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The Effects of Personal Management Workshops (Affective Skill Training) on Persons Making the Transition from Homelessness

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THE EFFECTS OF PERSONAL MANAGEMENT WORKSHOPS
(AFFECTIVE SKILL TRAINING) ON PERSONS MAKING
THE TRANSITION FROM HOMELESSNESS

by

Antoinette McConnell

A Thesis submitted to the Faculty of the Graduate School

of Loyola University of Chicago in Partial Fulfillment

of the Requirements for the Degree of

Master of Arts

May, 1993

Dedicated to my mother, Rosle and
my daughter Leslie

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CHAPTER I

INTRODUCTION

Statement of the Problem

Homelessness is a problem that is deeply based in our social and economic structure. At no other time in history have so many become victims by the depressing causes of homelessness. Many are forced to street survival without a place to hang their clothes, cook a meal, lay their heads, or the knowledge to make changes. For many, homelessness is caused by loss of work, alcoholism, drug addictions, and abuse. Others just do not know how to manage their personal lives.

Some social service experts believe that adults best determine their own needs; that personal management and development training, similar to the workshops used in this study, can make a difference. Training is designed to meet survival, personal, and employment needs that go beyond basic literacy and high school education (Distelrath 1991).

With this idea in mind, a key question arises concerning personal management and development training for the homeless in transition. That is, whether using affective methods in training would have an effect on this population. This question and those to follow seem important to explore:

1. What will exploratory research say about the usefulness of a larger study on this topic?

2. What are some of the demographic factors of the homeless in transition, in training?

3. In general, what will an investigation say about their values, styles and interests?

4. What will be found from drawing upon participants current self-knowledge?

5. What effects might training have on participants?

6. Which personal management and development topics interest the population in transition from homelessness?

7. Is training an essential factor in the transitional process toward independent living?

8. What workshop content and instructional methods might be useful in future training?

This study examines these questions by an analysis of findings from an experimental and a control group.

I was reluctant to report on the small amount of data collected until I discovered that Harvey pressed his thumb against a single set of veins and discovered the basic principle of blood circulation for our entire species (Gaylin 1986, 3). I present a small, yet interesting, report on two affective (personal and development) training workshops given to the homeless in transition.

Justification of Purpose

The need for education during transition from homelessness is evident. The fact is, many who attempt to change and progress return to deprivation, living on the streets. They fail to gain adequate knowledge to sustain the long-term employment needed to keep up basic needs. Additionally:

> "to revitalize the American economy depends, in part, on producing an educated and well trained work force who will participate in cooperative endeavors and respond to changing demands. In the past, prevailing attitudes have been to expect little from the work force, to structure jobs that require few skills, and to discard workers with outmoded skills rather than retrain them. Some who are discarded end up homeless. They are mostly men with little education and poor skills - a major component of the homeless population - who lose out in every way. Also, our education system has failed with those who need training most, and who are most vulnerable to homelessness - very poor people and their children." (Burt 1981, 223).

How can homeless individuals become aware of, take control of and change attitudes and behavior, or recognize beneficial options for independent living? Training might be one viable solution. It seems essential that educators create practical training that is effective in serving those in transition preparing for work.

During transition the homeless, who seek independent living, have a great need for remedial learning and self-development. Learning to manage money, overcoming alcoholism or drug use, receiving food and shelter and completing education are of main concern (Burt 1981, 225).

The purpose of this study is to report the effects of of two affective training workshops given to a sample of homeless in transition. More generally, this is an attempt to contribute knowledge about training during the transition period from homelessness. This knowledge can aid educators, trainers, and social service experts.

Hypothesis

Personal management, development and self-awareness training has a positive impact on those who receive it.

Likewise, when adults are equipped with training and knowledge it becomes an awareness factor that may increase or decrease self-confidence or self-esteem toward improved independent living. For the disadvantaged, affective skills training in areas such as personal management and self-awareness, may not be beneficial at all. They seem to be unable to effectively manage after falling into homelessness.

CHAPTER II

LITERATURE REVIEW

> Homeless is described as:
>   Not having someone who cares about you.
>   Emptiness, loneliness, and the sense of
>   uselessness. Not knowing where your next
>   meal will come from. Abandoned by
>   society who look down on what others
>   have taken for granted[1].

The composition of the homeless population has changed from an alcoholic or mentally ill middle-aged man or "bag lady," to include families and even young children, in recent years. Growth in the number of persons becoming homeless and who are in transition is proof enough that solutions are imperative. One investigation showed that there is a "new breed of homeless". This population includes young women and their children, the jobless or badly paid men who cannot find a cheap room, schizophrenics without medication, and the white middle-aged travelling men who drank themselves to sleep on cold benches.

"Homeless families now account for an estimated 40% of Chicago's 40,000 homeless people" (McCourt and Nyden 1990, 1). "Shelters note that demand for their services increased

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[1]   Taken from "Focal Point" hosted by David Mains on channel 38 at 2 pm on November 22, 1992.

by about 20% a year during the past decade" (Morrisey 1992, 10). So much more than a shelter or a county hospital is needed (American Survey 1991, 21).

Factors that contribute to homelessness are lack of proper education, basic needs including shelter, food, clothing and everyday survival techniques. Economic management is a major factor as well. Many social service experts contend that loss of income, welfare cutbacks, and lack of contact with immediate or extended family or a community are also large contributors.

A 1990 report on homeless families, by the Chicago Institute on Urban Poverty, states that homeless women specifically do not meet the bare minimum educational skills prerequisites for most employment. About one-half leave school because of early pregnancy, which is considered a trend tied to low basic skills, and an indicator of early childbearing (McCourt and Nyden 1990, 1).

According to Gibson (1991, 34), we have not resolved, on the national, local or even personal level, how to deal with homelessness or its particular needs. Gibson suggests that homelessness should be examined from a less-than-global perspective (Gipson 1991, 35). He writes that public policy solutions to homelessness will continue to elude us because public policy requires a fairly clean statement of the problem in order to suggest a solution (Gipson 1991, 41). Social issues such as homelessness rarely provide clear or

clean problem statements or solutions. Though public
policies are supposed to serve all Americans, homelessness
is a hands-on problem, and the collection of individuals
directly affected will probably profit from a hands-on
solution.

In general, transitional centers aim at fostering an
effective life style and helping participants gain
employment so as not return to the streets. Centers with
planned programs help residents, and are training grounds
for individuals. On Focal Point,[2], Ray Willis, of the
government's inter-agency council, reports that "the
learning that takes place for the providers and educators
is on how to work and live with people who are in poverty".

Affective training workshops on personal development
techniques may help both educators and others relate to the
prior homeless as they are. Affective training helps
learners become more adjusted and motivated. It gives
participants a boost and influences and inspires them.
Affective education, in its many dimensions can be viewed
as a strategy for comprehensive change (Sonnier 1989).

Exploratory research somewhat substantiated that an
investigation into this training for the homeless in
transition might shed light on educational solutions.

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[2]   Taken from "Focal Point" hosted by David Mains on
        channel 38 at 2 pm on November 22, 1992.

In Strategies for Success: A Guide to Helping the Homeless, it is explained that most effective programs are run by social service experts, in collaboration with employers. "Only a few of the homeless-those who were displaced for straightforward economic reasons-can slip unaided from the streets to a new life", the manual reports. From this we can assume that not only money but practical knowledge received through training might aid.

Studies show that the shock of homelessness destroys a person's self-confidence and that he or she needs a bridge back to self-sufficiency. The question that arises is how can the homeless regain self-confidence that leads to self-sufficiency. Again, the answer may be in affective training.

Many successful pre-employment workshops called "job-readiness" programs serve adults who are in transition. These programs prepare participants for independent living and employment (Jacobs 1990, 43). The focus is on basic life strategies. In one study, Jacobs points out that effective training for the homeless in transition includes workshops on budgeting, nutrition, goal setting and planning. Workshops were said to help prevent people from ever becoming homeless again. The study emphasized how training outcomes build self-esteem and get participants beyond feelings of desperation so that their confidence comes across when interviewing (Jacobs 1990, 45). Jacobs

also mention New York's Hope Program, where pre-employment classes were held to allow participants to explore interests, job readiness, personal ability and coping techniques. The Hope Program is a four out of 14-week program that teaches actual skills.

In 1985, Days Inn of American began hiring the homeless because the company needed entry level workers. Days Inn found that besides job skills, newly hired employees drawn from local shelters for battered women, had significant needs of their own in areas of personal development and self-awareness (Jacobs 1990, 40).

Another successful effort is Osage Initiatives, a collaboration between business, government and agencies in Denver, Colorado. Osage's endeavor created a comprehensive network of employment options and supportive services for the homeless, including personal development training (Jacobs 1990, 43).

Richard A. Roberts, Executive Director of CCIL talked, on Focal Point[3], about the homeless population he encounters. Roberts reported that within the homeless population two-thirds are chemical dependents. Many are abused women and many were alcoholics. "Homelessness is a symptom of a much greater disease called poverty", said Roberts.

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[3]   Taken from "Focal Point" hosted by David Mains on channel 38 at 2 pm on November 22, 1992.

Ray Willis, Regional Coordinator of the Government's Inter-agency Council on the Homeless says that, "Among the total U.S. homeless population, a disproportionate number of are African-Americans, about 40%." He too believes that poverty factors are a major contributing factor.

The characteristics of prior homeless adults and of people in poverty are very similar (Burt 1981, 215). What worked for a group of prior welfare recipients who were part of a program called America Works illustrates what might work for the homeless in transition.

America Works provided training on how to interview, appropriate workplace attitudes and behaviors, and office skills. After training, most participants received employment. In a study of 51 companies, employers rated employees hired through America Works as more motivated and interested, having better attendance records, and lower turnover rates. America Works' goal was to make sure that the help and support of training would lead to full-time jobs for recipients (Matthes 1992). America Works is an example of how training might work for the prior homeless in transition. In most cases, those who seek help are hardworking, eager to learn, want to become employable, develop and adjust to living within society (Matthes 1992).

Many transitional training programs discussed in this chapter, have aspects that are within the affective domain, where the quality of learning deals with feelings and

attitudes. They are structured to help participants build esteem and self awareness. Programs are on goal setting, self-advocacy, personal management techniques, and counseling.

No research could be found specifically on the effects of affective training for the homeless in transition, though a variety of programs at transitional centers are on job preparation and readiness, literacy education, and GED preparation. Generally, affective training programs for adults are on mental health, interpersonal growth, values in education and group development (Sonnier, 1989). Under the umbrella of affective training, personal management and development workshop may be a key prerequisite for the transition needed to have a life off the streets. Affective learning may generate and sustain viable options where there seems to be no identifiable answers. For the prior homeless, this training might rapidly lead to employability and advancement that extends past the transitional phase.

Articles suggest that many participants in training have a need to change and to gain permanent employment. Affective training might make the difference.

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CHAPTER III

METHOD

The purpose of doing basic research of this type is to contribute to fundamental knowledge, to illuminate a societal concern and determine a program or approach and its effectiveness. Applied research of this type informs and enhances decision making by applying knowledge to solve human and societal problems. It should be judged by its usefulness in making human actions and interventions more effective (Patton 1990, 95).

Questionnaires were given to the control group who took part in the personal goal setting workshop. A similar questionnaire was given to the experimental group who took part in the assessing skills workshop.

Quantitative research methods are descriptive by nature. They trace the process of developing and delivering workshops, and include a compelling post workshop interview (Marshall and Rossman 1989, 113).

This project went through the following phases:

Inductive - exploratory, finding important questions to address.

Deductive - testing aimed at confirming exploratory hypotheses.

Inductive analysis - looking for rival hypotheses, unanticipated or unmeasured factors.

Description of the Site

The Research was conducted at Chicago Christian Industrial League (CCIL) in Chicago, Illinois. Its location is 300 S. Green Street, near Halsted and Madison Streets (the older skid row area). CCIL is a not-for-profit organization providing resident life to adults in transition from homelessness. Resident life includes educational programs. Programs are designed to help residents obtain knowledge about economic means for survival and growth. Participants in this study lived in transition[4] at CCIL.

According to Karen Cole, Director of Education (1992) at CCIL, the homeless in transition are offered social services, literacy education, GED completion, pre-employment preparation and counseling. The research workshops herein was part of their pre-employment preparation.

The theory underlying CCIL's educational programs is that residents can gain information and practical experience. Another aim is to help residents develop independent living skills based on what they have already learned from past experiences at work, school and in life.

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[4] Transition. A living situation where those who were homelessness participate in a transformation or improvement program to recover.

During the period between January 1991 and September 1992, residents of CCIL voluntarily participated in two phases of this study.

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Phase One

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Exploratory Research

The initial task of this project was to do inductive research, which helped to determine if applied research was needed, and if so, what important questions could be addressed. Phase one was conducted as a pilot study.

Preliminary Questionnaire Development

CCIL's educational director organized an educational committee. The committee met weekly with the director. It planned GED classes, literacy testing, and pre-employment workshops for the residency population. Through the education director, the committee agreed to meet with the researcher about this project. The committee took part in the pilot study and served to reflect CCIL's residency population.

Discussions at committee meetings were informal and helped the researcher develop a rapport with the residents. The residents helped to define what they called "independent living skills". Through the committee, the researcher obtained a list of possible workshop topics reflective of the residents' wants and needs. It was determined that

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questionnaire would help to determine a potential participant's education level. A questionnaire would also help to derive questions to answer during the applied research process.

The Preliminary Questionnaire

The preliminary questionnaire was designed after meeting with the committee. It served to inventory a potential participant's age, education, skill and work information. It helped the researcher prioritize topics of interest and need (See appendix A - preliminary questionnaire). The topics most requested by the questionnaire were assessing skills and personal goal setting.

In a third and final meeting, the director and committee agreed to two workshops and that further research could be conducted. The components of phase one included: 1) informal discussions with CCIL's educational director and committee; 2) research of secondary data (literature review); and 3) preliminary questionnaire results.

The preliminary questionnaire was a key component in forming ideas about a participant's background, workshops topics, lecture content and materials for activities. The aim was to determine how to structure workshops appropriate

for the participants' learning levels. Out of this
independent study came the basis for the thesis project.

Preliminary Data Collection

A simple tally sheet was composed for all questions and
categories. The reporting rule for assigning a response to
a category was that: each answer was marked as one (1)
response or no answer, under the appropriate question and
category. The researcher systematically coded tally sheets
(each section, each questionnaire, one response at a time).

The preliminary questionnaire interviewed 13
respondents. There were three sections: 1) demographics
data, 2) knowledge of aptitude and 3) interest in additional
training. From the demographic data, Tables 1 and 2 show
respondent's age and last grade completed. Respondent's
answers to other demographic data - skills, training, last
and current work - was analyzed in descriptive form.
Analysis was limited to a review of the frequency and
percentages of responses to questions.

In the second section, respondents were asked to rate
knowledge of aptitude in the following areas: reading,
writing, spelling, math, typing, communication, organizing,
memorizing and listening. This section was rated by
choosing excellent, good, needs improvement or don't know.
Analysis is descriptive and shows percentages based on
responses.

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The third section was a predetermined list of 16 possible workshop topics given to the researcher by the committee. Respondents were asked to prioritize this list according to importance (From 1 being most to 16 being least important). The questionnaire inventoried participants' knowledge about their learning level/ability, for the purposes of developing workshop content.

While analyzing preliminary data, other facts were kept in mind for setting up actual workshops:

1. Kind of learning environment needed.
2. Trainers' teaching ability.
3. Overall situation of participants.

Keep in mind that the analysis reflects a limited sample of CCIL's residents who participated in the pilot study.

Phase Two

Qualitative Research

Phase two of this project was implementation of the workshop and instrument/questionnaire. The task was to do deductive testing. Applied research methods were used to: 1) help the researcher report learning goals realistically (in this case that reflected personal needs); 2) help determine concrete actions for achieve goals; and 3) determine whether goals were met. It was hoped that the methods chosen would also "help participants learn to realize their own strengths and weaknesses" (Patton 1990).

Both "deductive" and "inductive" approaches were used. In the case of the deductive, questionnaires were developed on predetermined theory or a pre-ordinate criteria (program goals specified what was important to measure). In the case of the inductive approach, the open-ended follow-up interview and informal talks permitted respondents to describe what was meaningful to them. The normative survey method of research was used in this study.[5]

Instrument/Questionnaire Development

Several members of a research methods class at Loyola University offered suggestions regarding the development of the instrument/questionnaire. Suggestions were given prior to the second phase of the project. Additionally, the questionnaire was edited after the pilot group at CCIL reviewed and completed the phase one - preliminary questionnaire.

The survey questionnaire was designed to obtain information about the participants' self-knowledge, values, interests, and needs. It was not set-up to measure where lack of motivation occurs or what can be done about impulsion. Hopelessness was not intended to be an investigative outcome of this study. There were no

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[5]   Normative-survey research is directed toward the question: What are the real facts with regard to the existing conditions?

provisions made to measure how much of any value, need or interest there should be. Psychological and physiological basis of needs for this population are unclear and extend beyond this educational research project.

According to Ausubel (1968), the most important factor influencing learning is what learners already know. Teachers must determine that knowledge and teach accordingly. This was the belief of the researcher also.

It is important to note that the mere fact that certain questions were asked might have influenced survey attitudes and responses. Also note that this instrument does not provide any test of attitude-behavior relationships, though in research methods a motivational component existed.

Workshop Development

The workshop was based on reflective thinking that referred to:

1. a participant's meaning of the topic;

2. a participant's values regarding areas of the topic;

3. a participant's thoughts about his or her own habits regarding areas of the topic;

4. a participant's thoughts about his or her knowledge of aptitude on general topics and;

5.   a participant's feelings about his or her needs,
     interest or understanding of personal development
     topics.

Description of Workshop Organization

Participants were asked by the educational director to sign-up at her office before attending the workshop. The researcher did not have access to the sign-up sheet. Students gave their first names at the beginning of each workshop, but actual attendance was kept by CCIL educational staff.

The skills assessment workshop took place during the time when the regular GED course would have met. Participants of the GED course became students in the assessing skills workshop. Most participants seemed comfortable with the change, but some left. The researcher agreed to ensure confidentiality and anonymity by not recording participant's names on the questionnaire.

Actual workshops were held in CCIL's teaching/ conference room. It was an ideal location for workshops because it served as a good laboratory condition. It resembled a classroom, with a blackboard, coat room, podium and desk, an improvement from the dull and dingy sidewalks, hallways and concrete.

The conference room was called a "recovery" room by partipicants. They were comfortable meeting in this room because other educational sessions were also held there. Workshop participants were a small percentage of CCIL's total resident population.

The project orientation to participants included an introduction to the instructor/researcher, followed by the workshop overview. The workshop content was covered in a 2 hour session, except for handout activities (See Appendix B). Handouts were used as an extended version of workshop content. They helped participants continue the workshop educational experience outside of the class. All activities used within and outside the workshop were explained to participants in detail.

The workshop progressed as follows for the control group only, after they completed the questionnaire: 1) participants gave their definitions and ideas about the workshop topic; 2) a combination of participants' input and a general definition of the workshop topic was formed into an operative definition; 3) participants' knowledge and values about the topics were discussed; 4) how to achieve the most advantages from the topic was discussed; 5) pro and con factors about the topic were discussed; and 6) the topic was reviewed and concluded.

The course of study was comparable to corporate workplace workshops on personal development. Similarly,

the unit of instruction was conducted and related to living experiences that are self-reflective, motivational and goal oriented for participants.

Teaching Methods

The lecture method was used throughout the workshop. The advantages of this method were: 1) the basic purpose was to disseminate information; 2) material was not easily available elsewhere; 3) it was organized and presented in a particular way for this specific group (workshop); and 4) it was necessary to arouse interest. The lecture method is appropriate for long formal lecturing (Gage and Belinger 1989, 390-393).

The criterion-based approach to instructional content is more in tune with classroom needs (or population needs). The "absolute criterion" used in this study, was based on the instructor's own intuition and experience with students, on the particular curriculum area, and on knowledge of student past performance (Gage and Belinger 1989, 575). During the pilot study, the researcher/instructor used her intuition and experience after forming a repore with participants.

Also, out of the activities in the workshops, it was hoped that other interests and activities might have developed to:

- develop participants interest;

- gain common workshop definitions;

- satisfy inquires which are made; and

- gain further conclusive summary information.

Classes were taught in the affective domain. In this domain, the quality of learning deals with feelings, attitudes, and is often expressed by participants. Outcomes are measured by: positive feelings about themselves and the experience; neutral feelings about themselves and the experience; or negative feelings about themselves and the experience (Sonnier 1989).

The following components were incorporated into both the workshop and questionnaire content.

Rationale for Affective Skills Training

Affective learning, in its broadest sense, is concerned with personal-social development. Affective learning (training) can be defined as:

> an aspect of human thought and behavior that has a number of constitutive elements. It refers to a broad range of dimensions such as emotions, preference, choice, and feeling. These are based on beliefs, aspirations, attitudes, and appreciations regarding what is desired and desirable in personal development and social relationships. Both of these are connected to thinking or cognition, because they are informed by what has been learned from past experiences and they influence purposeful action in terms of values, morals, and ethics.
> (Beane 1990, 6).

Affective training includes knowledge, skills, behaviors and attitudes related to personal interests, social relations, and the integration of those two (Beane 1990, 10).

In terms of how this training may be beneficial within transitional programs, Beane found that:

> the developmental approach (affective training) suggests that self-views, attitudes, values, morals, and other aspects of personal and social affect are informed by prior experience, social and cultural contexts, personal characteristics, and reflective thinking. Depending on how these factors are configured at any particular time, people construct views of themselves and other and the meanings of their knowledge and experience. These, in turn, are the grounds on which they attempt to develop toward what is desired and desirable in their personal and social life. Understood this way, self-perceptions are a central feature in the human personality from which flow thought and actions regarding self and others (Beane 1990, 72).

What follows will shed light on how the workshop content was developed and how the instrument questions were composed.

An explanation of reflective thinking

The reflective thinking method was used to ensure that participants/respondents derived at, as near as possible, their own interests, desires, strengths and weaknesses. Logical or reflective thinking should have resulted from workshop exercises and from the "self-awareness" questions within the instrument.

Workshop ingredients initiated self-reflective thinking.[6] Provisions for understanding and general meanings were made, before participants received exercises or the instrument. In other words, terms that could have been ambivalent, such as personal goal setting or assessing, were given a common definition for the group. To solicit participants meaning and include it within the general meaning became a point of understanding and clarification. This approach seemed to eliminate problems and helped to achieve unified understanding.

An explanation of the attitudinal component

The questionnaire, like the workshop itself, had within it several factors (knowledge, values, coping strategies, and demographics). Both the questionnaire and workshop were structured to include an attitudinal component. This meant they were developed considering: what might be known or how one might describe a topic; what one might like or value; and what one might actually do.

An explanation of the motivational component

Both held a motivational component that assessed the degree of importance of needs. For instance, the

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[6]   Webster's Ninth New Collegiate Dictionary defines
       self-reflective as marked by or engaging in self-
       reflection: thoughtfulness, deliberation.

questionnaire asked about how much of a given need is present, and how important that need is (in the last section of all questionnaires).

An explanation of the goal-setting component

The personal goal setting workshop held a goal setting component. Goals might be rejected when they are seen as too easy, difficult or because the person doesn't know what to do to attain the goals. Yet, the goal setting component attempted to serve to motivate and direct behavior.

Qualitative Research Method

Qualitative examples were collected through research field notes, meetings and interviews with CCIL residents and staff, by observation, and in a post research interviews. The primary strength of using the qualitative approach was to allow flexibility in the process and to describe expressions that would not be demonstrated through statistical measures (Patton 1990).

Qualitative research methods allowed the researcher to be flexible in order to: form new questions throughout the process; to change focus when needed; to include descriptive analysis; and to observe the process with the hopes that the outcomes will be clearer, and holistic, as research results (Patton 1990). Field work allowed for direct and personal contact with participants. which seemed necessary to arrive

at a somewhat appropriate "process" for delivering workshop content. Judgment, observation and sensitivity to participants became the most important factor for collecting qualitative methods. The researcher had to be flexible and tolerant to convey general information based on participants' varied intellectual abilities. The need for these factors became more apparent in the second workshop session.

Qualitative methods aided since this was a small sample, a transitional environment, and room was needed for change and flexibility. Although the researcher tried to hold the initial concept and guiding hypothesis in place, room was needed for uncertainty. Preconceived notions about populations' unfamiliar characteristics such as instability, intellectual abilities and inabilities and changing patterns, had to be dispelled. Many transitional patterns such as retreating during class or wanting to leave in the middle of class surfaced.

Orientation to Quantitative Research

As mentioned, there were two groups, herein referred to as control (personal goal setting) and experimental (assessing skills) groups. Administration of the control group's first questionnaire began right before the workshop overview. The researcher asked participants to follow along while directions were read. They were told to complete one

part of the questionnaire, then wait until everyone was finished. Instructions were read for part two of the questionnaire after everyone completed part one. Participants received a short amount of time to ask questions after each set of instructions. The control group received the same questionnaire before the workshop content and at the end of it. The control group questionnaire was structured to investigate pre-test and post-test self-knowledge, values, needs and interest.

The process above was applied to the experimental group except they received a similar questionnaire only once, at the end of the workshop session. The experimental group questionnaire examined only post-test information.

Data Collection for Instrument/Questionnaire

Reporting rules for assigning a response to a category were as follows: Simple tally sheets were setup comprised of questions with categories. Each question, statement and independent section of the questionnaire was mutually exclusive. Under independent sections of the tally sheet, every questionnaire response was marked by the researcher.

The control group questionnaire interviewed seven (7) respondents. The experimental group interviewed six (6).

The control group (personal goal setting) questionnaire has three parts. Part 1 covered four questions: 1) Which statement comes closest to describing your definition of

personal goal setting? Respondents were to circle a letter
(a-g) next to a statement on predetermined list. 2) To what
extent does the following statement describe your personal
goal setting style? Respondents were to circle a number
across from each statement on the predetermined list (a-h).
By circling the number each category (often, sometimes,
rarely, seldom and never) was given a rating. 3) Which
statement(s) best describes what you most value?
Respondents were to choose the letter (a-f) next to the
statement on the predetermined list that best described
their work style. 4) To what extent does each statement
describe you? Respondents were to circle a number across
from the predetermined statement (a-j) under a category,
always, sometimes, rarely or never.

Data in part I was analyzed based on the number (n) of
respondents. It was limited to a review of the frequency
and percentages of responses to questions. Analysis also
contained descriptive comparisons of pre and post responses.

Part II contained demographic information. The
demographic section questionnaires were analyzed based on
central tendency of groups age and last grade completed.
Analysis descriptions are given on skills respondents wrote
they learned, and for the section on the last and current
work.

Part III asked: To what extent does the following
statement describe your knowledge of each subject area:

From the predetermined list, respondents were to circle a
number under one category of excellent, good, fair and poor.
The subject areas were reading, writing, spelling, math,
typing, communication, organizing and planning and listening
is given.

Part IV asked: To what extent do you feel you need the
following topics? Across from the predetermined list of
topics, respondents were to circle a number under one
category need, interest and don't need (see Appendix A for
questionnaires).

The experimental group interviewed six (6). This
questionnaire has three parts. Part I covered four
questions: 1) Which statement best describes your definition
of how skills are acquired? Respondents were to select a
statement from the predetermined list (a-e) by circling a
letter. 2) To what extent does the following statement
describe your work style? Respondents were to circle a
number across from each statement on the predetermined list
(a-h) under one category often, sometimes, rarely, seldom
and never. 3) Which statement(s) best describes what you
most value? From the predetermined statements (a-j),
respondents were to select as many choice(s) as apply.
4) To what extent does each statement describe you?
Respondents were to circle a number across from a
predetermined statement (a-g) under categories: always,
sometimes, rarely and never.

Data in part I was analyzed by the number (n) of respondents, and was limited to a review of frequency and percentages of responses to questions. Analysis also contains some pre and post descriptive comparisons.

In part II, 1) respondents were to first list their skills. Secondly, next to skills under categories excellent, good, fair or poor circle the number to best rate the use of each skill. Question 2 asked: In which of the following areas would you like to develop skills that you do not have? From the list (a-f) art, science, math, history, reading, sports, respondents were to circle as many as apply.

Part III was demographic information. This section analyzed questionnaires for central tendency of groups age and last grade completed. Respondents were again, asked to list their skills, and last and current work.

Part IV, question 1 asked: To what extent do the following statements describe your knowledge of each subject area: Beside each subject of reading, writing, spelling, math, typing, communication, organizing and planning and listen, respondents were to circle a number under one category, excellent, good, fair and poor. Part IV, question 2 asked) To what extent do you feel you need the following topics? Once again a list of training topics were given. Respondents were asked circle a number to rate one category need, interest, or don't need (see Appendix B).

Problems with Data Collection

Respondents were asked to place an x by a topic of interest, then to number each (1 being most important and so on). How to rank (1, 2, etc.) was explained, but responses were done incorrectly. Topics were selected by a number or an x, but, in all cases, topics received no priority rating. Findings show the most to least desired topics selected by respondents. Analysis was limited to a description of findings.

The initial number in the sample population was set for 30-50, but time constraints prevented locating and working with that number. Out of all workshop participants, only one could not be contacted for a post interview, a month after the workshops. Many who were said to still reside at CCIL were unavailable when the researcher attempted three or more times to contact them.

Some reporting is descriptive, in order to express results not reported by central tendency of frequency distribution. From the data reported, meaning can be derived to compare to similar groups within this population.

Sources of Data

Sources of data are:

1.   A preliminary questionnaire given to the CCIL
      resident education committee.

2.   Literature Review.

3. CCIL residents who participated in the workshops and who completed survey questionnaire.

4. Observation of class actions and communication.

5. Interviews with CCIL administration, residents, and students in study.

The researcher believes she made sensible choices for methods decisions given the purpose of the inquiry, the questions being investigated, and the resources available.

CHAPTER IV

RESULTS

Findings reflect exploratory, quantitative and qualitative results. Most interesting results were gained through an instrument/questionnaire. Findings include participants' demographic characteristics, past and current knowledge and values related to the questions asked.

A large amount of information was reviewed in order to conduct workshops and research. Because of the time and sample constraints, the analysis of data was essentially limited to a review of the frequency and percentages from questionnaire responses.

Results are organized and presented from: 1) exploratory research findings; 2) instrument/questionnaire quantitative findings of the personal goal setting, control group (pre and post questionnaire) and; 3) the assessing skills, experimental group (post questionnaire findings). Also, there are descriptive qualitative results on each section.

Exploratory Research Findings

This section focuses on phase one, the preliminary questionnaire findings. As mentioned, the resident education committee served as a pilot group. They responded to the preliminary questionnaire. Here are results.

Preliminary survey - Demographic Characteristics

Table 1.--Age of Respondents

Age Groups	N = 13	%
NA*	2	15%
18-25	1	8%
26-33	2	15%
34-42	4	31%
43-51	4	31%
Total	13	100%

Of the 13 respondents, the mean age was 36, the median was 38.

Table 2.--Last Grade Completed

Grade groups	N=13	%
NA*	3	23%
1-8	0	
9-12	6	46%
13-16	4	31%
Total	13	100%

*NA = no answer

Out of the 13 respondents, 10 completed this question. The grade mean is 12th and grade median is 12th. It can be interpreted that most did not complete 12th grade because only 3 or 23% said they earned a diploma or degree. Out of these 3, 15% or 2 earned B.A.'s and 1 or 8% earned a M.ED. In the 9-12 grade group (6 or 46%) none completed the 12th grade.

Descriptions of -- Trade or Skills

When asked trade or skills learned: 4 or 31% listed photography, art, design, drawing; 3 or 23% listed sales and public relations; 2 or 15% listed mechanical (machine and lift truck); and 3 or 15% listed respiratory, word processing and chef. One gave no response.

When asked about last or current work: 10 or 77% listed "blue collar" jobs such as maintenance, laborer, janitorial, fast food, wrecking, construction, factory, etc. Two or 15% listed work in the same field in which they were trained (chef and sales).

Description of -- Knowledge of Subject Areas

Respondents were asked to describe by rating excellent, good, needs improvement, or don't know, their knowledge in each of the following: reading, writing, spelling, math, typing, communication, organizational, memorizing, and listening. In addition, respondents were asked to gauge the

importance of each subject, from 1 - 9 (1 being most important, 9 least important). Most did not correctly gauge the importance of subjects. Many prioritized choices instead (i.e., 1, 2, 3, etc.). Since few completed this request correctly no analysis was done.

Respondents rated knowledge of subjects as follows: math, spelling and writing, 'needs improvement'. Findings show that 3 or 23% rated these areas 'good'.

One or 8% said reading 'needs improvement'. In reading responses were mostly 'excellent' and 'good'.

Four or 38% said typing 'needs improvement'. Five or 38% said in typing they 'didn't know'.

Overall, the majority responses to communication, organizational, memorizing and listening aptitude were 'excellent' and 'good'. In these areas, only 3 or 23% selected 'needs improvement'.

Personal Interest in Workshop Topics

Respondents were asked to do the following: Number topics from 1 - 18, based on your need or personal interest. The number 1 topic is needed most, 2 needed next, and 18 needed least.

From the predetermined list respondents prioritized 1-18 as follows: 1) assessing skills; 2) personal goal setting; 3) marketing your skills; 4) organizing self; 5) career assessment; 6) budgeting and saving; 7) time management; 8) communicating/listening; 9) personal development; 10) job interviewing; 11) basic writing techniques; 12) determining values and needs; 13) personal development; 14) dress for success; 15); 16) reading; 17) typing; and 18) math.

Qualitative Research Findings

Participants in the study were mostly men between the ages of 25 and 40 who had at least some high school education. Tables show averages of demographic factors. It was assumed that these adults had broader experiences than other transitional residents, such as multiple jobs and advanced education past grammar school. If this is true they could benefit and develop personal management skills from workshop content.

Because of the unavailability of participants, the small size of the sample findings do not accurately represent a reliable sample of the homeless population in transition in Chicago.

As mentioned, this study was limited to two groups: personal goal setting and assessing skills. The selection process was random. Any resident of CCIL could sign-up for

workshops at the education office. Individuals' identity was not recorded on the questionnaire. The preliminary questionnaire showed that there was a strong desire, which can be interpreted as need, for intensive training on both topic areas selected.

Instrument/Questionnaire Findings

Personal Goal Setting - Demographic Characteristics

This section focuses on demographic characteristics of the personal goal setting (control) group.

Table 3.--Age of Respondents

Age groups	N=9	%
25-30	5	56%
31-36	3	33%
37-42	1	11%
Total	9	100%

Of the 9 respondents, the mean age was 30, the median 28.

Table 4.--Last Grade Completed

Grade groups	N=9	%
1-8	0	0
9-12	7	78%
13-16	2	22%
Total	9	100%

medium = age 28
        grade 11

Of the 9 respondents, the mean grade is 11th, median 11th. One or 11% earned the BA. One or 11% earned a diploma.

Other demographic characteristics supplied by the personal goal setting control group are noted below:

Respondents were asked trade or skills learned. Responses were: administrative support, mechanical, installer and repair, construction, production, laborer, and photographer. Two or 22% did not respond to "skills learned".

Respondent were asked "last or current work". Responses were: electra-mechanical repair, roofer, maintenance, accounting clerk, truckdriving, cook and sales. One or 11% did not respond. Overall 3 or 33% worked in area of skills (mechanical, roofer installer, and maintenance (laborer)).

Assessing Skills - Demographic Characteristics

This section focuses on demographic characteristics from the assessing skills (experimental) group.

Table 5.--Age of Respondents

Age groups	N=6	%
NA*	2	33%
25-30	3	50%
31-36	0	0%
37-42	1	17%
Total	6	100%

Of the 6 respondents, the mean age is 32, the median 31.

Table 6.--Last Grade Completed

Grade groups	N=6	%
NA*	2	33%
1-8	0	0%
9-12	3	50%
13-16	1	17%
Total	6	100%

Of the 6 respondents, the mean grade is 10th, the medium 12th.   Responses show that 1 or 17% earned a high school diploma and 1 or 17% went through the 16th grade, (assuming 4th year in college) but did not earn a degree.

Personal goal setting workshop participants were the control group. They received a pre and post questionnaire. The workshop began with nine (9) participants. Students signed up for this workshop as a substitute, taken in the time slot of the GED workshop. Two students said they had other things to do and left the workshop at mid-point, without much explanation. Results reflect pre and post questionnaires completed (N = 7).

Personal Goal Setting (Control) - Questionnaire Findings

Table 7.--Survey Question One

1. What statement comes closest to describing your definition of personal goal setting.

Pre and Post categories reflect the number of respondents who selected the predetermined statements (a-g) out of a total number of seven respondents (N = 7). Percentages show increase or decrease before versus after information given in the workshop.

+ = indicates increase
- = indicates decrease
0 = indicates no change

	Pre	Post	% of increase or decrease
a) daily list of to do	2	4	+200%
b) journal of achievements	2	1	-100%
c) every moment fulfilled	1	-	-100%
d) keep things in mind	7	7	0
e) writing a plan	3	4	25%
f) figure a strategy	4	4	0
g) have not defined PGC	1	-	-100%

Pre and post results show that, 7 or 100%, respondents choose (d), 'keeping important things in mind. Nothing changed due to workshop content.

Pre and post results show a high percentage, 4 or 57%, selected (f), 'to figure a strategy'. To figure a strategy was worded and can be defined as: to calculate or take into consideration mentally. This definition is similar to keeping things in mind.

Although the majority of participants, 4 or 57%, thought (d), 'to write a plan', by post results, (a) 'daily list of things to do' (which is also writing a plan) increased to 100% after receiving the workshop's definition of personal goal setting.

Table 8.--Survey Question Two:

2.   To what extent do the following statements describe your personal goal setting style?

Numbers reflect an increase or decrease in post questionnaire responses. The key below helps to determine if by the end of the workshop post questionnaire choices a - h stayed the same, increased, decreased or made no response at all was given and by how many responses.

( ) = pre and post response stayed same
 + = increase on post response
 - = decrease on post response
    = no response at all

		Often	Sometimes	Rarely	Seldom	Never
a)	plan in mind	(3)	(4)			
b)	write down plans	+2	+2	-	-1	+2
c)	write down tasks	+1	+3	(1)		-2
d)	I just do it	+2	+5			
e)	start but stop	-2	+3	-	-	+2
f)	research an idea	+2	(3)	-	-	+2
g)	one thing at a time	+4	-4	-		-
h)	I figure strategy	+3	-3	(1)		-

Numbers show that by post results, in terms of describing personal goal setting style, a majority of respondents, 4 or 57%, selected sometimes (a) "having a plan in mind."

Other noteworthy changes are the seldom category received no response in post results.

Two or 29% selected (b) "write down plans", often and sometimes, an increase.

One or 14% selected (c) "write down tasks" often, while 3 or 43% selected sometimes, which is a positive increase. Two or 29% selected never (b) "write down plans", a decrease and 2 or 29 selected never (c) "write down tasks", an increase. Overall the categories of often, sometimes and never increased while rarely and seldom decreased.

These changes might indicate that by the end of the workshop, respondents held a different understanding of what it meant to write tasks or write plans.

A majority, 5 or 71%, selected "I just do it" (a task), sometimes.

Overall, a majority of respondents selected (a) keep a plan in mind sometimes (d) just do it often often and (g) take one thing at a time often as their personal goal setting style.

Table 9.--Survey Question Three:

3. Which statement(s) best describes what you most value?

Pre and post categories reflect the number of respondents who selected predetermined statements (a-f) out of the total responding (N = 7). Many questions required only one response, but some respondents selected more than

one. Discrepancies such as these are taken into consideration, but should not diminish the importance of overall findings.

	PGS Skills	Pre	Post
a)	Learning from others example	2	3
b)	Learning to accept new ideas	6	4
c)	Following instructions	3	2
d)	Learning from criticism	2	3
e)	Helping myself	3	5
f)	I am not sure of what style I most value	3	-

Results show that by post results the majority of respondents selected (e) "helping self", from 3 or 43% to 5 or 71%, as a description of what is most valued.

Before the workshop, "learning to accept new ideas" was selected by 6 or 86%, but decreased by the end to 4 or 57%. Both (a) "learn from others example" and (d) "learn from criticism" increased by 1 or 14%. Selection (c) "following instructions" shows a decrease, from 3 or 43% to 2 or 29%. After the workshop, (a) "learning from others' example" and (d) "learning from criticism" increased by 1 or 14%. None of the participants selected "not sure of what style I most value" which show a decrease of 3 or 43%.

Most important changes were: an increase, from 4 or 43% to 5 or 71%, on (e) "help self", and a decrease, from 6 or 86% to 4 or 57%, on (d) "learning to accept new ideas".

Table 10.--Survey Question Four:

4.   To what extent does each statement describe you?

Numbers under the categories below represent changes in the number of responses, out of the total (N=7), from pre and post response.

a = always, **s** = sometimes, **r** = rarely, **n** = never

Personal Goal

	Pre-Workshop				Post-Workshop			
	a	s	r	n	a	s	r	n
a) have book to plan	-	1	1	5	1	2	1	3
b) keep mental record of use of time	3	1	-	3	1	4	1	1
c) write how use time daily or weekly	-	-	2	5	1	2	2	2
d) keep mental record for to do weekly	2	2	-	3	1	4	-	2
e) take one project at a time	1	6	-	-	-	7	-	-
f) plan more projects at a time	1	4	2	-	1	5	1	-
g) keep a mental plan	3	2	-	2	2	4	-	1
h) compete only with self	-	3	4	-	1	5	1	-
i) see what will happen	3	4	-	-	4	2	1	-
j) no plan is needed	-	4	1	2	-	4	1	2

At pre response a majority of respondents, 5 or 71%, selected the category never for (a) "have book to plan". However by post response fewer, 2 or 29%, selected categories always and sometimes. Again, post results may indicate a different understanding of terms by the end of the workshop.

By post response, sometimes (b) "keep mental record of use of time" decreased by 3 or 43%. In the categories of always and never, this same statement shows a 2 or 29% decrease.

Other changes from pre to post were on never "write how use time daily or weekly", showing a 3 or 43% decrease. Results show that by post response sometimes (c) "keep mental record for to do weekly" increased by 2 or 29%. In the category always, this same statement decreased by 1 or 14%.

Results show that by post workshop rarely, "compete only with self" decreased to 2 or 29%. This may indicate a that participants held a different understanding of what it means to compete only with self by the end of the workshop.

Results show that at post response sometimes (i) "see what will happen" decreased by 2 or 29%. Responses under the categories, seldom, rarely, and never stayed the same on (j) "no plan is needed". This might indicate an increase in the value of planning or goal setting.

<u>Table 11.--Survey Question One - Part II</u>

1. To what extent does the following statement describe your knowledge of each subject area?

Percentages reflect post responses of total participants (N = 7).

	Excellent	Good	Fair	Poor
Reading	1 or 14%	4 or 57%	2 or 29%	-
Writing	-	1 or 14%	5 or 71%	1 or 14%
Spelling	-	2 or 29%	4 or 57%	1 or 14%
Math	-	-	3 or 43%	4 or 57%
Typing	-	2 or 29%	3 or 43%	2 or 29%
Communication	2 or 29%	4 or 57%	1 or 14%	-
Organizing/Planning	1 or 14%	2 or 29%	2 or 29%	2 or 29%
Listening	1 or 14%	5 or 71%	1 or 14%	-

Results show how respondents felt about their knowledge in the above subject areas. As the table shows, in reading, the majority, 4 or 57%, selected good. For writing, a majority, 5 or 71%, selected fair. For spelling, 4 or 57% selected fair. The majority responded to fair or poor in describing math knowledge.

For typing, 3 or 43%, selected fair. For organizing/planning knowledge responses varied in all categories.

For communication, 4 or 57%, described their knowledge as good. For listening, 5 or 71%, selected good.

Table 12.--Survey Question One - Part III:

2.   To what extent do you feel you need the following topics?

Percentages reflect total post questionnaire responses (N = 7).

	Need	Interest	Don't Need
Determining values/needs	86%	14%	-
Dress for success	14%	86%	-
Time Management	57%	29%	14%
Job Interviewing	57%	29%	14%
Basic writing techniques	43%	43%	14%
Personal goal setting	86%	14%	-
Assessing skills	57%	43%	-
Marketing skills	86%	14%	-
Communicating/listening	43%	57%	-
Typing	43%	43%	14%
Organizing myself	57%	43%	-
Career assessment	43%	43%	14%
Personal development	71%	29%	-
Reading	57%	29%	14%
Math	100%	-	-
Budgeting/Saving	71%	29%	-

Results show the potential for developing courses for this population. The majority selected topics in this order: 1) math, 2) determine values/needs, 3) marketing skills, 4) personal goal setting, 5) budgeting/ savings, 6) personal development, 7) assessing skills, 8) organizing self, 9) time management, 10) reading, 11) job interviewing and 12) career assessment.

Participants responded, 43%, to both need and interest equally for basic writing and typing. Dress for success and communication/listening were of highest interest.

RESULTS OF WORKSHOP TWO - ASSESSING SKILLS (Experimental)

Table 13.-- Survey Question One

1. Which statement best describes your definition of how skills are acquired?

Total number of respondents to answer is six (N = 6).

		Total
a)	craft, trade or vocation learned in school	3
b)	a college degree or certificate	1
c)	competence on the job	1
d)	mastery of work experience	1
e)	proficiency in area(s) of life	0

Three or 50% of respondents selected (a) "craft, trade or vocation learned in school" as the best description of how skills are acquired. None felt that (c) "proficiency in areas of life" was important.

Table 14.--Survey Question Two:

2. To what extent does the following statement describe your work style?

Total number of responses to this question is six (N = 6).

Style at Work	Often	Sometimes	Rarely	Seldom	Never
a) need to be organized	1	1	1	2	1
b) drift or wander	-	1	-	2	2
c) best in isolation	2	2	-	-	2
d) best in open area	4	2	-	-	-
e) like slow persistent	2	4	-	-	-
f) like fast pace	2	2	-	-	2
g) work style changes	1	2	2	1	-
h) not sure of work style	-	1	-	2	3

In describing work styles, a majority, 4 or 67%, selected rarely, seldom and never (a) "need to be organized". On (b) "drift or wander", 2 or 33%, selected the category of seldom and, 2 or 33%, selected never.

The highest response to the category often, 4 or 67%, was on (d) "best in open area". A majority, 4 or 67%, selected the category of sometimes for (e) "like slow persistent".

Statements (d) or (e) received no responses under the categories of rarely, seldom and never.

On the other hand, never (h) "not sure of work style" received 3 or 50%. Which may indicate that respondents reply to this question might change for different work situations and that 50% feel sure about being able to describe work style.

Overall "best in open area" and "like slow persistent work" were selected most often under the categories often and sometimes. Under categories seldom and never a majority selected "need to be organized" and "drift and wander".

<u>Table 15.</u>--<u>Survey Question Three</u>:

   3.   Which statement(s) describe what you most value?

   From the predetermined statements a-j, respondents were
asked to select as many as apply. The following numbers and
percentages reflect respondents' selections (N = 6).

       4 or 67% value (a) something to look forward to
       5 or 83% value (b) something to do
       4 or 67% value (c) a neat place to live
       4 or 67% value (d) knowing where everything is
       3 or 50% value (e) making quick decisions
       4 or 67% value (f) thinking long and hard
       5 or 83% value (g) waiting before deciding
       4 or 67% value (h) amusement and entertaining
       2 or 33% value (i) a difficult and complete challenge
       0 respondents selected (j) I am not sure of what I
           value.

   This question was not worded to out find whether what
is valued is actually acted upon, but what participants
think they value based on the selections given.

   Results shows that 83% valued (b) "something to do" and
(g) "waiting before deciding" .

   A majority, 67%, selected as a value: (c) "a neat place
to live", (d) "knowing where everything is", (f) "thinking
long and hard", and (h) "amusement and entertaining".
"I am not sure of what I value most received" received no
response. A low percentage, 33%, selected as least valued
(i) 'a difficult and complex challenge'.

<u>Table 16.--Survey Question Four:</u>

    4.   To what extent does this statement describe you?

The number of participants who responded to this question is 6 (N = 6). Descriptions d, e, and g, received no answer by 1 respondent.

	Completely	Quite Well	Somewhat	Not at all
a) I know myself	2	3	1	
b) Like to know self	4	1		1
c) Know my values	4		2	
d) Like to know values	4		1	
e) Know my skills		1	4	
f) Want to know skills	5		1	
g) Know little about self	1	2		2

The highest percentages of respondents 83% selected (d) "want to know skills" completely. A majority, 67% selected (b) "like to know self", (c) "know my values" and "like to know values", completely. A high percentage 67%, selected "know my skills" somewhat.

Of the respondents 33% selected (g) "know little about self". Equally 33% selected "know little about self" under the category of not at all. This might indicate that most respondents felt they know themselves.

Table 17.--Survey Question One - Part II:

    1. List your skills. Next to each skill circle number that best rates how you use it.

    The 6 respondents listed skills. It is believed by the researcher that the skills listed are not as important as how respondents rated them. Percentages for each category is as follows:

Rating were:	Excellent	Good	Fair	Poorly
	12 or 2%	27 or 4.5%	10 or 1.7%	1 or .17%

    Respondents list a total of 50 skills. Those stated more than once were: cooking, cleaning, listening, singing.

Table 18.--Survey Question Two - Part II:

    2. In which of the following areas would you like to develop skills that you do not have?

    The total number of participants who responded to this question is six (N = 6). Respondents were allowed to select as many responses as apply.

a)	art - 3 or 50%		d)	history - 2 or 33%
b)	science - 3 or 50%		e)	reading - 6 or 100%
c)	math - 4 or 67%		f)	sports - 4 or 67%

All respondents selected reading, as an area for development. Math and sports each received a majority of 67%. Fifty percent showed interest in art and science, and a few, 33% would like to develop skills in history.

Table 19.--Survey Question One - Part III:

1. To what extent does the following statement describe your knowledge of each subject area?

The total number of participants who responded to this questions is six (N = 6).

	Excellent	Good	Fair	Poor
Reading	1	2	1	2
Writing	-	3	2	2
Spelling	-	1	2	2
Math	-	4	1	2
Typing	-	1	1	4
Communication	2	2	1	1
Organizing and Planning	2	1	2	1
Listening	1	3	1	1

The majority of respondents selected good in the area of math (67%). Over 50% selected good in listening and writing. Overall, the category of excellent received a low response rate. However, 33% selected excellent or good, rather than fair or poor in communication. In terms of listening 50% ranked good, rather than excellent, fair or poor. Again, this portion of the questionnaire reflects potential for developing courses for this population.

<u>Table 20--Survey Question Two - Part three</u>:

1. To what extent do you feel you need the following topics?

Percentages reflect total (N = 6) who responded to this post questionnaire.

	<u>Need</u>	<u>Interested</u>	<u>Don't Need</u>
a) determine values/needs	1	4	3
b) dressing for success	2	2	3
c) time management	2	3	1
d) job interviewing	4	2	-
e) basic writing	3	2	1
f) personal goal setting	1	4	1
g) assessing skills	3	3	-
h) marketing your skills	5	1	-
i) communication/listening	3	3	-
j) typing	3	1	1
k) organizing myself	3	1	1
l) career assessment	4	1	2
m) personal development	3	3	-
n) reading	4	3	-
o) math	4	2	1
p) budgeting/saving	5	1	1

Numbers show respondents selections of topics. Overall, 86% selected were in the category of need or interested. A majority 57% selected job interviewing, and career assessment. Under the category of need 71% selected marketing skills, and budget and saving 71%. Under the category of interest, 57% selected determining values/needs and personal goal setting. Finally, under the category of don't need, 43% selected determining values/needs and dressing for success.

Percentages show topics selected as most needed by respondents. They are math, reading, marketing skills, job interviewing (which is related) and budgeting/saving.

Although not conclusive, it seems that interest percentages were low on "non skill" related topics such as dressing for success (29%), marketing skills (14%), organizing self (14%), career assessment (14%) and budgeting/saving (14%).

It is believed by the researcher that, participants who were reflective, allowing the information to become a "self-awareness or confidence factor" will, in future actions, be able to see life and work skills as options relating to employability.

Comments on Preliminary/Exploratory findings

Based on preliminary questionnaire findings, the resident population (education committee) are mature in age, a majority went to high school, and a small percentage (23%) to college.

They seemed to know their aptitude on the predetermined basic skills lists. "Excellent", "good" and "needs improvement" were selected for this list, rather than "don't know". Workshop topics of interests from the predetermined list were selected by most respondents.

Respondents were asked to write open ended comments at the end of the questionnaire. Comments were: "Very interesting", "Short-term memory retention needed", "Good questionnaire", and "I wish to learn subjects that I wish to learn".

Analysis of Instrument/Questionnaire

Demographic Factors

One pattern seen while analyzing the demographic section questionnaires was that most participants began an educational pursuit, got close to completion, but never finished. This occurred at the grammar, high school and college level.

Analysis of the preliminary questionnaire shows that respondents felt their basic skills level in math, reading, writing, etc. is low. This might have contributed to unsuccessful educational experiences.

Analysis of Control Group (Personal Goal Setting):

Control group results show factors about values, interests and current self-awareness, in some cases, before, versus after workshop sessions.

The workshop content incorporated a combination of attitudinal, motivational and goal theory. It is believed that implementation of theories added reason to post

questionnaire findings. Results show the most relevant factors on how, if at all, the workshop had an effect on participants.

The pre-test questionnaire helped participants become aware of ideas and terms analogous to the topic. In other words, information on the pre-test questionnaire was a 'jump off' or reference point for beginning ideas. This may have strengthened participants outlook toward applicable responses. Seeing terms would, in most cases, contribute to participants saying "I know this, or that". Because the workshop (and questionnaire) called for reflective thinking, findings would certainly disclose thoughtful responses.

Findings had the potential to help participants determine:

1)   knowledge and awareness of self

2)   wide or limited view of options
      for personal development

3)   a focus of participants basic development
      strategies, and

4)   present self-esteem factors.

These factors cannot be accurately measured, since they are somewhat intrinsic in value. Workshop information may have helped respondents make choices about selections.

Results show how, on pre and post responses, in terms
of describing personal goal setting style, responses (57%)
said they have a plan in mind. This was consistent for
question one and two. Since, most respondents defined a
personal goal as a plan, this may indicate that they valued
a more organized and direct approach to personal goal
setting. However, this does not say that the value is acted
upon. In describing a personal goal setting style, the
concept of writing received the highest overall post
response.

The amount of change from pre to post on question 3,
indicates that respondents did not seem to know their work
style.

On question 4 pre responses, the category of seldom was
frequently chosen for a book plan, mental record of time,
and writing use of time. By post response, this category
decreased tremendously for all of the above statements.

The greatest pre and post responses took place under
seldom, keep mental record of use of time; never write how
use time daily or weekly; and, rarely, compete only with
self. For these statements, the numbers showed a
tremendous decreases by post response. This may indicate
that workshop content was effective and that there was a
measure of learning.

Aptitude results (part III) show that most describe
their knowledge in basic skill areas such as writing,

spelling and math, as fair or poor. A larger majority
described their reading ability as good and fair. Basic
skills are needed.

Analysis of Experimental Group (Assessing Skills)

Overall, respondents described work style as "best in
isolation", "in an open area" and "slow and persistent"
(question one). Yet, most said they seldom and never drift
and wander, or need to be organized.

On question three, responses might suggest that what is
valued is seriousness and thought provoking actions, rather
than pacifying, difficult or testy actions.

Many choices seem to reflect an honestly factor. For
example, a high percentage of respondents chose "like to and
want to know" instead of "know" as a response. But, out of
the choices the highest percentage chose, completely and
quite well, over somewhat and not at all.

Part II responses indicate that respondents feel their
knowledge level on the skills they listed was good and
excellent, overall. Each respondent vigorously wrote a long
list of skills. Observations might indicate that an esteem
or desire factor was involved in listing skills.

The skills list may suggest what vocation might be seen
throughout a similar population of homeless in transition.
It is encouraging that on the list, most participants felt
they have a "good" knowledge of skills.

On question 2 of part II the questionnaire listed predetermined descriptions in subject areas. For instance, in the case of art, types such as music, writing and drawing was given. For history, observing, narrating, inquiring and recording were given.

Overall, basic areas of math (counting, accounting and analyzing) and sports (tennis, baseball and swimming) were selected and desired to be developed. Participants stated overwhelmingly that reading (discovering, understanding and interpreting) was a desired skill to develop. Math and sports were the next highest ranked. Science and history were least chosen. Again, these results show potential training areas.

Observations

Brief summary statements on aspects of the workshop and reflective of the process follows:

A)   Cost Effectiveness - since the workshop was held in a teaching/conference room at CCIL the costs were minimum. There was no charge for room rental. Coffee/tea for participants, photocopies of questionnaires, handouts, and activity sheets were paid for by CCIL education staff and the researcher.

These are normal expenses for a two-hour workshop/ seminar. Most workshops and seminars are held on location and in a class, conference or meeting room. Usually a

textbook is not required. Handouts and activity sheets for participants were used in place of a textbook.

B)   Time Required/Met by Program - Two hours was allocated for conducting workshops (assessing skills and personal goal setting). Workshops were held from 6 - 8 pm on Thursday evenings. Participants got no break. This resulted in an intense and condensed version of what could have been a longer workshop.

Workshop intensity flung participants into attentive participation. This was effective and avoided a unresponsive attitude, "I can't do this". This "intense" method was brought up in a follow-up interview (see appendix C). The interviewee described this method as "leaving no time" and "forced involvement". He said the intensity stimulated interest but left little time for questions to be addressed after interest arousal.

The amount of time to use the room was limited so, the workshop could not be expanded. The room was sometimes used for the GED class.

The time limit was a constant reminder that no time was available for off track discussion. Participants had short question and answer sessions before each new concept was introduced. The time factor limited engagement in unrelated conversation about personal experiences. Discussing personal and homeless experiences seemed to be part of the transitional phase. Another reason for condensing the

workshop was most participants had activites before and after it. They attended other meetings such as GED classes or the 12 step program.

Workshop materials were condensed without losing any fundamental information. Participants received clear descriptions and definitions. There was time for brief questions and answers. Participants received take home activities with instructions that emphasized the importance for continuing on their own.

Home activities included planning a daily calendar, and planning a weekly calendar to accomplish goals. These activities were used to broadened class activity pass the classroom. These planning activities were to serve as short-term goal setting, and as an extension of the personal goal setting training.

C)   Ease Of Use - The classroom was set up in the classroom style, with arm-desk chairs facing a blackboard. There was a podium, desk, closet and chalkboard for use. This was a quiet, comfortable, bright, nondestructive and teachable workshop space.

The only difficulty in use of material was in progressing from one point to the next. It was sometimes very difficult to help participants bring questions to the point and keep discussion on track. Again, because the workshops were limited in time, time was the conclusive reminder that helped.

D)   Needs Met by The Program - There was a pre-test questionnaire conducted by the residents committee before the actual workshops took place.

This assessed the need for a workshop on each topic. I believe that because these topics were said to be important at pre-test, they meet some needs.

Also participants signed up voluntarily; because they wanted to be there.

E)   Attitudes of Students - were generally careful, responsible, responsive and attentive to information, discussion and activities.

At the transitional stage, most prior homeless seem to want to talk about what it was like being "on the street"; their hopeless experiences. The researcher had to be sensitive to their desire to reminisce, during classroom conversation.

Control of discussion had to be handled carefully, allowing time enough to express questions, comments, etc. It was very hard at times to interrupt, without being rude and cutting the talker off. During workshops, participants had to be constantly reminded of matters of discussion and topics being discussed, in order to keep on course.

Attempts to reduce or curtail discussions that were not on workshop topic were seen as a rejection during the first class (assessing skills). Rejecting personal discussion could have easily been taken as disapproval or refusal.

By the second class (personal goal setting) the researcher found that apologizing before curtailing discussions diminished the attitude of being rejected.

> In one case, in the assessing skills workshop, a young woman was ambivalent about the workshops effectiveness, because as she stated, "what can it do for me right now". She challenged the instructor continually and wanted to discuss her bad working experiences and rejection of employment. She strongly stated her points and continued over and over talking about having numerous skills. She advocated not being given the opportunity because of prejudice. She seemed angry and complained that this workshop would not do anything for her because she knew her own self and her skills, yet she stayed and completed all workshop activities.

During workshops personal responsibility was stressed. Achievement, motivation, realistic goal setting and freedom from the feelings of helplessness were encouraged to become strong outcomes. Through observation and informal interviews at the end of class this seemed to be achieved. A program of workshops for the prior homeless in transition should be aimed at individualized outcomes that describe the person in depth, detail and in context.

Recommendation: That workshop content should be geared toward a holistic approach to living and learning. When designing such a program the process outcome, rather than scientific results should be the focus for repeating it. For this type of workshop programming, an appropriate question to ask is, will the process help

or hinder? and what does process show about helping or hindering? Process[7] may be the most important focal point in repeating such a program. For this particular study I would say the process helped and hindered (see case study interview).

Interview

A follow-up interview (appendix C) was conducted that helps to provide somewhat of a holistic look at this sample. The interview is an attempt to further investigate if an affective method was useful and how effective workshops were toward meeting participants needs. Because of the lack of availability and the inability to locate attendants, only one interview was conducted. The reader is allowed to judge the content for themselves.

Quantitative Analysis

Quantitative analysis portrays descriptive results from survey questioning, showing another aspect of this intricate population. Analysis helps to picture the people who supplied the data, as some descriptions herein provide. The following shows the extent that personal management skills are applied; that personal development and independent

---

[7]. Process is defined as: fluid and dynamic, aimed at elucidating and understanding the internal dynamics of how a program or relationship operates.

living skills are needed and desired; and what personal and development training can convey about the prior homeless in transition educational requirements.

In regard to the control group questionnaire, pre-test and post-test data analysis showed changes and implications on understanding, self-awareness and self-knowledge.

Overall, results suggest that:

- participants were reflective in their thinking;

- the workshop clarified information and helped participants to understand themselves better;

- it revealed that an esteem and confidence factor exists with this sample population;

- the timing of workshop activities was appropriate because all activities were covered within the time frame of the workshop;

- the sequence of activities were appropriate;

- participants became involved in activities;

- by the end of workshops participants displayed both positive and negative attitudes toward activities. After workshop sessions, some expressed an interest in a repeated program.

The survey questionnaire was designed so that each participant would individually fill it in. As much as possible, the researcher watched participants reactions to these directions. It seemed that most followed instructions carefully.

Results show that although this adult population was homeless, they are not hopeless. Many have average self worth (value, esteem and regard). Many seemed to looked sincerely and truthfully at themselves when questioned about values, wants, interests and needs. It can be speculated that many believe life will work out for them if they try.

In general, the data presents a picture of a group of people who have had limited education, serious economic problems and are seeking resources to make a transition. As observant and researcher, it became apparent that participant's interests was important, because they expressed their own needs. Yet, it seems many held a false identity.

It has been difficult to distinguish common characteristics among the participants, other than that most did not complete educational pursuits. The researcher believes that other characteristics can't be distinguished because of the diverse educational and circumstantial background. But, despite the unique circumstances of each individual, this population of prior homeless in transition can be categorized as being somewhat conscientious, able-bodied, who need and want information to make a change.

V

COMMENTS AND CONSIDERATIONS

It is believed that during this study, training served to revitalized participants. They seemed more aware of what they already knew. Training served to bridge the lack of awareness gap and to inform participants of self knowledge that could help them seek and keep employment.

Overall exploratory research and instrument findings have led me to believe that future investigation with a larger sample would be worthwhile. However, experiences that may skew findings are important to note.

A population in transition is not reliable because participation is voluntary and individuals are in transition. Because of the transitory status, the amount of data will be small. Participants also require an extra amount of individual attention. There may be many disruptions in the teaching process because of participants' unknown thoughts and attitude. Although participants may have formal education, yet practical knowledge is not readily applied. Within a group, confidence levels may range from very high to very low. An examination of the

process through both qualitative and quantitative methods may bring more definitive findings.

The pilot group study and literature review helped to determined topics of need and interest for workshops. Yet, the ultimate question is if training had a positive impact, and what effect training had on participants toward improved employment and living independently? Research findings show some important factors about how effectiveness can be ambiguous.

Repeating similar workshops - The ideal plan:

If this research project were repeated keep in mind:

1)   Potential outcomes and goals should be decided beforehand. A combination of classroom teaching and the lecture methods seems suitable.

Whatever the plan, it should conform to the needs of the group. It should be somewhat original rather than a set plan initiated by the teacher, because adults bring their unique needs to the group.

2)   In deciding a plan, a preliminary survey questionnaire could, once again, be invaluable because it helps the teacher to conform to the groups needs.

3)   Participants' initiative, independence and
background, should be recognized and encouraged at every
opportunity. The processes of learning and potential
development are of prime importance. Therefore many guiding
ideas for constructing workshop content should come from
participants and be an expression of their needs and
interest.

Other Suggestions:

Cooperative Activities for this population:

o   Participants definitions or insights

o   Sharing related experiences

o   Written exercises

o   Cooperative understanding/conclusion

Additional Reading

o   Reusable handouts

Things to look for:

-    How participants are seated

-    How notes are kept

-    Students oral and written participation

Ways to use information from workshops:

-       For providing additional educational
        workshop and services to this population.

Knowledge that could be gained by participants:

        Social and Civic attitudes:

-       Ability to converse and be courtesy to others

-       To wait turns to contribute/communicate

-       Habits of organization

-       Self-knowledge and habits

-       To appreciate, contribute and enjoy

-       Ability to follow instruction and keep up.

-       Ability to fit into the group.

Situations where inactivity may arise:

-       When hopeless or hardship experiences
        supersede ideas conveyed in workshop.

-       When mental illness hinders learning
        and instructing.

Research finding may be of interest or apply to professionals in the fields of: social services, adult education, psychology, counseling and business.

Hopes are that more workshops and interest in education for the homeless in transition will derive from this research. Appropriate inventions of this type are needed so that there will be equal opportunities and greater advancement for this population and our country as a whole.

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APPENDIX A
Questionnaires

PRELIMINARY QUESTIONNAIRE

Your age _____ What grade did you last complete in school_____
What degree earned? _____ Last attended school in 19___
Trade or technical school attended?_____
Skills learned _____
What other skills or training have you had? _____
_____ Where? _____
Your last or current work? (sales, technical, etc.)_____

On a scale of 1 to 5, please rate your ability in the following subject
areas. The number 1 rates an excellent ability to use the subject.
5 rates that improvement is needed on the subject.

_____ Reading

_____ Writing

_____ Spelling

_____ Math

_____ Typing

_____ Communication

_____ Organizing and Planning

_____ Listening

Number topics from 1-18, based on your need or personal interest. The
number one (1) topic is needed most, two (2) needed next, until you
get to (18). Please give each topic a number of importance.

___ Determining my values and needs   ____ Dressing for success

___ Time Management techniques   ____ Job interviewing

___ Basic writing techniques   ____ Personal goal setting

___ Assessing skills   ____ Marketing your skills

___ Communication and listening   ____ Typing

___ Organizing myself   ____ Career assessment

___ Personal development   ____ Reading

___ Math   ____ Budgeting and saving

Part 1.

1. Which statement comes closest to describing your definition of
    personal goal setting? CIRCLE ONE AND CIRCLE LETTER.

    a.   a daily lists of things to do
    b.   a journal of achievements made
    c.   every moment fulfilled
    d.   keeping important things in mind
    e.   writing a plan
    f.   figure out a strategy
    g.   I have not defined personal goal setting

----

2. To what extend does the following statements describe your personal
    goal setting style? CIRCLE A NUMBER, RATING EACH STATEMENT.

		Often	Sometimes	Rarely	Seldom	Never
a.	I have a plan in mind	1	2	3	4	5
b.	I write down my plans	1	2	3	4	5
c.	I write down tasks to be done	1	2	3	4	5
d.	I just do it	1	2	3	4	5
e.	I start but stop when things go wrong	1	2	3	4	5
f.	I research an idea	1	2	3	4	5
g.	I take one thing at a time	1	2	3	4	5
h.	I figure out a strategy	1	2	3	4	5

3. Which statement(s) describes what you most value? CIRCLE
   AS MANY CHOICE(S) AS APPLY.

   a.   something to look forward to
   b.   something to do
   c.   a neat place to live
   d.   knowing where everything is
   e.   making quick decisions
   f.   thinking long and hard
   g.   waiting before deciding
   h.   amusement and entertainment
   i.   a difficult and complex challenge
   j.   I am not sure of what I value most

----

4. To what extent does this statement describe you?
   CIRCLE THE NUMBER THAT BEST DESCRIBES CHOOSE.

		Completely	Quite well	Somewhat	Not at all
a.	I know myself	1	2	3	4
b.	I'd like to know myself	1	2	3	4
c.	I know my values	1	2	3	4
d.	I'd like to know my values	1	2	3	4
e.	I know my skills	1	2	3	4
f.	I want to know my skills	1	2	3	4
g.	I know little about myself	1	2	3	4

Your age _____ What grade did you last complete in school_____
What degree earned? _____ Last attended school in 19___

Trade or technical school attended?_____
Skills learned _____

What other skills or training have you had? _____
_____ Where? _____
Your last or current work? (sales, technical, etc.)_____
---To what
extent does the following statements describe your knowledge
of each subject area? CIRCLE A NUMBER BESIDE EACH SUBJECT.

	Excellent	Good	Fair	Poor
Reading	1	2	3	4
Writing	1	2	3	4
Spelling	1	2	3	4
Math	1	2	3	4
Typing	1	2	3	4
Communication	1	2	3	4
Organizing and Planning	1	2	3	4
Listening	1	2	3	4

To what extent do you feel you need the following topics. CIRCLE A
NUMBER BESIDE EACH TOPIC.

	Need	Interest	Don't Need
Determining my values and needs	1	2	3
Dressing for success	1	2	3
Time Management techniques	1	2	3
Job interviewing	1	2	3
Basic writing techniques	1	2	3
Personal goal setting	1	2	3
Assessing skills	1	2	3
Marketing your skills	1	2	3
Communication and listening skills	1	2	3
Typing	1	2	3
Organizing myself	1	2	3
Career assessment	1	2	3
Personal development	1	2	3
Reading	1	2	3
Math	1	2	3
Budgeting and saving	1	2	3

Thank you.

CCIL ASSESSING SKILLS WORKSHOP PARTICIPANTS
QUESTIONNAIRE

Part I.

1. Which statement best describes your definition of how
    skills are acquired? CHOOSE ONE AND CIRCLE LETTER.

    a. craft, trade or vocation learned on the job or in school
    b. a college degree or certificate
    c. competence on the job
    d. mastery of work experience
    e. proficiency in a areas of life

----

2. To what extent does the following statement describe your
    work style? CIRCLE A NUMBER THAT DESCRIBE YOUR STYLE.

	Often	Sometimes	Rarely	Seldom	Never
a. I need to be organized at work	1	2	3	4	5
b. I drift or wander at work	1	2	3	4	5
c. I work best in isolation	1	2	3	4	5
d. I work best in an open area	1	2	3	4	5
e. I like slow persistent work	1	2	3	4	5
f. I like fast pace work	1	2	3	4	5
g. My work style changes	1	2	3	4	5
h. I am not sure of my work style	1	2	3	4	5

3. Which statement(s) best describes what you most value?
    MAKE CHOICE(S) AND CIRCLE THE LETTER THAT DESCRIBES YOUR STYLE.

    a. learning from others example
    b. learning to accept new ideas
    c. following instructions
    d. learning from criticism
    e. helping myself
    f. I am not sure of what style I most value

----

4. To what extent does each statement describe you?
    CIRCLE A NUMBER RATING EACH STATEMENT.

		Always	Sometimes	Rarely	Never
a.	I have a book to plan my time	1	2	3	4
b.	I keep a mental record of how use my time	1	2	3	4
c.	I write how to use each day or week	1	2	3	4
d.	I keep a mental record of what to do each week	1	2	3	4
e.	I take on one project at a time	1	2	3	4
f.	I will plan more project at a time	1	2	3	4
g.	I keep a mental plan	1	2	3	4
h.	I compete only with myself	1	2	3	4
i.	I want to see what will happen	1	2	3	4
j.	I don't think a plan is needed	1	2	3	4

2

Part II.

1. FIRST, list your skills on the line, up to 10.
    SECOND, next to each skill circle the number that best rates how you
    use it.

		Excellent	Good	Fair	Poorly
1.	_____	1	2	3	4
2.	_____	1	2	3	4
3.	_____	1	2	3	4
4.	_____	1	2	3	4
5.	_____	1	2	3	4
6.	_____	1	2	3	4
7.	_____	1	2	3	4
8.	_____	1	2	3	4
9.	_____	1	2	3	4
10.	_____	1	2	3	4

----

2. In which of the following areas would you like to develop
    skills that you do not have? CIRCLE AS MANY AS APPLY.

    a. Art (like music, writing, drawing)
    b. Science (like designing, inventing, experimenting)
    c. Math (like counting, accounting, analyzing)
    d. History (like observing, narrating, inquiring, recording)
    e. Reading (like discovering, understanding, interpreting)
    f. Sports (like tennis, baseball, swimming)

Part III.

Your age _____   . Sex ____
What grade did you last complete in school_____
What degree earned? _____ Last attended school in 19___

Trade or technical school attended?_____
Skills learned _____

What other skills or training have you had? _____'_____
_____ Where? _____
Your last or current work? (sales, technical, etc.)_____

To what extent does the following statements describe your knowledge
of each subject area? CIRCLE A NUMBER BESIDE EACH SUBJECT.

	Excellent	Good	Fair	Poor
Reading	1	2	3	4
Writing	1	2	3	4
Spelling	1	2	3	4
Math	1	2	3	4
Typing	1	2	3	4
Communication	1	2	3	4
Organizing and Planning	1	2	3	4
Listening	1	2	3	4

4

To what extent do you feel you need the following topics.
CIRCLE A NUMBER BESIDE EACH TOPIC OF CHOICE.

	Need	Interest	Don't Need
Determining my values and needs	1	2	3
Dressing for success	1	2	3
Time Management techniques	1	2	3
Job interviewing	1	2	3
Basic writing techniques	1	2	3
Personal goal setting	1	2	3
Assessing skills	1	2	3
Marketing your skills	1	2	3
Communication and listening skills	1	2	3
Typing	1	2	3
Organizing myself	1	2	3
Career assessment	1	2	3
Personal development	1	2	3
Reading	1	2	3
Math	1	2	3
Budgeting and saving	1	2	3

Thank you.

APPENDIX B
Workshop Outlines

OUTLINE FOR PERSONAL GOAL SETTING WORKSHOP
CHICAGO CHRISTIAN INDUSTRIAL LEAGUE

PURPOSE: To assist participants with defining values related
            to life and work goals. To help them identify how
            these goals affect and develop independent living.

I.   A functional definition of Personal Goals.

II.   Defining values that make up existing goal - Exercise
      (Values: what is appreciated, believed and done or
      considering the worth and desire of your purpose)

III. The terms of goals - Exercise
            Long - purpose
            Short - objective

IV.   How to achieve personal goals - Exercises
            Preparation
            The positive and negative factors
            Obstacles and interferences
            What you learn from personal goals

V.   Personal goals factors
            Making the most of time
            Planning ahead
            Competing with yourself to complete goals

VI.   Conclusion: A review

OUTLINE FOR ASSESSING SKILLS WORKSHOP
CHICAGO CHRISTIAN INDUSTRIAL LEAGUE

Purpose: To determine the skills participants possess from
          education, life and work experiences, and how
          skills that make up work and form life development.

I.   A functional definition of Assessing Skills.

II.   Using personal "quirks" of working habits to
      understand our skills foundation

              - Are you a wanderer or cronic organizer?
              - Do you need to be in an isolated work area
                in a company that values open door policy?
              - Are you slow but persistent when others are
                hyped and speeding.

      Spotting the potential value of differences gives
      insight into a greater understanding of why we choice
      the work we do and what it takes to do it well.

III. Exercises - What skills have you developed in life and work.
                  Which are your strong and weak skills.
                  What skills would you like to develop.
                  Listing goals and activities to get you there.

IV.   Discussion: The pace and personal tempo of skills growth.

V.   Conclusion: A review

APPENDIX C
Post Interview

Q. As a result of attending the
    course and doing the exercises
    in the workshops, how do you
    look at yourself now? assess
    your skills? have you changed
    the way you set goals?

A. In any case, what I learned was
    that I couldn't hide behind the
    fact that I didn't know any more.
    I realized that it's a lot of
    things that I do know how to do
    and I know how to do them very
    well. If I was being honest with
    myself, and saying that I could
    do all these things then the next
    question would be why didn't I.
    When I left the seminar it wasn't
    a matter of if I could do them or
    not, I went to the very next step.
    Why am I not doing them? Then I
    to get honest with myself and say
    the reason why I am not doing them
    is because I don't want to. Only
    because it was such a simple thing
    (workshop). Here's a list of all
    these things that I can do. It's
    like all these are skills, these
    things that I've been doing all
    my life. All my life I've been
    doing these skills. That ment
    that I had acquired years in
    these skills, every since I was
    a little kid. Not just days
    or weeks or once or twice but
    years, in these skills. I had
    acquired skills over, and over
    over.

Q. What about the workshop appealed to
    you?

A. Well, first of all, I had committed
    myself to the adult education
    committee. Peggy had asked us to give
    her support. When she had invited you,

when you had volunteered to come in
and do these seminar and we sat and
talked with you, I think I was
interested in seeing whether you
could introduce something that is
new and innovative. I was seeking
an answer. I was looking for something
that I could to further myself,
transitional development. I was
looking for something that would
help me get ahead. I thought back
on the seminar, I was looking for
an answer to how I stood as a person
in the job market. That is basically
what I wanted to know. Whether I
was qualified to be in the job
market and that's why I came to the
seminiar. I was seeking some answers
to those questions. Because I don't
think I have ever been much for listening
to lectures. I not much of a "go to a
lecture person". But I was desperate,
and I needed to know, I hadn't worked
in 15 years. I'd read somewhere that
after 38 years old they didn't really
want you to work, because they couldn't
depend on you for the next 25 years
without having a heart attack. So I
was looking for an answer to my old
age problem. Something that I could
do that it wouldn't kill me to do it
and I wouldn't have a hard time doing
it. Age caught up with me and I was
scared and I was scared that I wouldn't
be able to get the job. So, anything
that I thought would help build up my
confidence I was going to give it a try.
And that was the job seminar did, the
skills seminar did, it built my
confidence up. Well, even if I'm 45
years old, I marketable. At 45 years
old I know all this stuff. So if the
guy ask me, "ha have you ever done this
stuff", I could give him a run down of
this stuff. And in filling out job
applications I had been to another
seminar with Debbie, she was teaching
us how to fill out job applications
and resumes. That also helped me.
Cause now when I go for a job and
they want to know what I can do in

relationship to that job, I got a
list this long [skills assessment
workshop list]. And all these
apply to that job and that's what
I didn't know. I didn't know what
applied to the job. I didn't know
how to label things. When I'm filling
out a job application and they say
what's your work history in relationship
to this job, I didn't know what I could
put down. The skills I had working
in a grocery store. The skills I had
working in a factory. Come to find
out they were all basically the
same, so that helped me alot too.
I found out that I can put anything
I did down there now and and it didn't
matter cause I know that on certain jobs
I did the same thing and I do the same
thing on this job. That helped a lot.

Q.   What kind of changes do you see or feel
      as a result of participating. If at all.

A.   On my job, where I'm working now I am
      more ampt to take the responsibility of
      exhibiting my talents, my skills. I more
      ampt to show them off now.

Q.   Why didn't you do them before?

A.   I didn't realize they were skills. Alot
      of my thoughts were centered around the
      fact that everybody can do this. I didn't
      know that it [skills] were something that
      you acquired. I just thought that it
      [skills] was something that everybody just
      did. It's like, if you take a hammer and
      nail it down, you know, well there is a
      certain way to do it. I was taught how to
      do that. I figured anybody that nailed a
      nail knew the same thing. I didn't
      know it was a skill. See, I thought if
      you put a nail there, you banged the nail
      but naw it's not like that. There's a
      skills to banging that nail. You can hit
      it once and knock it all the way in or you
      can tap it in. It depends on how you hit
      the nail and what kind of leverage you use.
      Well that's a skill. I didn't realize that
      was a skill. I thought we were born with

the ability to figure things out. I didn't
know there was book keeping and accounting
skills. I thought people did that automatically.
When you say skill I'm thing you have to go
to school to learn a skills. Now I'm thinking
you mean to tell me some people go to school
to learn things that I knew all alone. I
didn't know that. So that's where my
confidence came from. I didn't know what
the definition of what a skills was. So
now I exhibit skills. That's what I
do on my job now. I apply my skills on
my job now. Everything that I think that
I know how to do well I show them that I
know how to do it. Because before I just
took it for granted that it wasn't worth
nothing.

That's my organizational skills. I can
sit down and look at something and see
what has to be done [the steps needed],
and do it just like that. I didn't
know that was a skill.

The reason that he has a job today is
because I have skills to lend to that
job. They just had a layoff. They
didn't lay me off. They layed my
boss off. Now I feel like I am useful.
I feel like I can go into a place,
there are so many skill that I can
do well, they are bound to keep me
around because I can show them how
good I am at what I can do. I don't
have to worry about the fact that I'm
45 years old.

Q. What do you do now that you didn't
do before attending the workshop?

A. One thing that I didn't tell you.
I don't back down from a situation
from a job offer. I don't back
down from responsibility of a task.
I would have, because I'd a felt
that maybe I couldn't do it. I
didn't know what it would take and
maybe I should let somebody else
who could do it better. Now I
realize that I know how to do a
lot of things, so it wouldn't pay

for me to back down. If it's an
opportunity, I take opportunities
now. You know, it don't matter
whatever it is. You want to jump
off the empire state building I'd
say hi wait, let me build a parachute
cause I can do it. Before I was
a little skeptical about working
period, and I was looking for the
easiest job possible. The one that
didn't take a lot of skills, just
a lot of manual labor.
I started working September 12.

Q.   You've mentioned that you want to
      be the best. When did you decide
      that you wanted to be the best at
      what you do? Or is that what
      you're saying.

A.   I had been on the job for a month.
      I had a 90 day evaluation coming up.
      My a boss let me see the evaluation
      sheet. One of the things that was
      on the sheet was how well you do
      the job. How well you know the job
      that you have to do. That's why I
      had to be the best. I was scared
      the 90 day trial period had me
      shook up. I figured that I had to
      have everything about this job
      down pat. And that's what I
      applied myself to. Took the files
      and brought them up to date. I'd
      keep up with the residents lists
      and stuff. I'd keep everything
      in order. Cause all these things
      I know how to do automatically.
      Like working at McDonald's I knew
      maintenance procedures, they taught
      me from a TM manual that they train
      from, everything had a place, every-
      thing goes in a place, there is a
      reason for it being there. I knew
      that, so that's where I tried to
      apply those things. I took all
      the menial tasks that nobody wanted
      to do. When he gave me my 90 day
      evaluation, he needed me because I
      was doing all those things they didn't
      do and that I can do very well. So

he gave me a good evaluation and that's
why I wanted to be the best I could be.
A lot of us don't realize what skills
are, what skills we have. And this
made me realize that. I was able to
impress people with my skills.

Q.   What are some of the things that you
     didn't like about the workshop?

A.   It should have been a three-part series.
     I think a one shot deal, leaves a lot
     to be desired, as far as applying
     what you learned. I had this feeling
     that maybe I wanted you to come back
     again a couple of more times. Like an
     extended workshop. Like what we're
     doing now but more on an applied basis,
     like maybe some exercises, some practical
     exercises and maybe a movie or video on
     skills assessment. Cause once I realized
     it was important then I also realized that
     even though it excited my interest, it
     didn't fulfill my desire to learn as much
     about it as possible. Now that's why I
     getting ready to go to college. I stayed
     in the GED class 22 weeks, in order to
     buildup enough confidence to take the
     GED test.   It took me 22 weeks because
     of my life style. I need more, not just
     one but a thousand, because I'm starving
     for that kind of stuff (knowledge). And,
     because I'm starving one is not enought
     I need a 'large' diet of it. I think
     that the was draw back. It wasn't enough
     of it, you know, it was a good seminar and
     it left a lot of questions. I didn't get
     enough answers.

Q.   Give me a couple of questions that went
     unanswered.

A.   It seems like a lot of the questions that
     were asked, skills that were identified,
     have you done this, have you done that,
     the skills were the same. What is the
     difference between managing and organizing?
     We never got a chance to go through these
     one at a time. So now we sit down and say
     let me assess my skills, I could have
     narrowed it down and erased a lot of that

stuff because I thought a lot of the
terms were the same thing. [Not understanding
the difference in terms such as bookeeping
vs. accounting -- managing and organizing.
He thought they were the same]

So if someone would ask me if I knew about
bookeeping I say yes and if I know about
accounting I would say yes, but in fact
I don't know about accounting but I might
know about bookeeping. So If you are not
able to ask questions about actually what
do you mean by these skills then that's
why I say if it were a series, it would
be helpful.

Q.   Have there been any ways in which the workshop
      or exercises affected you that we haven't
      discussed so far? Or is there anything you
      want to add.

A.   It was a well thought out planned workshop
      it wasn't a make shift thing. That meant
      you took some time to put it together.
      I was will to look at this worksheet over
      and over again. It was useful. I thought
      it was something that I could do something
      with.

APPROVAL SHEET

The thesis submitted by Antoinette McConnell has been read and approved by the following committee:

Dr. Barney Berlin, Director
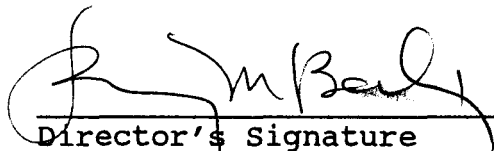Associate Professor, CHRD, Loyola

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The final copy have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Masters of Arts.

April 15, 1993
Date

[signature]
Director's Signature