

# EPIC On-Line Soft Skills Course

## Instructor Guide

Introduction to the Online Curriculum

## Acknowledgments

This curriculum owes much of its authenticity to the many contributors who represent a cross-section of pragmatic and thoughtful leaders in government, private industry, K–12 education, higher education, and the field of youth and disability services. Also represented were young people recently hired and relatively new to the job world. Their insights and candor about youth’s job readiness challenges helped us create a soft-skills curriculum that can be used anywhere, without many other resources, and with just about any group of young people headed into the 21st century world of work.

The contributors were interviewed, shared existing curriculum and information, provided insights from a corporate perspective, tried out the activities and provided feedback, and read/reread and commented on the curriculum. Without their rich and important insights, this curriculum would not reflect the current state of the field and the actual challenges young people face as they prepare for the world of work. We listened carefully and incorporated their ideas and issues. The case studies come from the stories we discussed. We thank our contributors for sharing their wisdom, their time, their knowledge, and their experience.

We anticipate that this will be a useful guide for people diligently preparing the working citizens of the future. By helping young people become employees with excellent soft skills, we help them find and keep gainful employment and help our society prosper in this global economy. It is a noble and important task. Your contributions as a trainer bear fruit with every participant who learns and applies these skills. Thank you for all you do, every day, and we hope this curriculum adds to your resources.

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# Introduction to This Instructor Guide

About the Employment Practice Improvement Collaborative Workplace Readiness Curriculum (EPIC):

Did you know a recent survey of 400 employers found the greatest deficiencies among new entrants to the workforce were not technical skills but rather interpersonal skills and personal qualities?<sup>1</sup> These are called “soft skills.”

If you already provide transitional or vocational training to people, you probably are an expert on the soft skills gaps that adversely affect their ability to get and keep jobs. The EPIC curriculum is an evidenced-based tool that closes those gaps. Furthermore, it is a curriculum that works for everyone, regardless of their reading levels, prior experience, or capabilities.

This curriculum offers a flexible approach to training. An on line curriculum is provided that correlates to the live experiences described in this document. Use face to face classroom experiences or the online e-learning, or use both in concert to help your participants master the soft skills necessary for a successful work life in the 21st century. The curriculum accomplishes this by supplementing and supporting your existing training efforts.

Tips for successfully facilitating this course are contained right here in this Instructor Guide.

## Topic Areas

The following soft skills were identified by the industry and curriculum experts consulted during the development of this curriculum:

- Communication
- Teamwork
- Networking
- Enthusiasm
- Problem-solving
- Professionalism

These six skills form the basis of a sequential and spiraling approach to the development and integration of content and skills. In other words, they build on one another and are continually rewoven into the learning experiences throughout this curriculum. The foundational concepts covered early on are revisited in new and different ways as additional soft skills are introduced. There is both a sequential learning process as well as an ongoing review as the curriculum evolves.

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<sup>1</sup> The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, & Society for Human Resource Management. (2006). *Are they really ready to work? Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce*. New York: Authors. Retrieved from [http://www.21stcenturyskills.org/documents/FINAL\\_REPORT\\_PDF09-29-06.pdf](http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf)

## Learning Through Simulation

Soft skills are complex behaviors that involve interacting with others, working collaboratively, solving problems, and controlling one's reactions to complex and changing situations. Mastering soft skills is not simply a matter of memorizing rules. Instead, participants need to develop, practice, and internalize high-order thinking skills to construct and learn to utilize their own knowledge and behaviors. The EPIC curriculum addresses this reality by presenting a series of demonstrations and group interactions that simulate the workplace as much as possible so that your participants will actually LEARN BY DOING!

The activities built into this EPIC curriculum allow participants to work as a team, role-play job interviews and various work-related situations, and consider how frequently encountered on-the-job problems can best be resolved. For live face to face training, extend the benefits of learning through workplace simulation by adopting the suggested workplace rules in your classroom.

- As each soft skill is mastered, incorporate these skills into your expectations in the classroom.
- Establish business speech as the classroom language
- Establish working as a team as the approach to making each participant a learning resource.
- Appropriate dress and individual conduct should mimic the dress and conduct typical of the workplace.
- Instructors can be simulated “bosses” or “supervisors.”

Although “real world” consequences are often harsh, the classroom should be a penalty-free zone where participants are comfortable taking risks and making mistakes.

- Be sure to set a tone of acceptance.
- Do not allow anyone's contributions or role-play “performances” to be mocked or belittled.
- Consider all suggestions.
- Gently redirect incorrect answers with phrases such as “That's an interesting thought, but in this case I think it means...” or “I see what you mean, but here is another way to look at it.”
- Be receptive to partial answers or those that are “close enough.”
- Create a supporting and affirming classroom atmosphere.
- Function as a coach and facilitator, offering positive reinforcement and demonstrating enthusiasm to keep participants feeling motivated and confident.

## A Unique Blended Approach

One of the most unique features of this EPIC Curriculum is providing the instructor with many options utilizing the on-line EPIC Curriculum, the face to face live experiences or “blending” both together. *“This blended approach combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future — and to become far more common than either one alone”*<sup>2</sup>. Therefore, this instructor guide provides several approaches for how the curriculum can be blended to use the tools you have to the best advantage.

The digital curriculum offers many opportunities and resources for the instructor. Take time to review the on-line modules. Each digital module mirrors the content and correlates to the corresponding live face to face classroom based module.

Here are some ways to “blend” the best of “live” instruction with the digital tools available :

- The EPIC on line curriculum is completely covered in six modules. If a participant is unable to attend live classes due to health or transportation issues, they can learn the concepts directly on line. They can complete all six modules online or just the sessions they missed.
- The entire course can be taught live from this curriculum guide document without using the digital components at all.
- Participants have the option of completing each module before it is taught live. This provides them with a familiarity with the concepts before they are taught in class. Everyone has a different learning style. Some people are more secure with new information if they have the opportunity to preview it before it is officially presented in the classroom setting.
- Participants can also review each module on line after it has been taught in class. This provides the opportunity to reinforce concepts already learned.
- There is a self-test in each module to provide the instructor with data regarding the participant’s understanding of the concepts. These tests can also be projected on an interactive white board and discussed with the entire class as a classroom based activity.
- Throughout this guide, specific advice is provided to the instructor regarding when the online digital tools would be helpful to the live classroom experience. For those instructors fortunate to have either a projection device or access to an interactive white board, many portions of the digital curriculum can be displayed and used as visual aids. This saves the need for the instructor to create visual aids. Also, in many cases, the interactive links available in the digital curriculum provide answers and content that enhances the live class by featuring multi-media components. The instructor guide helps link each live curriculum module to the appropriate resources on line. The instructor will find instructions for accomplishing this blending of resources in the instructor’s guide.
- Many of the participants are visual learners and will benefit from the reinforcement of viewing visual digital materials while you are lecturing and discussing. The colorful digital program offers stimulating and engaging visual resources to enhance the

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<sup>2</sup> Watson, J. Blending Learning: The Convergence of Online and Face-to-Face Education, [http://www.inacol.org/research/promisingpractices/NACOL\\_PP-BlendedLearning-lr.pdf](http://www.inacol.org/research/promisingpractices/NACOL_PP-BlendedLearning-lr.pdf)

classroom experience. A picture is said to be worth a thousand words. Embedded in the digital curriculum are graphics and pictures that will bring concepts to life.

- Finally, since the course has “bookmarking” capability, if a computer lab is available, students can be sent to the computers during the live course to practice a concept or do a self-test. They can bookmark their place and return after logging off.

## **Journaling as a Self-Reflection Tool**

Many activities conclude with a journal question to encourage participants to recall and reflect on their experiences. The journal pages include blank lines for participants who are comfortable capturing their thoughts in writing, as well as a box in which less fluent or reluctant writers can capture their thoughts with drawings. Reflection is an essential learning tool in this curriculum.

The on-line digital curriculum has the same journal questions, and the forms can also be downloaded. Forms can be typed and emailed or printed as well.

## **Peer Support**

Another exciting feature of this curriculum is the use of peer strengths. Every individual has strengths as well as areas that require support. Instead of depending on the instructor, this curriculum encourages participants to provide peer support and assistance. Because tasks vary and tap different areas of strength, different participants will be called on at different times – for example, sometimes certain participants will provide leadership skills, then the focus will shift to others when it’s time to problem-solve. Allowing for collaboration among diverse groups of participants during live team experiences will allow participants to recognize and affirm the different strengths of class members as they help and seek assistance from others. This give-and-take provides an object lesson in the importance of teamwork while preparing participants for the real world of work.

The goal is for participants to continually assist and serve as resources for one another, allowing group strengths to offset individual weaknesses during active learning experiences.

## **Limited Resource Requirements**

Another important feature of this curriculum is that it does not depend on external resources or technology. A flip chart or whiteboard and markers are all that is needed for most of the live classroom activities, but even then there is flexibility. For example, in the absence of a flip chart pad, using the back of gift wrap paper or butcher paper is a creative alternative. All handouts included in the Instructor Guides are easily duplicated. The flexibility of this curriculum enables it to be taught in almost any setting and to groups of all sizes.

Activity 4 (Dress for Success) in Module V suggests using scissors and catalogs to create collages of appropriately dressed potential employees. This is an optional activity and could also be done on line by searching and printing or using Paint/Photoshop to make the collage. This optional activity is the only activity that requires any additional planning or supplies.

## **Universal Design Elements**

The curriculum incorporates Universal Design for Learning (UDL), which is a framework for making learning environments work for all students, including students with disabilities. The premise behind UDL is that the accommodations that make a curriculum and the physical setting more accessible to individuals with disabilities will make learning easier for everyone. This means that the EPIC Curriculum incorporates methods and materials to support all learners, regardless of their diverse learning styles or sensory abilities. UDL enables the instructor to reach a broad audience and provide an integrated mainstream experience. Interactive learning that promotes teamwork and good communication skills, uses both visual and oral presentations, and encourages the use of multi-media in self-expression are some examples of UDL in this curriculum.

The online EPIC Curriculum adheres to Section 508, a part of the Rehabilitation Act of 1973 amended in 1998 through the Workforce Investment Act. Section 508 compliance means electronic and information technology developed is accessible to people with disabilities. The U.S. Access Board provides the accessibility requirements for The Electronic and Information Technology Accessibility Standards. Basically, an information technology system is accessible to people with disabilities if it can be utilized in ways that do not depend on a single sense or ability. For example, a system that provides only visual images would not meet this requirement. Providing an audio version of the text for the participant would make this accessible. The online curriculum also features the ability to increase or decrease the text size.

Attached to this introduction is a checklist with additional modifications that can be utilized to further customize the curriculum for people with disabilities, learning differences or challenges, or mental health and addiction issues.

## **Organization of the Instructor Guide**

This Instructor Guide is organized around six modules. Each module focuses on specific learning objectives and comprises activities, handouts, and instructions for implementing the activities that accomplish the module's objectives. Handouts are found in the appendix of each module.

Although following the sequence of modules is important because they build on each other, how much material is presented at one time can be adjusted. Time estimates are provided both for each module and for major activities within modules. Instructors may combine sequential modules and activities to arrive at teaching segments appropriate for the time available. Keep in mind classes that have more than 12 participants may require additional time. The number of participants who need time to report or take part in discussion is always a factor in the length of the session. Breaking up modules also requires extra time for transitioning between segments with no transition activity built into the time estimates. Blending in the online curriculum may also extend the amount of time needed for the module activity.

Optional activities are suggested throughout the guide. These options extend and enrich the basic course and allow the instructor to customize the training to fit the needs of your participants.

Consider using a “parking lot” approach to deal with questions or issues that are off-topic (but important) and/or arise when you are short on time. Simply write these items on the flip chart or whiteboard and “park” (post) them somewhere to return to later.

Additional resources are also available in the online curriculum. These can be downloaded and printed.

## **Be a Role Model**

Remember that actions speak louder than words, so be sure to demonstrate everything you teach. Serve as a daily example of positive workplace traits and behaviors to the participants. This means personally displaying enthusiasm, listening actively, and communicating effectively.

## **Tips for Improving Access to Materials in the Curriculum**

### **For participants who are deaf or hard of hearing**

- Rely on written materials, flip chart or whiteboard, charts, etc.
- Engage a sign language interpreter to be seated strategically. The interpreter should have a clear view of both the instructor and the participant, and the participant should have a clear view of both the instructor and the interpreter. Always look at the participant when speaking, as if the interpreter is not in the room.
- Use a personal voice amplification device.

### **For participants who are blind or have low vision**

- Use large-print materials. (Enlarge handouts on a photocopier.)
- Provide participants with electronic versions of handouts in advance.
- Seat participants strategically with easy viewing of the main lecture and activity spots.
- Arrange for a partner or aide to read printed materials aloud on a one-to-one basis.
- Employ a reader to prepare an audio recording of written materials.
- Provide a Braille copy of resources and participant activity sheets.
- Utilize word- or sentence-reading technology such as a screen reader like JAWS if available.

### **For participants with low literacy skills**

- Use icons, pictures, and contextual learning techniques.
- Orally explain challenging vocabulary words.
- Provide a glossary for challenging vocabulary words.
- Employ a one-to-one aide to explain concepts and instructions.
- Use a communication book to transmit extension activities and home assignments to the participant's family or home aide.

### **For participants who are non-English speaking**

- Employ a translator.
- Use icons or pictures to support understanding.
- Determine whether the class includes bilingual participants who can assist.

## **For participants with physical disabilities**

- Use an adaptive laptop and keyboards.
- Use a voice-to-text note-taker and reader for the participant's laptop.
- Use a text-to-speech device for communications within group.
- Provide space and accessibility for wheelchairs or ambulation equipment.
- Employ a personal assistant or note-taker.
- Team with a speech and language therapist, if necessary, to provide additional business environment speech and language instruction.

## **For participants with learning disabilities**

- Use opportunities to present course content in several formats: visual, auditory, and kinesthetic.
- Repeat instructions, rephrasing to emphasize key content and to extend opportunities to connect with meaning.
- Preview the vocabulary with participants prior to each activity or experience.
- Review material covered in the activity and find ways to connect it to previous activities. .
- Use icons or pictures as cues to remind participants of expectations.

## **For participants with emotional or hidden disabilities**

- Watch for signs of frustration and slow the pace of instruction or provide more frequent breaks.
- Pull the participant aside confidentially and privately to ascertain his or her concerns.
- Clearly and firmly state expectations for behavior. Set ground rules. However, be willing to work with individuals who struggle to meet ground rules to approximate expectations and work toward compliance.
- Set up a secret sign for participants to use to signal when they feel a need to regroup. Allow them to leave (go to the restroom or a prearranged time-out space) for breathing space.
- If participants do not "read" your instructions effectively, set up a silent communication system, such as touching their paper to remind them they need to monitor their behavior. This must be prearranged voluntarily with a participant and must be a confidential agreement.
- Provide opportunities for the participant to feel respected and sincerely compliment him or her y for the things he or she does well.

- Talk to the participant struggling with behavior about his or her progress, focusing on positive reinforcement. Have the participant keep a self-study chart of his or her behavioral success.
- Keep note of what works during transition times. Provide more notice before transitions, and allow the participant time to internalize instructions. Most of all, post schedules and establish routines.
- Use class leadership roles to provide participants who have behavioral issues with an opportunity to feel respected and valued.
- Avoid calling on someone who has not raised his or her hand or volunteered.
- Deal with misbehavior and noncompliance individually, privately, and confidentially.

## Module I Overview

The goal of the introductory module is to present the purpose of this course and to help participants define the term “soft skills.” This brief initial experience will introduce and identify important soft skills essential for success in the world of work. Participants will have an opportunity to understand that good “soft skills” are always necessary in the workplace. Additionally, regardless of specific job tasks or required technical expertise, the soft skills needed are essentially the same for any type of job.

- **Activity 1:** Organize the participants into small groups to discuss the skills they believe are necessary to get and keep a job. Participants respond to this prompt: ***What must people be able to do to succeed in getting and keeping a job?***
- **Activity 2:** Have the participants report-out from the small groups to build a list of skills needed to find and keep a job from those they discovered and the skills in the course list.
- **Activity 3:** Conduct a mini-lecture pulling together ideas from the report-out and developing definitions of “soft skills” that will form the basis for the whole course.
- **Activity 4:** Discuss training course rules to set up a “workplace simulation”. (See below for suggested rules)
- **Activity 5:** Explain the importance of journaling to reinforce the learning process through reflection on what they have learned.

### The following skills and concepts are covered:

- Practicing teamwork skills.
- Activating, tapping into, and reviewing prior understanding of soft skills.
- Reviewing employer expectations with respect to employee soft skills.
- Comparing and contrasting participants’ understanding of soft skills with employer expectations.
- Establishing training room rules consistent with soft skills concepts covered by this course, and applying these through practice:
  - *Respectful communication:* Polite consideration for each other’s contributions.
  - *Teamwork and cooperation:* Helping and serving as resources for each other and working together toward a common goal.
  - *Networking:* Asking other participants for advice and help.
  - *Problem-solving and critical thinking skills:* Analyzing, synthesizing, and evaluating information to make a decision, reach a conclusion, identify an answer, or solve a problem.
  - *Enthusiasm:* Active, cheerful, and engaged participation in course activities.
  - *Professionalism:* Arriving on time; dressing in clean, neat clothing; and demonstrating good grooming (hair, skin, make-up, nails).

- Using journaling as a way for participants to record what they learned throughout the course. Journaling gives thought to one's own words and actions and their impact in the workplace.

### **Optional Activities**

- Plan a field trip to a store or service business (such as a bank or hospital) as a group, or assign this as an independent activity. Instruct participants to observe the communications and interactions between employees and customers.
- Invite a guest speaker from a local service-oriented business, such as a retail manager or restaurant owner, to discuss employer expectations.

### **Module II Overview**

In Module II, participants begin to examine the soft skill of communication. Specific topics include active listening, body language and nonverbal communication, conversational strategies and the use of Standard English in the workplace.

**Activity 1:** Review the concept of soft skills from Module I and explain that communication skills are the focus of this module.

**Activity 2:** Teach a three-level active listening model.

**Activity 3:** Provide a mini-lecture that explores the impact of nonverbal communication. Demonstrate and have participants practice. Use the SOFTEN Technique.

**Activity 4:** Explain what is meant by conversation, setting the stage for the practice interview experience in Activity 5.

**Activity 5:** Practice communication skills during a mock job interview.

**Activity 6:** Compare slang with Standard English.

**Activity 7:** Practice using Standard English in a conversation.

**Activity 8:** Explain successful communication in electronic media and social networks.

**Activity 9:** Guide the participants in appropriate use of email as an electronic medium.

### **The following skills and concepts are covered:**

- Understanding listening and speaking as the foundation of communication
- Listening actively
- Using and interpreting body language and facial expressions
- Holding a conversation
- Asking and answering interview questions
- Making introductions

- Understanding and differentiating between standard English and slang
- Using standard English
- Using on line communication tools effectively

### Optional Activities

- Suggest that participants watch television independently, or do so together as a group, to examine person-to-person interactions that exemplify successful communication. Note what elements characterize effective communication. Use “Watching a Conversation” Extension Sheet to guide these observations. (Activity 4)
- Have participants observe interactions between workers the next time they visit a fast-food restaurant, bank, or other workplace. Ask them to describe the interactions in terms of the concepts they have learned in this module.
- Encourage the use of the “Protect Yourself Online” Extension Sheet (Activity 8) to ensure that the participants understand the exposure too much digital information creates.

### Module III Overview

Module III applies the communication skills developed in Module II during a series of activities. The concepts of teamwork, diversity, and networking are presented and practiced by the participants.

- **Activity 1:** Review lessons on communication skills learned in the previous module in order to introduce Module III.
- **Activity 2:** Introduce the concepts of teamwork and cooperation at the workplace.
- **Activity 3:** Have participant practice working as a team to solve an imaginary problem (Surviving on a Deserted Island). Participants pretend they are about to be stranded on a deserted island. They will make important decisions to address the problem of survival by reaching a consensus regarding what they can take off the ship before it sinks to help them survive and be rescued. Explain that a consensus means the team decision is one all members can accept and support even if it is not any one member’s first choice. Use the hand out sheets to capture scores. Each participant should independently rank the importance of all of the items on the supply list. The most important supply item should be ranked as “1,” the second most important supply should be ranked as “2,” and so on. The least important supply should be ranked as “15.” These numbers should be entered into the “Your Rank” column on the handout. Then form teams and have the teams come to consensus on scores. Compare team score and individual scores to expert scores.
- **Activity 4:** Participants should report-out on the team-building exercise and discuss their experience as a member of a team. Which score was closer to expert? The team or the individual?

- **Activity 5:** Lead a discussion on the importance of diversity, pointing out each person's unique characteristics and experiences demonstrates the diversity evident in the class. Remind the class of the team building experience from the previous activity that demonstrates that teams are more effective when they are diverse!
- **Activity 6:** Role-play an exercise on diversity and stereotyping.
- **Activity 7:** Explore the concept of networking.
- **Activity 8:** Lead an exercise teaching networking skills in a job search simulation. ∴ Provide participants with a row cut from the Networking Activity Table. Each row has a job search objective on the left and a job lead on the right that will match someone else's job search objective. Participants will practice making connections with classmates in a simulated social gathering and attempt to find the person in the room who has the matching job lead. After establishing a connection, they will ask for help in finding a job assigned to them.

**The following skills and concepts are covered:**

- Reviewing communication skills learned during Module II
- Understanding the importance of teamwork
- Participating as a member of a team
- Contributing to the group with ideas, suggestions, and effort
- Working cooperatively with others to achieve goals
- Understanding diversity in the workplace
- Forming, sustaining, and expanding a resource network
- Knowing when to help others

**Optional Activities**

- Invite a coach for a team sport to explain how different players on the team must make contributions in order for the team to win. This will remind participants who played teams sports what they already know about teamwork. Participants who have not played team sports will better understand the rationale behind players' behavior on the field and appreciate both teamwork and the sport more.
- Contact organizations that are advocates for various minority groups, for example the Anti-Defamation League, National Organization of Women (NOW), American Association of People with Disabilities (AAPD), and NAACP to find information on prejudice and its relationship to stereotyping.
- Rent and watch the films "Gran Torino," "White Men Can't Jump," "Music Within," "Murderball," or "Crash" to see how stereotypes influence actions and to discuss how negative stereotypes were or were not overcome.
- Invite a One-Stop Career Center job developer/placement specialist to explain how networking is used to help jobseekers. To find your nearest One-Stop Career Center, visit the Connecticut Works Web site (<http://www.ctdol.state.ct.us/ContactInfo/CTWorks/Directory.htm>)

## Module IV Overview

Module IV builds on the communication and teamwork skills learned in the previous two modules and provides opportunities for students to practice and apply them in various situations. Customer service, employee enthusiasm, and workplace productivity are explored. Participants will also engage in team-based problem-solving.

- **Activity 1:** Review previous module concepts and then transition to soft skills that employers want on the job.
- **Activity 2:** Focus on conflict resolution and using the five-step process for solving people problems described in the on line curriculum.
- **Activity 3:** Teach the importance of an appropriate attitude toward work as well as how to solve typical on-the-job problems using the on line curriculum resources and case studies.

### The following skills and concepts are covered:

- Understanding the importance and the elements of good customer service
- Resolving conflicts
- Being productive
- Demonstrating a positive attitude (enthusiasm)

### Optional Activities

- Interview an employee. Have participants interview a parent or relative who is an employee – asking how they make themselves “valued” at work. Have the participants share their observations and reactions to their interviews.
- Tell participants to “be aware” when they are served in a fast food restaurant or in a retail store. Have them think about the interaction and observe the extent to which they are “valued” as a customer. Did the employees demonstrate productivity and enthusiasm?

## Module V Overview

The soft skills addressed in Module V are those most associated with workplace behaviors expected by all employers. The activities build on the soft skills covered in previous modules. The concepts are presented in brief mini-lecture formats, followed by discussions, demonstrations, or exercises to reinforce the information. Participants are asked to use their own experiences to recognize and emphasize the importance of these skills.

- **Activity 1:** Reviews the previous module’s soft skills and introduce employer/employee relationships and employer expectations.
- **Activity 2:** Explain employer expectations during a job interview.

- **Activity 3:** Have participants practice interviews.
- **Activity 4:** Review tips for dressing for success. Use the optional activity to have participants create an appropriately dressed man and woman.
- **Activity 5:** Discuss the on line stories to demonstrate common situations in which employers' rules are broken, and employees are fired.
- **Activity 6:** Have participants practice correcting the behaviors that led to dismissals by "rewriting" the online stories with a happy, employer/employee-friendly ending.

**The following skills and concepts are covered:**

- Developing awareness that being an employee means acting as a representative of the employer
- Reviewing employer expectations with respect to employee soft skills
- Answering interview questions
- Demonstrating communication skills on an interview
- Practicing verbal and nonverbal communication
- Observing and identifying positive and negative social skills
- Self-managing within employer boundaries
- Making good workplace judgments
- Following workplace rules
- Demonstrating ethical behavior
- Understanding and applying appropriate work dress codes

**Optional Activities**

- Invite an employer guest lecturer to share with the class his or her expectations of employees.
- Set up a field trip to a department or clothing store for a demonstration of appropriate interview clothing.
- Bring in clothing catalogs and have students pick out job-appropriate outfits. Review the choices and the reasons for them.
- Discuss how volunteering at a business can help students learn about the world of work and provide opportunities to practice soft skills expected by employers.
- Use the 411 on Disability Disclosure Toolkit to discuss roles and responsibilities around disclosure. The toolkit can be found at <http://www.ncwd-youth.info/411-on-disability-disclosure>. Information on disclosing/addressing attributes that may be potentially viewed as negative affects a broad array of youth: single mothers,

individuals with prison records, youth who have disabilities and individuals who may have been fired from previous employment. Knowledge about effectively addressing these factors could be very beneficial.

## **Module VI Overview**

Module VI provides an opportunity to reflect on the concepts covered during the entire course. Participants will share their understanding of course content and purpose, as well as discuss insights gained during their experiences.

- **Activity 1:** Review the subject matter from the course and have participants' examine their earlier self-reflections. Encourage participants to recognize how their own thoughts and attitudes have changed and developed as the course progressed.
- **Activity 2:** During this last group experience, have participants write a definition for each skill on post-its. Post chart paper with one soft skill label in various parts of the room. Have participants "Walk the Soft Skills Boardwalk" As they place their post-it on a soft skill paper and read the definitions others have posted.
- **Activity 3** celebrates the progress made by the participants in this course by presenting them with a certificate of completion and making complimentary remarks about each participant.

### **The following skills and concepts are covered:**

- Reiterating and emphasizing the importance of soft skills
- Recapping course highlights
- Congratulating participants for completing the course
- Presenting participants with completion certificates

## Soft Skills Definitions

### TEAMWORK

***Teamwork involves building collaborative relationships and working with other people.***

*Having good teamwork skills includes:*

- *Participating as a member of a team*
- *Working cooperatively with others*
- *Contributing to the group with ideas, suggestions, and effort*

*Teamwork requires several skills to be effective, including:*

- *Good speaking and listening skills*
- *A sense of responsibility*
- *A healthy respect for differing opinions, customs, and the individual preferences of others*
- *The ability to participate in sound decision-making*

### COMMUNICATION SKILLS

**Communication skills include both oral and written components..**

- Oral communication
  - Listening skills: Listening involves the ability to restate ideas clearly and effectively, as well as to receive, interpret, and respond to verbal messages and other communication cues.
  - Speaking skills: Speaking involves the ability to obtain, clarify, and verify information through questioning.
- Written communication
  - Written communication is the ability to effectively express thoughts and ideas in written form.

Communicating in the workplace is different than in school. In a classroom, the instructor usually leads group discussions or assigns written homework, and participants respond or ask questions when directed to do so.

In the workplace, however, the format for interaction varies. Sometimes your supervisors may specifically ask for your opinion or ask you to express that opinion in writing. More often than not, however, they assume that if they need to know something, you will bring it to their attention.

**The challenge of communicating in the workplace is learning how and when to share your ideas or concerns.**

## NETWORKING

**When it comes to finding a job, networking is essential.**

- Networking involves talking with friends, family members, and acquaintances about your employment goals, interests, and desires.
- Networking requires contacting a wide range of people who may be able to assist you in looking for employment. This may mean reaching out beyond people you already know to expand your available opportunities. .
- Networking not only occurs when you are looking for employment but also continues as you develop ongoing relationships with colleagues and others encountered in the work environment.

## ENTHUSIASM

**Enthusiasm is a skill essential to success.**

- Showing enthusiasm demonstrates that you are interested in and excited about your task.
- You can show enthusiasm in several ways:
  - Displaying self-esteem
  - Working hard to become proficient at tasks
  - Expressing willingness to learn
  - Paying attention to details
  - Working well even when assigned unpleasant tasks
  - Displaying a high level of concentration
  - Showing motivation, vitality, and energy
  - Showing optimism in approaching or completing a task
- Once employed, you can also demonstrate enthusiasm by taking initiative and seeking new and more challenging work.
- In some work settings, this may mean performing tasks that need to be done before being asked.

## PROBLEM-SOLVING AND CRITICAL THINKING

**Problem-solving and critical thinking refers to the individual's ability to use knowledge, facts, and data to effectively solve workplace problems.**

Problem-solving skills involve this process:

- Identify or recognize a problem or discrepancy.
- Find possible reasons for the problem/discrepancy.
- Develop and implement a plan to resolve the problem/discrepancy.

Effective problem-solving requires the use of sound reasoning and analytical thinking. This means developing a well thought-out solution within a reasonable timeframe.

Critical thinking also involves the ability to:

- Identify problems
- Consider and evaluate alternative solutions
- Weigh their risks and benefits
- Formulate and reach logical decisions

## **PROFESSIONALISM**

**Professionalism is an attribute that demonstrates your business etiquette and work ethic.**

You want to show attributes such as:

- Personal accountability and responsibility
- Effective work habits
  - Being on time (punctuality)
  - Working productively with others
  - Time management
  - Workload management
  - Willingness to learn new things
  - Working hard to achieve excellence at performing tasks
  - Setting high standards
  - Being honest, not stealing, and having integrity

Professionalism is essential at all stages of getting and staying employed. For example, you should have an organized resume to make a positive first impression (before the interview); you should conduct research on the company to ask questions and appear well-informed (during the interview), and you should dress appropriately (once employed).

## Module I, Activity 5

### Self-Reflection Journal Question

**What did I learn about soft skills, and why are they important?**

*Use the lined space below to write your journal entry or create a drawing in the box.*

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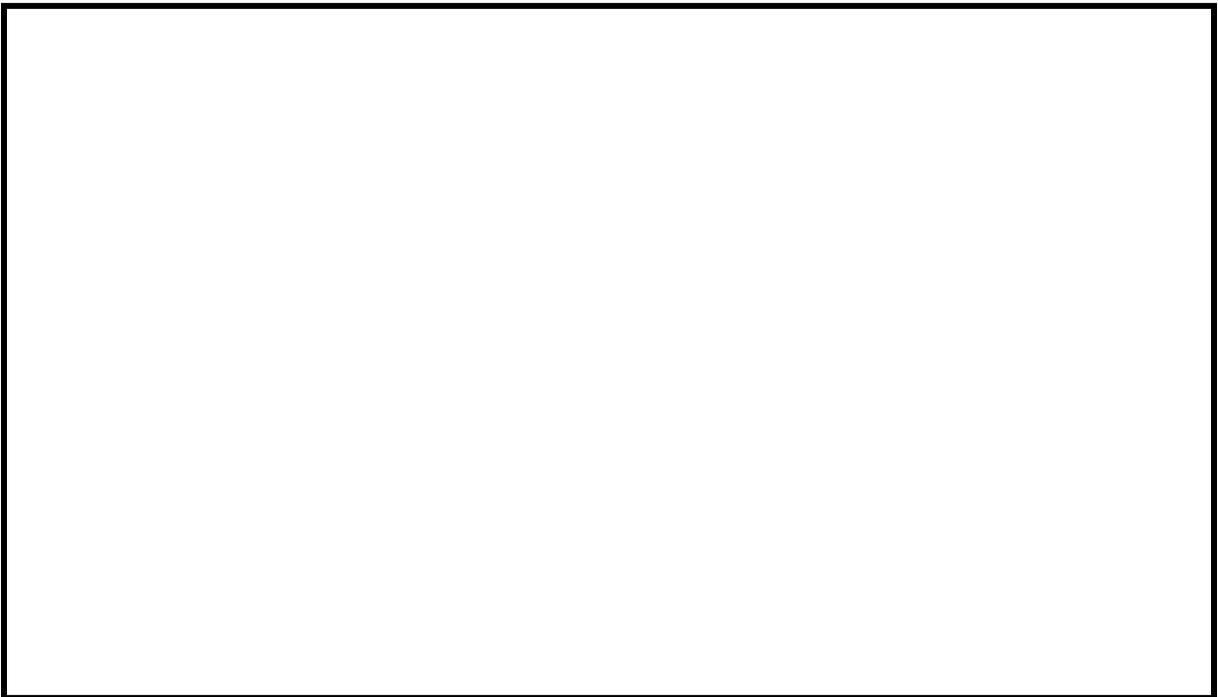
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# Module II, Activity 2: Tips for Active Listening

## Participant Handout

Here are some TIPS for becoming a good active listener:

### 1. Pay attention.

- Give your full attention to the speaker.
- Look at the speaker, and do not do anything else while you are listening (such as talking on the phone, texting, fixing your hair, waving to your friend, or mentally preparing a response).
- Ignore side conversations, if you are in a group situation.
- Observe the speaker's body language and facial expressions—they are part of the message too!

### 11 Give the speaker feedback while he/she is speaking that shows you are listening.

- Do not interrupt, but use body language and facial expressions of your own that show you are paying attention. This will convey that you are listening.
- Nod your head from time to time, especially when if you deeply agree with a statement.
- Sit or stand in a way that is open and invites communication from the speaker.
- Encourage the speaker by using verbalizations such as “yes,” “uh huh,” “really,” and so forth.

### 12 Reflect your understanding of the total communication message.

- Repeat in your own words the message that you believe was communicated.
- Ask questions.
- Clarify specific points by saying things such as
  - “Do you mean that...?”
  - “Is this what you mean...?”
  - “Can I repeat what I think you said?”

### 13 Allow the speaker to finish, even if you are getting emotional about the content of what is being said.

### 14 Set aside your own prejudices and opinions...at least for now!

### 15 Remind yourself to continue to listen in this new way because you really want and need to hear what the speaker is communicating

**Module II, Activity 2**  
**Self-Reflection Journal Question**

**How can I use active listening to help me communicate more effectively?**

*Use the lined space below to write your journal entry or create a drawing in the box.*

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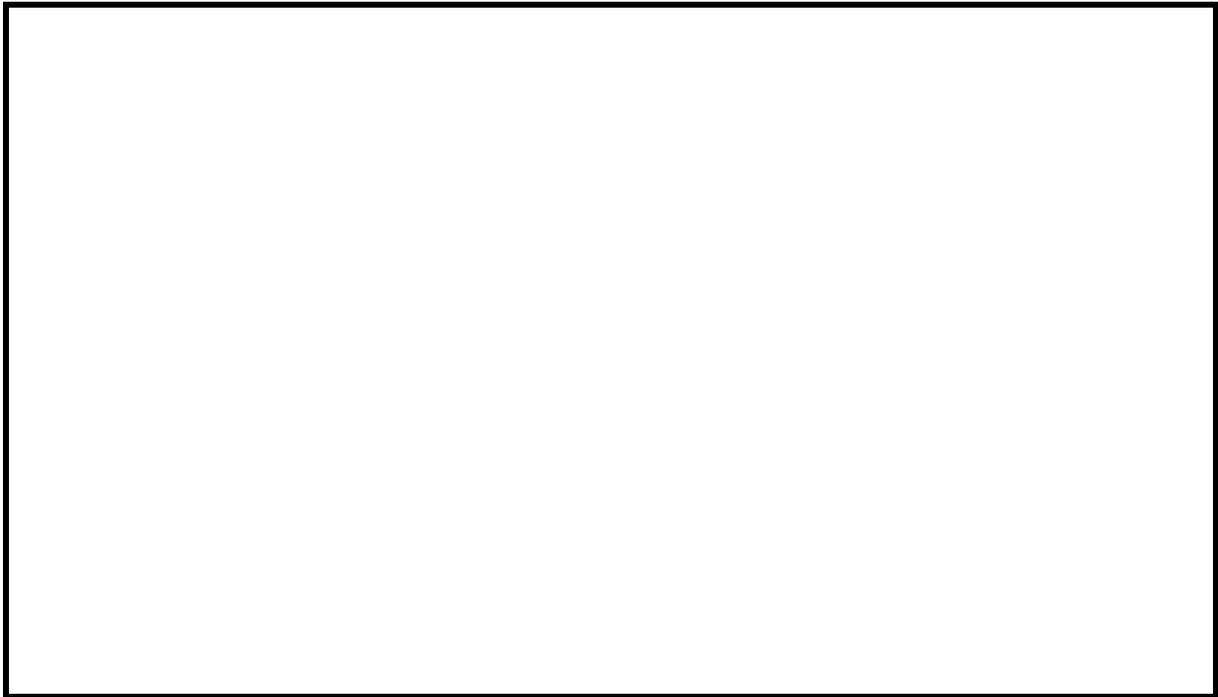
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## Module II, Activity 3: SOFTEN Technique Guide

### *Participant Handout*

SOFTEN is an acronym standing for words for effective communication techniques:

- S** stands for “smile”. Your smile should be sincere. Even if you are on the phone and no one can see you, people can tell if you are smiling. Smiling communicates your pleasure in the interaction.
- O** stands for “openness”. You can use your body to show openness by keeping your arms open and facing the person in the interaction. Folding your arms over each other or crossing your legs communicates being “closed” for communication.
- F** stands for a “forward lean”. If you lean slightly in the direction of the other person you are interacting with, it shows you are demonstrating your interest in actual communication. Be sure to avoid invading a person’s personal space (or the space surrounding a person within about one-and-a-half feet).
- T** stands for “touch”. Greeting someone with a handshake is the only acceptable form of touching in the workplace. Some people do not prefer to or cannot shake hands. If this is the case with you, be sure to have a response an explanation ready to tell for the person you are greeting. Make sure the touch is not suggestive or could not be considered a sexual advance.
- E** stands for “eye contact”. In the United States, actual face-to-face communication involves eye contact for those who are not visually impaired. In some cultures, avoiding eye contact may be a sign of respect, but in most office settings in the U.S., this will not be the case.
- N** stands for “nod”. You can nod your head to show someone that you are listening and that you hear what they are saying. Only nod from time to time and do so during points where you find you are in agreement with what is being said.

If you practice the Soften Technique, you will be an effective communicator. Practice your expressions in front of a mirror by yourself. Practice with friends and family.

## Module II, Activity 3

### Self-Reflection Journal Question

**How can I use what I learned about facial expressions and body language to make others better understand what I am saying? How can I use my facial expressions and body language to make my interview better?**

*Use the lined space below to write your journal entry or create a drawing in the box.*

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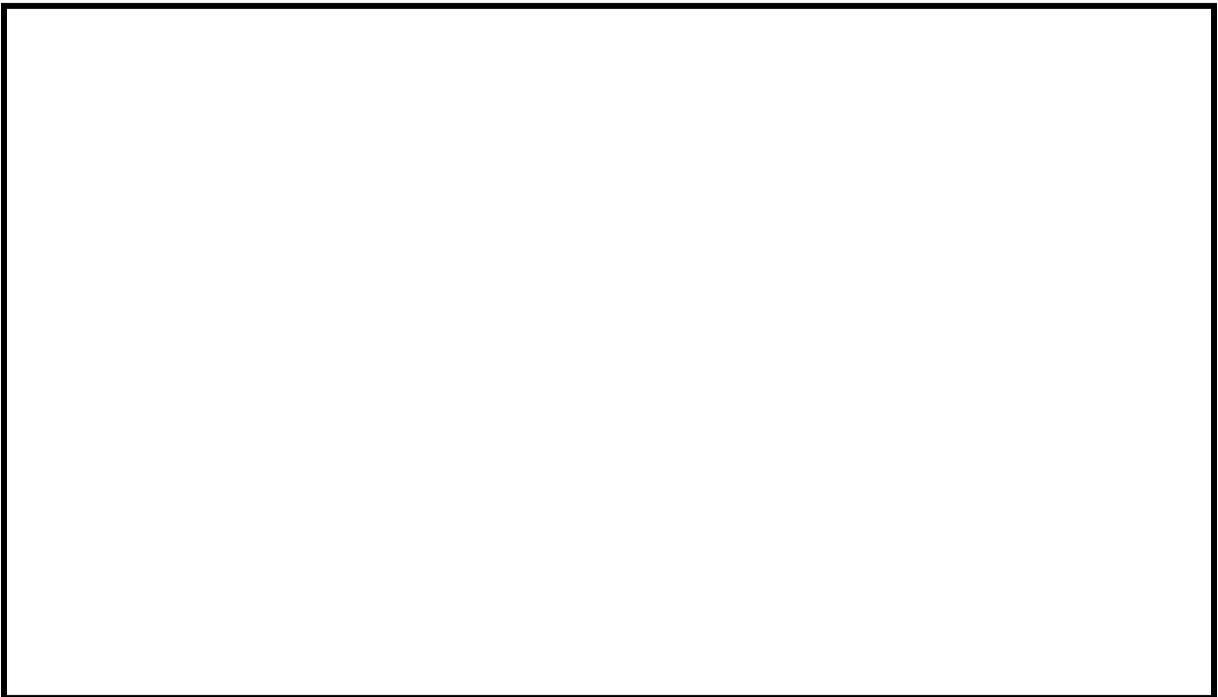
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## **Module II, Activity 4: Tips for Making Conversation**

### **Participant Handout**

**A conversation is like a dance, or a tennis game or a Ping-Pong game. It takes at least two players. It has to go back and forth. You say something, then they say something. You say something, and back and forth it goes.**

**Here are some TIPS:**

#### **1. Introduce yourself.**

- Simply tell a new person your name, clearly and slowly.
- Extend your hand to shake after the person gives his/her name in return.
- If you already know the person, a greeting word or phrase like “Hello” or “How are you?” will suffice to open things up. If the person already knows your name and you know his/hers, you can just begin with the greeting.

#### **16 Look around your immediate environment.**

- Is there is something worth pointing out? Talking about the weather may be boring, but if you had hail in July, or record heat in August, this can be a conversation starter.

#### **17 Compliment the person.**

- Be truthful. There must be something that you like about a person enough that you want to talk to him/her.
- Say so. A sincere compliment helps a person warm up because he/she knows that there is something you already like about him/her. It could be his/her sneakers or the way the person wears his/her hair.
- Stay away from any compliments about specific body parts that could be seen might be interpreted as a sexual message. That would never make a person feel uncomfortable.

#### **18 Ask a question about the person that requires more than a YES or NO answer!**

- Most people want to talk about themselves. They want to talk about what they are doing or what they know about. A question that is a follow-up to the compliment you just gave can get a discussion started.
- Try “Did you see that TV show last night? What did you think about it?”
- Try sports. How are the local teams doing?

- Try to find common interests or experiences, but don't talk about yourself too much. It can sound like bragging.
- Keep your questions light and not too personal.
- Do not ask too many questions if the other person doesn't respond in a positive way.

**19 Recognize a conversation-starter that the other person offers.**

- Build on what the other person has said, and carry it forward.
- Offer your opinion, ask a question about it, or add information about the subject.

**110 Don't forget to look at the person, make eye contact, and smile.**

**111 Having fun is an important element of any good conversation.**

**112 Use the body language and active listening lessons you have learned!**

## Module II, Activity 4

### Self-Reflection Journal Question

**Why would it be is it important to know how to make conversation with the people you work?**

*Use the lined space below to write your journal entry or create a drawing in the box.*

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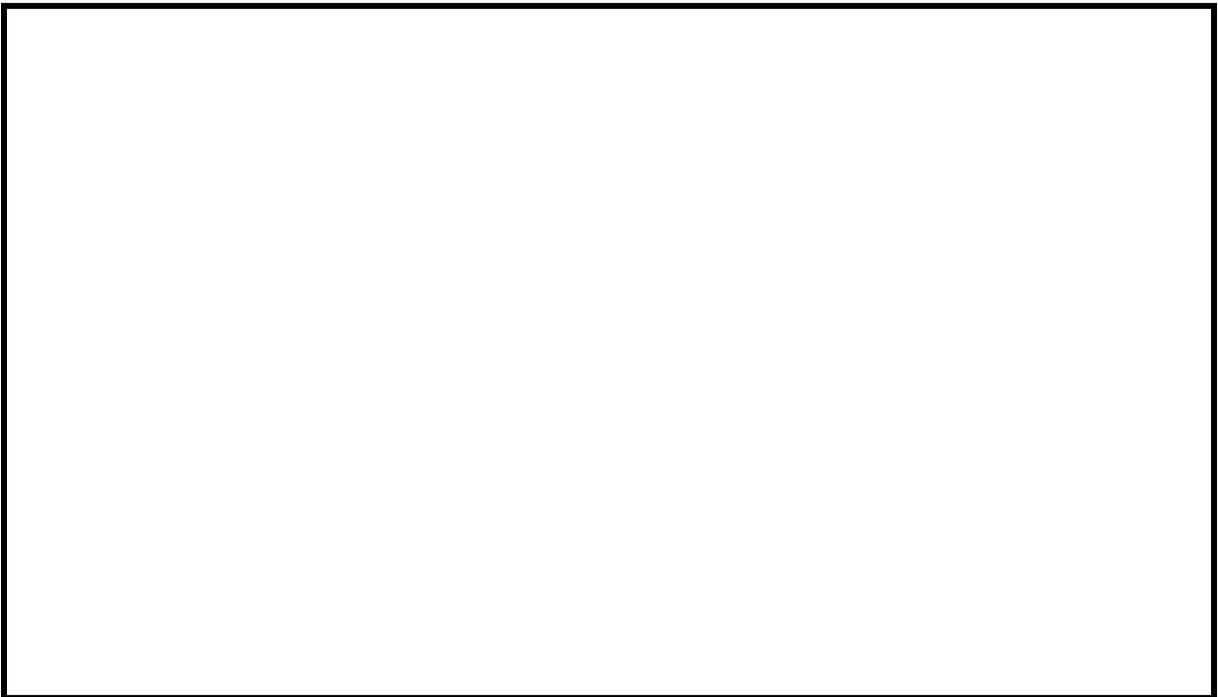
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## Module II, Activity 7: Sentence Conversion Graphic Organizer

### Participant Handout

*In each row, change the casual language into Standard English that you would appropriate for use at a job interview, at work, or with customers.*

CASUAL LANGUAGE	STANDARD ENGLISH
I ain't no dummy!!	
I can axe my teammates for help.	
Of course I'm good! I be the best carpenter!	
I'm gonna do real good at this here job!	
Are youse guys talkin' to me?	
I never dis my boss or coworkers!	

## Module II, Activity 7

### Self-Reflection Journal Question

**How will I use what I have learned about standard English and apply it in my life?  
Will I be able to use casual language and slang in the right ways and places?  
Describe at least one situation in which you would choose to use Standard English.**

*Use the lined space below to write your journal entry or create a drawing in the box.*

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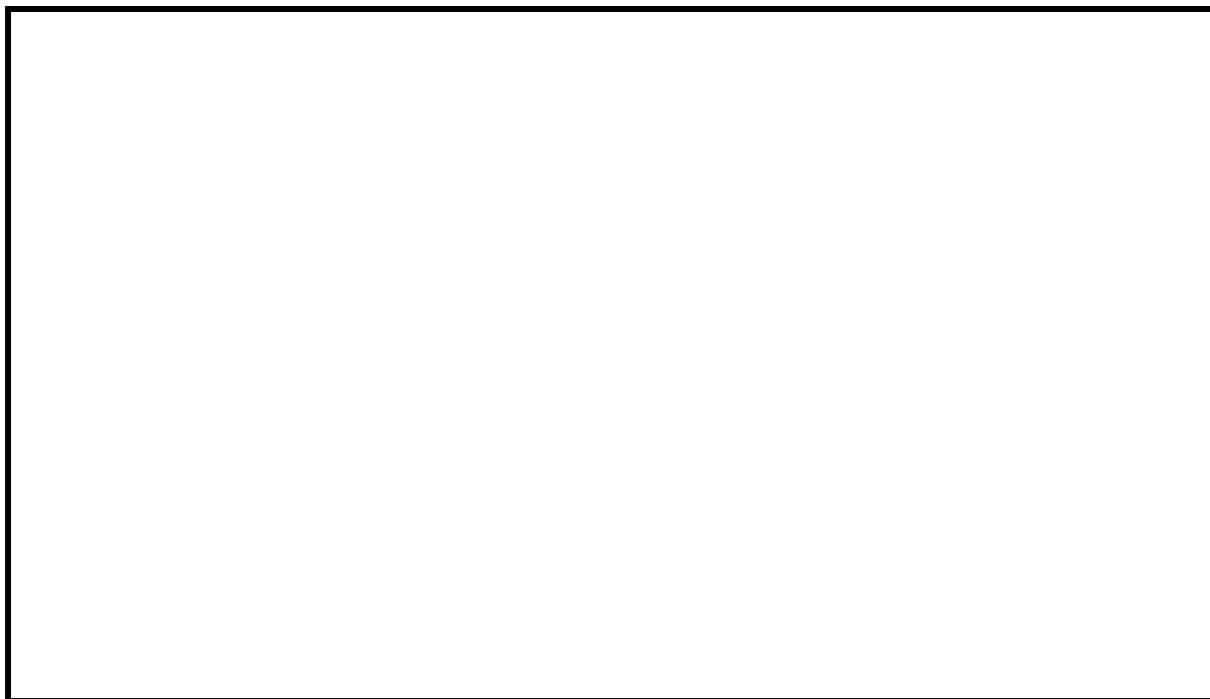
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# Module II, Activity 8: Checking My “Digital Dirt”

## *Participant Handout*

### Step 1:

Type in your name into a search engine like “Google” or “Bing”. What comes up?

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### Step 2:

Pull up any pages you have posted on social networking sites like Facebook, My Space, etc. Ask yourself if you would be comfortable showing your grandmother, your pastor or your future boss what is on the space.

### Check here everything you find on your site that is inappropriate:

People (or you) using alcohol or illegal substances in pictures:	Yes _____	No _____
People (or you) in sexually suggestive clothing or poses:	Yes _____	No _____
People (or you) in inappropriate or ridiculous outfits, or situations:	Yes _____	No _____
Gender or racial/ethnic remarks or slurs in comments	Yes _____	No _____
Foul language	Yes _____	No _____
Tasteless or inappropriate jokes	Yes _____	No _____
Any illegal activity portrayed on line	Yes _____	No _____

Check here if you have removed these pictures or checked a privacy setting that doesn't allow anyone to see them but trusted friends) \_\_\_\_\_

Check here if you have asked your friends to remove pictures and tags of you from their sites that fit any of the checks above. \_\_\_\_\_

Check here if you have emailed your “friends” and family to tell them that you are job hunting and that employers check online before hiring, so you need their cooperation in not posting any pictures of you or tagging partying pictures. \_\_\_\_\_

Even after being hired, keep checking your site for improper posts or comments from others.

Note to self: “I want my employer to respect me so I won't post pictures or words that will impact that respect.”

Signed: \_\_\_\_\_

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# Module II, Activity 8: Protect Yourself On Line Guide

## *Participant Handout*

This sheet will help you check your social media site to see if you are at risk from digital predators. People can steal your identity if you share too much information.

### **Go to your site and check if you posted:**

Birthdate:\_\_\_\_\_ Last name:\_\_\_\_\_ Address:\_\_\_\_\_ Year of High School graduation:\_\_\_\_\_

If you did, change the birthday to day and month, not year. Take off your last name and address.

With the information you just deleted, people can figure out your social security number and open a credit card with your name and charge things to the card. You could be responsible for the costs. Don't be a victim of identity theft! If someone steals your identity, they can hurt your future chances for loans and credit cards.

### **Do you post pictures from your phone? \_\_\_\_\_**

Some sites follow you with GPS (global positioning software) technology. "Foursquare" points happen when you visit and sign in in local shops and stores with your cell phone. When you post a picture online from a digital phone or camera, that picture has digital GPS coordinates that lets anyone looking at that picture know where you took that picture. If you took the picture in your bedroom, they will know exactly what window to enter if they want to break in. For information about how to disable this in your device, visit <http://icanstalku.com/>

### **Do you really want your future boss to see your Facebook photos?**

### **Check off each thing that will help protect you as you change your settings:**

- **Change privacy setting profile to friends only: \_\_\_\_\_**
- **Check your friends to see if you really know them all:\_\_\_\_\_**
- **Unfriend people in your friends that you don't actually know:\_\_\_\_\_**
- **Check every new friend that asks you to friend them to see if you really know them:\_\_\_\_\_**
- **Ask your friends to message you privately instead of making comments:\_\_\_\_\_**
- **Check any sites you "like" or connect to make sure they are not inappropriate:\_\_\_\_\_**
- **Check and remove anything that is offensive, rude, or sexually suggestive:\_\_\_\_\_**

# Module II, Activity 9: E-Mail Tips

## *Participant Handout*

Although you are probably using text and social media sites to communicate with your friends, e-mail still is the main business communication tool. No matter what company you work for, you will need to know how to use e-mail in a professional business environment. Be sure to review all company policies about e-mail use, especially those related to using a business e-mail account for personal reasons. To get a job, you may even have to send your résumé via e-mail. Here are some E-Mail Tips to use when emailing.

### **Be brief and concise**

Business e-mails are designed to communicate information or to get a response.

- Get to your point quickly. If you find yourself typing a lot, make a phone call.
- If you need to send a long email, apologize in the beginning of the message.

### **Be professional**

You should use the same professional guidelines as you would when writing a printed letter. Here are some simple rules to follow:

- Use Mr., Ms., Dr., etc. unless you are on a first-name basis with the recipient.
- Do not use text-messaging-type abbreviations, like “U” for you, or “2” instead of two, “plz”, “thx”, etc. Those informal abbreviations may be fine for your personal e-mails or text messages on your personal accounts, but not for business e-mails.
- Use formal language (complete sentences, business letter formats, and correct spelling) along with an outline of the content of the message.

### **Use the right salutation**

- Address your e-mails using the person's correct name, title, etc.
- End your message with a proper closing such as "Thank you," "Best Regards," etc.
- Usually you will have the chance to set up what is called a signature file in your e-mail system. When you do, your contact information will be added to the bottom of each e-mail that you send out.

### **Be careful of your spelling and punctuation**

- Spelling and punctuation mistakes reflect poorly on both you and your company. Spelling counts!

### **Do not use all CAPITAL letters**

- Capital letters in e-mail are the equivalent to shouting.
- Do not write messages in all caps, unless you want to stress something.
- E-mails in all caps are considered rude and can be quite irritating to read.

### **End with a closing signature**

- Your e-mail should end the same as a business letter with a “closing”
- Use “Thank you”, “Sincerely”, “Yours truly”, “Best regards”, etc. along with your name, title, company, phone, fax, and web site address.
- Don't get carried away with slogans, awards, associations, quotes, etc.

### **Subject**

- Besides seeing from whom the e-mail came, most people set up their e-mail system so they will be able to read the subject before they decide to open the e-mail.
- Think about what the e-mail is about and write the subject in a few words that describe containing the important message in the e-mail.
- If the person could only read the subject on their mobile device, would they know what your e-mail was about?
- If you want action, put that in your subject. For example: “Invite to department meeting 6/19 at 8:30 a.m. - please respond”
- Don't write IMPORTANT in the subject line unless it is really important.
- Do not use high priority settings for every e-mail.
- Do not send e-mails with blank subject lines.

### **Forwarding and Spam**

Everyone gets e-mails with funny jokes, links to videos, and cute stories. These are for your personal e-mail. **Never forward one of these e-mails in work**, even if the original came from one of your a co-workers.

- It is unprofessional for your image at work.
- It shows you are “off task” and reading spam instead of doing your work
- It clogs up the e-mail system, taking up memory space needed for work.
- It might have a virus and infect the entire system.

### **Replying**

- Once you get an e-mail, answer it quickly.
- Answer all the questions you are asked.
- If you just received information, but don't have to provide an answer, reply just to say you got the e-mail.
  - For example: “Thank you for the information. I appreciate your help.”
- If you have to provide an answer and it will take you time to get back to the person, tell them that.
  - For example: “Thank you for the e-mail. I will look into this and get you an answer as soon as possible.” Then the sender knows you are working on it.
- Reply to their e-mail instead of starting a new e-mail to the person. In this way, the person has what they said or asked you right below your response e-mail. This is called a “message thread”.
- Think before your hit “Reply All”.
  - Does everyone on the e-mail need to know what your answer is?
  - Sometimes it's better to send your reply to the sender only.
  - Think about this carefully before replying. Sometimes people are annoyed when unnecessary e-mails end up in their inbox.

- Make your sentences are short.
- Check your grammar to make sure see if it is correct.
- Use spell check.
- Write notes of what you need to say before writing you write the e-mail.
- Order your notes for most important first.
  - Put your notes in order of importance. If you have more than three main points, you may need to consider sending another e-mail.
- Make sure your subject line contains a summary of the main points.

### **Copying and Blind Copying**

**CC** comes from a time when letters were typewritten with something called a “carbon copy”.

- Think of who needs to have a copy of what you write.
- Get advice from your supervisor if you are unsure.
- The people you copy will show up in the second address line.
- Some supervisors like to be copied on everything that is sent.
- Check company policy or ask your supervisor.

**BCC** means a “blind carbon copy”. This means someone gets a copy, but no one except you and the person with the blind copy knows they have a copy. Their name doesn’t show up in the distribution list. If you are unsure, check with your supervisor.

### **Attachments**

If you are going to send a large attachment or something with images, check with the person to see if he or she can receive a large file.

- Send an e-mail asking for the best way to send the information.
- You may need to compress the file or picture, but the best thing to do is to find out how to meet his or her needs.

### **Reviewing**

- Read your e-mail before you send it.
  - Make sure it makes sense.
  - Read it aloud to yourself.
  - Print it and read it with a red pen in hand.
  - Make changes on paper and on the screen before you send it.
  - Send it to yourself first. Read it then ask yourself if it make sense.

### ***THINK BEFORE YOU HIT SEND.***

- Many people have used e-mail to say something about someone else behind their back.....only to have that person get a “forward” of the e-mail.
- Don’t put anything in writing that will embarrass you or someone else.
- You want your e-mails to represent the professional person you are and want to be!

## **Personalizing**

There are many ways that people can change the look and format of their e-mail. There are backgrounds, emoticons (e.g.: ☺), and font styles and colors. This type of personalization should be used only in personal e-mails. Business e-mail is all about a professional look.

- Don't use colored backgrounds or background images.
- Don't use strange fonts or sizes.
- Don't use the emoticons in a business e-mail.
- See what your company expects for a signature. Most of the time it will be your name, title, and contact information.
- If you are sending a résumé, then personalize your signature with your contact information.

## **Tone**

Tone in writing is defined as "the writer's attitude toward the reader and the subject of the message". The overall tone of a written message affects the reader just as one's tone of voice affects the listener in everyday contacts.

Tone is a difficult thing to understand when it comes to e-mails.

- Something which you think is funny and direct may sound sarcastic and demanding to your reader.
- E-mails are famous for not coming across correctly and causing miscommunication.
- People usually write them very quickly and do not pay attention to what they have actually said.
- If you have something to say that might be extremely personal, don't send an email. Call or see the person.

## Module III, Activity 2

### Self-Reflection Journal Question

**Think about any “good” teams that you have been on (sports teams, school projects, etc.). Then, think about a “bad” team on which you participated. What were the differences between the two? How did you help to make the good team better? Did anything you do make the bad team worse?**

*Use the lined space below to write your journal entry or create a drawing in the box.*

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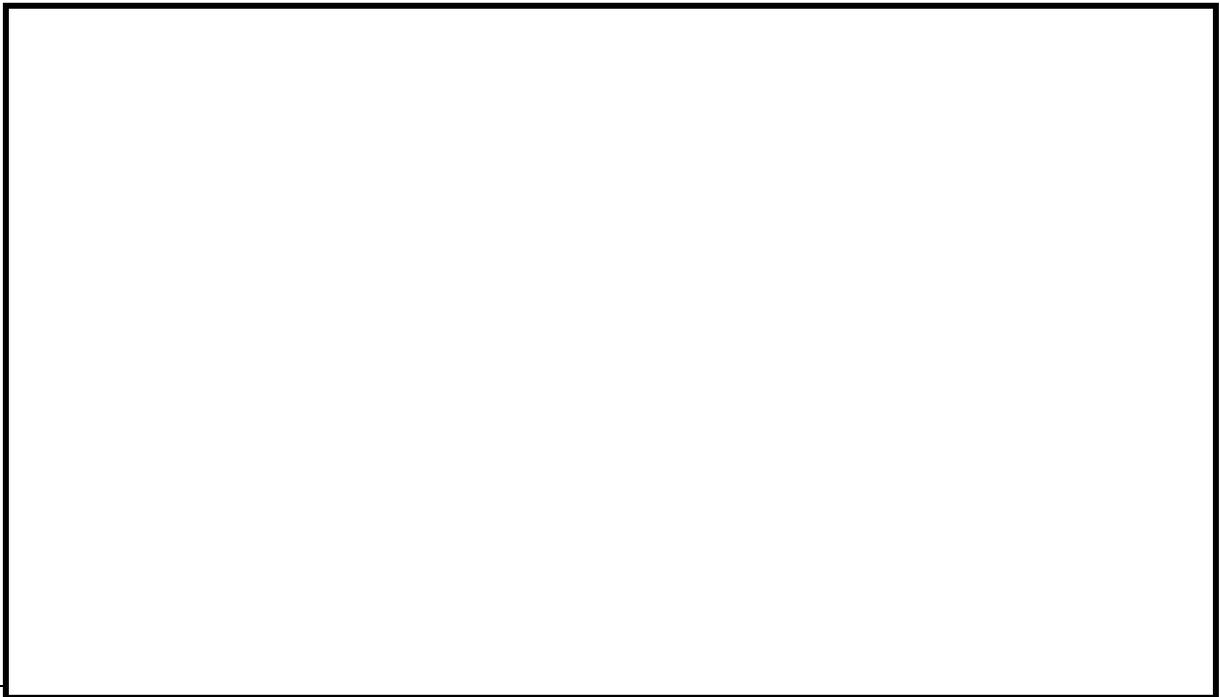
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## Module III, Activity 3: “Surviving on a Deserted Island” Scenario

### Participant Handout

In this exercise, pretend to be a member of a team about to be stranded on a deserted tropical island. You were sailing on a ship that is now sinking. Before abandoning ship, you and the other people will be able to select some supplies from the ship before it goes down. You need to choose items that will help you stay alive and get rescued. In this exercise, decide as a team which supplies and equipment are the most important to help you survive while on the island and to get you rescued from the island.



Your survival depends on escaping the island and getting back to civilization. This means you need to think about what is needed to signal ships or airplanes to let them know you are there and need to be rescued. Additionally, think about what you need to do to drink water and eat in order to stay alive until you are rescued. Finally, consider your safety. There may be animals that are dangerous or that you need to kill to eat. Only the most critical of the available supplies can be taken with you.

## Module III, Activity 3: “Surviving on a Deserted Island” Supply List

### Participant Handout

*Directions: Review the list of supplies and decide which will be most useful in helping you and your team of stranded people to survive and escape.*

*Write the number “1” in the “Your Rank” column next to the item you feel will be most important in keeping you safe and getting the team rescued. Write the number “2” next to the second most important item, and so on, until you’ve ranked the least important item as “15.” Then work together as a team to come to consensus on the rankings, and write these numbers in the “Team Rank” column.*

#### **Hints to keep in mind:**

- Survival depends on staying alive and well while waiting for rescue..
- People can only live a few days without fresh water.
- Drinking sea water will make people sick and dehydrated from the salt in the water.
- Having shelter from the sun during the day and staying warm at night are very important.
- You want to be able to send distress signals and attract attention from planes or passing ships. However, you have to survive and also be strong enough to do the signaling.
- You have to sustain life and protect yourself. You need tools to make shelter.
- You need tools to cut wood to burn for your fire. Fire gives warmth at night, a way to cook food, and a way to boil water to make it safe to drink. Fire also can be a way to signal for rescue.
- You have to eat food to have energy to continue to protect yourself, try to escape, and find food and water.
- Try to be creative and use things in more than one way. For example, the knife could be attached to a stick with rope and used to spear fish.

## Module III, Activity 3:

### “Surviving on a Deserted Island” Supply List

ITEM	YOUR RANK	TEAM RANK
Waterproof Flint (special matches)		
Mirror		
Water purification kit		
Pistol and bullets		
First Aid Kit		
Signal with Flares		
Hand held gaming device		
Hammocks		
Binoculars		
Knife		
Large plastic garbage bags		
Fifty foot of nylon rope		
Self-inflating life raft		
Metal cups		
Map of the Island		

## Module III, Activity 3: “Surviving on a Deserted Island”

### Supply List Rankings

#### Participant Handout

ITEM	EXPERT RANK	RATIONALE
Waterproof Flint (special matches)	3	Making a fire is important for staying warm, cooking food, boiling water to make it safer to drink (killing bacteria), and grilling or boiling food that you kill or find (clams, berries, fruit, fish, crabs, etc.).
Mirror	13	The mirror can be used to signal planes and ships. This is not as useful as a flare, but if you run out of flares, a mirror will be your next most effective signaling device besides fire.
Water purification kit	1	This will address the most pressing survival requirement. Drinking ocean water will dehydrate you and could make you sick. Island fresh water can be boiled to get rid of bacteria, but a purification kit is very important in keeping you from having stomach problems that will put you in the hammock for days. You can only live a few days without safe fresh water.
Pistol and bullets	15	A gun is not really useful since the island is uninhabited. While we could use it to shoot animals to eat, but we have to have experience to be a good shot and we may lose all our bullets trying. Plus, we may accidentally shoot someone on our team.
First Aid Kit	5	As you work to find food and shelter, you could get seriously hurt from a fall or from using your knife to create shelter or cut wood. Make sure you have Quick Clot for bleeding, tweezers to remove splinters, sun block, a needle and thread, and antibiotic creams to prevent infection. You might also need something for bug bites and something for allergic reactions.
Signal with Flares	9	These will help you signal if you see a plane or ship nearby. They are not important for keeping you alive, but they are important for escape from the island.
Hand held gaming	14	The batteries will run out after a short while and you won't be able to plug your game into a

device		charger. For the few hours of battery power that you do have, you could entertain yourself by playing some games.
Hammocks	10	Protecting ourselves from the elements is very important. Initially, we can use hammocks to sleep in off the ground and to stay dry and away from bugs. We can also take them apart and use the parts to build a stronger shelter and beds with other materials such as the plastic garbage bags.
Binoculars	12	Great to use in conjunction with your island map to see where there is fresh water and to find potential rescue vehicles like ships and planes.
Knife	2	This tool is for building shelters, preparing food, making campfires, and countless other tasks. It also offers protection from animals like snakes. Use it as a spear tied to a stick to go fishing for lobsters.
Large plastic garbage bags	4	These have so many uses beyond trash. We can collect rain water in them. They can be cut up and tied together to make a waterproof shelter and they can make waterproof clothes like ponchos to protect us from getting wet in tropical rainstorms.
Fifty foot of nylon rope	6	This can be used for construction of your shelter, as well as to make fish nets and fishing lines. You can also use it to set up a friction fire-making kit if your matches fail or run out
Self-inflating life raft	11	This is good for paddling out in the open ocean in search of the mainland.
Metal cups	8	These are important for boiling water to make it safer for drinking and for cooking any food you catch. You might not want to eat your food raw. Sushi is good in a restaurant, but you might want to be sure to cook everything to avoid bacteria and getting sick.
Map of the Island	7	The map of the island may help you decide where to make our camp, where to find fresh water, and where there is a clearing or high location to signal for rescuers.

## Module III, Activity 3: Supply List Rankings Comparison Sheet

### Participant Handout

#### Who Came Closest to Survival Expert Answers?

Write your individual rankings in the “Your Rank” column, and your team’s rankings in the “Team Rank” column. Then, for each item:

- Calculate the difference between your ranking and the Survival Expert’s ranking and write it in the “Your Difference” column.
- Calculate the difference between your team’s ranking and the Survival Expert’s ranking and write it in the “Team Difference” column.

ITEM	YOUR RANK	TEAM RANK	EXPERT RANK	YOUR DIFFERENCE	TEAM DIFFERENCE
Waterproof Flint (special matches)			3		
Mirror			13		
Water purification kit			1		
Pistol and bullets			15		
First Aid Kit			5		
Signal with Flares			9		
Hand held gaming device			14		
Hammocks			10		
Binoculars			12		
Knife			2		
Large plastic garbage bags			4		
Fifty foot of nylon rope			6		
Self-inflating life raft			11		
Metal cups			8		
Map of the Island			7		
<b>TOTALS</b>					

## **SCORING**

**0–26 IS EXCELLENT! YOU MADE IT HOME SAFELY!**

**26–32 IS GOOD! YOU MADE IT TO THE RESCUE SHIP.**

**33–45 IS AVERAGE. SOME OF YOU MADE IT HOME SAFELY.**

**46–55 IS FAIR. THERE WERE NOT MANY SURVIVORS.**

**56–112 IS POOR. YOU ARE STILL ON THE ISLAND..**

## Module III, Activity 4

### Self-Reflection Journal Question

**How will I use the experience of working on a team to make my next job into a great one?**

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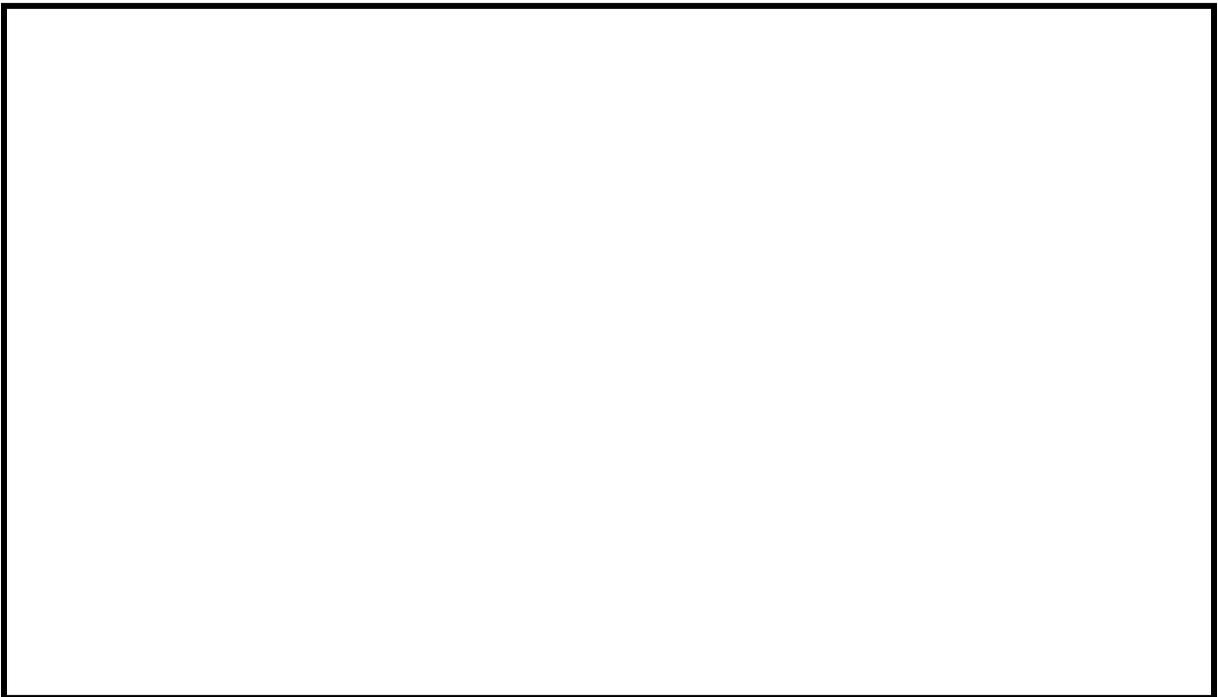
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Module III, Activity 6



### Self-Reflection Journal Question

**Have you ever been a victim of stereotyping? How did it make you feel? Have you ever applied a stereotype to someone else? Think about both situations and make a list of why these attitudes would be harmful in a work place.**

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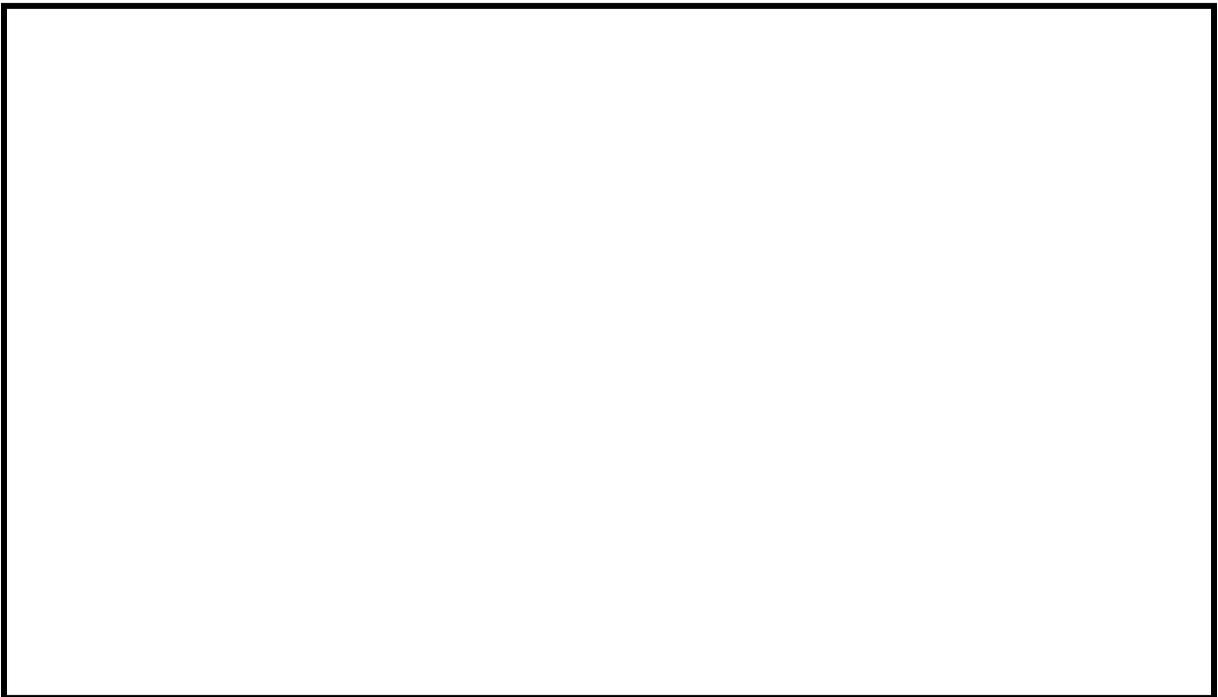
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## **Module III, Activity 6: Stereotype Definition**

### **Participant Handout**

- An incorrect belief that all members of a racial, cultural, national, or other group have the same negative characteristics. It is a belief based on ignorance, bigotry, and prejudice.
- A generalization about all people belonging to a certain group as being identical in a specific, usually negative, way. A conclusion usually based on limited, sometimes inaccurate, information (from TV, cartoons or comic books, or minimal contact with one or more members of the group).
- Initial predictions about strangers based on ethnicity, race, or culture, but with incomplete information about the individual's attributes.
- A single statement or attitude about a group of people that does not recognize the complex, multidimensional nature of human beings
- Broad categories about people that fail to differentiate among individuals, peoples, and societies.

# Module III, Activity 7:

## Social Networking Tips

A social network is formed by individuals who are joined together by one or more types of relationships, such as friendship, family, or common interests. In the online world, social networks are web sites that focus on building social relations among people, and allow individuals to see the connections they might not see in the real world.

Here's how it works:

1. Sign up for a free account.
2. Fill out your profile.
3. Look for people you know
4. Add them to your network.
5. Now, they are a member of your network and you are a member of theirs.

You can see who your friends know and who your friends' friends know. You are no longer a stranger and can contact connections more easily.

Social networks make the connections between people visible and can link you to a "people network" that can help you find a job if you use it appropriately.

## Module III, Activity 8

### Networking

Job search objective: <b>Licensed practical nurse (LPN)</b>	One of your friends told you that the Ford dealership on Hwy 50 is hiring service technicians.
Job search objective: <b>Commercial truck driver</b>	Your aunt is a cashier at Target and really likes it.
Job search objective: <b>Accounting clerk</b>	McWilliams Nursing Home just opened a new addition and is hiring nurses and aides.
Job search objective: <b>Teacher's aide</b>	Your uncle works construction and knows a lot of people in the building trades.
Job search objective: <b>Heating/air conditioning service technician</b>	You retrieve golf balls at the golf course on the weekend and know some guys who work as landscapers there.
Job search objective: <b>Office assistant: Word processing, filing, receptionist</b>	Worldwide Van Lines is looking for long-distance truck drivers.
Job search objective: <b>Automobile body repair</b>	You noticed an ad for accounting clerks posted at the community college.
Job search objective: <b>Retail sales person</b>	Your mother works for the Headstart Program, and they hire a lot of teacher's aides.
Job search objective: <b>Landscape/gardener assistant</b>	Your neighbor, Mr. Smith, works for Sears, a company that installs and services furnaces and air conditioners.
Job search objective: <b>Electrician apprentice/electrician helper</b>	You know someone who was successful getting office jobs at "Manpower Inc.," a temporary help agency.

## Module III, Activity 8

### Self-Reflection Journal Question

**Now that you have identified some of your own networks, how will you use this to help you find a job? List out five steps that you can take right away.**

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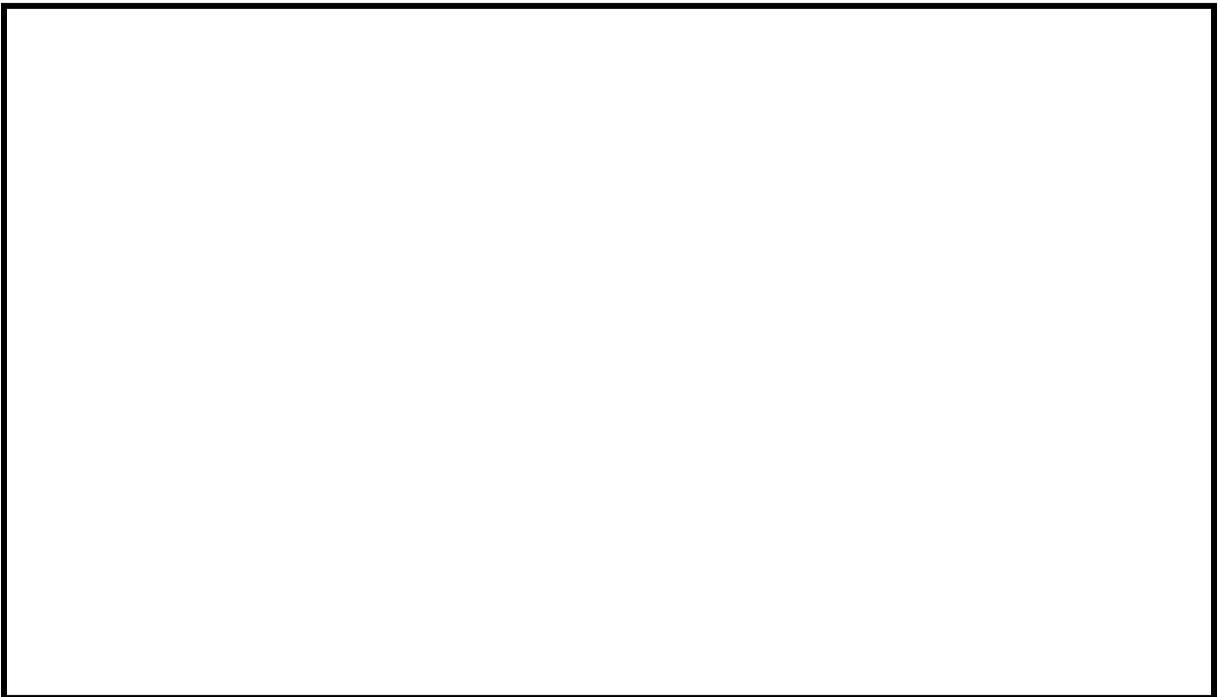
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## Module IV, Activity 1

### Self-Reflection Journal Question

**How can I apply what I learned about customer service to my interactions with coworkers and with customers?**

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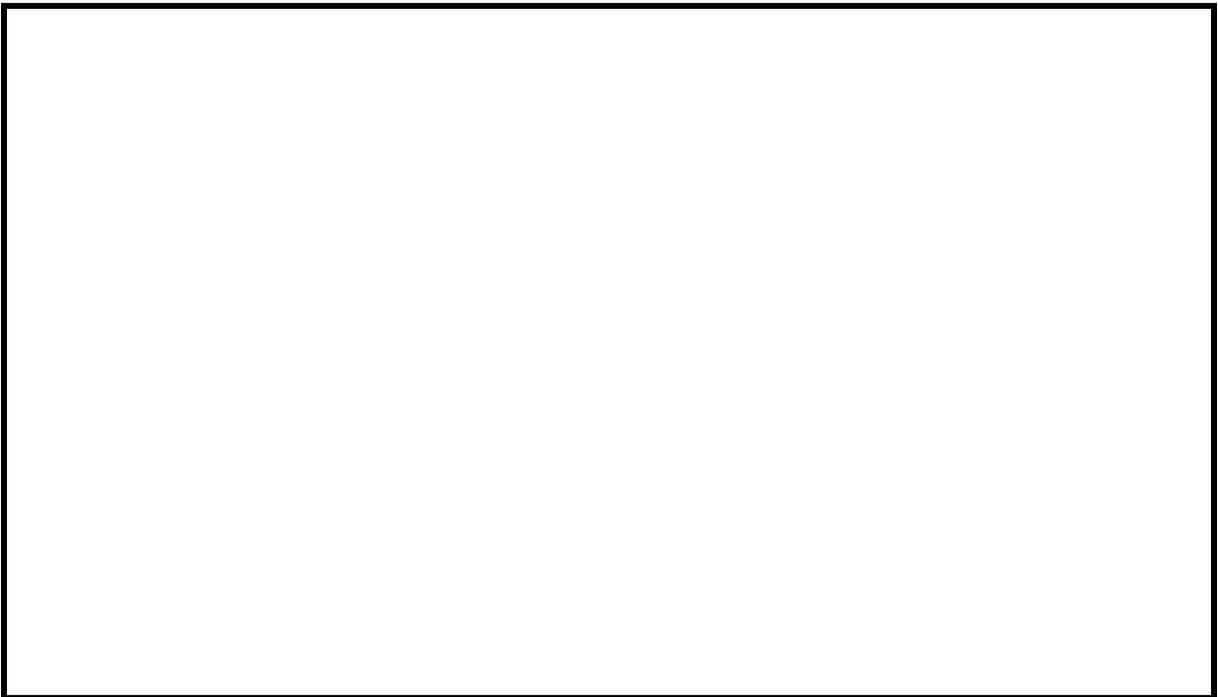
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## Module IV, Activity 2

### Self-Reflection Journal Question

**How can I use the five CHECK steps to resolve conflict? Which of these steps would be the most important to me, and why?**

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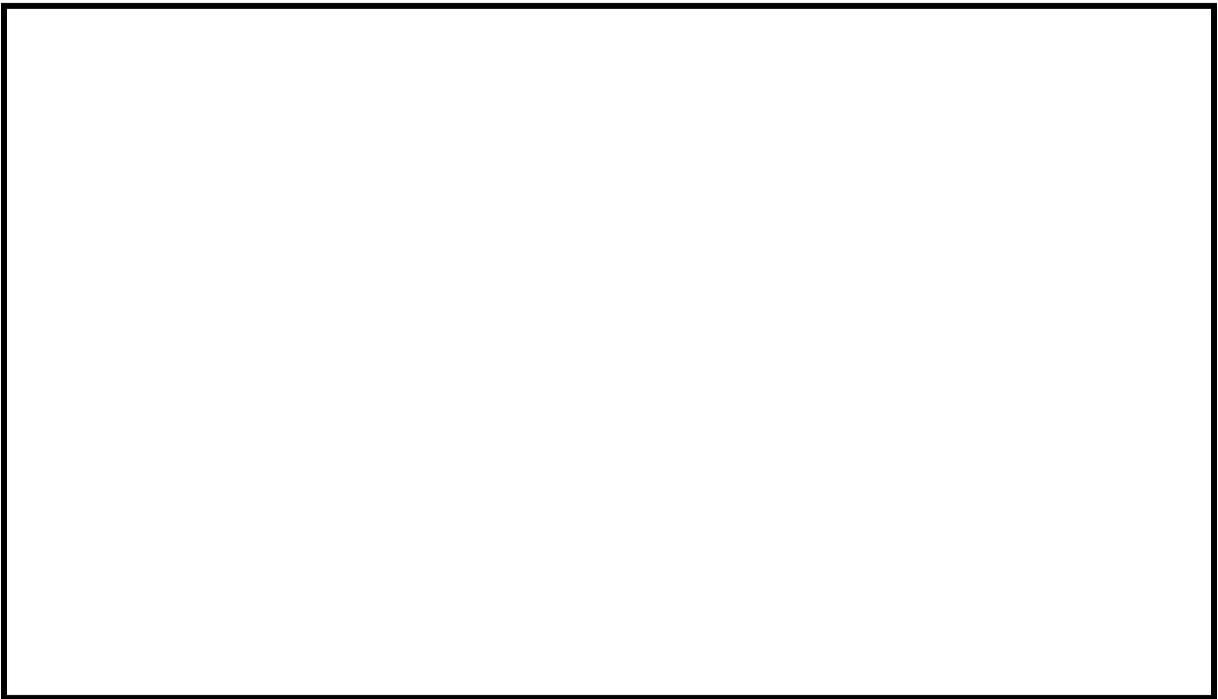
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## Module IV, Activity 3

### Self-Reflection Journal Question

**What kind of situation similar to these would likely be difficult for me? How can what I have learned help me to address the problem?**

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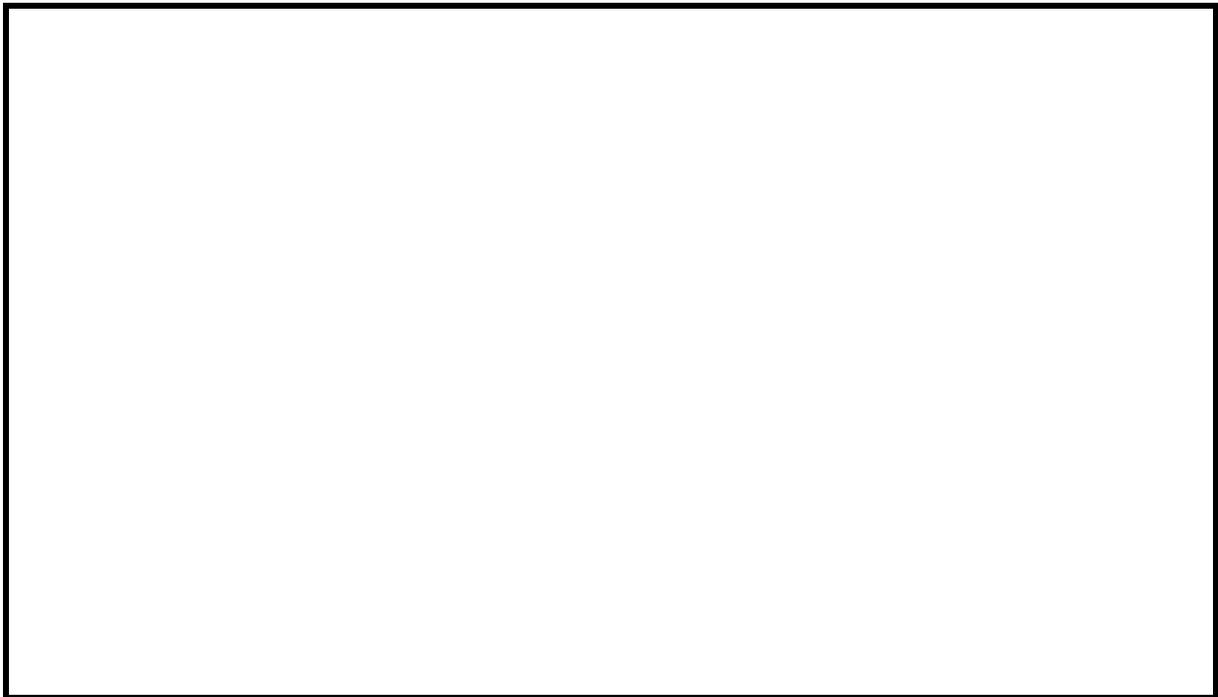
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## Module V, Activity 1

### Self-Reflection Journal Question

**Now that you know about what employers value, what qualities do you have that might match what an employer might want?**

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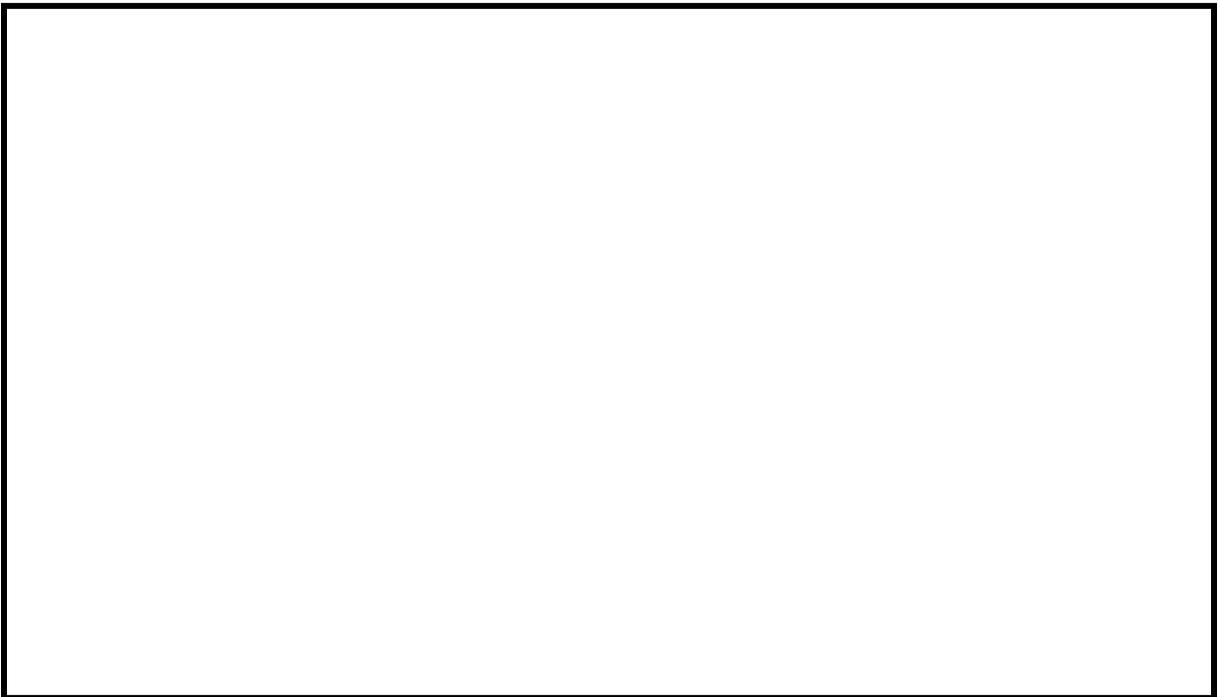
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## **Module V, Activity 2: Common Interview Questions**

### **Participant Handout**

- Tell me a little about yourself.
- What value do you bring to this company?
- What are your skills?
- What are your weaknesses?
- What would your former employer say about you?
- Why should we hire you?

## Module V, Activity 2: Sample Answers to Common Interview Questions

### Participant Handout

#### **Question: Tell me a little about yourself.**

This question gives you a chance to talk about jobs you did well in the past or things you are good at doing. The interviewer does not need to know about your personal life.

Here are some sample answers:

*“I am a hard-working person who enjoys a challenge. I am always up early and love to be busy.”*

*“I am motivated and will do whatever I need to get the job done. In school and on the jobs I have had, I always work hard and follow directions.”*

#### **Question: What value do you bring to this company?**

If you know what kind of job or company it is, think about your skills at whatever they do: cooking, computers, carpentry, child care. If not, just talk about your work ethic and motivation. Use the soft skills you now have to answer this question.

*“I know I am very good at interacting with people. I can help your customers and also get along with your employees. I am a team player.”*

*“I will do my best to perform my duties quickly and accurately. I also bring enthusiasm and a great attitude.”*

#### **Question: What are your skills?**

Again, if you know what the job needs and you have those skills, discuss those in your response. But you also can emphasize the soft skills you have learned in this course.

*“I learn very quickly. If someone shows me what to do, I know I can learn the job. I am also very careful and pay attention to details.”*

*“I am motivated to learn. I have a great attitude toward work and enjoy working on a team with other people.”*

#### **Question: What are your weaknesses?**

This is a trick question. Don't say you don't have any weaknesses. You would be lying. Everyone has weaknesses. But you do want to find a weakness that is also a strength. So don't say “I oversleep” or “I am absent a lot.” Instead try to use something like this weakness:

*“I guess my biggest weakness is caring so much about a job that I don’t want to stop and go home.”*

Or

*“My weakness would be getting so involved in my work that I think about it all the time.”*

**Question: What would your former employer say about you?**

If you had a job before, answer this by saying something positive that is true about your performance. Say something like:

- *“He/she would say that I was always ready to help.”*
- *“He/she would say I was a hard worker.”*
- *“He/she would say I was dependable and had a great attitude.”*

Use statements like these if they are true and describe your performance at your last job.

If you have only had casual jobs like mowing lawns, snow shoveling, or babysitting, still answer the question but be sure to explain whom you mean by “employer.”

Here is an example of what you might say:

- *“I have worked for many people (babysitting or doing yard work, etc.), and they would say I was responsible, dependable, and hard working. I was asked back to work for them, so I think that they respected my work.”*

**Question: Why should we hire you?**

Answer this question without bravado. Definitely don’t say something like “I’m great” or “I really need a job.” Instead, continue with reinforcing the talents and skills you mentioned before. Also, mention your dependability, your work ethic, your willingness to work hard, and your value to the company.

Here are examples of some good answers:

- *“I think you should hire me because you will be able to count on me. I am dependable. I will bring value to your company with my hard work and dedication.”*
- *“You won’t be sorry if you hire me. I will be here on time, every day, and give 110% effort to the job.”*
- *“I bring great skills, a good attitude, and willingness to learn.”*

## Module V, Activity 2

### Self-Reflection Journal Question

**What skills and strengths make me different from other candidates? What are my strongest qualities that I need to remember to emphasize on a job interview? What are my weak points, and how can I turn them into strengths?**

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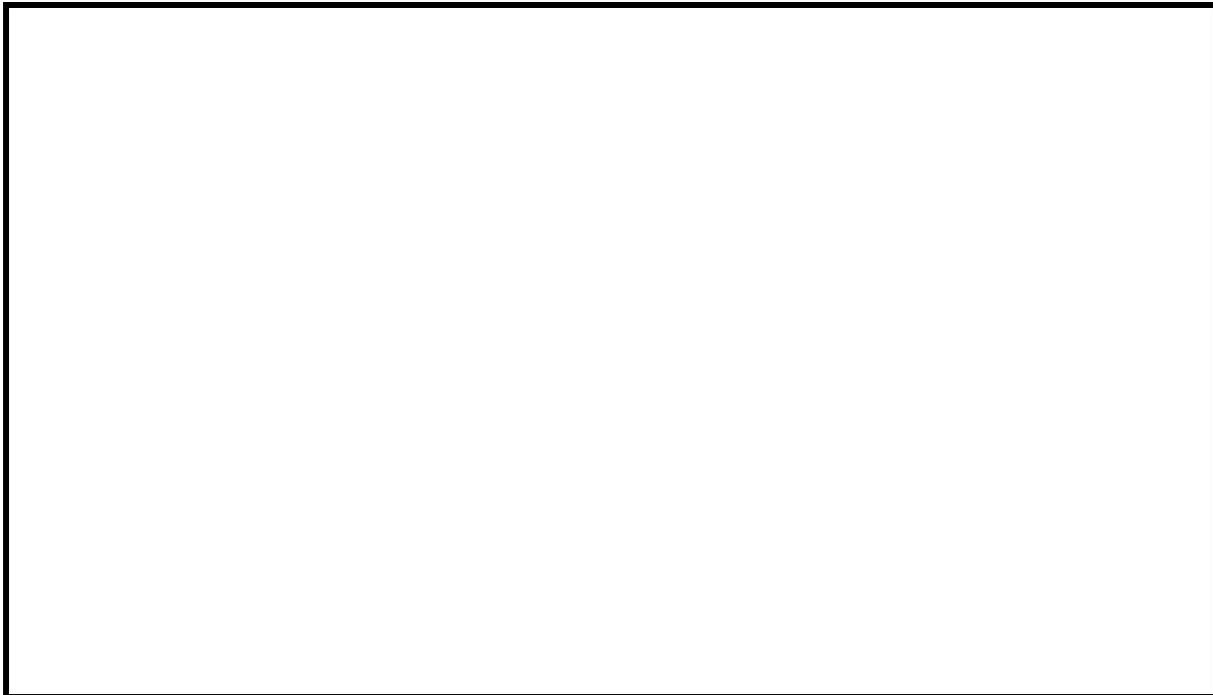
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## Module V, Activity 3: Interview Observation Rating Sheet

### Participant Handout

*Use this rating sheet to check off the employee answers and evaluate their interview skills*

#### **Is the candidate:**

- Making eye contact with the interviewer?      **Yes\_\_ No\_\_ Sometimes\_\_**
- Sitting up straight?      **Yes\_\_ No\_\_ Sometimes\_\_**
- Looking ready and positive?      **Yes\_\_ No\_\_ Sometimes\_\_**
- Sounding enthusiastic?      **Yes\_\_ No\_\_ Sometimes\_\_**

#### **Does the candidate have answers ready for these four questions:**

- Tell me a little about yourself?      **Yes\_\_ No\_\_ Part answer\_\_**
- What value do you bring to this company?      **Yes\_\_ No\_\_ Part answer\_\_**
- What are your skills?      **Yes\_\_ No\_\_ Part answer\_\_**
- What are your weaknesses?      **Yes\_\_ No\_\_ Part answer\_\_**

## Module V, Activity 3

### Self-Reflection Journal Question

**What specific strengths and skills do I have I would want to highlight during an interview? What experiences have I had on the job or on casual jobs I can use to answer interview questions? How can I include my strengths and skills in my interview answers?**

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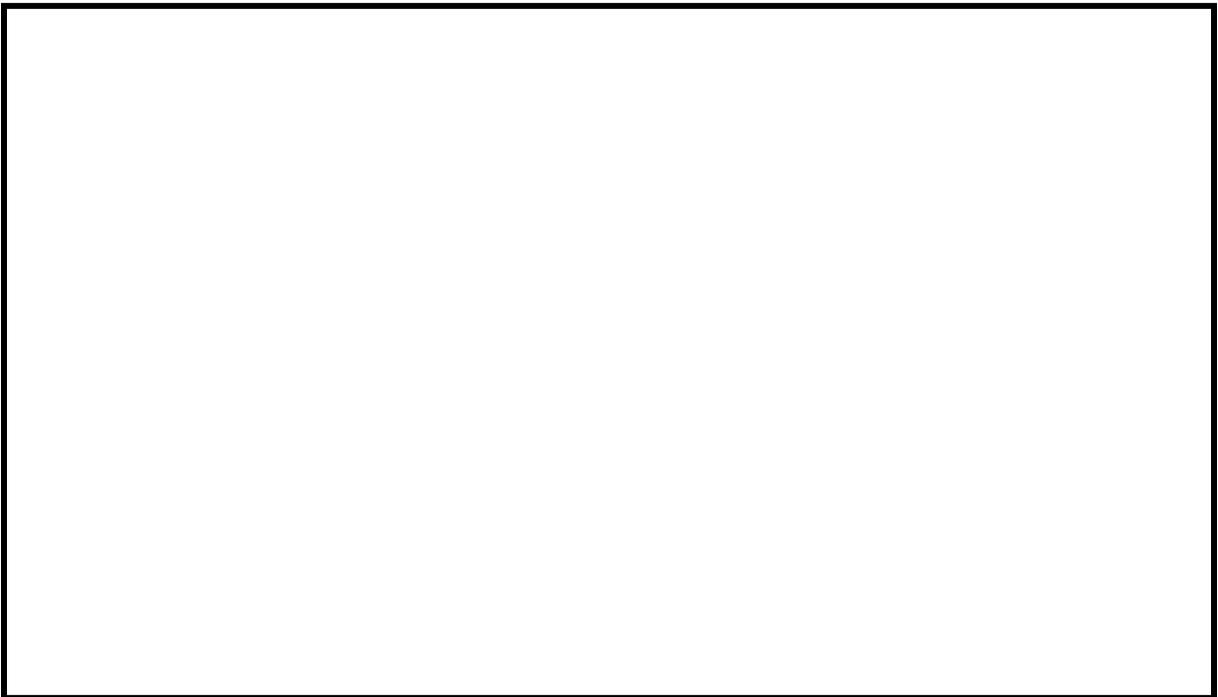
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## Module V, Activity 4

### Tips for Dressing for Success for Women

- **A tailored pant suit, or dress or skirt with matching jacket is best. Avoid tight or clingy clothes, trendy outfits, and showing cleavage. Choose dark, neutral tones such as navy, black, tan, burgundy, or charcoal grey. Avoid skirts shorter than knee-length and those with high slits. Be sure you can easily sit down, stand up, walk around, and climb stairs.**
- **If wearing a suit or skirt, wear a light-colored shell or button-down shirt. Sleeveless, sheer, ruffled, and low-cut blouses should not be worn.**
- **If you wear a belt, choose one that is small and has a simple buckle.**
- **Low- or medium-heeled leather pumps in a dark color are the best choice. No flip-flops. No high heels over 2.5 inches high. Shoes should not be scuffed. If new, be sure to break them in before the interview.**
- **Stockings should be sheer, with no patterns, and should match skin tone. Make certain there are no runs.**
- **Jewelry should be simple. Limit yourself to one ring per hand, a wristwatch, and a necklace. Wear only one pair of earrings and remove any facial piercings. Avoid anything that dangles or jingles or is otherwise distracting.**
- **Makeup should be natural-looking. Avoid bright colors and heavy application.**
- **Hair should be freshly cleaned and neatly combed. Be sure your bangs are trimmed, and pull back your hair if it tends to fall across your face.**
- **Fingernails should be short to medium length, and polish should be clear or light-colored.**
- **Do not wear perfume.**
- **If possible, cover any tattoos.**

## **Module V, Activity 4**

### **Tips for Dressing for Success for Men**

- **Wear a tailored suit, matching pants and sport jacket, or just a collared shirt depending upon the situation. Wear colors such as navy, black, or charcoal grey. Either solid or a simple pinstripe pattern is acceptable.**
- **Your shirt should be long-sleeved, either white or another light color, and have a collar. Do not roll up your sleeves.**
- **Choose a matching tie in a dark or low-key color. A small pattern or basic stripe is fine. Do not wear ties with bright colors, large prints, cartoon characters, or holiday themes.**
- **Wear a dark leather or leather-like belt with a simple buckle.**
- **Shoes should be dark-colored. Be sure to shine them before the interview. Choose a style that allows you to walk comfortably. Sneakers and sandals should not be worn.**
- **Select dark-colored socks that match the rest of your outfit. Never wear white socks. Socks should be at least at mid-calf, so that bare legs don't show when you sit down.**
- **Wear very little jewelry. Remove any earrings or facial piercings.**
- **Be sure your hair is clean and neatly combed. Have a clean shave.**
- **Beards and mustaches, if worn, should be trimmed and well-groomed.**
- **Do not wear cologne or aftershave.**
- **Nails should be clean and neatly trimmed.**
- **Avoid having coins, keys, or other jingling objects in your pockets.**
- **Be sure to check for lint, wrinkles, missing buttons, stains, and loose threads when selecting your interview outfit.**
- **If possible, cover any tattoos.**

## Module V, Activity 6

### Self-Reflection Journal Question

**How did you use problem-solving skills when rewriting the story in a way that would allow the character to keep his or her job?**

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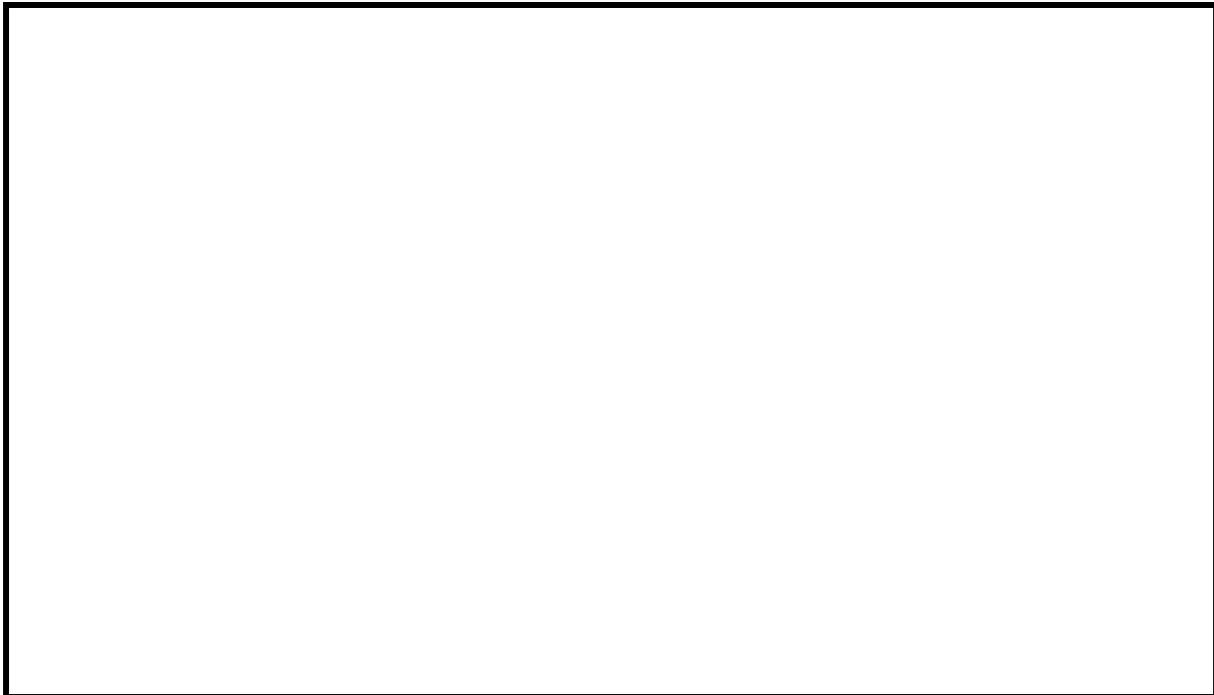
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## Module VI, Activity 2

### Self-Reflection Journal Question

**What did I learn about soft skills, and why are they important?**

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