

“Working Smart”

Soft Skills for Workplace Success

Work and life skills that enhance employee productivity

1

Module 1:

Self-Awareness



*A Product of
Charlotte Mecklenburg Workforce
Development Partners (2014)*

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INSTRUCTOR GUIDE

“Working Smart”

Soft Skills for Workplace Success
Work and life skills that enhance employee productivity

INSTRUCTOR GUIDE

MODULE 1: SELF-AWARENESS

Module 1: Self-Awareness skills, needed to portray a confident and authentic sense of self.

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<i>Module 1 Summary & Test</i>	See Instructor Supplements

After completing Module 1, your participants should be able to:

- Re-envision themselves with a new ‘brand’ or personal image (Lesson 1);
- Understand the five stages of successful self-change (Lesson 2); and
- Have clearer insight into the cognitive-behavioral process by which their attitudes and beliefs impact their outcomes in difficult situations (Lesson 3).

NOTE TO INSTRUCTORS:

“Working Smart” is a cognitive-behavioral soft skills curriculum that is intended to help challenging participants develop job-readiness skills and attitudes. We hope they will gain valuable information and inspiration through this course, but only part of that success depends on this curriculum.

A bigger part depends upon YOU: your energy and enthusiasm, your sensitivity and concern during interactions, your clarity and skill in delivery. Follow the content of this curriculum closely, but add your own stories, your own activities, and your own style. Make your expectations clear and hold your participants accountable for their choices, but remember that they are THEIR choices. Treat them like adults (even when they act like children), and they will often rise to your expectations.

ACKNOWLEDGEMENTS

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The curriculum is approved for use only by certified “Working Smart” instructors who have completed an approved instructor training session conducted by the author or one of the Master Trainers.

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Lesson 1: Personal Branding

Rationale:

Throughout the course of our lifetimes, we have many opportunities to reflect upon our successes and short-comings, and then to reinvent ourselves if we so choose. This lesson on “Personal Branding” encourages participants to look forward (rather than back), and visualize the way they want to be seen by others as they prepare for employment and improvement.

This lesson is inspired by some of Tom Peters’ (1997) concepts, envisioning personal success as the result of creating a unique and memorable persona, then marketing this new image to others. See Instructor Supplements L1 “Personal Branding article” for more information.

Objectives:

In this lesson, you/participants will:

- ✓ Learn what company branding is
- ✓ Describe your personal brand (how you want to identify yourself and be seen by others), driven by your personal values
- ✓ Identify changes necessary to rebrand yourself, including limiting people and behaviors inconsistent with your new brand

Materials:

“Working Smart” Module 1, Lesson 1 (Workbook pages 1-10)

“Working Smart” PowerPoint presentation 1

Optional art supplies for drawing logos

Optional Internet to access online links

Vocabulary Words: Recognizable, accomplish, negative, perception, branding

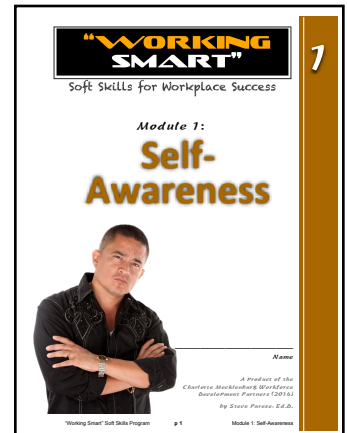
Quote of the Day (select one):

- “Be the change you want to see in the world.” Mahatma Ghandi
- “A journey of 1,000 miles begins with a single step.” Lao Tzu
- “If you don’t stand for something, you’ll fall for anything.” Alexander Hamilton
- “To win the respect of intelligent people and the affection of children. This is to have succeeded.” Ralph Waldo Emerson

Lesson 1 Personal Branding Outline (90-120 min)

0. Before class

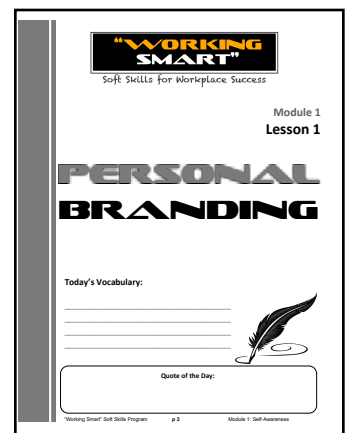
- Greet individuals on arrival. Compliment timely attendance verbally and in writing on a sign-in sheet. Make a written note of those who do not arrive on time.
- Give out Workbooks and name tents to each participant.
- Create teams and team leaders. Allow individuals to sit where they wish during the first class, but it is strongly recommended that you mix up groups for each lesson afterward so that participants get to work in various teams. Ask one person from each table/group to be today's team leader.



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1. Opening (10-15 minutes)

- Warm-Up. Conduct a warm-up activity if desired, either one of your own or one of those found in the Instructor's Supplements.
- Expectations. Describe the purpose of the class and its logistics. Focus on the valuable insights and skills each participant will receive, especially related to employability. Clearly describe the simulated workplace expectations you will have, including timeliness, attendance, attire, behavior, cell phone use, involvement, and completion of work.
- Quote (WB p 3). Offer the quote of the day, and ask participants to write it into the box. Encourage discussion of its meaning or application. Offer a story or illustration of your own, if possible.
- Overview. Provide a brief overview of this lesson's content.

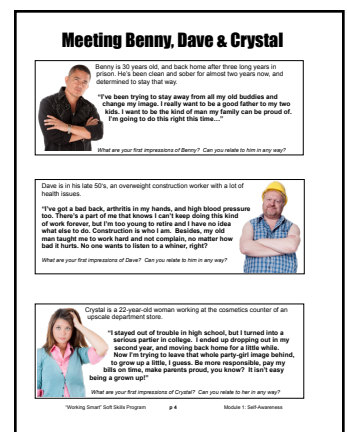


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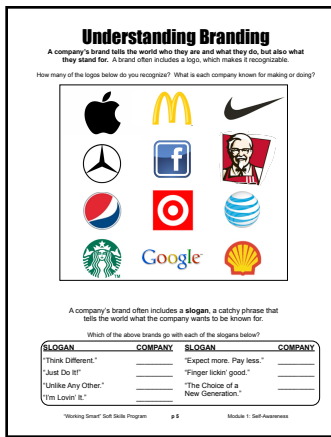
2. Meeting Benny, Dave & Crystal (5-10 minutes)

- Lesson Story (WB p 4). Ask for volunteers to read the more detailed statements from Benny, Dave, and Crystal. Pause after each story to ask: *“What are your first impressions of this character? Can you relate to him/her in any way?”*

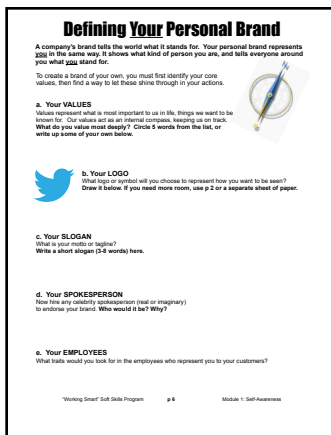
Allow participants to share a bit of their own life stories, as appropriate, but be careful not to allow completely inappropriate self-disclosure.



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Mod1, Page 5



Mod1, Page 6-7

3. Company and Personal Branding (30-45 minutes)

a. Understanding Branding (WB p 5). Read the lead-in paragraph on the top of the page. Describe the concept of company branding as a way of showing the world what the company does and what they stand for. Review each of the logos and slogans to point out how recognizable many of these are.

b. Defining Your Personal Brand (WB p 6-7). Describe personal branding as a similar concept, but applied to an individual. Our personal brand tells the world (including employers) who we are and what we stand for. See Instructor Supplements L1 "Personal Branding article" for more information.

Guide participants through the activity as described on WB p 6. (It is helpful for you to have a clear example of your own first.)

You may choose to have participants do this activity individually, in pairs/small groups, or as a large group discussion. You may also choose to provide art supplies so that participants may draw colorful logos for themselves. Regardless, be sure that each person gets a chance to report out to a group.

For example, Benny might say:

***Benny:** "After what I've been through in my life, I really value love for my kids, my personal freedom, and my self-respect. My logo would be a phoenix, rising from the ashes, because when it dies it is born all over again. My slogan would be 'It ain't over till the fat lady sings,' because you can't count me out. My spokesperson would be Michael Jordan, because he still has respect, even after he's left the sport. And my employees would be hard-working and loyal to me, because I'd be loyal to them. I'd hire people based on their intensity and their passion for the future, not on their past mistakes.."*

c. ONLINE: See the following link for videos of various celebrity endorsements, some quite funny!

<http://www.ivillage.com/10-celebrity-spokespeople-who-will-pretty-much-endorse-anything/1-a-543037>

4. ReBranding Yourself (20 minutes)

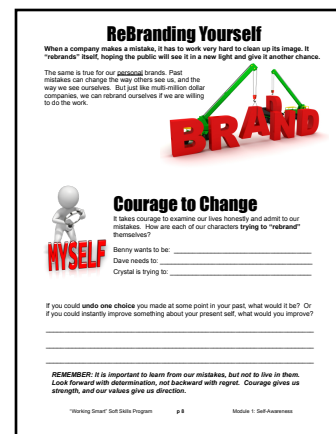
a. Rebranding (WB p 8). Read the lead-in paragraph on the top of the page. Describe rebranding as a way of reinventing your image after a mistake. Offer several examples from the business world.

Positive changes: McDonalds went from simple fast (and fattening) food to McCafes serving gourmet coffees and salads. Target went from being another K-Mart to being an upscale big-box store with designer clothing.

ONLINE: See the following link for examples: <http://www.businessinsider.com/10-most-successful-rebranding-campaigns-2011-2?op=1>

b. Courage to Change (WB p 8). Discuss changes that each of the three characters needs to make (or is in the process of making). For example, Benny wants to be a good father and make his family proud. Dave needs to reinvent his work self to something less physical. Crystal wants to change her image from crazy party-girl to responsible grown-up.

Then encourage discussion of the following question from WB p 8: **“If you could undo one choice you made at some point in your past, what would it be? Or if you could instantly improve something about your present self, what would you improve?”**



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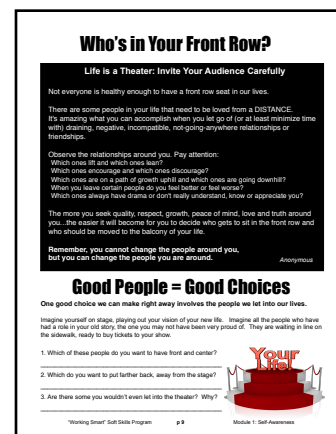
5. Who's in Your Front Row (10 minutes)

a. Life is a Theater (WB p 9). Read the “Life is a Theater” piece to the group, and encourage discussion of its meaning.

b. Good people (WB p 9). Describe the importance of the people we allow into our lives, emphasizing the positive or negative impact they can have on our new image. Offer several examples of negative spokespersons from the business world. E.g., A&E dropped Phil Robertson after making controversial comments in GQ.

Encourage discussion of the three questions:

1. Which of your people do you want to have front and center?
2. Which do you want to put farther back, away from the stage?
3. Are there some you wouldn't even let into the theater? Why?



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Lesson 1 Summary

Key Point 1: Our personal brand is based on our core values. It tells the world who we are and what we stand for. Many factors can portray our image or reputation including our words, our language, our friends, and most importantly, the way we treat ourselves and others.

Key Point 2: When past mistakes cause image problems, it is possible to "re-brand" ourselves. Change takes courage, however – the courage to look honestly at mistakes, to separate ourselves from unhealthy people and habits, and to try new things.

Lesson 1 Quiz

Part A: Match each definition below with its term.

1. _____	A company/person's way of standing out from others
2. _____	A company/person's main <u>characteristics</u>
3. _____	A <u>picture or symbol</u> that represents a company/person
4. _____	A catchy phrase to remember a company/person
5. _____	Process of changing your image or reputation

Part B: List three things that define your personal brand:

6. Your _____

7. Your _____

8. Your _____

Actions	Brand	Logo	Look
Peers	Rebranding	Stegan	Values

Part C: Answer T (True) or F (False). If false, explain the correct answer.

[T] [F] 9. It is hard work, but a person's brand can be changed.

[T] [F] 10. We should try hard to forget the mistakes of our past.

[T] [F] 11. To "rebrand" ourselves, we have to change everything that makes us "us."

[T] [F] 12. We may have to take some unreasonable actions if we are going to successfully change our lives.

Something I will remember about today: _____

"Working Smart" Soft Skills Program p. 10 Module 1: Self-Awareness

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6. Closing (10 minutes)

a. Lesson Summary & Key Points (WB p 10). Provide a quick summary of the lesson's content, then ask for volunteers to read each of the two key points. Add your own insights to each of them if you like.

b. Lesson Quiz (WB p 10). Complete and review the *ungraded* quiz as a way of assessing learning and reviewing content. You may choose to have participants do this individually, in small groups, or as a class. (Higher functioning groups often prefer to work alone to test themselves; lower functioning groups find it safer and more enjoyable to work in teams or as a class.)

c. Reflection: Ask the group "What is ONE THING you got from today's class?"

d. Homework: Optionally, hand out the first homework (HW) assignment. These are located in the Instructor's Supplements. If you choose to use HW assignments, it is absolutely vital that you hold participants accountable for completing them.

7. After class

a. It is recommended that you collect Module 1 packets and name tents from each participant. You will return these to them at the beginning of the next class.

b. Record brief notes regarding each participant's timeliness, involvement and behavior in class. These will be useful for tracking improvements over time, and for addressing minor issues before they become major problems.

Lesson 1 Summary

Key Point 1: Our “personal brand” is based on our core values. It tells the world who we are and what we stand for. Many factors can portray our image or reputation, including our clothes, our language, our friends, and most importantly, the way we treat ourselves and others.

Key Point 2: When past mistakes cause image problems, it is possible to “re-brand” ourselves. Change takes courage, however -- the courage to look honestly at mistakes, to separate ourselves from unhealthy people and habits, and to try new things.

Lesson 1 Quiz

Part A: Match each definition below with its term.

- | | |
|----------------------|---|
| 1. <u>Brand</u> | A company/person’s way of <u>standing out</u> from others |
| 2. <u>Values</u> | A company/person’s most <u>important ideals</u> |
| 3. <u>Logo</u> | A <u>picture or symbol</u> that represents a company/person |
| 4. <u>Slogan</u> | A catchy phrase to remember a company/person |
| 5. <u>Rebranding</u> | Process of changing your image or reputation |

Part B: List three things that define your personal brand:

6. Your Look
7. Your Peers
8. Your Actions

Actions
Peers

Brand
Rebranding

Logo
Slogan

Look
Values

Part C: Answer T (true) or F (false). If false, explain the correct answer.

- | | | |
|--------------------------|-----|---|
| <input type="checkbox"/> | [F] | 9. It is hard work, but a person’s brand <u>can</u> be changed. |
| <input type="checkbox"/> | [T] | 10. We should try hard to <u>forget</u> the mistakes of our past. |
| <input type="checkbox"/> | [T] | 11. To “rebrand” ourselves, we have to change <u>everything</u> that makes us “us.” |
| <input type="checkbox"/> | [F] | 12. We may have to <u>leave some relationships behind</u> if we are going to successfully change our lives. |

Something I will remember about today:

Lesson 2: Self-Change

Rationale:

Change is never easy, even when it is positive. This is true whether change involves minor alterations in our lives (such as getting up earlier for a new job) or major shifts (such as overcoming addictions). We find greater strength and patience when we accept that life is supposed to be hard, and that the initial difficulties of change get easier with time.

This lesson continues the theme of rebranding ourselves by examining the challenges of motivating ourselves to change. It draws from research by James Prochaska (1994) on five stages of change, then offers opportunities to set goals based on what participants value most in their lives -- values initially explored in the first lesson.

Objectives:

In this lesson, you/participants will:

- ✓ Describe one behavior change which would significantly improve your life and enhance your personal brand
- ✓ Learn about five stages of successful and lasting change
- ✓ Describe strategies for transitioning between each stage of change
- ✓ Set specific long- and short-term goals to begin the process of change

Materials:

“Working Smart” Module 1, Lesson 2 (Workbook pages 11-18)

“Working Smart” PowerPoint presentation 2

Materials for “How High Can You Jump?” activity, described on IM p 18.

Vocabulary Words: Resistance, behavior, maintenance, determination, expectations

Quote of the Day (select one):

- “No pain, No gain.” Anonymous
- “Be patient with me. God isn’t finished with me yet.” Anonymous
- “If there is no struggle, there is no progress.” Frederick Douglass
- “You can lead a horse to water, but you can’t make him drink.” Old English Proverb

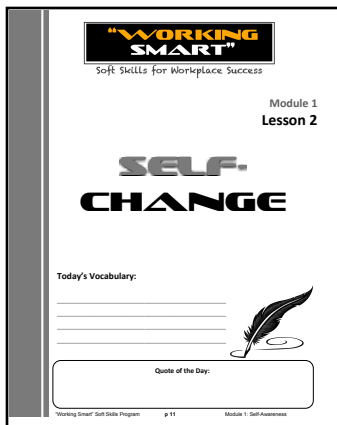
Lesson 2 Self-Change Outline (90-120 min)

0. Before class

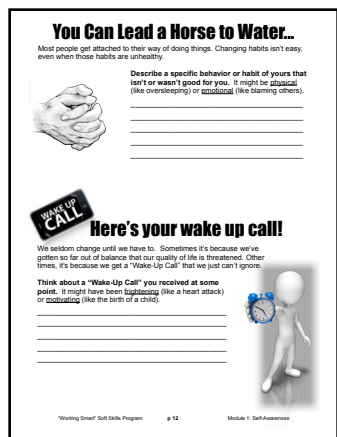
- a. Prepare an area of a wall for “How High Can You Jump?” activity, described in Instructor’s Supplements.
- b. Greet individuals on arrival. Compliment timely attendance (and appropriate attire, if requested) verbally and in writing on a sign-in sheet. Note those who do not arrive on time in writing. When working with adults, it is a better practice to publicly praise those who comply than to publicly correct those who do not.
- c. Return Workbooks and name tents to each participant. (Remind them of homework, if these were assigned. Participants who arrive early may use this time to complete them if needed.)
- d. Assign teams and team leaders. It is strongly recommended that you mix up groups for each lesson so that participants get to work in various teams. You can allow them to make the choice (“Sit somewhere different today, and with at least one new person.”) or you can assign tables (“Please sit at the table where your name tent is located.”) Ask one person from each table/group to be today’s team leader (who will often act as spokesperson for the team). Make a note of those who accept, and be sure to rotate this role in future lessons.

1. Opening (10-15 minutes)

- a. Homework review. If HW was assigned, ask each person to briefly read their answers within their small groups. Circulate and listen in. Ask team leaders to pick one volunteer in their small group to share a response with the class. Collect all HW assignments and make note of those who actually completed them.
- b. Warm-Up. Skip this. In a moment, you’ll conduct the “Thumbs Up” activity as a warm up.
- c. Expectations. If needed, repeat the simulated workplace expectations you will have, including timeliness, attendance, attire, behavior, cell phone use, involvement, and completion of work.



Mod1, page 11



Mod1, Page 12

- c. Quote (WB p 11). Offer the quote of the day, and ask participants to write it into the box. Encourage discussion of its meaning or application. Offer a story or illustration of your own, if possible.
- d. Overview. Provide a brief overview of this lesson's content.

2. You Can Lead a Horse to Water (20 minutes)

- a. Thumbs Up (WB p 12). Direct participants to WB p 12. Conduct the "Thumbs Up" activity, as described below.

This is an exercise which proves how hard it can be to change our habits. Have each person in the group clasp their hands together as if in thought or prayer, then ask them to look down and notice WHICH THUMB IS ON TOP. Poll the group. (If there is a "side-by-side" thumber, have him/her try both ways and decide which is most comfortable.)

Now have them shake their hands and clasp them together again. Look down -- same thumb? Which thumb comes on top is a completely unimportant trait, but a remarkably hard habit to break! To prove it, ask people to deliberately clasp their hands in a new pattern so that their fingers weave together differently and their "weird thumb" goes on top. Feels strange!

Repetition is vital to learning a new habit, so ask them to concentrate on repeating this new thumbs-up pattern five times in a row. The more often they do it, the more natural it begins to feel.

Finally, have them shake their hands once more and again clasp them together, however feels most natural. Look down -- new thumb or old thumb? Almost all people revert back to their old habits, proving just how difficult change can be.

- b. One Bad Habit (WB p 12). Ask each individual to write down one unhealthy behavior or bad habit that has been hard to change. It is helpful to give a behavior of your own as an example of appropriate self-disclosure:

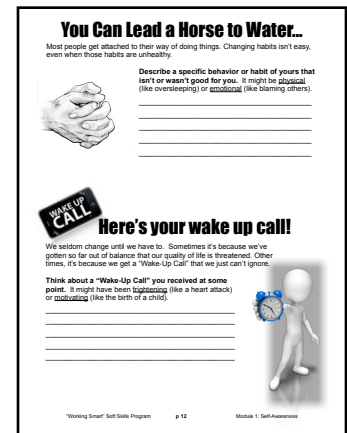
Instructor: "One of my bad habits is over-eating when I'm stressed out. When I was younger, it wasn't so much of a problem, but over the years it has caught up to me!"

NOTE: You may choose to have participants do this activity individually, in pairs/small groups, or as a large group discussion. Encourage reflection, then allow each person to share a behavior or habit, preferably with the large group. Do not force someone who refuses, but instead say: “We’ll come back to you later and see if you’re ready.”

c. Wake Up Call (WB p 12). Read the lead-in paragraph on the bottom of the page. Describe the tendency to put off changes or improvements until we get some kind of wake up call. Again, offer your own example first:

Instructor: “I’ve had several wake-up calls about my weight -- getting short of breath when playing with my kids, comparing pictures of my old self to my current self. But the biggest one came when the doctor told me I had high blood pressure and might end up like my dad, who died of heart disease at age 58.”

Again, encourage reflection, then allow each person to share his/her wake-up calls. Be aware that some of these may be quite personal and powerful, such as the death of a loved one.



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3. Five Stages of Change (20 minutes)

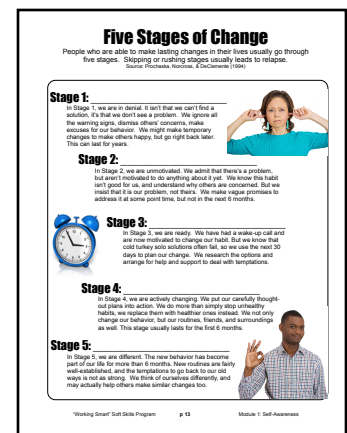
a. Identifying Five Stages (WB p 13). Describe each of the five stages in sequence, asking participants to write in the names and emphasizing the time frames involved in each. If possible, tell a story of your own to illustrate each stage.

Stage 1: **RESISTANCE**

In Stage 1, we are in denial. It isn't that we can't find a solution, it's that we don't see a problem. We ignore all the warning signs, dismiss others' concerns, make excuses for our behavior. We might make temporary changes to make others happy, but go right back later. This can last for years.

Stage 2: **THINKING**

In Stage 2, we are unmotivated. We admit that there's a problem, but aren't ready to do anything about it yet. We know this habit isn't good for us, and understand why others are concerned. But we insist that it is our problem, not theirs. We make vague promises to address it at some point time, but not in the next 6 months.



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Stage 3: **PLANNING**

In Stage 3, we are ready. We have had a wake-up call and are now motivated to change our habit. But we know that cold turkey solo solutions often fail, so we use the next 30 days to plan our change. We research the options and arrange for help and support to deal with temptations.

Stage 4: **ACTION**

In Stage 4, we are actively changing. We put our carefully thought-out plans into action. We do more than simply stop unhealthy habits, we replace them with healthier ones instead. We not only change our behavior, but our routines, friends, and surroundings as well. This stage usually lasts for the first 6 months.

Stage 5: **MAINTENANCE**

In Stage 5, we are different. The new behavior has become part of our life for more than 6 months. New routines are fairly well-established, and the temptations to go back to our old ways is not as strong. We think of ourselves differently, and may actually help others make similar changes too.

What Stage of Change?

Benny's been out of prison for a couple of weeks. There have been a few temptations, but he's managed to stay sober.

"Some of my boys threw a party for me when they found out I was out. It was kind of hard to just say no, but I'd already found an NA meeting and a new sponsor on the outside, so I just worked my steps. I had to leave that party a little early, and I don't think my boys understood, but so be it. I wasn't giving up two years of sobriety over a little peer pressure!"

What stage of change is he in? _____

Dave's been trying to keep his aching back and painful arthritis a secret from his boss, but they're starting to affect his work. His wife has been nagging him to get serious about his health, especially about losing some weight, but he won't listen.

"She's right about the weight, I suppose. I know I'm a little overweight, but Dad was a big man, and so was Granddad. I guess this is just who I am. I'm living with it, so why can't you?"

What stage of change is he in? _____

Crystal has made some serious changes in her life in the past few weeks.

"I'm not sure if I had a problem or not, but I know that I did skip too much partying in school. I decided a couple of months ago that it would be better for me if I just stopped drinking altogether. So for the past six weeks, I've been working out, eating healthy, and staying away from the clubs so I won't be as tempted to go back to my old ways."

What stage of change is she in? _____

"Working Smart" Soft Skills Program p. 14 Module 1: Self-Awareness

b. What Stage of Change? (WB p 14). Read through the three characters and identify which stage of change s/he is in. As with many activities, you may do this individually, in small groups, or as a class. Correct answers:

Benny: **Stage 5 Maintenance** (almost 2 years sober)

Dave: **Stage 1 Resistance** (making excuses for his weight)

Crystal: **Stage 4 Action** (6 weeks of healthier eating and good habits)

4. Steps to Self-Change (30 minutes)

a. Step by step (WB p 15). Read the lead-in paragraph on the top of the page. Guide the group through the exercise on WB p 15, which requires them to examine their own progress in self-change.

Provide the headings for each of the boxed strategy statements, but ask for volunteers to read them.

To move from stage 1 --> 2: **SELF-EXPLORATION**

To move from stage 2 --> 3: **EDUCATION**

To move from stage 3 --> 4: **PREPARATION**

To move from stage 4 --> 5: **DETERMINATION**

Pause after each and ask the group: “What do you think about what you’ve heard? Is there anything here that you can use to help yourself improve?”

b. “How High Can You Jump?” Activity. Conduct the activity “How High Can You Jump?” described below. This brief activity makes the inspirational point that we can often go further than we first imagined, especially if we are willing to take some risks and ask for help.

Before the activity, create a “goal line” by placing a horizontal line of masking tape high up on a wall (about 8’ or more). Gather three post-it notes, make something similar by placing masking tape on the backs of three slips of paper. Mark each as 1, 2, and 3 to distinguish them. Gather the group around and select a shorter participant with an adventurous spirit, someone with virtually no chance at all of reaching the “goal line.”

1. Give him/her the first post-it note/slip of paper, and direct him/her to jump as high as they can, trying to stick the paper on the wall at or above the goal line. Applaud after the first attempt, leaving the paper there (if you have a tape measure handy, you might ask a participant to measure the height.)

2. Then give the participant the second post-it note/slip of paper, and ask him/her to do it again, but to get higher still. Almost everyone can beat their first jump, even if it takes 1-2 more tries. Applaud when successful, and debrief by asking the group to intuit the meaning of the activity.

Steps to Self-Change
To be successful at change, we first have to identify a behavior that has been holding us back, then choose strategies to help us progress through each of the stages.

STEP 1: Identify a Target Behavior.
One behavior or habit that I could change is: _____
Ways my life would be better if I made this change: _____

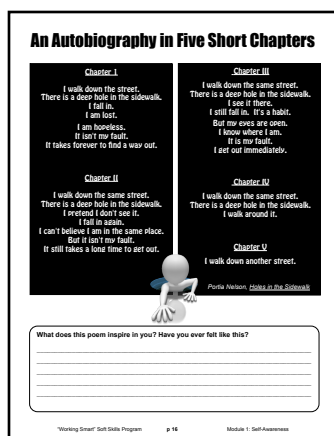
STEP 2: Identify Your Current Stage of Change.
I am probably in the _____ stage with this behavior.

STEP 3: Choose Specific Strategies to Move to the Next Stage.
To move from Stage 1 to 2 requires: _____
Look at your values and goals, then ask yourself, "Is this really working for me?" Is my current behavior getting me and my family what I want out of life? When you can be honest with yourself about the need for change, you'll be ready for stage 2.
To move from Stage 2 to 3 requires: _____
Learn as much as you can about your problem and your possible options. You must take personal responsibility for fixing the problem (even if you expect to share it). This means learning as much as possible about the issues involved, and learning skills needed to eventually solve or manage the problem. When you have the knowledge you need and the motivation to use it, you will be equipped for stage 3.
To move from Stage 3 to 4 requires: _____
Prepare a strategy for dealing with the challenges of change and the temptations to go back to your old ways. Research support groups and treatment options. Tell friends and family of your plans, and ask them for encouragement and support. Build your willpower by focusing on the benefits of reaching your goals. When you have a solid plan in place, you are ready for stage 4.
To move from Stage 4 to 5 requires: _____
Put your plan into action. Use your knowledge, strategies, resources and supports to get through hard times. Changing behavior usually requires a change in everyday routines, friends, and surroundings as well. Build in chances to celebrate, and don't give up if you slip up.

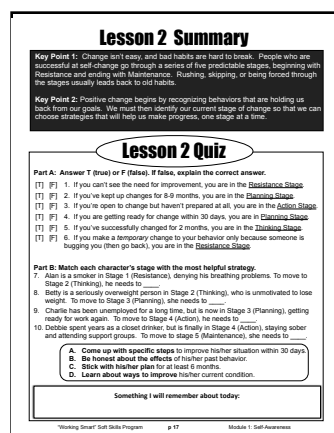
"Working Smart" Soft Skills Program p 15 Module 1: Self-Awareness

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3. Finally, give the participant the third post-it note or paper and ask them to beat their best... but point out that you never said this had to be done alone or without support. Allow them to use chairs and/or classmates (safely) to gain an even greater height. Debrief by asking for meaning once again.



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d. An Autobiography in Five Short Chapters (WB p 16). Read the poem by Portia Nelson to the group, then ask them to reflect on it. Note that there is some correlation between Prochaska's 5 stages and Nelson's 5 chapters.

5. Closing (10 minutes)

a. Lesson Summary & Key Points (WB p 17). Provide a quick summary of the lesson's content, then ask for volunteers to read each of the two key points. Add your own insights to each of them if you like.

b. Lesson Quiz (WB p 17). Complete and review the *ungraded* quiz as a way of assessing learning and reviewing content. You may choose to have participants do this individually, in small groups, or as a class.

c. Reflection: Ask the group "What is ONE THING you got from today's class?"

d. Homework: Optionally, hand out the next homework (HW) assignment. These are located in the Instructor's Supplements. If you choose to use HW assignments, it is absolutely vital that you hold participants accountable for completing them.

6. After class

a. It is recommended that you collect Module 1 packets and name tents from each participant. You will return these to them at the beginning of the next class.

b. Record brief notes regarding each participant's timeliness, involvement and behavior in class. These will be useful for tracking improvements over time, and for addressing minor issues before they become major problems.

Lesson 2 Summary

Key Point 1: Change isn't easy, and bad habits are hard to break. People who are successful at self-change go through a series of five predictable stages, beginning with Resistance and ending with Maintenance. Rushing, skipping, or being forced through the stages usually leads back to old habits.

Key Point 2: Positive change begins by recognizing behaviors that are holding us back from our goals. We must then identify our current stage of change so that we can choose strategies that will help us make progress, one stage at a time.

Lesson 2 Quiz

Part A: Answer T (true) or F (false). If false, explain the correct answer.

- ☐ [F] 1. If you can't see the need for improvement, you are in the Resistance Stage.
- [T] ☐ 2. If you've kept up changes for 8-9 months, you are in the Planning Stage.
- [T] ☐ 3. If you're open to change but haven't prepared at all, you are in the Action Stage.
- ☐ [F] 4. If you are getting ready for change within 30 days, you are in Planning Stage.
- [T] ☐ 5. If you've successfully changed for 2 months, you are in the Thinking Stage.
- ☐ [F] 6. If you make a *temporary* change to your behavior only because someone is bugging you (then go back), you are in the Resistance Stage.

Part B: Match each character's stage with the most helpful strategy.

- 7. Alan is a smoker in Stage 1 (Resistance), denying his breathing problems. To move out of this stage, he needs to A.
- 8. Betty is a seriously overweight person in Stage 2 (Thinking). She knows she is unhealthy but has done anything about it yet. To move out of this stage, she needs to B.
- 9. Charlie has been unemployed for a long time, but is now in Stage 3 (Planning), getting ready for work again. To move out of this stage,, he needs to C.
- 10. Debbie spent years as a closet drinker, but is finally in Stage 4 (Action), staying sober and attending support groups. To move out of this stage,, she needs to D.

- A. Be honest about the real effects** of his/her past behavior.
- B. Learn about / gain motivation to improve** his/her current condition.
- C. Come up with specific steps** to improve his/her situation within 30 days.
- D. Stick with his/her plan** for at least 6 months.

Something I will remember about today:

Lesson 3: Cognitive Cycle

Rationale:

The way we perceive a situation has everything to do with how effectively we respond to it, and ultimately affects the outcomes we experience. There are many things over which we have little direct control, from economic downturns to mental illness, but we CAN control how we respond to these things. Our responses are largely determined by our attitudes and beliefs about ourselves, others, and the world around us.

This basic principle of cognitive behavioral interventions (CBI) provides a foundation for the curriculum. The Cognitive Cycle used in this lesson is a variation of a common illustration used in cognitive behavioral theory.

Objectives:

In this lesson, you/participants will:

- ✓ Learn about the Cognitive Cycle, a model illustrating how your beliefs drive your behaviors in difficult situations, and how these influence your ultimate outcomes
- ✓ Understand the connection between your values, your beliefs, and your behavior
- ✓ Separate helpful beliefs in your life (which help you reach your goals) from harmful beliefs in your life (which distract or keep you from your goals)

Materials:

“Working Smart” Module 1, Lesson 3 (Workbook pages 19-24)

“Working Smart” PowerPoint presentation 3

Hand-drawn poster of Cognitive Cycle

Suitcase with several personal items such as toys, trophies, objects, old clothing, etc.

Vocabulary Words: Cognitive, distort, escalate, outcomes, impulsive

Quote of the Day (select one):

- “Out of the frying pan, into the fire.” Proverb from Aesop’s Fable
- “Don’t let life happen TO you. Make it happen FOR you.” Steve Parese
- “When I was a child, I spoke like a child, thought like a child, reasoned like a child. When I became an adult, I gave up childish ways.” 1 Corinthians 13:11

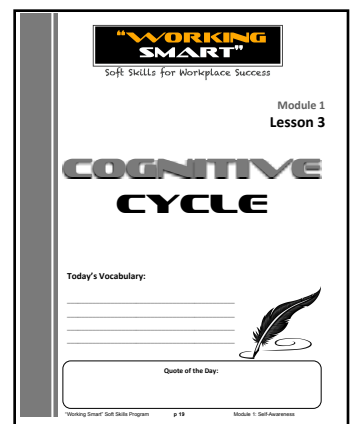
Lesson 3 Cognitive Cycle Outline (90-120 min)

0. Before class

- a. Greet individuals on arrival. Compliment timely attendance (and appropriate attire, if requested) verbally and in writing on a sign-in sheet. Make a written note of those who do not arrive on time.
- b. Return Module packets and name tents to each participant. (Remind them of homework, if assigned.)
- c. Assign teams and team leaders. It is strongly recommended that you mix up groups for each lesson so that participants get to work in various teams. Ask one person from each table/group to be today's team leader.

1. Opening (10-15 minutes)

- a. Homework review. If HW was assigned, ask participants to briefly read their answers within their small groups. Circulate and listen in. Ask team leaders to pick one volunteer in their small group to share a response with the class. Collect all HW assignments and make note of those who actually completed them.
- b. Warm-Up. Conduct a warm-up activity if desired, either one of your own or one of those found in the Instructor's Supplements.
- c. Expectations. If needed, repeat the simulated workplace expectations you will have, including timeliness, attendance, attire, behavior, cell phone use, involvement, and completion of work.
- c. Quote (WB p 19). Offer the quote of the day, and ask participants to write it into the box. Encourage discussion of its meaning or application. Offer a story or illustration of your own, if possible.
- d. Overview. Provide a brief overview of this lesson's content.



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