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A project for the training and career development of job developers with specific standardized procedures at Center for Employment Training

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A PROJECT FOR THE
TRAINING AND CAREER DEVELOPMENT
OF JOB DEVELOPERS
WITH SPECIFIC STANDARDIZED PROCEDURES
AT CENTER FOR EMPLOYMENT TRAINING

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Presented to
The Faculty of the Mexican-American Graduate
Studies Department (ISSPA)
San Jose State University

Robert Y. Rivas

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APPROVED FOR THE DEPARTMENT OF THE MEXICAN-
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CHAPTER I

INTRODUCTION

Supervised implementation of vocational training standards relative to procedures for development of business and industry jobs for the unskilled, underemployed, is a major concern of the Job Development Department at the Center for Employment Training (C.E.T.) in San Jose.

The Job Development Department at C.E.T. is composed of a set of job developers. C.E.T. policy establishes the criteria by which job developers function. Organizationally, a job development position is accountable to specific training and placement units, supervised by administration without specific standardized procedures. (See Appendix A, Organizational Structure, p. 56). Job information is collected by the job developers by means of weekly visits to business and industry concerns. As a result of a lack of standardized procedures, specific job development information needed by C.E.T. is not uniformly coordinated.

Administration through policy implements the standards for job development as a whole. To become a job developer at C.E.T., an employee must only meet the general standards through direct or related experience. (See Appendix C, Job Description, p. 58).

Conflict

Even though there are general policy standards, nevertheless, C.E.T. employees do not know how to become and what to expect as job developers. There are no specific standardized procedures for training nor career development as job developers. In dealing with the problem, the extern generated an interplay of detriments and benefits to formulate the following conflict:

- (Detriment) Why is there a general policy outlining job development within C.E.T. in San Jose but no specific standardized procedures?
- (Benefit) Why are there specific standardized procedures for the implementation of training and career development in certain areas of C.E.T.?
- (Conflict) Why is there only a general policy outlining job development within C.E.T. in San Jose when there are specific standardized procedures for the implementation of training and career development in other areas of C.E.T.?

Statement of the Problem

The problem of the project was to generate a proposal plan to be utilized in the development of sequential standardized procedures for the training and career development of job developers at C.E.T. The major step in the solution of the problem was to design a planning sub-system in the form of a research project consisting of the following

components:

- A. Project Definition/Workbreakdown Structure.
- B. Work Flow.
- C. Time Estimation.
- D. Resource Allocation and Scheduling.
- E. Cost Estimation.

Purpose of the Project

The purpose of the project was to establish specific standardized procedures for job development by implementing, supervising, and evaluating the training and career development of job developers. In this project, Cook's Project Management Model was used to prepare the planning sub-system.

Importance of the Project

The project offers a model training unit to develop specific standardized procedures for job developers. The project specifically develops a career ladder which has not been identified for job developers. The project identifies job-related courses which supplies existing job developers with the theoretical tools to initiate new concepts and approaches to job development. Training is done in team clusters to promote the necessary teamwork within job development.

Administratively, the project standardizes the supervision of job developers. Because the project entails an

evaluative progress and performance report (See Appendix E, Evaluation Report, p. 60), the administrative component of C.E.T. uses a tool to measure the effectiveness of training.

Limitation of the Project

The project, implemented at Center for Employment Training (C.E.T.) of San Jose in Santa Clara County, establishes specific standardized procedures for job development. In preparing this project, the extern used one branch of the C.E.T. organization. The branch at 425 South Market in San Jose was used as a model. The three other branches were used only to implement the project.

Each skills training unit was composed of the following three positions:

1. Feeder Instructor (See Appendix B, Job Description, p. 57).
2. Job Developer (See Appendix C, Job Description, p. 58).
3. Technical Instructor (See Appendix D, Job Description, p. 59).

As a team, all three were accountable to the Branch Manager.

Each of the positions above was used to identify key elements for the proposed training project. Several individuals within these positions were interviewed to obtain: (1) information concerning key issues relative to job development; (2) conceptual input for development and implementation

of the project idea; (3) possible information on other similar existing projects. The project depended upon a cyclic time sequence to train job developers hired by C.E.T. at various times of the year.

DEFINITION OF TERMS

Inter-Office Systems

Operationally speaking, inter-office systems denoted the channeling and sharing of internal information and communications by C.E.T. employees relative to program participants and the job market. In this project only, the term denoted those employees of the Job Development Department of C.E.T. whose role was to find jobs for the program participants.

The internal communications was sharing information relative to the job market. This information communicated by a specific standardized procedure assured job placement in the job market.

Job Developer/Job Development

The organizational definition of job developer denoted:

A full performance level work developing jobs and placing C.E.T. participants. The job developer position may be a technical or professional position in the Job Development Program. (See Appendix C, Job Description, p. 58).

Operationally speaking, the term job developer denoted the staff position at C.E.T. responsible for placement of the program participants in the department. Job Development. Job Development denoted the efforts exercised by the job developer to expand upon employment opportunities and placement for program participants.

Marketing

In this project only, the term marketing denoted the use of universal concepts of marketing as they applied to a strategical approach to the Job Development Department at C.E.T. within the framework of a specific standardized procedure. The purpose of the project was: (1) to extract essential marketing principles, (2) to apply them uniformly, and (3) to increase the efficiency of job developing activities.

In this project only, marketing denoted a strategical tool to prepare C.E.T. job developers in three areas:

- 1.) Identification of buyers market.
- 2.) Canvassing and communications techniques.
- 3.) Job supply and demand analysis.

Placement Analysis

The term placement analysis denoted an evaluative and analytical process of separating or breaking apart the total placements made by a job developer.

Operationally speaking, placement analysis denoted a qualitative and quantitative evaluation of each job developer's contribution to the placement of program participants. A report (See Appendix E, Evaluation Report, p. 60) was included to (1) document past and present performances of each job developer and, (2) to indicate if job placement output increased in a shorter time at less cost.

Planning Sub-system

Operationally speaking, planning sub-system denoted one of the component parts of Cook's Model System for planning and controlling projects. The planning component provided the data and information base to be used by project management in the development of a control system for project operations.

In its operational framework, the planning sub-system consisted of the following components:

1. Project Definition/Workbreakdown Structure.
2. Work Flow.
3. Time Estimation.
4. Resource Allocation and Scheduling.
5. Cost Estimation.

Program Orientation

Operationally speaking, program orientation denoted the use of a process to acquaint the project participants with the C.E.T. system. Program orientation included the

following areas:

- 1.) C.E.T. Philosophy.
- 2.) C.E.T. History.
- 3.) Community Involvement.
- 4.) C.E.T. Policies

In the project, program orientation denoted the development of present and prospective C.E.T. job developers relative to the C.E.T. system. Furthermore, in the project plan, program orientation denoted an essential element, its initial impact on project participants.

Sales

Through product knowledge, the project attempted to strengthen the C.E.T. philosophy of individualizing the training process. In this project, sales took a two-dimensional point of view: (1) the individual, a single product; (2) the many, a whole product.

Operationally speaking, sales denoted the use of universal sales concepts as they applied to the Job Development Department at C.E.T. Furthermore, the project function of sales was to prepare the job developer in the following areas:

- 1.) Identification of the product.
- 2.) Sales concepts and methods.
- 3.) Group presentation techniques.

Training and Development

Operationally speaking, training and development denoted a specific standardized procedure for in-house

training for the Job Development Department at C.E.T. Training and development implemented all the components of the model project plan. All present and prospective C.E.T. job developers were involved.

The training function of the project was used on a cyclic basis. The duration of the training was a full-length six-week period. The term training did not include external training efforts such as business seminars, educational institutions, conferences, workshops, etc.

The development aspect of the project was an on-going process. By training in specific areas, the job developer was developing and refining skills developed in the training phase. Once the training component was completed, there was a continuation of development through use of external resources.

ANALYTICAL DEFINITIONS

The following functional propositions were used to symbolize the relationship between functions of project terms.

I. Translation of analytical statement into symbols:

- a. Job Development = JD
- b. Function = f
- c. Related = R
- d. Training and Career Development = TCD

II. Analytical Formula:

JDF R TCDf or f(JD) R f(TCD)

Analytical Statement

The function of sales is related to the function of training and career development for job developers at C.E.T.

I. Translation of analytical statement into symbols:

- a. Sales = S
- b. Function = f
- c. Related = R
- d. Training and Career Development = TCD

II. Analytical Formula:

$Sf \ R \ TCDf \ \text{or} \ f(S) \ R \ f(TCD)$

Analytical Statement

The function of Marketing is related to the function of training and career development for job developers at C,E.T.

I. Translation of Analytical Statement into symbols:

- a. Marketing = M
- b. Function = f
- c. Related = R
- d. Training and Career Development = TCD

II. Analytical Formula

$Mf \ R \ TCDf \ \text{or} \ F(M) \ R \ f(TCD)$

Analytical Statement

The function of Program Orientation is related to the function of training and career development for job developers at C.E.T.

I. Translation of Analytical Statement into symbols:

- a. Program Orientation = PO
- b. Function = f
- c. Related = R
- d. Training and Career Development = TCD

II. Analytical Formula:

POf R TCDf or f(PO) R f(TCD)

RESEARCH QUESTIONS

Extracting from the analytical statements, the following research questions were formulated:

1. What is the relationship between the Job Development Department at C.E.T. and in-house training and career development?
2. What is the relationship between Program Orientation and the in-house training and career development of job developers at C.E.T.?
3. What is the relationship between Sales concepts and in-house training and career development for job developers at C.E.T.?
4. What is the relationship between Marketing concepts and the in-house training and career development of job developers at C.E.T.?

HYPOTHESES

From the research questions, the following qualitative hypotheses were formulated:

- H₁ There is a functional relationship between the Job Development Department at C.E.T. and in-house training and career development that revealed a need for specific standardized procedures.

- H₂ There is a functional relationship between Program Orientation and the in-house training and career development of job developers at C.E.T. that revealed whether the standardized procedures measure the marketing product.
- H₃ There is a functional relationship between sales concepts and in-house training and career development for job developers at C.E.T. that revealed a way to measure the program participants' decrease or increase of job placement as a marketing product.
- H₄ There is a functional relationship between marketing concepts and the in-house training and career development of job developers at C.E.T. that revealed a way to measure the program participants' decrease or increase of job placement as a marketing product.

CHAPTER II

REVIEW OF LITERATURE

In the review of literature, the project planner's goal was to review relevant information on the selected key topics and relate that information to the project proposal plan. The following key topics were isolated; the literature directly related to the plan, reviewed:

1. In-house Training.
2. Career Development.
3. Sales Concepts.
4. Marketing Concepts.

Key elements and concepts were extracted and applied in the specific goals and objectives of the project plan.

Investigation of literature on these key topics was extensive in the fields of business administration, business management, economics, psychology and public administration.

In-house Training

An activity designed to increase the effectiveness of an employee or employees in the work of an organization is described as a training function (Halsey, 1949, p. 2).

Halsey outlined future trends in training practice in the following areas:

1. A trend toward the training of individuals rather than groups.
2. An increasing proportion of training done by supervisors or fellow workmen rather than by members of the training staff.
3. A more careful selection of trainees.
4. Training is specific rather than general.

In addition, training is also described as providing the conditions in which people can learn effectively (King, 1968, p. 125). According to King, learning is the gaining of knowledge, skill, or ability.

Furthermore, the importance of effectiveness as an overall goal of training is inherent in the statement that training in industry is the formal procedures which a company uses to facilitate employees' learning so that their resultant behavior contributes to the attainment of the company's goals and objectives (McGehee, Thayer, 1961, p. 3). As deterrents to effective training, McGehee and Thayer point out four internal organizational barriers: (1) training being regarded as an end rather than a means to an end, (2) failure of management to accept responsibility for training, (3) lack of knowledge and skill on the part of management in directing and executing training, and (4) lack of information concerning the nature of the learning process.

The relatedness of effectiveness and training is repeatedly an obvious relationship established by most authors in the field of training. Another is the operational model

for training employees. (See Figure 1, Training Models, p. 16). The training model or system offered by Tracy, in his book, Designing Training and Development Systems, was the most comprehensive model discovered by the researcher. Other authors had key elements contained in the Tracy model but none as comprehensive.

A relative criteria for evaluation was proposed by McGehee and Thayer in the following two areas:

1. Determining whether or not the training procedures under consideration actually result in the modifications of the behavior of the employees concerned.
2. Determining whether or not the outcome of the training procedures have any demonstrable relationship to the achievement of organizational goals. (McGehee, Thayer, 1971, p. 258).

McGehee and Thayer stated that evaluation of internal training generally had two major aspects. The first was to assess whether or not the training results in behavior furthered the achievement of organizational goals. The second was to compare various possible techniques of training to determine if any one or combination of techniques were superior for the purpose of achieving the desired results.

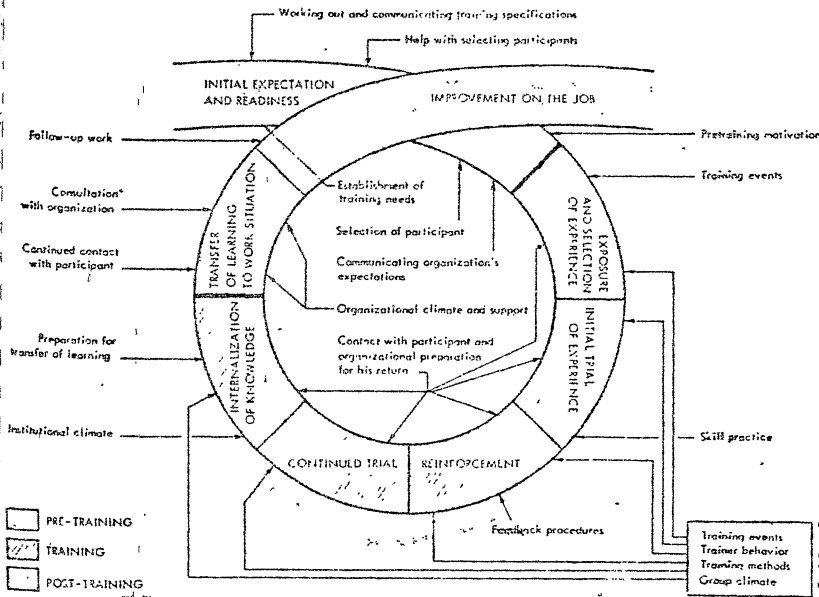
Career Development

According to Craig and Bittel (1967, p. 340), development promoted the growth of some person, thing, or idea and was to be viewed as a broad and general concept rather

Figure 1

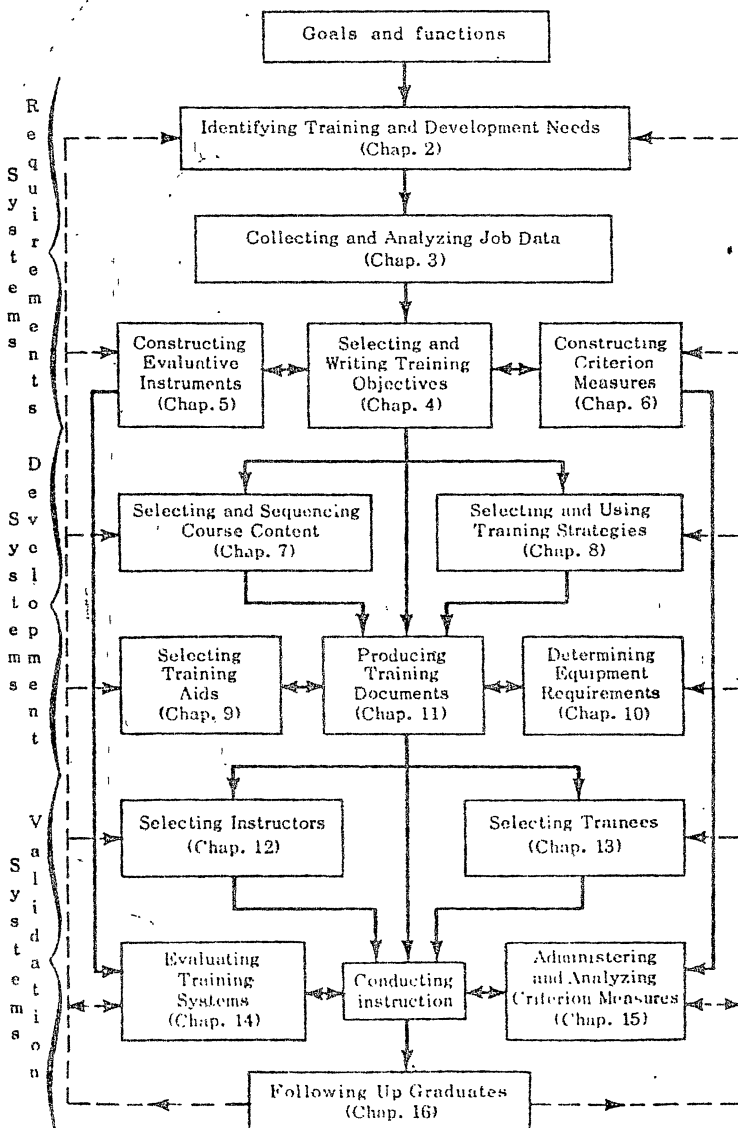
TRAINING MODELS

SPIRAL MODEL OF TRAINING PROCESS



Tynton, R.P. and Pareek, V. Training for Development (Dorsey Press: Homewood, Illinois, 1967), p. 19.

Flow-chart model of a fifteen-step training and development system.



Tracey, William R. Designing Training and Development Systems (American Management Association, Inc., 1971), p. 6.

than a specific and narrow idea. They defined development as: "planning the utilization of an individual's potential by offering him opportunities for his personal growth." Career development then could be planning the utilization of a person's career potential by offering that person opportunities for career growth.

According to Craig and Bittel (1967, p. 341), development could be carried on informally in casual meetings by readings and contracts of many kinds. On the other hand, it could be a highly organized affair with definitely planned programs, clear-cut objectives, specifically scheduled sessions, and established forms of recognition.

Moreover, career development connoted a long-range commitment. From the viewpoint of time, career development is long-range, while training had a shorter or more immediate objective (Tynton, Pareek, 1967, p. 201). They stated, "It may also be inferred at this point that development has a minimum of remedial aspects. In many instances, training has come to imply remedial effort connoting some deficiency to the trainee."

Finally, there existed within the concept of career development an emphasis toward the individual and his needs (Craig, Bittel, 1967, p. 363). Whereas training was weighted more toward the organization's needs, nevertheless they supported the following: development represents the planned

opportunity that is provided for training, education, directed and planned experience and guided growth.

Sales Concepts

With reference to sales concepts, Stroh (1973, p.39) stated that if one were to observe salesmen in a range of industries, it could be concluded that there are thousands of ways to sell products and services. At least five general categories are presented below:

1. Stimulus-response selling.
2. Formula selling.
3. Want-satisfaction selling.
4. Problem-solving selling.
5. Depth selling.

Furthermore, Stroh (1973, p. 57) indicated that six essential skills were necessary to develop a successful salesperson. These were:

1. Communication and persuasion.
2. Probing techniques.
3. Effective listening skills.
4. Sensitivity and human relations.
5. Creative thinking.
6. Decision making.

Ultimately, the development of these skills could be learned. Stroh believed sales skills were trainable characteristics. The initial attitude to instill in a sales trainee

was the value of sales training; the idea that given the appropriate aptitudes and qualifications, a raw recruit could be developed by proper training into an excellent salesman, (Buskirk, Stanton, 1969, p. 268).

In addition, Buskirk and Stanton (1969, p. 12) stated that the training of sales personnel includes an understanding of their role and importance in the socio-economic system. A training program could acquaint the sales force with his role in activities such as: (1) introducing innovation to markets, (2) conveying information to customers, (3) facilitating consumption, (4) serving as a channel of communication between the company and its markets, and (5) solving problems for its customers.

Finally, organizations could plan for clear job descriptions. Stroh (1973, p. 244) proposed the following career path for sales personnel. The criteria for a large sales organization with a small line of products were:

- A. Trainee for fifteen weeks.
- B. Junior salesman for one year with guaranteed salary.
- C. Sales representative.
- D. Senior sales representative.
- E. Specialty sales representative.
- F. Industry sales representative.
- G. Government sales representative.
- H. Sales supervisor.
- I. District sales manager.
- J. Regional sales supervisor.
- K. Regional sales manager.
- L. Division sales vice-president.
- M. Product development.

Marketing Concepts

According to Buskirk and Stanton (1969, p. 13), the marketing function is to administer all aspects of four basic elements: (1) product planning, (2) development, (3) the distribution structure, and (4) the promotional program. Buskirk and Stanton refer to these four elements as the systems concept of marketing.

Furthermore, marketing included the sum of several interactions of many activities (Buskirk and Stanton, 1969, p. 38). Within the parameters of a training environment, marketing could be channeled into a broad-based function relative to sales.

Summary

Noted authors in the area of in-house training generally agreed that it could be used as a means to increase the effectiveness of an employee or employees in the work of an organization (Halsey, 1949, p. 2 and McGehee, Thayer, 1961, p. 3).

Career development was distinguished from training as emphasizing the importance of the individual over the organization (Craig and Bittel, 1967, p. 340). Furthermore, career development connoted a long-range commitment whereas training had a shorter more immediate objective (Tynton and Pareek, 1967, p. 201).

Sales concepts, as presented by Stroh (1973, p. 39), were divided among five general categories. Within these categories, six skills were identified to develop a successful salesperson (Stroh, 1973, p. 57).

Marketing concepts applied the systems concept of marketing (Buskirk and Stanton, 1969, p. 13). Generally speaking, marketing is utilized as a broader-based function in an organization than sales.

Finally, the elements researched by the extern resulted in information directly applied to the overall planning of the project plan.

CHAPTER III

PLANNING THE PROJECT

In the preceding chapters, the problem was stated, hypotheses were formulated, and the literature was reviewed. The succeeding section employed Desmond Cook's project management model to develop a planning subsystem for implementation of the proposed project plan.

Project Model

The major steps used to develop the planning subsystem included the following component parts:

1. Project definition or workbreakdown structure.
2. Project work plan with graphical representation procedures.
3. Project time frame for work tasks.
4. Project schedule and resource allocation plan activities.
5. Project cost estimation and budget preparation for proposed work.

The planning subsystem served to develop the project data/information base needed to implement the project plan in the operational phase of the project.

Methods and Procedures Used in Selecting Variables

In this project, the attempt was to isolate key variables within the field of business administration and apply them to a training and career development plan at C.E.T.

The isolated areas were sales, marketing, and office procedures and communications. The application of concepts within these areas was confined to a training environment such as at C.E.T.

Once the isolated variables were identified in the planning subsystem, the impact of their implementation could be assessed by the project management in a control subsystem.

Project Definition

The function of this subsystem was to establish the boundaries of the project by developing an ordered structure of major and subordinate objectives that reflected the work to be accomplished by the project manager.

Mission Statement

The overall project goal was to develop a training and career development model for job developers, with a specific standardized procedure at Center for Employment Training.

Purpose

The major project goal was to design, develop, and conduct a research study to isolate the key elements within the areas of sales, marketing, and office procedures and communications in order to implement a training and career development model.

Limits and Constraints

The limits and constraints of the project were described by defining the form of project representation and the limitations of the research study.

The project representation was probabilistic in form. The probabilistic system was useful when the functioning of the system was at a level that prohibited strong predictions according to a given output. Since the associated time and cost of the project was uncertain, the research project was best planned and controlled by using this technique.

In this project, the research process consisted of interviews with current job developers, unit managers, instructors, and administration at C.E.T. Secondly, the research process also included the collection and analysis of documented data related to training and career development. Furthermore, this research project focused one specific job function at C.E.T., that being the function of job developers. This was done in the context of proposing a project plan to deal specifically with job development.

Definition of System Concepts

Workbreakdown structure. In Cook's project model, workbreakdown structure denoted the planning subsystem used to summarize the schedule and cost status of the pro-

ject at higher levels of management. In this subsystem, the most common terms used were:

1. Work packages: This term denoted the list of specific jobs which contributed to the development of one end item on the workbreakdown structure.
2. Components: This term denoted those series of lesser tasks combined to produce the objectives represented by the work packages.

Work flow. In Cook's project model, work flow denoted a work plan which portrayed in graphical manner the inter-relationships and inter-dependency of tasks done to accomplish the objectives in the project definition. In this subsystem, the most common terms used were:

1. Flow graph: This term denoted a diagrammatic representation in which flow through this system was portrayed by a sequence of unidirected arrows.
2. Network: This term denoted a graphical representation of all the tasks or jobs that must be accomplished to reach the intermediate and final objectives of the project.
3. Activities: This term denoted those individual tasks or jobs which must be accomplished to reach the project objectives.
4. Milestone events: This term denoted the accomplishment of a major piece of work in the form of a work package.

Time estimation. In Cook's project model, time estimation denoted the time frame for the total project and the individual activities and events within the project. In this subsystem, the most common terms used were:

1. Probabilistic estimates: This term denoted time estimate procedures based on the idea that uncertainty existed about a particular activity.
2. Optimistic time estimates: This term denoted the time estimation based on the assumption that "everything will go well" in completing an activity and was designated by the symbol (To) in mathematical calculations.
3. Realistic time estimates: This term denoted the most realistic estimate of time the activity may take and was designated by the symbol (Tr) in mathematical calculations.
4. Pessimistic time estimates: This term denoted the longest time the activity would take under the most adverse conditions and was designated by the symbol (Tp) in mathematical calculations.
5. Earliest event time: This term denoted the earliest expected time an event was completed and was further obtained by moving forward while adding activity time estimates along the various pathways in the network. This estimate was designated by the symbol (TE).

Scheduling. In Cook's project model, scheduling denoted the translation of the developed plan into a time table, showing the calendar dates for the start and the completion of the tasks in the project.

Resource allocation. In Cook's project model, resource allocation denoted the translation of the accepted work flow into a schedule. This process was achieved by assigning the resources into manpower hours to accomplish the planned activities.

Cost and budget preparation. In Cook's project model, cost and budget preparation denoted the management plan for

operating and financing the project during specific time periods. Furthermore, this detailed plan of action was developed as a guide for control operations and as a standard for evaluating performances. In this sub-system, the most common terms used were:

1. Direct cost: This term denoted those costs that were directly traced to or associated with a particular activity or task in the project.
2. Indirect costs: This term denoted those costs that were not traced to a particular activity, task, or costing unit. Moreover, indirect costs were also frequently referred to as "overhead."
3. Fixed costs: This term denoted those costs that were incurred in order to provide the supplies for an activity.
4. Costing units: This term denoted the work packages or segments of a work package for which the costs of operation were accumulated.
5. Variable costs: This term denoted those costs which when totaled depended on the level of activity during the work period.

The Performance Objectives

The performance objectives for the project were:

1. To assign the work load to a functional departmental unit for developing and implementing the project plan.
2. To identify the key function within job development which most nearly encompass the concepts of sales, marketing, and office procedures and communications.
3. To establish specific standardized procedures for the pre-training and career development model plan.

4. To employ specific concepts of sales, marketing, and office procedures and communications in a non-traditional business environment such as within manpower training.
5. To employ integrative techniques in analyzing documentation related to the above specified business concepts.
6. To develop an objective and reliable approach for evaluating the relationship of training and career development to the achievement of organizational goals.

Criteria for Accomplishing Objectives

These performance objectives were accomplished by employing several reliable resources in the fields of training and career development. Most influential in this process were American Society for Training and Development's Training and Development Handbook and William R. Tracey's Designing Training and Development Systems.

In this project, integrative techniques were used to analyze written reports in the form of memos, letters, minutes of meetings, proposals, resolutions, and written policy relative to key issues. Moreover, the application of this analytical process provided a general and overall view of updated relevant information which was critical in the step-by-step layout of the project plan.

Major End Items

The major end items served to accomplish the overall goal objective of the project. This goal was to implement

a training and career development project at C.E.T. Four sets of major end items, its work packages and tasks made up the structure of the project definition:

1. Program orientation for all trainees.
2. Sales and marketing concepts.
3. Office procedures and communications.
4. Progress evaluation.

End item. The first major end item in the project was to orient all job development trainees on several aspects of C.E.T. training concepts. The work packages for the project consisted of four tasks:

1. To orient all job development trainees on C.E.T. philosophy.
2. To orient all job development trainees on C.E.T. historical background from beginning to present.
3. To orient all job development trainees on community involvement while at C.E.T.
4. To orient all job development trainees on C.E.T. policies and procedures.

End item. The second major end item in the project was to train job developers in the areas of sales and marketing. The work packages for the project consisted of eight tasks:

1. To identify the product.
2. To isolate key elements of sales concepts and methods and develop them into curriculum.
3. To develop a format for group presentation techniques.
4. To conduct a sales training class as it pertains to job development.

5. Identify the buyer.
6. To develop canvassing and communications techniques into curriculum.
7. To develop a format for using job supply and demand analysis.
8. To conduct a marketing training class as it pertains to job development.

End item. The third major end item in the project was to train job developers in the area of office procedures and communications. The work package for the project consisted of two tasks:

1. To isolate key elements of office procedures and communications and develop them into curriculum.
2. To conduct a training session on office procedures and communications.

End item. The fourth major end item in the project was to evaluate the effectiveness of the training model. The work package for the project consisted of two tasks:

1. To develop a training evaluation report form.
2. To analyze the quantity and quality of placements per job developer.

Responsibility for Work Package Development

The Executive Director at C.E.T. established guidelines for the work package development. This was the responsibility of the Personnel Director of C.E.T. In this project, delegation of authority was exercised. A job developer of

Figure 2
Workbreakdown Structure

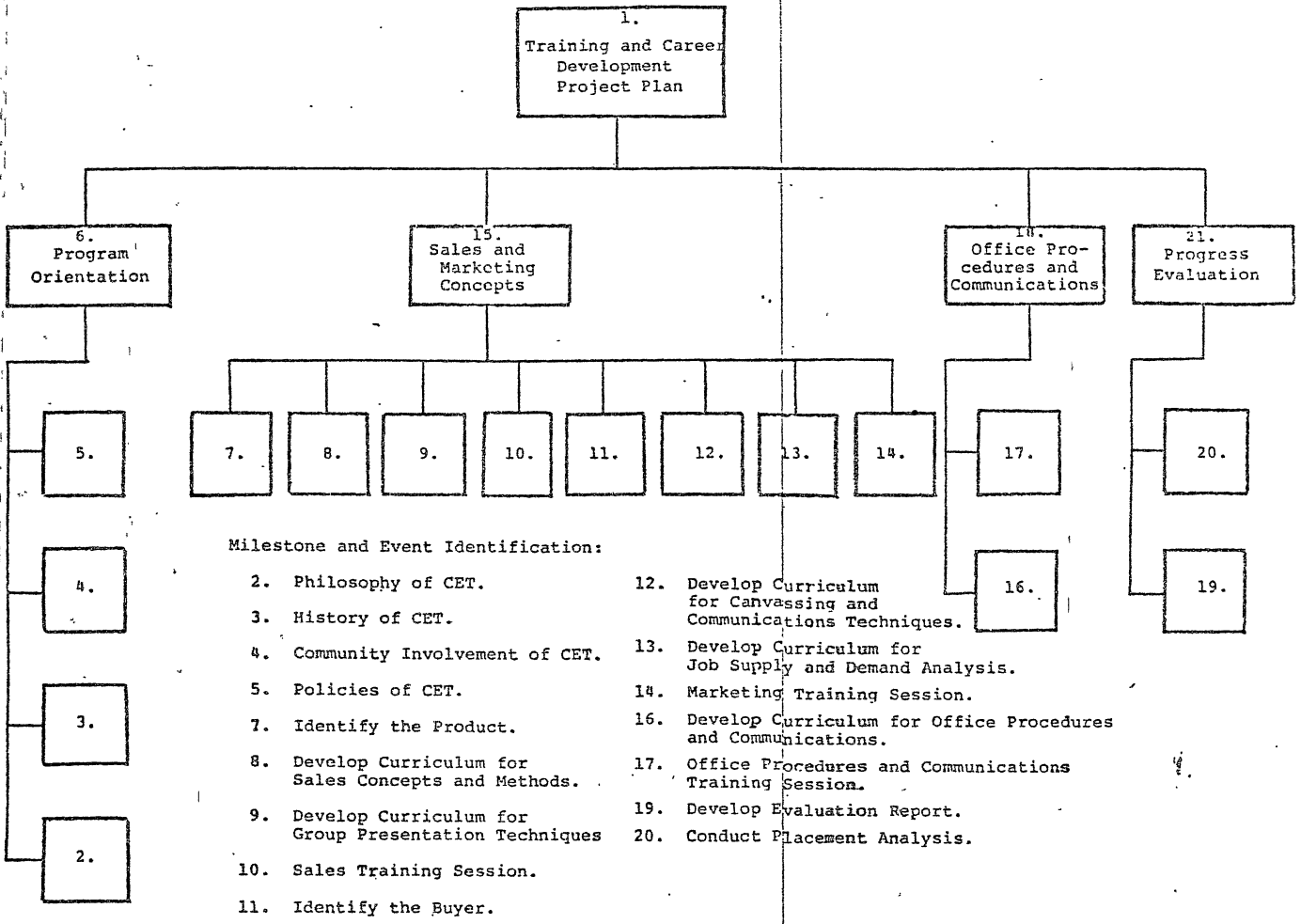
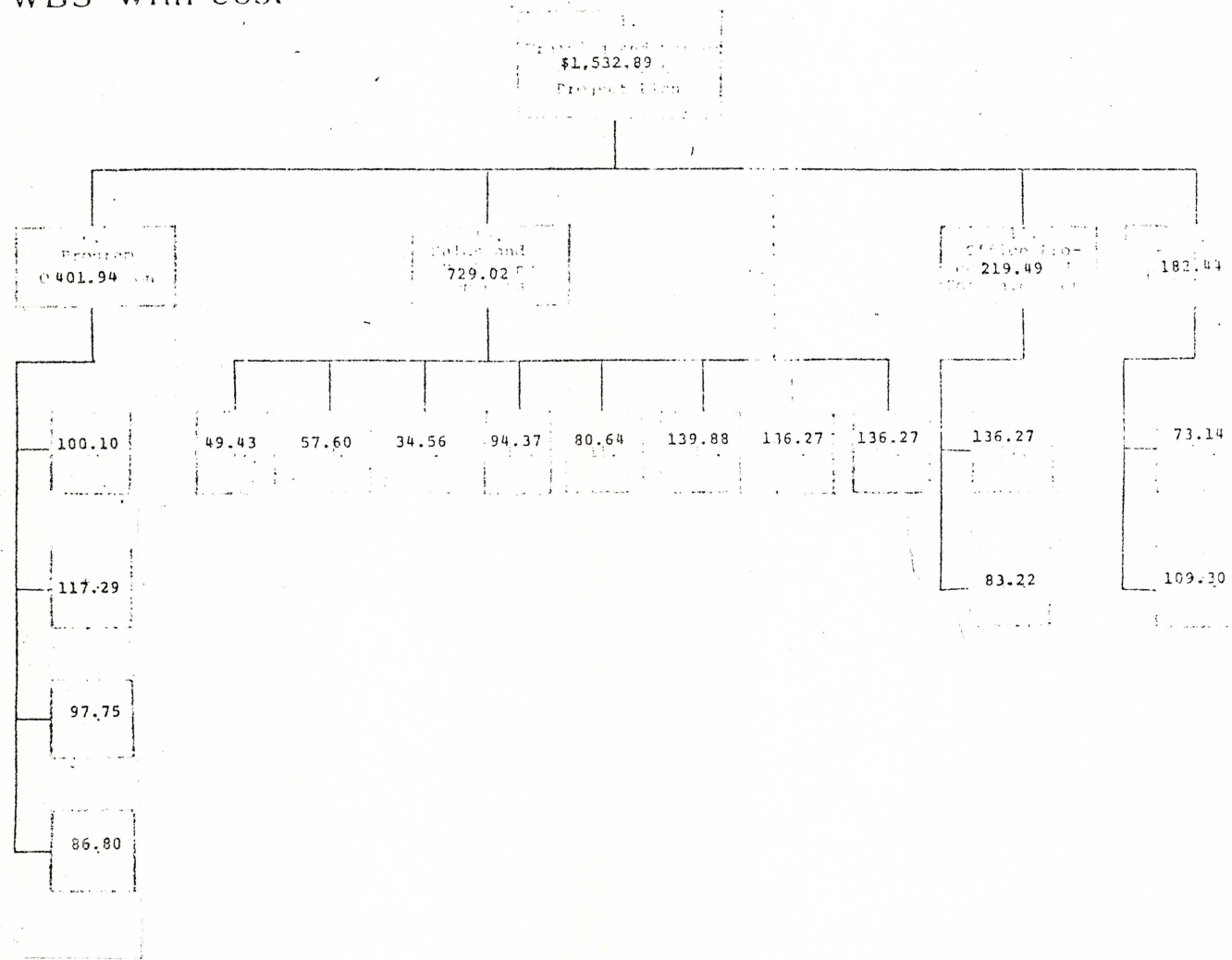


Figure 2
 Workbreakdown Structure
 WBS with cost



the Job Development Department was the writer of this report. In addition, the writer was delegated responsibility for project coordination.

The coordinating job developer's main responsibility was (1) to work with staff in the Job Development Department to develop ideas; (2) to identify and establish a specific standardized procedure for an in-house staff training process; (3) to identify and implement a career development model; and (4) to design a valid evaluation form to measure the effectiveness of the training and development model against organizational goals and objectives.

WORK FLOW

The function of the work flow sub-system was to develop a graphical representation of the sequence of activities and events necessary to accomplish the objectives identified in the project definition sub-system.

Rules for Work Flow Plan

The project definition was used as the primary basis for network construction by using a backward approach to move from a general to a specific case. This was done by identifying the major end items and working backwards to reach the eventual starting point.

The type of network used in the project was the event-oriented network. In the event-oriented network, the primary

concern is the occurrence of events. Moreover, the identification of events and the order of their occurrence made use of the PERT (Program Evaluation and Review Technique) method. In addition, the use of CPM (Critical Path Method) was employed. (See Figure 3 , p.35).

Milestone Events

The milestone events included the following objectives:

1. To orient all job developers on the philosophy, history, community involvement, and policies of C.E.T.
2. To conduct a sales and marketing training session with all job developers at C.E.T.
3. To conduct an office procedures and communications training session with all job developers at C.E.T.
4. To evaluate the progress of job developers.

Task and Event Numbering Decisions





In order to reach the milestone events, the task or activities were identified and included a set of preceding and succeeding event numbers. Moreover, the events and milestone events were indicated by numbers ranging from 1-21.

In this project, four milestone events were identified and served to represent the start and completion of the project. Besides the milestone events, sixteen regular events were identified and represented the points of accomplish-

ment in the network, such as the start or end of activities in the network. (See Figure 3, p.35).

The activities were those tasks or jobs which were accomplished so as to reach the regular and milestone events in the work flow. For this report, limited attention was given to describing the exact or specific nature of the tasks. Furthermore, the activity numbers in the network were designated by giving the preceding and succeeding event numbers for each activity. (See Figure 5 , p. 36).

Event Coding System

In order to construct the network for the work plan, some basic symbols were used to represent the milestone events, regular events, and activities. For example, the milestone events were distinguished from the regular events by special symbols such as squares () or rectangles (). Moreover, regular events were represented on the network by a geometric figure such as a circle (). An activity, on the other hand, was represented by a solid ().

In this project, there was no connection established between the length of the activity arrow and the amount of time needed to reach an event.

TIME ESTIMATION

The primary purpose of this sub-system was to develop a time frame for the individual activities and events within

Figure 3

P.E.R.T. Chart

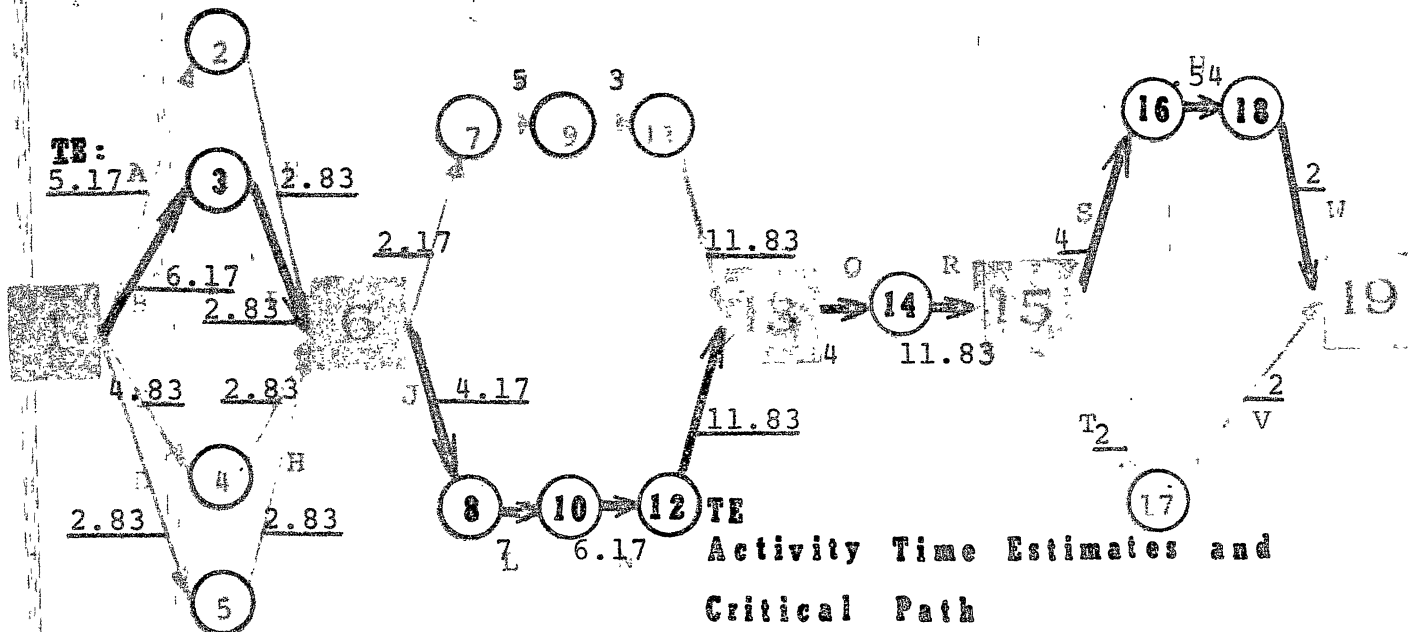
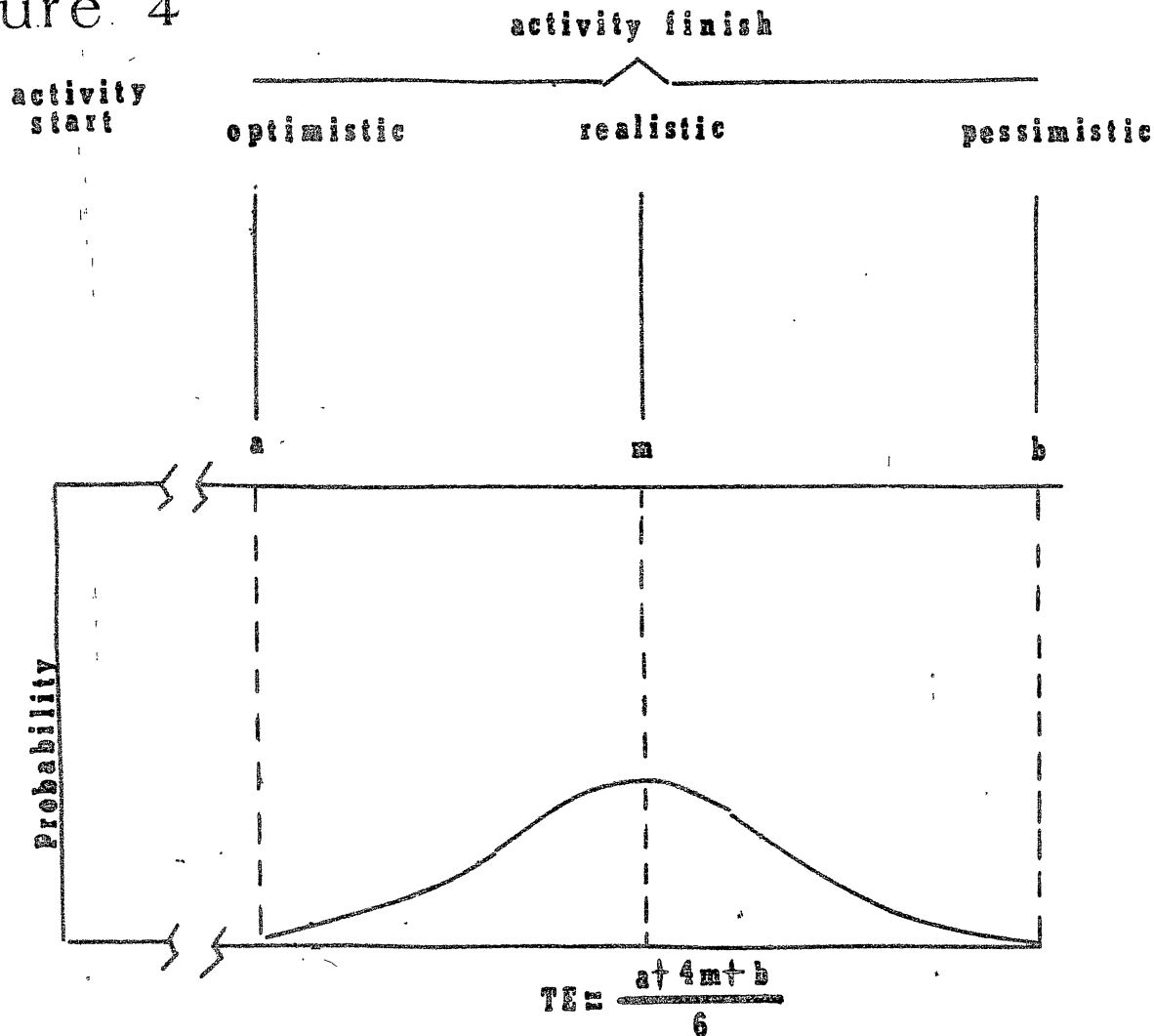


Figure 4



Beta distribution

Figure 5

TABULAR FORMAT FOR TIME ESTIMATION OF ACTIVITIES FOR THE PROJECT PLAN

CODE	ACTIVITY	PRE-CEDED BY	SUC-CEDED BY	To	Tr	Tp	TE
A	Develop format for CET philosophy	1	2	4	5	7	5.17
B	Develop format for historical basis	1	3	5	6	8	6.17
C	Develop format for community involvement	1	4	3	5	6	4.83
D	Develop format for CET Policy	1	5	1	3	4	2.83
E	Orient J.D. on CET philosophy	2	6	1	3	4	2.83
F	Orient J.D. on CET historical background	3	6	1	3	4	2.83
G	Orient J.D. on community involvement	4	6	1	3	4	2.83
H	Orient J.D. on CET policy	5	6	1	3	4	2.83
I	Identify the product	6	7	1	2	4	2.17
J	Identify the buyer	6	8	3	4	6	4.17
K	Develop sales concepts and methods	7	9	3	5	7	5
L	Develop canvassing and communications techniques	8	10	5	7	9	7

(5)

Tabular Format - Continued

37

CODE	ACTIVITY	PRE- CEDED BY	SUC- CEDED BY	To	Tr	Tp	TE
M	Develop group presentation techniques	9	11	2	3	4	3
N	Develop job supply and demand analysis	10	12	5	6	8	6.17
O	Conduct a class on sales techniques	11	13	9	12	14	11.83
P	Conduct a class on marketing techniques	12	14	9	12	14	11.83
Q	Develop office procedures and communications	13	14	3	4	5	4
R	Conduct a class on office procedures and communications	14	15	9	12	14	11.83
S	Develop training performance report form	15	16	3	4	5	4
T	Compile number of placements	15	17	1	2	3	2
U	Performance report filled out by J.D.	16	18	.25	.5	1	.54
V	Evaluate number of placements	17	19	1	2	3	2
W	Evaluate completed forms by J.D.	18	19	1	2	3	2
	TOTALS			72.3	108.5	141	107.8

the project. This was done by providing information regarding the estimated total project completion time, the earliest and latest completion time, and the critical path in the work flow.

Probabilistic Estimating Procedures

This project used probabilistic estimating procedures to generate planning data and information to construct reasonable certain and consistent time, cost and performance estimates. "Probabilistic estimates are based upon the fact that uncertainty...exists about a particular activity." Because this project was being conducted for the first time, a reasonable approximate time estimate was made from the present knowledge of individual activities in the network.

Pre-planning Rules and Procedures

One of the principle rules in the starting point for time estimation involved the accessibility of work packages and activities in the project. Furthermore, a well defined and logically arranged work flow plan served as a valid basis for calculating the time estimates. In this project, the time estimates were calculated within the work flow primarily on a random basis. According to Cook (1971, p. 109), this procedure prevents "individuals from adjusting their estimates for activities which come later in the project because of estimates made for tasks that come earlier."

Knowledge of Probabilistic Procedures

In this project, the PERT technique was used to determine the activity time estimates. In the PERT technique, three estimates of time were usually given for each individual activity. These time estimates were identified as "optimistic," "realistic," and "pessimistic." The "optimistic" time estimate was symbolized by the small letter (a) and was based on the assumption that an activity could be accomplished or completed if everything went extremely well (Cook, 1966, p. 91). The "realistic" time estimate was designated by the letter (m) and was the most realistic estimate of time an activity would take. The "pessimistic" estimate, designated by the small letter (b), was the longest time an activity would require under the most adverse conditions. When these three individual time estimates were obtained, an "expected elapsed time" (te) was established for each activity in the work flow. The following formula was used to calculate the time estimates for each activity in the project:

$$t_e = \frac{a + 4m + b}{6}$$

Moreover, the distribution of time estimates in PERT were obtained through the use of probabilistic procedures referred to as the Beta distribution. For example, the calculation of activity time estimates can be illustrated using the procedural model found on page 35, Figure 4 .

Probabilistic Procedures

The expected elapsed time (t_e) was calculated by employing the PERT technique to obtain three individual time estimates for each individual activity in the network. By using formula $t_e = \frac{a + 4m + b}{6}$, the estimator estimated the performance of each activity where:

- a -- was the optimistic time estimate
- m -- was the realistic time estimate
- b -- was the pessimistic time estimate
- t_e -- was the expected elapsed time

The following values of a , m , and b were obtained for twenty-three different activities. For example, an activity time estimate for each activity in the network is illustrated in Figure 5, p. 36. A tabular format for the time estimation of activities is presented.

Critical Path and Slack

The critical pathway was the most time-consuming pathway in the network. The critical path was identified in the flow graph (PERT Chart, Figure 3, p. 35) by a double arrow line. The critical path consisted of events 1-3-6-8-10-12-14-16-18-19.

SCHEDULING AND RESOURCE ALLOCATION

The function of this sub-system was to establish a project schedule by translating the planned schedule derived from activity time estimates into specific calendar dates.

Furthermore, the start and completion of the project was dependent upon resource availability, cost estimations, and other known constraints.

Survey of Resources

The concept of resource allocation was related to the concept of scheduling (Cook, 1971, p. 126). For example, once the work flow or plan was accepted by the Personnel Department, it was then translated into activities. Furthermore, a project coordinator was selected and qualified staff chosen to perform the work activities.

Schedule Criterion

In order for the project director to generate a workable schedule, three criteria were considered:

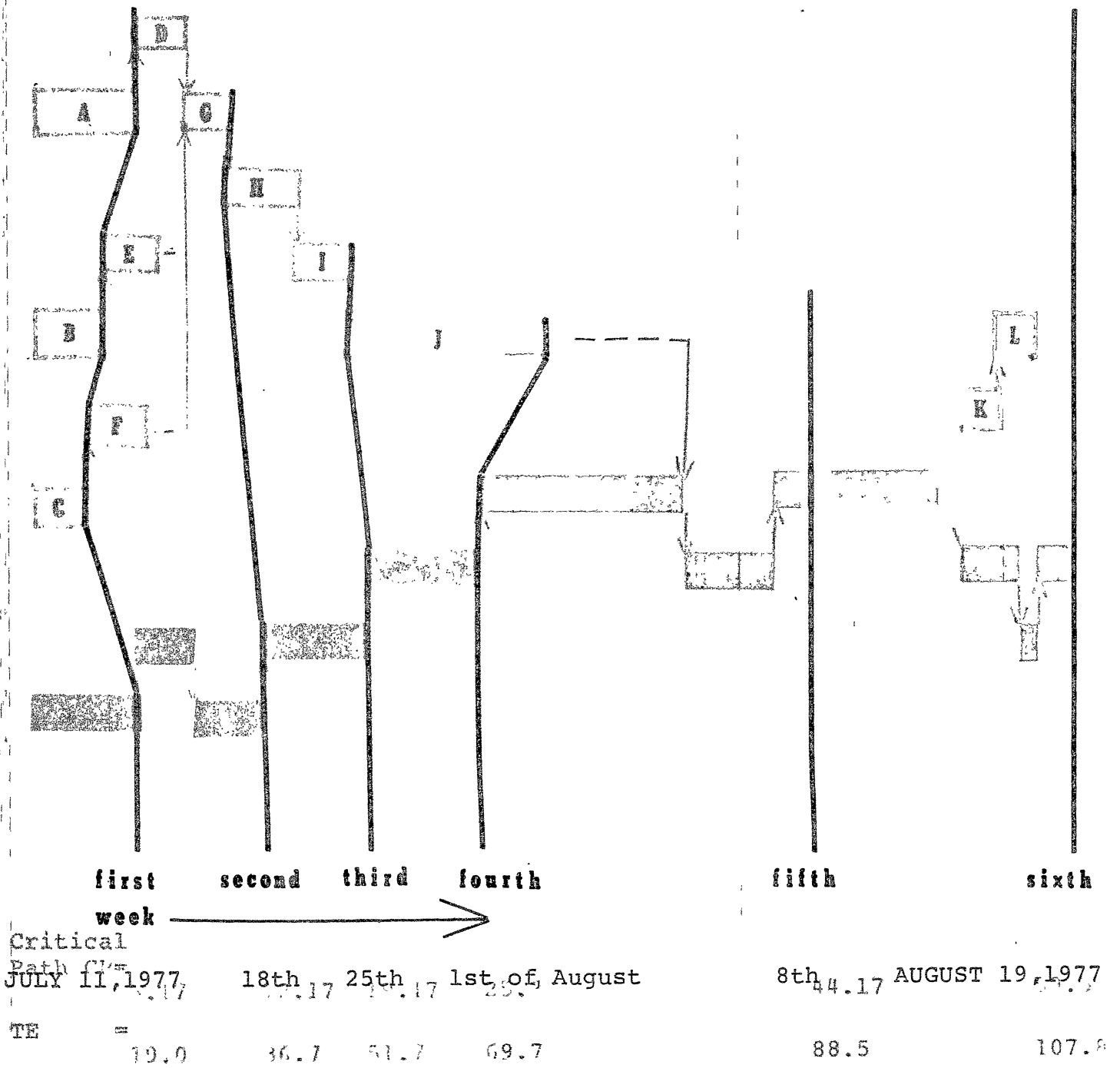
1. To conduct the project with the minimum amount of cost entered on the network.
2. To conduct the project with the minimum amount of time allowed.
3. To maximize performance in terms of the number of man/hours required to complete the project.

Calendar Considerations

The project completion time is scheduled for August 19, 1977, provided the Personnel Department approved the project by July 11, 1977. (See Figure 6, p.42).

Figure 6

Schedule Development



The Load as a Histogram

In this project, load was the assignment of work to an activity and was represented by a histogram--a vertical bar graph, the length of which is proportional to the load. The simplest way of drawing a histogram for this six-week project was to plot each activity and its TE found on page 36 , Figure 5 , in accordance with its individual staffing need. The load capacity was calculated by using the formula $TE \div \text{critical path}$. (See Figure 7 , p. 44).

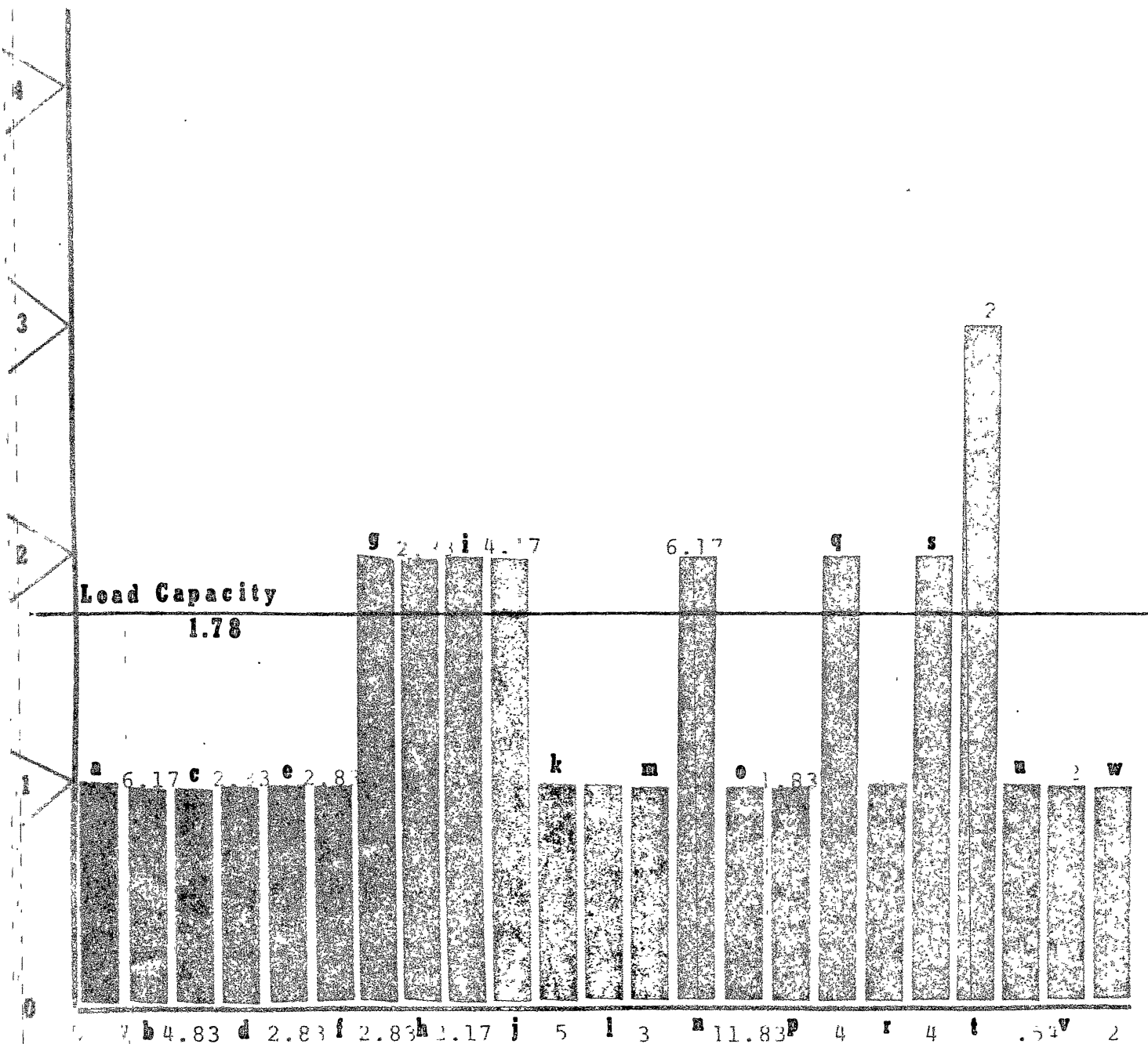
Schedule Development

In order to graphically illustrate the start and completion dates of the project, it was necessary to concile the Gantt Chart and arrow diagram of the network flow (PERT). Since the bar chart representation has considerable advantages, the arrow diagram of the network flow was transformed into a bar. This was done by using the head and tail numbers to show the logical linkage between the activities in the network. The entire schedule development is illustrated on the next page.

The information for the tabulation of the Budget Summary (See Figure 9 , p. 51) is taken from the tabular description on page 46, Figure 8 .

Figure 7

Histogram of Staffing with Load Capacity



COST AND BUDGET ESTIMATION

The function of this control sub-system was to generate cost estimates and budget expenditures needed to accomplish the project as outlined in the established time network. The basic objectives of this project sub-system are:

1. To achieve a more realistic and original project cost estimate.
2. To achieve an improvement in control against the original estimate.

Description of Events, Manpower, and Resources

Table definitively illustrates the estimate cost of each budget category. The following items are in Figure 8 , page 46:

1. Estimated activity cost per budget category.
2. Estimated total activity costs.
3. Estimated total cost per budget category.
4. Estimated total project resource allocation and cost estimate.

Work Package Cost

The estimated cost for the entire project is presented in Figure 2 , page 31, in a work breakdown structure. Costs are assessed on a work package method. Each lower level is progressed to the next higher level, eventually totalling to the estimated total project cost.

FIGURE 8

TABULAR DESCRIPTION OF EVENTS, MANPOWER, AND RESOURCES

1-A	1-B	1-C	1-D	1-E	1-F	1-G	1-H	1-I	1-J	TOTALS
1-2	1	5.17	30.42	3.93	.31	1.40	2.07	6.67	9.41	54.21
1-3	1	6.17	36.77	4.69	.37	1.67	2.47	7.96	11.23	65.16
1-4	1	4.23	29.28	3.67	.29	1.30	1.93	5.23	8.79	52.09
1-5	1	2.83	17.97	2.15	.17	.76	1.13	3.65	5.15	30.98
2-6	1	2.93	19.58	2.15	.17	.76	1.13	3.65	5.15	32.59
3-6	1	2.93	19.58	2.15	.17	.76	1.13	3.65	5.15	32.59
4-6	2	5.66	39.17	4.30	.34	1.53	2.26	7.50	10.39	65.20
5-6	2	6.0	41.52	4.56	.36	1.62	2.40	7.74	10.92	69.12
6-7	2	4.34	29.46	3.30	.26	1.17	1.74	5.60	7.90	49.43
6-8	2	8.34	56.00	6.34	.59	2.25	3.34	10.76	15.18	94.37
7-9	1	5.0	34.60	3.89	.30	1.35	2.00	6.45	9.10	57.60
8-10	1	7.0	48.44	5.32	.42	1.89	2.80	9.03	12.74	80.64
9-11	1	3.0	20.76	2.28	.18	.81	1.20	3.27	5.46	34.56
10-12	2	12.34	83.11	9.38	.74	3.33	4.94	15.92	22.46	139.88
11-13	1	11.83	81.86	8.99	.71	3.19	4.73	15.26	21.53	136.27
12-13	1	11.83	81.86	8.99	.71	3.19	4.73	15.26	21.53	136.27
13-14	2	8.0	46.41	6.08	.42	2.16	3.20	10.32	14.56	83.21
14-15	1	11.83	81.86	8.99	.71	3.19	4.73	15.26	21.53	136.27
15-16	2	8.0	45.93	5.98	.48	2.16	3.20	10.32	14.56	82.75
15-17	3	6.0	23.64	4.56	.36	1.62	2.40	7.74	10.92	51.24
16-18	1	.54	2.13	.41	.03	.15	.22	.70	.98	4.62
17-19	1	2.0	12.70	1.52	.12	.54	.80	2.58	3.64	21.90
18-19	1	2.0	12.70	1.52	.12	.54	.80	2.58	3.64	21.90
** TOTAL	32	138.37	896.41	105.16	8.30	37.34	55.35	178.50	251.83	1,532.89

*TOTAL: summation of individual activities. GRAND TOTAL
 **TOTAL: summation of project accounts described below.

Keys:

- 1-A Activity
- 1-B Personnel
- 1-C Manpower Hours
- 1-D Personnel Costs
- 1-E Supplies
- 1-F Phone
- 1-G Local Travel
- 1-H Utilities and Rent
- 1-I Equipment
- 1-J Fringe Benefits

(refer to the following pages for account keys)

PERSONNEL

1 Staff: Coordinator of Training and Development

Yearly Salary:	\$13,200.00
Hour Rate: (\$13,200 ÷ 2080 hrs.)	6.35

1 1 Staff: Instructor

Yearly Salary:	14,400.00
Hour Rate: (\$14,400 ÷ 2080 hrs.)	6.92

1 Staff: Secretary and Records

Yearly Salary:	8,200.00
Hour Rate: (\$8,200 ÷ 2080 hrs.)	3.94

SUPPLIES

10 Training Manuals	200.00
6 Week Desk Supplies: paper clips, paper, chalk, pens, pencils, stapler, staples	75.00
10 Binders	40.00
Total	<u>315.00</u>
Per Staff Cost: (\$315 ÷ 3)	105.00
Hour Rate: (\$105 ÷ 138.73 hrs.)	.76

TELEPHONE

1 Phone Monthly Service	7.50
Taxes (federal and local)	1.50
Long Distance Calls	7.50
Total	<u>16.50</u>
Six Week Total	24.75
Per Staff: (\$24.75 ÷ 3)	8.25
Hour Rate: (\$8.25 ÷ 138.37 hrs.)	.06

LOCAL TRAVEL

48

\$.15 @ mile x 500 miles	\$	75.00
Six Week Total		<u>112.50</u>
Per Staff: ($\$112.50 \div 3$)		37.50
Hour Rate: ($\$37.50 \div 138.37$ hrs.)		.27

UTILITIES AND RENT

Utilities:

Gas per staff: \$3 per month, at six weeks		4.50
Electricity per staff: \$5 per month, at six weeks		7.50
Water per staff: \$1.50 per month, at six weeks		2.25
Total Six Week		<u>14.25</u>
Per Staff: ($\$14.25 \div 3$)		4.75
Hour Rate: ($\$4.75 \div 138.37$ hrs.)		.03

Rent:

Office space: 100 sq. ft. @ \$.10 per sq. ft./ month		10.00
Total Six Week		15.00
Per Staff: ($\$15.00 \div 3$)		5.00
Hour Rate: ($\$5.00 \div 138.37$ hrs.)		.04
Classroom: 900 sq. ft. @ \$.10 per sq. ft./month		90.00
Total Six Week		135.00
Per Staff: ($\$135 \div 3$)		45.00
Hour Rate: ($\$45.00 \div 138.37$ hrs.)		.04
Total Six Week Rent Hour Rate		.37
Total Six Week Utilities and Rent Hour Rate		.40

EQUIPMENT

49

1 Desk	\$	175.00
1 File Cabinet		80.00
1 Typewriter		200.00
2 Chairs		50.00
1 Shelf		30.00
Total		535.00
Per Staff: (535 ÷ 3)		178.33
Hour Rate: (\$178.33 ÷ 138.37 hrs.)		1.29

FRINGE BENEFITS

Social Security		5.85%
Federal Unemployment		.5
Workmans Compensation		.7
Pension Plan		3.0
Vacation		6.0
Sick Pay		4.5
Total Cost: (20.55% x \$35,800)	\$	7,356.00/year
Medical: (\$92 month x 3 x 12)		3,312.00/year
Dental: (\$17 month x 3 x 12)		612.00/year
Life Insurance: (\$.26 month x \$358)		93.08/year
Total yearly		11,373.08
Per Staff: (\$11,373.08 ÷ 3)		3,791.03
Hour Rate: (\$3,791.03 ÷ 2080 hrs.)		1.82

Budget Summary

The Figure 9 , page 51, breaks down the project budget function into the following categories:

1. Personnel
2. Materials and Supplies
3. Travel
4. Communication
5. Other Direct Costs

FIGURE 9

TRAINING AND CAREER DEVELOPMENT
FOR JOB DEVELOPERS
AT C.E.T.

51

BUDGET SUMMARY

Estimated Time: 138.37 hours within six weeks.

Dates : July 11, 1977 to August 19, 1977.

Category

1. Personnel	
a. Salaries and Wages	\$ 896.41
b. Fringe Benenfits	251.83
2. Materials and Supplies	
a. Supplies	105.16
b. Equipment	178.50
3. Travel (Local)	37.34
4. Communication	8.30
5. Other Direct Costs	
a. Utilities and Rent	55.35
Total Costs	1,532.89

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of the project was to design, develop, and implement a specific and standardized procedure for the training and career development of job developers at the Center for Employment Training.

The major step was to utilize Cook's Project Management Model to develop a planning sub-system composed of a project definition, a work flow plan, a project time estimate, a schedule and resource allocation plan, and project cost estimate. These components served a function in the planning sub-system as follows:

1. The project definition developed an ordered structure of major and subordinate objectives which provided the work to be accomplished.
2. The work flow developed a graphical representation of the sequence of activities and events necessary to accomplish the objectives established in the project definition.
3. The time estimation sub-system provided a time frame for the individual activities and events in the project. The planning calendar showed that if the project was approved on July 11, 1977, it would be completed by August 19, 1977.
4. The scheduling and resource allocation plan served to establish the project schedule which was transformed into specific calendar dates. Furthermore, the estimate of resource availability was made to determine the manpower requirements as well as the resource

time required to complete each activity in the project. In this project, the load for number of hours consisted of 1.78 man-hours for 107.8 hours.

5. The cost estimate was based on seven separate accounts. These were (1) personnel costs, (2) supplies, (3) telephone, (4) local travel, (5) utilities and rent, (6) equipment, and (7) fringe benefits. The cost estimate was presented in a tabular description, a workbreakdown structure, and a budget summary.

The project was composed of four separate variables. These variables were (1) program orientation, (2) sales, (3) marketing and (4) office procedures and communications. In order to plan the major activities and events of these four variables, PERT procedures were utilized.

In conclusion, the planning system served as the base for operations within a control sub-system.

RECOMMENDATIONS

Although the project plan included the development of an evaluation report, it was essential that a more specific evaluation control sub-system be developed. This evaluative sub-system would assess the operational effectiveness of the project plan. Moreover, the project plan could be assessed on the basis of meeting organizational goals and objectives.

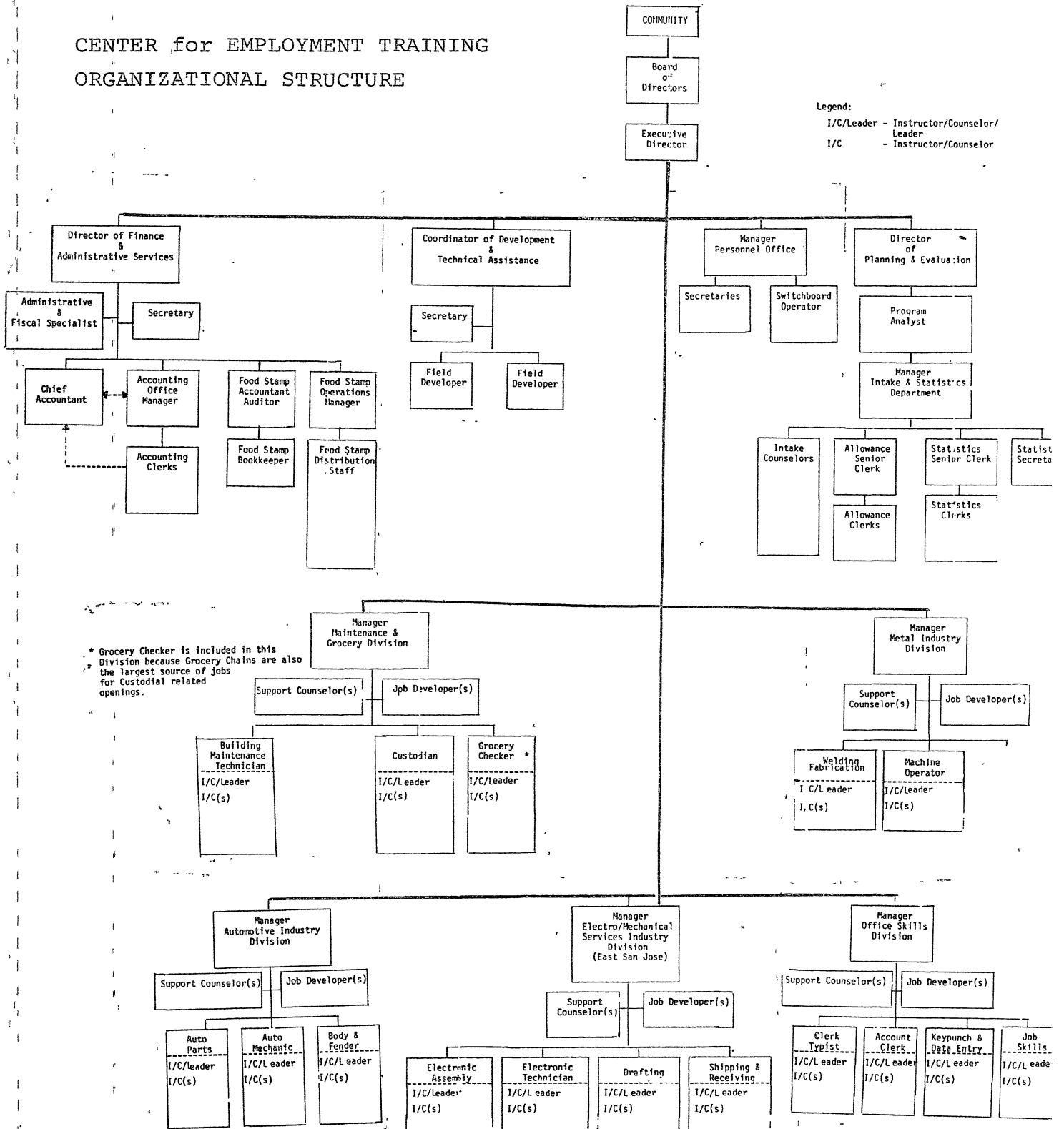
Secondly, the specific standardized procedures developed and implemented for job developers could be applied to other positions within C.E.T. There would be operational variances

but generally the same process would be applied as in the project plan.

Finally, outside resources could be solicited for assistance in an effort to compliment the objectives of the project plan. Educational institutions, governmental and business entities could serve as supplemental resources in the continued development of the completed project plan. This could be presented in the form of conferences, management workshops, seminars, related extension courses, etc.

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CENTER for EMPLOYMENT TRAINING
ORGANIZATIONAL STRUCTURE



Legend:
I/C/Leader - Instructor/Counselor/Leader
I/C - Instructor/Counselor

Job Description: Feeder InstructorFEEDER TEACHERDEFINITION

This is full performance level instructional work teaching a variety of skills as well as diversified subject matter to enrollees attending pre-vocational training.

EXAMPLE OF DUTIES

1. Prepares course outline for subject matter to be taught, including time allotment, and submits to unit manager for review, revision and/or approval.
2. Instructs and tutors students; uses materials, equipment, machines, tools, chalkboards and other devices to demonstrate methods and procedures used to accomplish a satisfactory result.
3. Operates in a spirit of team work with the Unit Manager, other Instructor-Counselors of students in his/her unit.
4. Through group counseling, teaching methods and by conducting individual counseling (Teaching Conferences Sessions), motivates students toward greater achievement.
5. Identifies himself/herself in the aspirations of the Community; from time to time may voluntarily participate in community activities.

EMPLOYMENT STANDARDS

Education and/or experience in education, counseling, or a closely related field.

GENERAL QUALIFICATIONS

A thorough knowledge of modern principles of training and counseling. Ability to plan, implement and evaluate to effect training unit effectiveness and program goals.

ORGANIZATIONAL RELATIONSHIPS

The Feeder Instructor has responsibility of working with a group of Instructor - Counselors engaged in teaching a variety of skills and diversified subject matter. Work is performed under the general supervision of the Unit Manager.

Job Description: Job Developer

JOB DEVELOPER AND PLACEMENT SPECIALIST

DEFINITION

This is full performance level work developing jobs and placing in jobs CET graduates.

EXAMPLE OF DUTIES

1. Upon assignment to a training unit, meets with Instructor-Counselors and unit manager and obtains background history on students who are job ready. Together they evaluate students in accordance with established standards and criteria.
2. Meets with individual and/or groups of student on their referral to job development; explains various facets of the job development and placement department functions and gives a general orientation of the work world.
3. Maintains working relations with personnel departments in industry; inquires as to progress and performance of CET graduates and on the job.
4. Prepares reports and other data for submission to job development manager to determine whether the needs of the labor market are being met.
5. Identified himself/herself in the aspirations of the community; from time to time may voluntarily participate in community activities.

EMPLOYMENT STANDARDS

Education and/or experience in education, counseling, job development or a closely related field.

GENERAL QUALIFICATIONS

A thorough knowledge of job development and job placement principles as well as potential employers in the area being served by CET. Ability to work in a team effort with other job developers in the program for effecting maximum service to the total program.

ORGANIZATIONAL RELATIONSHIPS

The Job Developer and Placement Specialist position may be a technical or professional position in the job development and placement program. The Job Developer/Placement Specialist works under the general direction of the Manager of the Job Development Department.

Job Description: Technical Instructor

TECHNICAL SKILL
INSTRUCTOR-COUNSELOR

DEFINITION:

This is full performance level instructional counseling work teaching a vocational skill.

EXAMPLE OF DUTIES

1. Prepares outline for subject matter to be taught, including time allotment, and submits to Unit Manager for review and/or approval.
2. Instructs and tutors students; uses materials, equipment, machines, chalkboards and other devices to demonstrate methods and procedures used to accomplish a satisfactory result; reviews students' work while in process to explain better work methods and, upon completion, to evaluate end results.
3. Through conducting individual counseling (teaching conference sessions) motivates students toward greater achievement in skill work performance.
4. Identifies himself/herself in the aspirations of the community; from time to time may voluntarily participate in CET and community activities.

EMPLOYMENT STANDARDS

Professional or Journeyman in the industry (skill) or trade for a minimum of three years, but preferably five years or more.

GENERAL QUALIFICATIONS

A thorough knowledge of modern technology principles in the skill taught; ability to plan, implement and evaluate a skill training course and apply same to the training of students.

ORGANIZATIONAL RELATIONSHIPS

The Technical Skill Instructor may be a technical or professional position in the technical training area. Work is carried out in accordance with policy guidance from the Unit Manager and/or Branch Manager.

REPORT
STAFF EVALUATION
JOB DEVELOPERS

Name _____

Position _____

Unit _____

Branch _____

I. HABITS - Work and Planning

- A. Self starter - initiates ideas and puts them into action. Gets things done without being told, without undue supervision.
- B. Makes decisions when decisions are needed to be made (may make mistakes because of the volume of decisions which are made and the actions that are carried out).
- C. Feeds back information, successes and failures to supervisor and team. Not afraid to admit failures or problems.
- D. Evaluates - with co-workers, supervisors, and students (performances, procedures, methods). Asks questions.
- E. Makes suggestions.
- F. Organization - prepares, plans and organizes work systematically.
 - 1) Schedules week's visits and tours of industries in advance.
 - 2) Adjusts weekly schedule on day-to-day basis to take advantage opportunities, to add visits or phone calls to industries which are discovered to be currently hiring.

- 3) Uses phone extensively to call all industrial accounts weekly or more often as indicated.
- 4) Systematically follows up after each interview of an OIC student with an industry.
- 5) Reads and follows up on want ads and other leads.
- 6) Blocks out certain time period during week to review and concentrate on placement of those students who have been the longest on job referral or who are difficult to place for one reason or another.

0 1 2 3 4 5 6 7 8 9 10

II. AWARENESS

- A. Conviction and commitment to mission of OIC.
- B. Promotes OIC in Community.
- C. Participates in Community causes.
- D. Cooperation with, action and involvement with OIC projects and campaigns.

0 1 2 3 4 5 6 7 8 9 10

III. COMMUNITY

- A. Contributes to support of colleagues in order to achieve unity and team effectiveness.
- B. Maintains positive, constructive, demeanor and attitudes.
- C. Selfless service to students.
- D. Ability to handle rumors, gossip, hearsay and counterproductive comments.
- E. Appearance and dress in keeping with industry standards.

0 1 2 3 4 5 6 7 8 9 10

IV. EFFICIENCY

A. Monthly average of employers contacted by phone and visitation.

Points Awarded

80 Companies or more	10
60 - 79	9
50 - 59	7
40 - 49	6
39 and under	0

B. Monthly average of new companies established per month.

10 Companies or more	10
8 - 9	9
7	7
6	6
5	5
Under 5	0

Final score for Efficiency determined by adding points from A and B.

0 1 2 3 4 5 6 7 8 9 10

V. RESULTS

A. Each Job Developer from both San Jose Branches will be awarded the points earned by the entire San Jose Job Development team. The Gilroy and Salinas Job Developers will be awarded points in the same manner and act as one South Santa Clara/Tri-County team. (Less job placements are expected of South Santa Clara County/Tri-County because of the limited number of training skills and studentry.

For each student trained in Gilroy or Salinas, but placed in a job in San Jose, Job Developer teams from both San Jose and South Santa Clara County/Tri-County will receive full credit for the placement. Conversely, the same credit will be applied to both teams when a San Jose trained student is placed in South Santa Clara County/Tri-County area.

1) San Jose Job Placements (one additional bonus point for every 5 placements above 110)	<u>Points Awarded</u>	<u>Bonus Pt</u>
110 Job Placements	10	6
100 Job Placements	10	3
86 - 95 Job Placements	10	
80 - 85 Job Placements	9	
70 - 80 Job Placements	8	
60 - 69 Job Placements	7	
50 - 59 Job Placements	5	
Under 50 Job Placements	0	

2) Salinas, Gilroy Job Placements (one bonus point for every 5 placements above 50)		
50 Job Placements	10	6
40 Job Placements	10	3
35 - 39 Job Placements	10	
30 - 34 Job Placements	9	
25 - 29 Job Placements	8	
20 - 24 Job Placements	5	
Under 20	0	

B. Of the students on job referral each month what was the average percentage placed in less than 13 working days after date of Job Referrals.

100%	10	6
95 - 99%	10	4
90 - 94%	10	3
80 - 89%	8	
70 - 79%	6	
Under 70%	0	

Final score for Results determined by averaging points from A1 or A2 plus B. Circle score.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

STRONG POINTS

WEAK POINTS

RECOMMENDED IMPROVEMENT