●		●								●			●			●	●	●	
EDUCACIÓN PARA ADELANTAR (EPA) 1470 Fruitvale Ave. Oak. 94601 532-6454		●	●	●					●	●		●			●	●	●		●	●	●	●	●			●	●	●
EDUCATION OPPORTUNITY CORPORATION (EOC) 6116 E. 14th St. Oak. 94621 562-5261		●	●	●		●	●		●	●	●	●		●	●	●	●		●	●		●	●		●	●	●	●
EDUCATIONAL GUIDANCE CENTER 1900 Fruitvale Ave.; Ste. 1C Oak. 94601 532-6880		●	●						●	●	●	●													●	●	●	●
GOLDEN STATE BUSINESS LEAGUE YOUTH TRAINING PROGRAM 333 Hegenberger Rd., Ste. 203 Oak. 94621 635-6900		●	●	●	●	●	●		●	●	●	●		●	●	●	●		●	●		●	●		●	●	●	●
HOWARD AND ASSOCIATES, INCORPORATED 3614 Foothill Blvd. Oak. 94601 533-5000		●	●			●			●	●	●	●		●	●	●	●		●	●	●	●	●		●	●	●	●
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LATIN AMERICAN LIBRARY 1900 Fruitvale Ave. Oak. 94601 532-7882		●							●	●	●	●													●	●	●	●
NARCOTICS EDUCATION LEAGUE 3319 E. 14th St. Oak. 94601 533-7500			●						●	●	●	●			●	●	●					●	●			●		●
OAKLAND PAROLE OFFICE — CALIFORNIA YOUTH AUTHORITY PROGRAM 103 E. 14th St. Oak. 94606 464-1315			●		●				●	●	●	●		●					●			●			●	●	●	●
OAKLAND STREET ACADEMY 3137 E. 14th St. Oak. 94601 532-7556		●	●	●	●	●			●	●	●	●		●	●	●	●		●	●	●	●	●		●	●	●	
OAKLAND TRAINING INSTITUTE 3914 E. 14th St. Oak. 94601 532-6466			●						●	●	●				●	●	●								●	●	●	
PROJECT THRESHOLDS 6924 Holly St. Oak. 94621 568-2745					●	●					●	●				●	●		●						●		●	●
SAINT ELIZABETH HIGH SCHOOL - CAREER CENTER 1530 - 34th Ave. Oak. 94601 532-8947		●	●	●	●	●			●		●			●	●	●	●		●			●	●		●		●	
SAINT LOUIS BERTRAND CHURCH - SPEDY 1410 - 100th Av. Oak. 94603 568-1060			●						●		●	●				●	●		●			●	●		●	●	●	●

NOTES

Explain your task to two or more knowledgeable colleagues and ask them to review your list for accuracy. Ask them to help you fill in blanks, add more organizations, and explain to you which organizations they feel are most important in each sector. Find a local directory of community social service and community service agencies. Compare your list for important omissions. Call at least one person in each sector on the telephone to learn their views on the current status of career guidance activities in their sectors. Should these people refer you to others, follow up as time allows until you feel satisfied that you have a good sense of who's doing what (or not doing what) in each sector.

Note: This outline is to be used by the workshop facilitator.

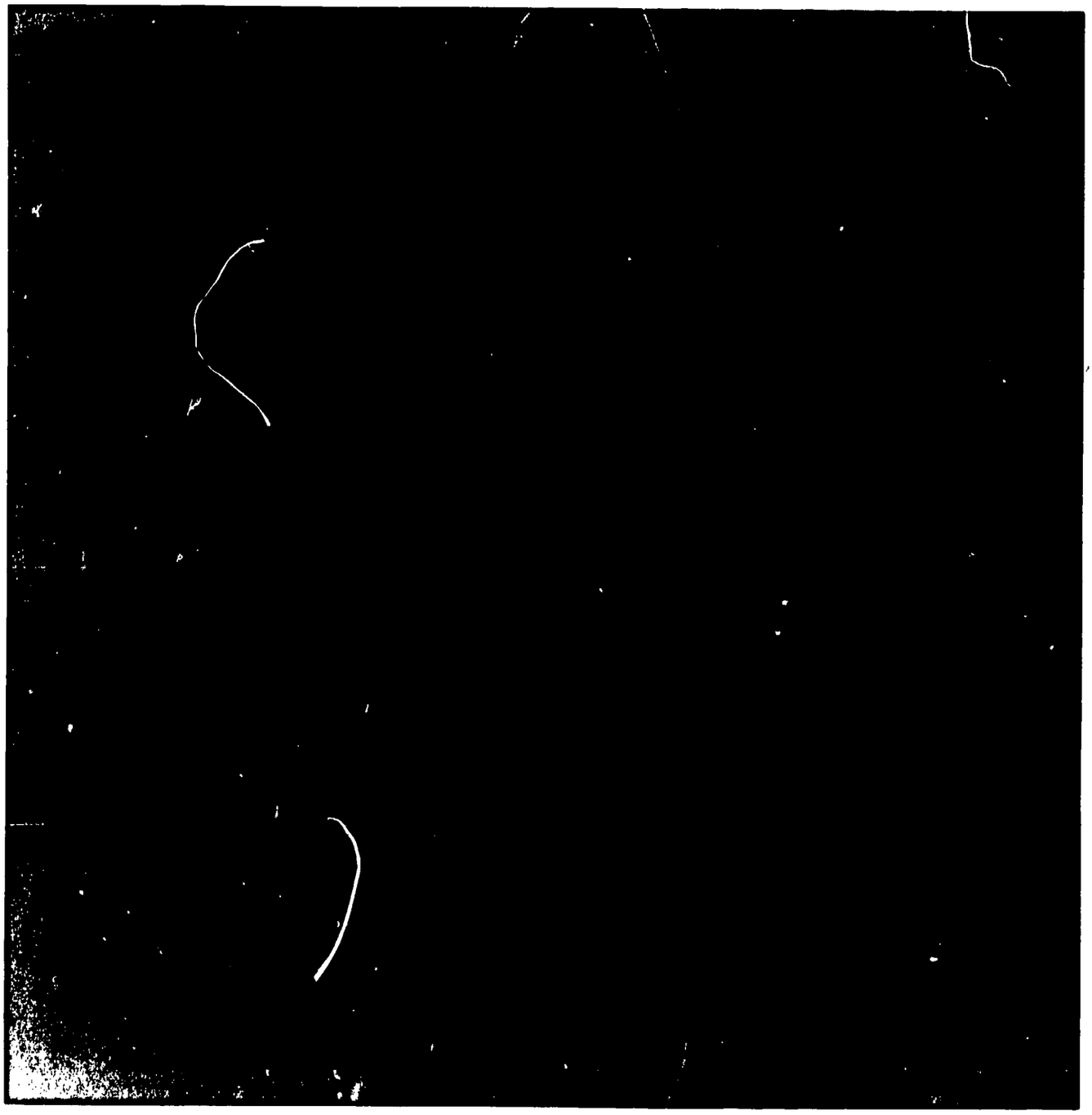
Facilitator's Outline	Notes
A. Introduction	
1. Ask the participants to introduce selves, describe "Why I'm here" and "What I hope to learn."	This activity helps you learn about the type of group you have.
2. Have participants brainstorm the definition of "collaboration" and then come to a consensus on a common definition.	Use a chalkboard or large sheets of paper to record comments.
B. Community organizations	
1. Ask participants to complete the Individual Activity for this learning experience. (Depending upon the type of group, you can have this be an individual paper-pencil activity or a group discussion. If it is a new group with no future responsibilities as a group, individual written products that can be used for future refer-	

Facilitator's Outline	Notes
ence are important. With an existing group, the information can be obtained through verbal brainstorming. If brainstorming is used, record the comments and have them typed and distributed after the workshop. The above techniques can be used with all group activities in this module.) 2. Summarize the results of the work with the Individual Activity.	

Learning Experience 2

Promote Collaboration among Community Agencies

OVERVIEW



Review the Worksheets 1-6 in Learning Experience 1 (the "draft" directory to community organizations) and the functional distributions you developed in Worksheet 7. Also review your notes from the feedback interviews. Revise the worksheets to reflect your new understanding and assessment of the status of career guidance activities in each sector. Use these revised notes to assist you in preparing Worksheet 8, using the guidelines that follow.

Step 1: For each sector, select one organization whose participation you consider absolutely essential for that sector to take a successful part in a community career guidance program. (This will give a total of five or six organizations, each with a separate analysis page.)

Step 2: Write the name of one organization at the top of Worksheet 8. (Notice that there are multiple copies of Worksheet 8. Use a separate one for each organization.) Based on what you know now about that organization, fill in the major sections (A-F) of the worksheet. Have you considered in each case the organization's various roles: as a provider of career development services to its members and/or clients? As an employer of young people and adults? As a source of civic and political leadership in the community? As a source of philanthropy and of volunteers?

Worksheet 8

Analysis of Organizational Barriers and Opportunities

Name of Organization _____

Section A: State concisely at least three reasons why participation by key leaders and/or staff of this organization is essential for improving career guidance services in your community. Use "because" statements.

- Because
- Because
- Because

Section B: Major obstacles to participation of this organization in collaborative career guidance activities may be:

1.
2.
3.
4.

Section C: Potential motivations, needs, and pressures that tend to favor this organization's participation in career guidance activities may be:

1.
2.
3.
4.

Section D: Actions that could be taken within this organization to reduce these barriers may include:

1.
2.
3.
4.

Section E: Actions that could be taken within this organization to enhance these positive factors may include:

1.
2.
3.
4.

Section F: What are some actions that your organization could take which might assist the target organization to give more consideration to its possible participation in collaborate career development activities? (Use "if . . . then . . ." statements)

- If
- If

Worksheet 8

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- If
- If

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- If

Worksheet 8

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Section F: What are some actions that your organization could take which might assist the target organization to give more consideration to its possible participation in collaborate career development activities? (Use "if . . . then . . ." statements)

- If
- If

Make appointments for face-to-face interviews with key staff responsible for career development/ human resource activities in each of the organizations that you have tentatively analyzed. (You need not show your worksheets as they were based on imprecise knowledge.) Simply question the staff about current activities, problems, proposed solutions, and ideal conditions they would like to see, and the barriers they perceive to achieving those ideal conditions within their organizations and outside in the community at large.

Note: This outline is to be used by the workshop facilitator.

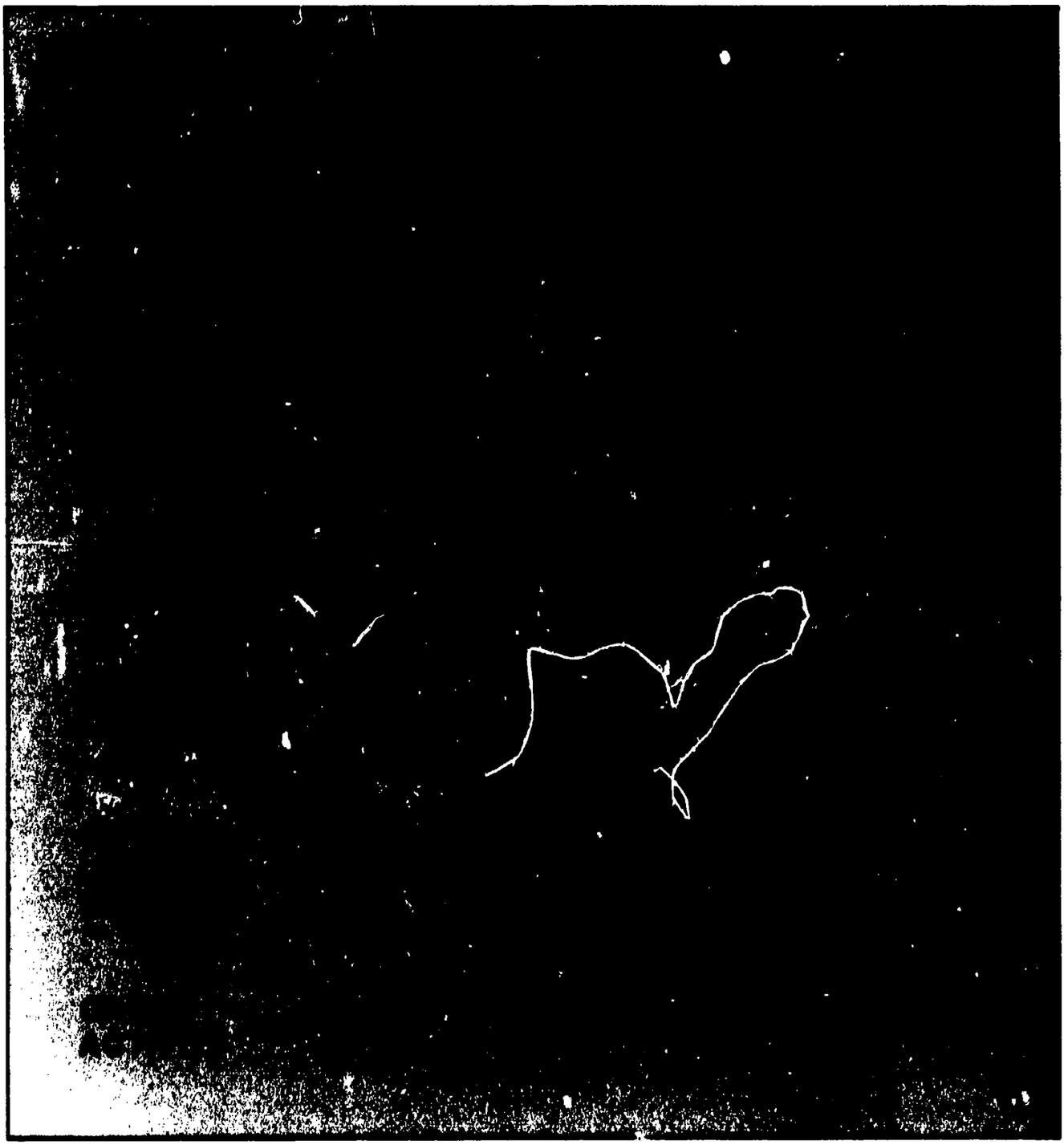
Facilitator's Outline	Notes
A. Orientation 1. Ask participants to complete the reading for Competency 2 on page 10, or select one or two paragraphs that will stimulate discussion. The topic of the discussion will relate to "because" and "if . . . then" statements. 2. Have participants discuss situations in their own organizations related to the above topic. Be careful that the discussion does not dissolve into trivia and gossip. Deal with issues in terms of "what's in the best self-interest of this organization." B. Process 1 Ask participants to complete the Individual Activity for this learning experience. (Depending upon the	

Facilitator's Outline	Notes
group, you can have this be an individual paper-pencil activity or a group discussion.) 2. Divide participants into small groups of four to six members each. 3. Ask each participant to describe one organization they listed in the activity and to explain why that organization was analyzed in the way it was on Worksheet 8. 4. Reconvene the group and ask each small group to present one example. Be sure that at least one example from each of the five community sectors is presented.	

Learning Experience 3

Develop Rationales for Collaboration

OVERVIEW



Prior to completing this activity, review the reading for Competency 3 on page 13. Review your written products from Learning Experiences 1 and 2. Incorporate new information and insights gathered from interviews with key staff in the leading organizations you have identified and from the comments of other colleagues. In all, these revised charts and lists should give you a reasonably well detailed understanding of the current career guidance "scene" in your community, including: major factors, major programs, extent of current linkages (informal and programmatic), and major obstacles to more effective services. Use these notes and insights to assist you in preparing Worksheet 9 and in completing a written rationale for each major sector, following the instructions in Worksheet 10.

When developing your analysis of the relative importance of career guidance activities in proportion to other interests, do not forget two key points: (1) regardless of an organization's official position or apparent self-interest, an individual with strong interest in human resource development can cause any organization to play a more active role in community affairs than might normally be the case, and (2) regardless of individual motivations, organizations have priorities that must be taken into account. An effective rationale provides organizational legitimacy for individual action.

Worksheet 9

Career Guidance in Relation to Other Priorities

A. From what you now know, try to estimate the relative importance of career guidance activities in comparison to all other categories of institutional concerns on the agendas of each sector in your community. Even if you know of single organizations that are exceptions, try to focus on the predominant point of view.

Use the scale below: 1 indicates a top priority; 10 indicates a concern so low that it does not even qualify as a "priority"; 5 indicates a concern of sufficient importance to receive top-level attention from time to time.

Sector	Rating (Career Guidance Priority)	Comments
Secondary Education	1 2 3 4 5 6 7 8 9 10	
Postsecondary Education	1 2 3 4 5 6 7 8 9 10	
Business/Industry	1 2 3 4 5 6 7 8 9 10	
Labor Unions	1 2 3 4 5 6 7 8 9 10	
Local Government	1 2 3 4 5 6 7 8 9 10	
Community Service Agencies	1 2 3 4 5 6 7 8 9 10	

Other: _____

B. On a separate piece of paper, quickly list topics that you think would have a **higher** priority than career guidance in the minds of leaders of each of these sectors. Then prepare a similar list as it might be written by persons in each sector who are personally responsible for directing human resource and career development programs.

Are the persons responsible for career guidance issues and programs likely to find their natural allies inside or outside their organizations? Where in their organizations and outside are allies for follow-through on their concerns most likely to be found?

Can you identify plausible **connections** between major career guidance issues and other issues that are higher priorities for leaders of major sectors in your community. Why should these leaders pay attention to your requests for participation? How will participation benefit them and their organizations? How much will participation cost them and their organizations?

C. If you had an opportunity to persuade one key leader from each of the major community sectors to support at least initial discussions towards identification of possible collaborative projects for the improvement of career guidance services, what would you sav? Prepare an outline (or full script) for your presentation. Use Worksheet 10 for the format.

D Present your case as a mock interview, discussing the validity of your points and likely objections that might be raised. In order to practice the mock interviews, try to find another person who is in fact familiar with the perspective of the sector in question.

Throughout the rationale development process, keep in mind the main features of your target organization: its type (e.g., bank, manufacturer, union), size, current and expected economic condition, types of skills required of managers and employees, extent of training programs in-house, types of human resource problems, leadership position in the community, and other essential factors.

NOTES

Worksheet 10

Suggested Format for Draft Rationale to Persuade Community Leaders to Participate in Career Guidance Activities

Community Sector: _____

Name of Sector Leader: _____

Name of Leader's Organization: _____

A. Brief description of the importance of career guidance concerns in the thinking and actions of these persons (cite evidence for your statements):

B. Brief descriptions of career guidance activities already being implemented in this leader's organization:

C. Problems faced by this organization that you think deserve attention from a career guidance services perspective:

D. Outcomes/results that might be produced by a well-designed and well-implemented project(s) built on career guidance concepts aid collaborative planning:

E. Specific examples of the kinds of projects that might benefit the leader's organization directly and indirectly:

F. The level of effort (time, funds, people) that would be required from the leader's organization in order to test the feasibility of the project ideas and, if feasible, to implement those projects:

NOTES

Ask the people you interviewed in Learning Experience 2 to review analyses and rationales you prepared for Worksheets 9 and 10. Do they agree or disagree with your perspective? Have you identified rationales that these persons could and would use themselves to justify their participation in collaborative community career guidance activities? What changes would they make? Why?

Note: This outline is to be used by the workshop facilitator.

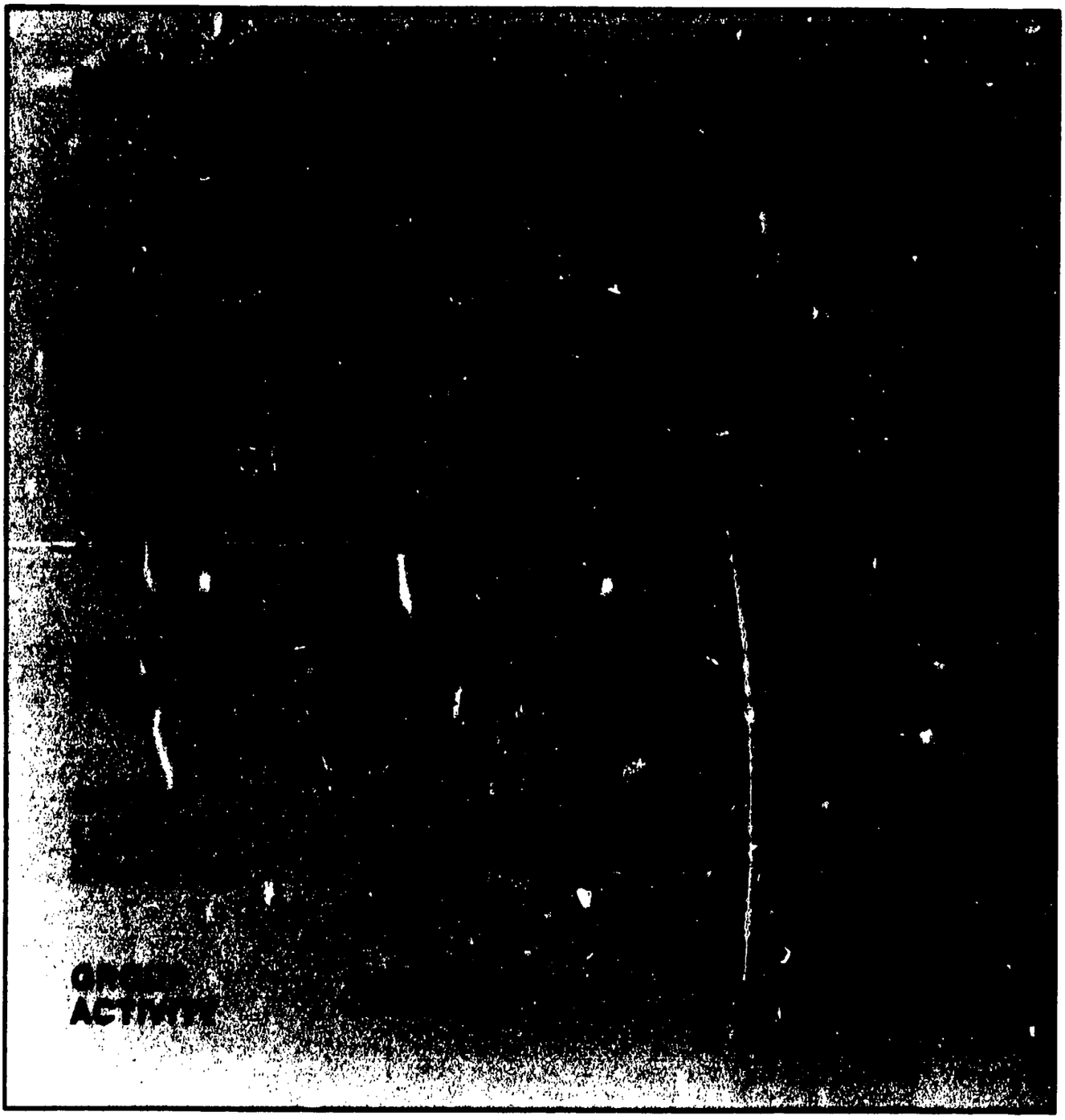
Facilitator's Outline	Notes
A. Orientation	
1. Use of combination of initial group discussion and reading (select a portion from the reading for Competency 3 on page 13) to orient group members to the concept of rationales. Cover the following questions: Why does a leader need a rationale? Why do members of the leader's organization need a rationale? Where do rationales come from? How are they used? National political activities fill the newspapers daily with "rationales in action."	It may be helpful to have a front page of a newspaper handy to use as an example of how action is dependent on persuasive argument.
B. Process	
1. Have participants complete the Individual Activity. (Depending upon the group. you can have this be an individual or group discussion.)	
2. Divide participants into small groups of four to six members each.	

Facilitator's Outline	Notes
3. Ask participants to read and discuss their rationales with small group members. 4. Reconvene the groups and summarize activity.	

Learning Experience 4

Develop Action Plans

OVERVIEW



Prior to starting this activity, review the reading for Competency 4 on page 20. This activity consists of three steps.

Step 1: Review Worksheet 7 in Learning Experience 1 (Identifying Community Organizations and Career Development Functions). Based on the feedback interviews and personal reflection you have initiated since completing Worksheet 7, you may want to revise this listing so that it can serve as a more accurate summary of current career development services available in your community. Where a specific function is being performed by many providers, restrict your list to those providers offering the bulk of services or to those whose participation in a collaborative program would be most necessary.

Also, looking at Worksheet 7, determine if one or more functions are not being performed at all, or by very few organizations.

Step 2: Turn to Worksheet 11 (Career Development Functions of the Community). The simple analysis formatted in Worksheet 11 should indicate whether all the work done thus far on organizational perspectives about barriers, opportunities, and rationales is roughly congruent or noncongruent with career guidance services as experienced by individuals needing assistance. Of course, individual experiences with service providers will vary substantially depending on the type of person, type of need, and type of organization contacted, as well as the process used to seek assistance. Nonetheless, a generalized, informed assessment of the availability and quality of career development/guidance services will help focus attention on an initial agenda.

Step 3: Worksheet 12 is designed to reveal appropriate matches between the needs of individuals, the priorities of organizations, and the opportunities for action that you identified earlier on Worksheet 8, Learning Experience 2 (Analysis of Organizational Barriers and Opportunities). Can you identify possible projects that satisfy these three constraints: (1) fill a gap in services important to individuals, (2) fill a need deemed important by key organizations and leaders in principal community sectors, and (3) appear to reasonably present opportunities? Do some sectors (or leaders and organizations within these sectors) appear to be excluded from participation in action opportunities that would be most salient at this time? How essential would be the participation of each key organization or sector at this time? Remember, organizations can participate actively on a collaborative planning team yet not need to participate directly in specific projects or service delivery activities.

Worksheet 11

Career Development Functions of the Community

Based on what you know at present about career development services in your community, assign values and concise comments to each of the nine functional areas listed below. For numerical ratings:

1 = excellent
2 = mostly adequate
3 = weak

Career Development Function	General Availability	General Quality	Accessibility to Special Needs Populations	Comments
Career Information	1 2 3	1 2 3	1 2 3	
Individual Assessments	1 2 3	1 2 3	1 2 3	
Referral Services	1 2 3	1 2 3	1 2 3	
Individual Counseling	1 2 3	1 2 3	1 2 3	
Group Counseling	1 2 3	1 2 3	1 2 3	
Career Exploration/Interns	1 2 3	1 2 3	1 2 3	
Job Readiness Orientation	1 2 3	1 2 3	1 2 3	
Job Placement Assistance	1 2 3	1 2 3	1 2 3	
Follow-up Support	1 2 3	1 2 3	1 2 3	

Summary:

In which functions are the needs for service improvements greatest?

Which functions appear to exhibit the greatest strengths on which to build successful new initiatives?

What kinds of small, inexpensive improvements are suggested that might lead to more basic types of improvements further down the line?

From the perspective of individuals seeking assistance, where might closer interorganizational coordination and collaboration make significant differences in the delivery of career guidance and related career development services?

Which needs for improvement would be most difficult to tackle at this time? Why?

Worksheet 12

Matching Priorities, Opportunities, and Needs

Step 1: Identify no more than ten people (representing as many organizations) from key sectors. These are people who you expect will take a serious interest in discussing openly why and how their organizations would consider participating in a collaborative career guidance project. (If you can not identify at least five such people, you should do more work on Learning Experience 1.) List these people below according to their organizations. Then list no more than three career guidance-related action priorities for each organization (refer to Worksheets 1-6, 8, 10, 11). **Step 2:** In the right-hand column, list priority individual needs such as those that emerged from your Worksheet 11 analysis. **Step 3:** Using your information on Worksheet 8 as guidance, try to create "plausible opportunities" that connect individual needs with institutional priorities. If you can describe these opportunities with brief project titles, list those titles under the "opportunities" column.

Organization/Key Name:	**Their Priorities:**	**Plausible Opportunities:**	**Individual Needs:**
Education:			
•	•	•	•
•			•
•			•
Business:			
•	•	•	•
•			•
Labor:			
•	•	•	•
•			•
Community Service:			
•	•	•	•
•			•
Government:			
•	•	•	•
•			•

Learning Experiences 1 through 4 have brought you to a point where you should actually be prepared to form a collaborative career guidance action team. Most importantly, your assessments should have created a consensus regarding two important points: (1) who should convene the first meeting of the team and (2) what should happen at the first meeting. Consequently, feedback for this learning experience could be either actual or hypothetical.

You could actually initiate the formation of a collaborative career guidance action team (or support those in the best position to do so). In this case your feedback will be the success or failure of efforts to enlist appropriate team members and the success or failure of efforts to devise an appropriate agenda, place, and time for the first meeting of the team.

You could hypothetically initiate a collaborative team by seeking out knowledgeable individuals in each sector especially in your own organization, to test once more the conceptual and pragmatic soundness of the detailed approach you have developed.

Note: This outline is to be used by the workshop facilitator.

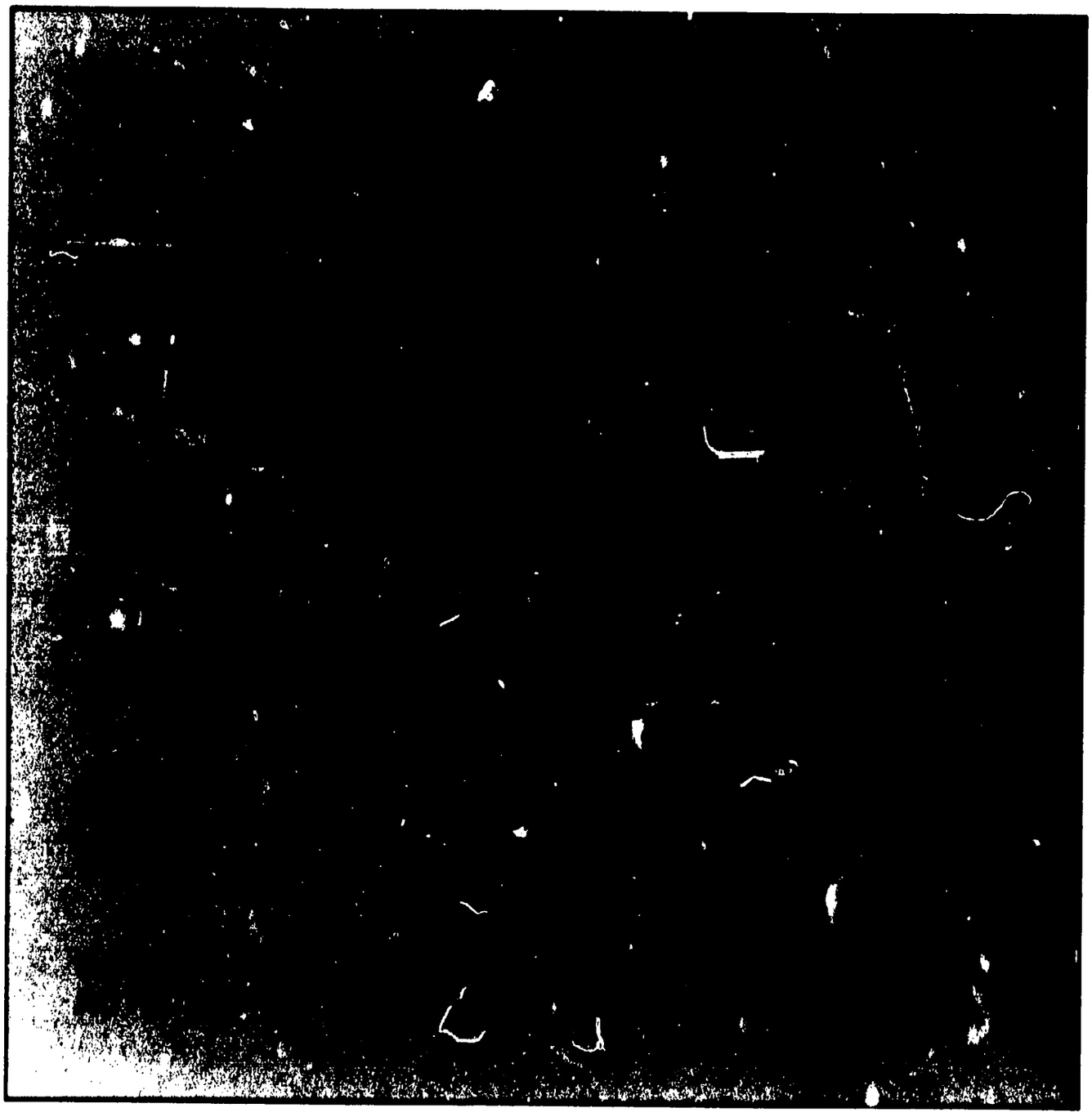
Facilitator's Outline	Notes
A Orientation	
1. Discuss what an agenda is, why an agenda is important for a group, and how agendas are developed. Use the information in the reading for Competency 4 on page 20 for this discussion.	
2 Divide the participants into small groups of four to six members each.	
B Process	
1 Have participants complete the Individual Activity step-by-step. (Group members can complete the	Check with the groups periodically to ensure they understand the activity.

Facilitator's Outline	Notes
steps individually or together. The worksheets could be placed on large sheets of paper and the small groups could role play the exercise orally.)	
2. After each step is completed, discuss the answers as a total group. (If all participants are from the same community, time can be saved on Worksheet 11 by taking votes on each item and circling the ranking selected most often with little discussion.)	One way to abbreviate the learning experience is to move directly from Worksheet 11 to discussion of a likely agenda by passing the exercise on Worksheet 12. At points where the agenda discussion bogs down, the format in Worksheet 12 could be used to refocus on specific priorities, needs, and opportunities.

Learning Experience 5

Facilitate and Manage Collaborative Programs

OVERVIEW



Using the definitions of key roles--facilitator, broker, catalyst, and manager--found in the reading for this competency on page 25, describe cases in which each role could prove most effective in developing organizational support for career guidance projects. Use examples from your own experience, focusing wherever possible on projects designed to assist individual learners. Explain the consequences of using alternative roles in order to identify the strengths and weaknesses of each role. Describe situations in which each of these roles might prove ineffective.

Reviewing again the definitions of the four roles, identify which role(s) are most comfortable for you. Which have you used most frequently? Which would you prefer to avoid? Do you think you should be the person to initiate a collaborative career guidance team in your community? Would your chances of success be greater if you were more "behind the scenes" assisting someone else? Would you be better off encouraging another person in your organization, or in another organization, to take on the programmatic responsibility of initiating a collaborative activity? How is your thinking on these questions influenced by (1) your organization's place in the community? (2) your own place in your organization? and (3) your own personal style of working with people?

[illegible]

Interview at least three people who have directed projects involving two or more organizations, preferably organizations representing different community sectors. Ask these persons to describe the kinds of expectations each organization had of the other before the project began and the extent to which these expectations were articulated and agreement was reached before or during the project. Ask these persons to describe the roles and responsibilities of the three (at least) key persons responsible for taking the project from idea to implementation to conclusion. Reviewing with the interviewee the definitions of facilitator, broker, catalyst, and manager, discuss the roles assumed by the key persons in actual practice. Which roles were most important to each specific project? Why? How did they influence the success or failure of the project?

Prepare your own analysis of how various roles contributed toward or interfered with the progress of collaborative projects in your own community.

GROUP ACTIVITY

Note: This outline is to be used by the workshop facilitator.

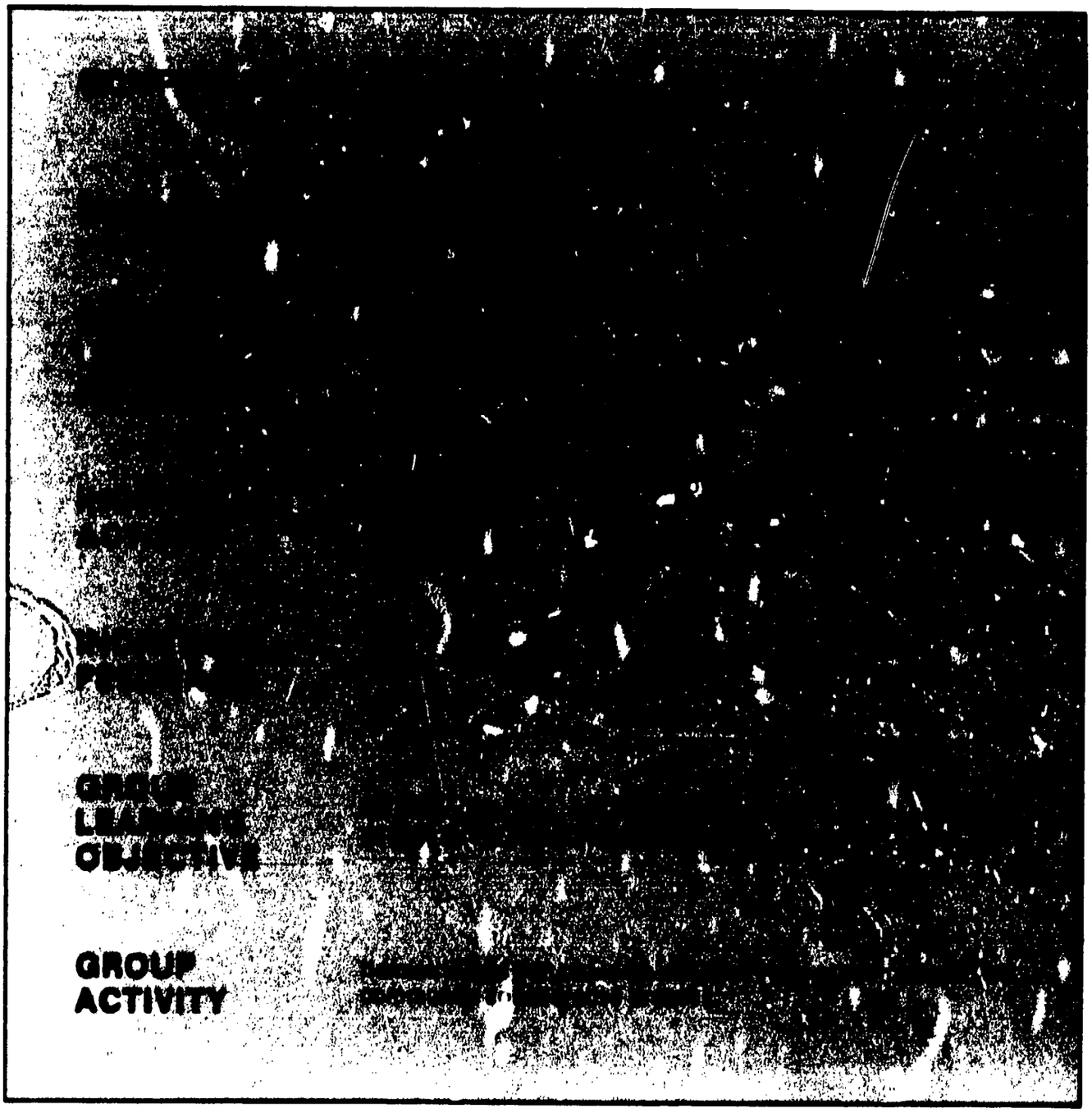
Facilitator's Outline	Notes
A Orientation	
1. Have participants review the reading for Competency 5 on page 25 or present the information in a lecture format. Emphasize the descriptions of facilitator, broker, catalyst, and manager roles.	
2. Divide the group into small groups with no more than five people in each group	If the group is the size and composition where it works better as a whole, keep them together for this activity.
3. Explain that the purpose of the activity is to review and analyze past roles that participants have played in their professional lives and possible future roles they may be asked to play during collaborative team initiatives.	

Facilitator's Outline	Notes
4. Ask group members to describe to others in their group their own past experiences in projects linking their organizations to organizations in other sectors. Career guidance examples are preferred. Use topics found in the Individual Feedback section. The purpose of this sharing is to establish a sense of the experiences present in the group.	Limit descriptions to five minutes each.
B. Group Interview	
1. Ask one person from each group to be the subject for a group interview on role types.	
2. Have the interviews cover the following points:	
a. They should discuss lessons learned from observing how roles and responsibilities were allocated in one specific case.	
b. They should explore the roles of facilitator, broker, catalyst, and manager.	
c. They should discuss how the presence or absence of someone in each of the above roles aided or hindered the project's efforts.	
C Group Discussion	
1. Ask group members to discuss the following items:	
a. Whether the roles described in the reading make sense and are useful concepts	
b. Whether more examples are needed	
c. Whether each group member has a personal style best suited to one or another role	
2. Summarize the activity and suggest that various roles and behaviors are crucial to the success of local collaborative projects.	

Learning Experience 6

Monitor and Assess Collaboration

OVERVIEW



This activity consists of three basic steps.

Step 1: After reviewing the reading for Competency 6 on page 27, examine Figure 1, a diagram of the essential logic path for a hypothetical collaborative career guidance project. This is a complex project involving at least eight different organizations in leadership roles, with other community organizations as resources. A similar, more detailed diagram could be constructed by focusing only on the activities and interrelationships of any one of the lead organizations.

Step 2: Now construct a similar logic chart for at least one of the potential career guidance projects you identified in Learning Experience 5. Remember, the boxes in the main left-to-right axis represent events performed by groups of individuals and/or organizations. The arrows between boxes represent the influences of specific events on subsequent events. In other words, event A is at least a partial (but probably major) cause of event B. Select a relatively simple project for your first chart, then a more complex project for a second try.

Step 3: Analyze the linkages on your diagram and the detailed conditions under which those linkages will be successfully accomplished. Worksheet 13 has a series of analytic questions that can be asked at any point in the flow of events. The answers to these questions will have to describe behaviors of one or more participating groups. The results of this analysis should be two lists of performance indicators: indicators of progress and indicators of problems.

Worksheet 13

Questions for Logic Path Analysis

People questions:

- Who has a vested interest in seeing this event succeed? Who has a vested interest in seeing the next step succeed? Why?
- Would anyone benefit from seeing the project fail? Why?
- Are the right people included? Are the right people excluded?
- Is the activity being initiated at the appropriate organizational level? How was the appropriate level selected?

Process questions:

- Were all important bases touched before decisions were made?
- Were the opinions of the client group actually gathered, or were they inferred from past experience of providers?
- Were resources adequate for the activity?
- Is feedback information available at each stage?

Logic questions:

- Were alternatives considered? What was learned from considering alternatives and why were they rejected?
- What backup activities are available if this event proves disappointing?
- Does the plan seem rational and achieveable to major participants?
- Are go/no go points present and can alternative directions be introduced at those points?
- Are the events and resources in proper proportion to the task?

NOTES

Figure 1

Logic Path for Collaborative Career Guidance Project

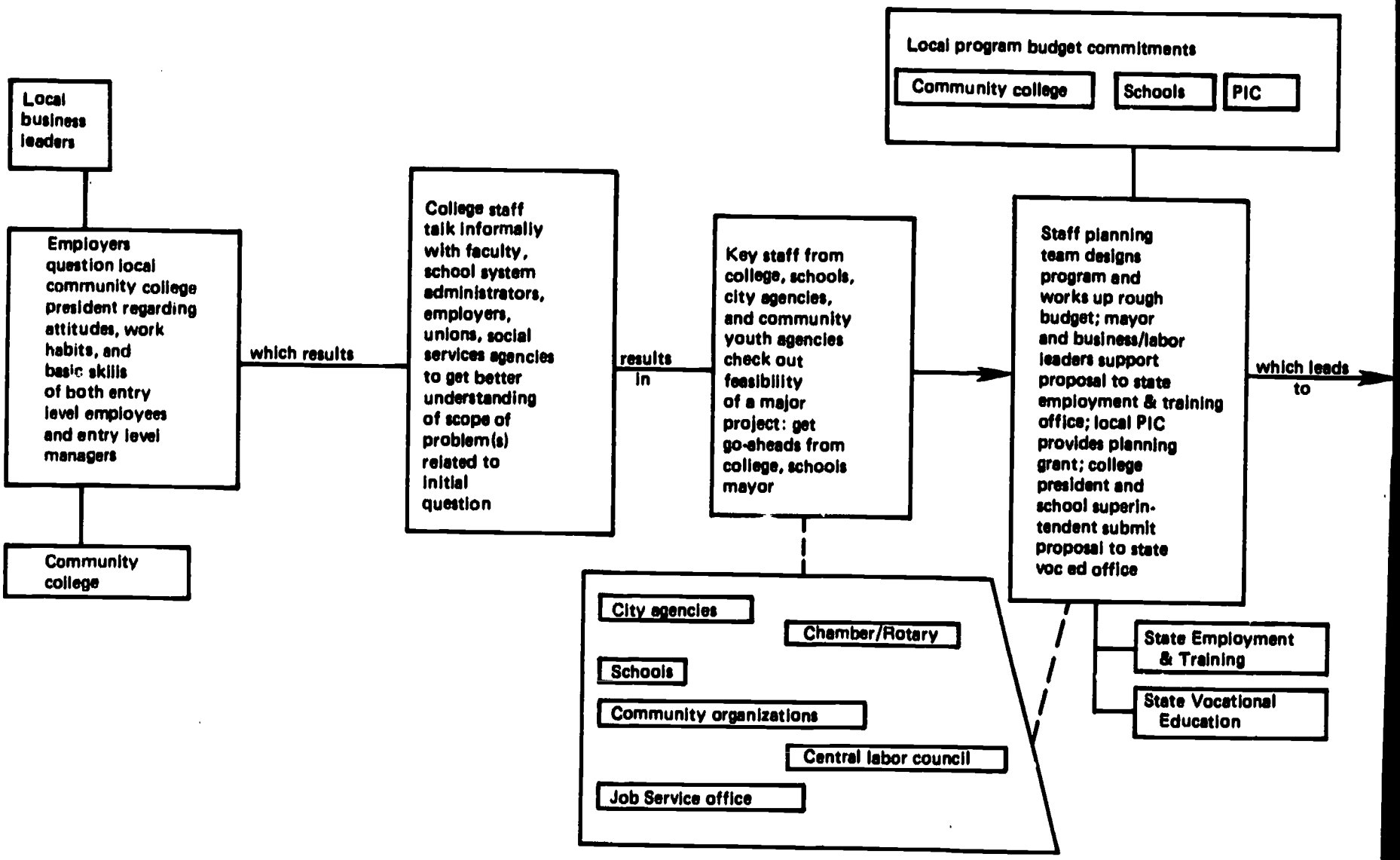


Figure 1 (continued)

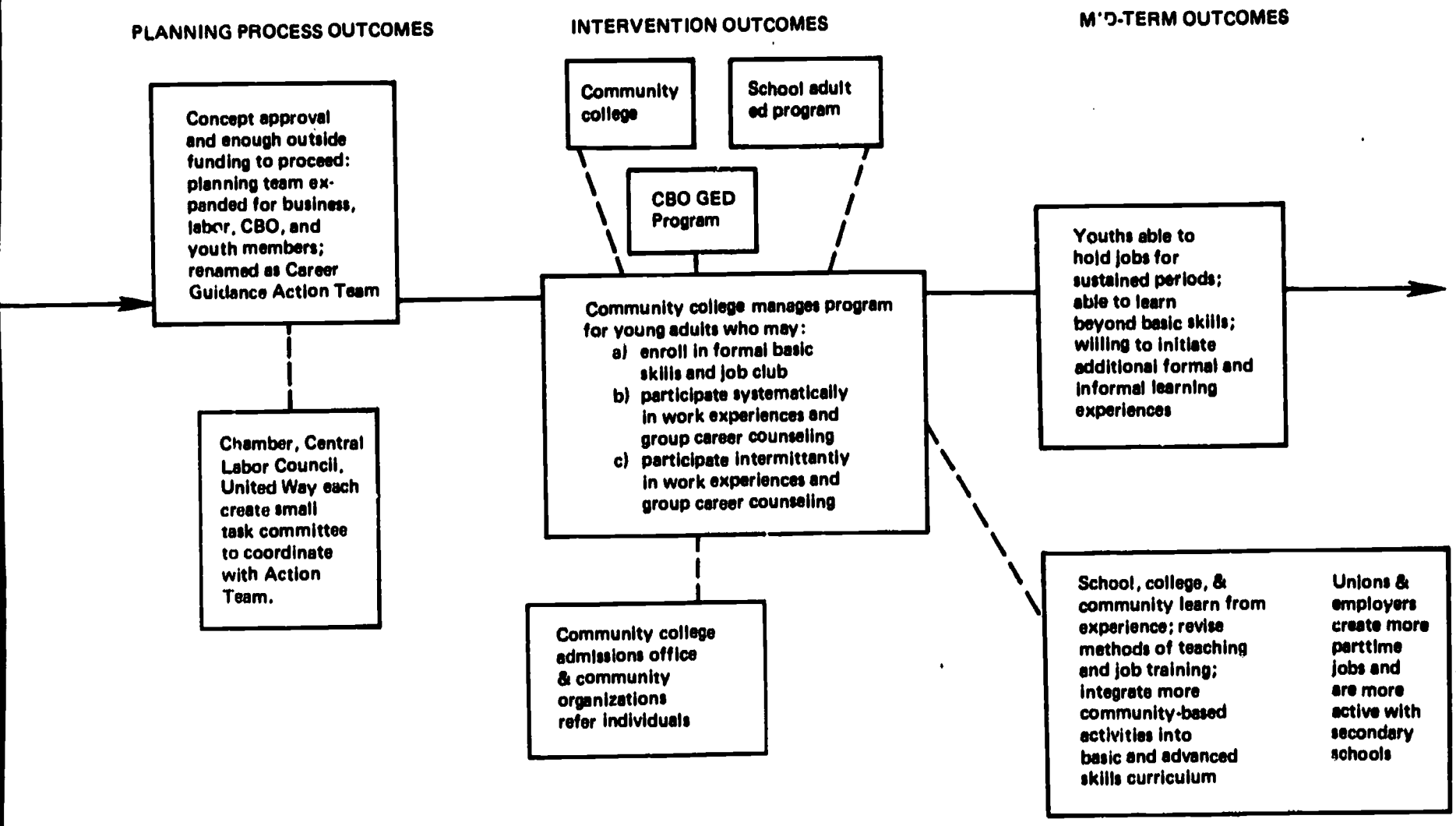
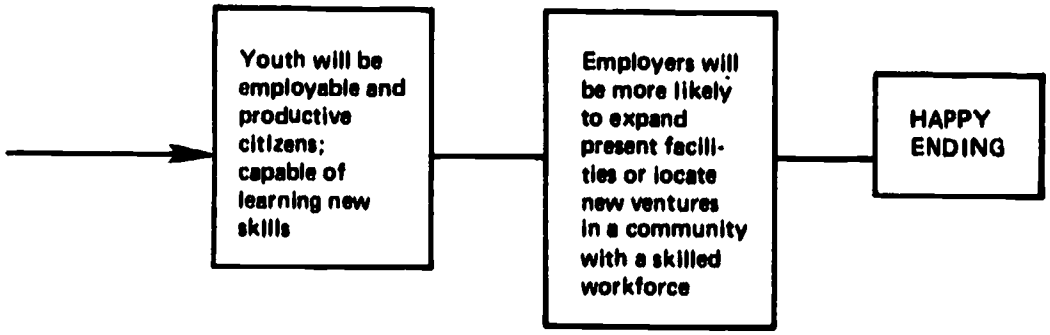


Figure 1 (continued)

LONG TERM OUTCOMES



NOTES

INDIVIDUAL FEEDBACK

Compare your list to the [illegible]

When used as a program planning tool, this kind of path analysis can bring many potential problems into the open before they arise. Analysis should lead to greater anticipation and specification of appropriate roles, schedules, resources, and expectations. Also, analysis should highlight critical events and relationships that ought to be the focus of future program assessments.

Compare your list of possible negative and positive outcomes to the list provided Have you been sufficiently thorough? Perhaps you should discuss your proposed project and your analysis of it with someone who has already expressed a strong interest in initiating a collaborative career guidance project locally.

GROUP ACTIVITY

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Orientation	
1. Use the information in the reading, direct observation, and the diagram in Figure 1 to discuss the concept of monitoring a program.	
2. Give participants time to discuss the information presented.	
B. Process	
1. Have participants complete the Individual Activity either in small groups, a large group, or individually.	
2. Ask participants to test the logic path diagram by using examples of collaborative projects from their experience	

NOTES

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) ..... 3 Date .....

2 Position Title ..... 4 Module Number .....

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business/Industry Management
16 Business/Industry Labor.
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government.
21. Other.

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic).				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Inventory organizations capable of providing career guidance leadership in your community.	0	1	2	3	4	0	1	2	3	4
2. Identify opportunities for key organizations to participate in collaborative career guidance programs.	0	1	2	3	4	0	1	2	3	4
3. Develop rationales most likely to persuade leaders of key community sectors to participate in collaborative programs.	0	1	2	3	4	0	1	2	3	4
4. Develop action agendas and priorities for career guidance collaboration.	0	1	2	3	4	0	1	2	3	4
5. Facilitate and manage the implementation of collaborative career guidance programs.	0	1	2	3	4	0	1	2	3	4
6. Monitor, assess, and improve the quality of community collaborative career guidance programs and projects.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Collaborate with the Community	0	1	2	3	4	0	1	2	3	4

Comments:

Trainer' Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected

Outstanding: If more than 75% of learners mastered the content as expected

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____. Actual Total Score _____ Compared to Maximum Total* _____.

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Collaborate with the Community*

Module Number: CG A-3

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Examine perceptions of career guidance functions being performed by organizations in your community.	1. Can participants describe effective ways of identifying the networks of organizations capable of providing career guidance leadership? Do they know how to find out who is doing what? 2. Do participants know how to identify the correct contact people in key organizations? 3. Are participants able to develop profiles of key facts related to the career guidance activities and capabilities of key organizations? 4. Are participants able to identify areas in which they lack sufficient data about organizations and key people in their community? Are they able to take corrective action?
Group Activity Number 2:	
Analyze various organizations to understand the factors that must be considered before specific organizations can make commitments to collaborate on career guidance projects.	1. Are participants able to identify significant barriers to the participation of key organizations in collaborative career guidance programs? 2. Are participants able to identify lists of reasons why each sector's own best self-interest favors participation in collaborative career guidance programs? 3. Are participants able to identify opportunities for action: types of activities that would address major aspects of problems faced by each sector?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 3:	
Compare your analyses and rationales to the viewpoints of other observers both inside and outside the respective sections.	1. Are participants able to discuss rationales for participation, such as might be presented from the perspective of labor, business, government, secondary education, postsecondary education, and community service sectors? 2. Can participants discuss arguments **against** participation by those sectors? 3. Describe differences in career guidance goals and means of achieving them favored by those sectors? 4. Using a single career guidance function as an example (e.g., career information), are participants able to describe points of agreement and disagreement to be anticipated in a discussion involving all sectors? 5. Are participants able to construct rationales that appeal to broad community interests crossing all sectors? And can they discuss which sectors would identify most closely with this generic rationale, which least closely, and why?
Group Activity Number 4:	
Select the appropriate people to be on your collaborative team and identify the initial agenda and its intended results.	1. Can participants articulate the meaning of an "agenda" and the significance of "agenda building?" 2. Can participants discuss the differences that might arise between an "ideal" career guidance agenda as developed by one individual and an ideal agenda as developed by a collaborative group or team? 3. Can participants discuss using examples from their own communities, the relationship between group membership and agenda building, with special attention given to how changes in group membership might affect the development and implementation of an agenda?
Group Activity Number 5:	
Analyze how a specific collaborative career guidance project could best be implemented in a specific community.	1. Can participants articulate the difference in types of team leadership roles and critique the advantages and disadvantages of each role? 2. Can participants critique their own past experience with interagency projects in terms of the comparisons to four collaborative role types--broker, catalyst, facilitator, and manager?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
	3. Participants should be able to describe realistically how they could most effectively work with leaders, staff, and others to initiate collaborative career guidance programs.
Group Activity No. 6:	
Itemize things that could go wrong or right at each step of the community collaborative process.	1. Given a sample impact diagram, can the group identify critical events to be used (1) as decision points for program initiation and continuation and (2) as points for project assessment?
	2. Can group members construct logical impact model diagrams showing clearly all actors, intended causes, and intended effects?
	3. Can participants explain, defend, and modify their initial impact models to account for unanticipated considerations affecting strategy, resources, or program performance?
	4. Can participants use impact models to identify criteria to determine program impact and establish standards for program success or failure?

NOTES

REFERENCES

Elsman, M. *Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils* Washington, DC: National Institute for Work and Learning, 1981, pp. 1-6 and 28-30.

Ferrini, P., Matthews, B. L., Foster, J., and Workman, J. *The Interdependent Community: Collaborative Planning for Handicapped Youth, Leader's Handbook*. Cambridge, MA: Technical Education Research Centers, May, 1980, pp. 3-4, 10-11 and 24-42.

Hemmings, M. B. "A Business Perspective." *American Education: An Economic Issue*. Washington, DC: Chamber of Commerce of the United States, 9 June 1982.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

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Developed By:

Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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