

MINORITIES &

SUCCESS

Summer 2019

**Emotional Intelligence in
the Workplace**

**The State of Curriculum
Usage in 2019**

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Advancement Of All Minorities*



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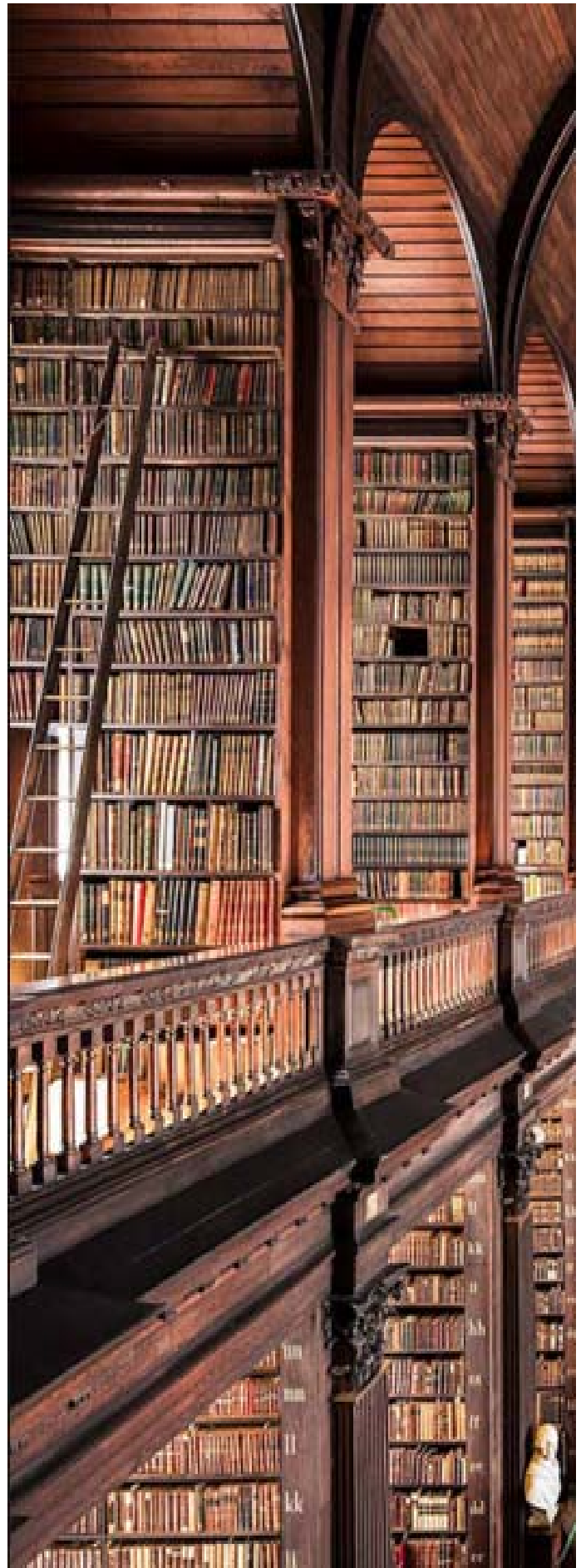
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VEVRAA and USERRA Town Hall:

U.S. Department of Labor Wants to Help

Together with the U.S. Department of Labor's Veterans' Employment and Training Service (VETS), OFCCP is hosting a town hall session to expand the Department's outreach to the **veterans** community. The Department wants to better understand the needs of our stakeholders, to improve the quality of our outreach, and enhance our compliance assistance materials.

The town hall will be held in Washington, D.C., at the U.S. Department of Labor's Frances Perkins Building on August 7, 2019.

You can attend the town hall by registering through [here](#).

The town hall is **open to the public** but is focused on **veterans** and the challenges federal contractors and employers face in recruiting, promoting and retaining veteran talent. It will be of particular interest to individuals who are directly involved with ensuring their organization's compliance with compliance with the Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA) and Uniformed Services Employment and Reemployment Rights Act (USERRA) requirements, such as human resource managers, equal employment opportunity specialists, and chief compliance officers.



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For more information please visit:

https://www.eventbrite.com/e/dol-vevraa-userra-town-hall-tickets-65043680399?utm_campaign=&utm_medium=email&utm_source=govdelivery

How To Be A Business Success

By: Kevin Sinclair

Through observing business people who have been successful, and how they achieved their success, I have concluded that there are a number of factors that must be present for business success to occur. As I like to keep things simple, these success factors can be condensed into a formula. It is:

Success = Startup Business Person
+ Product/Service + Market

Let us look at this formula in a little more detail. Firstly, what is success? The definition of success depends on what you want to get out of the

venture, that is, what your goals are. Business success usually means creating a viable entity (business) that returns its investment and earns a profit.

Appropriate and realistic goals include to be challenged, to achieve, and to build something good. For example, your definition of success could be to earn \$100,000 a year from your home business so that you can replace your full time job income.

The most crucial element of the above formula is the "Startup Business Person". This element decides all the

others.

Ultimately, a successful startup business person is someone who opens, manages and runs a successful startup business and can repeat the process. This is someone who has accepted the responsibility and learned how the job is done.

Successful startup business people usually always start small and grow the business. They do not have too many irons in the fire at once so that their efforts are not diffused. They give it everything they have and believe that hard work counts. They

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try repeatedly until they achieve the success they are looking for. Moreover, most of all, they possess a positive mental attitude.

They have learned to emulate success. Do you know what emulate means? To emulate means to attempt to equal or surpass. In other words, if you were to attempt to emulate someone else's success, you would imitate them and as you gained further knowledge and skill, you would attempt to do better than them. Remember that emulation takes things one step further than imitate.

The next part of the formula is "Product/Service". Without something to sell, there can be no business. Generally, the product or service needs to be of a high quality. It also needs to be something that people are prepared to pay for.

The last component of the formula is "Market". A successful business person knows who their market is and how to reach it in the most cost effective manner. The market is defined as the people who want and are prepared to pay for the product or service.

I would now like to run through with you what I consider are the basic principles of home, small or online business success.

Believe in Your Product or Service

First, you need to believe in your product or service. If you do not believe in it, you will have a great deal of difficulty selling your product or service to other people. You also need to have confidence in your ability to provide and promote your product or service. An old saying sums this up best: "All things are possible to he who believes".

Aptitude for the Business

Secondly, you need to have an aptitude for the business. You will also need the motivation to acquire at the very least basic skills and experience before you start your business. If you were to set yourself up as a home electrician but did not have any skills or training in this area, then you will almost certainly fail. However, if you are employed as a bookkeeper and you enjoy the job, then setting up your own bookkeeping service would be a sensible choice with a greater chance of success.

Be Responsible

Thirdly, you need to be responsible to your customers. This is achieved by only making commitments you can

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keep and by not engaging in misleading or dishonest advertising. If you want to build long term success in your home business, then you need to develop long term satisfied customers. When their needs are being satisfied, customers are at their happiest.

Aim for High Quality

The next principle is that you need to have a high quality product or service. This will be your best advertisement. Inferior quality products usually generate poor customer satisfaction. A dissatisfied customer can be very dangerous for your business. Usually they tell on average about fourteen other people who will then be disinclined to buy your product or service based on the experience of that one dissatisfied person. Therefore, always aim for a top quality product or service.

Make a Profit

However, it is not enough to have a top quality product or service. You also need to have a product or service that will generate enough income to cover all your business expenses and give you a satisfactory wage. A friend of mine once said that business is only about two things: satisfying customers and making a profit. A simple statement but very true.

Sufficient Startup Capital

You also need to have access to enough cash to set up and run your business, and enough income to meet your private expenses during the startup phase. A major problem with many home and small businesses is that they fail to have enough money available to ensure their success. There is nothing more discouraging than having a great idea, getting it started on a shoestring, not being

able to expand due to cash shortages and seeing a competitor come along and steal your market.

Start Small

Another fundamental principle of home business success is that you start small. This will enable you to minimize your overheads until you are confident of your success in the marketplace. For many of you, this would mean starting part-time while retaining your full-time income source. When you can, expand your business into a full-time venture. This is a great way of minimizing the risk of failure.

Be Well Organized

Successful home businesses are well organized. They have a system for keeping track of expenditure and earnings. This level of organization in your business will help to ensure

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that you are providing your customers or clients with a top quality product or service. It will also ensure that you have enough information available to maximize your profitability and to satisfy your legal requirements for record keeping.

Be Prepared

Preparation is another important ingredient in your business success. This preparation will include being aware of the regulations and laws affecting small, home or online business in your area or country. Armed with this knowledge, you should not have any nasty surprises from unintentional violations of the law.

Have a Business Plan

Finally, successful home businesses have developed a comprehensive business plan. This is their road map to success. It tells them where they are going and how they are going to get there. It is very useful for comparing actual performance against what you planned and enabling you to make adjustments to lead to greater success. There are many useful software packages available to assist you with your business plan preparation.

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Emotional Intelligence in the Workplace

- How Do You Measure Up?

By: Helen Wilkie

Four factors are paramount in defining a person's emotional intelligence. These factors can strongly affect your performance at work, how much you enjoy the work you do and how you affect the environment and the people around you.

1. Social Responsibility

In the world of work, we live with other people, people with as many problems and challenges as we do, and who are dealing with them as best they can, just as we are. So

when negative things happen at work because of someone else's actions, we can either take it personally and lash out in anger, or try to understand the other person's point of view and respond accordingly.

The latter course helps correct the situation instead of placing the blame, and is the choice of people of high emotional intelligence.

2. Interpersonal Relationships

Are you a giver or a taker? When takers come into conflict, there's no compromise and very little chance of

resolution.

Givers rarely come into conflict with one another, but can find themselves in conflict with takers. The taker will take advantage of the finer instincts of the giver, and over time resentment will fester.

Learn to recognize the signs in yourself and those who report to you. If you have control over hiring, hire more giving people. If you have inherited a group of takers, use your communication skills to help them understand and learn to care about the consequences of their attitude.

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3. Stress Tolerance

You already have a built-in capacity to deal with stress and anxiety, but you can also do a number of things to increase your stress tolerance level.

Learn to recognize the signals in yourself that will let you know when you are about to “lose it” — such as your hands turning into fists or your teeth starting to clench — in time to reverse the reaction. This will help you do some deep breathing or whatever other calming techniques work to reduce your personal stress level.

4. Impulse Control

People with low impulse control can be derailed by e-mail messages, meetings and other situations that can tempt them to react instinctively without engaging their critical thinking mechanism.

People with high emotional intelligence are able to delay their actions or comments until they can be made from a place of intellectual control instead of emotional reaction.

Your emotional intelligence has a huge effect on how you work, how much personal satisfaction you can have in that work and how you contribute to the environment around you.

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Porous and Permeable - Essential Characteristics of New Teachers

By: Gini Cunningham

Across the nation it is becoming more and more difficult to recruit classroom teachers. It is not that we are lacking in young folks with special ideology for making a difference in the lives of children and adolescents, it is just that the job is exceeding tough with ever-increasing expectations plus the salary is generally quite low when compared with other professional opportunities with equal education. In addition, no matter how hard a teacher works and applies him/herself, kids are the variables - some get it; some don't; sadly, some won't.

But having taught students, future teachers, and new hires for over 45 years, I can tell you that it is fun, exciting, and rewarding job, coupled with bits or worry and frustration. No other profession keeps you young through the insight of kids or on top of understanding and thinking of young minds. It is fascinating, awesome, and gratifying.

Because it is hard to find teachers in most locales, alternatives have been implemented. This includes alternative licensure, teaching full time while

earning a degree, hiring long-term substitute teachers, team and co-teaching, recalling retired teachers to service, and many more clever methods. These choices have been effective overall, especially when a well-organized mentoring program is also instituted. Instead of a new teacher being handed keys and a grade book, s/he also receives a hands-on, committed guide and coach to help establish a successful first year of instruction (and the many to follow). The mentor must be wise, well-versed, attentive, and strong with

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experience in teaching and leading. So what characteristics constitute the ideal new teacher? Being porous and permeable.

Now you may be wondering why porous and permeable are prime traits. In my years as a mentor/coach, these two ingredients indicate a new professional who is ready to learn, try, listen, revise, readjust, realign, and bring understanding and achievement to all students.

Porousness allows for absorbing new ideas, techniques, and methods while permeability permits the spongy intake of concepts, designs, and new ways of thinking, explaining, and applying knowledge. Teachers with these skills are easy to work with as they take every suggestion and build it into their repertoire of teaching practice and manipulate it to meet the needs of their particular students. Remember the part about students being the variable? Since no student learns or thinks in exactly the same way at the same time about the same thing, a teacher requires an incredible supply of talents to modify lessons in numerous ways. It is part of the thrill as well as part of the challenge of the classroom.

When I have had new teachers fresh from college or veterans who have moved to my district who are included in our introduction courses, the porous/permeable types soar. The disenfranchised, solidified, non-porous/impermeable sort does not. The latter category includes those who already know everything about everything and refuse to listen to any ideas or items presented. Their old way is the "best" way and deafness invades their ears and brains. It also is comprised of those who know everything about everything even though they have spent little or no time in a classroom. For this last group, mentoring and coaching are an impossibly impossible task. You can lead a teacher to knowledge, but s/he may refuse to absorb a lick!

If you are considering becoming a classroom instructor, give yourself the porous/permeable test. Are you malleable? Smart enough to admit that you do not know everything (yet, if ever)? Brave enough to work with young folks as you bring knowledge and understanding in 99 different ways? Willing to listen, try, read, and learn every day? Work from early morning until late at night and many weekends with fretting on the side? If you can answer yes, schools and kids need you! Make the professional change today by contacting your school district, college or university that offer teaching credentials, your State Department of Education, and your favorite teacher of all time. A fulfilling and satisfying career awaits you.

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If You Want A Good Job, Promote Yourself

By: Bob Roth

The best employers keep their ears to the ground and listen for rumblings about college students who are getting things done. These employers maintain contact with professors, campus leaders, newspapers and community leaders, in order to stay on top of the “goings on” of students who are making an impact on and off campus. They want to learn of these students as early as possible, so they can follow their progress. In some cases they may even make contact or prescreen students, offer internships or summer jobs, sponsor campus activities or events and begin to build relationships.

Wise students are concerned with the

number of positive impressions they leave behind, as they move through college. Those impressions should:

- Accomplish something worthwhile
- Be memorable
- Support the objective of obtaining a good job
- Make influential people take notice

Positive and memorable impressions help to make you stand out. When good students do good things and get noticed by respected and influential people, their chances for landing a great job increase dramatically. That’s why forward thinking students look for

ways to get noticed and remembered.

When you do things of note, as an individual or within a group, try to get them into the newspaper and include a photo. Find ways to get “written up” in the Campus Paper or be interviewed on the Campus Radio or TV Station. If you are active on campus and in the community, seek coverage of from the campus and local media, whenever something special is about to happen.

Always invite high profile campus leaders, community leaders, business executives and politicians to participate. You will get much more coverage when these people attend. The more often you can get into the

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Newspaper or on the Radio or TV, the better. Your positive contributions will be more readily recognized by employers when your name and face are already familiar to them. Therefore, don't ignore things as simple as passing out and mailing flyers for your events, e-mailing people in your network, making a video of the activity or performance and handing out your business card to influential people. In some cases, a press release or posting a video on "You Tube" may be helpful.

When your campus and community activities result in a positive outcome, don't be shy about asking for a letter of commendation. Additionally, when your work performance is exceptional, ask for a letter of recommendation. Recommendations should also be obtained from Professors who know you well and are willing to provide you with a letter.

"When others trumpet your good work, no employer can ignore your star."

To attract the attention of employers:

- Seek and accept responsibility for activities that are likely to be publicized
- Lead activities that will be covered by the media
- Perform to the best of your ability
- Act in a way that deserves attention
- Achieve significant results
- Demonstrate leadership and creativity
- Do good and help others
- Have others see, record, document or describe the results that were achieved
- Have influential people learn about your performance
- Be interviewed by newspaper, radio and TV reporters
- Include your accomplishments on your resumé
- Obtain commendations and letters of recommendation
- Build relationships with powerful references
- Associate with high profile and influential people who are likely to get noticed

When you perform an activity that deserves media coverage or achieve the results that would make it possible for you to obtain commendations and recommendations but you fail to pursue them, you have removed a powerful tool from your job hunting arsenal. Don't make that mistake. If you want to receive job offers from the best employers, be sure to promote yourself.

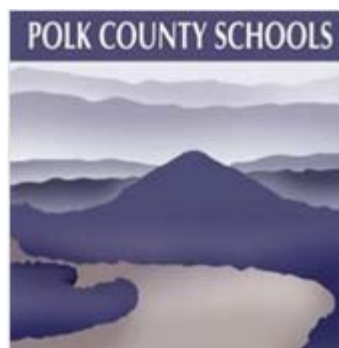
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Cautions of Culture, the Contrarians to Good Pride

By: Sarah Anne Shope, PhD

Cultures and groups of people within those cultures are distinguished by their unique characteristics, and those characteristics are held dear to a majority of the group members. Culture-centered pride and ethnocentric attitudes help to keep the group intact as they build camaraderie and a sense of belonging. Those attitudes, however, often promote a tendency to pass negative judgment on other groups of people. The caution of culture is the danger of an *us and them* perspective.

Excelling at Stereotyping

Because of the overload of information and experiences, the human brain has a natural need to categorize. Jana Noel's little gem of book entitled, *Developing Multicultural Educators*, does an excellent job of explaining the process. People create mental categories in order to group things, including items, events, and people. Once a category is formed, it is assumed that all things in that category will share a single characteristic or a set of shared characteristics. In relation to people,

we tend to notice physical characteristics, such as gender, skin color, hairstyles, clothing and even physical movements (Noel). We develop heuristic thinking based on characteristics that are salient (outstanding) or vivid. That process is the basis of stereotyping, and the human brain excels at it.

Prejudice is an attitude that arises from stereotyping; it is the way in which we make negative or positive judgments based on that stereotyping brain processing. There are various sources from which

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prejudice arises: others culturally different from us; 2) antagonism caused by economic variations; 3) traumatic experience involving a member of another group; 4) frustration and aggression related to power and authority struggles; and 5) social control that forces individuals to conform (Noel).

Social Foundations and Effects of Prejudice

Social foundations are at the base of identity development, and they affect the stages that individuals go through in developing a clear understanding of their identities and their relationships to society. Prejudicial and superiority thoughts and attitudes based on racial characteristics and differences foster racism, from which entire belief systems develop based on those thoughts and attitudes. Within those social foundations of racism there is

institutional racism related to laws and power imposed by one group onto another group. Semiotics (symbols, slogans and signs) become identifiers of institutional racism..

There is often a lack of understanding of the personal and ethnic identities of students and teachers or of people in the workplace. Dominant culture characteristics are usually held in higher esteem than the characteristics of minority groups; the effect plays out as a self-fulfilling prophecy of failure to succeed and a differential treatment in schools workplaces based on racial and socioeconomic differences.

Deficiency Orientation and Difference Orientation

In the classroom, students' identity development is in many ways related to classroom orientation and learning styles and it is affected by the attitude

of the teacher to the students as well as students to students. Because the characteristics of our group are most familiar to us, there is a natural tendency for us to view other people in light of those characteristics. We "explain another person's behavior by referencing our own experiences, values, and beliefs" (*DeCapua, Andrea, & Wintergerst*, p. 66), and that process is referred to as *attribution*. "In other words, individuals attempt to 'explain' behaviors by attributing causes or reasons to their own behavior and to those of others" (p. 66). Teachers often view their students in light of their own value and attitude systems and, therefore, see some students as deficient.

Deficiency orientation is when the teacher believes that a student is deficient in something or is lacking something that the teacher feels the student should have in order to

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succeed properly, according to Noel. The teacher assumes that there is a single standard of knowledge, a single way of knowing. The result is a lowered set of expectations for the student. The teacher puts the responsibility for the student's failure on the student and then asks that student to change. That teacher's attitude leads to the thought that "I could teach these students better if they were more like me."

In contrast, a *difference orientation* is when the teacher does not assume the student is wrong or deficient. The teacher sees the student's characteristics as different but not deficient. The teacher sees possible strengths that could be built upon in the teaching-learning situation (Noel).

Social Foundations of Education and Cultural Discontinuities between Home and School

In American schools, one of the main functions of education has been the socialization of students into the dominant culture, but there are specific philosophical underpinnings for schools' practices of socialization, including issues of who controls the beliefs and values that are transmitted by the schools and what are the goals of this socialization (Noel). That process is a primary contributor behind why some students feel comfortable in a school setting and others do not.

There are specific patterns of thinking, believing, and valuing that are encouraged in school, while other patterns are discouraged. On the other hand, children are socialized to believe, think, and act in specific ways by their families and their communities. The variations between home and school in those patterns of thinking, believing and valuing can and often do cause disruption and instability between the home culture and the school culture. For this reason, it is essential that educators, in pre-service or in-service, have the opportunity and obligation to get shaken out of the usual ways of thinking about students. When educators understand the cautions of culture and the calamities they can bring to students and society, they buy in to change.

Cultures and ethnicities are good things, and rightfully cherished as part of our heritage. Pride is a component of culture, but it needn't be that of arrogance, egotism and superiority when it can be healthy, giving and sharing. Our *exceptionality* is that we are proud of ourselves within our cultures and of the ways we present cultures of all people to enrich the lives and learning for all.

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The State of Curriculum Usage in 2019

By: Jeff C. Palmer

Since the 1990s, local schools increasingly have been joined by federal, state, and district educational agencies and professional organizations in partnerships to transform and reform American schools (Cohen, 1995). Particularly since 1965, with the enactment of the Elementary and Secondary Education Act (ESEA), federal policy, undergirded by federal funds, has strongly influenced American schooling, even though it is acknowledged that education is primarily a state and local responsibility.

We expect that educational reform strategies and principles that will help close the achievement gap between disadvantaged and minority students and their peers will be implemented and incorporated into American classrooms. These strategies and principles include:

- (1) increased accountability for states, school districts, and schools;
- (2) greater choice for parents and students, particularly those attending low-performing schools;
- (3) more flexibility for states and local

educational agencies (LEAs) in the use of federal education dollars; and

(4) a stronger emphasis on reading, especially for our youngest children.

One aspect of the accountability strategy requires states to implement statewide accountability systems that cover all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3 through 8, and annual statewide progress objectives ensuring that all

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groups of students will reach proficiency within 12 years. Associated with these systems of accountability is a system of rewards and sanctions for schools based on the performance of their students and the progress they make yearly toward meeting the standards.

Inherent is the assumption that the assessment that is used as a criterion for measuring school effectiveness is, itself, a fair and valid representation of what was intended to be taught as defined by the locally developed, standards-based curriculum. This “alignment” does not occur automatically among the different types of curriculum, yet the extent of alignment that exists among them plays a major role in reaching the desired performance and achievement outcomes for all children.

Types of Curriculum

Glatthorn (1999) discusses eight types of curriculum and how they might be aligned to serve and teach students better:

1. Hidden curriculum or the unintended curriculum is what students learn from the school’s culture and climate and related policies and practices. It includes such elements as use of time, allocation of space, funding for programs and activities, and disciplinary policies and practices. It has a powerful impact on students. An activity with little time allocated to it communicates to students that the activity is not really important.
2. Excluded curriculum is what has been left out of the curriculum, intentionally or unintentionally.
3. Recommended curriculum is what experts in the subject field advocate.

The National Council of Teachers of Mathematics, for example, has had great impact on mathematics curriculum throughout the United States.

4. Written (or Intended) curriculum is the document produced by the state education agency, the school system, the school, and/or the classroom teacher. It specifies what should be taught.
5. Supported curriculum is the curriculum found in textbooks, software, and multimedia materials. It has a strong influence on what is taught. Often, teachers use the textbooks as their curriculum guide.
6. Tested (or Assessed) curriculum is the curriculum that is embodied in state tests, school system tests, and teacher-made tests. It has a tremendous influence on what teachers teach. Due largely to teacher

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accountability, teachers focus more on what is in the tested curriculum than what is in the written curriculum.

7. Taught curriculum is the curriculum that the teachers actually deliver to students.

8. Learned curriculum is what students learned as demonstrated by their performance on tests and other assessments.

Which curriculum should be aligned? According to Glatthorn (1999), the written and recommended curriculum should be aligned so that they reflect the recommended standards of professional organizations. The excluded and written curriculum should be aligned for the purposes of complementing the learning process. Glatthorn notes, for example, that for many students, English may be a “second language”; therefore, such a consideration should be taken into

account in designing the language arts curriculum. If the equity principle were applied, English as a second language would be an essential consideration and would be included in the written curriculum.

The supported and written curriculum should also be aligned, yet recent studies have revealed that too often the overlap between these two types of curriculum is relatively small; as little as 25% of the content of a state curriculum guide appeared in the state adopted textbook. The tested and learned curriculum should also be aligned. Information from this alignment should help teachers become aware of students’ weaknesses so that an instructional program that is responsive to their needs can be developed. The alignment of the taught and tested curriculum is very important because it directly affects the learned curriculum.

Finally, there should be alignment

between the taught and learned curriculum, where gaps can occur frequently. The gaps are due to several factors. Environmental factors may distract the students from learning. Teacher factors that are manifested in planning, classroom management, and instruction contribute to the alignment (or misalignment) of the taught and tested curriculum, leading to shortcomings in the learned curriculum. And third, student factors such as disabilities, peer influence, lack of motivation, and emotional problems also play an important role in the alignment of the taught, tested, and learned curriculum.

Conclusion

Investigating and reporting on the extent to which there is agreement

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among the major types of curriculum in an educational delivery system is an extremely important undertaking, especially in this era of high-stakes testing and accountability. The consequences of leaving such evidence undiscovered and unreported is too great for local schools, and especially for the children who are too often placed at risk of becoming victims of educational policies that are well-intended but poorly developed, implemented, or enforced. As with all types of educational reform, an important question that deserves a credible answer is whether the strategies and principles intended for implementation and incorporation are making a difference in (1) the type or quality of instruction experienced by students and (2) the level of student achievement that results from that instruction. At a minimum, it is important for local, state, and national policymakers to have data that reveal whether the assumptions inherent in the statements of their policies and enactments are indeed supported by reality.

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