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Iota Lambda Sigma Annual Meeting Held in Atlanta, GA. November 30-Dec. 1.

The Annual Meeting of the Grand Chapter was held December 1, 2012 in Atlanta, GA. in accordance with the Iota Lambda Sigma Constitution. Vice President Rhonda Hoyman stood in for President Tony Mileca who was recovering from an illness and unable to attend.

After the delegates were seated, the minutes from the last meeting were distributed, read, and approved. The financial report was also distributed, read, and approved. All reports and meeting minutes may be located on the totalambdasigma.com Web site.

Rhonda Hoyman gave a report on the National Policy Seminar, and provided everyone a comprehensive handout. Handouts are available on our website or Rhonda can e-mail copies if requested.

The following business was recommended by the National Advisory Council and approved by the Grand Chapter:

1. **Rhonda Hoyman** will be the ILS representative to the National Policy Seminar In Washington D.C.
2. **Dr. Lynne Cox** was nominated and accepted to be the next appointee on the ILS Executive Board.
3. Future gatherings of the Grand Chapter will combine the Leadership and the NAC meetings.

After business was addressed a memorial service honoring our deceased members was conducted by Grand Chapter Vice President **Tommy Rhodes** and **Rhonda Hoyman**., followed by the announcement of the annual awards.

Finally, the slate of officers nominated by the National Advisory Council were approved by the Grand Chapter. **Tommy Rhodes** then installed the new officers for the Grand Chapter.

President **Rhonda Hoyman**, Nu Chapter
 Vice President **Adam Viney**, Alpha Gamma Chapter
 Secretary/Treasurer **Anna Skinner**, Alpha Theta Chapter
 NAC Chair **Mickey Kosloski**, Alpha Rho Chapter
 Past President **Tommy Rhodes**, Epsilon Chapter
 NAC Vice Chair **Dr. Lynne Cox**, Sigma Chapter

The gavel was then passed from to our new president Rhonda Hoyman, who closed the meeting.



ILS Grand Chapter President's Message 2013

As we look back at the purpose, meaning, and value of all organizations and specifically Iota Lambda Sigma we must move forward with a renewed effort and vision. This is even more significant in today's technology based communications age in which everything is so removed from building relationships where you get to know someone on a personal level. Also the ever increasing work demands make it hard to connect with other professionals who help you grow and share your personal and professional knowledge.

As I learn and reflect on the value of being a member of Iota Lambda Sigma I realize it is more important than ever to come together for socialization and to expand the recognition of the many diverse and deserving Career and Technical Education professionals. Janet Bray, Executive Director of the Association for Career and Technical Education (CTE) in her March 2012 lead-

ing edge editorial in the Techniques magazine stated, CTE continues to involve, We need to continue talking about the future and the impact career and technical education can have on giving every individual in this country a choice. We need to change the message of our conversations, focusing on the individual's potential over a lifetime. Thus, Iota Lambda Sigma's purpose can help recognize and honor many individuals' successes along the pathway of their CTE career.

By evolving as an organization and recognizing more of the varied and valuable contributions of the diverse CTE educational community we can grow and celebrate the unsung professionals that often go overlooked. For this reason at the Maryland NU Chapter field chapter I am proposing the establishment of additional certificate awards which may also be adopted by other local chapters or for recognition at the Grand Chapter level. These award categories are in addition to the Grand Chapter certificates of:

- Chapter Outstanding Member of the Year
- Chapter Business and Industry Workforce Developer of the Year
- Chapter Scholar of the Year

Which I encourage more local chapters to select and submit on annual bases.

The new Career and Technical Education award categories I am proposing are:

- Distinguished Secondary Education Teacher of the Year
 - Distinguished Post Secondary Education Teacher of the Year
 - Distinguished Secondary Education Administrator of the Year
 - Distinguished Post Secondary Education Administrator of the Year
 - Distinguished Secondary Education Career and Technical Education Program of the Year
 - Distinguished Post Secondary Education Career and Technical Education Program of the Year
 - Distinguished Student Advocate of the Year
- Other members would recommend for board approval

The criteria for these new certificates are simple to nominate and can be copied from the Maryland Nu Chapter web site located on the www.ilotambdasigma.com grand chapter web site on June 2013.

I hope you all have a productive and successful 2013 and strongly encourage you to recruit, socialize with and recognize the many deserving CTE professionals in your state. This will provide the foundation for a stronger and more purposeful local chapter.

Sincerely,

Rhonda Hoyman, ILS Grand Chapter President

Newest Board Member Receives ACTE Fellowship

Dr. Lynne Cox, Sigma Chapter, recently completed a one-year term as a 2012 ACTE Fellow. The ACTE Fellowship Program, which runs from January 1 through December 31, includes representatives from each of the five Regions of ACTE with Fellows selected by the Region Vice President. Since its inception in 2009, four classes of fellows have completed the program.

The ACTE Fellowship Program is designed to provide professional development, policy knowledge, and leadership development within the organization. The purpose of the program is to: help establish a leadership development program for members of ACTE; provide CTE educators opportunities for participation in and increased understanding of policymaking and law implementation at the local, state, and federal levels; and identify and train of a cadre of leaders who will continue to position ACTE as a leader in developing an educated, prepared, adaptable, and competitive workforce.

Dr. Lynne Cox is a 2010 graduate of the University of North Texas ATPI doctoral program with Dr. Jerry



Wircenski, major professor. Lynne currently serves as the coordinator of the accelerated online master's program in Learning Technologies at UNT, initiated in Fall, 2012. She has also worked for the university as a full-time grant staff member working with Dr. Mickey Wircenski on the Educational Excellence Grant for Arts, A/V Technology & Communications; and as an adjunct faculty member teaching Computer Graphics for Mediated

Communications for Dr. Greg Jones, Program Coordinator.

Lynne was elected to ILS Grand Chapter during the 2012 ACTE meeting in Atlanta, GA.

More information about the ACTE Fellowship Program can be found online: <http://www.acteonline.org/>

2012 Annual ILS Awards

Distinguished Teacher Award

Raymond Bannert, Sigma Chapter

Raymond L. Christianson Distinguished Service Award

Rhonda Hoyman, Nu Chapter
Julian Acevedo, Sigma Chapter

Randall Peacock Lifetime Achievement Award

Diane Ferguson, Sigma Chapter

Gold Key Award

Nu Chapter , 20 new members
Alpha Rho Chapter, 37 new members

Chapter of the Year Award

Sigma Chapter

Chapter Outstanding Member of the Year

Robert Gray, Nu Chapter
Larry Pearce, Epsilon Chapter

Chapter Business and Industry Workforce Developer of the Year Award

Rosemary Bitzel, Nu Chapter
Troy Gurkin, Lincoln Electric, Epsilon

Chapter Scholar of the Year

Erik Grooms, Nu Chapter
Shauntrel Abrams, Epsilon Chapter

Presidential Plaque

Anthony Mileca, Theta Chapter

Remembering...

The following members were reported to have passed away: We remember them with respect.



Sigma Chapter

Wilburn Wellmon
Albert Reddell
Harry Fetterman

Epsilon Chapter

J.P. Singleton
Don McElroy
Littleton Sandlin
Earl Ball
Dalton Hutchins
James Edwards

Financial Report
Grand Chapter Meeting
 Atlanta, Georgia
 December 1, 2012

Huntington Bank		Balance
Beginning Balance (6/21/12)		\$1932.27
Checks	\$ 60.00	
	\$ 116.50	\$1755.77
Deposit	\$3320.00	\$5075.77 (11/26/12)
 Ed Jones		
Money Market Checking		Balance
06/01/12		\$ 1384.63
Interest Income	\$ 676.50	
Checks	\$ 751.25	
Deposit	\$31,415.01	\$32,046.20 (09/28/12)
From CD		
Check	\$ 2,500.00	\$29,546.52 (11/30/12)
 06/01/12		
CD	\$30,821.10	Balance
Cashed in by AT&T Global with Interest		\$ 0.00

Iota Lambda Sigma's *Journal for Workforce Education* will published in the fall.

Those interested in being considered for publication of scholarly work should follow the editorial policy outlined below. For past issues and more information, visit the journal online at

<http://www.iotalambdasigma.com/journal.html>

EDITORIAL POLICY

The *Iota Lambda Sigma Journal for Workforce Education* (JWE_d) publishes refereed articles that examine research and research-related topics in human resource development, vocational education, career and technical education, preparation for work, and the workplace. The JWE_d Editorial Board is committed to publishing scholarly work that represents a variety of conceptual and methodological bases. Submission of manuscripts representing one of the following styles is encouraged: (a) empirically-based manuscripts that report results of original research, either quantitative or qualitative, (b) reviews or synthesis of empirical or theoretical literature, (c) editorials and essays derived from original historical or philosophical research, (d) reviews of recently published books, and (e) rejoinders to articles recently published in the JWE_d. Page costs are not assessed. However, if a manuscript is accepted, authors will be asked either to supply camera-ready tables and figures or pay for the costs incurred in preparing complex tables and figures for publication.

MANUSCRIPT PREPARATION. One (1) electronic copy (on CD or email) of the manuscript should be submitted to the Editor. All manuscripts must be double-spaced and must adhere to the guidelines published in *Publication Manual of the American Psychological Association* (6th Edition). Tables and figures should be embedded within the text itself rather than at the end of the document. All figures and artwork must be scaled to fit within the JWE_d page size (4.5" column width) and included electronically within the document. Manuscripts for articles should generally be 15-20 pages (22,000-36,000 characters in length, with 36,000 characters an absolute maximum). Book reviews, editorials, and reactions should be approximately four to eight manuscript pages (approx. 6,000-12,000 characters). The title page should include the title of the article, and the name, affiliation, mailing address, e-mail address, and telephone number for each author. Each manuscript must be accompanied by an abstract of no more than 150 words. The receipt of all manuscripts will be acknowledged within one week of receipt. Manuscripts are subjected to a double-blind refereed review process. Typically, three individuals, including the Editor, review each manuscript. Reviewers' comments and a letter indicating the publication decision will be sent to the primary author approximately 3-4 months following receipt. Manuscripts accepted for publication are usually published within one year of formal acceptance. Since the articles will be published online, there will be no copies furnished to authors.

Send manuscripts to:

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President Hoyman Represents Iota Lambda Sigma

by attending the Association for Career and Technical Education National Policy Seminar in Washington D.C., March 5-7, 2012.

President Rhonda Hoyman again represented the Grand Chapter of Iota Lambda Sigma by attending the ACTE National Policy Seminar in Washington D.C., and reported her findings to the Executive Board and the Annual Grand Chapter meeting in Atlanta, Georgia. Among some of the highlights from the Seminar are:

Investments in CTE provide a strong return on investment. Studies across the country have shown that funds invested in CTE yield increased wages for individuals, increased tax revenues and reductions in government spending on public assistance. Why? CTE Works!

The Carl D. Perkins Career and Technical Education Act was discussed, identifying a 2011 funding reduction as a threat to CTE. Representatives at the policy seminar discussed the future of Perkins and the implications.

ACTE has outlined a blueprint for the pending Perkins reauthorization, identifying four key principles:

Effective **ALIGNMENT between CTE and labor market needs to equip students with 21st century skills and prepare them for in-demand occupations in high-growth

industry sectors,
** Strong **COLLABORATION** among secondary and postsecondary institutions, employers, and industry partners to improve the quality of CTE programs

Meaningful **ACCOUNTABILITY for improving academic outcomes and building technical and employability skills in CTE programs, based on common definitions and clear metrics for performance.
Increased emphasis on **INNOVATION supported by the systemic reform of state policy and practices to support CTE implementation of effective practices at the local level.

ACTE released its guiding principles that it believes should shape the future investment in CTE. The principles include:

**Redefine the federal role in CTE
**Target expenditures
**Define program quality elements
**Ensure relevant and consistent data
**Offer incentives for innovation
**Provide the infrastructure to sup-



port the system.

An important topic of discussion, presented by the **National Occupational Competency Testing Institute (NOCTI)** was measuring career readiness skills, and how measurement instruments are evolving to be more career ready. The report identified <http://www.acteonline.org> as an ongoing source for policy seminar updates.

For the full version of these stories, CTE statistics, legislative discussions, and more, see the President Hoyman's full report at <http://www.iotalambdasigma.com/NPS13.pdf>.



CTE Works!

ACTE National Policy Seminar • March 5-7, 2012 • Washington, D.C.

Human Resources News

Further Assessment: More Companies Using Evaluation Tools to Identify Future Leaders and More

By Michelle Chandler, January 18, 2013 (Reprinted from www.workforce.com)

When Driscoll's, a century-old California-based global provider of fresh berries, wanted to help its core workers hone their leadership skills, the company turned to employee assessment tools.

Since 2004, more than 300 of the company's 500 full-time U.S. workers have finished a year-long program that uses the Myers-Briggs Type Indicator assessment tool, which analyzes feedback from a series of questions to help employees recognize preferences that can impact their effectiveness on the job. The company wants all of its workers to eventually complete the program.

By shedding light on workers' differing communication styles and how they make decisions and settle conflicts, workplace assessments are credited with helping to boost team effectiveness.

"I think people see a value to it as to how they can help become a more effective team and also how they can understand their peers," says Janet Heien, director of Driscoll Strawberry Associates Inc.'s Growing Great People program, which is part of the company's talent management department and oversees employee development. "We're a really values-based company and how you get along with your co-workers is very important."

Driscoll's is one of a growing number of companies using workplace assessment tools.

Boston-based research firm Aberdeen Group reports in a recent

survey that 49 percent of the companies it contacted said they had a formalized assessment strategy in place, up from 40 percent in 2011.

"Anecdotally, we are seeing increasing usage among organizations," says Mollie Lombardi, Aberdeen's research director for human capital management and author of the report, in an email.

The Aberdeen research report found that companies are including assessment tools in their efforts to identify high-potential talent, to develop workers' interpersonal and leadership skills and to set performance goals for their workers.

United Way of Greater Milwaukee regularly uses assessments as part of its hiring process, says Ken Vogel, director of human resources. His nonprofit organization often administers the ProfileXT assessment, created by Profiles International, a Waco, Texas-based provider of evaluation services and tools.

Here's how it works: First, United Way has its top performers take the ProfileXT assessment to determine the thinking style, behavioral traits and occupational interests that make those employees so successful. Then, job candidates take the assessment and have their results compared against the top employees' traits.

The candidates' results aren't measured as "good or bad. It's just how they're wired," Vogel says, with the goal to help determine if someone is right for the position.



In addition to personality assessments, some companies offer competency-based assessments and personality fit by job types, says Deb Calvert, president of Morgan Hill, California-based consulting firm People First Productivity Solutions.

Other well-known assessments include the DiSC instrument, which is published by Inscape Publishing Inc. and the Keirsey Temperament Sorter personality questionnaire, developed by Keirsey.com.

Businesses with global operations are especially likely to utilize assessments, says Jennifer Overbo, who is director of product strategy for CPP Inc., the publisher of the Myers-Briggs Type Indicator. The benchmark tool, she says, is used by 89 of the nation's Fortune 100 companies.

"One of the trends that we're seeing is that there is a much more connected workplace," Overbo says. "Companies are trying to expand globally, so there's even a greater need to

(continued on page 10)

CTE Report

Powerful Coalition Calls for More Strategic Focus on Career Readiness

By Erin Uy, 10/18/2012
Reprinted from <http://www.careertech.org/>, .

A remarkably broad coalition of national education, business, philanthropic and policy groups has come together to create a clear, unified and focused vision for what it means to be career ready.

The goal of the Career Readiness Partner Council is to enhance reform efforts around college and career readiness to include a more comprehensive understanding of what it means to be career ready. The Council's statement, "Building Blocks For Change: What it Means to be Career Ready," makes clear that career readiness is a process of connecting "education and employment to achieve a fulfilling, financially-secure and successful career." The document establishes that career readiness must foster "adaptability and a commitment to lifelong learning, along with a mastery of key knowledge, skills and dispositions that vary from one career to another and

change over time."

"This bold, clear and comprehensive vision crystallizes what it means to be career ready and advances earlier policy debates that too often focused almost exclusively on college entrance and completion," said Kimberly Green, Executive Director of the National Association of State Directors of Career Technical Education Consortium, the group that coordinated the effort.

"We realized that what is needed is a broader approach that combines education and workforce preparation under one umbrella. With this document, the Career Readiness Partner Council has taken an important step toward that goal."

This comprehensive definition, supported by an unusually broad alliance of groups, will help inform policy in states and communities across the country. It offers clear guidance, and lays out next steps for:

- Policymakers
- High school teachers, leaders and counselors
- Business and industry
- Higher education
- Parents and students, and
- Communities.

Some 27 influential groups representing a wide swath of the education and workforce-development spectrum spent months outlining the vision. The coalition consulted leading researchers and practitioners during the development, and drew heavily from the rich body of work from many of the participating organizations.

"Having such a diverse group at the table gave us the opportunity to consider a wide range of perspectives on what it means to be career ready throughout a person's lifetime," said Green.

"We hope," the document says, "this definition spurs conversation and action in communities across the nation. The inextricable link between education and the economy has never been more apparent, the urgency for change unparalleled. We have a window of opportunity for bold change, and the future of our nation, and each and every citizen depends on it."



Employees, If You Don't Want Us to Get Your Social Media Info in Discovery, Don't Post!

By Jon Hyman, 1/28/13

reprinted from <http://www.workforce.com/>

In *EEOC v. The Original Honeybaked Ham Co.*—a hostile environment sexual harassment brought by the EEOC on behalf of 20 female employees—the federal court compelled the plaintiffs to produce their social media profiles. Donna Ballman, writing at Screw You Guys, I'm Going Home, argues that the court botched this ruling because an order compelling the production of social media information in a sex harassment suit can only lead to an employer arguing that the plaintiffs "asked for it." Donna argues:

The big smoking gun the employer pointed to was a shirt one of the women wore in a photo with the word, "Cu**" on it. Apparently, if you wear such a shirt on your own time, no matter your intent, you have extended an open invitation to all your supervisors and male coworkers to sexually harass you. Sort of like the argument that African-American employees who use the n-word can't be offended when someone else uses it toward them.

Donna's argument, however, misses the mark. The court did not compel the production of the employees' social media accounts to bolster a "they asked for it" defense. The court ordered the pro-

duction because one of the employees "posted on her Facebook account statements that discuss her financial expectations in this lawsuit," and wrote about "her post-termination employment and income opportunities and financial condition." She also wrote about other potential causes for any emotional harm (a lost pet), and her positive outlook on life following her termination. Other of the plaintiffs joined in at least some of these posts.

There are two key issues in any case: liability and damages. The court primarily ordered the production of the social media information to permit the employer to build a defense as to the latter. An employee's financial motivations and emotional well-being are relevant to showing that she has not been harmed to the extent she is claiming, if at all.

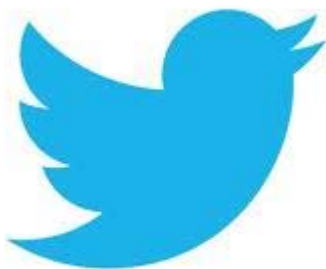
Moreover, the court did not compel the free and unfiltered production the employees' social media accounts. It required an in camera inspection by the court, along with of a forensic special master and detailed questionnaires for each plaintiff to complete concerning their online activities. This case is not an example of a court irresponsibly ordering a prying into plaintiffs' private lives

under the guise of discovery. This court went above and beyond to prevent any unnecessary invasions of privacy while ensuring the employers' right to gather relevant information.



The bottom line is that social media profiles are a potential treasure trove of information in litigation. Employees, if you do not want your

social media posts to be reviewed in a lawsuit you file, *stop posting*. Stop writing about your post-termination state of mind. Stop communicating with former co-workers. Stop writing about your lawsuit. And, stop posting photos of yourself wearing a "cu**" t-shirt. If you post, rest assured it will likely be fair game to use against you in the lawsuit you chose to file. As the Honeybaked Ham court reminds us: "If all of this information was contained on pages filed in the "Everything About Me" folder, it would need to be produced. Should the outcome be different because it is on one's Facebook account?"



The Communicator is an official publication of Iota Lambda Sigma, an Honor Society in Workforce Development. The National Office address is:

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Further Assessment (continued from p. 7)

understand the individuals that you are working with, who you are bringing onboard and what their path may be in the organization."

Some organizations also are broadening how they use Myers-Briggs. "Before, they may have used it just for team development. Now, they're using assessments to really grow leaders, to bring teams together around strategic planning and innovation, and looking to create clear career paths," Overbo says.

In addition to a traditional base of big firms, she says Myers-Briggs publisher CPP is receiving "quite few inquiries from very small organizations" about how the tool can aid their employees' development.

"Companies are spending quite a bit of money training their employees, but no one has been measuring that return on investment," says Gretchen Lester, assistant professor in the Department of Organization and Management at San Jose State University in California. "So I think there's been a big push for more metrics around whether the training and skill development that companies are paying for are actually working."

Costs vary widely, and some tools are offered online for free. Industry experts say the cost of administering assessment tools and conducting follow-up training can cost companies thousands of dollars.

In its report, Aberdeen found that about 75 percent of high-performing companies can directly attribute positive changes in revenue or profitability to their assessment strategies.



We're on the Web at
www.iotalambdasigma.com

Iota Lambda Sigma recognizes individuals for excellence in their various endeavors in workforce education and development.

Persons invited into this professional society come from the fields of education, business, and industry.

We are dedicated to scholarship and excellence in education, business, and industry workforce development. Our Society is a community of professionals dedicated to worthy ideals:

- **Recognizes scholarship and excellence in workforce development.**
- **Promotes the development and dissemination of worthy educational ideals and practices in workforce development.**
- **Enhances the continuous professional growth and leadership of its diverse membership.**
- **Fosters inquiry and reflection on significant educational and training issues.**
- **Maintains a high degree of professional fellowship.**

The Emblem of the Society

The emblem of the Society shall be a key in the form of a keystone with indented top, bearing on the face the Greek letters Iota Lambda Sigma, surmounting a torch over which is crossed a rule and a hammer.

The original design of the emblem is in the keeping of the Executive Secretary-Treasurer, and all emblems worn by members of the Society shall be true copies of the same. Only authentic copies of these in such size or sizes

as shall be authorized by the Executive Board shall be used or recognized by the Society or its members.



Many thanks to **Matthew MacVeigh**, a marketing and communications specialist, as well as a doctoral student at North Texas University, for "cleaning up" the artwork of the ILS key (above)!

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