South Central Training Team

MINNESOTA
WORKFORCE
CENTER

Creating a Partnership Team

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INTRODUCTION

This manual was written by the South Central Training Team to assist other one-stop partnerships in creating a team that addresses partnership team building and training issues.

Our Training Team was created at the same time we were developing our one-stop centers. We recognized that our one-stop partners needed to go beyond just being physically housed together, they needed to work together as a team. In order to do that, our partners had to get to know each other and trust each other.

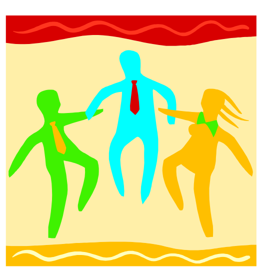
The Training Team organizes two training days each year.

The objectives of our training days are to help staff:

- **Get to know and trust each other.**
- **Feel like they are a part of a larger team.**
- **Build better communications between partners.**
- **Become more knowledgeable about the programs and services of their partners.**
- **Address the training needs they have in common with their partners.**

The team conducts a training needs assessment every two years to identify the training needs of staff. We assess training needs in three areas: one-stop partnership development, program/service issues, and professional development.

One of the first decisions made by the Training Team was to combine learning with fun. We wanted to create an atmosphere conducive to staff mixing and getting to know each other.



Combining learning with fun:

- **Provide a casual atmosphere.**
- **Develop a theme for each training day.**
- **Provide opportunities for staff to mix with individuals from other agencies.**
- **Request that all speakers/facilitators use an interactive training approach and limit the use of lecture.**

Team-building exercises and icebreakers/mixers are developed by the Training Team to provide an opportunity for staff to get to know each other. We assign staff to specific teams to ensure they mix with staff from other agencies and ask them to complete activities that combine learning with fun.

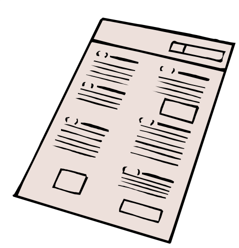
Our training day agenda centers around two main activities:

- **Team building**
- **Training**

The second activity of our day is training. Based on the Training Needs Assessment results, we bring in experts in specific training areas in which staff have expressed an interest. Some examples of training areas rated highly by staff include: Cultural Diversity, Violence in the Workplace, and Job Retention.

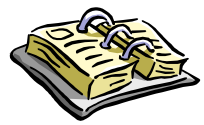
In order to help staff become more knowledgeable about the programs and services of their partners, we feature a partner presentation at each training day. We ask one partner to present information on their programs and services. The Training Team also provides take-home materials and products that will aid staff in their day-to-day work after the training day is over.

Finally, the Training Team evaluates each training day to ensure we are meeting the needs of staff, as well as our training day objectives.



This manual details how to:

- **Create a team.**
- **Conduct a training needs assessment.**
- **Develop a training day.**
- **Develop team-building activities.**
- **Provide training activities.**
- **Provide products and services.**
- **Evaluate results.**



Our one-stop partnership has developed a second partnership team: the Continuous Improvement Team. This team develops tools for customer and staff feedback, facilitates a partnership self-assessment, and identifies areas for continuous improvement. This manual also includes materials developed by the Continuous Improvement Team.

Good luck. We are truly interested in your success, so please feel free to contact us if you have questions.

CREATING A TEAM

There are three essential elements in creating a successful team:

- Support and Empowerment from Management
- Identification of Team Members
- Team Facilitator

Support and Empowerment from Management

In order to establish a successful training team, there needs to be a foundation of support and empowerment from the management of the one-stop partners. Managers need to understand and communicate the importance of team building and training in the success of one-stop centers. To achieve true success, partners have to go beyond just being physically housed together. They need to work together as a team to maximize the strengths and resources of each partner in order to provide comprehensive services for customers.

There are three essential elements in creating a successful team:

- **Support and Empowerment from Management**
- **Identification of Team Members**
- **Team Facilitator**

Investing in staff team building and training helps to build a team atmosphere of working together toward common goals. Results include better communications between partners and an increase in referrals and customer satisfaction rates.

Management support is vital to your success. You need to garner support from each of the managers of your one-stop partners. We recommend approaching managers as a group, identifying the need for team building and training, and the outcomes you hope to achieve. Stress how important it is that all agencies/staff in your partnership are included.

Once managers have made the decision to develop a team, they need to empower the team. Empowerment includes:

- Giving the team authority to make decisions.
- Financial resources.

Managers should provide the team with a sense of a clear mission and expectations and then let the team work within those perimeters. As an example, the charge to the team could be “to address the team building and common training needs of the partnership by providing two training sessions per year within a specified budget.” Nothing stifles a creative team-process more than having to stop and get permission each time a decision needs to be made. We have found that our local team makes very responsible decisions and has a good sense of when to discuss a decision with management.

The team also needs to be empowered with financial resources to pay for the training days. Some suggestions for funding include:

Empowerment includes:

- **Giving the team authority to make decisions**
- **Financial resources**

- Establish a consistent per person cost for each training day. Each partner would be billed a per person cost for individuals from their agency attending the training session. This may be as low as $20 per person if food and facilities are your only costs, or higher if you have additional expenses (i.e. speakers).
- Your local workforce investment board may be willing to contribute funding for team building and training activities.
- Your State office may have technical assistance and training dollars available to help you get started.

We currently charge a per person fee. This is a consistent fee communicated to and understood by all managers and staff attending the training day. Our local workforce investment board provides additional funding for speakers and other operating expenses.

Identification of Team Members

We have three recommendations for identifying team members. Team members should be:

- **Staff volunteers**
- **Staff interested in team building and training issues**
- **A reflection of partnership staff**

The first recommendation to identify staff volunteers is common sense. If you are going to have an effective team, you want members who are committed to being a part of the team. We ask managers from each of the partners to identify staff volunteers who are willing to make the time commitment and are committed to our mission.

Secondly, you want team members who have an interest in developing team building and training. It can be very discouraging and unproductive if you have members who do not have a genuine interest in your mission. You want members who embrace partnership development and are interested in staff training issues.

Finally, you want members who reflect your partnership and your staff. We recommend at least one member from each of your partners and possibly two from partners who have a large number of staff. We also recommend that the team reflect the various staff positions. As an example, our partnership consists of seven partners and our staff is made up of managers, counselors, and support staff. Therefore, our team includes a representative from each of the partners and is made up of four counselors, four support staff and a manager. The composition of your team is important because it creates staff buy-in.

Staff have a sense of ownership in a team made up of their peers and feel they can freely communicate their needs, likes, and dislikes with team members.

Your team should model what your partnership can become: individual members who bring unique resources together to achieve common goals.

We recommend eight to ten members on your team. Having at least eight individuals spreads the workload out across a number of members. However, more than ten members may create difficulty in making team decisions.

Team Facilitator

One member of the team should be identified as the team facilitator. This is especially important when you initially come together as a team. The facilitator's responsibilities should include ensuring that meeting times have been set and notices sent to team members. Other duties may include setting the agenda (based on team input) and facilitating the agenda. Your team may want to rotate the position among its members or you may want to designate a person on your team who has good organizational skills.

We recommend setting regular meetings. We meet once a month at the beginning of our planning process and then more frequently as the training day approaches.

TRAINING NEEDS ASSESSMENT

Once your training team has been developed and a clear sense of mission established, it is time to begin the assessment process. The Training Needs Assessment (Attachment 1) should be one of your first activities, as it identifies the training needs of your partnership staff and ensures you are developing training days that meet their needs.

The unique perspective of individual team members is key to developing a good assessment instrument.

We developed our assessment instrument by customizing a previously developed survey to meet our local needs. The unique perspective of individual Training Team members was key to customizing the survey and identifying training areas of interest to staff. We also reviewed recent state and national conference agendas to identify current workforce development issues. Finally, we provide opportunities for staff to write-in other training topics not identified in the survey.

We categorized our training topics into three assessment areas:

- One-Stop Partnership Development
- Program/Service Issues
- Professional Development

For distribution and return of the surveys, we recommend developing a distribution list in which you divide all partnership staff among your training team members. Ask the training team members to distribute the survey to the staff on their list. When the surveys are due, have them follow-up with the staff on their list to facilitate a good rate of return on the surveys. It is important to strive to have all one-stop partnership staff complete the assessment to ensure your results are a true representation of staff training needs.

Training team members should follow-up with staff to ensure a good rate of return on the surveys.

After the surveys have been returned, you will need to tally the results and identify your training priorities. You may find the needs in one area "spill over" to another. For example, staff may indicate under the Professional Development category they have training needs on "dealing with change." Under the Program/Service Issues portion of the assessment, they may indicate a need for training in "helping customers adapt to change." We identify a training area as a high priority if it is rated highly by staff across the partnership.

The goal of the assessment process is to identify the current training needs of staff.

The goal of the assessment process is to identify the current training needs of partnership staff. Therefore, it is important to continue to assess staff training needs as they will change over time. The Training Needs Assessment should be initiated, completed and reviewed on an on-going basis. This process should be done at least every two years. We also utilize the evaluations each training day to request updates from staff on their training needs.

It is important to demonstrate your training day has been developed based on assessment results.

When completing an assessment, it is very important to report the results of the assessment to staff and demonstrate how your training day has been developed based on those results. Consequently, future Training Needs Assessment response rates should remain high, as staff will see that their input is valued and used in the development of the training days.

Once your training priorities have been identified, it is time to begin planning your training day!

Training Day

Once you have identified the training needs of staff, you are ready to plan a training day. The South Central Training Team has established five main objectives for training days:

The objectives of our training days is to help staff:

- **Get to know and trust each other.**
- **Feel like they are part of a larger team.**
- **Build better communications between partners.**
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- **Address the training needs they have in common with their partners.**

You will want to develop your own objectives so you can remain focused on a clear mission. It will also help establish the basis of your evaluation.

Our partnership staff consists of 130 staff members from seven partnering agencies. We hold two, full day training sessions per year; one in the summer and one in the winter. Team members work together as a group to create and plan the training days and individually, for research and preparation of materials.

The process begins with the team reviewing the Training Needs Assessment and evaluation results. The team then brainstorms and discusses topics to focus upon. A training topic is chosen, speakers are identified, and a theme for the day is selected.

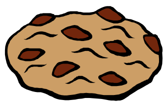
The next task is to pick a date for the training day. Each team member asks their agency which dates would be most convenient and which dates to avoid. If you are going to invite speakers for your training day, you may want to check their schedules also before selecting a final date. After taking all the responses into consideration, a training date is selected.

As we indicated previously, we develop a theme for each training day. We use the theme to establish a fun and casual atmosphere, which is conducive to people mixing and getting to know each other. The theme helps set the tone for the day and is key to achieving our goal to combine learning with fun. The theme allows us to create colorful and coordinated notices, agendas, name tags, table placards, and take-home materials. It also helps us to develop decorations for the registration tables and conference tables. We encourage staff to dress casually. The Training Team sets an example by wearing "theme-related" clothes. We create a tape or CD of music that fits our theme for the day. Most of our props have been inexpensively purchased, created or brought from home by team members. Utilizing a theme helps us to address all learning styles: the visual learner, the audio learner and the kinetic learner.

Tips on combining learning with fun:
- **Provide a casual atmosphere.**
- **Develop a theme for each training day.**
- **Provide opportunities for staff to mix with individuals from other agencies.**
- **Request that all training day participants use an interactive training approach and limit the use of "lecture".**

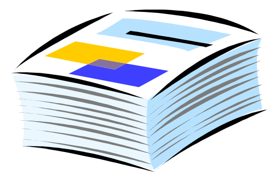
Once a training date has been set, you will need to book a facility. We have held our training days both indoors and outdoors. We have held our indoor training sessions in hotel conference rooms or at the local technical college. Our outdoor sessions have been held at a picnic shelter in a local public park. You need to take into consideration arrangements for sound systems, audio-visual equipment, Internet hookups, and any other equipment needs. Parking is another area that needs to be considered. Convenient, free or inexpensive parking is our objective.

You will find in the responses to your training day evaluation that food is always an important part of the day. We provide coffee, juice and rolls in the morning. Lunch varies each time, examples include: cold meat buffets, hot meals, and outdoor barbecues. We do accommodate people with special diets. During afternoon breaks, we provide soda pop, water,



and cookies/brownies (chocolate is frequently mentioned as very important in our evaluation responses!).

We use the theme to create a flier asking staff to reserve the training date on their calendars (Attachment 2). We try to send out this notice two to three months prior to the training day. As the training date draws closer (approximately one month), a second flier is created asking staff to RSVP (Attachment 3). The second notice should contain specific information including: the training date, time, location, directions, parking instructions, meal choices, and content of the training day agenda. Staff are then asked to contact a training team member and RSVP by a certain date.



The next step is to develop the agenda (Attachment 4). The start and end time of our training day has been 9:00 a.m. to 3:30 p.m. We have a nine-county workforce service area; therefore, this schedule accommodates individuals who have to drive a distance to the training.

We try to schedule high-energy exercises and activities the first thing in the morning to set the tone for the day and right after lunch to keep staff energized.

As we have indicated, one of our objectives is to assist staff from our various partners to get to know each other. One way we address this is by assigning staff to specific tables or teams the day of the training. We "mix up" the staff so each time they attend a training day they are sitting with a different group of individuals. Once we have received the RSVPs and identified the staff who will be attending the training day, we group staff into teams ensuring a mix of partners on each team. We do this by creating name tags for every staff member attending the training session. Symbols are placed on each name tag (coordinating with the theme of the day) and these same symbols are placed on the tables. We ask staff to sit at the

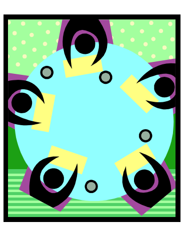


table that has the corresponding symbol on their name tag. We usually request a room set-up of individual tables that accommodates six to eight people. This set-up is best for completing mixers/team-building exercises and for allowing staff to interact with each other.

We found as we began planning our training days that the unique talents of our team members emerged. Some members like the creative process of developing the ice breakers and team builders, props, etc.; other members have the organizational skills needed to run an efficient registration table and develop take-home packets; and other members like public speaking and conduct the welcome, introduce the speakers and activities for the day.

We believe what makes our team successful is:

- **We respect and value the unique talents each team member brings to the table.**
- **The individual work each team member contributes to the training day.**

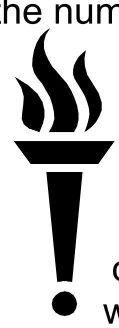
12 Step Summary for Developing a Training Day

1. **Review Training Needs Assessment results and previous evaluation results.**
2. **Research, brainstorm, and select training topic/speakers.**
3. **Identify a date for the training day.**
4. **Select a 'theme" for the day.**
5. **Select a "featured partner" to present information on their programs and services.**
6. **Book speakers, facility, and food.**
7. **Send out "reserve this date" notice two to three months prior to the training day.**
8. **Create mixers/team-building exercises.**
9. **Send out invitations with RSVP about one month prior to the training day.**
10. **Finalize agenda and take-home packets.**
11. **Group staff into teams (assign staff to specific tables) and make name tags.**
12. **Assign specific duties for Training Team members the day of the training.**

Our training day agenda centers around two main activities: team building and training. The next two chapters detail how we develop these activities.

Examples of Training Day Themes:

Summer Olympic Theme: The Training Team wore numbers resembling the numbers Olympic athletes wear. We created name tags for staff that



resembled Olympic medals and placed them on ribbons so they could be worn around their necks. At the "Opening Ceremonies" we lit a torch, which we then extinguished at the "Closing Ceremonies." We played the Olympic theme music and national anthems of several countries. Staff were assigned to teams based on Olympic events (i.e. bobsled team). Our training subject that day was Cultural Diversity and our team-building exercise was matching national flags to countries on a world map.

Partner "Survivor" Theme: We asked staff to come dressed for survival. We decorated the registration table with items such as rain sticks, seashells, survival handbooks, netting, and our tribal flag. The team wore matching camouflage scarves. We prepared plates of chocolate mice and gummy worms for the conference tables. Our music consisted of the theme from Survivor and other island music. The team-building exercise was to create a "tribal" flag and our training topic was teamwork.

Cruise Ship Theme: The Training Team wore hats and badges resembling cruise ship staff. We played casino games in which staff were asked questions regarding the partnering agencies. Casino money was made and prizes were given to the winning team. The featured partner presentation used the cruise ship theme and our training subject was stress management. Utilizing our staff directory pictures, we made individualized postcards as a memento of their "cruise."

"Mission Possible" Theme: The Training Team wore all black. We used the music from the *Mission Impossible* television show and developed a tape-recorded message to begin of the day. Props such as a shoe telephone were also used. Our team-building exercise was a cryptogram of our mission statement. We also gave everyone a top-secret mission that included completing specific activities at a one-stop center and visiting their partners to obtain specific information prior to the next training day.

Team Building

One of our main training day agenda items is team building.

We use team-building activities to address four of our five objectives:

- **Staff get to know and trust each other.**
- **Staff feel like they are part of a larger team.**
- **Staff build better communication with their partners.**
- **Staff become more knowledgeable about the programs and services of their partners.**

In addition to addressing our objectives, team-building activities are key to achieving our goal to combine learning with fun. We do this by creating interesting, educational, and fun activities. We also use this approach to assign staff to teams on the training days, where they are able to meet and network with other partnership staff.

Once we have decided on a training topic and theme for the day, we begin brainstorming team-building activities. We generally have a short icebreaker/mixer first thing in the morning to set the tone for the day and a longer team-building exercise right after lunch to re-energize staff.

The team process is important when deciding on and developing team-building activities. We begin by having team members brainstorm a number of activities. The sources of our ideas are often activities members have done in the past, a favorite game show or word puzzle, resources on team-building activities (i.e. books, Internet, etc.), or an activity we develop based on our theme (i.e. for the Survivor theme we had teams make tribal flags). We then narrow our ideas based on what would fit best with our theme and training topic. This usually develops into a very creative process where one team member will feed off another's idea resulting in lively discussion and an excellent team-building activity for our training day.

One of the most important aspects of team building is separating staff into teams.

One of the most important aspects of team building is separating staff into teams. We are all creatures of habit and tend to sit with our peers from our own agencies at trainings. By separating staff into teams, we ensure that staff mix with individuals from other partnering agencies. As indicated before, we do this by placing a symbol on their name tag and asking staff to sit at the table with the same symbol (Attachment 5). We encountered a few complaints the first time we did this; however, the complaints disappeared as staff began to realize the value of getting to know their partners.

In this chapter we will describe five areas of team building:

- **Icebreakers/Mixers/Energizers**
- **Team-Building Exercises**
- **Staff Recognition**
- **Homework Assignments**
- **Prizes and Birthday Greetings**

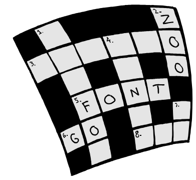
Icebreakers/Mixers/Energizers

Typically, at the start of the training day, we use a short icebreaker of about 15-30 minutes to help set the tone for the day. Teams are generally made up of six to eight people. Staff use the symbols on their name tags to determine which team they are on. We choose exercises that demand the involvement of every team member. These activities assist our newly-formed teams to get to know each other and begin to bond as a team. To further energize the teams, we award prizes to the team that completes the icebreaker first.

Examples of Icebreakers:

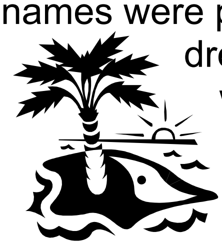
School-to-Work Icebreaker –Staff shared their individual "school-to-work" story with their team and built a chart displaying the path they took to their current employment. This activity helps staff get to know each other by sharing their life/school/work experiences.

Crossword Puzzle – The Training Team put together crossword puzzle questions and answers to build a customized puzzle. Questions were based on one-stop center agencies with a few fun questions thrown in. The crossword puzzle was greatly enlarged (three feet by two feet) so team members could all work on it together. (Attachment 6)



Cryptogram - We developed a cryptogram, which we enlarged on three feet by two feet paper. Teams worked on breaking the code of the cryptogram, which was our recently revised partnership mission statement.

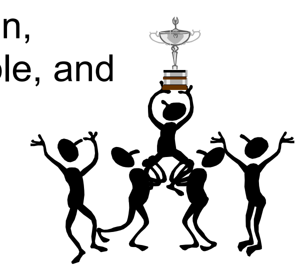
The Castaways – The Training Team created an exercise for our Survivor theme day. Teams consisted of six people at a table. Slips with six different names were placed in coconuts on each table. Each person at the table drew a name and they became that person. These six people were stranded on a deserted island. Five people could be rescued. The team needed to decide whom to leave behind. This exercise made people look at individuals more deeply and to see the potential in all people. (Attachment 7)



Flag Matching – At our Olympics/Diversity training session, we purchased large world maps. We printed out mini flags of 36 countries. Each team needed to determine which country the flags represented and used glue sticks to attach the flags to the appropriate countries on the map.

Team-Building Exercises

The teams that are formed to participate in the icebreaker at the start of the training day typically remain together for the entire day. Later in the day, we ask staff to participate in a second activity that is usually longer in duration; typically an hour or longer and is more comprehensive. As with the icebreaker, we choose team-building exercises that are fun, demand the involvement of every team member at the table, and provide information on the programs and services of our partnership. To encourage active participation, we usually award prizes to the winning team members.



We create most of our team-building exercises by having Training Team members individually prepare questions/information on their respective agencies and then we compile the information to use in our exercises.

Examples of Team-Building Exercises:

Partner Feud – The Training Team developed this exercise based on the *Family Feud* TV game show. The team created the game boards and other necessary props. We assembled questions related to services provided by the partner agencies. We also incorporated some fun questions. We followed the rules of the TV game show. We had several games going at the same time. Training Team members acted as the game hosts. Teams had to come up with the answers to the questions in order to earn points. The winning team won prizes. Staff appeared to have a great deal of fun playing this game and learned about partner services at the same time. (Attachment 8)

Who Wants to Be a Million Dollar Partner – The Training Team developed questions about the programs and services of our one-stop center partners and created our own version of this popular TV game show. We used a Power Point presentation on a lap top computer to simulate the game show.

Informational Treasure Hunt – The Training Team put together 58 questions about the programs and services of our one-stop partners. Teams worked together to answer questions on the Treasure Hunt sheets.

After a period of time, team members were encouraged to "hunt" for the answers to the questions by asking staff from other partnering agencies. (Attachment 9)

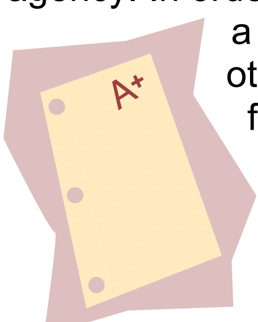
Family Simulation – Staff were assigned a family and given a scenario they had to play out. Most families were in need of jobs or services typically provided by one-stop center partners or other human service agencies. Training Team members played roles associated with service providers and other businesses such as grocery stores, banks, food shelves, pawnshops, and law enforcement. This activity allowed staff to work together with their families in order to receive services and provide for their families. It also provided insights on the challenges and frustrations our customers face.

Staff Recognition

The managers of our one-stop centers suggested developing a method for recognizing the partnership efforts of staff. The Continuous Improvement Team took on this project and developed four recognition categories and criteria. Once a year a memo asking for nominations is sent to all staff. To make a nomination, a staff member needs to submit an entry to the Continuous Improvement Team. The entry includes the nominated person's name, the award category, a brief reason why the person is being nominated and the name and phone number of the person making the nomination. The awards are presented at our annual outdoor training session. The person who submitted the nomination is asked to read their nomination entry at the awards presentation. A framed certificate is given to the award recipients. (Attachment 10)

Homework Assignments

For a number of years, our Training Team had been bringing staff together on training days so we could learn about each other and the respective agencies for which we work. We could see staff were now comfortable interacting with each other at the training days. The Training Team wanted to take team building to the next level. We felt staff needed to continue interaction outside of the scheduled training days. We developed the concept of a homework assignment asking staff to visit their partners. Realizing the word homework can be distasteful; we used a Mission Possible theme. We presented each staff member with a packet labeled "Top Secret." Inside the packets were missions involving each partnering agency. In order to complete the missions, staff needed to individually visit a one-stop center and obtain brochures, business cards or other information. Staff could earn bonus points by searching for certain information on each agency's web site. Staff was given three months to complete this project in order to accommodate busy staff schedules. A reward was given to each staff member who accomplished the mission. (Attachment 11)



Prizes and Birthday Greetings

Prizes have always been a major part of our training days. The prizes add some fun to the day and promotes teamwork. We give out prizes in a number of ways:

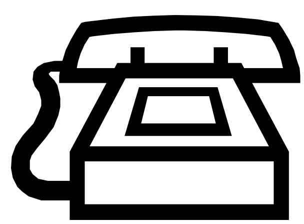
- We hold drawings for door prizes.
- We had a jar of candy and asked staff to guess the amount of candy in the jar.
- At the end of our team competitions we always award prizes to the winning teams.

We obtain our prizes by asking our partnering agencies to donate promotional items. Occasionally, we have purchased inexpensive items to be given away. We have also used left over supplies and food, such as a plate of cookies or brownies.

On one of the training days, we asked staff to supply their birthday (month and day only) on the registration form. We then compiled a list of staff member's birthdays by month. Each Training Team member is assigned a

month and is responsible for sending an electronic birthday greeting to everyone who's birthday falls in the assigned month. We use the free of charge Internet electronic greeting card services such as www.greetings.yahoo.com, www.hallmark.com and www.disney.com. Sending birthday greetings helps reinforce that the Training Team is an on-going entity and not just available on training days. It is a reminder that the Training Team can be contacted at any time for concerns, suggestions, and information. It is also the Training Team's way to thank staff for their support of the training days.

Contact Us



We can provide samples and additional information on any of the team-building ideas described in this chapter. To request additional information, simply contact any Training Team member listed in the Contact Information section. Or better yet, contact us and find out when our next training day will be held and join us for a training day experience.

TRAINING

Our training day agenda focuses on two areas: team building and training. We discussed how we develop team building in the previous chapter. In this chapter we will focus on how we develop training.

We use training activities to meet two of our objectives:
- **Help staff become more knowledgeable about the programs and services of their partners.**
- **Address the common training needs of the partnership.**

Training Sessions

Identify training that meets the needs of staff by utilizing:
- **Training Needs Assessment**
- **Evaluation Results**
- **Input from Management and Staff**

Your first step in developing training is to identify your training needs. The Training Team utilizes three sources of information to identify the training needs of the partnership: the Training Needs Assessment, evaluation results from each training day, and listening to input from management and staff. These three valuable sources of information provide the foundation to ensure training sessions meet staff needs. The Training Team reviews the information and identifies the training needs that are common across the partnership; these common training needs are designated as our high priorities. As indicated under the Training Needs Assessment chapter, we categorize training topics into three areas: One-Stop Partnership Development, Program/Service Issues and Professional Development.

Examples of our current Partnership Development priorities:

- Get to know staff from partnering agencies.
- Partner updates.
- Opportunity for staff across partnership to share ideas, experiences, concerns, and successes.

Examples of our current Program/Service priorities:

- Working with individuals with mental health issues.
- Helping individuals adapt to change.
- Job Search and Job Retention (barriers, tools/resources).

Examples of our current Professional Development priorities:

- Fun in the workplace.
- Staying motivated.
- Dealing with change.

Once you have ascertained your training priorities, you will need to identify experts in those training areas. Our two primary considerations in identifying speakers/ facilitators are quality (experienced and highly recommended) and cost. These two considerations often compete against each other; however, we have found it is achievable. Many times there are experts right within your State and local workforce development system who are willing to present at low or no cost.

Two considerations in identifying speakers:

- **Quality**
- **Cost**

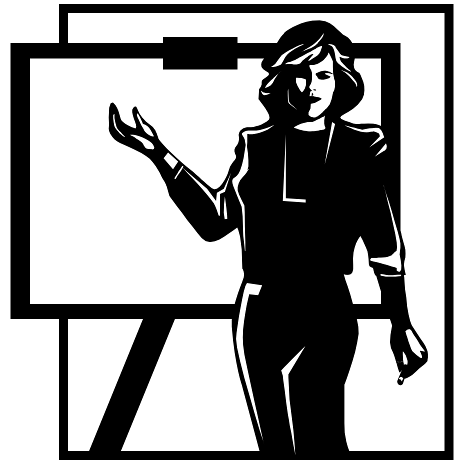
We use several methods to determine the quality of speakers. Our preferred method is a recommendation from someone who has actually attended one of the speaker's training sessions. When this is not possible, we review the speaker's history, references, qualifications, and materials.

Preferred presentation styles:

- **Interactive**
- **Relevant**
- **High Energy**
- **Motivational**

Presentation style is an important consideration in booking a speaker. Does the speaker use an interactive training approach and limit the use of lecture? Can the presentation be customized to make it relevant to workforce development professionals? Is the speaker's approach high energy and motivational?

The entire training team should be involved in the decision to book a presenter; however, you will want to assign one or two team members to be in contact with the presenter. They will be responsible for booking the speaker, identifying and addressing any equipment needs or other special needs, and obtaining any handout materials that need to be copied and included in the take-home packets. It is also important that your contact person communicates to the presenter: who the partnership is, what it does, the theme for the day, etc., to enable the presenter to customize their presentation to your audience. Emphasize to the presenter the importance of an interactive, motivational presentation style.



Partner Presentations

In order for training day participants to become more knowledgeable about the programs and services of their one-stop partners, we recommend having a "featured partner" each training day.

We give the featured partner 30-60 minutes of our training day agenda, based on their needs. We ask them to develop a presentation on their programs and services, or on some aspect of their programs/services. Again, we recommend a presentation style that is interactive or combines learning with fun. We discuss the theme of the training day with the featured partner and also let them know the Training Team will provide support for them if needed. Again, you will need to identify if they have any equipment, special needs, and handout materials prior to the training day.

The increased knowledge of our partners' programs and services facilitates referrals and strengthens our ability to provide comprehensive services to our customers.

Examples of Featured Partner Presentations:

- Employment Services provided an overview of their *Creative Job Search* Class.
- Rehabilitation Services presented a "theme-related" Power Point presentation that overviewed their programs, services, and staff. They also showed a video on how to interact with customers with disabilities.
- Displaced Homemaker program staff presented their "Self-Esteem" workshop.
- Services for the Blind showed a video entitled, "What Do You Do When You Meet a Blind Person". This was followed up with a skit modeling what you should and should not do.

Products and Services

A key component to quality training is providing your audience with useful tools they can use in their day-to-day work after the training day is over.

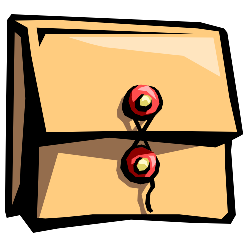
The products and services developed by the Training Team were made to positively impact staff's day-to-day performance of their job duties. Helping staff provide quality customer service and appropriate referrals is our primary goal in developing these tangible products.

This chapter will describe the following products and services:

- **Take-Home Packets**
- **Staff Directory**
- **Partner Brochure**
- **Comment Card**
- **Point of Service –Customer Satisfaction Surveys**
- **Menu of Services**
- **Communication Network**

Take-Home Packets

For each training session, the Training Team puts together take-home packets for all staff. The packets generally contain materials for the training day and tools that can be used back at the office. Examples of items put into take-home packets include the agenda, evaluation forms, agency information, brochures, newsletters, updated staff directories, and speaker handouts. Because many of our training sessions involve a lot of activity and moving about, we place name tags on the front of each packet. This allows staff to easily locate their own packets throughout the day. We use colored, two-pocket folders when we have indoor training, and large white envelopes when training outdoors. This helps cut down on papers flying around.



Our partnership has created some useful tools for staff to use when working with their customers. The following are descriptions of these tools.

Staff Directory

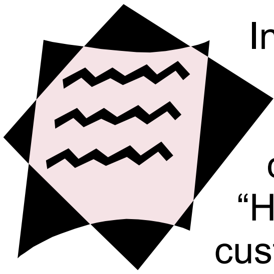
We have developed a staff directory which includes an individual listing of all partnership staff for ease of communication between staff members. The Training Team updates and reprints the directory for each training session. Initially, it was an informational directory only. Now it is also a photo directory, containing a color photo of each staff member of our one-stop partnership. This directory is very beneficial when referring a customer to another staff member in a partnering agency, as the information can be quickly retrieved and the customer can see with whom they will be meeting. Information contained in the directory includes job titles, addresses, phone numbers, fax numbers, and e-mail addresses. The directory contains an alphabetical listing of all staff, a listing by agency, and by community. (Attachment 12)

Helping staff provide quality customer service and appropriate referrals is our primary goal in developing these products.

Partner Brochure

The partner brochure is a desk reference for staff that was developed to provide information on the services offered by the partnering agencies. This is one of the first tools that the Training Team provided in the take-home packets. The Training Team gathered one-stop partner information on: program services, eligibility requirements, referral information, and information on whom to contact for services. A tiered, referral hand-out was developed that included information on each of the partnering agencies and contact information. (Attachment 13)

Comment Card



In order to continue to improve our one-stop center services, we needed to obtain feedback from our customers. A comment card was developed to provide a method for customers to give us their feedback. The card is entitled “How Did We Do Today?” and is given to or picked up by customers when visiting the one-stop center. The form can be filled out immediately and placed into a drop box located in the one-stop center or it can be mailed back postage free. Customers have a choice of being anonymous or writing in their name, address and phone number if they desire a personal response. Comment cards ask customers to rate our services and provides space to indicate what they like about the services and suggested areas of improvement. The Continuous Improvement Team tabulates the results and shares them with all staff on training days. Supervisors are informed of any comments directed at their agency, whether it be positive feedback or need for improvement. Customers who include their name and address on the comment card are sent a personal letter thanking them for their comments along with a response on how we will address any issues they raised. (Attachment 14)

In order to continue to improve our one-stop center services, we need to obtain feedback from our customers.

Point of Service - Customer Service Survey

Customer Service Surveys are conducted one day each quarter at each one-stop center. Customers leaving the one-stop center are asked to complete a survey regarding services they received during their visit. The purpose of the survey is to identify customer satisfaction and to obtain feedback to improve our programs and services. The surveys are tabulated and results are provided to all staff in their take-home packets at each training day. The results are also used in developing our partnership goals for the year. (Attachment 15)

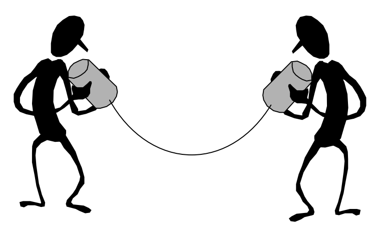
Menu of Services

Through our customer satisfaction surveys, we received feedback from our customers indicating they were not aware of all the programs and services we had available at our one-stop centers. As a result, a customer menu of services was developed. (Attachment 16)

When customers enter the one-stop center, especially for the first time, we make available at the reception desk our menu of services, entitled "How Can We Help You?" The form contains a "menu" of the services provided at the one-stop center along with simple check-off boxes where customers can indicate all of the services in which they are interested. The form also contains an area to write in services not listed or to ask to talk to someone for assistance in determining needs.

A similar menu of services has been created for employers. This menu lists all of the services with which the one-stop center can assist employers. The menu can be mailed out to employers, given to employers when staff visit the job site, or when employers visit the one-stop center.

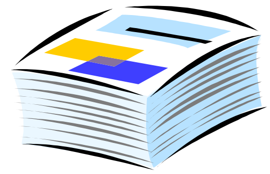
Communications



As our Training Team began meeting and developing training, it became apparent that we needed a good communications network that included all staff of our one-stop partners.

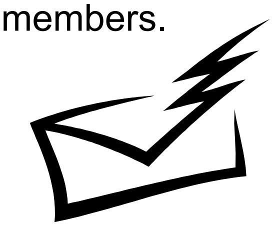
As a result, one of our Training Team members serves as our database/ information manager who maintains a list of current partnership staff. This person maintains and updates the database in order to communicate with team members, partners and staff as the need arises. Three methods of communication have been developed:

Distribution List: A distribution list was developed to be able to hand deliver fliers, surveys, etc. to all partnership staff. The list was developed by geographic location and divided among the Training Team members who are responsible for distribution of materials to staff on their list.



Staff Directory: Communication is eased with the use of the Staff Directory which provides a staff picture, name, telephone number, agency and location. The database/information manager is our contact point for maintaining current staff/agency information.

E-Mail: Various e-mail groups have been established for ease and instant communication. One e-mail group was developed to allow us to send instant e-mails to all 130 staff members in our partnership and another was developed for Training Team members.



Evaluation

Evaluation revolves around one basic concept: Are you meeting the objectives or outcomes that you have set for yourself? This section of the manual will focus on the evaluation process that we have used in conjunction with our training days.

Staff Evaluation:

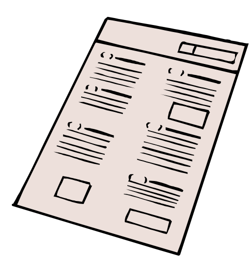
The purpose of evaluation is to determine if you are achieving your objectives.

Evaluation is a process as much as a source of invaluable information. Our process of evaluation has evolved over the existence of the Training Team. The first type of evaluation we conducted was a simple survey administered at the end of each training day. Staff were asked to rate features of the training day including: speaker(s), presentations, team-building exercises, take-home materials, food, and facilities. Although this provided us with invaluable feedback on the training days, we later realized that it did not measure how we were doing based on our objectives.

This was an important lesson. You need to ensure you include questions based on your objectives. Therefore, the next step in our evaluation process was the inclusion of outcome questions to discover whether or not we were achieving our objectives (Attachment 17). We included questions specific to our objectives:

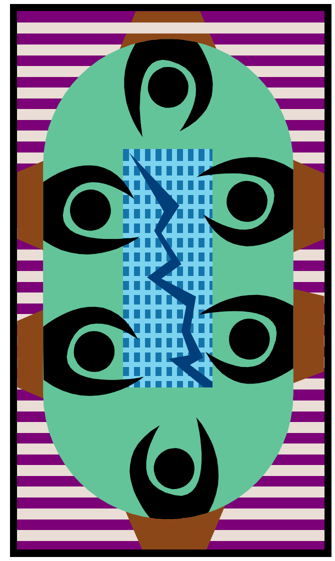
- Did the training day help you get to know staff from other agencies in our partnership?
- Did the training day help to make you feel part of a larger team?
- Did the training day build better communications between you and your partners?
- Did the training day result in your being more knowledgeable about the programs and services of your partners?
- Did the training day address your training needs?

It is important to also include open-ended questions so staff has ample space to write in any comments or suggestions they may have.



Other Evaluation Methods:

Customer: Recognizing that the overall mission of any workforce development organization is improved customer services, we also recommend that you review customer satisfaction results. The Training Team reviews customer satisfaction survey results to determine if the training days have had an impact on customer satisfaction rates. Preliminary results for the Training Team have shown that customer satisfaction has increased and customer complaints have decreased.



Attendance: A secondary measure of the quality of training days is attendance. It is important to track trends on how many staff are attending the training days. If the training day is valuable to staff, you should maintain consistent attendance levels. If attendance is declining, it could be an indicator that you are not meeting the needs of your staff. If this should occur, we recommend that your training team members talk with their peers to identify why attendance is declining.

Results:

Once you have collected the data, what do you do with it?

The evaluation results are used to determine the quality of the training days in two distinct ways:

- **Determining the quality of the specific features of the training day (i.e. presentations, facilities, etc.).**
- **The overall effectiveness of the training day as it relates to your objectives.**

The data we collect has been useful for several reasons. The data allows the Training Team to adjust very quickly to the needs of the staff. The feedback, especially the written comments, provides useful insight into what the staff like, dislike, and whether or not you are meeting their needs. Because we only provide two training days per year, we are able to make any necessary adjustments prior to the next training date.

to staff the changes you have made as a result of their feedback.

Once you have received feedback from staff, it is important to communicate the changes you have made as a result of their feedback. This encourages staff to continue to give you feedback, as they recognize that you are willing to make changes based on their input. It will also confirm your commitment to develop training days based on their needs.

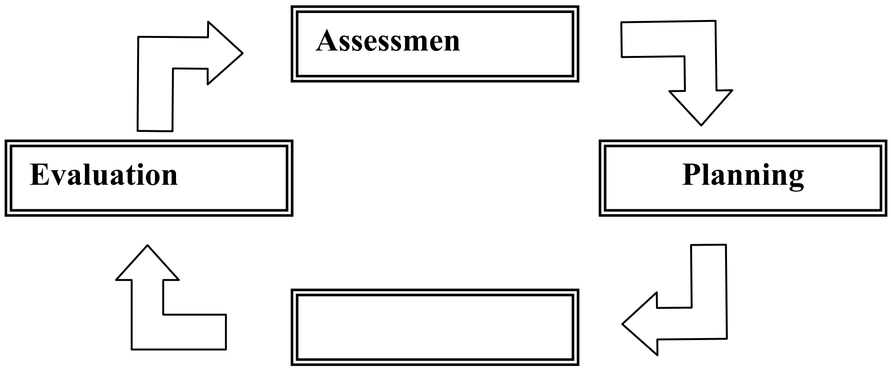
When reviewing your results, it is important to consider your response rate. If your response rate is low (less than 50%) you will need to re-examine your evaluation process. This is a good time to re-evaluate the length of your survey and when/how you are distributing it. The survey must be handed out before the end of the day. You will want to avoid distributing the survey as staff are putting on their coats. We recommend including the survey in their packets and providing a specific time within your agenda at the end of the day to fill out the evaluation. You may also examine the drop location of the surveys (is it convenient and well-marked?). Your aim is to have a response rate high enough (at least 70%) to ensure your results come from a representative sample of staff.

Evaluation Process

When determining your evaluation process you should begin by asking these questions:

- **Why are you evaluating?**
- **Who will be evaluated?**
- **What will be evaluated?**
- **How do you evaluate?**
- **When will you evaluate?**
- **Where will you evaluate**?

You will note, as you review this manual, that our entire process is based on a continuous improvement model of: assessment, planning, implementation, and evaluation.



Therefore, your final step under evaluation is to include your evaluation results as part of your assessment and begin the entire process again.

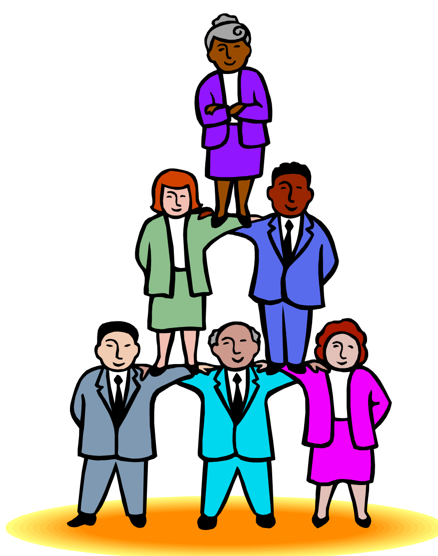
CONTACT INFORMATION

The South Central Training Team is committed to assisting other one-stop partnerships in developing their own team to address partnership team building and training issues.

If at any time you have questions or would like copies of any of the materials or exercises we have developed, feel free to use the following information to contact a team member.

Team members can be made available to meet with your team (schedules and funds permitting) upon request. Also, you are always welcome to attend one of our Training Team meetings or training days.

Once again, good luck on developing your team. We are truly interested in your success, so feel free to contact us at anytime.



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South Central Training Team
Biographies

Laura Bealey, Job Counselor, Mankato Rehabilitation Services Inc. (MRCI)
Laura has worked for MRCI for two years. She currently works as a job counselor providing employment services for the Minnesota Family Investment Program (TANF) and the welfare-to-work population in Watonwan County. Prior to her employment with MRCI, Laura had 20 years of experience in private business. Laura has her Masters Degree in Rehabilitation Counseling.

Cindi Bents, Senior Customer Service Representative, Rehabilitation Services
Cindi has worked for Rehabilitation Services for 13 years and prior to that worked for Job Service for 5 years. Cindi currently works with persons with disabilities to help them find employment. She completes the initial intake and follow-up. She and one counselor provide services for two rural counties through the Fairmont WorkForce Center with a caseload of approximately 120 individuals. Cindi also provides clerical support.

Ada Grafing, Support Specialist, Minnesota Valley Action Council
Ada has worked for Minnesota Valley Action Council for five years. Ada currently provides eligibility determination and services to residents of one rural county in the areas of energy assistance, WIC nutrition program, Summer Youth Employment and emergency funding for crisis assistance. Ada also provides support for welfare-to-work employment services and provides referrals to area resources.

Diane Halvorson, Assistant Director, South Central WorkForce Council
Diane has worked for the SC WorkForce Council for over 17 years. Diane's responsibilities include planning and oversight for Federal and State workforce development programs and staffing for the SC WorkForce Council and Youth Council. Diane is a member of the South Central Training Team and the South Central Continuous Improvement Team. These teams focus on partnership development and continuous improvement of the local one-stop center system.

Nancy Lager, Senior Office and Administrative Specialist, Rehabilitation Services
Nancy has worked for Rehabilitation Services for over 21 years. Nancy currently assists the area manager in providing office management and budgetary services in three locations. In addition to providing case aide assistance for two rehabilitation counselors and one vocational supervisor, Nancy also supervises one customer service specialist.

Colleen Recker, Family Resource Coordinator, Minnesota Valley Action Council
Colleen has been with Minnesota Valley Action Council for one year. Colleen currently provides WIA services to youth, adults and dislocated workers. Colleen also provides services through a state dislocated worker and youth program, as well as administers a senior employment program in one rural county. Colleen has a Bachelors degree in Social Work and is a MN State Licensed Social Worker.

Cindy Rossow, Senior Office & Administrative Specialist, Mankato WorkForce Center
Cindy has worked for the employment service division of the Minnesota Department of Economic Security for over 19 years. In addition to providing Creative Job Seeking Skills classes and group orientations at the WorkForce Center, Cindy also provides administrative support for WIA training programs.

Maureen Toonkel, Career Rehabilitation Counselor, Services for the Blind
Maureen has worked for Services for the Blind for over 24 years. Maureen works with blind and visually impaired persons providing services to foster independence, employment and economic security. Maureen has a Masters degree in Vocational Rehabilitation Counseling and a Bachelors degree in Psychology.

Wendy Wyant, Peer Counselor, Life-Work Planning Center
Wendy has been with the Life-Work Planning Center for four years. Wendy provides personal growth and career development services for women in transition. She specializes in conducting assertiveness trainings, teaching computer classes and providing in-depth career counseling. Wendy has 15 years experience coaching speech and debate at the high school level and is currently working on her Masters degree in Speech Communications.

Attachment 1

TRAINING NEEDS ASSESSMENT

The first section lists several training areas related to communication between WorkForce Center Agencies. Please evaluate the following by circling the number which best describes your level of need. Under Other, please indicate any other training need or topic on communication between WorkForce Center agencies or use this space to indicate how you would like to see this training accomplished.

	Not Needed				Much Needed
Continuing opportunities to get to know staff from all WorkForce Center partners.	1	2	3	4	5
Team-building with staff from all WorkForce Center Partners.	1	2	3	4	5
Overview of each agency (i.e. mission, plan, goals, changes, etc.)	1	2	3	4	5
Update of each agency (i.e. what's new, changes, etc.)	1	2	3	4	5
Opportunity to become familiar with the responsibilities and tasks of WorkForce Center colleagues.	1	2	3	4	5
Opportunity for staff to share eligibility requirements, services provided, appropriate referrals.	1	2	3	4	5
Opportunity for staff to share ideas, experiences, concerns and successes.	1	2	3	4	5
Job shadowing/partner visits with other WorkForce Center agencies.	1	2	3	4	5
Simulation of visiting a WorkForce Center as a customer.	1	2	3	4	5
Workforce Investment Act (Intent, Service Requirements, Partnership Requirements, etc.)	1	2	3	4	5
Legislative Update (Federal/State)	1	2	3	4	5
Transition (DTED, DES, DHS, etc.)	1	2	3	4	5

Other: (we encourage your suggestions!)

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This section lists several general training areas related to programmatic issues. Please evaluate the following by circling the number which best describes your level of need. Under Other, please specify any other training needs or topics related to programmatic issues, or use this space to specify the type of training you would like under these general training areas.

	Not Needed				Much Needed
Customer Focused Service	1	2	3	4	5

Local Customer Satisfaction Survey Results	1	2	3	4	5
Cultural Diversity (communicating across cultures)	1	2	3	4	5
Creating Continuous Improvement Tools	1	2	3	4	5
Building Collaborations	1	2	3	4	5
Assessment Tools (i.e. career, skills, interests, etc.)	1	2	3	4	5
Case Management	1	2	3	4	5
Intervention for Customers in Crisis	1	2	3	4	5
Working with individuals with mental health issues	1	2	3	4	5
Addressing the needs of dislocated workers	1	2	3	4	5
Services for Older Workers	1	2	3	4	5
Serving youth populations	1	2	3	4	5
Women's employment issues	1	2	3	4	5
Dealing with housing/homeless issues	1	2	3	4	5
Dealing with transportation issues	1	2	3	4	5
Dealing with child care issues	1	2	3	4	5
Understanding people in poverty	1	2	3	4	5
Domestic Violence	1	2	3	4	5
Attention Deficit Disorder: all ages	1	2	3	4	5
Helping individuals adapt to change	1	2	3	4	5
Career Laddering/Advancement	1	2	3	4	5
Self-sufficiency for customers (asset building, financial literacy, earned income tax credit, individual development accounts, etc.)	1	2	3	4	5
Violence in the Workplace	1	2	3	4	5
School-to Work	1	2	3	4	5
Disability Awareness Issues	1	2	3	4	5
Assistive Technology	1	2	3	4	5
Preventing & Responding to Aggressive Behavior	1	2	3	4	5

Employer Needs/Issues	1	2	3	4	5
Job Seekers Needs/Issues (i.e. testimonials)	1	2	3	4	5
Registering & posting resumes on MN Job Bank from remote locations.	1	2	3	4	5
Management Information System (MIS)	1	2	3	4	5
One-Stop Operating System (OSOS)	1	2	3	4	5
Labor Market Information	1	2	3	4	5
ISEEK	1	2	3	4	5
Opportunity to learn where the local jobs are.	1	2	3	4	5
Job Retention/Job Keeping Skills Strategies	1	2	3	4	5
Job Search (barriers, tools/resources)	1	2	3	4	5
Working with Job Seekers with Criminal Backgrounds	1	2	3	4	5
Confidentiality/Data Privacy (especially related to WorkForce Center partnerships)	1	2	3	4	5
Resource Rooms	1	2	3	4	5

Other (we encourage your suggestions!)

____

____

This section lists several general training areas in professional development. Please evaluate the following by circling the number which best describes your level of need. Under Other, please specify any other training needs or topics for professional development, or use this space to indicate how you would like to see this training accomplished.

	Not Needed			Much Needed	
Self-Esteem Issues	1	2	3	4	5
Personality Inventories	1	2	3	4	5
Decision-Making	1	2	3	4	5
Leadership Development	1	2	3	4	5
Risk Taking	1	2	3	4	5
Balancing Work & Family	1	2	3	4	5
Financial/Retirement Planning	1	2	3	4	5

Money Management	1	2	3	4	5
Problem-Solving	1	2	3	4	5
Time-Management	1	2	3	4	5
Laughter/Fun in the Workplace	1	2	3	4	5
Stress Management	1	2	3	4	5
Anger Management	1	2	3	4	5
Dealing with Change	1	2	3	4	5
Staying Motivated	1	2	3	4	5
Communication for Men & Women	1	2	3	4	5
Grant Writing Skills	1	2	3	4	5
Marketing Yourself	1	2	3	4	5
First Aid/CPR	1	2	3	4	5
Dealing with Difficult Co-Workers	1	2	3	4	5
Computer Skills:					
Windows	1	2	3	4	5
Microsoft Word	1	2	3	4	5
Microsoft Excel	1	2	3	4	5
Microsoft Power Point	1	2	3	4	5
Microsoft Access	1	2	3	4	5
Microsoft Publisher	1	2	3	4	5
Word Perfect	1	2	3	4	5
Quattro	1	2	3	4	5
Groupwise	1	2	3	4	5

Other: (we encourage your suggestions!)

____

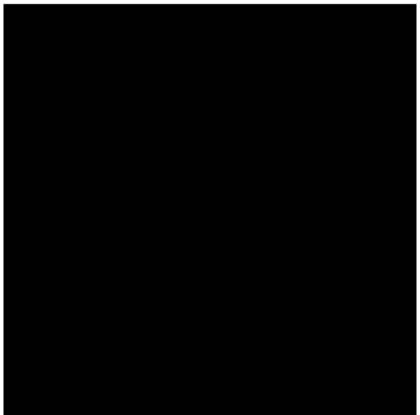
____

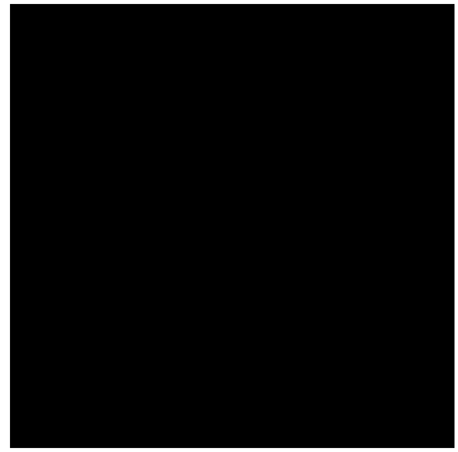
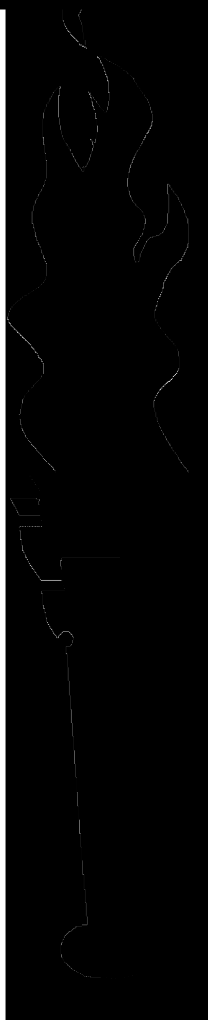
COMMENTS: ____

____

____

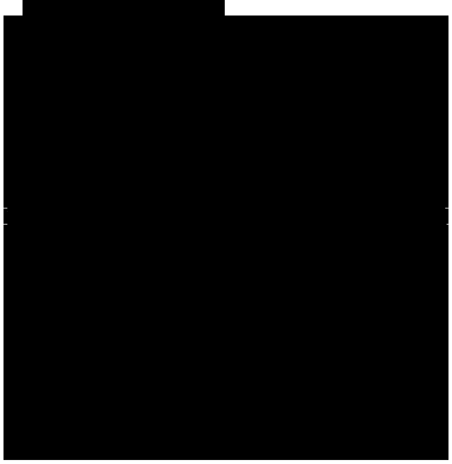
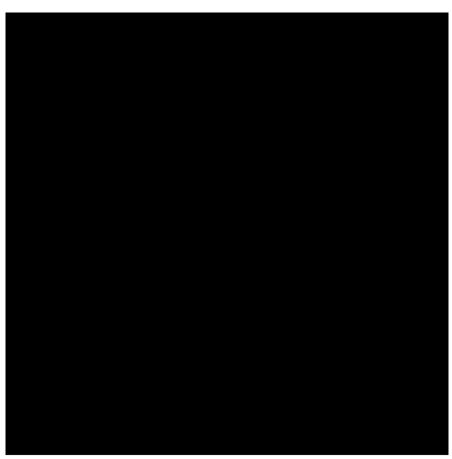
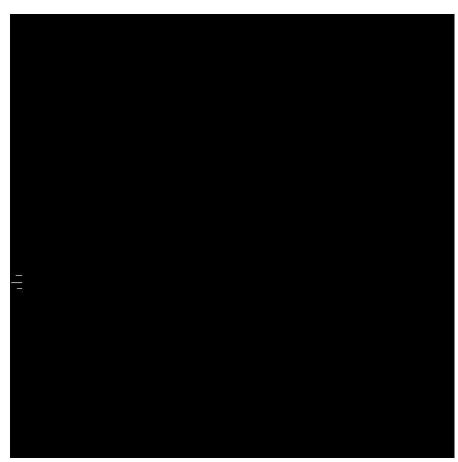
Please identify the agency you work for:____



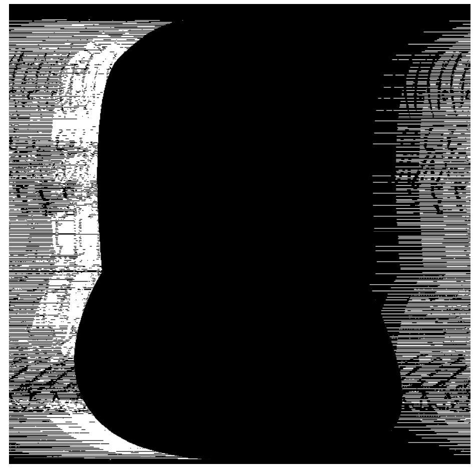



Let the Games Begin!

Mark your calendars now. Our next WorkForce Center Partners' Training Day will be June 22nd.

Attachment 3



WHEN:

Thursday, January 18th
8:30-9 Registration
9:00 Training Begins
3:30 Training Ends

Survivors

WHERE:

Palmer/Jackson Rooms
Holiday Inn
Downtown
Mankato

FEATURING:

Linda Hutchinson-
Using Humor to Create
a Healthy Workplace
and
Teamwork

RSVP to a training team member **by January 10th.** Please let them know if you would like a vegetarian meal. **Dress for survival.**

Training Team Members: Cindi Bentz, Randy Gilreath, Ada Grafing, Diane Halvorson, Nancy Lager, Sheri Nemec, Cindy Rossow, Maureen Toonkel, Wendy Wyant.

Attachment 4

WorkForce Center Partners' Training

February 1, 2002

AGENDA

8:30	**Registration**
9:00	**Welcome** **Mission: "Cracking the Code"**
9:30	**Mission: "The Clues"**
10:00	**BREAK**
10:15	**Mission: "Dealing with Change"**
11:45	**LUNCH**
12:30	**Mission: Partnership Objectives**
2:00	**Break**
2:15	**FEATURED PARTNER: Services for the Blind** **Mission: " What do you do when you meet a blind person?"**
3:00	**Next Mission** **& Evaluation**

MISSION: POSSIBLE

Nancy Abel

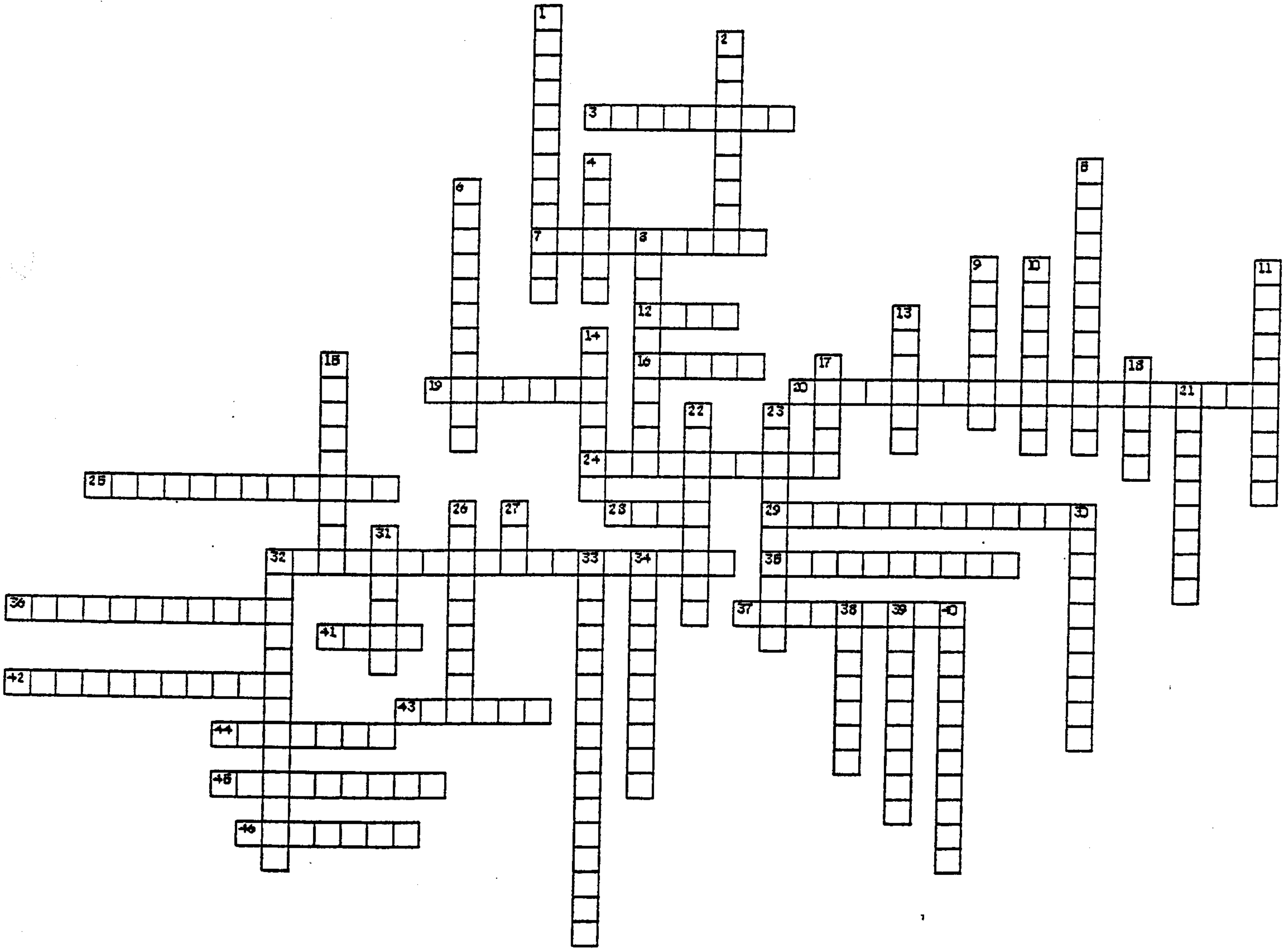
MVAC

ATTACHMENT 6

MINNESOTA WORKFORCE CENTER SYSTEM

MN WorkForce Center

Crossword Puzzle



Across

3. The South Central WorkForce Council is comprised by a majority of_______ representatives.
7. Program that serves 3-4 year-olds and their families. (two words)
12. Life-Work Planning Center has offices in ______ counties.
16. Money that can be accessed for personal needs through MVAC to assist people who are working or in training
19. Career decision making software
20. The leading cause of blindness among working-age people (two words)
24. Life-Work Planning Center allows retreats for women at ________. (two words)
25. Name of the speaker at last year's WFC outdoor training event.
28. Funds Job Service.
29. The ________ Center provides blind persons with services such as Talking Books, Talking Book Radio, Dial In News, and transcription of textbooks into Braille and tape.
32. Life-Work planning center is a ________ program (two words).
35. Rehabilitation Services provides many kinds of services: vocational counseling; training; help in finding a job; help in keeping a job; and assistive ______________.
36. In order to be a Rehabilitation Services counselor, you must have a Masters degree in Rehabilitation counseling and a ________ personality.
37. May the _______ be with you.
41. Life-Work Planning Center Services are ______ for displaced homemakers.
42. In the movie Grumpy Old Men, it was the name of the ice-fishing village.
43. Working 30 or more hours (FSET)
44. It lives under the sea and carries lots of people.
45. A part of MFIP services
46. Minnesota's _________ is the electronic resume system used at Job Service. (two words)

Down

1. It swims in the sea, carries a machine gun, and makes you an offer you can't refuse. (two words)
2. One who watches children
4. The fastest fish in the sea (two words).
5. A person whose visual acuity with best correction is 20/200 in both eyes is considered_____________.(two words)
6. The South Central WorkForce Council administers all programs funded by the WorkForce ______________Act.
8. How you think about yourself. (two words)
9. All Rehabilitation Services staff have the obligation to respect the ________ of data obtained from or about individuals.
10. A computer program that enlarges the print on a computer screen allowing partially-sighted individuals to access the Resource Room computers.
11. To use MRCI's services an individual must have a disability or some barrier to _______
13. A rehabilitation consumer has to be employed this many days in order to be closed successfully.
14. MYAC employment program that serves juvenile offenders, i.e. Juvenile ________ Program.
15. Rehabilitation Services can help with ________ in the workplace if needed.
17. Rehabilitation Services has up to this many days to determine eligibility for services.
18. Life-Work Planning Center provides personal growth and career development services for _____________________
21. This type of communication allows people to ask for what they want.
22. Layoff qualifying you for Dislocated Worker Program
23. _________ assistance is one service funded through the Dislocated Worker Program for those beginning employment in a new area.
26. Number of years Life-Work Planning Center has been in existence. (two words)
27. A fish without an eye is called this.
30. One of the topics covered in the Creative Job Search Workshop at Job Service.
31. MRCI serves 2,200 people annually in ______ locations throughout /South Central Minnesota.
32. In Rehabilitation Services, ________ of a disability is required as part of the case file.
33. MVAC program that helps with home heating costs. (two words)
34. The client_______ project is an advocacy program that helps make some consumers receive the services they need.
38. If fish lived on land, they would live in this country.
39. Where fish keep their money. (two words)
40. Business ______ Program is an SSB program that trains blind individuals to become self-employed vending stand operators.

You and 5 fellow travelers have been shipwrecked on a deserted island. The boat you were traveling in capsized in a storm. All communications equipment was lost as was all food and water. You and the other survivors have spent two days on the island but have not been able to find any edible food or fresh water. It also appears that no rescue teams are coming. One small lifeboat was salvaged and after making some makeshift repairs to the boat, it appears that the boat will be able to hold up enough to make a safe exodus from the island to the mainland. However the boat can only hold 5 people. If 6 people get in the boat it sinks. One person will need to remain behind. You and your fellow castaways need to decide who will not make the journey back to civilization. That person will need to wait on the island until help is summoned when the boat reaches shore. Hopefully help will come in time. The following is a brief description of the 6 survivors:

Jack: 35 year old scientist working on a cure for cancer.

Mary: 40 year old woman who is 8 months pregnant.

Sally: 62 year old woman who is a doctor.

Bill: 23 year old college drop out.

Jane: 16 year old high school student.

Tom: 52 year old totally blind man who is a former Navy Seal.

The Rest of the Story

The object of this exercise has been to get us to think beyond the obvious. Hopefully it has enlightened us to the fact that we need to see the potential in all of the customers and co-workers that we work with. We need to take the time to talk and listen to others. There of course is no right or wrong answers to this exercise. The following however is our version of what actually occurred on the island and after everyone was rescued.

Five of the castaways left in the life boat. After being adrift for a few hours, a cruise boat spotted them. They were lifted up onto the ship and help was quickly summoned for the castaway who had been left behind. That person was successfully rescued.

Jack**, the 35 year old scientist working on a cure for cancer, actually never did find a cure for cancer. He did however make some significant contributions to this field of research. In Jack's spare time he made wooden bird cages and sold them at flea markets. It was Jack's skills as a woodworker that enabled the group to repair the lifeboat that was used to escape from the island.**

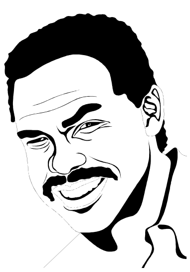
Mary**, the 40 year old woman who was 8 months pregnant gave birth to a healthy baby girl who she named Betty. This daughter went on to earn a Ph.D. Betty became director of a very successful social service agency dedicated to helping disadvantaged children obtain adequate food and shelter. Mary, who had 7 other children, was a master at keeping everyone calm and mediating disagreements. Without her ability to keep the group focused, the rescue plans may never have gotten off the ground.**

Sally**, the 62 year old woman who was a doctor, went back to work after her ordeal on the island. She was employed part time as a staff physician at an inner city clinic. For years she had also been doing medical**

research. Her hard work paid off as she discovered a cure for AIDS. Sally turned out to be a very valuable resource for the castaways. Her extensive background in biology helped determined that none of the food or water on the island was edible.


Bill**, the 23 year old college drop out used his brilliant computer skills to establish and become CEO of a major software company. Bill was a very carefree and optimistic person. He was quite sure that they would all be rescued. He made everyone's job easy when he volunteered to remain behind.**


Jane**, the 16 year old high school student, used the survival skills she learned when being trapped on the island to wage a successful college career. She entered the political arena and became our nation's first woman president. Jane was a Girl Scout and while she and the others were stranded on the island, she used those skills to arrange a campsite with a fire to keep everyone warm at night.**


Tom**, the 52 year old totally blind man who was a former Navy Seal returned to his job as editor-in-chief of a major newspaper. He wrote a series of articles about his adventure on the island. The articles earned him a Pulitzer Prize. Being that he was totally blind, Tom had excellent mobility skills and a sharp sense of direction. Coupled with the survival skills he gained as a Navy Seal, Tom was able to guide the folks in the lifeboat through the rough seas.**

Attachment 8

SAMPLE QUESTIONS
PARTNER FEUD

One hundred people surveyed. The top five answers are on the board. What are five services funded through the Dislocated Worker Program?

1.	Classroom Training	40 points
2.	Supportive Services	25 points
3.	Job Search Assistance	20 points
4.	Relocation Assistance	10 points
5.	OJT Contracts	5 points

The top six answers are on the board. What groups are represented on the South Central WorkForce Council?

1.	Business	30 points
2.	Education	25 points
3.	Human Services	20 points
4.	Employment Services	15 points
5.	Rehabilitation Services	6 points
6.	Economic Development	4 points

The top six answers are on the board. What services does SSB provide to eligible consumers?

1.	Adjustment to blindness	30 points
2.	Counseling	25 points
3.	Placement services	20 points
4.	Low vision services	15 points
5.	Services to elderly consumers	10 points

PARTNER FEUD GUIDELINES

- Each team chooses a Captain who stands at the head of each side of the table with one hand down, by the bell. The rest of the team lines up along the side of the table. Teams must remain in order. A Host and Co-Host are assigned to each team.

- Host reads the question.

- First Captain to ring the bell says his/her answer. If answer is a right answer, Co-Host reveals answer on the board. Team with the highest answer chooses to PLAY or PASS.

- If answer is #1 answer that team chooses to PLAY or PASS. PLAY means that the team tries to get all the right answers. PASS means that the other team must try to get the answers while the team passing watches.

- If neither Captain has an answer that is on the board, then second in line on the team that hit the bell first tries to answer. If that answer is not on the board then second person on the next team tries to answer and so on.

- Host reads same question to second person (or whoever would be next in line) of the team that is playing. Person has 10 seconds to answer. No team conferring is allowed.

- Play continues with same question read to each player down the line and then back to the first person etc. Right answers are revealed as they are given. Wrong answers or no answers receive a horn honk and an X is placed on the table.

- Host and Co-Host can confer to decide if an answer is right.

- If the playing team gets all the right answers revealed they get all 100 points.

- If the playing team gets three X's then the non-playing team can confer for 10 seconds and chose one answer. The Captain states the answer. If the answer is correct then that team gets the points for all of the right answers that have been revealed on the board. The other team gets no points.

- If the conferring team does not get a right answer then the other team gets the points for all of the right answers that have been revealed.

- Host records points on Tally Sheet after each round. At the end of 5 rounds, all the round totals are tallied up. If there is a tie, Host/Co-Host will obtain a tie breaker question.

Attachment 9

Below are over 50 questions regarding programs delivered by the WorkForce Center partners. Each table should identify a recorder and answer as many questions as possible within the rules listed below:

Rule 1. Have fun
Rule 2. Get to know each other

1.	Do potential Rehabilitation Services clients need to show proof of income?
2.	What is the Communications Center? Where it is located?
3.	My son, who has a developmental disability, will graduate from high school in two years. What is available to help him work?
4.	I'm a recent college graduate currently living with my parents in East Chain. How can I access suitable job openings in the Bemidji area?
5.	I need help paying for childcare expenses so I can attend school. My only income is AFDC. What can I do?

6.	What is the difference between essential and marginal functions of a job description and given an example of each?
7.	Does State Services for the Blind provide transportation for their customers to get around their communities?
8.	Is a Veteran’s Service Officer the same as a Veteran’s Employment Rep?
9.	My teenager says he has to go to summer school and that he can have a job if he goes. What does this mean?
10.	Do I have to pay fees to attend MRCI?
11.	What is the definition of legal blindness?
12.	What does MFIP stand for?
13.	Where can someone go to apply for EAP?

14.	What is the mission of Rehabilitation Services?
15.	Are all customers served by State Services for the Blind blind? Do they have other disabilities?
16.	Which program could help a 14 year old connect with odd jobs this summer?
17.	What does MRCI stand for?
18.	What is the Senior Employment Program?
19.	What does ADA stand for and when was it adopted?
20.	What are the main services offered by State Services for the Blind?
21.	What is CJS and how much does it cost?

22.	What is an EDP?
23.	Do you have to be a displaced homemaker to be a client at Life-Work Planning Center?
24.	How would I find out where Senior Dining sites are in my county?
25.	I do have a disability, but I don’t want to come to MRCI because I’m not “retarded”………
26.	Does Rehabilitation Services consider the need for adaptive devices and workplace modifications for people with disabilities?
27.	If a blind person was recently laid off from his/her job and is seeking a new job, where should that person go for assistance?
28.	What does FSET stand for?
29.	Where is the South Central School-to-Work Center located?

30.	Do you have to have a disability to be served by MRCI?
31.	Are all state eligible displaced homemakers women?
32.	Does Rehabilitation Services work at all with high school students?
33.	If a newly blind person who is wheelchair bound is seeking employment, where should that person go for assistance?
34.	How many people does MRCI serve?
35.	What is “The Hiring Advisor” and where can I access it?
36.	What is E.A.?

37.	Does level of education affect eligibility for Life-Work Planning Center Services?
38.	What does a Rehabilitation Services' counselor need to consider in determining eligibility?
39.	In what type of locale are most State Services for the Blind customers served?
40.	How long does an application in the Job Service system stay active without any contact?
41.	What can WIA help me with?
42.	Does MRCI offer any services for people looking for a job?
43.	Do people have to pay for Rehabilitation Services?

44.	What jobs can blind people do?
45.	What is RHASP?
46.	I was recently laid off from my job in another state and moved to Minnesota. Can I file for Unemployment Insurance in Minnesota and how?
47.	How would I find out about transportation assistance for my elderly parents?
48.	What is an IWRP?
49.	Is Life-Work Planning Center affiliated with Human Services or Region Nine?
50.	What age groups are served by State Services for the Blind?
51.	What office in our Workforce Service Area delivers services under the Dislocated Worker Program?

52.	I am unable to go to a senior dining site. How can I get a meal?
53.	What does Rehabilitation Services mean by Order of Selection?
54.	What are the topics addressed in personal growth workshop series?
55.	What are the eligibility requirements for MFIP?
56.	I can't afford to send my child to pre-school. What can I do?
57.	Who are the South Central School-to-Work Center partners?
58.	Does level of income determine eligibility for Life-Work Planning Center services?

Attachment 10

MINNESOTA
WORKFORCE
CENTER

Partners' Staff Recognition

TO: WorkForce Center Partners

FROM: Continuous Improvement Team

RE: Staff Recognition

Once again we would like to recognize the efforts of staff at our next WorkForce Center Partners' Training on June 22nd.

Attached you will find four recognition categories and criteria for which you may nominate WorkForce Center Partner staff. Please note the fourth category is open for you to establish your own criteria for recognition.

If you know someone you feel should be recognized, please submit your nomination (by mail, fax or e-mail) by Noon, Monday, June 12th to:

South Central WorkForce Council
P O Box 3327
Mankato, MN 56002-3327
FAX: (507) 345-2414
EMAIL: diane@mvac.mankato.mn.us

Continuous Improvement Team: Nancy Abel, Brian Benshoof, Diane Halvorson, Al Hauge, Shirley Jordison, Steve Schipp, Gwen Schmid

‘‘Cheerleader Award’’

1. A person that is upbeat most of the time.
2. A person that helps others to find a brighter view of each day.
3. A person that brings joy and humor to the workplace.

‘‘Partner Award’’

1. A person that has taken the time to get to know their WorkForce Center partners.
2. A person that collaborates well with other partners in serving common customers.
3. A person that collaborates well with other partners in providing WorkForce Center services.

‘‘Extra Mile Award’’

1. A person that does the extra things that are not necessarily required in their job description.
2. A person that the office would really miss if they were not there.
3. A person that is innovative and creative in their work.

‘‘Et cetera Award’’

This is an award where you can identify your own criteria to recognize a staff person you feel should be recognized, but may not fit the categories above.

To nominate an individual:

indicate on a blank piece of paper the award category and a brief reason why you feel this person should be recognized. Please include your name and phone number on the nomination form. Please send it to the address below by Noon, Monday, June 12th (may mail, fax or email).

South Central WorkForce Council
P O Box 3327
Mankato, MN 56002-3327
FAX: (507) 345-2414
EMAIL: diane@mvac.mankato.mn.us

Attachment 11

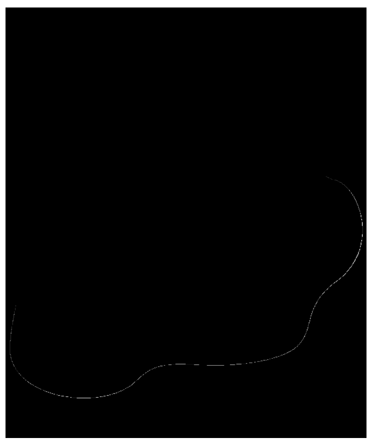
MISSION POSSIBLE

Name____

Agency____

WorkForce Center Visited_________________________________

Your mission is to visit a WorkForce Center near you!



Agents.....you have been given a mission!

This packet of information contains your mission to be completed by May 1, 2002. The purpose of this mission is to make sure everyone is aware of resources available at the WorkForce Centers.

Your mission will be to visit a WorkForce Center in the Region 9 area and obtain the information requested to complete each mission. The evidence should be collected in this envelope and upon completion, can be returned to one of the Special Training Agents listed below.

All those completing their mission will receive their "Special Agent Award" at the next training day!

Special Training Agents: Laura Bealey, Cindi Bents, Ada Grafing, Diane Halvorson, Nancy Lager, Colleen Recker, Cindy Rossow, Maureen Toonkel, and Wendy Wyant.

MISSION: Job Service

You have been working with an individual who is unsure of a career goal and you've heard about *Choices CT*, which is a self-help computer program that gives users a road map to making more informed career decisions. In order to find out more about *Choices CT*, your mission is to go to your nearest WorkForce Center and obtain a *Choices CT* brochure. Attach the brochure to this sheet.

While at the WorkForce Center, your next mission is to pick out your favorite resume book in the Resource Center and record the title of the book below.

Book Title:____

For bonus points you can also complete this additional mission:

You're working with an individual who is looking for employment as a secretary. She completed one year of secretarial training at SCTC two years ago and has one year of experience as a receptionist. Your mission is to go to the Minnesota Job Bank Site at: www.mnwfc.org and find two positions which she would be qualified for. Record the job order numbers below.

1. Job Order #:____

2. Job Order #:____

This mission was completed by:__________________________________

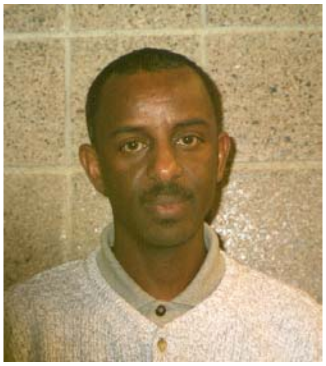
Attachment12

South Central WorkForce Center Partners

MINNESOTA WORKFORCE CENTER

Staff Directory

February 2002



Abduaziz Abdulla
MVAC
Vocational Advisor
Nicollet County
931-7790

Nancy Abel
MVAC
FRC – Blue Earth Co.
389-5583

Janelle Adams
MRCI
Job Counselor
526-2240

Chris Ahlstrom
MVAC
Secretary
345-6822

Lul Said Ahmed
MRCI – Blue Earth Co.
Job Counselor
389-8424

Susan Allen
New Ulm Job Service
ES Tech
354-3138

Kari Arndt
MVAC
Vocational Advisor
Nicollet Co.
931-7790

Heather Arnold
MVAC
Vocational Advisor
Brown County
354-3138

Lily Atwel
Services for the Blind
Rehabilitation Counselor
389-6325

MINNESOTA WORKFORCE CENTER

South Central WorkForce Partners

Life-Work Planning Center

Job Service/Reemployment Insurance

Mankato Rehabilitation Center, Inc.

Rehabilitation Services

Services for the Blind

Youth Employment

Minnesota Valley Action Council

South Central Technical

About the Agency

The mission of Rehabilitation Services is to assist Minnesotans with disabilities to reach their goals for working and living in the community.

Who Can Use Our Services

Persons who are eligible for Rehabilitation Services are individuals with physical or mental impairments: a) which result in a substantial impediment to employment; and b) who require Rehabilitation Services to either prepare for, enter, engage in or retain gainful employment.

Programs and Services

- **Counseling**
- **Vocational Testing**
- **Job Seeking Skills**
- **Resume Development**
- **Assistive Technology**
- **Assistance with Training**
- **Job Development**
- **Job Placement**
- **Job Coaching**
- **On-the-Job-Training**
- **Follow-Up**
- **Independent Living Services**

For More Information Call:

Mankato Office	507-389-6511
St. Peter Office	507-931-7180
Fairmont Office	507-235-5518

For Specific Counties or Programs Call:

Blue Earth County (+North Mankato)	Gretchen Spear	507-389-5584
	Barb Roberts	507-389-5580
Blue Earth County School Age	Al Hauge	507-389-5587
Faribault/Martin Counties	Kathy Detert	507-235-5518
LeSueur/Nicollet (-North Mankato)	JoLene Bruce	507-931-7245
Sibley/Brown County	Vacant	507-389-5576
Waseca/Watonwan Counties	Kim Trembley	507-931-7241
Migrant/Seasonal Farmworkers Program	Linda Sourbis	507-389-2413
Independent Living Program	Steve Schipp	507-931-7244

RS *Rehabilitation Services*

South Central WorkForce Center Partners

Comments

Your comments and suggestions tell us if we are meeting your needs.

1 What was your reason for contacting us today?

____

____

____

2 Did you receive the services you expected? Yes No (Please circle)

3 Rate the level of satisfaction in the services you received. (Please circle one)

Disappointment					Satisfaction
0	1	2	3	4	5

4 I found the staff to be: (Circle one)

	Strongly Disagree		Agree		Strongly Agree
Friendly	1	2	3	4	5
Helpful	1	2	3	4	5
Knowledgeable	1	2	3	4	5

5 Would you recommend our services to a friend? Yes No (Please circle)

6 What I like most about the services are:____________________________________

____

____

7 I think it would be even better if you______________________________________

____

____

Comments:

____

____

____

Thank you for sharing your opinion with us. Your response will be used to help us improve our services.

Please complete if you want a personal reply

Name:____ Phone#:________________

Address:____

Please seal the survey and drop it in the Comment Box at the WorkForce Center or mail it to us.

Our Mission:

"To Guarantee Unified, Convenient Access to Quality Employment Services for All."

Serving South Central Minnesota

WorkForce Center Partners:

- Job Service
- Life-Work Planning Center
- Minnesota Valley Action Council
- MRCI
- Reemployment Insurance
- Rehabilitation Services
- Services for the Blind
- South Central Technical College
- South Central WorkForce Council
- Watonwan County Employment and Training

South Central WorkForce Council
(507) 345-2408

How did we do today?

We are committed to improving our services.

Please take a few minutes to tell us how we did.

MINNESOTA WORKFORCE CENTER

South Central WorkForce Center Partners

Attachment 15

Date: Time: Location: By: ____________________

I'd like to ask you some questions about today's experience with the WorkForce Center. Our purpose is to improve the programs and services that are offered to people at the WorkForce Center. The survey is very brief and the answers will be kept confidential.

Which Partner/Agency did you come to see today?
What was the purpose of your visit?
Are you currently employed?

1. Utilizing a scale of 1 to 10 where "1" means "Very Dissatisfied" and "10" means "Very Satisfied" what is your overall satisfaction with the services provided from this WorkForce Center?												
Very Dissatisfied									Very Satisfied	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
2. Considering all the expectations you may have had about the services, to what extent have the services met your expectations?												
Falls Short of Your Expectations						Exceeds Your Expectations				NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
3. Now think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services.												
Falls Short of Your Expectations						Exceeds Your Expectations				NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
4. How satisfied are you that the WorkForce Center Staff listened to you?												
Did Not Listen									Listened Very Well	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
5. How satisfied are you that the WorkForce Center Staff respected you?												
Did Not Show Respect									Very Respectful	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
6. How satisfied are you that the WorkForce Center Staff was available to you when you had questions?												
Staff Was Not Available									Staff Was Very Available	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
7. How satisfied are you that the WorkForce Center Staff told you about the services that are available?												
Services Were Not Explained									Services Explained Well	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
8. How satisfied are you that the services received today will help you find a job?												
Services Won't Help									Services Will Be Very Helpful	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
9. How satisfied are you that the services received today will help shorten the time it will take you to find a job?												
Time Will not be shortened									Time Will Be Shortened	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			
10. How satisfied are you that the services you received today will help you find a better job?												
Won't Help									Will Help	NA	DK	Refused
1	2	3	4	5	6	7	8	9	10			

11. What could have been done better?
12. Is there a service or program we should add?

HOW CAN WE HELP YOU?

We are here to help you with your employment and training needs.
To help us match your needs with our services, please take a few minutes to complete the following. Thank You!

PLEASE CHECK ALL THE SERVICES YOU WOULD LIKE HELP WITH:

LOOKING FOR A JOB
- ☐ Learning how to find a job/career
- ☐ Jobs openings (local, state & national)
- ☐ Using a computer for job searches
- ☐ Job seeking skills instruction
- ☐ Use of fax, Internet and/or a telephone to contact employers
- ☐ Information on companies and industries
- ☐ Completing application forms
- ☐ Assistance with writing or revising a resume
- ☐ Interview preparation

TRAINING & CAREER PLANNING
- ☐ A self-assessment of where I am at and what I need to do to get a job
- ☐ Knowing which jobs are "hot" and other labor market information
- ☐ Figuring out what jobs I would be good at
- ☐ Preparing a career plan, setting goals, etc.
- ☐ Learning how to keep a job
- ☐ Looking for job information in books and other resources
- ☐ Help finding financial aid and other training information

☐ **DON'T KNOW WHAT I NEED, WOULD LIKE TO TALK TO SOMEONE**

SPECIAL EMPLOYMENT ASSISTANCE

I WOULD LIKE INFORMATION ON:
- ☐ Unemployment Insurance
- ☐ Laid-off Worker Programs
- ☐ Youth Programs
- ☐ Senior Programs (55+)
- ☐ Veterans Programs
- ☐ General Equivalency Diploma (G.E.D.)
- ☐ Self-esteem, personal growth and leadership skills services
- ☐ Services for persons with disabilities or visual impairment

☐ Needs or services not listed: (Please Explain)

____

____

NAME:______________________________

PHONE NUMBER:________________________

PLEASE RETURN THIS FORM TO THE RECEPTIONIST

FAIRMONT
WorkForce Center
923 N. State Street
Fairmont, MN 56031
(507) 235 - 5518

NEW ULM
WorkForce Center
1618 S. Broadway
New Ulm, MN 56073
(507) 354 - 3138

MANKATO
WorkForce Center
12 Civic Center Plaza, Suite 1600A
Mankato, MN 56001
(507) 389 - 6723

MINNESOTA WORKFORCE CENTERS: YOUR FIRST STOP ON YOUR WAY TO WORK!

EMPLOYERS
HOW CAN WE HELP YOU?

We are here to help with your employment and training needs. Minnesota WorkForce Centers offer services and information to help meet the challenges you face.

THE FOLLOWING ARE SERVICES WE CAN ASSIST YOU WITH:

EMPLOYER SERVICES

- ✓ Place your job listings (local, state and national) for no fee
- ✓ Internet access to job seeker resumes
- ✓ Job screening and computerized skills matching
- ✓ Recruitment of qualified applicants
- ✓ Screening of applicants
- ✓ Employment testing
- ✓ Job skill screening
- ✓ Scheduling interviews for employers
- ✓ Provide space to hold employee interviews
- ✓ Assessment of skills of your workers
- ✓ Needs analysis
- ✓ Job analysis
- ✓ Employer committees
- ✓ Labor market information

SPECIAL PROGRAMS

- ✓ Shared worker
- ✓ Work Opportunity Tax Credit (Tax incentives for hiring from targeted groups)
- ✓ Tax and employment seminars
- ✓ Conference and training seminars
- ✓ Information on hiring youth or connect with older workers
- ✓ Information on services for laid-off workers
- ✓ Information on unemployment insurance program
- ✓ Information on hiring veterans
- ✓ Information on hiring qualified job seekers with disabilities and blindness
- ✓ Information on Alien Labor Certification to help assist you process foreign worker applications

MINNESOTA WORKFORCE CENTERS:
YOUR FIRST STOP ON YOUR WAY TO WORK!!

FAIRMONT
WorkForce Center
923 N. State Street
Suite #110
Fairmont, MN 56031
(507) 235-5518

MANKATO
WorkForce Center
12 Civic Center Plaza,
Suite #1600A
Mankato, MN 56001
(507) 389-6723

NEW ULM
WorkForce Center
1618 S. Broadway
New Ulm, MN 56073
(507) 354-3138

QUESTIONS?

PLEASE CONTACT THE WORKFORCE CENTER NEAR YOU.

Attachment 17

WorkForce Center Training Evaluation

Please help us insure the quality of this training by completing this survey. Please circle the response that most clearly matches your views regarding the training. Thank you for your time and consideration.

1. The information presented on **Managing Stress** was:

Not useful					Useful
0	1	2	3	4	5

2. The team building exercise **Take a Chance with your Partners** was:

Not useful					Useful
0	1	2	3	4	5

3. Partner presentation from **Rehabilitation Services** was:

Not useful					Useful
0	1	2	3	4	5

4. **Staff Recognition** by the Continuous Improvement Team was:

Poor					Excellent
0	1	2	3	4	5

5. Did the training day help you to get to know staff from other agencies in our partnership?

No, it did not help				Yes, it has helped	
0	1	2	3	4	5

6. Did the training day help to make you feel part of a larger team than just your own agency?

No, I do not feel part of a larger team			Yes, I do feel part of a larger team		
0	1	2	3	4	5

7. Did the training day build better communications between you and other partners?

No, communication has not been affected				Yes, I have better communication w\partners	
0	1	2	3	4	5

8. Did the training day result in you being more knowledgeable about the programs and services of

your partners?
No increase in knowledge of my partners Yes, I know more about my partners

0 1 2 3 4 5

9. Did the training day address your partnership training needs?
No, they have not addressed my needs Yes, they have addressed my needs
0 1 2 3 4 5

If not, please indicate what needs have not been addressed:

____
____
____

10. The facilities\food\refreshments were:
Poor Excellent
0 1 2 3 4 5

11. Overall, the quality of the training day was:
Poor Excellent
0 1 2 3 4 5

Comments\Suggestions:

____

____

____

____

____