

**Attachment 1:**  
**Community Commitment Documentation**

- Meeting Agendas/Minutes
- Letter of Commitments

## Skill Gaps of Current Employees (Part 1)



### Results Overview

Date: 4/18/2012 12:04 PM PST  
Responses: Completes  
Filter: No filter applied

#### 1. What type of business are you?

Manufacturing		21	28%
Retail		7	9%
Education		5	7%
Service		27	36%
Other, please specify		16	21%
Total		76	100%

#### 2. What percent of your workforce was educated in Madison County?

10 or less		9	12%
11 - 20%		5	7%
21 - 30%		3	4%
31 - 40%		6	8%
41 - 50%		10	13%
51 - 60%		6	8%
61 - 70%		9	12%
71 - 80%		11	14%
81 - 90%		12	16%
91 - 100%		5	7%
Total		76	100%

#### 3. Are you satisfied with the reading skills of your current employees?

Yes		62	79%
No		16	21%
Total		78	100%

**4.** If you answered YES, please move on to question 5. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Understanding and using technical terms and writing	6 38%	4 25%	4 25%	2 12%	0 0%
Improving vocabulary for better reading comprehension	8 53%	5 33%	2 13%	0 0%	0 0%
Understanding regulatory, legal instructions and documents	1 8%	1 8%	4 31%	7 54%	0 0%
Interpreting complex passages to arrive at appropriate conclusions	1 7%	5 36%	4 29%	3 21%	1 7%
Others	0 0%	0 0%	0 0%	1 20%	4 80%

**5.** Are you satisfied with the math skills of your current employees?

Yes		46	59%
No		32	41%
Total		78	100%

**6.** If you answered YES, please move on to question 7. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5	6
Simple addition, subtraction, division, and multiplication	16 67%	2 8%	3 12%	1 4%	2 8%	0 0%
Use of fractions, decimals, percentages, percent change	9 35%	15 58%	1 4%	1 4%	0 0%	0 0%
Statistics	3 15%	3 15%	5 25%	5 25%	4 20%	0 0%
Budget analysis/projection	1 6%	1 6%	7 44%	4 25%	3 19%	0 0%

Convert standards of measures and/or algebra, geometry, calculus	3 14%	6 29%	4 19%	4 19%	4 19%	0 0%
Others	0 0%	1 20%	0 0%	0 0%	0 0%	4 80%

**7.** Are you satisfied with the verbal communication, listening and writing skills of your current employees?

Yes		32	41%
No		46	59%
Total		78	100%

**8.** If you answered YES, please move on to question 9. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Conveying thoughts, verbally, when in a stressful situation	22 52%	13 31%	5 12%	2 5%	0 0%
Preparing and writing rudimentary and/or complex reports	8 24%	10 30%	11 33%	4 12%	0 0%
Making oral presentations w/o Power Point	1 3%	6 21%	5 17%	17 59%	0 0%
Listening for and asking questions to get facts and to provoke ideas	15 38%	12 30%	12 30%	1 2%	0 0%
Others	0 0%	1 12%	0 0%	0 0%	7 88%

**9.** Are you satisfied with the customer relations' skills of your current employees?

Yes		42	54%
No		36	46%
Total		78	100%

**10.** If you answered YES, please move on to question 11. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	1	2	3	4	5
How to listen and focus on what is important to customers	16 48%	11 33%	5 15%	1 3%	0 0%
How to interact professionally and with concern for what customers see, hear and experience	18 50%	14 39%	3 8%	1 3%	0 0%
How to note customer problems	0 0%	3 12%	10 40%	12 48%	0 0%
How to promote customer satisfaction	2 6%	7 23%	11 35%	11 35%	0 0%
Others	0 0%	0 0%	0 0%	0 0%	10 100%

**11.** Are you satisfied with the teamwork skills of your current employees?

Yes		45	58%
No		33	42%
Total		78	100%

**12.** If you answered YES, please move on to question 13. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	1	2	3	4	5	6
Confrontation skills (express complaints in a positive manner)	18 60%	1 3%	7 23%	3 10%	1 3%	0 0%
Problem resolution skills (resolve problems as a work group)	9 33%	10 37%	4 15%	3 11%	1 4%	0 0%
Problem behavior recognition (avoiding insensitive treatment of others based on	2 9%	5 23%	5 23%	2 9%	8 36%	0 0%

race, sex, age, religion, disability, etc.)							
Specific problem-solving tools (brainstorming, fishbone diagram, prateo analysis, etc.)	2 8%	10 42%	4 17%	3 12%	5 21%	0 0%	
Building consensus (all in work group can support decision)	1 5%	5 23%	3 14%	10 45%	3 14%	0 0%	
Others	0 0%	0 0%	0 0%	0 0%	0 0%	7 100%	

**13.** Are your employees' observation skills satisfactory?

Yes		43	55%
No		35	45%
Total		78	100%

**14.** If you answered YES, please move on to question 15. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Safety hazard recognition	15 54%	5 18%	3 11%	5 18%	0 0%
Following detailed instructions	18 56%	8 25%	3 9%	3 9%	0 0%
Quality defect recognition	2 8%	13 52%	8 32%	2 8%	0 0%
Condition of equipment	1 5%	2 10%	9 43%	8 38%	1 5%
Others	0 0%	0 0%	0 0%	1 14%	6 86%

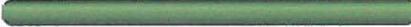
**15.** Are you satisfied with your current employees' technology skills as applied to equipment and machines?

Yes		58	74%
No		20	26%
Total		78	100%

**16.** If you answered YES, please move on to question 17. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Principles of mechanics	12 71%	3 18%	1 6%	1 6%	0 0%
Principles of electricity	3 21%	8 57%	2 14%	1 7%	0 0%
Principles of hydraulics	1 8%	4 33%	7 58%	0 0%	0 0%
Robotics	0 0%	0 0%	3 25%	9 75%	0 0%
Others	6 55%	0 0%	1 9%	0 0%	4 36%

**17.** Do your employees exhibit critical thinking skills?

Yes		27	35%
No		50	65%
Total		77	100%

**18.** If you answered YES, please move on to question 19. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Problem-solving (how to use a formal process)	24 52%	10 22%	10 22%	2 4%	0 0%
Establishing priorities	11 26%	22 52%	7 17%	2 5%	0 0%
Decision-making (how to use a formal process)	6 17%	8 23%	13 37%	8 23%	0 0%
Analytical thinking (how to use a formal process)	6 16%	5 13%	7 18%	20 53%	0 0%
Others	1 11%	0 0%	0 0%	0 0%	8 89%

**19.** Are your employees able to use critical information when required to make decisions?

Yes		59	78%
No		17	22%
Total		76	100%

**20.** If you answered YES, please move on to question 21. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Able to read diagrams and floor plans	4 40%	2 20%	3 30%	1 10%	0 0%
Able to read blueprints	1 14%	2 29%	1 14%	2 29%	1 14%
Able to read forms, graphs and charts	6 43%	4 29%	4 29%	0 0%	0 0%
Able to read instrument gauges	3 30%	4 40%	1 10%	2 20%	0 0%
Others	3 50%	0 0%	0 0%	1 17%	2 33%

**21.** Can your employees use all required standard computer applications and data entry?

Yes		49	64%
No		27	36%
Total		76	100%

**22.** If you answered YES, please move on to question 23. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5
Use of Microsoft Word	9 45%	7 35%	2 10%	2 10%	0 0%
Use of Microsoft Excel	12 48%	11 44%	1 4%	1 4%	0 0%
Use of Microsoft Power Point	2 11%	3 17%	8 44%	5 28%	0 0%
Electronic data processing	4 21%	4 21%	5 26%	6 32%	0 0%

Others	1 10%	0 0%	0 0%	1 10%	8 80%
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**23.** Do your employees exhibit the task specific technical skills needed in your organization?

Yes		61	80%
No		15	20%
Total		76	100%

**24.** If you answered YES, please move on to question 25. If you answered NO, what specific skill gaps do you feel could be addressed with additional training? (Please drag the following right to arrange from most to least important in your opinion.)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	1	2	3	4	5	6	7
	CAD/CAM	3 43%	1 14%	0 0%	0 0%	1 14%	2 29%
Operation of your equipment	8 73%	3 27%	0 0%	0 0%	0 0%	0 0%	0 0%
Welding	0 0%	5 62%	2 25%	1 12%	0 0%	0 0%	0 0%
Total quality management philosophy	1 10%	3 30%	1 10%	5 50%	0 0%	0 0%	0 0%
Computer numerical control (CNC)	2 20%	1 10%	5 50%	0 0%	2 20%	0 0%	0 0%
Direct numerical control (DNC)	0 0%	0 0%	0 0%	0 0%	2 50%	2 50%	0 0%
Others	2 40%	0 0%	0 0%	0 0%	0 0%	0 0%	3 60%

**25.** Are there other specific job skills required in your organization that we have not covered?

Yes		15	19%
No		62	81%
Total		77	100%

**27.** Is there a local pool of qualified applicants available from which you can hire? Choose one response from the following list of choices:

Almost Never		10	13%
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Almost Always		18	23%
Now and Then		46	60%
Not Applicable		3	4%
Total		77	100%

**28.** For each new person hired, how many applicants did you turn away? Choose one:

For every person hired, I turn away one to two applicants.		6	8%
For every person hired, I turn away three to five applicants.		18	23%
For every person hired, I turn away six to eight applicants.		24	31%
For every person hired, I turn away more than nine applicants.		22	29%
Not Applicable		7	9%
Total		77	100%

**29.** The section below focuses on the major reasons your company doesn't hire a particular applicant and how frequently this reason happens. Please indicate which answer best applies to your particular situation.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Almost Never	Now and Then	Almost Always	Not Applicable
	1	2	3	4
Lacks verbal communication skills	7 10%	40 55%	24 33%	2 3%
Lacks customer relations skills	7 9%	32 43%	30 41%	5 7%
Lacks teamwork skills	8 11%	50 68%	12 16%	3 4%
Lacks required reading skills	21 28%	42 57%	10 14%	1 1%
Lacks needed technology skills	13 18%	38 52%	17 23%	5 7%
Lacks right computer technical skills	15 21%	39 53%	13 18%	6 8%

Lacks required math reasoning skills	13 18%	37 51%	21 29%	2 3%
Lacks appropriate observation skills	12 17%	44 62%	13 18%	2 3%
Lacks basic writing skills	14 19%	34 47%	22 31%	2 3%
Displays poor listening skills	9 12%	40 56%	23 32%	0 0%
Lacks appropriate data entry skills	18 25%	36 50%	11 15%	7 10%
Lacks skills to locate information	17 24%	33 46%	14 19%	8 11%
Lacks state certification or license	18 25%	20 28%	8 11%	25 35%
Lacks Work Keys job skill assessment ranking	16 22%	25 35%	5 7%	26 36%
Lacks Industry/Trade certification or license	16 23%	18 26%	8 11%	28 40%
Lacks professional certification or license	15 22%	19 28%	8 12%	27 39%
Lacks high school or GED diploma	28 39%	28 39%	10 14%	6 8%
Lacks Associate degree	21 30%	23 32%	6 8%	21 30%
Lacks four year college degree	16 23%	27 38%	5 7%	23 32%
Lacks Master's degree	22 31%	13 18%	6 8%	30 42%
Lacks PhD	24 34%	7 10%	3 4%	37 52%
Poor recommendation/references	16 22%	37 51%	15 21%	4 6%
Has not demonstrated dependability	4 5%	33 45%	33 45%	4 5%
Criminal record	17 23%	34 46%	15 20%	8 11%
Undesirable attitude and conduct	6 8%	36 49%	29 39%	3 4%
Low score on screening/pre-employment tests	11 15%	25 35%	17 24%	19 26%
Lacks pertinent previous work experience	2 3%	42 58%	26 36%	3 4%
Unacceptable drug test results	20 28%	21 29%	18 25%	13 18%
Inappropriate appearance/dress/grooming	8 11%	39 53%	24 32%	3 4%

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# Skill Gaps of Current Employees (Part 2)



## Results Overview

Date: 4/18/2012 12:07 PM PST  
 Responses: Completes  
 Filter: No filter applied

**1.** Are there any job areas in your company in which positions are currently difficult to fill (e.g., computer programmers, computer numerical control personnel, people skilled in direct number control manufacturing, etc.)?

Yes		24	53%
No		21	47%
Total		45	100%

**3.** Are there any future job areas in new and advanced manufacturing technologies that your company anticipate will come on line in the next three to five years and that will be difficult to fill with future applicants?

Yes		7	16%
No		37	84%
Total		44	100%

**5.** Can you estimate the number of future hires that you will make to fill positions?

Yes		19	43%
No		25	57%
Total		44	100%

**6.** If you answered NO, please move onto question 7. If YES, how many more people will you employ in the next three to five years?

1-4 employees		7	39%
5-9 employees		2	11%
10-19 employees		3	17%
20-49 employees		2	11%
50-99 employees		2	11%
100-249 employees		1	6%
250-499 employees		0	0%
500-999 employees		1	6%

1000 or more employees		0	0%
Total		18	100%

**7.** What is your company's average turnover rate (to include voluntary and involuntary turnover) during a typical 12-month period?

0 to 10%		28	62%
20% to 30%		11	24%
40% or more		4	9%
Not Applicable		2	4%
Total		45	100%

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**Attributes of Success (To be modeled, encouraged, and supported)**

- ⊙ Technology etiquette
- ⊙ Collaboration
- ⊙ Value in all work
- ⊙ Dependability
- ⊙ Persistence/resilience
- ⊙ Leadership skills (all levels)
- ⊙ Discipline
- ⊙ Initiative
- ⊙ High expectations
- ⊙ Citizenship
- ⊙ Objectivity
- ⊙ Respect (for self & others)
- ⊙ Accountability
- ⊙ Punctuality
- ⊙ Drug free
- ⊙ Common Sense
- ⊙ Confidence
- ⊙ Reliability
- ⊙ Willing to learn
- ⊙ Work ethics
- ⊙ Sense of pride
- ⊙ Life style choices
- ⊙ Appropriate behavior
- ⊙ Dress code
- ⊙ Honesty
- ⊙ Integrity
- ⊙ Methodical in approach
- ⊙ Ethics
- ⊙ Entrepreneurial

**Recommendations for what we might call this initiative**

- One recommendation was that we conduct a contest sponsored by chambers and businesses for students to name this initiative (middle school, high school, college)
- “Lifetime Success”

**What’s already out there?**

- ❖ Junior Achievement-K-12 (18 counties)
- ❖ Kentucky Scholars-partnership to increase rigorous coursework
- ❖ ILP-college and career planning tools 6-12
- ❖ Bring our A game to work (curriculum to teach soft skills)
- ❖ Super 7 Showcase (professional work skills)
- ❖ Gear Up-schools/college/community→college/postsecondary success
- ❖ Reality Store - 8<sup>th</sup> graders program- job based on GPA
- ❖ Leader In Me – Covey – 7 Habits
- ❖ Team leadership
- ❖ Volunteering
- ❖ PASS (Positive Alternatives to Student Suspensions)
- ❖ BUG (Bring Up your Grade) –Kuwanis program - 3<sup>rd</sup> graders on reading level
- ❖ EMS programming
- ❖ Upward Bound –college prep
- ❖ Talent Search
- ❖ CTE (Career Technical Education)
- ❖ Operation Preparation-match student’s with community advisors
- ❖ Electronic Mentoring curriculum (GEAR UP)

### **Organizations Represented at this Meeting**

Kentucky Adult Education  
Teachers  
Consultants  
EKU  
KCTC  
KY River Foothills  
KWIB  
BGWIB  
Principals  
National College  
Berea College  
Berea Schools  
Madison Central  
Baldwin CPAs  
Enersys-32 plants around the world  
Chambers of Commerce  
Gear Up Kentucky  
Kentucky Tech  
Local business/industry  
United Way  
Junior Achievement  
Kentucky Department of Education

### **Commitments**

- Gina Lakes – Student Voice (accountability discussions)
- Madison Central and Southern → students + teachers as a part of work group
- Dennis (Enersys) will go into schools to talk to students
- Take everything I can and remain a part of this process (Clark + Jessamine)
- Jr. Achievement/United Way-continuing partners
- BCTC committed to be a partner

### **Things to Consider**

- Taking business voice directly to students
- This is a process, not a program
- How to make this a community process
- The Madison County Culture
- Broadening opportunities for career decisions
- Broaden audience for conversation
- Dealing with students

**Next Meeting**

Date: **January 14<sup>th</sup>, 2013** (Monday)

Time: 9:00 a.m. – 12:00 p.m.

Place: TBD

**Rough Agenda**

1. Who needs to be represented on the work group?
2. Cleanup soft skills list
3. How will we implement?
4. Form different committees
5. Gap Analysis – what are we missing?

## Objective 2

Dr. Frohoff – Soft Skills Curriculum in Progress

Request Employer Participation July 5-10

Business/Economic training needed

Use Junior Achievement as a tool – need volunteers

Request Soft Skills “Standard”

Request Employers Continue Dialogue

Company Share tests and Specific Requirements

## Educator’s Concerns

Support Success Academy Model/Mentor Students

Southern has prepared a whole certification

Ask employers to prefer NCRC and other certs.

Waco Project Based Learning – Need Judges

Partner with Schools and their career Readiness Programs

## Employer’s Concerns

Better Employee Selection Outside of Madison County

Have Chamber work with other Chambers

Transportation

Finding the Correct “fit”

Found Singapore math works well

Adult computer skills

Reading comprehension

Interview Attire

Work Ethic

Teamwork Tolerance

## June 19, 2012 Meeting Notes

- Soft Skills:
  - Team Building – Consequences
    - Sherry Vanhooose (EKU) and David Stone (EKU) can assist with this
- Mendi suggests curriculum be taught by outside people instead of educators
- Discussed NCRC Plus and request some of this group to take the test.
  - AJ Jones will try get this scheduled before the next meeting
- Middle College – Students are taking the ACT at entrance and again nine months later. Increased results because the students are held accountable during the school year
- John Fields: Discussed College and Career Readiness in the 11<sup>th</sup> and 12<sup>th</sup> grade at Middle College – 44 students
  - Curriculum is in place online
- Ken Bicknell: Discussed Project Based Learning at BMCMS (teambuilding). This is the first year. They prefer to begin this in 8<sup>th</sup> grade.
  - Could they partner with Gear Up and the Work Ethic program that David Gilliam is using?
- Donna Lovell: Wants solid curriculum as opposed to a one day thing.
  - Concerned about lack of engagement of the students in outside clubs/activities
  - Suggested creating programs to promote pride and purpose
- Josh Williams: Teachers need hard definition on what are soft skills
  - Josh oversees Eagle Studio (project based). The HR Manager at Hitachi worked helped with this program.
- Donna Lovell: They post TA positions as jobs and the students must apply to gain experience with filling out an application. The students also receive evaluations just like they would at work.
- Ken Bicknell: Liked Dennis' talk about employees missing the big picture. Dennis said he would like to see less attention focused on individual results.
- Steve Lawson: Need to break down bureaucracy and see if some of this is already taught (non-duplication of efforts)
- Cindy Teague-Kelley: Who will teach this curriculum? Discussed the need for a mission statement for this group.
- Ken Bicknell: Need to embed and train teachers
- Mendi Goble: Gear Up has money. They can possibly support this effort.
  - We need to invite Dream
- Ann Loftis: Discussed Work Ethic program in Northern Kentucky (Boone County). They have a checklist that includes requirements like community involvement.
  - This should include being on a team that produced a result
- Melissa Gross: Need to include Adult Ed
- Mendi Goble: Will try to get a facilitator for the next meeting
- Cindy Teague-Kelley: Need to define so as to be able to measure whether successful

## July Soft Skills Meeting

July 12, 2012

### What's Next?

- NCRC Plus Test – Committee members will take the test, we will let you know how
- Middle School Principles meeting, Ken- Progress report
- Career and Tech speakers
- Soft Skills- Definitions/ # of skills

### Confusing

- Will the certificate mean something to employers?
- What does the certificate not do for the student?
- What does career ready mean?
- What does a good employee look like?
- Accountability
- Target audience
- NCRC & NRCR Plus (difference)
- Adult Ed- curriculum
- What are soft skills?
- Who will pay? = \$22.50/each
- Who else needs to be invited to this group?
- Launch date?
- How to communicate?
- Why do we exist?

### **??What was the question?**

- Carry out what is learned.
- A lot of opportunity
- Need to learn more about NCRC Plus
- Curriculum (integrate)
- Can they: do job? Soft skills: will they do the job, fit.

- Company acceptance of certificate. Proof potential employees have certificates.
- Middle School working on a curriculum with end result of a seal/ certificate.

### **Employees Want to understand "WHY"**

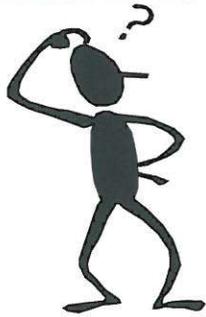
- > 7 years
  - o Dependable
  - o Hardworking
  - o Want to produce what is expected
  - o Engaged not accountable
  - o Find ways to resolve issues
  - o Government supported
  - o Longevity
- < 7 years
  - o Tech
  - o Not self started
  - o Will give feed back to coworker
  - o Entitled

### **Barriers to Success: Lack of...**

- Funding
- Support- education, business
- Communication to employers, students, educators, and parents.
- Employer involvement in curriculum development and delivery.
- Continuous education and assessment for all instructors.

### **?? What was the question**

- Value being part of something successful.
- Able to use technology to improve your company.
- Self motivated
- Ethical



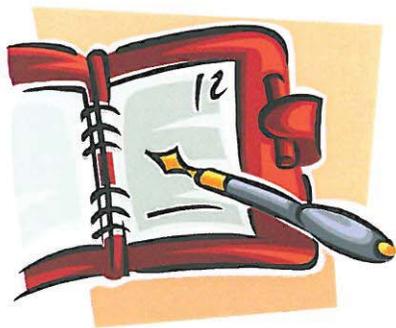
JA wants to bring more positive role models into our schools. *It's FUN, EASY, and REWARDING...*

**WHAT IS JUNIOR ACHIEVEMENT?**

Junior Achievement is a non-profit organization that partners with volunteers from the business community to inspire and prepare young people to succeed in a global economy. Volunteers teach elementary students about financial literacy and their roles as individuals, workers and consumers, and they prepare middle/high school students for key economic and workforce issues they may face. All materials and curricula are provided by Junior Achievement and developed specifically for each grade level.

**WHAT WOULD I DO AS A VOLUNTEER?**

Utilize JA's FUN and EASY materials to talk to the students for about 15 minutes and then lead them in the hands-on activity for the remainder of the time. For K-5<sup>th</sup> grade classes, you visit the classroom five times for 30-45 minutes each. This is generally done once per week, but can be as flexible as you and your teacher want it to be. The two of you decide on the time and day of the week. For 6<sup>th</sup>-9<sup>th</sup> grades, you visit six times for 45 minutes each, and for 10<sup>th</sup>-12<sup>th</sup> grades you will teach 7 lessons that last approximately 50-60 minutes. JA provides a one hour training session that explains how to correspond with your teacher, what you do in the classroom and how the teaching materials are set up.



**WHAT PROGRAMS DOES JA HAVE?**

*K-5<sup>th</sup>: Five activities, 30-45 minutes each*

- |                                |               |                 |            |
|--------------------------------|---------------|-----------------|------------|
| K                              | Ourselves     | 3 <sup>rd</sup> | Our City   |
| 1 <sup>st</sup>                | Our Families  | 4 <sup>th</sup> | Our Region |
| 2 <sup>nd</sup>                | Our Community | 5 <sup>th</sup> | Our Nation |
| More than Money – After School |               |                 |            |

*6-9<sup>th</sup>: 6 activities, 45-60 minutes each*

- |                       |                    |
|-----------------------|--------------------|
| America Works         | Global Marketplace |
| Economics for Success | It's My Business – |
| Financial Literacy    | After School       |

*10-12<sup>th</sup>: 7 activities, 50-60 minutes each*

- |                        |                     |
|------------------------|---------------------|
| Business Ethics        | Company Program     |
| Success Skills         | Banks in Action     |
| JA Economics           | JA Titan            |
| Be Entrepreneurial     | Exploring Economics |
| Careers with a Purpose | JA Personal Finance |

**THE NEXT STEP...WHAT DO I DO IF I'M INTERESTED?**

First, contact Abra Endsley at (859) 797-3332, or by email at [abra@jalexington.org](mailto:abra@jalexington.org). She will match you with a class of your choice and sign you up for a short training session. You will learn everything you need to know, get your materials and be ready to go!



WE  
NEEDED  
YOU!

To Be a  
Classroom  
Volunteer

# Soft Skills

- Monica Kidwell
- Ken Bicknell
- Donna Lovell
- Gladys Johnson
- Virginia Embree
- Karen Frohoff
- Dennis Brumbaugh
- Randy Pepper
- Gina Lakes
- John Fields
- Abby White
- Jill Price
- Ann Loftis
- AJ Jones
- Carol Gabbard
- David Gilliam
- Alicia Hunter
- Marsha Vanhook
- Siobhan Adkins
- Joshua Williams
- Melissa Gross
- Tiffany Nash
- Cindy Teague-Kelley

## Breaking News

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## **[Middle schoolers prepare to be college and career-ready](http://richmondregister.com/localnews/x453725212/Middle-schoolers-prepare-to-be-college-and-career-ready)** **(<http://richmondregister.com/localnews/x453725212/Middle-schoolers-prepare-to-be-college-and-career-ready>)**

### **New certification program 'raising the bar'**

**By Crystal Wylie****Register News Writer (<http://richmondregister.com>)**

RICHMOND —

Madison County middle schools are getting a jump-start on preparing students for life after high school. If they meet a list of criteria, eighth-grade students have the opportunity to earn a College and Career Readiness Certificate upon completion of middle school.

Eligibility for the certificate will be determined in the third quarter of the eighth-grade year. Students must have a 95 percent attendance rate (around 168 out of 177 school days); at least a 3.0 GPA; no suspensions or expulsions; and less than three discipline incidents.

In addition, students must meet three of the four EXPLORE test benchmarks in Reading, English, Mathematics and Science. EXPLORE is administered nationwide and is part of an ACT series of tests.

Students also must write a one-page response describing how they played a role in ensuring their school team, group or club was successful, how they supported their peers and how that experience contributed to the success of the school.

"This certificate will show potential colleges and employers that this student is of high moral character, is dependable based upon attendance and demonstrates an excellent work ethic based upon their grades and EXPLORE scores," said Steve Evans, Madison Middle School principal.

Students who receive the certificate "have distinguished themselves from their peers and should stand out to future employers as must-have persons in their organization," Evans said.

A countywide celebration for students who achieve the certification will take place at Madison Southern or Madison Central high schools, alternating each year.

The idea for this certification came out of a summer meeting between educators and business leaders from all over the county, said Mendi Goble, executive director of the Richmond Chamber of Commerce.

The Chamber sent out a survey to members to find out what essential skills are needed to be a good employee. "Soft skills" were most needed, according to the 73 survey responses, Goble said.

"Soft skills" are communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking and professionalism, as outlined by The U.S. Department of Labor.

"One major concern is trying to get employees to understand that they are part of an organization, once they're hired in," said Ken Bicknell, B. Michael Caudill Middle School principal. "The goal should not only be getting the job, but to help the business thrive."

At the summer meeting, one Richmond CEO told the principals: "When I ask an employee what their goal is for my company, and they tell me they want to be successful, that's not really what I want to hear. Because success, at that point, is their own agenda. But if they say 'I want to make the company the best company

"We always talk about getting students ready for college," Bicknell said. However, "in today's world, it is not enough to have a lot of knowledge ? you have to be able to use it."

The certification also creates a "standard of excellence" that is consistent at all middle schools in the district, he said.

"We're hoping it becomes a real carrot, especially for parents. We're just raising the bar, for what we hope becomes the norm," Bicknell told the school board when presenting the idea at an October meeting.

Students were informed of the certificate at the beginning of the school year, he said. Although only eighth-graders are eligible, teachers are working to prepare sixth and seventh-grade students for the certification opportunity.

"Our biggest obstacle is the EXPLORE assessment," Bicknell said. Teachers are preparing students for EXPLORE's more rigorous questions, which are different than years past, he said, as well as promoting test-taking skills and practices.

The focus on college and career-readiness in high schools was another reason the middle school principals created the certification, Bicknell said.

In Kentucky's new accountability system, Unbridled Learning, "college and career-readiness" is a major component in middle/high school assessment.

College Readiness is assessed using EPAS (Educational Planning and Assessment System) which consists of three tests: EXPLORE, administered to eighth-graders in September; PLAN given to tenth-graders, also in September; and ACT, taken by 11th-graders in March. These test are administered nationwide.

In middle schools, College Readiness is based on the percentage of students who meet the EXPLORE benchmarks in three academic areas, Reading, English and Mathematics. This component accounts for 18 percent of a middle schools' overall score.

High schools are held accountable for both college and career-readiness, which makes up 20 percent of a school's score.

High school students are considered "career ready" by achieving a qualifying score on the ACT, the ASVAB (military assessment test), COMPASS (Computer Adaptive Placement Assessment and Support System), KYOTE (Kentucky On-line Test), the ACT WorkKeys, a job skills assessment system that measures foundational and soft skills, or KOSSA (Kentucky Occupational Skill Standards), an industry-recognized certificate in a vocational field.

#### Creating a Work Ready Community

The Richmond Chamber wants Madison County to be certified as a Work Ready Community, an initiative by Gov. Steve Beshear, Goble said. To meet this goal, local educators and business people are collaborating to implement "soft skills" at the school level.

Representatives of organizations from all over the state will meet next week to discuss a pilot curriculum that will develop soft skills in all of the county's high schools.

"We don't know what that curriculum looks like yet, but that is what the meeting is all about," Goble said.

Being a Work Ready Community "assures employers that a local workforce has the talent and skills necessary to staff existing jobs and to master the innovative technologies new jobs will require," according to a release by the state's Education and Workforce Development Cabinet.

Boyle County received the designation earlier this month.

Counties must meet criteria in six areas including high school graduation rate, National Career Readiness Certificate holders (an ACT test), demonstrated community commitment, educational attainment, soft-skills development and digital literacy.

Madison County will need to work on soft-skill development and the number of National Career Readiness Certificate holders to achieve the designation, Goble said.

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or 623-1669, Ext. 6696.

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The Richmond Register 380 Big Hill Ave. Richmond, KY 40475

## Glenn Marshall starts using 'Leader in Me' program

### **Based on 'Seven Habits of Highly Effective People'**

By Crystal Wylie Register News Writer

RICHMOND — Glenn Marshall Elementary teacher Melissa Sandusky stood in front of students during the afternoon assembly to check off her “to-do” list. Her top priority was listed as “homework,” with “chores” and “play” coming in second and third.

This was one of a series of skits teachers performed Monday to give students examples of leadership and how they correlate with the “7 Habits of Happy Kids.” Sandusky was showing students the third habit, how to “Put First Things First.”

The assembly was called to announce the launch of the new “Leader in Me” program, which is based on the 1989 self-help book “The Seven Habits of Highly Effective People” by Stephen Covey.

The Habits are:

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then to Be Understood
- Synergize, and
- Sharpen the Saw.

Having received training this summer, teachers and staff are beginning a three-year plan that will foster an environment that is positive, motivating and develops 21st century leadership skills, said Principal Abby White.

Glenn Marshall will be the district’s first “Leader in Me” school.

“It’s about recognizing that each child has a special gift; a special leadership quality,” she said. “We want to teach kids the leadership skills that will help them through middle/high school and into adulthood.”

The school has even changed its mission statement to: “Inspiring leaders through learning,” she said.

Richmond Chamber of Commerce Executive Director Mendi Goble told students Monday that she uses the Seven Habits daily at her job.

Goble has been working with White over the past year to find funding for the \$40,000 program and eventually secured federal funds through the Bluegrass Area Development District.

From a business perspective, Goble said the chamber has good reason to support the “Leader in Me” model.

The Seven Habits will promote leadership qualities and confidence, keys to building “soft skills” needed when graduates enter the workforce, she said.

Knowing how to conduct a conversation over the phone, social media etiquette or properly presenting oneself during a job interview are all examples of "soft skills," Goble said.

A recent survey of 73 local businesses and industry revealed that the No. 1 problem employers have with the young workforce is lack of "soft skills," she said.

Beginning this year, every freshman in the county district will take a 12-week course to sharpen their soft skills, build a resume and interact with Madison County employers, she said. But in the meantime, every Glenn Marshall student will begin working on those skills now, from kindergarten and on up.

To help the elementary school with the initiative, Goble sought guidance from the Bowling Green Chamber of Commerce, which is "leading the way" in supporting the transformation of every elementary school in Warren County into a "Leader in Me" school.

Berea implemented leadership program last year

Representatives from Berea Independent Schools drew inspiration after visiting a Bowling Green "Leader in Me" school and began the program in its elementary school last year.

Superintendent Mike Hogg said the Seven Habits seemed to match up with the district's goals for its students. In addition to advancing students academically, Berea wants to shape citizens who are "compassionate, critical thinkers and civically engaged," Hogg said.

"Leader in Me" is not just another program, he said, it "impacts the culture of the school."

Middle and high school teachers will begin implementing the program this year, which Hogg said will make Berea the only school district in the state using the "Leader in Me" program K-12.

"Beginning With the End in Mind" is a good habit for upperclassmen preparing to be college- and career-ready, Hogg said. "You might have a goal to attend Yale, but what are the steps to get you there? This is about empowering kids to be in control of their own destiny."

He said since the program's launch last year, both adults and children alike talk about the Seven Habits, emphasize them in the classroom and "make them a part of what we do."

The whole-school model empowers children to initiate their own projects and "develop ideas for how they can help each other and help the community," he said.

Last year, students initiated book drives, coat drives, food drives "and more service projects than we could possibly do," Hogg said.

Students have taken over many leadership positions throughout the school, such as conducting the morning meeting in the gymnasium, passing around hand-outs, collecting notebooks or leading assemblies.

At Glenn Marshall Elementary, fifth-grade leaders gave Madison County Schools Superintendent Elmer Thomas and Chief Academic Officer David Gilliam a guided tour of the school on Friday, White said.

Students will be asked to take on more leadership roles as Glenn Marshall Elementary progresses through its three-year plan, she said.

Crystal Wylie can be reached at [cwylie@richmondregister.com](mailto:cwylie@richmondregister.com) or 623-1669, Ext. 6696

### Related Photos

- Chloe Clements, right, tries to tag Ryleigh Blythe, left, while Brandon DeMar and Jimmy Phelps work together to keep Chloe from tagging Ryleigh in "synergy tag." These students were chosen to participate in the activity because their teachers identified them as leaders in their classrooms. The activity was used to portray Habit 6: Synergize, the habit of solving problems as a team.



- Glenn Marshall students practice the 7 Habits cheer which includes hand motions to help them remember each habit. Students were making the motion on Monday to "Put First Things First," or the habit of prioritizing, making a schedule and following the plan.



- Fourth grade teacher Stephen Rupard joins four of his fellow teachers to rap about seven habits students will learn as part of being a Leader in Me school at Glenn Marshall Elementary on Monday.



- Lexie Clay Baesler leads the 7 Habits cheer with the school's mascot, Marshall the Mustang, on Monday during an assembly to introduce students to the new "Leader in Me" program. It is based on the book "The Seven Habits of Highly Effective People" first published in 1989.



- Teacher Melissa Sandusky demonstrates Habit 3: Put First Things First during a skit at Glenn Marshall Elementary on Monday. The school will be the first in the district to become a "Leader in Me" school based on the book "The Seven Habits of Highly Effective People."



- Mendi Goble, executive director of the Richmond Chamber of Commerce, helped the school secure a grant through the Bluegrass Area Development District. Goble told students that she uses the seven habits everyday in her line of work.



- From left, teachers Abby Fowler, Rhonda Rule, Jacquie Maranville, Contessa Harris and Stephen Rupard perform the Seven Habits rap during an assembly at Glenn Marshall Elementary on Monday. The school's mascot, Marshall the Mustang, dances along with the song.



- Teacher Heather Fain, right, greets Principal Abby White as an example of how to be proactive and to choose good behavior, such as greeting others. To "be proactive" is Habit 1.



August 26, 2013



## Madison County Middle Schools College and Career Readiness Certificate

Madison Middle School, Foley Middle School, Farristown Middle School,  
Clark Moores Middle School, B. Michael Caudill Middle School

Community Stakeholders,

The Madison County middle school principals have designed a certificate to promote college and career readiness for middle school students. This certificate will also support the work currently taking place in our high schools with college and career readiness.

Students will be evaluated during their 8<sup>th</sup> grade year against a set of criteria that promotes awareness of college and career goals. If students have met the qualifications, they will receive a certificate, and that information will become part of the student's cumulative folder.

At the end of the 8<sup>th</sup> grade year, there will be a county – wide celebration for the students who are awarded this certificate. The celebration will take place at Madison Southern and/or Madison Central each year.

The criteria include academic, attendance, and behavior goals as well as goals for school involvement. As you can see, these are objectives that businesses and colleges would also encourage our students to pursue. We are dedicated to the goal of ensuring that all students are on target for college and career readiness before high school.

As community leaders in Madison County, we are sure you can recognize the importance of an emphasis on college and career readiness for our students. Madison County wants to produce graduates that are equipped with the necessary skills to move into the work force or pursue a college degree. This certificate will ensure that our schools are focused on that goal.

Respectfully,

Madison County Middle School Principals



## Madison County Middle Schools College and Career Readiness Certificate

Madison Middle School, Foley Middle School, Farristown Middle School, Clark Moores Middle School,  
B. Michael Caudill Middle School

- 8<sup>th</sup> grade students
- Eligibility for certificate will be determined at the conclusion of the 3<sup>rd</sup> quarter of school
- District wide awards program to be held at MCHS and MSHS each year. MCHS on even years and MSHS on odd years

95% Attendance	yes	no
3.0 GPA	yes	no
Met 3 Of 4 Explore benchmarks	yes	no
No suspensions or expulsions	yes	no
Less than 3 discipline incidents	yes	no
Evidence of being a successful member of a team, club or group	yes	no



Evidence of being a successful team member

School year \_\_\_\_\_

School \_\_\_\_\_

Name of the school team, group or club of which you made efforts to ensure the team, group or club was successful. \_\_\_\_\_

Describe in the space below how you played a role to ensure your school team, group or club was successful, and how you helped to support your peers and the team, group or club. How did that help contribute to the success of your school?

Typed response should be 1 page or less.

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

The Leader in Me  
Abby White, Principal  
Glenn Marshall Elementary School  
August 28, 2013

We began with three days of training on The Leader in Me in May of 2013 with our entire staff. On the last day of the training, the faculty chose four teachers to be on the Lighthouse Team. This team is responsible for carrying out the three year implementation plan for The Leader in Me. Over the summer, the Team met to develop the new behavior system that has been incorporated in every classroom in the building.

Since May, we have had two additional professional development days devoted to The Leader in Me. We have shared information about the process with our parents during our Back to School Nights. The faculty has helped develop a new mission statement that goes with our new focus: "Inspiring Leaders Through Learning"

We have received our initial supplies from Franklin Covey in order to begin the classroom instruction of teaching The Seven Habits. I am pleased to announce that today marked the first day for instruction of Habit 1: Be Proactive. ☺ We will spend two weeks on each habit, and then we will review the rest of the year.

Our students were able to learn more about the process for The Leader Me from our Kickoff that we had on Monday of this week. The students and staff had so much fun! Everyone is very excited about the process and the positive energy that is present in our building! Ms. Goble shared information on how the 7 Habits apply to her career and the importance of the 7 Habits in her daily life. Our school was featured in The Richmond Register yesterday.

We have given the students a challenge to help contribute to our positive learning environment. Every morning of this week, I have been challenging all of the students to say, "Good Morning" back to me with a smile on their face. Each day, the number continues to grow! By Friday, we are hopeful that all of our students offer a greeting back!

Not only are we beginning a cultural change at GME, we are also experiencing a change in the physical environment of our school. The assignments for the first

two action teams is to select places in our building suitable for leadership quotes and place the quotes on the wall. This will develop over time with greater input from our students.

Teachers are changing regular classroom jobs to "leader" jobs. For example, our Hallway Safety Patrol is now called our Hallway Safety Leaders. These students wear bright red vests to help remind our students to stay at a voice level of zero and to walk.

We are very excited and appreciative of the assistance in making this process a reality for our school. I can't thank Mendi, The Richmond Chamber of Commerce and The Bluegrass Area Development District enough for making this possible.

We encourage you to stop by and see us! You will definitely be invited to our Leadership Day in the Spring! I am hopeful to see this process incorporated into every school in Madison County so our students are better prepared for the adult workforce.

Thanks again, and I hope to see you soon!

Sincerely,

Abby White

# LEADER IN ME THREE-YEAR PLAN

## Year One

- Post Card note to staff member
- Leadership Day 3/21/14
- Each Class Mission Statement-Post prominently
- Post Leadership Quotes in Halls and on classroom walls-Allow students to choose quotes
- Handouts for parents and visitors about Leader in Me
- Use 7 Habits language during instruction
- 7 Habits “booster” shots at staff meetings
- Leader in Me Assembly first few weeks of school-set expectations, generate excitement
- Student-led Parent Conferences
- Allow students to choose “habit focus” for the school to track
- Help students set and track their own goals
- Greeting students in the morning
- Smile!
- Kind words to staff/students
- Use of manners
- Teachers/staff helping to reinforce

## Year Two

- Role Playing/Character Development
- Parent Day
- Create Displays honoring leaders (music, dance, art too)
- Name the Hallways
- Send home list of books (7 Habits)
- Train bus drivers, café staff, custodians to use 7 Habits language
- Books to illustrate 7 Habits
- Create a student input box in the office
- Choose to Read challenge
- Student Leadership Retreat
- Leader Song for Assemblies
- 5<sup>th</sup> Grade Program/Christmas program—more student leaders-small kiddos, greeters, etc.
- Safety Leaders-interview (student roles)
- Leader of the Week/Month
- Morning Broadcast-Teachers/Staff/Students model how they use a habit in their daily life
- Positive Behavior display in classroom or hallway

## **Year Three**

- Bus Arrival
- Car Rider Arrival
- Hallway Rules—Students serving as leaders-monitoring
- Student Restroom use—consistent procedures
- Assembly Leaders (Announcements, Achievements)
- Peer tutoring program
- Car rider dismissal-students monitoring
- Bus dismissal-students monitoring
- Welcoming Leaders
- Clean Environment Leader—Hallway and Outside
- Community Service Projects
- 7 Habits of Happy Kids Play
- Project-based learning chosen by students
- Cafeteria Procedures
- Start of School Day—Greetings, Announcements
- Historical Leader Study

Clark Moores Middle School

And

Sean Covey's The 7 Habits of Highly Effective Teens

Objective: CMMS will adopt The 7 Habits of Highly Effective Teen's with the purpose to provide students with the skills to develop successful habits, set goals, think long-term, and build strong and positive relationships.

Proposal and overview: CMMS calls the program "Habit of the Month"...which will mean having the habits introduced to the students one per month (starting in September?) for seven consecutive months and provide students with (suggested) activities associated with each of the habits that translates into "rewards" intrinsically and extrinsically (especially if linked with Renaissance as a component of the attitude requirement). Please see the examples provided for a more complete description.

Considerations for the planning process:

- Shouldn't staff have a copy of the book so that everyone is on the same page?...so to speak 😊
- Can this be linked to the Renaissance Program? For example, "Rocking the Habits" or "7 Habits Rock" or "Rocking out the habit of the month"
- How (and who) are the habits introduced each month? (Needs description and examples)
- How are the activities monitored school wide? Teachers, tribes, committee,...discuss tribal council idea...so each teacher in a tribe is responsible for one of the monthly activities?
- Could students keep a monthly habit checklist to be initialed by someone to demonstrate a completed activity?
- How are students going to be motivated/rewarded to follow them?
- A place in morning announcements?
- A committee or responsible party needed to make habits "visible" throughout the school? (One large poster showing the habits (see first enclosure) and other motivational posters promoting the habit of the month.)
- Plan a way for students to provide personal "testimonies" involving a habit or habits? (Perhaps using technology)
- A specific plan to positively reinforce students practicing the habit of the month and to showcase their efforts so that everyone wants to be involved and it becomes accepted school wide.
- How do we let parents know and engage their support?
- Other schools have implemented this (I noticed one school discussing this from the Promoting Positive Behavior on line training)...could they serve as a resource for us as we implement the program?

- How do we get “buy in” from everyone so that it is a successful program? Everyone will benefit from highly effective teens, but it will take the village to promote, reinforce, and model for us to be successful...😊 so worth it, though.

The next pages include “a habit a month” and suggested activities to accompany them that will help students understand them, utilize them, and hopefully master them so that they meet the objective stated above and become highly effective teens.

## Habit 1 (September)

### Be Proactive

(Catch phrase “I am the force- I am responsible”)

This habit is about choosing to be proactive or reactive and being responsible for that choice. It promotes the idea of not being a victim and knowing what you can and cannot control. It encourages teens to “turn setbacks into triumphs”.

Suggested activities:

- Get in the habit of introductions. It is a new school year...introduce yourself to others. Introduce friends to one another. Introduce yourself to school staff. Walk up and introduce yourself to one new person each day...make it a personal challenge.
- Role play proactive vs. reactive...this could be done at a school wide assembly or in classes or “tribal councils” (which might be a good idea to have once a month to introduce each habit...and take care of tribe business😊)
- Write yourself a post-it note that says the following: “I will not let \_\_\_\_\_ decide how I am going to feel.” And place the note in your agenda book, locker or on your mirror.
- (This one is up to you, Vickie)...if someone gives you the “finger”, you hold up two fingers in a peace sign instead.
- Give students a copy of reactive language vs. proactive language (or project on Elmo) and discuss the differences. Challenge students to listen to their own language and how they speak in terms of being reactive or proactive.
- Teachers can put up black paper and students can write proactive phrases using colored chalk. (Examples: I’ll do it. I can do better than that. I choose to. There’s gotta be a way. Your bad mood will not rub off on me. Etc)
- List things that are beyond your control. Choose one on the list and “target” it for removal from your life as something you worry about often.
- Become an agent of change: Choose one habit that you want to change and one that you want to start. Keep a journal for one week showing how you decreased doing the one you want to stop and increased doing the one you wanted to start. Sharing this experience is important...so

teachers should model this and provide opportunities for students to share as a group or individually. This could also be drawn or done technologically.

- Become a “Can-do” person by taking the initiative, thinking about solutions and options and, most importantly, ACT. Share examples of how you did this with video, photos, essay, poem, song etc.

## 2<sup>nd</sup> Habit (October)

### Begin with the End in Mind

(Catch phrase: Control your own destiny or someone else will)

This habit encourages students to create a clear picture of who they want to be and what they want to accomplish in life. It compares to drawing a blueprint before building a house...it helps to determine the final product so the steps on the path along the way is the right direction.

Suggested activities:

- Draw a life map of your life so far and where you want the road to lead. This can be a potentially creative lesson for the classroom (social studies or language arts). Make certain students are thoughtful and visualize where they ultimately want to be...i.e. THE END IN MIND.
- Have students do the “Great Discovery” (see attached pages)
- Review the school’s mission statement. Now write your own personal mission statement.
- Begin goal setting activities. Set 3 short term goals and describe how you will go about accomplishing them and set 3 long term goals and make decisions about what you can do now and in the future to accomplish those goals.
- Visualize yourself 5 years from now. Write down how that will look. Visualize yourself 10 years from now. How will that look? Write it down.
- Choose a verse or a quote that will be your personal “focus statement”...so that when you read, hear or say those words you are motivated to achieve your goals.
- It has been said that “a goal not written is a wish”...Write a list of goals. Study the life of John Goddard (video on you tube) and all of his accomplishments and write your own goal list. If getting married is on the list...write a list of attributes you want in a husband or wife. Think in terms of people you want to meet, places you want to go, achievements you want to have, foods you want to eat, experiences you want to have, accomplishments you want own.
- How can you make your life extraordinary? Make a plan!
- How about friends on the crossroads of life? What three qualities and values are most important to you in your life? Think of three of your closest friends. What are the qualities and values that are most important to them?
- Interview your favorite teacher. What were their educational goals? How did that affect their future?
- You need to create a vision of your own life or someone else will do it for you. Will it be your parents, friends, teachers, media, or something else? Without your own vision, you are likely to follow anyone willing to lead. Who will lead your life? Why is it important to have a vision of

who you are and who you want to be in the future? What are the consequences if you don't have a vision? Think about the answers to those questions and respond in your journal or draw your vision.

- Think of someone who has had an extraordinary life. What do you have in common? Did they have any weaknesses? How were they turned into strengths? How can your weaknesses become strengths?

### 3<sup>rd</sup> Habit (November/December)

#### Put First Things First

(Catch phrase: Will and won't power)

Habit 3 teaches students to manage their time and avoid putting things off to the last minute.

Suggested activities:

- Study the four time quadrants and determine which you most likely are.
- Are you driven by urgency and stressed out? Take the assessment to find out (see attachment).
- Divide a paper into two columns with the heading "Highest Priorities" and "What I Will Turn Down to Fulfill My Highest Priorities". List what is your highest priority and what you will give up to stay focused on that priority.
- Do you say "yes" too often and find that you're trying to please others and having a hard time saying "no"? Create an action plan to help you avoid being a "pleaser" and stand up to others so you can prioritize your life.
- Set a goal to use a planner for one month. Identify your most important priorities and block out time for them and your planner. Fill in the rest of your time with less important events.
- Identify your biggest time waster. Write it down and try to reduce it day by day for at least one month.
- If you have a big test coming, study a while each night instead of procrastinating until the night before the test.
- Think of something you have put off for a long time. Add it to your planner for this week and block out the time to get it done. See how that accomplishment feels.
- How will you organize your planner (agenda book) so that you put first things first and get the habit of "will power" to say yes to the most important things and no to less important things are peer pressure?

- Plan weekly in your planner. First thing on Monday morning, get a plan for the week...or one Sunday evening!
- Stand up to peer pressure by saying no to one of your friends one time this week.
- Being successful requires hard work and sacrifice. Think of something you would like to achieve that requires a lot of hard work and sacrifice. (Ex. Become famous sports star, singer, actor/actress, discover gold, etc). List at least 5 steps you would have to do to accomplish this goal. Maybe make a mobile to hang in your room to help you focus on what it takes to have this achievement.
- Never let fears make your decisions. You make them. Think of an example of when you feared something and quit or didn't try because of it. Now think of something that you are afraid to try now? Is it fear that is standing in your way? Find your courage and just do it. Don't let fear decide for you.
- Sean Covey says that habit 3 (Put first things first) is the hardest habit to live. Don't be discouraged...stay organized and don't procrastinate.

#### 4<sup>th</sup> Habit (January)

##### Think Win Win

(Catch phrase: Life is an all-you-can-eat buffet)

This habit teaches that win-win is better than win-lose...if winning means you get something more so that someone else loses or gets something less, then the cost of that win is usually a high price. That kind of competition is unhealthy and usually backfires, leaving the "winner" alone and without friends.

\*\*\*It is truly important for this chapter to be read for students to understand what they need to do for everyone to be successful.

Suggested activities:

- Find a way to keep your promises. Make a list or chart of promises you have made and check whether or not you kept them.
- Perform an act of kindness.
- Think about a time someone did an act of kindness for you. How did it make you feel? Did you thank them? Write a thank you note for a small act of kindness that was done for you and deliver it to that person.
- When someone asks you to keep a secret, keep it. (Unless the secret puts a person's safety at risk).
- When someone begins to gossip to you about someone else, politely find a way to remove yourself from the situation.

- If you make a mistake, don't be afraid to say you are sorry.
- If someone else makes a mistake and apologizes to you, accept the apology in way that makes them feel better about giving it.
- Think about the areas of your life where you are struggling with comparisons to others. Is it clothes, physical features, friends, or talents? Try to avoid making these comparisons in your own mind and ignore others if they do.
- If you play sports or are involved on a team, show sportsmanship. Compliment someone from the opposing team after the game or match.
- Without caring if you win or lose, play a game with someone just for the fun of it.
- The next time someone close to you has a big success, try to feel genuinely happy for them instead of jealous or threatened.
- Think about your general attitude in life. Is it based on win-win so that everyone is committed to helping each other win? Or is it based on win-lose, so that someone is on the bottom if there is a winner at the top?
- Think of someone who is a model of win-win. What is it about them you admire? Write it down.

### 5<sup>th</sup> Habit (February)

Seek First to Understand, then to be Understood

(Catch phrase: You have two ears and one mouth...Hel-lo!)

This habit explains that you can learn about others and understand them by genuinely listening to them. You seek to understand others' points of view before you try to be understood. Focusing on the person, instead of the issue, hinders your ability to truly understand others.

Suggested activities:

- See how long you can keep eye contact when someone is talking to you.
- The deepest need of the human heart is to be understood. Everyone wants to be respected and valued for who they are – a unique, one-of-a-kind individual. What does this have to do with communication? Try to avoid attacking the person and focus on the issue when you communicate with someone...especially if it is a disagreement or argument.
- There are five kinds of poor listening styles. Review the list. Which one are you? Now, try to go one day without doing it. The poor listening style I struggle most with is \_\_\_\_\_.

- Sometime this week ask your mom, dad, or caregiver “How’s it going?” Open up your heart and practice genuine listening. You’ll be surprised what you learn.
- If you are a talker, take a break and spend a day listening. Only talk when you have to and see what happens. Really listen, though.
- Think of a situation where your constructive feedback would really help another person. Share it with them when the time is right. Write about the experience.
- Monitor your language during the next week and try to avoid arguing about a person rather than the issue.
- Try to look at life from a different perspective. Is it fair to judge someone on their appearance alone? Try to include someone that you may have excluded in the past.
- Each person’s family life, experiences, values, talents, social status, and personality will shape the way he or she views life. Therefore, to truly understand someone, it is necessary to know as much about them as possible. Have you overlooked someone that could be a really good friend? Try to include someone or talk to someone that you haven’t paid attention to recently.
- Think of someone that you need to work harder to understand. Think of two specific things you can do this week to help gain understanding of that person.

## 6<sup>th</sup> Habit (March)

### Synergize

(Catch phrase – The “High” Way)....well, maybe we will get another catch phrase☺

\*\*\*Again, this is a chapter that needs to be read (at least in part for better student understanding)

This habit teaches that synergy is achieved anytime you combine cooperative action to achieve a goal together that couldn’t have been achieved alone. It isn’t a new concept, but it does help students appreciate differences to reach common goals.

Suggested activities:

-When you meet a classmate or neighbor with a disability or impairment, don’t feel sorry for them or avoid them because you don’t know what to say. Instead, go out of your way to get acquainted. Find a way to volunteer or assist someone in need.

- The next time you get into a disagreement with a parent, try out the Getting to Synergy Action Plan.

1. Define the problem.

2. Listen to them.

3. Share your views.

4. Brainstorm.

5. Find the best solution.

-Share a personal problem with an adult you trust. See if the exchanging of viewpoints leads to new insights and ideas about your problem.

-This week, look around and notice how much synergy is going on all around you...such as team work, creative problem solving, symbiotic relationships in nature, and two hands working together.

-Think about someone that irritates you. What is different about them? What can you learn from them? Write it down.

-Brainstorm with your friends and come up with something fun, new, and different to do this weekend, instead of doing the same old thing again and again.

-Decide if you are a Shunner, Tolerator, or Celebrator when it comes to the diversity of others in terms of how they dress, or their age, gender, race, or religion. What can you do to become a celebrator in each of the categories? (Refer to attached pages)

-Think about the "My way or the high way" mentality...how can synergy work to help everyone come to the "High way" of the best solution?

\*\*\*I have lots of teambuilding activities that teachers can use to teach synergy as a way to demonstrate doing more together than anyone can do alone.

### 7<sup>th</sup> Habit (April/May)

#### Sharpen the Saw

(Catch phrase...It's "Me Time")

This habit is about keeping your personal self sharp so you can deal better with life. It means regularly renewing and strengthening the four key dimensions of your life...your body, your brain, your heart, and your soul.

Suggested activities:

#### **Body**

-Eat breakfast. Keep a chart or journal illustrating healthier choices for this meal.

-Start an exercise program today and do it faithfully for 30 days. Walk, run, bike, swim, lift weights, etc. Choose something you really enjoy.

-Try a sport or physical activity you have never tried before.

-Give up a bad habit for one week. Go without soda, doughnuts, sweets, fried foods, chocolate or whatever else may be hurting your body. A week later, see how you feel.

### **Mind**

-Read something that has some educational value without it being a classroom assignment. Learn something on your own.

-For one week, read the newspaper every day. Pay special attention to the headlines and the opinions page.

-Visit a museum or eat at an ethnic restaurant that you have never been to before. Expand your horizons.

### **Heart**

-Go on a one-on one outing with a family member like your mom or brother. Catch a ball game, movie, go shopping or get ice cream.

-Begin today to build your humor collection. Cut out or print your favorite cartoons, buy or rent a hilarious movie, or start a collection of great jokes. In no time, you'll have something to go to when you are feeling stressed out or bummed.

-Do something really nice for a friend that is going through a hard time.

-Use one of your talents to make someone feel better.

-Make a new friend.

### **Soul**

-Watch the sunset tonight or get up early and watch a sunrise.

-If you haven't already started, begin keeping a journal today.

-Take time each day to meditate, reflect on your life, or pray. Do what works for you.

Richmond Chamber of Commerce

MCBEP Committee

June 5, 2013

8:30 a.m.

Tentative Agenda

Welcome and Introductions

Approval of Agenda

Topics of Interest for Business and Education

- Madison County "Kentucky Work Ready Community"
  - Best Practices Summit
  - Soft Skills Curriculum
  - NCRC
- Leader In Me
  - Meadowthorpe Elementary Leadership Day
  - Glenn Marshall Elementary Pilot
- MCBEP Career Fair
- Reality Store---Phyllis Fuchs would like to gather the names of interested volunteers NOW!

New Business

- Summer Teacher Institute/Factory and Business Tours

Next Steps

Adjournment

## MCBEP

Madison County Business and Education Partnership

### Richmond Chamber

Date 10/25/12

Time: 8:15-9:30 a.m.

#### Agenda

- ❖ Welcome, Introductions, and Sign-In
- ❖ Updates from Work Ready Community initiative
- ❖ Update on Reality Store
- ❖ MCBEP Career Fair Logistics
  - Date: November 29, 2012
  - Location: ECU Perkins Building
  - Communication Plan: Media
  - Registration: Progress, Problems
  - Career Clusters: Chairs Needed
    - Panelists Needed (Panelist Checklist)
    - Panelist Registration-  
<http://www.richmondchamber.com/External/WCPages/WCEvents/EventDetail.aspx?EventID=2539>
  - Signage: Welcome (yes), Sessions and rooms (Laura=yes), Name tags for presenters
  - Volunteers: Check in panelists (yes-Phyllis Adams), escort to rooms, meet buses, monitor common areas, ensure students are in proper sessions
  - Hospitality
    - Panelists (Room 224): What do we provide? (Water, coffee, soft drinks, breakfast items, snacks, lunch)
  - Vendors
    - ECU
    - National College
    - National Guard
  - Follow-up: Evaluation
- ❖ Next Steps
- ❖ Adjournment

## MCBEP

Madison County Business and Education Partnership

### Richmond Chamber

Date 11/15/12

Time: 8:15-9:30 a.m.

#### Agenda

- ❖ Welcome, Introductions, and Sign-In
- ❖ Updates from other initiatives and projects
- ❖ MCBEP Career Fair Logistics
  - Date: November 29, 2012
  - Location: ECU Perkins Building
  - Communication Plan: Media
  - Registration: Complete---What do schools need?
  - Career Clusters: Chairs Update
    - Panelist Update---Where are there still needs? (Panelist Checklist)
    - **Panelist Registration-**  
<http://www.richmondchamber.com/External/WCPages/WCEvents/EventDetail.aspx?EventID=2539>
  - Signage: Welcome (yes), Sessions and rooms (Laura-yes), Name tags for presenters
  - Volunteers: Check in panelists (yes-Phyllis Adams), escort to rooms, meet buses, monitor common areas, ensure students are in proper sessions, **facilitators**
  - Hospitality
    - Panelists (Room 224): What do we provide? (Water, coffee, soft drinks, breakfast items, snacks, lunch)
  - Vendors
    - ECU
    - National College
    - National Guard
  - Follow-up: Evaluation---QRC---Emily Whitworth
- ❖ Next Steps
- ❖ Adjournment

Richmond Chamber of Commerce

MCBEP Committee

February 27, 2013

8:30 a.m.

Tentative Agenda

Welcome and Introductions

Approval of Agenda

Topics of Interest for Business and Education

- Financial Literacy---Cynthia Harter, ECU Center for Economic Education
- Overview of Entrepreneurship---Ian Mooers, ECU CEDET

Madison County Work Ready Update

Soft Skills Curriculum Work Group

NCRC Sub-Committee

Upcoming Events

Reality Store---March 5 (Hosted at Berea Community)

March 13 (Hosted at B. Michael Caudill Middle School)

Old Business

MCBEP Career Fair

Next Steps

Adjournment

Richmond Chamber of Commerce

MCBEP Committee

August 29, 2013

8:30 a.m.

Tentative Agenda

Welcome and Introductions

Approval of Agenda

Topics of Interest for Business and Education

- Madison County “Kentucky Work Ready Community”---Reapplication due September 9
  - Soft Skills – College and Career Readiness Classes (GEAR UP Appalachia)
  - NCRC
  - Work Ethics Seal--- Pulaski County’s Tried and True initiative
- Leader In Me --- based on Covey’s “Seven Habits” work
  - Meadowthorpe Elementary Leadership Day – October 23, 2013 – Contact: [laura.vettrain@fayette.kyschools.us](mailto:laura.vettrain@fayette.kyschools.us)
  - Glenn Marshall Elementary Pilot
  - Berea Community Schools --- K-12!
- MCBEP Career Fair --- November 26, 2013 --- Save the Date has been sent.
  - Student Career Cluster Interest Survey and “Registration” --- September
  - Chairs Needed for Career Clusters---Start securing commitments NOW!
    - Three –Four Panelists per cluster
    - Share guidelines for session
    - Register on chamber site
- Reality Store --- Phyllis Fuchs is accepting volunteers NOW! Contact: [pfuchs@foothillscap.org](mailto:pfuchs@foothillscap.org)
- Bluegrass Advanced Manufacturing Program Videos for High Schools --- Monica Kidwell
- Chamber Committee Blog

Future Project FYI

- Summer Teacher Institute/Factory and Business Tours – Danville/Boyle County Design for Success

Next Steps/Assignments

Adjournment

Next Regular Meeting: September 26, 2013