



Project Metamorphosis

Volume 2 Number 1A

Success is a Thinking Skill

Why are you here? Some researchers say that it may be caused by how you think about life and yourself.

The Link between Thinking and Crimes

Some people commit crimes because we don't think before we act. We want what we want now. We don't want to wait. We need satisfaction right away. We do what it takes to get money or drugs now.

We may not think before we act because we think the world is outside our control. We think success comes from luck or chance. We blame other people or things for our failures. Sometimes we even learn to be helpless. We learn to be victims.

Some of us have never practiced thinking. We think more about what is than what if.. We don't think about the results of our acts. Still others are rigid thinkers. This means that we do the same thing over and over even if what we do doesn't work.

Failure to think about how behavior affects others means that we can't think from another person's point of view. Thus, we misjudge what others do or think. Egocentricity is a related problem. This means that we only think from our own viewpoint. We can't imagine another person's point of view. We think only in terms of ourselves. We think everyone sees the world as we do.

Values also play a part in behavior. Some of us just don't think that what we do is wrong. Some of us are easily frustrated. We anger easily. We can't control ourselves. We act on emotion without thinking things through.

“Success is a thinking skill.”

Thinking Your Way Home

In the next few weeks, you will complete the one part of *Success is a Thinking Skill*. You will think about:

Perception—how you see yourself and others.

Generalization —transferring strengths solutions in one situation to other areas.

Abstraction—reasoning from thought rather than experience.

Reasoning—ordered thought.

Problem-solving—ability to think ahead, define obstacles, propose options, predict outcomes, implement a solution, and assess results.

Imagination—creative thinking self-analysis—thinking about yourself in order to direct your thoughts and actions.

Awareness of consequences— connecting behavior and effects.

Thinking ahead—goal oriented thought.

Point of view—thinking about things from the perspective of others.

Delaying gratification—learning to wait for satisfaction.

SUCCESSFUL THINKING...AT WORK

Past sessions focused mostly on you. You thought about yourself. You thought about yourself in terms of others. You looked at learning styles, values, aptitudes, abilities, and so on. You probably found that no two people are just alike. Others may have the same interests but different learning styles. They could have the same abilities but different aptitudes. So, how do people get along? Why do some people seem to “fit in” while others never do?

The answer is that we all think differently. Some people know that getting along means finding common ground with others. This doesn't mean giving in to others. Or losing oneself. It means thinking about another person's point of view. Finding common ground is an important thinking skill. And, it can be learned. The next sessions show you how to think about work. You will think about what you think about work. You will also think about what others think about work. You will think about what it takes to get and keep a job.

Work . . . and Self-Talk

Your self-talk tells you how you think about work. When you listen to yourself, what do you hear? If you hear things like, “Getting up early is too hard,” “That job is boring,” or “My boss makes me work too much,” the child in you is in control. Think of your job from the boss's point of view. Why would you need to get to work at a certain time? Who might need you to be there? What makes a job boring? What happens to a business when the “boring” work doesn't get done? Why would your boss value hard work? Most importantly, what rewards do or can you get from work? New skills? Money? Less worry? Use these and other rewards to help the child in you get to work. If you hear things like, “You really can't do this job,” “You'll lose this job just like you lost all the others,” or “This job isn't good enough for you,” then you are hearing your inner critic. Since you can't out-talk the inner critic, think of some statements to replace the negative ones. These might sound like the following: “I can do this job because I have new skills.” “I am a different person with different skills that will help me keep this job.” “All jobs have value. If I think this job isn't good enough for me, I will do what it takes to advance myself so that I get a promotion.”

EMPLOYABILITY AND WORK MATURITY

MATURITY: Occupational Information

READING AND WRITING FORMS

For most jobs, you'll have to read and complete some sort of forms. You may have to complete a form to apply for the job. When you get it, you'll complete forms for taxes, insurance, or other reasons. Individual forms differ. The order may be different. However, most ask for about the same things.

DATE. Use whatever today's date is. If you're not sure, ask someone.

NAME. Use your full legal name. Read carefully. You may be asked to put your last name first. (MI means middle initial).

ADDRESS. Write the address to which your mail is sent. That way, if a prospective employer needs to send you more information before hiring you, you'll get it. Some forms also ask how long you've lived at that address.

SEX or GENDER. Write F for female or M for male. (This is not a yes or no question.)

PHONE. Use your home phone number or a number at which you can be reached easily.

SOCIAL SECURITY NUMBER. This may be abbreviated as SS#. You need to have this memorized or available for reference.

POSITION(S) desired or applied for. This one varies by job. Before going to complete an application, think about how you heard about this job and the position that was available. If you are not sure how to spell the name of the position, get someone to help you before going to complete the application.

SALARY DESIRED. This can be difficult. You don't want to undersell yourself. But you don't want to price yourself out of a job. Before you apply, ask around. See if you can find other people who worked there. Check with similar companies to see what they pay. Your local librarian can help you look up salaries for jobs.

EDUCATION. List the schools you attended and the highest grade you completed. Either memorize this information or write it in advance for easy reference.

WORK HISTORY or EXPERIENCE. Beginning with your last job, list all your past jobs and the length of time you worked at each one. You may also be asked for a salary history at each job.

REASON FOR LEAVING. Part of your work history. Think about how your reasons sound to a prospective employer. Either memorize your list or make notes you can use in filling out forms.

REFERENCES. You may be asked for names of people who can vouch for your work or character. References are friends, former employers, teachers, or co-workers (not usually family members). They should be able to tell about what a good worker you are. They should know what you can do. They should be able to describe the work values that you have (e.g., dependability, consistency, punctuality, quick learner, easy-to-get-along-with). Before applying for a job, ask people if they are willing to serve as your references. Get their current addresses and phone numbers. Ask them if they can serve as a "good" or "strong" reference. Talk to them about jobs you want. Let them know what new skills you've developed or how you've changed. Tell them how your experience, skills, and values match your prospective employer's needs. If you've been in prison for an extended period of time, your life skills instructor, job placement specialist, or other prison employee may be able to serve as a reference

for you or write a letter of reference for you.

HAVE YOU BEEN CONVICTED OF A CRIME? This is a tough one. The answer is, of course, YES. You can also write WILL DISCUSS IN INTERVIEW. Whatever you do, don't lie about your past. The truth is that you have been in prison. You will be competing for jobs with people who have not. Think about an employer's point of view. In some cases, this will affect an employer's choice. Sometimes, it won't matter. That's reality. You may have to take an entry-level position because of it. You may have to work at minimum wage. You may be the oldest person working at a particular kind of job. You may think that your work in prison to improve yourself was a big waste of time. Look around you. There will be other people in entry-level jobs. That doesn't mean they'll stay there. Some work at minimum wage to get experience. Some work at minimum wage until they finish college or technical training. Just because you start at the bottom doesn't mean you will end up there. When you prove yourself, you'll get noticed for your efforts. You'll move on and up.

NOTE

A special program bonds former inmates. This might encourage an employer to hire you. Ask your job placement specialist for more information. You can use the following page to practice your form-filling skills. Your instructor can make copies of this page. Work on making your handwriting neat and easy-to-read. Many employers look at applications before calling or meeting applicants. Your application is their first impression of you. Make it a good one!

Please type or print all information

Employment Application

Applicant Statement

I authorize inquiries of any person, educational institution or organization to give or to verify information pertinent to my application for employment.

Name _____ Social security number _____

Address _____

Home phone () _____ Business phone () _____ Alternate phone () _____

Position applied for: Title _____ Job # _____

Minimum acceptable annual salary _____

Are you a current or former employee? Yes No

If yes: Start date _____ End date _____

Department _____ Title _____

Are you 18 years of age or more? Yes No

Are you a U.S. citizen or national, a lawful permanent resident or alien authorized for employment in the U.S.? Yes No

Have you ever pled guilty to or been convicted of any crime other than a misdemeanor or summary offense? Yes No

(An affirmative answer will not automatically disqualify you from employment.) If yes, please give details of the offense.

Applicant Statement

I authorize inquiries of any person, educational institution or organization to give or to verify information pertinent to my application for employment.

Signature _____ Date _____

Print Name _____

Employment History

Begin with most recent employer (including military service). If you have had more than three employers, provide additional information on an attachment to this application.

Company name _____
 Address _____
 Type of business _____ Start date _____ End date _____
 Supervisor's name and title _____ Phone () _____ Final salary _____
 Your title _____ Reason for leaving/discharge _____
 Major responsibilities _____

Company name _____
 Address _____
 Type of business _____ Start date _____ End date _____
 Supervisor's name and title _____ Phone () _____ Final salary _____
 Your title _____ Reason for leaving/discharge _____
 Major responsibilities _____

Company name _____
 Address _____
 Type of business _____ Start date _____ End date _____
 Supervisor's name and title _____ Phone () _____ Final salary _____
 Your title _____ Reason for leaving/discharge _____
 Major responsibilities _____

Have you ever been discharged from any employment, asked to resign or advised that, if you did not resign, your employment would be terminated? If so, please describe in detail:

Education/Training

| School Name, City and State | Course of Study | Graduated? Yes/No | Degree Obtained |
|-----------------------------|-----------------|----------------------|-----------------|
| High School | | | |
| College | | | |
| Graduate School | | | |
| Technical/Other | | | |

Additional Job-Related Competencies/Skills

Reflections

Review the article *Success is a Thinking Skill*. What kind of thinking do you think resulted in your past behavior? What types of skills might help you change that way of thinking?

Consider the following questions:

1. What did I learn today?

What kinds of attitudes and behaviors help you get a job? Keep a job? How do these relate to your personal values? How can you find “common ground”?

2. Why is this important to know?

Your goal is to be a manager at a fast-food restaurant. You are offered a job as counter-help at minimum wage. What steps can you take to move from an entry-level job into management?

3. How can I use what I learned?

In listening to your self-talk, what comments do you hear most often? Describe how you will control or change them.

4. What difference will this make in my life?

Don't forget that you “started a new life” a couple of weeks ago. The first principle was “I will form good habits and they will become mine.” What new good habits are you forming?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 1A Understanding What You Read

Read *“Success is a Thinking Skill”*. Then complete the following summary. Use words from the article if you wish.

Some people don't think before they _____. Some people never practiced thinking.

They never thought about the _____ of their actions. A _____

thinker does the same thing over and over even if it doesn't work. Some people misinterpret others

because they don't know how to think from another _____. People who

think only from their own viewpoint have _____

play a part because some people don't think what they did was wrong. Still others act on

_____ rather than thinking things through. We will learn some new ways of

thinking so that we can think our way out of _____. They include

perception, generalization, abstraction, reasoning, _____,

imagination, _____, awareness of

_____, thinking _____, point of _____

_____, and delaying gratification.



Project Metamorphosis

Volume 2 Number 1B

SCANS: Job Skills for the 21st Century

Are you ready for the work world in the year 2010? Some years ago, the U.S. Department of Labor formed a committee called the Secretary's Committee on Achieving Necessary Skills. It was abbreviated SCANS. The committee determined the skills and tasks needed for jobs now and in the years to come. The committee said that future workers needed some foundation skills. Workers also needed specific competencies.

Foundation Skills

Foundation skills are important skills. Everything else builds on these. The committee identified three foundation skills:

BASIC SKILLS

Basic skills consist of reading, writing, arithmetic, and listening. Many people think of these as "school skills." But these are job skills, too.

THINKING SKILLS

These consist of speaking, creative thinking, decision-making, problem-solving, and visualization. You will practice all of these as part of the *Success is a Thinking Skill* activities.

PERSONAL QUALITIES

Workers need personal qualities such as responsibility, social ability, and self-management. Project Metamorphosis helps you develop your personal qualities.

Competencies

"Are you ready for the work world?"

Competencies are things workers need to be able to do. Jobs vary in the degree to which different competencies are needed, but you need all of them. There are five competencies.

RESOURCES

Resources are what you have to work with. Competency in this area means that you use materials wisely. You make the best use of what you have. Resources include time, money, materials, facilities, and people.

INFORMATION

The ability to use information extends basic skills. Information can be words or numbers. This competency means you know how to get the information you need. You know how to organize ideas. You can draw conclusions. You can communicate meaning to others. You can also use computers to process information. In-class activities and computer tasks help you develop these competencies.

INTERPERSONAL

Interpersonal competencies describe how you relate to others. Competencies include teamwork, helping others, customer service, leadership, negotiation, and tolerance for cultural diversity. The *Keys to Relationships* volumes will help you develop these competencies.

SYSTEMS

Hardly anyone or anything exists by itself. Everything and everyone is part of a bigger system. The system may involve people, organizations, or technology. You need to understand systems and how they work. You must be able to check the system for problems. You may even need to suggest how to improve the system. Your ability to work in a system is a thinking skill. You will practice working in systems as part of this project.

TECHNOLOGY

Technology involves the use of equipment and computers to do work. The use of technology has increased in the past few years. Today, almost everything somehow connects to a computer. Phones, grocery check-out, and gas station pumps are all computerized. On the job you will need to know how to choose technology. You need to know how to use, maintain, and troubleshoot technology.

DRAWING CONCLUSIONS

When you read, listen, or watch others, you look for two kinds of information. The words you read or hear tell you what the writer or speaker says. That information is stated. You watch what occurs. That is information which is visible. The first kind of information, then, is that which is directly said or evident to you.

The second kind of information is what you understand without being told. Using this kind of information to understand is called drawing conclusions. You use clues from what is directly stated or seen and draw conclusions about what is happening. Because the information is not stated, your prediction may seem like just a guess. It's actually an educated guess. This is because it is based on stated information and your background knowledge. Drawing conclusions is a learning skill. It's also a thinking skill.

For instance, when you see thick gray clouds in the sky, you predict it will rain. That's a conclusion. It is based on past knowledge. You might be right and rain falls. Sometimes your conclusion will be wrong.

SCANS: Portfolio Contents

Your ability to show SCANS skills and competencies should be included in your portfolio. Future editions of this newsletter will provide more information about each one. You will also get a checklist that you can use with future employers to show specific abilities you have.

The storm will pass. When you say hello to someone and they ignore you, you might conclude that the person was rude. You could be right. But, the person could also have a hearing problem. Maybe they didn't hear you. Or, perhaps they were deep in thought and not paying attention. Then your conclusion about the person would be wrong.

Reread the first paragraph in the preceding story. According to what is stated, a committee suggests that workers have certain skills and competencies. What conclusion can you draw about workers who might not have all of the skills and competencies? What do you think might happen to them? What if there aren't enough skilled and competent workers for a company to hire? What might the employer do? What if you can show an employer your portfolio of skills and prove that you are both skilled and competent in all of the areas? What conclusions do you think the employer will draw about you?

Drawing conclusions is a skill. You will improve your ability to draw conclusions about people, words, and situations as part of Project Metamorphosis.

SELF-TALK . . . THINKING ABOUT MATERIAL BENEFITS

Why do people work? Why do you want to work? And, do you really want to work? What's the point? The point of working differs for different people. Some people work because it gives them satisfaction. They see their jobs as things that help others. It's easy to see that in some jobs. Health workers make people well. Firefighters save lives and homes. Teachers help people learn. But every job helps others. Restaurant workers give people who cook dinner a break. A mechanic helps drivers feel safe about their cars. Garbage workers make the community a cleaner place. Seeing who benefits from the work you do is one way to get job satisfaction. It's one way to convince the child in you to stick with a job. It also helps your inner critic see a job's value. Most people work for more than personal satisfaction. They work for material benefits. These are the real things you get from working. Money is the most common material benefit. There are others. Training and experience are important material benefits. How much does it cost to go to a school? If you could get training on the job AND get paid, you would benefit. Extra training might get you a raise. It could help you get another job. Insurance is another material benefit. Some employers pay part or all of insurance costs. Money for retirement is also a material benefit. This helps you prepare for a future income when you can no longer work. Vacation time might be another material benefit. This gives you paid time off. The truth is that no job is perfect. Few jobs pay as much as workers would like. All jobs are boring from time to time. Knowing the material benefits a job offers helps you change your self talk. These benefits give the child in you some real rewards for work. They provide real reasons to convince your inner critic that a job is worth your time. The activities you complete as part of *Success is a Thinking Skill* help you think about the benefits you get from jobs. Even at your job in prison, you need the same kinds of skills and competencies that you will need for jobs outside of prison. Seeing those skills and focusing on them help you control your self-talk.

Reflections

Review the article on *Drawing Conclusions*. Give an example of conclusion that you recently drew.

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

Review the SCANS skills and competencies. Rank them in order from your best one to the one that needs most work.

Think about a job you had in the past. What were the material benefits?

Describe how you use one of the SCANS skills or competencies at your current prison job.

Don't forget that your new life is continuing. How are you changing your habits?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 1B Understanding What You Read

Read “*SCANS: Job Skills for the 21st Century*”. Then answer the questions.

1. How is building SCANS foundation skills similar to building the foundation of a house? If you don't have adequate SCANS foundations skills, what conclusions can you draw about developing other skills?
2. Some people think that once they have Basic Skills, they are ready for the work world. Why are Thinking Skills and Personal Qualities just as important?
3. For your present job in prison, how are you responsible for the following: time, money, materials, and people?
4. Why are Interpersonal Competencies just as important as Technical Competencies
5. Imagine that you work for someone who has great technical skills. However, they lack skills in teamwork, negotiation, and cultural diversity. What conclusions can you draw about the work place? How would you react to this situation?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 1B Understanding What You Read

Read “SCANS: Job Skills for the 21st Century”. Then complete the following summary. Use words from the article if you wish.

According to the SCANS Report, valuable workers have competencies in personal qualities and resources. There are three factors in personal qualities. _____ is the ability to follow through and get a job done. _____ is how you relate to groups. _____ is the third factor. It is how you operate yourself. You also need to manage resources. _____ is an important resource. It helps you organize tasks efficiently. You may have responsibility for budgets. Therefore, _____ is a second resource to manage. All jobs involve management of materials, _____, equipment, and _____. _____ are also a valuable resource. The way that they are used contributes to either effective or ineffective work.



Project Metamorphosis

Volume 2 Number 2A

Using SCANS Personal Qualities and Resources

What does it take to be a valued worker? The SCANS report gives some guidelines.

SCANS: PERSONAL QUALITIES

You need skills in personal qualities. These are not so much what you do on a job. They are how you do the job. There are three factors in personal qualities.

The first is responsibility. This is knowing how to follow through. When you are responsible, people know they can trust you to get the job done. Do you attend to details? Do you get work done on time? Do you have a good attitude? These are the traits of a responsible worker.

Social ability is a second factor. This is how you relate to groups. Are you friendly? Are you flexible? Are you polite? Do you understand how others feel? These traits show your real interest in others.

A third factor is self-management. This describes how you operate yourself. Are you aware of what you do? Do you know what you do well? Do you know your limits? No boss knows you better than you do.

“What does it take to be a valued worker?”

SCANS: RESOURCES

You also need to know how to manage what you have to work with on a job. Resources include everything. Time is your first and most important resource. Time management includes goalsetting. It involves organizing tasks efficiently. It involves making schedules. It is getting things done on time. Money is another resource. Depending on your job, you may have the responsibility to budget items. You may have some choice about how money is spent. You may be the person who sees that not enough sales will result in too little profit. All jobs involve management of materials, supplies, equipment and space. Management is organization. Orderly management is more efficient. More work can get done. When things are wasted, someone loses money. You may think that it's just the boss that loses money. But when the boss loses money, the company loses. When the company loses, workers lose. People are also a valuable resource. The way that they are used results in either effective or ineffective work.

USING SCANS FOR PORTFOLIO DEVELOPMENT

Take a look at the SCANS forms. Each item in the first column is an important job trait. What do you already know how to do? Write specific examples in the second column. If you don't have experience in an area, talk to your job placement specialist about ways that you can develop that skill.

CHARACTER FIRST

The word *character* means different things. The qualities that define a person determine character. These can be positive or negative. They show a person's sense of honor and integrity. They help form a person's reputation. Character is not something you have when you are born. It reflects your values. You develop character through thinking and practice.

Beginning today, you will think about character qualities. You will think about how to apply these at work. You will think about how to use these in life. The first two character qualities are obedience and orderliness.

BEING RESPONSIVE

Responsiveness is a job skill. It relates to SCANS personal qualities. Responsiveness is a conscious choice. It's doing what you are asked. It is the highest form of self-management because it is a choice. It requires you to take responsibility. When you take responsibility, you go the extra mile without complaining. It helps you work effectively in groups. You have a good attitude with others. People in your groups may be your co-workers. They may be your customers. It may be your boss. Responsiveness helps get jobs done.

Think about your self-talk. Resistance often occurs when the child in you takes over. It may occur if your inner critic thinks you are too good for something a job requires. You can say, "I don't have to do this." You are right. You don't have to. You can choose to. You can learn to look at the needs of a job rather than what you want!

ORDERLINESS

Orderliness involves efficient management of resources. It is organizing for greatest effectiveness. It means that you pick up after yourself. You put things where they belong, even if you didn't get them out. You use things in the right ways. This includes all resources: time, money, materials, facilities and people. Your self-talk affects your ability to organize. The child in you may think keeping order is no fun. Your inner critic may see it as another opportunity to fail. If so, change your self-talk to achieve greater order. Change your self-talk to change the results you get.

Identifying Important Skills: Time Management

According to *Success is a Thinking Skill*, being on time and doing what others ask are important job skills. Both traits relate to SCANS and to character development. They involve time management. Time management is structuring life. It's a work skill. It helps you develop computational skills as well.

Now, much of your time is managed for you. You wake up at a certain time. You eat at certain times. You work at certain times. But some of your time is yours. Within limits, you can do what you want. You know that time is a resource. How are you managing it? How are you using your time now to achieve your future goals?

TIME AUDIT

Accountants often audit a company's financial records to see how resources are spent. You can use the following chart to audit the way you spend your most valuable resource—your time. For one week, keep track of your time. You will need two forms (days and nights). Write what you do each half-hour. Each block on the chart equals 30 minutes.

When the week is over, look at how you spent your time. Organize items into groups. Count the number of hours you sleep or nap. Count the hours you eat. Count the numbers you work. Determine what you do with the rest of your time. Figure out the percentage of time you spend on each area each week. Your time is your life. It is one of the most valuable resources you have. See what you do with your time and with your life.

“...Audit the way you spend your most valuable resource..... your time.”

Reflections

How do personal qualities and ability to manage resources make a person a better worker?

Consider the following questions:

1. What did I learn today?

Remember that you are still president of your own company— ME, Unlimited. How does the quality of your own responsiveness contribute to your company? How does it help you form good habits?

2. Why is this important to know?

What is the relationship between self-talk and qualities of character?

3. How can I use what I learned?

According to *Success is a Thinking Skill*, being on time and doing what others ask are important job skills. How do these relate to the character qualities of being responsive and orderliness?

4. What difference will this make in my life?

Review the results of your time audit. If you spend your time in the same way, what conclusions can you draw about your ability to achieve your goals?

SCANS SKILLS in PERSONAL QUALITIES for

| SKILL: RESPONSIBILITY | EXAMPLE |
|--|---------|
| Exerts a high level of effort and perserverance toward goal attainment. | |
| Works hard to become dependable, caring, trustworthy, and honest, even when assigned an unpleasant task. | |
| Displays high standards of attendance and puctuality, in approaching and completing tasks. | |
| SKILL: SOCIAL | EXAMPLE |
| Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings. | |
| Asserts self in familiar and unfamiliar social situations. | |
| Relates well to others. | |
| Responds appropriately as the situation requires. | |
| Takes an interest in what others say and do. | |

SCANS SKILLS in PERSONAL QUALITIES

for _____

| SKILL: SELF-MANAGEMENT | EXAMPLE |
|---|---------|
| Knows own skills and abilities with realistic accuracy. | |
| Sets well-defined and realistic personal goals. | |
| Monitors progress toward goal attainment and motivates self through goal achievement. | |
| Exhibits self-control and responds to feedback unemotionally and non defensively. | |
| Is a "self-starter". | |

SCANS COMPETENCIES in RESOURCES

for _____

| COMPETENCY: TIME MANAGEMENT | EXAMPLE |
|--|---------|
| Identifies tasks to be completed. | |
| Ranks tasks in order of importance. | |
| Makes and follows an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion, and tasks deadlines. | |
| Avoids wasting time. | |
| Accurately evaluates and adjusts schedule as needed. | |
| COMPETENCY: MONEY MANAGEMENT | EXAMPLE |
| Makes and uses a budget. | |
| Accurately calculates future money needs based on projected costs and revenues. | |
| Accurately tracks the differences between actual costs/revenues and estimated budget. | |
| Takes appropriate and effective actions to resolve budget differences. | |

SCANS COMPETENCIES in RESOURCES for

| COMPETENCY: MATERIAL & FACILITY MANAGEMENT | EXAMPLE |
|---|----------------|
| Carefully plans the steps involved in getting, storing, and distributing resources. | |
| Safely and efficiently gets, moves, or stores resources. | |
| Maintains resources in good condition. | |
| Distributes resources to the end user. | |
| COMPETENCY: MATERIAL & FACILITY MANAGEMENT | EXAMPLE |
| Accurately assesses peoples' knowledge, skills, abilities, and potential. | |
| Identifies present and future workload. | |
| Makes effective matches between individual talents and workload. | |
| Actively monitors performance and provides feedback. | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 2A Understanding What You Read

Read “Using SCANS Personal Qualities & Resources”. Then answer the questions.

1. SCANS Personal Qualities includes responsibility, social ability, and self-management. Rank these in order of importance as they relate to you. Explain why you chose this order.

2. In which Personal Quality are you strongest? Which Personal Quality will you need to develop? Remember, no employer knows you better than you do!

3. Why is time considered your most important resource?

4. Give an example of how you currently manage materials while in prison.

5. How does the management of materials affect the efficiency of a business or home?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 2A Understanding What You Read

Read “Using SCANS Personal Qualities and Resources”. Then complete the following summary. Use words from the article if you wish.

Personal Qualities and Resources are two other SCANS Skills. Personal Qualities include

_____, _____, _____, and

_____. People who get the job done on time are

_____ workers. How you control and operate yourself is

_____.

_____. We also need to manage our resources. Our most

important resources are _____ and _____.

Both Personal Qualities and Resource Management are important in the workplace.

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 2A Understanding What You Read

Read “*Character First*”. Then answer the questions.

1. How does a person’s self-talk help them develop character? What would positive self-talk do to a person’s character?

2. Name some times that you have “chosen” to be responsive and engaged and then saw positive results of that action.

3. Name a time when you have “chosen” to be resistant and unwilling. How might the outcome have changed if you had chosen differently?

4. Why is choosing to be responsive important in the workplace?

5. Do you think orderliness is a character trait that is important in the workplace?
Explain why or why not.

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 2A Understanding What You Read

Read "*Character First*". Then complete the following summary.
Use words from the article if you wish.

The qualities that define a person are called _____ . These qualities can either be _____ or _____ . A person is not born with _____ . It is developed through _____ and _____ . _____ is a character quality that means doing what you are asked. We can make a conscious choice to be _____ . Another character quality is _____ . This means that you are efficient in the _____ of _____ . Our _____ affects our ability to be responsive. To what inner voice are you listening?



Project Metamorphosis

Volume 2 Number 2B

Interpersonal Skills: SCANS Competency and Successful Thinking Skill

No matter what you do in life, you will interact with others. Your ability to do so—and do so well—is a key job skill. It's a thinking skill which leads to success both on the job and in life. Six factors relate to interpersonal skills.

TEAM PLAYER

Players have different roles in team sports. Some roles may seem better than others. But players form a unit. They have a common goal. They work together to achieve that goal. Bosses have goals, too. They hire a team to help them. Different workers have different roles. Some jobs may seem better than others. But workers must work together to get the job done. Being a team player means that you look out for other team members. You help each other. When you don't help others you don't help yourself.

TEACH OTHERS NEW SKILLS

As you learn, you perfect your skills. Once you become an expert, you can help others learn skills. This form of teamwork also helps you learn leadership skills. As you talk and help others, you will think about your job in new ways.

CUSTOMER SERVICE

Helping customers gives the business a good reputation. It also gives you a good reputation. It shows you know your job. It shows you take time to help others. Who are your customers? Buyers are one kind of customer. Co-workers are another kind. When they need work or information from you, you serve them. Your service to them is as important as your service to people who buy your product.

**“No matter what you do in life,
you will interact with others.”**

LEADERSHIP

You may wonder how leadership fits with being a team player. True leadership is not just bossing people around. It is focusing effort. Good leaders are good speakers, but better listeners. They are even better thinkers. They know what the goals are. They help others reach those goals more easily.

NEGOTIATION

Negotiation means resolving differences to move forward. It's a trait of a leader. It involves listening to others. It involves thinking. It helps team members make choices that everyone can live with.

WORK WITH DIVERSITY

Different people will work on your team. They may not be like you. Your ability to respect their work, no matter their color, gender, ethnic group, or other difference is an important interpersonal skill. Look beyond the differences. You may have values, interests, or abilities in common. If nothing else, you have work in common.

The Second Secret: Keep Working until You Succeed

In the first part of *The Greatest Secret in the World*, you began a new life. You learned an important rule: to form good habits and make them yours. In this part, you'll learn another important rule.

I will keep working until I succeed. The prizes of life are lifetime goals. They are at the end of life, not at the start. I may not know how long it will take to reach my goals, but I will keep working toward them. I may fail, but success is just around the corner if I keep working.

I will keep working until I succeed. I will never think of defeat. I will not use words like *quit*, *can't*, *impossible*, *failure*, and *hopeless*. They no longer apply to me.

I will keep working until I succeed. I may grow tired. Still, I will keep working. I may despair. I will keep working. I will work around obstacles. I will focus on my goals. **And I will keep working until I succeed.**

I will not let a day end in failure. I will think of the day's successes. I will think about future successes. I will not let small successes make me too comfortable. This can lead to failure. It can keep me from going on. Success in my lifetime goals lies ahead. **I will keep working until I succeed.**

As long as I live, I will keep working until I succeed. I know another rule of success. If I work long enough, I will succeed. I will work long enough. I will succeed. **I will keep working until I succeed.**

I now have a second rule. It will drive another bad habit from my life. It will replace a bad habit with a more successful one. Why? Because only a habit can subdue another habit. And habits are only achieved through discipline. They are not the discipline of others. They will be my own discipline—how I want to be. How will I discipline my mind? I will read this part every day in the prescribed way until given another.

1. I will read it silently in the morning
2. Read it again after lunch
3. Read it again—this time aloud—before I go to sleep.

Reflections

How are interpersonal skills thinking skills?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

Which of the five interpersonal skills is easiest for you? Why? Which is most difficult for you? Why? Why is “continuing to work until you succeed” an important rule to follow?

How can “continuing to work until you succeed” control the self-talk of the child within you? How can it help control your inner critic?

SCANS COMPETENCIES in INTERPERSONAL SKILLS for _____

| COMPETENCY: PARTICIPATES AS A MEMBER OF A TEAM | EXAMPLE |
|---|----------------|
| Does own share of tasks needed to complete a goal. | |
| Encourages team members by listening and responding appropriately to their contributions. | |
| Builds on individual team members' strengths. | |
| Resolves differences for the benefit of the team. | |
| Takes personal responsibility for achieving goals. | |
| Responsibly challenges existing procedures, policies, or authorities. | |
| COMPETENCY: TEACHES OTHERS; HELPS OTHERS LEARN | EXAMPLE |
| Help others apply ideas to tasks through coaching or other means. | |
| Identifies training needs. | |
| Conveys job information to allow others to see its applicability and relevance to tasks. | |
| Assesses performance and provides constructive feedback/reinforcement. | |

SCANS COMPETENCIES in INTERPERSONAL SKILLS

for _____

| COMPETENCY: SERVES CLIENTS/ CUSTOMERS | EXAMPLE |
|--|---------|
| Actively listens to customers to avoid misunderstandings and identify needs. | |
| Communicates in a positive manner especially when handling complaints or conflict. | |
| Gets additional resources to satisfy client needs. | |
| COMPETENCY: EXERCISES LEADERSHIP | EXAMPLE |
| Communicates thoughts, feelings, and ideas to justify a position. | |
| Encourages, persuades, convinces, or otherwise motivates an individual or group. | |
| Makes positive use of the rules/values of others. | |
| Establishes credibility through competence and integrity. | |
| Takes minority viewpoints into consideration. | |

SCANS COMPETENCIES in INTERPERSONAL SKILLS for _____

| COMPETENCY: NEGOTIATES TO ARRIVE AT DECISIONS | EXAMPLE |
|--|---------|
| Researches opposition and the history of the conflict. | |
| Sets realistic and attainable goals. | |
| Presents facts and arguments. | |
| Listens to and reflects on what has been said. | |
| Clarifies problems and resolves conflicts. | |
| Adjusts quickly to new facts/ideas. | |
| Proposes and examines possible options. | |
| Makes reasonable compromises. | |
| COMPETENCY: WORKS WITH CULTURAL DIVERSITY | EXAMPLE |
| Respects one's own culture and those of others and how they differ. | |
| Respects the rights of others while helping them make cultural adjustments where needed. | |
| Bases impressions on individual performance, not on stereotypes. | |
| Understands concerns of members of other ethnic and gender groups. | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 2B Understanding What You Read

Read *“Interpersonal Skills: SCANS Competency and Successful Thinking Skill.”*
Then answer the questions.

1. How is being an employee like being a member of a sports team?
2. All jobs require us to work with people different than ourselves. What are some ways you can work cooperatively with people of different color, gender, and ethnic groups?
3. What does it mean to negotiate? How would you use this interpersonal skill in your Current situation?
4. *Good leaders are good speakers, but better listeners.* Why would a leader need to be a good listener?
5. There are two types of “customers.” How do you provide customer service to each type?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 2B Understanding What You Read

Read *“Interpersonal Skills: SCANS Competency and Successful Thinking Skill.”*
Then complete the following summary. Use words from the article if you wish.

No matter what you do in life, you will interact with others. This requires _____ skills.

There are six factors that relate to interpersonal skills. The first is being _____.

This means that you work together to get the job done. The second is _____. This

makes the team stronger. It helps you learn leadership skills. The third factor is _____

_____ service. Your customers are people who

_____. Customers can also be _____.

_____ is the fourth factor. It helps you focus effort.

_____ is the fifth factor. It involves resolving differences to move

forward. The last factor involves working with _____. This

means that you work with people who are different from you in some way.



Project Metamorphosis

Volume 2 Number 3A

Getting the Meaning: Verbal Language

Verbal language is words you hear and say. Together they form communication. They form an exchange of ideas. You want to get meaning from what others say. You want them to get meaning from what you say. Words exist in contexts. A context is what surrounds words. There are two kinds of contexts. Physical context is the place in which words are used. Language context is the nonverbal and verbal information. You often choose your language context based on the physical context.

Physical Context

Where you communicate is a physical context. *Who* you speak to is also part of the physical context. These affect how you say things. They may affect what you say. They can even affect how others understand you. *In/out of prison. . . work/ home. . . friends/family. . . co-workers/ boss.* Each place or person forms a physical context. Part of good communication is seeing where you are and who you are with and matching language as needed. You speak differently to friends than to a boss. You talk differently to a child than to an aged aunt. You change to meet the context. Seeing and using the context, then, is a thinking skill. You think about what you say. You think about how you say it. You think about how it will sound.

Language Context

Example: Think about the word *count*. It usually means to number items. In prison, it means something a little different. It's usually used as a verb—to count something. In prison, it's a noun—the name of a process. You may think people know what you mean. You may think you know what other people mean. That may not be the case. The context in which words are used may be different. This results in misunderstandings.

“Language is a thinking skill.”

Making the Most of Context

Language is a tool. It's a tool you can learn to use well. You use it differently according to context. The following tips help you make the most of context and your use of language. Observe the context. **Figure out where you are. See what the context needs.** Observe how others use the context. **Watch people on TV or in other situations. See what** kinds of language they use. Ask others to help. **Ask people you trust to listen to what you say. See if what you said is what you mean.** Ask them to help you change your speech as needed. Think about your own speech. **Decide what you want to say. Choose how you want to say it.** Language is a thinking skill.

SYSTEMS: SCANS COMPETENCY AND LANGUAGE CONTEXT

According to the SCANS report, workers need to work within job systems. There are three factors in working in systems.

SYSTEM UNDERSTANDING

Job systems form contexts. The contexts can be other people. They can be machines and technology. They can be organizations. Working well in a system means that you understand the system. You pay attention to the context. You think about the system's goals. You think about the system's needs. You think about the points of view of others in the system. The system depends on you to work well. It depends on your ability to communicate with others.

MONITORING AND CORRECTING PERFORMANCE

Once you understand a system, you can check it for problems. You can think of solutions.

IMPROVES AND DESIGNS SYSTEMS

As you work with systems, you will become expert. You will have good ideas to improve the system. You will need to explain your views to others.

Keep track of your competencies in systems. Use the chart to identify those you have. Write examples for each one. If you need help, see your job placement specialist.

Using Stated Context Clues in

Reading

Using the context helps you find meanings of new words. There are many kinds of clues that context gives. Stated context clues are written clues. They can be words or punctuation marks.

Definition clues join words with meanings. Look for words like *is, are, means, was, is called*.

Contrast clues show that the meaning is opposite to the words in the sentence. Look for words like *however, but, on the other hand, yet*.

Comparison clues show how two or more things are alike. Look for words like *similarly, also, both, as well as*.

Example clues tell you an instance in which the word is used. Using what you know about the given information, you figure out the word's meaning. Look for words like *for example, for instance, e.g., i.e., such, like*.

Punctuation marks within sentences also show meaning. Look for information within *commas , , parentheses (), dashes-- , and brackets []*.

Reflections

Identify two physical contexts in which you regularly communicate. Does your verbal language differ in each one? If so, why? If not, why not?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

Which of the four tips for making the most of context is most difficult for you? Why?

What systems exist in prison? How do you apply the three factors in working in systems to your current experience?

Reread the article. Give one example of a type of context clue used in the article.

SCANS COMPETENCIES in SYSTEMS

for _____

| COMPETENCY: UNDERSTANDS SYSTEMS | EXAMPLE |
|--|---------|
| Knows how a system's personnel, organizational, or technological structures relate to goals. | |
| Responds to the demands of the system/ organization. | |
| Knows the right people to ask for information and where to get resources. | |
| Works within the formal and informal codes of the social/organizational system. | |
| COMPETENCY: MONITORS AND CORRECTS PERFORMANCE | EXAMPLE |
| Identifies trends and gets needed information about how the system should work. | |
| Detects changes from system's intended purpose. | |
| Troubleshoots the system. | |
| Makes system changes to fix system functioning. | |

SCANS COMPETENCIES in SYSTEMS

for _____

| COMPETENCY: IMPROVES AND DESIGNS SYSTEMS | EXAMPLE |
|--|---------|
| Makes suggestions for improving the functioning of the system/ organization. | |
| Recommends alternatives based on relevant feedback. | |
| Responsibly challenges the status quo to benefit the larger system. | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 3A Understanding What You Read

Read “Getting the Meaning: Verbal Language”. Then answer the questions.

1. Give two examples of physical contexts. How are they alike? How are they different?
2. What is the relationship between verbal language and context?
3. Think of a word that has more than one meaning. Write two sentences that show the meaning according to context.
4. What are four ways that you can make the most of context?
5. Why is language a thinking skill?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 3A Understanding What You Read

Read “*Getting the Meaning: Verbal Language*”. Then complete the following summary. Use words from the article if you wish.

Verbal language is words. Words exist in _____ . There are two kinds of context.

The _____ context is the place in which words are used. It is

_____ you are. It is _____ you speak to. The _____

context is the nonverbal and verbal information that surround a word. When people don't understand

context, they may _____ meaning. You can make the most of context by doing

four things. First, _____ .

Second, _____ .

Third, _____ .

Fourth, _____ .

Language is a thinking skill.



Project Metamorphosis

Volume 2 Number 3B

Nonverbal Language: Do Actions Speak Louder than Words?

You may have heard that actions speak louder than words. What does that mean? It means that *what* you do often means more than *what* you say. What you do is nonverbal language. It can be gestures. It can be what you wear or other things. It is another way to communicate. People show feelings and attitudes through nonverbal cues. People say that they believe nonverbal cues more than spoken words.

The context of a nonverbal cue helps you get the right meaning. Individual and cultural differences affect how nonverbal cues are sent and received.

There are many types of nonverbal cues. Most are habits. You may not know what messages you send. You may not understand the messages others send you.

Body posture and walk. Standing straight shows confidence and shows you are engaged. Slouching looks like you don't care. Note: this has been disproven. Walking is body posture movement—tells something about you. Your body posture and walk should be different at home than at work. At work, you in motion. How you walk—speed—should show like you are ready and eager to work. Watch others on the job to see how they look.

Tone. Tone of voice shows attitude. A voice can sound bored, excited, angry, mean, and so on. It shows feelings. You need different tones for different contexts. You use a different tone at home than at work. At work, you need a professional tone. What does that sound like?

Distance. A kind of invisible line surrounds each person. When people cross the line, that person feels uncomfortable. They get too close for comfort. Distance is affected by context. You get closer to someone you love than to a stranger. You get closer to co-worker than to a boss.

Hand gestures. Gestures are symbols. They have meanings. A handshake means that a bargain is sealed. A raised fist shows anger. Thumbs-up shows readiness.

Body gestures. Nodding your head shows agreement. Shrugging your shoulders shows that you don't know or don't care. Hands on your hips shows anger.

Facial Expression. Facial expression is the visual form of tone. Your face shows your mood. It shows boredom and excitement. It shows anger and happiness. It shows sadness and joy. Like tone, you can learn to have professional facial expressions.

Eye contact. In the U.S. culture, looking people in the eye shows that you trust them and they can trust you. This may vary with different cultures. In the U.S. workplace this usually shows your interest. When you don't look at people, they may think you don't care.

Appearance. How you look tells others things about yourself. If you wear dirty, sloppy clothes, that may say that you don't care. People may think you're not a careful worker. Think about how clothing fits into the context of a specific job. It may fit some contexts. It may not fit others. If you want to fit into the work world, you have to dress the part.

Observe your own nonverbal cues in different contexts. Notice other people. See if your cues say what you mean to say. Ask others if their cues correctly say what they mean. When you do this, nonverbal language is no longer just a habit. It becomes another thinking skill.

Thinking About Technology: SCANS Competency Competency

Each day, the world uses more technology. Like nonverbal language, technology has a language all its own. According to the SCANS competencies, there are three factors involved in technology.

SELECTING TECHNOLOGY. Today's jobs need you to know what technology is available. You have to know which is best suited for which task.

APPLYING TO TECHNOLOGY. This means that you know how to use a machine to attain a goal.

MAINTAINING AND TROUBLESHOOTING TECHNOLOGY. Once you can use the technology, you will know how to take care of it. You will know how to fix it when something goes wrong.

Lifelong Learning: Using Unstated Context in Reading

Some language is stated in words. You get other meanings from signs, symbols, and gestures. The same thing is true in reading. Some meaning is stated in words. Other meanings are understood by the reader based on the surrounding words—the context. Here, you draw conclusions about meaning. You look at the other words that are used. You think about what you already know. You make a guess about the meaning of the unknown word. Good readers don't always know the exact meaning of each word. They use context. It helps them figure out what they need. Think about this sentence: The driver driver shouted *vehemently* when his car was crushed in the accident. You may know the word *vehemently*. You do know how drivers feel when their cars are crushed. Words like *loudly* and *angrily* are close enough to give you the meaning you need. They give you the meaning from context.

Reflections

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

Consider the three factors in the SCANS Technology Competency. What has been your experience with each of these factors?

How can you use unstated context to figure out meanings of words you don't know?

How are you continuing to work until you succeed?

OBSERVING NONVERBAL COMMUNICATION

Watch yourself in different situations. Get others (inmate, teacher, supervisor) to watch you when you are unaware. See how you communicate nonverbally. Determine if how you look is what you mean.

OBSERVER: Self _____ Other (name) _____

SITUATION: Work (type) _____ Class Meal _____

Living Quarters _____ Other _____

Describe each of the following and tell what they meant:

BODY POSTURE AND WALK

VOCAL TONE

DISTANCE

HAND GESTURES

BODY GESTURES

FACIAL EXPRESSION

EYE CONTACT

APPEARANCE

SCANS COMPETENCIES in TECHNOLOGY

for _____

| COMPETENCY: SELECTS TECHNOLOGY | EXAMPLE |
|--|---------|
| Visualizes the necessary methods and applicable technology. | |
| Judges specifications for selecting technology. | |
| Judges which machine/tool will produce the desired results. | |
| Selects technology to meet goals. | |
| COMPETENCY: APPLIES TECHNOLOGY TO TASK | EXAMPLE |
| Understands how different part of machines interact and how machines interact with broader production systems. | |
| On occasion installs machines including computers. | |
| Sets up machines or systems of machines efficiently to get desired results. | |
| Accurately interprets machine output. | |
| Detects errors from program output. | |

SCANS COMPETENCIES in TECHNOLOGY

for _____

| COMPETENCY: MAINTAINS AND TROUBLESHOOTS TECHNOLOGY | EXAMPLE |
|---|---------|
| Maintains and troubleshoots technology including identifying, understanding, and performing routine preventative maintenance and service on technology. | |
| Detects more potential or more serious problems. | |
| Generates workable solutions to correct problems. | |
| Makes good suggestions and recommendations. | |
| Recognizes when to get additional help. | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 3B Understanding What You Read

Read *“Nonverbal Language: Do Actions Speak Louder than Words?”*. Then answer the questions.

1. “Actions speak louder than words.” Do you agree or disagree with this statement? Explain your answer.
2. Imagine that you see two people talking. One is standing erect with hands on waist. The other is tapping one foot very fast. How would you interpret their nonverbal cues?
3. What are some factors that affect the nonverbal cues a person uses?
4. What are some messages you receive from a person’s tone of voice?
5. How should physical context affect a person’s tone of voice?
6. Many nonverbal cues you send are habits. How could listening to your “adult voice” help you learn to control or change misleading cues?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 3B Understanding What You Read

Read *“Nonverbal Language: Do Actions Speak Louder Than Words?”*. Then complete the following summary. Use words from the article if you wish.

Another way people give and get meaning is by _____
_____. Some people believe this is more important than spoken
language. There are many types of actions than send messages about how you think or feel. Standing up
straight or slouching are examples of a person’s _____
_____. A bored, excited, or happy voice shows
_____. Your face is the visual form of
_____. You face can show what you
_____. The way you dress affects your
_____. Just as you can change your
verbal language to fit a particular _____, you can change
your actions, or nonverbal cues, to fit the situation.



Project Metamorphosis

Volume 2 Number 4A

Change is a Thinking Skill

If you always do what you've always done, you'll always get what you've always gotten. The solution is change. Change isn't just something that happens. It's something you think about. Making changes is a successful thinking skill.

Why don't people change? There are several reasons:

SECURITY

Change means that you lose something to gain something else. Some people don't want to give up what they have. . . even if it doesn't work.

FEAR OF FAILURE

New things feel strange. Some people fear that they won't know how to do new things. They might look foolish. They think it's better to stick with the old ways rather than possibly fail or look silly doing something different.

RELATIONSHIPS

Change sometimes means that people move on. New interests, abilities, or jobs sometimes leave others behind. Some people don't want to change because they don't want to lose the group they identify with.

FEAR OF THE UNKNOWN

Change may mean a temporary loss of direction. People know where they've been. If they've never been where they're going, they're not sure they will like it.

TERRITORY

Change often means that people go somewhere different. Boundaries and limits may change. Some people think that it's better to stay where you are even if it's not a good place to be. Prison is actually a good place to make changes. Here, you don't have to worry about things that often go with change. You don't have to worry that you'll lose your job. You don't have to worry about what your friends or family will think. Things are going to be different when you get out of prison. You'll be older. Life on the outside has gone on while you've been in prison. Everything's changed. Change will happen. You might as well think about the changes you want for yourself. Remember, you began a new life and you will keep working until you succeed. What changes do you choose to make?

Thinking About Information:

SCANS Competency

In today's jobs, you can't just count on what you know now. When needed, you have to find and use more information. Competency in information involves four factors.

GETS AND ASSESSES INFORMATION

You need to know what you need. You need to know who might have what you need. You need to know where the information might be. You have to decide if what you get is what you need.

ORGANIZES AND MAINTAINS INFORMATION INFORMATION

This relates to the character of orderliness. Information must be kept in ways that can be used easily.

INTERPRETS AND COMMUNICATES INFORMATION INTERPRETS INFORMATION

You will need to draw conclusions about information. You will think about it and use it to make decisions. You will share your ideas with others.

USES COMPUTERS TO PROCESS INFORMATION

This competency also relates to competencies in technology. More and more information is stored and used on computers. Work experience and training will improve this competency.

Use the SCANS Competencies to identify and to record your own competencies in this area. If you can't think of examples for a specific area, ask your job placement specialist how you can get that kind of experience.

Lifelong Learning: Finding Jobs

Lots of sources help you find and get jobs. You can ask friends and relatives for job leads. You can talk to people at state or local employment agencies. The newspaper and Internet are other places to look for jobs. You find job listings in the classified ads section of a newspaper. This section is often in the back pages. Each newspaper places ads a little differently. Somewhere in the classified ads you will find *employment* or *help wanted* ads.

Part of thinking about jobs is matching what you want and can do with what employers need. You may get training for a great job, but there is no demand for it. Or, the jobs may pay less than you can live on. You can get a good idea of employer needs and rates of pay from the newspaper or from internet job postings.

You can use want ads in many ways. You can use them to compare very different jobs. You could compare being a cook, a clerk, and a welder. You can compare similar jobs. You could compare welding jobs for different employers. You can use a chart to compare. No matter if jobs are like or different you want to look at the same factors. These include:

- position
- educational or experience requirements
- material benefits
- location
- hourly rate of pay
- how to apply
- other

Get a newspaper. Look at what you find in the help wanted section. What conclusions can you draw about jobs? How are they alike in terms of educational or experience requirements? How are they the same in terms of pay? What changes do you need to make to get the job you want?

Reflections

Review the reasons for resistance to change. Describe a situation in which change has occurred. In your opinion, which reason accounts for the change?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

What change do you want to make in your life?
How can you make changes?

Review the factors in the Information SCANS competency. Which is easiest for you to do? Which is most difficult? Why?

Take a look at the classified ads for jobs. How does what you can do and want compare with the jobs which are available?

SCANS COMPETENCIES in INFORMATION

for _____

| COMPETENCY: GETS AND EVALUATES INFORMATION | EXAMPLE |
|--|---------|
| Identify need for information. | |
| Gets information from existing sources or creates it as needed. | |
| Judges information in terms of relevance and accuracy. | |
| COMPETENCY: ORGANIZES AND MAINTAINS INFORMATION | EXAMPLE |
| Understands and organizes information from computer, visual, oral and physical sources. | |
| When needed, changes information into other formats to organize it more efficiently (e.g., by sorting, classifying, etc.). | |

SCANS COMPETENCIES in INFORMATION

for _____

| COMPETENCY: INTERPRETS AND COMMUNICATES INFORMATION | EXAMPLE |
|---|---------|
| Determines information to be communicated. | |
| Identifies the best methods to present information (e.g., overheads, handouts). | |
| If needs, converts information to desired format. | |
| Communicates information clearly and effectively. | |
| COMPETENCY: USES COMPUTERS TO PROCESS INFORMATION | EXAMPLE |
| Enters, changes, gets, stores, and verifies data and other information. | |
| Chooses format for display (e.g., line graphs, bar graphs, tables, pie charts, text). | |
| Ensures the accurate conversion of information into the chosen format. | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 4A
Understanding What You Read

Read "*Change is a Thinking Skill*". Then answer the questions.

1. What are the five basic reasons that people resist change?
2. Why does change involve thinking and planning?
3. What actions must a person take in order to make a change?
4. What kinds of change are easiest for you and what changes do you fear? Examples?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 4A
Understanding What You Read

Read *“Change is a Thinking Skill”*. Then complete the following summary. Use words from the article if you wish.

Change is a _____ skill. Some people find it hard to make changes in their lives. To change a person has to _____ something in order to _____ something else. Anything new feels strange. Some people are _____ they won't be able to do new things. Meeting new people and groups means a change in _____. Going to new places makes a change in _____. Change brings people where they've never been before. It can make people feel unsure. Just remember _____ will happen no matter what. You can plan the changes you want.



Project Metamorphosis

Volume 2 Number 4B

Meeting the Challenge

We all have challenges. The difference is how we think about them. Problem-solving is a thinking skill.

One dilemma can be choosing which job we want. Another might be finding a job. Still another is interviewing. Getting a job is often a big challenge. Once you get a job, keeping it may challenge you. It's easy to get overwhelmed. Good thinkers tackle dilemmas one by one.

This week you will choose a project. Your project will help you think through your approach to a dilemma. Choose a project that makes sense to you. This is chance to resolve an important issue.

No matter what you choose, the thinking skills are the same. The first step is identifying the issue. This means figuring out what's really going on. Finding the real issue is the first step in thinking successfully about it.

The second step is thinking of possible strategies. At this

point, you want to be creative. Think of as many options as you can. Ask others for their advice. That helps you see other points of view. For each option, think about the consequences. Those could be obstacles.

Sometimes your final decision is between a good choice and a better choice. It may help to think of rewards for each choice. What are the benefits as well as the consequences? Now you enact the solution you chose. That's not the last step. The last step is to assess your results. Did things work out as well as you thought? Have you given the solution enough time to work?

If your strategy didn't work, you can use another important thinking skill. You can rethink the problem and change your mind.

SCANS Competency: Basic Skills

Learning isn't just for classrooms anymore. Today's workers need to be lifelong learners. Sometimes challenges come up at work. It might look like a worker can't do the job. The real reason might be that they can't read, write, listen, or use math well enough. The SCANS report recommends the following:

READING

Workers need to understand written job materials. They need to find main ideas and important details. They need to draw conclusions about what they read and evaluate it.

WRITING

Workers must communicate in writing. They must keep written records. They may need to create written documents. They must use appropriate spelling, grammar, punctuation, and form.

ARITHMETIC

As needed, workers need to perform basic computations. They must understand basic numerical concepts. They need to know how to estimate amounts. They need to know how to understand quantities on graphs and charts.

LISTENING

Workers need to understand, interpret, and respond to what they hear.

How are your basic skills? Use the form to record examples of how you fulfill each competency.

Lifelong Learning: Hlp Wntd (Help

Wanted)

Many classified ads need to tell a lot in a little space. They use newspaper abbreviations to save space. Some abbreviations are easy to figure out. Others are harder. You might see some of the following abbreviations in the ads you read:

401K = refers to a retirement plan

X'Int = excellent

@ = at

O/T = overtime

F/T = fulltime (40 hours per week; usually means that benefits are included)

P/T = part-time

salary DOE = salary depends on experience

EOE = equal opportunity employer—hires diverse group of employees

w/ = with

exp nec = experience necessary

appt = appointment

lv msg = leave message

reps = representatives

techs = technician

transp = transportation

emp = employment

opptys = opportunities

temp = temporary

HMO = health maintenance organization (refers to medical benefits)

Reflections

Review the steps in solving problems. Which one is usually easiest for you?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

What are SCANS basic skills?

Why is the phrase “continue to work until you succeed” important in meeting challenges?

How does your self-talk affect your basic skills?

SCANS COMPETENCIES in BASIC SKILLS

for _____

| SKILL: READING | EXAMPLE |
|---|---------|
| Locates, understands, and interprets written information to perform tasks of other writers. | |
| Learns from text by determining the main idea or essential message. | |
| Identifies relevant details, facts, and specifications. | |
| Infers or locates the meaning of unknown or technical vocabulary. | |
| Judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories. | |
| SKILL: WRITING | EXAMPLE |
| Communicates thoughts, ideas, information, and messages in writing. | |
| Records information completely and accurately. | |
| Composes and creates documents such as letters, directions, manuals, reports. | |

SCANS COMPETENCIES in BASIC SKILLS

for _____

| | |
|---|----------------|
| Uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. | |
| Includes supporting documentation and attends to level of detail. | |
| Checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation. | |
| SKILL: ARITHMETIC | EXAMPLE |
| Performs basic computations. | |
| Uses basic numerical concepts such as whole numbers and percentages in practical situations. | |
| Makes reasonable estimates of arithmetic results without a calculator. | |
| Uses tables, graphs, diagrams, and charts to obtain or convey quantitative information. | |
| SKILL: LISTENING | EXAMPLE |
| Receives, attends to, interprets, and responds to verbal messages to comprehend, learn, evaluate, appreciate, or support the speaker. | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 4B

Understanding What You Read

Read “Meeting the Challenge”. Then answer the questions.

1. How is problem-solving a thinking skill?
2. How does meeting challenges involve making changes?
3. What are the steps in resolving issues? Explain each step.
4. Why should you generate as many solutions as you can?
5. If your solution doesn't work, what should you do?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 4B
Understanding What You Read

Read “Meeting the Challenge”. Then complete the following summary. Use words from the article if you wish.

Meeting the challenge is a _____ skill. Challenges can overwhelm us.

We can work through a process to solve our issues. The first step is to _____

_____ the _____. Sometimes there are many

unresolved issues. We must find the _____. The second step is to think of

_____. For each option, you think about the

_____, or the results. You think about the

_____. Now you enact the solution you have chosen. The

last step is to _____ your _____. Remember, you can always

rethink the whole process and _____ your mind.



Project Metamorphosis

Volume 2 Number 5 A/B

Judging Success with SCANS Thinking Skills

As you've seen, thinking is a skill. It's a skill that leads to success. It's a skill you can learn. Thinking is also one of the SCANS job skills areas. The SCANS report suggests that workers be competent in the following thought processes:

SPEAKING

Have you ever spoken before really thinking about what you were going to say? If so, you know that speaking is a thinking skill. Speaking involves organizing your thoughts. It is holding conversations. It is understanding verbal and nonverbal cues. Speakers need to talk clearly and at the right volume. They need to be good listeners. They need to ask questions when needed.

CREATIVE THINKING

Employers like people with good ideas. You don't have to be an inventor to think creatively. Creative thinking is using information in new ways.. It is making connections. It is rethinking goals and other ideas.

DECISION-MAKING

Making good decisions helps you make choices on the job. Decision-making involves taking actions, solving problems, setting goals, and making choices.

“Thinking...a skill that leads to success...a skill you can learn”

PROBLEM-SOLVING

SCANS suggests the same steps for solving problems that you are learning. You need to know how to find and identify problems. You need to generate reasons for the problem and options for solving it. You need to do something to fix the problem. You need to assess the solution. You need to change the solution as needed.

SEEING THINGS IN THE MIND'S EYE

If you can close your eyes and picture an apple, you can see things in the mind's eye. An apple is something you've seen. Good thinkers can imagine things they haven't seen. Seeing things in the mind's eye is using your imagination.

Much of what you do in Project Metamorphosis contributes to your thinking skills. Decide which of your thinking skills will be the best examples to record on the SCANS form for your portfolio.

LOOKING FOR WORK?

Job Sources

You've spent the last few weeks thinking about yourself. You've been thinking about the kind of job you want. When you get out of prison, you will look for work. Where will you find it? There are several good places to try:

Internet/Newspaper

The internet and classified /want ads list available jobs. You must read ads and postings carefully to know if you are right for a job. You have to read to know how to apply for the job. You may need to apply quickly before someone else gets the job. The best newspaper list of ads is usually in the Sunday edition.

Personal Network

A network is your support system. They are people who know you. They can put in a good word for you. They can be friends, family, former employers, or people you know in other ways. You never know which one might know of a job. Unless they can read your mind, they won't know what you want. Tell your personal network what you need. Ask them for help.

State Employment Agencies

This is a free service that lists job openings. They have counselors that can help. They match your needs and experience to potential employers.

Other Employment Agencies

These agencies also list job opportunities. They are not free. You pay a fee for getting a job. Sometimes the employer pays the fee for you.

Unions

Unions are organized groups of people who have the same kind of work. Unions may know which employers are hiring. You may need to join the union to apply.

Cold Calling

Cold calling occurs when you walk in and ask for a job. If you do call cold, look for companies that look busy but that have too few workers.

Lifelong Learning: Thinking about Words You Know (and Some You Don't)

You communicate in words. You hear, see, say, and write words. Some you know well. Some you don't. One way to think about words is to rate how well you understand them. You can use a 4-level rating.

For words you've never seen or heard, give them a **0**. For **words you've heard or seen**, but you're **not sure of their meanings**, give them a **1**. For words that you **sort of know**, give them a **2**. For words that you **know very well**, give them a **3**.

As you listen and read, think about how you rate the words you hear and see. Your rating is the first step in increasing your understanding of words.

Reflections

Why do you think thinking skills are a SCANS competency?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

Which thinking skill is easiest for you? Which is most difficult? How are you changing your skills in your most difficult area?

In looking for work, which job sources have you used? Why?

Review the information in the SCANS Thinking Skill form. Choose and write any 5 words and rate your understanding of them. How does rating your understanding help you?

SCANS COMPETENCIES in THINKING SKILLS

for _____

| SKILL: SPEAKING | EXAMPLE |
|---|---------|
| Organizes ideas and communicates oral messages appropriate to listeners and situations. | |
| Participates in conversation, discussion, and group presentations. | |
| Selects an appropriate medium for conveying a message. | |
| Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion. | |
| Speaks clearly and communicates a message. | |
| Understands and responds to listener feedback. | |
| Asks questions when needed. | |
| SKILL: CREATIVE THINKING | EXAMPLE |
| Uses imagination freely. | |
| Combines ideas or information in new ways. | |
| Makes connections between seemingly unrelated ideas. | |
| Reshapes goals in ways that reveal new possibilities. | |

SCANS COMPETENCIES in THINKING SKILLS

for _____

| SKILL: DECISION-MAKING | EXAMPLE |
|---|---------|
| Specifies goals and constraints. | |
| Generates alternatives, considers risks, and evaluates and chooses best alternative. | |
| SKILL: PROBLEM-SOLVING | EXAMPLE |
| Recognizes that a problem exist (i.e., there is a discrepancy between what is and what should or could be). | |
| Identifies possible reasons for a problem. | |
| Devises and implements a plan of action to resolve a problem. | |
| Evaluates and monitors progress and revises plan as indicated by findings. | |
| SKILL: SEEING THINGS IN THE MIND'S EYE | EXAMPLE |
| Organizes and processes symbols, pictures, graphs, objects or other information and visualizes the outcome. | |

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 5A/B
Understanding What You Read

Read *“Judging Success with SCANS Thinking Skills”*. Then answer the questions.

1. What are the five SCANS thinking skills?
2. How is creative thinking like seeing things in the mind's eye? How is it different?
3. What is involved in decision-making?
4. What do creative thinkers do?
5. What are the steps in problem-solving?

PROJECT METAMORPHOSIS NEWSLETTER

Volume 2 Number 5A/B
Understanding What You Read

Read *“Judging Success with SCANS Thinking Skills”*. Then complete the following summary. Use words from the article if you wish.

Thinking is a skill. It’s a skill that can lead to _____ . It’s a skill you

can _____ . There are five thought processes in thinking skills.

The first one is _____ . It involves organizing your thoughts before you talk.

You use it when you talk to others. You understand _____ and _____

cues. To be a good speaker, you need to be a good _____ . The second thinking

skill is _____ thinking. It is using information in

_____ . _____ is a third thinking skill. This skill helps you

make good _____ at work. The fourth skill is

_____ . The steps you are learning for problem-solving

are the same ones recommended by _____ . The last thinking skills is

_____ . This is the same as imagination.

JOB IN CLASSIFIED ADS

| | JOB 1 | JOB 2 | JOB 3 |
|--|-------|-------|-------|
| Position | | | |
| Educational or Experience Requirements | | | |
| Benefits | | | |
| Location | | | |
| Hourly Rate of Pay | | | |
| How to Apply | | | |
| Other | | | |