

**Job Readiness Classes
Including WorkSkills**



<i>Course Title (Topic Area)</i>	<i>Title</i>	<i>Class Description/Tools Used</i>	<i>Course Hours</i>	<i>Total Hours</i>	<i>Notes</i>
<i>Vocational Assessments</i>	Career Readiness Certificate Assessment	Virginia's Career Readiness Certificate is based on three established WorkKeys® assessment tests. WorkKeys® <i>Reading for Information</i> measures the skills people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. WorkKeys® <i>Applied Mathematics</i> helps current and potential employees measure the math skills they have against those the workplace requires. This assessment measures the skills used when applying mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. WorkKeys® <i>Locating Information</i> measures the skills people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics. Individuals can earn three levels of Career Readiness Certificate based on their test performance – Bronze, Silver and Gold	3	3	
	Vocational Testing & Counseling	Department of Rehabilitative Services to provide a one-day vocational evaluation on all participants at the Workforce Center. Recommend third party counseling with experience in vocational work to review results with students and provide additional vocational counseling, as needed. Most cost effective way to do accomplish is to include this service with the private vendor who will be providing job placement and job coaching			
<i>Employment Skills</i>	Basic Principles of Employment Success	To succeed in today's changing workplace, every employee needs a firm foundation for communicating with managers and coworkers and a clear understanding of work place norms and expected attitudes and behaviors. This module covers the basics of success in the workplace and minimal employer expectations (including appropriate dress, regular attendance, and other aspects of a strong work ethic) as well as broad guidelines for day-to-day interactions with others.	2	14	Non-credit (14 hours) Or 1-credit SDV-106 (15 hours) Maximum of 25 students.
	Getting Needed Information	When taking on a new assignment or learning a new task, employees must actively seek out the information they need to succeed. four-step process for identifying gaps in knowledge, asking focused questions, encouraging others to share information, and checking their own understanding of what they hear. Participants identify situations to apply the process, consider the potential impact of their questions, practice the process in a range of	2		

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		situations, and plan for later application of the process. Overall, the module helps participants gain skill and confidence in asking for and verifying the information they need to succeed at work.			
	Speaking with Confidence	Expressing themselves clearly at work is a task many employees find challenging, whether in day-to-day interactions, during a meeting, or with someone in a position of authority. Even so, the ability to speak confidently is vital for success at work. In addition, many organizations today ask employees to express their opinions, make suggestions, and present ideas. The four-step process in this module helps participants prepare and deliver a clear message. The module includes practical tips on overall organization and presentation and helps participants look at the information from the listener's point of view. Through multiple practice opportunities, participants gain the confidence and skills to speak out in ways that help them achieve positive results through a positive impact on their listeners.	2		
	Positive Responses to Change	If the only constant these days is change, it's vital for all employees to respond swiftly and positively to the many changes they face or will face in their jobs. Because of the natural human resistance to change, however, it's easy for them to feel victimized and, as a result, to be left behind or worse, to seek other employment. This module offers a four-step process for making the most of change, rather than resisting or just enduring it. After a video examination of resistance to change, the module helps participants come to grips with their own resistance, weigh their options, find positive responses, and encourage others to do the same. The module fosters practical optimism by helping participants see the bright side of a new situation, rather than dwelling on what is lost.	2		
	Defusing Emotionally Charged Situations	Frequent changes, tight deadlines, unresolved issues, personality conflicts, and issues from home all can make the workplace a pressure-cooker where emotions get out of control—affecting both performance and relationships. To succeed at work, employees need to understand what tends to set them off and possess skills for cooling down tense situations. This module helps participants explore the consequences—for themselves and others—of allowing emotion to get the better of them. They then work together to identify their individual “hot buttons” and develop appropriate coping strategies. They also consider and apply guidelines for handling others who may be out of control emotionally, and for moving the conversation toward calm, rational problem solving. Participants come up with their own reminders of key techniques and plan later application of the skills they've learned.	2		

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	Helping Your Team Work	In almost every job, success depends on shared projects, effective group interaction, coordinated effort, and helping one another in a pinch. Where team skills and awareness are weak, an employee can impede the performance of the team, and have a potentially disastrous secondary impact on the entire organization. This module takes a close look at key team behaviors—thinking big picture, extending a hand, appreciating others, and making one’s needs known. In the dynamic opening activity, participants recognize the value of strong teamwork and the consequences of a lack of teamwork. Then, using four TEAM guide-lines, participants assess video examples, evaluate their own team behaviors, apply the guidelines in practice situations, and plan for application after the class.	2		
	Time Management: Handling Emergencies and Resisting Temptation	Many employees find it difficult to be effective at work—or even go to work—when outside emergencies and needs intervene. To succeed long-term in their jobs, they need practical strategies for handling likely outside emergencies that may prevent them from going to work and for resisting the many possible temptations to skip work. This module helps participants cope with a range of issues and events that can make it hard for them to meet an employer’s minimum requirements. Participants begin by identifying the emergencies (e.g., a car problem) and temptations (e.g., a day at the beach) they may encounter. They then learn and apply a four-step process for developing emergency plans, and a five-step process for resisting (and rewarding themselves for resisting) common temptations to “call in sick” or just not show up	2		
<i>Technical Skills</i>	Keyboarding & Introduction to Windows	Basic keyboarding and understanding computer operations including an introduction to the Windows operating system and file management (five 3-hour classes with maximum of 22 students). Includes all student materials.	15	15	1-credit class or Non credit program Maximum 21 students
	Introduction to Microsoft Office Suite	Microsoft Office Suite overview to include Introduction to Word; Intermediate Word; Introduction to Excel; Intermediate Excel; and Introduction to Outlook (ten 3-hour classes with a maximum of 22 students). Includes all student materials.	6/topic areas	30-45	3-credit class or Non-credit program. Maximum 21 students

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<i>Mathematics</i>	Placement Preparation for Mathematics (MATH 2128)	This class covers units of measurement; charts and graphs; fractions and decimals; operations with fractions and decimals; exponents; square roots; rations, proportions, percentages; and basic application problems. Successful students will be prepared to take the COMPASS Placement test and go into a program of study. Minimum 10 students.	30		
	Developmental Mathematics (Non-credit)	Customized class. Reviews whole numbers, decimals, fractions and percent. Minimum 12 students	10	10	
	Foundations of Mathematics (Non-credit)	Customized class. Provides a quick review of developmental mathematics and moves into solving proportions, positive and negative numbers, exponents, sequence of operations and solving simple equations. Minimum 12 students.	10	10	
	Integrated Basic Mathematics (Non-credit)	Customized class. Provides a review of developmental and foundations material and includes solving equations; basic statistics; reading and interpreting graphs and charts; and basic geometry such as area, perimeter; Pythagorean Theorem (right triangle problems). Minimum 14 students.	10	10	
	Developmental Mathematics – Credit Class (MTH 01)	Designed to bridge the gap between a weak mathematical foundation and the knowledge necessary for the study of mathematics courses in technical, professional, and transfer program. Topics include arithmetic, algebra, geometry, and trigonometry. Minimum 10 students. Class is non-transferrable and does not apply to a program of study.	45		(3 credits)