



# **Pathways to Employment**

# **WORK FIRST TRAINING PROGRAM**

**Developed by:**

**North Carolina  
Community College System**

**North Carolina  
Division of Social Services**

**North Carolina Association of  
County Directors of Social Services**

**JULY 11, 1997**

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## EXECUTIVE SUMMARY

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North Carolina's Work First program, implemented in July 1995, is one of the nation's toughest, most comprehensive welfare reform efforts. It demands work and personal and parental responsibility in exchange for temporary support as families move off welfare. Work First, a statewide welfare reform initiative, replaced a fragmented welfare system with a coordinated program that focuses on employment and economic self-sufficiency. Through Work First, welfare rolls are dropping; taxpayers are saving money; welfare parents are getting help with child care, transportation, and medical expenses; and welfare parents are signing binding personal responsibility contracts, pledging to get jobs and take care of their children.

### **WORK IS REQUIRED:**

- ◆ Welfare parents are required to get a job - paid or unpaid - or be in short-term job training within 12 weeks.
- ◆ Welfare parents receiving intensive employment services must move off welfare in two years. After three years, they may reapply for benefits.

### **EVERYONE MUST TAKE PERSONAL RESPONSIBILITY:**

- ◆ All welfare parents must sign a personal responsibility contract that spells out their plans for moving off welfare.
- ◆ Benefits are cut when families don't meet their Work First obligations.
- ◆ Teen parents are required to stay in school and live at home, or under approved adult supervision.
- ◆ No additional cash payments are provided for children born after a family has been in Work First longer than 10 months.

### **HELP IS AVAILABLE:**

- ◆ Work First eases the transition into the work force through help with child care, transportation, job search, and short-term job training. Participants can get Medicaid to cover medical expenses up to a year after they leave welfare for work.
- ◆ For families at risk of going on welfare, one-time grants (called diversion grants) of up to three months of cash benefits can help families stay on their feet and off the welfare rolls.
- ◆ Families can save up to \$3,000.
- ◆ Families can invest in a car valued up to \$5,000 for reliable transportation to work.

### **EXPLORING STRATEGIES TO SUPPORT WORK FIRST:**

In the Fall of 1996, staff from the North Carolina Department of Human Resources and the North Carolina Community College System came together for discussions aimed at developing ways to support the Work First effort by enhancing coordination of workforce training for Work First participants. One outcome of these planning discussions is a proposed training plan which includes elements deemed essential by those involved in providing services to Work First participants. This proposed plan places emphasis on:

- ◆ short-term training (job skills, workplace skills, and occupational basic skills) which is tied directly to employment outcomes;
- ◆ training components which are integrated; and
- ◆ training flexibility which allows Work First participants to move in and out of training streams as needed.

Key elements of this “model” include offering integrated training in the following areas in four-, eight-, or twelve-week segments.

- ◆ HRD (self-directed or classroom pre-employment training)
- ◆ Basic Skills (family/workplace/employment related literacy)
- ◆ Occupational Extension (short term skills geared to identified job markets)

Training components would be structured as concurrent rather than sequential in order for individual Work First participants to receive pre-employment, basic skills, and skills training in an integrated training system. All training in this effort will be focused on employment outcomes for the students.

#### **LIFELONG LEARNING AND CAREER SERVICES**

Work First participants, as all members of society, need access to the following services throughout their work career.

- ◆ Workplace Literacy
- ◆ Upgrading/Retraining Services
- ◆ Career Services
- ◆ JobLink Career Resource Center
- ◆ Others

# Pathways to Employment

## **PART I**

**North Carolina  
Division of Social Services  
(NCDSS)**

**Work First  
Orientation  
Assessment  
Personal Responsibility  
Referral  
Tracking**

## **PART III**

**Employment and Training Agencies**

**Community-Based Organizations  
Employment Security Commission  
JobLink  
Job Training Partnership Act  
Vocational Rehabilitation  
Others**

**NCDSS  
Individual Case Management**

## **PART II**

**North Carolina  
Community College System (NCCCS)**

**Work First Training Options  
Orientation to the Work Place  
Orientation to Non-traditional Careers  
Skill Assessment  
Goal Setting/Study Skills**

**Work First  
Integrated Training Components  
Self-Paced Individualized Instruction  
Job Skill Development  
Workforce Basic Skills  
Human Resources Development**

## **PART IV**

**NCDSS  
and  
Departments of Social Services**

**Individual Case Assessment**

**Program Evaluation**

## **PART V**

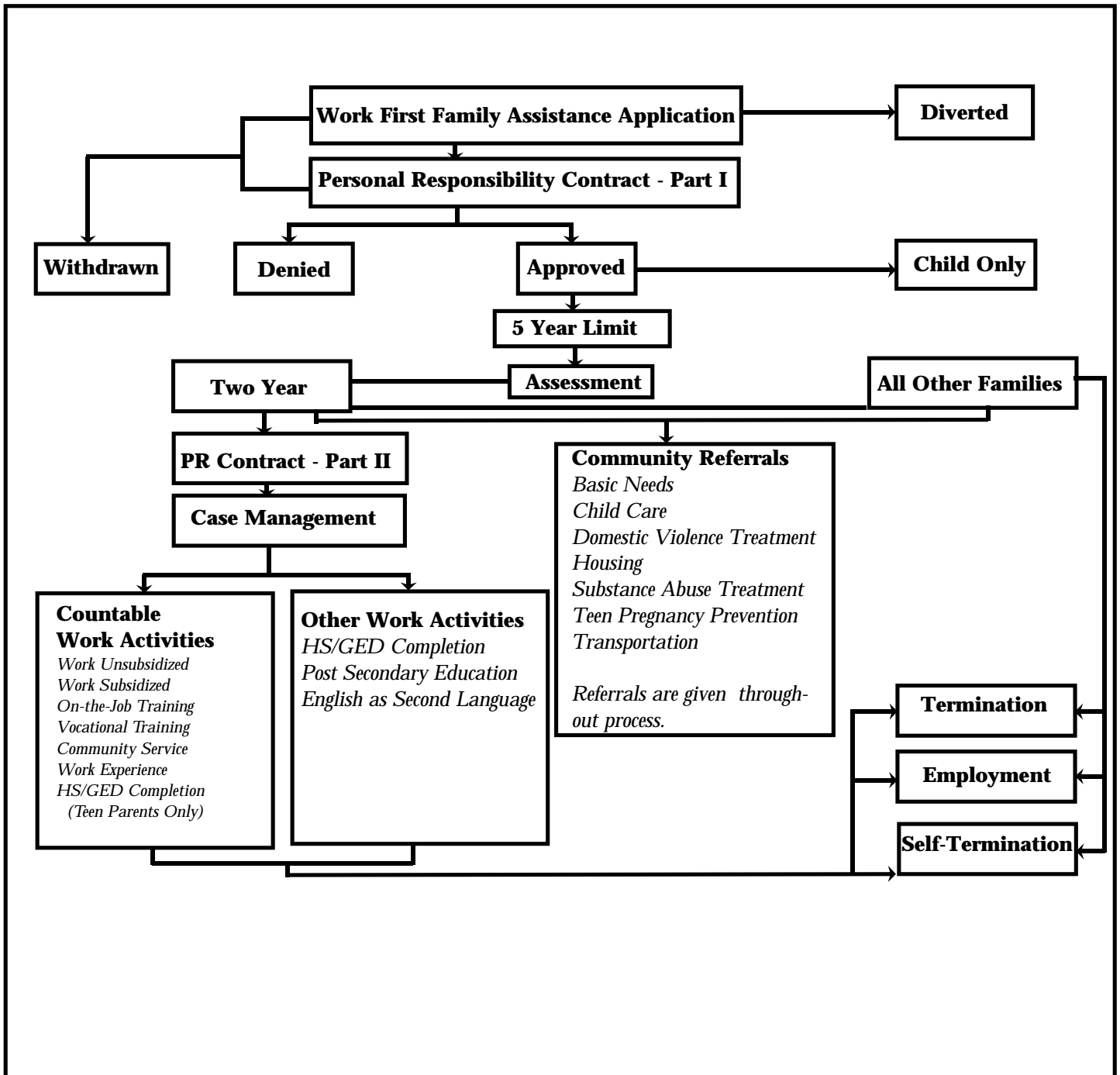
**NCCCS  
and  
Employment and Training Agencies**

**Lifelong Learning and Career Services  
Workplace Literacy  
Upgrading/Retraining Services  
Career Services  
JobLink Career Resource Center  
Others**

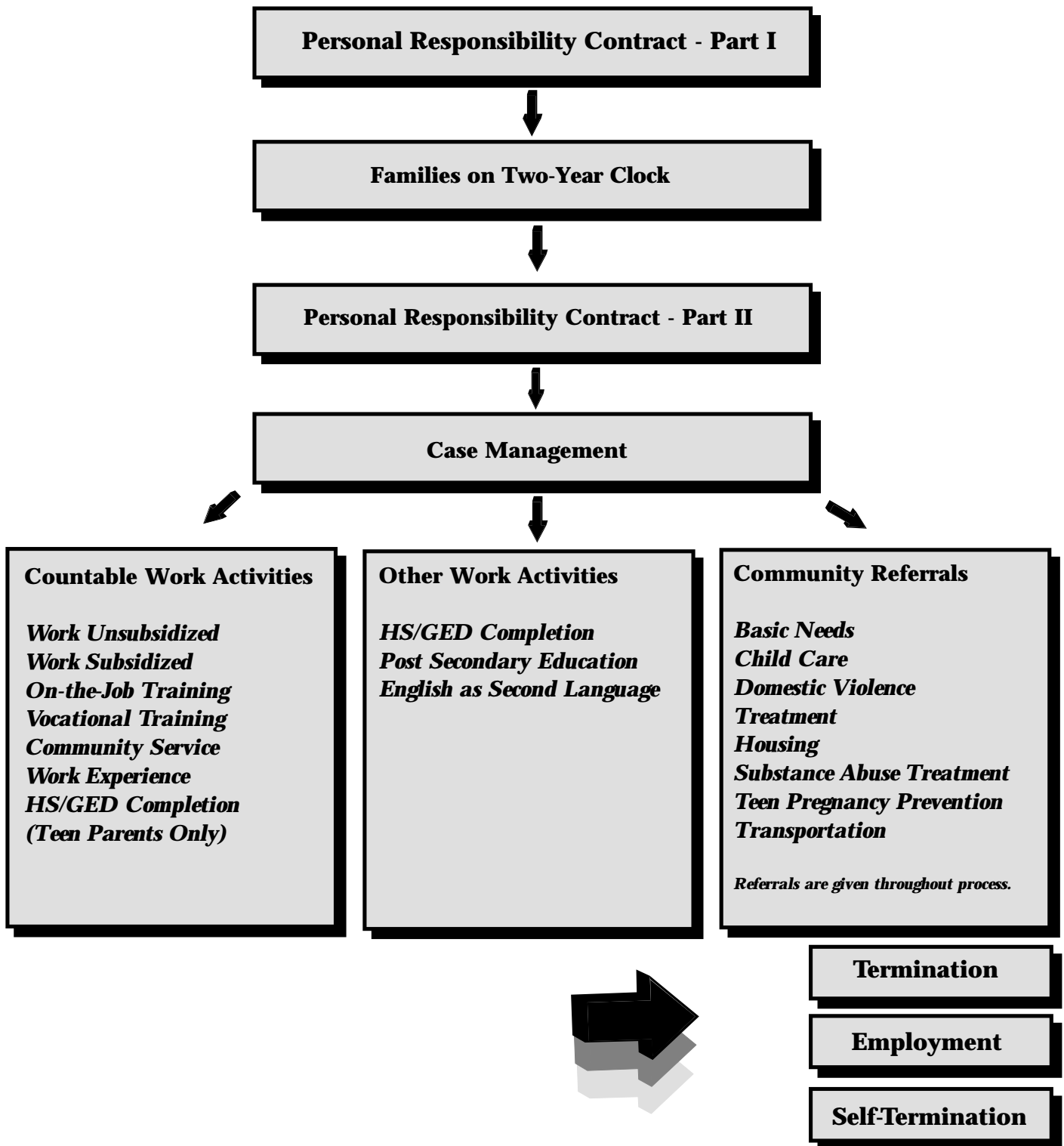
# PART I

## North Carolina Division of Social Services

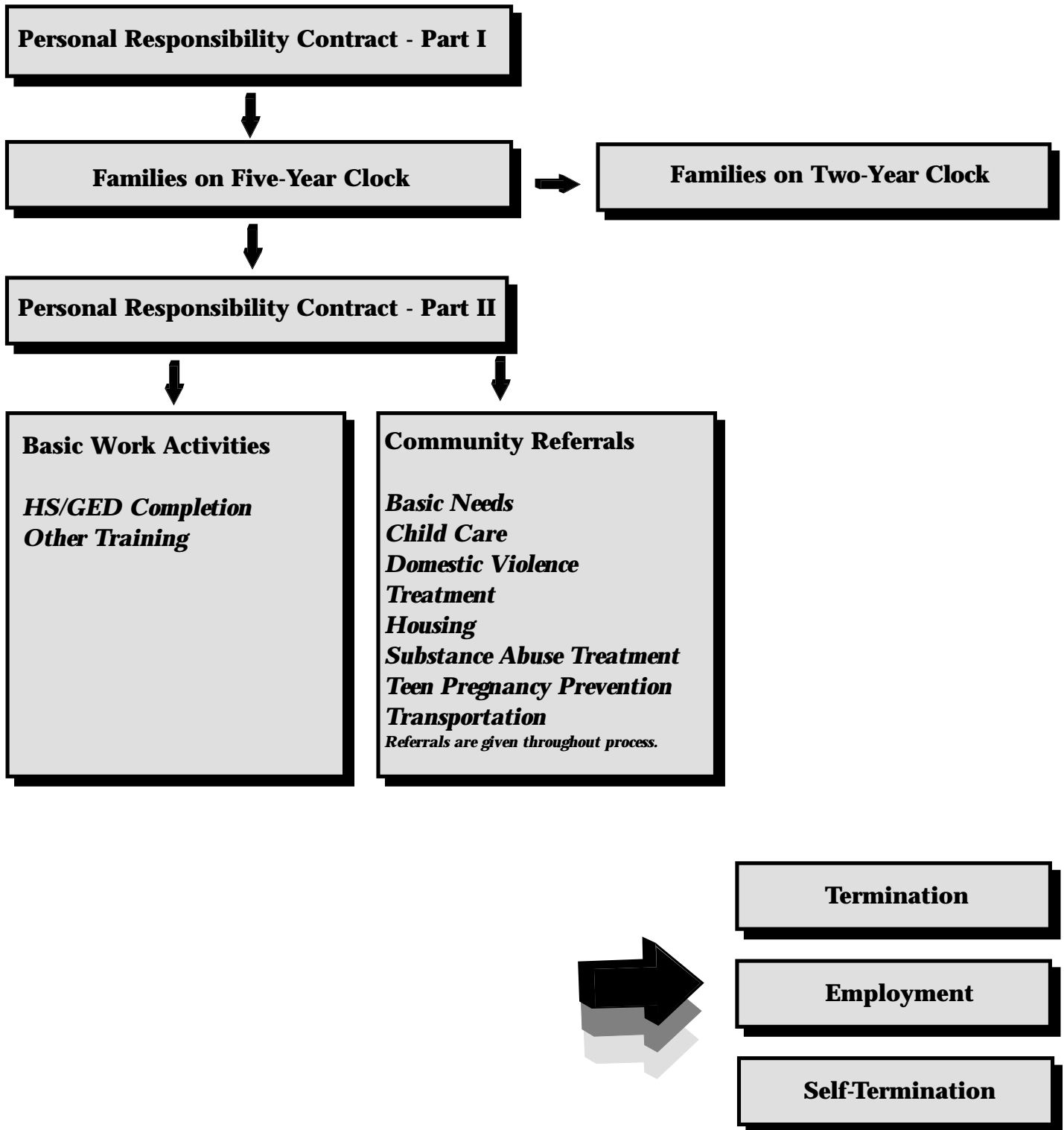
### Work First Family Assistance Process



# Work First Family Assistance Two-Year Clock Requirements



# Work First Family Assistance Five-Year Clock Requirements



**PART II**  
**North Carolina Community College System**

**Work First Training Options**

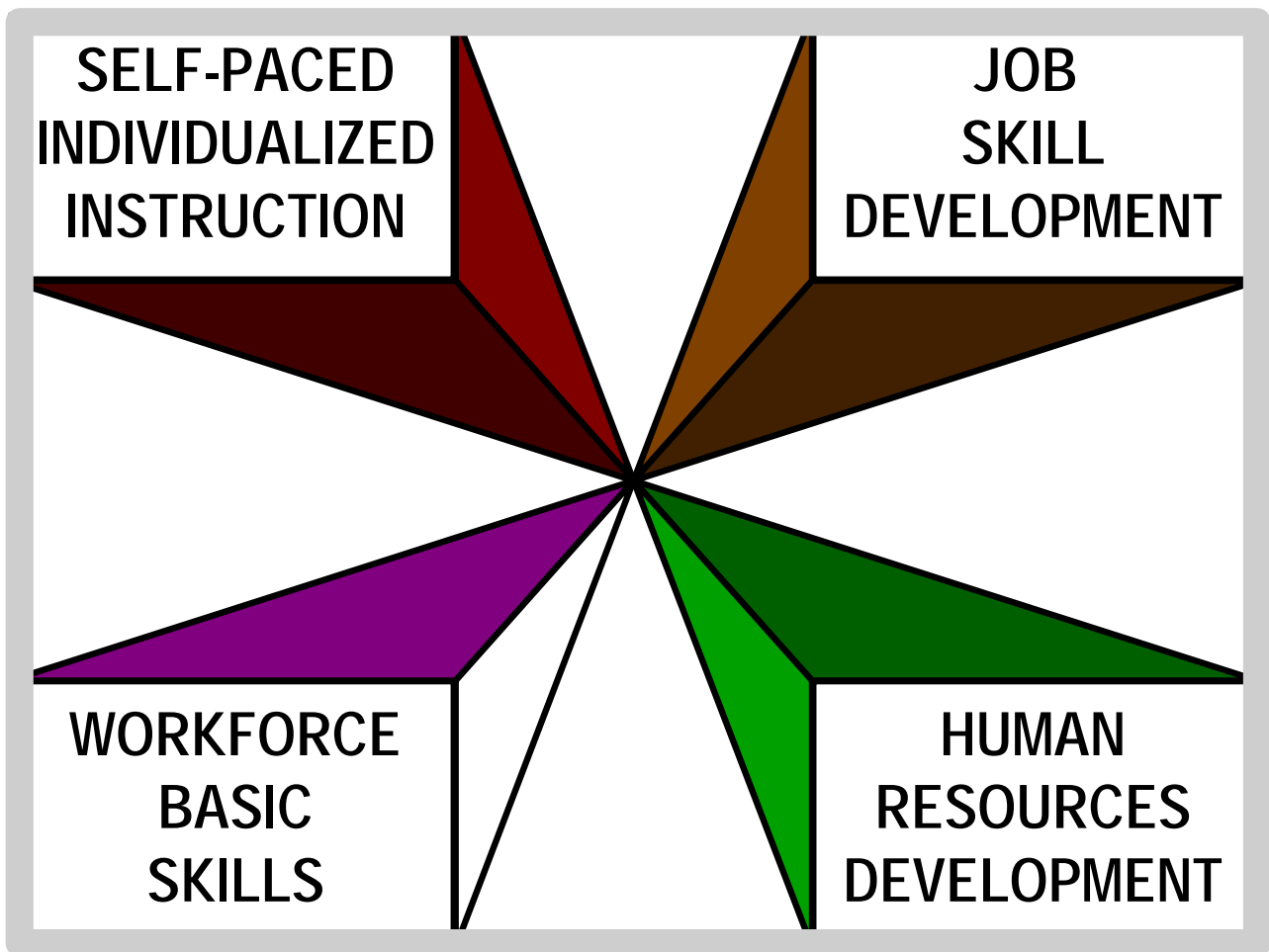
**Orientation to the Work Place**

**Orientation to  
Non-traditional Careers**

**Skill Assessment**

**Goal Setting/Study Skills**

# Work First Integrated Training Components



## **Work First Integrated Training Components**

### **Self-Paced Individualized Instruction**

- ▶ *Assessment*
- ▶ *Learning Skills*
- ▶ *Individualized Instruction*

### **Job Skill Development**

#### **Possible Options for Job Skill Development Training (Based on Labor Market Analysis)**

- |  |                               |
|--|-------------------------------|
| ▶ <i>Office Assistant Skills<br/>(Basic, Intermediate, Advanced)</i> | ▶ <i>Bank Teller</i>          |
| ▶ <i>Custodial Training</i>  | ▶ <i>Basic Cashiering</i>     |
| ▶ <i>Adult Care Aide</i>   | ▶ <i>Forklift Operator</i>    |
| ▶ <i>Carpenter Assistant</i>   | ▶ <i>Nursing Assistant</i>    |
| ▶ <i>Radio/TV/VCR/CD Repair</i>                                      | ▶ <i>Shipping/Stock Clerk</i> |
| ▶ <i>Computer Repair</i>   | ▶ <i>Food Service</i>         |
|  | ▶ <i>Child Care Aide</i>      |

### **Workforce Basic Skills**

- ▶ *Reading Skills*
- ▶ *Writing Skills*
- ▶ *Mathematical Skills*
- ▶ *Communication Skills*
- ▶ *Critical Thinking & Problem Solving Skills*

### **Human Resources Development**

- ▶ *Self-Management*
- ▶ *Job Hunting*
- ▶ *Employment Expectations*
- ▶ *Communication Skills*

## WORK FIRST PARTICIPANT'S INTEGRATED WEEKLY SCHEDULE

Day	SELF-PACED INDIVIDUALIZED INSTRUCTION	Hours	JOB SKILL DEVELOPMENT	Hours	WORKFORCE BASIC SKILLS	Hours	HUMAN RESOURCES DEVELOPMENT	Hours
<i>Monday</i>								
<i>Tuesday</i>								
<i>Wednesday</i>								
<i>Thursday</i>								
<i>Friday</i>								
<b>TOTAL HOURS</b>								
<b>Grand Total Hours: 30-35</b>								

## **SELF-PACED INDIVIDUALIZED INSTRUCTION**

### **Assessment**

- ▶ ***Basic Skills, Reading, Writing, Mathematics***
- ▶ ***Learning Styles***
- ▶ ***Reading Interest Inventories***
- ▶ ***Career Interest Inventories***
- ▶ ***Study Skill Inventories***

### **Learning Skills**

- ▶ ***Listening Skills***
- ▶ ***Notetaking Skills***
- ▶ ***Test-taking Skills***
- ▶ ***Organizational Skills***
- ▶ ***Skills for Utilizing Resources***

### **Individualized Instruction**

- ▶ ***Generic Basic Skills***
- ▶ ***Generic Job-Seeking, Job-Searching Skills***
- ▶ ***Generic Marketplace Skills***
  - Understanding the Workplace***
  - The Impact of New Technology***
  - The Marketplace***
  - The Changing Workplace***
  - Responsibility on the Job***
  - Quality***
  - Profit***
  - Mobility***
  - Teamwork***
  - The Culture of the Workplace***
  - Health and Safety on the Job***

## JOB SKILL DEVELOPMENT

### Possible Options for Job Skill Development Training (Based on Labor Market Analysis)

FOUR-WEEK COMPONENT	TOTAL HOURS	EIGHT-WEEK COMPONENT	TOTAL HOURS	TWELVE-WEEK COMPONENT	TOTAL HOURS
1. Office Assistant Skills - Basic	80	1. Nursing Assistant I	140	1. Food Service	360
2. Bank Teller Training	43	2. Office Assistant Skills -- Intermediate	160	2. Office Assistant Skills -- Advanced	360
3. Basic Cashiering/ Customer Service	40	3. Carpenter Assistant (Metal Building Assembler/Roofing/Welding/Drywall)	150	3. Computer Repair	288
4. Custodial Training	72	4. Shipping/Stock Clerk	100	4. Child Care Aide	360
5. Forklift Operator	55	5. Radio & TV Repair and Servicing/VCR & CD Repair and Servicing	100		
6. Adult Care Aide - Family Home Care - Group Home Care	40 20				

<b>FOUR-WEEK COMPONENT</b> <b>Possible Options for Job Skill Development Training</b> <b>(Based on Labor Market Analysis)</b>		<b>Total Hours</b>
<b>1. Office Assistant Skills - Basic</b> Prepares graduates to be aware of most common general office practices including basic keyboarding, filing procedures, mail handling, telephone-answering and message-taking procedures, and duplicating processes.	80	
<b>2. Bank Teller Training</b> Graduates of this course will have learned competencies for entry-level bank teller and/or customer service representative. Students will learn teller operations, customer relations, security, credit applications, credit ratings and collecting accounts.	43	
<b>3. Basic Cashiering /Customer Service</b> Graduates of this course will have learned the competencies required for entry-level employment requiring customer service and cashiering skills. Students will learn computerized cash register training, guides to crime prevention, retail procedures, customer relations, and written and oral communication.	40	
<b>4. Custodial Training</b> Prepares graduates to know the proper techniques of building custodial care. Students will learn proper procedures for using tools, cleaning techniques and chemical agents, basis mechanical information, and basic building repair techniques.	72	
<b>5. Forklift Operator</b> Prepares graduates to safely and efficiently operate an industrial forklift truck. The emphasis will be on the safe operation of the forklift truck. Students will learn the basic operating procedures for using a forklift, basic maintenance of the forklift and basic safety driving and moving procedures.	55	
<b>6. Adult Care Aide</b> Graduates of this course (s) will be prepared for entry-level employment in family care or group homes. Students will learn the competencies required by DHR for working with clients of these facilities.	40 Family Home Care 20 Group Home Care	

<b>EIGHT-WEEK COMPONENT Possible Options for Job Skill Development Training (Based on Labor Market Analysis)</b>		<b>Total Hours</b>
<p><b>1. Nursing Assistant I</b> Prepares graduates to provide personal care and perform basic nursing skills for the elderly and other adults. Emphasis on patient rights, nutrition management, elimination procedures, safe environment, personal and special care procedures and activities, human body structure and function and related common disease/disorders, communication and death and dying and roles of the nursing assistant.</p>	140	
<p><b>2. Office Assistant Skills -- Intermediate</b> Prepares graduates to have competencies in increased word processing skills, filing skills, and mail handling. Students will learn document formatting and preparation of specialized documents, and various ways to file documents and sorting, packaging, and delivery of mail and mail handling equipment.</p>	160	
<p><b>3. Carpenter Assistant (Metal Building Assembler/Roofing/Welding/Drywall)</b> Prepares graduates to handle skills required for an assistant in construction trades. Students will learn safety procedures and tool identification, basic terms, review of basic math, the proper use of various measuring instruments, and how to use a variety of hand and stationary power tools.</p>	150	
<p><b>4. Shipping/Stock Clerk</b> Prepares graduates to handle skills required for stocking produce/inventory in retail stores and for shipping and receiving merchandise. Students will learn basic inventory procedures, pricing mechanisms, shipping procedures and customer service.</p>	100	
<p><b>5. Radio &amp; TV Repair and Servicing/VCR &amp; CD Repair and Servicing</b> Prepares graduates of this course to have sufficient understanding of the various components of equipment to diagnose operating problems. Theory is covered in a practical manner with heavy emphasis on symptoms and trouble shooting diagnosis techniques when a failure occurs. Students will also learn make/model cross reference and installation guidelines.</p>	100	

<b>TWELVE-WEEK COMPONENT Possible Options for Job Skill Development Training (Based on Labor Market Analysis)</b>		<b>Total Hours</b>
<p><b>1. Food Service</b> Prepares graduates for employment in the food service industry. Emphasis is placed on attitude development; sanitation and safety; food service terminology and procedures; tools and equipment; and basic food preparation.</p>	360	
<p><b>2. Office Assistant Skills -- Advanced</b> Prepares graduates to have competencies in advanced word processing skills, filing skills, and mail handling. Students will learn advanced document formatting and preparation of specialized documents, and various ways to file documents and sorting, packaging, and delivery of mail and mail handling equipment.</p>	360	
<p><b>3. Computer Repair</b> Prepares graduates of this course to have sufficient understanding of the various components of equipment to diagnose operating problems. Course is a hands-on approach to installing, upgrading, and maintaining IBM and IBM compatible computers. Students will learn how to identify and define various components of a microcomputer system; operate the test equipment necessary for troubleshooting; locate and correct defective components; and perform preventive maintenance and alignment procedures.</p>	288	
<p><b>4. Child Care Aide</b> Prepares graduates to handle the responsibilities and skills required for working in a child care setting. Students will learn developmental activities, positive reinforcement techniques, health and safety issues, methods of appropriate guidance, CPR and planning skills needed in the classroom setting.</p>	360	

## WORKFORCE BASIC SKILLS

### Reading Skills

**Learning Objective/Performance Indicator:**

*Upon completing this competency, the student will be able to:*

1.	Read and interpret vocational vocabulary.	<ul style="list-style-type: none"> <li>▶ Read and interpret general vocational vocabulary.</li> <li>▶ Identify abbreviations and symbols specific to the job.</li> </ul>
2.	Read and interpret job-specific materials.	<ul style="list-style-type: none"> <li>▶ Read and perform work described in job description.</li> <li>▶ Read and follow written instructions and directions.</li> <li>▶ Read and interpret workplace manuals and written materials (messages, reports, etc.)</li> <li>▶ Read and interpret charts, graphs, tables, and forms.</li> </ul>
3.	Read and interpret basic safety manuals.	<ul style="list-style-type: none"> <li>▶ Read and understand safety rules, posters, signs, and procedures.</li> <li>▶ Read and interpret instructions for the safe use of equipment and machines.</li> </ul>
4.	Read and interpret personnel materials.	<ul style="list-style-type: none"> <li>▶ Read and interpret benefits materials.</li> <li>▶ Read and interpret company policies and procedures (policies for leave, grievance, behavior, attendance, etc.)</li> <li>▶ Read and understand employer evaluation materials.</li> </ul>

### Writing Skills

1.	Use legible writing and appropriate grammar.	<ul style="list-style-type: none"> <li>▶ Print or write legibly.</li> <li>▶ Use appropriate mechanics of standard English.</li> </ul>
2.	Use job specific forms.	<ul style="list-style-type: none"> <li>▶ Record date, time, and other requested information on forms.</li> <li>▶ Write appropriate abbreviations specific to the job.</li> </ul>
3.	Communicate appropriately in writing.	<ul style="list-style-type: none"> <li>▶ Write information in clear, logical and complete manner.</li> <li>▶ Take accurate telephone messages.</li> <li>▶ Write short notes and simple messages.</li> <li>▶ Write letters, memos, and/or reports.</li> <li>▶ Use computer for simple word processing.</li> </ul>

## **Mathematical Skills**

1. Use job specific math skills.	<ul style="list-style-type: none"><li>▶ Perform addition, subtraction, multiplication and division computations.</li><li>▶ Perform computations using common or mixed fractions, decimals, and percents.</li><li>▶ Compute averages using whole numbers, fractions, decimals or percentages.</li><li>▶ Convert U. S. Standard to International Metric System of Measurement and/or vice versa.</li><li>▶ Perform mathematical operations using equipment such as a calculator, cash register, business machine, and/or computer operated equipment.</li></ul>
2. Understand job specific use of mathematical symbols.	<ul style="list-style-type: none"><li>▶ Interpret ratio and proportion for preparing mixtures, calculating pay rate, etc.</li><li>▶ Interpret data from graphs.</li></ul>
3. Use job specific measurement skills.	<ul style="list-style-type: none"><li>▶ Calculate with units of time.</li><li>▶ Perform basic measurement tasks determining length, width, height, weight, including the use of conversion tables.</li><li>▶ Read and interpret basic measurement and numerical readings on instruments.</li></ul>

## **Communication Skills**

1. Communicate verbally.	<ul style="list-style-type: none"><li>▶ Follow spoken directions.</li><li>▶ Use the telephone to make and receive business calls.</li><li>▶ Formulate and ask questions.</li><li>▶ Engage in appropriate interaction with supervisors, the public, co-workers, and instructors.</li><li>▶ Verbally communicate ideas and opinions about job tasks.</li><li>▶ Orally communicate with supervisor for clarification of job tasks.</li><li>▶ Initiate action in response to requests.</li><li>▶ Use English that is acceptable on the job.</li></ul>
2. Communicate in writing.	<ul style="list-style-type: none"><li>▶ Demonstrate effective written communication skills.</li></ul>
3. Communicate nonverbally.	<ul style="list-style-type: none"><li>▶ Use appropriate non-verbal communications.</li></ul>

## **Critical Thinking and Problem Solving Skills**

1. Use critical thinking and problem solving skills.	▶ Identify effective problem-solving strategies and solve problems and arrive at decisions individually and as a team.
2. Transfer skills.	▶ Demonstrate ability to apply skills learned in one job situation to another.

## HUMAN RESOURCES DEVELOPMENT

<b>Self Management</b>	<b>Hours</b>	<b>Job Hunting</b>	<b>Hours</b>	<b>Employment Expectation</b>	<b>Hours</b>	<b>Communication Skills</b>	<b>Hours</b>
1. <i>Self-Motivation</i>		5. <i>Job Exploration</i>		10. <i>Personal Responsibility</i>		15. <i>Listening Skills</i>	
2. <i>Self-Esteem</i>		6. <i>Job Seeking</i>		11. <i>Time Management</i>		16. <i>Inter-personal Skills</i>	
3. <i>Self-Assessment</i>		7. <i>Job Application/ Resume</i>		12. <i>Interpersonal Relationships</i>		17. <i>Problem-Solving Conflict Management Skills</i>	
4. <i>Self-Advocacy</i>		8. <i>Job Interviewing</i>		13. <i>Workplace Attitudes/ Behaviors</i>		18. <i>Leadership Development</i>	
		9. <i>Job Selection Process</i>		14. <i>Job Performance</i>			
<b>Total Hours</b>		<b>Total Hours</b>		<b>Total Hours</b>		<b>Total Hours</b>	

# Human Resources Development

## Self-Management

<u>Competency Area</u>	<u>Learning Objectives/Performance Indicators</u> <i>Upon completing this training, the student will be able to:</i>
1. <b>Self-Motivation</b> . . . . .	<ul style="list-style-type: none"><li>▶ prepare mentally to look for a job.</li><li>▶ recognize reasons why people work.</li></ul>
2. <b>Self-Esteem</b> . . . . .	<ul style="list-style-type: none"><li>▶ identify characteristics of high and low self-esteem.</li><li>▶ explore positive and negative attitudes/behaviors.</li><li>▶ understand what shapes a person's self-esteem.</li></ul>
3. <b>Self-Assessment</b> . . . . .	<ul style="list-style-type: none"><li>▶ assess personality traits, interest and work values.</li><li>▶ evaluate past, present and future strengths and accomplishments.</li></ul>
4. <b>Self-Advocacy</b> . . . . .	<ul style="list-style-type: none"><li>▶ accept personal responsibility for self-sufficiency.</li><li>▶ maintain a positive view of self worth.</li><li>▶ recognize and address his/her emotional needs.</li><li>▶ develop positive support systems for work and family life.</li><li>▶ set short and long term goals for personal success.</li><li>▶ strive for continuous self-improvement.</li></ul>

## Job Hunting

5. <b>Job Exploration</b> . . . . .	<ul style="list-style-type: none"><li>▶ discuss personal career and employment aspirations.</li><li>▶ explore job opportunities and local labor market information through JobLink Career Centers and other resource networks.</li><li>▶ match job opportunities with prospective employers.</li><li>▶ set short and long term goals in relation to realistic job choices.</li></ul>
6. <b>Job Seeking</b> . . . . .	<ul style="list-style-type: none"><li>▶ identify sources for job leads.</li><li>▶ develop a realistic job search plan.</li></ul>
7. <b>Application/Resume</b> . . . . .	<ul style="list-style-type: none"><li>▶ compile documents necessary to complete an application package.</li><li>▶ accurately complete personal data profile and job application.</li><li>▶ develop a well-written resume and cover letter.</li></ul>
8. <b>Interviewing</b> . . . . .	<ul style="list-style-type: none"><li>▶ understand what constitutes satisfactory preparation for a job interview.</li><li>▶ exhibit appropriate behavior during a job interview.</li><li>▶ deal effectively with questions asked or answers given in a job interview.</li><li>▶ identify reasons why people don't get hired.</li></ul>
9. <b>Job Selection Process</b> . . . . .	<ul style="list-style-type: none"><li>▶ identify factors to be considered before accepting a job.</li><li>▶ make responsible employment decisions.</li></ul>

## **Employment Expectations**

- 10. Personal Responsibility** make satisfactory arrangements for childcare and transportation to work.
- ▶ understand basic information concerning Wage and Labor Laws.
  - ▶ understand basic information contained on a check stub.
  - ▶ understand basic information concerning a company's fringe benefit package.
  - ▶ identify reasons why people are fired.
  - ▶ exhibit appropriate behavior in case of job termination.
  - ▶ explore other job opportunities upon leaving or being terminated from a job.
- 11. Time Management . . . .**
- ▶ apply effective time management techniques.
  - ▶ understand the importance of being at work on time.
  - ▶ understand the importance of maintaining regular attendance on a job.
  - ▶ understand the importance of giving timely notice to employers for absences or changes in work schedule.
- 12. Interpersonal Relationships**
- ▶ recognize verbal and non-verbal clues and signals.
  - ▶ interact and cooperate effectively with co-workers and general public.
  - ▶ react appropriately to directions and criticisms.
  - ▶ respond appropriately to various supervisors.
- 13. Work Attitudes/Behaviors**
- ▶ follow workplace standards of behavior.
  - ▶ accept responsibility for his/her actions.
  - ▶ demonstrate reliability and dependability.
  - ▶ follow job safety and health rules.
  - ▶ apply learning strategies when adapting to new technology and skills.
  - ▶ work effectively under pressure.
- 14. Job Performance . . . . .**
- ▶ complete job duties as directed.
  - ▶ anticipate and accept job responsibilities beyond job description.
  - ▶ ask for clarification of directions as needed.
  - ▶ perform work tasks that meet quality control standards.
  - ▶ monitor and evaluate job performance for continuous improvement.
- 15. Listening Skills . . . . .**
- ▶ understand the difference between listening and hearing.
  - ▶ give and receive information that is clear and logical.
  - ▶ distinguish information as fact or opinion.
  - ▶ eliminate blocks to effective listening.

## **Communication Skills**

- 16. Interpersonal Skills . . .**
- ▶ make strong, positive first impressions.
  - ▶ deal effectively with difficult people and negative situations.
  - ▶ be assertive in various life and work situations.
- 17. Problem-Solving/  
Conflict Management Skills**
- ▶ recognize causes of conflict and know how to defuse them.
  - ▶ apply strategies to manage positive and negative emotions.
  - ▶ apply strategies to cope with crisis/stress at home and in workplace.
  - ▶ apply strategies to develop critical thinking skills.
- 18. Leadership Development**
- ▶ participate effectively in team-building activities in the workplace.
  - ▶ take leadership responsibilities in work-related situations.
  - ▶ understand a company's organizational structure.
  - ▶ interact with a culturally diverse workforce.

**PART III**  
**Employment and Training Agencies**

**Community-Based Organizations**

**Employment Security Commission**

**JobLink**

**Job Training Partnership Act**

**Vocational Rehabilitation**

**Others**

**North Carolina Division of Social Services**

**Individual Case Management**

**PART IV**  
**North Carolina Division of Social Services**  
**and**  
**Departments of Social Services**

**Individual Case Assessment**

**Program Evaluation**

**PART V**  
**North Carolina Community College System**  
**and**  
**Employment and Training Agencies**

**LIFELONG LEARNING AND**  
**CAREER SERVICES**

**Workplace Literacy**

**Upgrading/Retraining Services**

**Career Services**

**JobLink Career Resource Center**

**Others**