

“Working Smart”

Soft Skills for Workplace Success

Work and life skills that enhance employee productivity



Section III

Supplements



“Working Smart”

Soft Skills for Workplace Success

Implementation Recommendations

Rationale: The "Working Smart" program is a product of Charlotte Mecklenburg Workforce Development Partners, written by Dr. Steve Parese. It is a carefully-designed and field-tested soft skills curriculum, created to provide opportunities for job seekers with significant barriers to develop critical soft skills relevant to success in the workplace. Abiding by these recommendations, based upon research in cognitive programming and upon the practical experience of soft skills instructors, will increase the likelihood of optimal implementation.

1. **INSTRUCTORS:** Because of the sophistication of the content and the need to reach all students, we recommend using two (2) instructors with complimentary styles for each class. This provides variety in teaching styles, skills, and personalities, and offers more individualized attention to student needs. Whenever possible, the team should mirror the diversity of students in gender, race, age, etc.
2. **STUDENTS:** Because of the importance of getting individuals involved in group activities and discussions, groups should consist of a minimum of six (6) and a maximum of 18 students, though a group of 10-12 is ideal. We strongly encourage a diverse group, as a variety of cultures, experiences, and maturity levels in the group will challenge old patterns of thinking and behaving.
3. **STRUCTURED LEARNING:** Because many students may have had chaotic educational experiences in the past, they are likely to benefit greatly from a more structured learning environment. Starting and ending every class at the same time and in the same way (with music, brainteasers, group discussions, etc.) provides dependability and structure which often eases stress.
4. **MULTIPLE LEARNING/TEACHING STYLES:** Again, because many students have had difficulty with traditional lecture-discussion teaching styles, it is important to appeal to multiple learning styles. The curriculum utilizes thought-provoking quotes and warm-up exercises, emotionally relevant stories, interactive guided discussions, bright visuals, etc. In addition, it is important that instructors are well-prepared for every class, provide clear directions to activities, openly encourage and sensitively interpret students' own stories, and perhaps most importantly, model the attitudes and skills embedded in the curriculum in their everyday interactions with students.
5. **HIGH STANDARDS/HIGH SUPPORT:** Because many students are poor interpreters of unspoken rules, it is important that instructors provide clear class expectations from the beginning regarding attendance, involvement, workbook completion, and final testing required for certification. If there are consequences for not completing the course, make these clear as well. At the same time, recognizing the unusually stressful circumstances in many students' lives, instructors should be prepared to offer a high degree of support as well, including opportunities to make up classes, get support from fellow classmates, receive 1:1 counseling, etc.
6. **FREQUENCY OF CLASSES:** Because the purpose of cognitive-behavioral intervention is to challenge maladaptive patterns of thinking while teaching new behavioral skills, students need sufficient time to learn and “digest” this material. Ideally, instructors should plan on conducting between two (2) and four (4) lessons per week. Limiting lessons to once per week requires a great deal of review and recollection prior to each class; conducting more than four per week seems to overwhelm many students.

For detailed information about the use and implementation of cognitive-behavioral programs with at-risk populations, see: Goldstein, Arnold. (1987). *The Prepare Curriculum*. Research Press: Champaign, IL.



“Working Smart”

Soft Skills for Workplace Success

Instructor Agreement

Rationale: The "Working Smart" program is a carefully-designed and field-tested curriculum created to provide opportunities for participants to develop critical soft skills relevant to success in the workplace. Instructors will agree to abide by the following conditions in order to protect the ownership and conceptual integrity of the curriculum.

1. **CERTIFIED “WORKING SMART” INSTRUCTORS ONLY:** Only individuals who have successfully completed a 4-day Working Smart Instructor Training (conducted by Parese or an approved Master Trainer) may deliver this training to program recipients, and then only in the States of North and South Carolina. Instructors may engage the assistance of non-certified staff when providing training, but may not allow these individuals to train the program alone. Under no circumstances may the Working Smart Instructor Guide or other program materials be copied or given away to individuals who are not certified.
2. **TRAINING OTHER INSTRUCTORS:** Instructors may provide participant training only. Only Parese or an approved Master Trainer may train and certify other Instructors.
3. **COPYRIGHT PROTECTION:** The Working Smart program is a product of the Charlotte Mecklenburg Workforce Development Partners (CMWDP), written and owned by Steve Parese. All program materials, including the Instructor Guide, Workbooks, and PowerPoint presentations, are protected by federal copyright law. Certified instructors are given permission to freely reproduce Workbooks for use in Working Smart participant training in the States of North or South Carolina. Otherwise, Working Smart program materials may not be duplicated without prior written permission of CMWDP (in NC/SC) or Parese (outside of NC/SC). Under no circumstances may the content be incorporated into any other curriculum or program.

I understand and agree to the conditions stated above. Violation of these conditions may lead to the revocation of my approval to teach (and my agency’s approval to use) the Working Smart program.

Printed Name

Signature

Date

E-mail: _____

Employer: _____

Street Address: _____

City/ST/ZIP: _____

BRAINTEASERS AND ENERGIZERS

1. OPENING EXERCISES

These activities are good for helping groups get to know each other better.

a. **Name Game** (for 8-16 people, source: Steve Swisher)

This is a variation of a common name game, used to get people familiar with each other and actively involved in the training. It gets a lot of laughs, and is safer than traditional name games because the group recalls names rather than placing the burden of recall on an individual.

Circle the group. Ask each person to introduce him/herself by first name and pantomime an activity they enjoy. As trainer, begin by demonstrating with your own name and mimed activity.

After each person shares, the whole group responds, first by repeating that person's name and gesture, then each previous person in sequence. Continue until each person has given a name and gesture.

Time required: 10-20 minutes, depending on numbers

b. **Middle Names** (up to 24 people, Source: Steve Parese)

This is a mild self-disclosure activity, designed to help participants share non-threatening but often unknown personal details.

Simply ask each participant to reveal his/her middle name. Often, these are family names or have an interesting story behind them, so encourage participants to explain its meaning or origin. Share your own middle name and story first.

Time required: App 30 seconds per person

c. **People BINGO** (up to 24 people, Source: David Greenberg, card by Steve Parese)

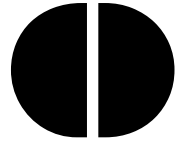
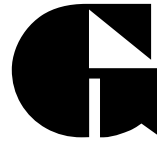
Materials: 1 BINGO card/person (see next page)

Give each participant BINGO card, and instructions to complete one row, or two, in order to win. Buy small prizes to give out to those who get BINGO.

Debrief after activity: What did you learn about each other? How does this translate to the workplace -- are there interesting things about people you might never know if you didn't ask? What keeps us from asking?

Time required: 10 minutes

Name: _____



CHILDHOOD

_____'s
favorite childhood
TV show was

_____'s
favorite childhood
pet was named

_____'s
favorite childhood
cereal was

_____'s
favorite teacher
was

_____ has
____ brothers
+ ____ sisters

in _____ grade

SILLY STUFF

_____ sang the first 10
seconds of the
theme song from
"Gilligan's Island"
with me!

_____ sang the chorus
of "Who Let the
Dogs Out"
with me!

_____ rubbed his/her
belly and patted
his/her head at
the same time
with me!

_____ Thumb-Wrestled
the best of 3
matches with me
(and ____ won!)

_____ played three
rounds of "Rocks-
Paper-Scissors"
with me
(and ____ won!)

VEHICLES

_____ has a sports car

(year, make, model)

_____ has an SUV

(year, make, model)

**FREE
SPACE**

_____ has a pickup
truck

(year, make, model)

_____ has a motorcycle

(year, make, model)

KNOWLEDGE

_____ knew that the
Vice President is

_____ knew that the
capital of
Nebraska is

_____ knew that
water boils at

_____ degrees

_____ knew that the
square root of

625 = _____

_____ knew the First
Amendment is

"Freedom of
_____."

IN COMMON

_____ and I both once
lived in

(state/country)

_____ and I have the
same Zodiac sign

(sign)

_____ and I are both

in our _____
(30's/40's/50's etc)

_____ and I both have a

pet _____
(Type of pet)

_____ and I wear the
same shoe size

(Shoe size)

d. **This or That** (up to 24 people, Source: David Greenberg)

Post a sign on one side of the room labeled “THIS” and on the other side, “THAT.” Call group to center of the room and tell them, as individuals, to move toward the side that represents what they’re MOST LIKE.

<u>THIS</u>	<u>THAT</u>	<u>THIS</u>	<u>THAT</u>
Sun	Moon	Dog	Cat
Summer	Winter	Elevator	Escalator
Pen	Pencil	Wallpaper	Paint
Stop	Go	Taxi	Limousine
Wine	Soda	R Coaster	Merry-Go-Round
Silk	Cotton	B&B	Hotel
Lake	River	Pasta	Steak

Quickly ask one person from each side WHY they answered as they did, then move on to the next This or That pair.

Time required: 4-5 minutes

e. **Who Dunnit?** (for 8-24 people, source: unknown)

Give each person a piece of paper. Have them write their name and answer three questions (such as those below) posted on a flip chart or screen:

- Most exciting or exotic place you’ve visited
- Interesting hobby or thing you’ve done
- Strangest job you’ve ever had

Collect cards and announce: “Bill, Jim, and Sarah.... stand up! One of these three people has ridden a motorcycle coast to coast. Who dunnit?” Let the group guess, then ask “Will the real motorcycle master remain standing... and tell us about it!”

Time required: 8-10 minutes

f. Just Like Me (for 8-24 people, source: unknown)

Ask participants to stand and come toward the center of the room. Tell them that they will be quickly grouping up with other people they have something in common with. If possible, give small prizes (such as bubble gum or Hershey's Kisses) to the groups with greatest number of people, or with the most unusual answer. Use the categories below or make up others:

"Find at least one other person (more if you can):

- Who has the same Favorite Color as you
- Who has the same Favorite Season as you
- Who has the same Number of Siblings (or Children) as you
- Who has the same Astrological Sign as you
- Who has the same Shoe Size as you
- Who was Born in the Same Decade as you

Time required: 8-10 minutes

g. Calling All My Rowdy Friends (up to 24 people, Source: unknown)

Arrange chairs in a circle, but missing 1 chair, as in musical chairs. Stand in center and explain the rules. Lead a practice round, calling out: "Calling all my rowdy friends who.... are wearing black socks!" Everyone with black socks must get up and quickly find a new seat, but NOT the seat beside them.

Last person is "it," and must call out a new category. E.g, "Calling all my rowdy friends who.... are Panthers fans!" This is fast-paced, high-energy, and lots of silly fun!

Time required: 8-10 minutes

2. TEAM PROBLEM SOLVING EXERCISES

These activities encourage groups to work together and logically solve problems.

a. **Limited Resources** (8-12 people/team, use 2 teams with larger groups, Source: Steve Parese)

Materials: 1 sheet of paper/2 people (e.g., 6 sheets for a group of 12)

Prepare 1 sheet of paper per two participants. For added fun, use images of \$20 bills, on next page. Circle students and scatter paper on floor among them. Give the following instructions:

"I have a company called 'Levitation, Inc.' which provides a very special service -- levitation. Since we can't levitate in real life, we have to find another way to get everyone's feet off the ground. One way is by standing on the paper -- this counts as feet off the ground (*demonstrate both feet on paper*), this counts (*demonstrate one foot on, one in the air*), but this doesn't (*demonstrate one foot touching floor*) because my foot is touching the floor."

"Your job is to get EVERYONE'S FEET OFF THE GROUND (*again demonstrate balancing with feet on the paper*) at the same time for 3 seconds, using ONLY the resources available -- no tables or chairs or walls. You have only two minutes to figure it out!"

Almost certainly, the group will try to crowd onto the paper, and will succeed within the time limit. Be sure they're all off the floor, and that they all count "1-2-3!"

Applaud their work, then tell them that unfortunately, they've lost HALF of their resources, and have to solve the same problem again with only half the sheets as before. Give them two minutes again.

Eventually, when it becomes too challenging to complete the activity by crowding on the paper, people will begin to question the instructions/goal: Was it to get our feet on the paper? No, it was to get our feet off the ground. When they realize they can achieve the goal without actually standing on the paper at all (e.g., by kneeling or sitting on floor with feet up), the problem will be solved.

Debrief: Why did you insist on standing on the paper, even when I clearly said over and over again that your job was to get your feet off the floor? You did what you saw me do, even when it got ridiculously hard to do so. Does this ever happen in real life? At work?

Time required: 15-20 minutes



b. **A Puzzling Experience** (for 12-24 people in teams of 3-4, Source: David Greenberg)

Materials: One children's puzzle and one 8x10 envelope per team

Buy 4-5 children's puzzles with 10-20 pieces each. Disassemble them. Put the frame and all but ONE of the pieces into an 8"x10" manila envelope, then add in a final piece from someone else's puzzle. Each envelope will now contain the puzzle frame, one random piece, and all but one of the correct pieces.

Organize teams of 3-4 people each, and set it up as a race to complete the puzzles. Observe what people do as they discover the final piece simply won't fit!

Debrief: When your final piece wouldn't fit, how did you feel? what did you do?

1. Try to "make it fit"? Give up?
2. Search for it? If so, what did you do FIRST?
 - a. Offer up your own extra piece? Why?
 - b. Talk the other team out of their extra piece?
 - c. Try to negotiate an exchange between several teams?

Time required: 8-10 minutes

c. **10-Minute Challenge** (for up to 24 people in teams of 5-8)

Split the group into teams of 5-8 people each. Distribute a copy of this page and give instructions: “You have exactly 10 minutes and not a second more to earn as many points as possible. Keep track of the tasks you complete. Use your time wisely!”

1. *Do a group lap around the room (5 points)*
2. *Create something for the instructor to wear, such as a hat or tie (10 points; bonus 5 points if the instructor actually wears it)*
3. *Write down something unique about each person on the team (15 points)*
4. *Sing a song as a group for at least 20 seconds (15 points)*
5. *Make a paper airplane and throw it from one end of the room to another (10 points)*
6. *Get every person in the room to sign a single piece of paper (5 points)*
7. *Count the number of pets owned by your group (20 points)*
8. *Assign a nickname to each member of the team (5 points)*
9. *Create name cards or tags for each team member (5 points; bonus 5 points if you use nicknames)*
10. *Make a tower at least 3’ tall out of the materials owned by your group (10 points)*
11. *Convince a member of another team to switch teams (20 points)*
12. *Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)*
13. *Re-create the sounds of the Amazon rainforest for 15 seconds with at least 5 sounds using only your voices (10 points)*
14. *Gather coins or bills from 10 consecutive years (15 points)*
15. *Form a conga line and conga from one end of the room to the other and back (5 points; bonus 10 points if anyone joins you)*

DEBRIEF after activity: “There wasn’t enough time to do every single task. What strategies did you use to decide which to do, and which to avoid?”

10-Minute Challenge Scoring Sheet

Team #	Task 1:	Task 2:	Task 3:	Task 4:	Task 5:	Task 6:	Task 7:	Task 8:	Task 9:	Task 10:	Task 11:	Task 12:	Task 13:	Task 14:	Task 15:
	Group lap around room	Make item for teacher to wear	Write unique thing about each person	20-second group singing a long	Throw paper airplane across room	Signature from everybody in room	Count of pets owned in team	Give a nick name to each team member	Make name tents for each team member	Make a 3' tower out of items team owns	Get another team member switch teams	Name your team and create slogan	Amazon rain forest with 5 sounds	Gather coins or bills from 10 consec years	Conga line across room and back
Point Value:	5 points	10 pts (15 pts if worn)	15 pts	15 pts	10 pts	5 points	20 pts	5 points	5 pts (10 pts if nick)	10 pts	20 pts	5 pts (+5 pts slogan)	10 pts	15 pts	5 pts (10 pts if joins)
Team 1 SCORE															
Team 2 SCORE															
Team 3 SCORE															
Team 4 SCORE															

d. **Wilderness Survival Quiz** (for up to 24 people in teams of 3-6)

e. **Moon Survival Quiz** (for up to 24 people in teams of 3-6)

f. **Plane Crash Survival Quiz** (for up to 24 people in teams of 3-6)

Each of the three survival quizzes is administered in the same way: Divide the class into teams of 3-6, and give them copies of the quiz. Read the scenario to them, and allow them 10 minutes to work together to rank order the items from 1 (most important) to 10 (least important).

It is also fun to create a group score sheet. Direct each team to come up with a silly team name, and write it on the chart when they have finished their rankings.

When all are ready, reveal and explain the answers one by one. Teams write the expert score under the “Expert” column, then deduct it from their score to get the “Difference.” (It does not matter whether their score was higher or lower than the expert rank.)

They total these differences for a final score, and record this number on the group score sheet.

Finally, reveal the humorous meanings of their scores for a good laugh.

Debrief after activity: These activities can be used to reinforce various skills:

Problem solving skills (What process did you use to decide on the ranks? How did you decide on the facts and choose between the options?)

Communication skills (How well did you communicate when you had differences of opinion? Did someone force their way while others shut down? Or did you talk things out?)

Team building skills (What role did you play in your group: leader? follower? arguer? refuser? And why?)

Time required for each: 10-15 minutes

WILDERNESS SURVIVAL QUIZ

It's late November, and you and a couple of your co-workers have decided to go hunting (or hiking). Unfortunately, you took a wrong turn on a dirt road somewhere high up in the mountains and got a little lost. You try to do a U-turn, but your old Ford pick-up truck slips down an embankment and careens out of control. There's a sudden crash, and then the lights go out....



When you wake up, the truck is on its side at the bottom of a 50' deep ravine. You are at least 10 miles from the nearest well-traveled road with no houses nearby. One of your co-workers is in the passenger seat moaning, barely conscious. His left leg is broken, his arm seems dislocated, and he looks like he may go into shock soon. Your other co-worker is standing outside, clutching her bloody arm, but appears all right. You take a deep breath and notice a shooting pain in your ribs, but you figure you'll live.

The truck is stalled and there's a icy rain beginning to fall. It's now 2:00PM. You have 3-4 hours of daylight left and the temperature is dropping below freezing. A quick push of the horn shows that the battery's almost dead. You take a look in the glove compartment and behind the seats to see what you've got that could possibly be of help.

Below is a list of items you find. *Other than your winter clothing, these are all you have.* Order them by priority, with (1) as the most important, (2) as the next most important, until all items have been numbered 1-10.

<u>Your rank</u>	<u>Item</u>	<u>Red Cross</u>	<u>Difference</u>
[]	City map of St. Louis, MO	_____	+/- _____
[]	Two packs of cigarettes	_____	+/- _____
[]	Zippo lighter	_____	+/- _____
[]	Flashlight & batteries	_____	+/- _____
[]	Two Snickers bars	_____	+/- _____
[]	20-gauge shotgun with shells	_____	+/- _____
[]	Bottle of Jose Cuervo tequila	_____	+/- _____
[]	Roll of duct tape	_____	+/- _____
[]	Two wool blankets	_____	+/- _____
[]	Cell phone, working but no signal	_____	+/- _____

TOTAL POINT DIFFERENCE:

WILDERNESS SURVIVAL QUIZ ANSWERS:

According to the American Red Cross, wilderness emergencies should be prioritized according to the following criteria:



- (1) Stabilize life threatening conditions**
- (2) Contact help and/or wait for rescue**
- (3) Provide warmth and shelter**
- (4) Provide water**
- (5) Provide food**

Given the serious injury to one of your co-workers, the late hour, and the impending bad weather, the greatest priority is to care for your badly wounded co-worker while one of you follows the road to get help. If rescue comes after nightfall, his chances of survival are slim. Based on this, experts rank the 10 items as follows:

1. Two Wool blankets: Use to prevent shock and hypothermia, to roll into splint.
2. Roll of duct tape: Use to stabilize broken leg.
3. Cellular phone, working but no signal: Walk down road until get signal, call for rescue once in range.
4. Zippo lighter: Use to start fire.
5. Map: Use to help start fire.
6. Snicker bars: Use for quick energy.
7. Flashlight and batteries - to attract attention if night rescue is necessary.
8. Shotgun and shells: Use three shots as an emergency signal to attract hunters in the area.
9. Cigarettes: Limited use as a calmativ for smokers, but acts as a system depressant and may slow body functions.
10. Fifth of tequila: 80 proof tequila will sputter if lit, but not enough to help with fire. Mildly effective against infection, but only if no rescue within 24 hours. Dangerous to consume, as a vasodilator, it may contribute to hypothermia

Scoring: Total the differences between the scores and compare to the chart below:

- 0 - 8 Rambo.** You are a survival with keen animal-like instincts!
- 9-15 Smokey the Bear.** You really know your way around the forest.
- 16-21 Winnie the Pooh.** You need serious help from Tigger and Christopher Robin!
- 22+ Tom Turkey.** Give it up... you're cooked!

MOON SURVIVAL QUIZ

The year is 2090, and you are part of an international space crew exploring the moon. During a side mission to the dark side of the moon, your ship experienced mechanical difficulties. You and your copilot were forced to crash-land about 200 miles from the base station, on the line between the dark and light sides of the moon. Much of your equipment was damaged, including all ship-based communications.



Your space suits are intact, however. They are equipped with about 2 hours of oxygen, and a small 12 oz reserve of water. Your survival depends upon reaching the base station across 200 miles of mountainous terrain.

Survey what equipment is left and determine the most critical items that you will take. **Place the number 1 by the most important item and keep going to number 10 which will be the least important.**

<u>RANK</u>	<u>ITEM</u>	<u>NASA</u>	<u>Difference</u>
_____	Box of matches	_____	+/- _____
_____	50 feet of nylon rope	_____	+/- _____
_____	Two .45 caliber pistols	_____	+/- _____
_____	Two 100-pound tanks of oxygen	_____	+/- _____
_____	Stellar map (of moon's surface)	_____	+/- _____
_____	CO2 powered inflatable life raft	_____	+/- _____
_____	Magnetic compass	_____	+/- _____
_____	Two 1-gallon water refills	_____	+/- _____
_____	Signal flares	_____	+/- _____
_____	Solar-powered FM receiver-transmitter	_____	+/- _____
TOTAL POINT DIFFERENCE:			_____

MOON SURVIVAL QUIZ ANSWERS

NASA experts agree that the trek back to the manned base station would take at least 16 hours, so the team must pack supplies to survive that long. However, it is highly likely that within 4-6 hours, a rescue party from the base station would begin a search mission, so the secondary priority is to contact them or attract their notice.

This is how the NASA experts rank the items, with accompanying explanations of their uses:



1- *Two 100-pound tanks of oxygen.* Use to refill the suits' oxygen tanks every 2 hours.

2 - *Two 1-gallon water refills.* Spacesuits have built in water reclamation units to reclaim moisture from breath, sweat, urine, etc. However, they are not 100% efficient, so water reservoirs would have to be refilled.

3 - *Stellar map (of moon's surface)* Useful as primary means of navigation.

4 - *Solar-powered FM receiver-transmitter.* Useless on the dark side, but once your crew crosses onto the light side the batteries will begin to charge. FM needs short range and line of sight to work effectively, but you should be able to contact the base station once within 40-50 miles of it.

5 - *50 feet of nylon rope.* Useful in scaling the cliffs you may cross. Moon gravity is $\frac{1}{6}$ Earth gravity, so you'll still need help climbing and lowering yourselves. If there are injured members, rope would be helpful for tying them to others for transport.

6 - *CO2 Inflatable Life raft.* CO2 raft may be useful for transporting tanks or injured people, and CO2 bottle in raft may be used for propulsion.

7 - *Signal flares.* These should light, though they will be useful only if rescue attempt is made while on dark side of moon.

8 - *Two .45 caliber pistols.* Limited value, as they probably will not ignite. If they did, the muzzle velocity would be slowed by 80% to about 300 ft/sec.

9 - *Magnetic compass.* Useless on moon. Magnetic field on moon is not polarized.

10 - *Box of matches.* No oxygen on moon to sustain flame, matches won't work.

Scoring: Total the differences between the scores and compare to the chart below:

0 - 8 Capt. Kirk. You're a master of the universe!

9-14 Mr. Spock. You'll survive -- it's logical!

15-20 Lt. Uhura. You're a ship-body. Survival questionable.

21+ Ensign RedShirt. You're dead before the first commercial break!



PLANE CRASH SURVIVAL QUIZ

You and a small group of people are flying in a small plane to Winnipeg, Canada, leaving Chicago at 10:30 PM on a cold night in mid-January. Two hours into the three hour flight, the plane hits bad turbulence, and begins to buck up and down. The pilot announces: "Folks, we're in a bad storm. The radio's out, so I haven't been able to call for help or let anyone know where we are. I've gone off course to try to get around it, but we're out fuel and we're going down in a remote wilderness preserve. Looks like we're about 40-50 miles west of a small town, but there's nothing else nearby."

A few minutes later, the plane crash lands into a small ice-covered lake, killing the pilot and co-pilot. You and the other passengers are bruised and cut up, but no one is seriously injured. Shortly after you scramble out of the plane, it sinks completely into the lake with the pilot and co-pilot's bodies inside.

Your mostly dry group of survivors makes its way across the ice to shore. It is 1:00AM and you are in a wilderness area made up of many lakes and rivers. In some places the snow is only ankle deep, but you can see that most of the drifts are knee-deep or more. The last weather report said it was supposed to get down to -10 degrees (F) tonight, with a high of only +20 degrees (F) tomorrow. There is plenty of dead wood in the area around the lake.

You and the other surviving passengers are dressed in light winter clothing - jeans, sweat shirts, street shoes, hats and overcoats, but no serious winter gear. You have agreed to stay together and pool the items you managed to salvage from the plane.

Rank these items from 1-12 in order of their importance to your survival:

<u>Your rank</u>	<u>Item</u>	<u>Expert Rank</u>	<u>Difference</u>
[]	.45-caliber pistol, loaded	_____	+/- _____
[]	Ball of steel wool	_____	+/- _____
[]	Bottle of Jim Beam whiskey	_____	+/- _____
[]	Can of shortening	_____	+/- _____
[]	Chocolate bar (16 oz)	_____	+/- _____
[]	Cigarette lighter without fluid	_____	+/- _____
[]	Compass	_____	+/- _____
[]	Hatchet	_____	+/- _____
[]	Heavy-duty tarp, 20' x 20' with twine	_____	+/- _____
[]	Shirt and pants, cotton, size XL	_____	+/- _____
[]	Thick stack of newspapers	_____	+/- _____
[]	Waterproof section aerial map	_____	+/- _____
TOTAL POINT DIFFERENCE:			_____



PLANE CRASH SURVIVAL QUIZ ANSWERS:

Survival experts agree that the best way to survive a situation like this is to stay near the crash site and wait for rescue. An attempt to walk 40-50 miles through knee-deep snow in sub-zero temperatures would be suicidal, especially since everyone is only wearing light winter clothing. Hypothermia would probably set in within 1-2 hours, with a chance of severe frostbite. The best strategy involves staying as warm as possible throughout the night, and attempting to attract attention of rescue searches.

This is how the survival experts rank the items, with accompanying explanations of their uses:

1. *Cigarette lighter without fluid*: Use to produce sparks to start a fire
2. *Ball of steel wool*: Use to catch the sparks made by the cigarette lighter
3. *Cotton shirt and pants*: Many uses, including added layers for some, shelter, signaling, bedding, bandages, string when unraveled, and tinder to make fires
4. *Heavy-duty tarp, 20'x20'*: Use to provide shelter from wind, and allow body heat to build
5. *Can of shortening*: Use the lid for a mirror-like signaling device, use the shortening to protect exposed areas of the body from cold, can be eaten for energy, melted shortening can be helpful in starting fires
6. *Hatchet*: Use to cut or split wood, defend against animal attacks
7. *Chocolate bar*: Use for quick energy, but not enough to share among group
8. *Newspapers*: Use to stuff into clothing for added insulation, or help start fires
9. *Loaded .45-caliber pistol*: Use to signal rescue, defend against animals. If bullets can be opened, gunpowder might be helpful starting fires.
10. *Jim Beam whiskey*: Small help in starting a fire, possibly disinfecting wounds, but greatly increases risk of hypothermia if consumed.
11. *Waterproof section aerial map*: May encourage people to foolishly seek help
12. *Compass*: May encourage people to foolishly seek help

Scoring: Total the differences between the scores and compare to the chart below:

- | | |
|---------------|--|
| 0 - 10 | Bear Grylls. You make survival look easy, and look good doing it! |
| 11-17 | Park Ranger. You'll survive the experience, but it may hurt a little! |
| 18-23 | Toeless Joe. You might make it, but your fingers and toes won't! |
| 24+ | Human Popsicle. We'll thaw you out next spring! |

g. Take Me to Your Leader (8-16 people)

Arrange chairs in a circle, missing 1 chair. Send the last person (the FINDER) out of the room for a moment. Inform the rest of the group to select a LEADER and give him/her a symbol of leadership (such as a flashlight or a set of keys) to hide.

The group's job is to protect their leader, so they must always LIE when asked a question about the leader's identity.

Bring the Finder back into the room and inform him/her of the details. The Finder must discover the identity of the Leader, and can ask only 3 or 4 (Yes/No) questions. The *group must always lie* (or say the opposite) when answering them.

Deductive questions work best. E.g.:

1. Is your leader a woman? (if they say no, then the leader is MALE)
2. Is your leader wearing a tie? (if they say yes, then the leader is a TIELESS MAN)
3. Is your leader taller than me? (if they say no, then the leader is a TALL TIELESS MAN)
4. Is your leader wearing black shoes? (if they say no, then the leader is a TALL TIELESS MAN with BLACK SHOES)

Now make your best guess: _____

Debrief: How did you make your final guess?

FACTS: What useful facts did you gather? What questions could s/he have used to be even more helpful?

INSIGHTS: What intuition was helpful (e.g, people giggling or looking away)? What other clues were available but missed?

3. TRUST-BUILDING EXERCISES

These activities encourage groups to break through trust barriers and explore their own limitations in relationship building.

a. **Yurt Circle** (for even numbers of people, 8-24)

This is a low-risk trust-building exercise which emphasizes teamwork and interdependence. It generally gets a lot of laughs, but safety depends on giving clear directions.

Circle the group, placing individuals of nearly equal size beside one another. Be sure that there is an EVEN number of people. Count off by two's, so that there are an equal number of 1's & 2's. Direct participants to hold hands. Clearly explain that all 1's will be leaning one way, while all 2's lean in the opposite direction, each person relying on those beside him for support.

Begin by directing 1's to LEAN IN SLIGHTLY at the same time that 2's LEAN OUT SLIGHTLY. Pause a moment, then ask them to return upright. If the group is safe, continue by asking them to lean in the opposite direction, slowly and carefully. Repeat, gradually leaning participants in/out farther and farther. Do not allow this exercise to become unsafe. Quickly debrief the experience and its implications on the training.

Time required: App 10 minutes

b. **Blindfolded Trust Walk** (for teams of two, up to 24 people)

This is a medium-risk trust-building activity which emphasizes self awareness, especially of those things often overlooked. You will need one clean blindfold per team or per person. Be certain that this wandering exercise will not disturb or disrupt others outside the training. If taken seriously, this often has a profound experience on participants.

Allow participants to pair up with someone they feel comfortable with. Explain that this is a blindfolded trust walk, and that one person will be guiding the other in COMPLETE SILENCE, helping the blindfolded person to experience things about their world they might not otherwise notice. Emphasize the need for caution in guiding the blindfolded partner.

One person should comfortably blindfold the other. When all is ready, direct the guides to silently lead their partners wherever they like. Monitor the pairs carefully. After 5-6 minutes, switch partners. After an equal time, direct guides to bring their partners back to the original room.

Time required: 20-25 minutes.

4. BRAIN TEASER EXERCISES

These quick activities encourage groups think quickly and divergently.

a. **So I says...** (up to 24 people)

This is a group brain teasing exercise, done orally with the group. It is useful to have an example written on the board. After providing several, try asking the group to come up with their own!

1. So I says to the woman watching the sun rise, I says... "Hi DAWN!"
2. So I says to the woman making hamburgers, I says... "Hi PATTY!"
3. So I says to the man on the PA system, I says... "Hi MIKE!"
4. So I says to the woman who took me to court, I says... "Hi SUE!"
5. So I says to the man I owe money to, I says... "Hi BILL!"
6. So I says to the woman wearing denims, I says... "Hi JEAN!"
7. So I says to the man floating in the ocean, I says... "Hi BOB!"
8. So I says to the man learning to tame lions, I says... "Hi CLAUDE!"
9. So I says to the twins playing drums, I says... "Hi TOM-TOM!"
10. So I says to the men hanging drapes, I says.... "Hi KURT -n- ROD!"

Time required: App 10 minutes

b. **What Happened to Me?** (up to 24 people)

As above, this is a group brain teasing exercise, done aloud so that participants can build off of one another's reasoning. It is similar to "20-Questions," in that the group must try to solve a mystery by asking questions about it. There is no limit to the number of questions which may be asked, but questions must be answerable by a YES or NO. If the group needs help, you MAY wish to provide clues.

This first one is a relatively easy example:

1. "I rode into town on Friday. Three days later, I left town on Friday, too. How is that possible?"

Answer: I am a cowboy, and Friday is my horse.

2. “I was running home when I met a man wearing a mask, and I never made it home. Why not?”

Answer: Because I was playing baseball, and the catcher tagged me out.

3. “I walked into a bar and asked the bartender for a glass of water. He pointed a gun at me instead, so I thanked him and left. Why?”

Answer: Because I had the hiccups, and he scared them out of me.

4. “I am lying injured in a room, shot in the chest and surrounded by 53 Bicycles. How did this happen?”

Answer: I was cheating at cards. The Bicycles are Bicycle brand playing cards. There are only 52 cards in a deck, and I was found with an extra card.

5. “I am one of 200 people lying dead in a cabin on the side of a mountain. How did we die?”

Answer: We were in a plane crash. The “cabin” refers to the cabin of an airplane, which crashed into the side of the mountain

c. How Many in a WHAT? (up to 24 people)

This is a group brain teasing exercise, with each item written on the board. After providing several, try asking the group to come up with their own!

- | | |
|--------------------|-------------------------------|
| 1. 52 C. in a D. | 52 cards in a deck |
| 2. 9 I. in a B.G. | 9 innings in a baseball game |
| 3. 90 D. in a R.A. | 90 degrees in a right angle |
| 4. 365 D. in a Y. | 365 days in a year |
| 5. 8 O. in a C. | 8 ounces in a cup |
| 6. 100 Y. in a C. | 100 years in a century |
| 7. 13 D. in a B.D. | 13 donuts in a baker’s dozen |
| 8. 11 P. on a F.T. | 11 players on a football team |

Time required: App 10-15 minutes

d. I'm Going to the Beach... (up to 12 people)

This is a group brain teasing exercise, done orally. This is a fun one, because the solution is a pattern, not a unique answer. Each person may discover (and gloat about) the solution without giving it away to the rest.

"I'm going to the beach (in Hawaii, etc) and I'd love to bring you all. We need lots of food, and if you bring the right kind, you're welcome to come. Personally, I'm bringing some _____."

The easiest pattern is to select a food item which begins with the same letter as your own first name. For example, if your name is Steve, you might bring Sausages, or Snap peas, or if you REALLY wanna brag, some Spicy Summer Squash. There are an infinite number of patterns, but try not to make it too complicated!

Invite the rest of the group to come along -- if they bring the right food. You may wish to offer a clue or two to a frustrated participant, suggesting to Tom, e.g., that he could come if he brought Tomatoes instead of the Seasoning he offered to bring!

Time required: App 10-15 minutes

e. Thumbs Up (Unlimited number of people)

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.

5. WRAP UP EXERCISES

a. **My favorite things** (8-16 people)

This is a nice wrap-up activity for a group that has has a good experience together. It often leaves people feeling good about each other and themselves. You'll need 1 large index card per person, and everyone will need a pen.

The group should be seated in a circle. Each person writes his/her name on the top of the index card. Then everyone simultaneously passes their cards to the right. Upon receiving a card, each participant should write a brief positive comment about that person -- a kind adjective, thoughtful observation, something they enjoyed or admired -- then pass it on to the next person.

Each card will eventually make it back to its owner. At that point, you may wish to simply let people read in silence, or to share the comment they find most validating/ valuable.

Time required: Approx 30 seconds per person.

b. **KISS of Appreciation** (Source: David Greenberg)

Set Up: Place 3-4 Hershey Kisses/person in a large bowl. Offer these instructions:

“Each person may take 3 candies: One is for you to enjoy yourself, and the other two to give away to someone in the group whom you especially enjoyed, appreciated, or respected.”

Debrief: How did it feel to get a Kiss? To give one? Were there any surprises? Why do we sometimes deny ourselves these giving and receiving experiences at work? What FEAR keeps us from from showing appreciation -- or accepting it from others?

c. **How High Can You Jump?**

This brief activity is intended to illustrate that our abilities often exceed our perceived limits.

Before the activity, create a “goal line” by placing a horizontal line of masking tape high up on a wall (8' or more). Place masking tape on the backs of three half-sheets of paper. If you like, use different colors or numbers to distinguish these sheets.

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 sheet 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 sheet 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.
3. Finally, give the participant the third 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.

QUOTES OF THE DAY

Lesson 1: Personal Branding

- “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 2: Process of Self-Change

- “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 3: Cognitive Cycle

- “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 4: Dealing with Stress

- “Ninety-eight percent of what I worried about never happened.” Mark Twain
- “One day at a time.” AA slogan
- “Life is a journey, not a destination.” Unknown
- “Maintain an attitude of gratitude.” AA slogan

Lesson 5: Warning Signs

- “Self-awareness is the essence of self-control.” Steve Parese
- “One’s greatest challenge is to control oneself.” Kazi Shams
- “Feelings are like waves. We can’t stop them from coming in, but we can choose which ones to surf.” Unknown

Lesson 6: Personal Reactions

- “Two things define you: your patience when you have nothing, and your attitude when you have everything.” Unknown
- “Knowing others is intelligence; knowing yourself is true wisdom.” Lao Tzu
- “To handle yourself, use your head. To handle others, use your heart.” Eleanor Roosevelt

Lesson 7: Calm & Clear Strategies at Work

- “True power lies in SELF-control.” Steve Parese
- “It is choice -- not chance -- that determines your destiny.” Jean Nidetch
- “Mastering others is strength; mastering yourself is true power.” Lao Tzu

Lesson 8: Employer Expectations

- “In work, there is self-respect and independence.” Chief Plenty Coups
- “Choose a job you love, and you’ll never work a day in your life.” Confucius
- “The ONLY place success comes before work is in the dictionary.” Vince Lombardi

Lesson 9: Code-Switching

- “Nothing will work unless you do.” Maya Angelou
- “All things are difficult before they are easy.” Thomas Fuller
- “Choose the positive. Optimism is a faith that leads to success.” Bruce Lee

Lesson 10: Active Listening

- “It’s not what you say, it’s how you say it.” Common saying
- “Listening, not flattery, may be the sincerest form of flattery.” Joyce Brothers
- “The most important thing in communication is hearing what isn’t said.” - Peter Drucker
- “We have two ears and one mouth to listen twice as much as we speak.” Epictetus

Lesson 11: Four C’s of Communication

- “Wise men talk because they have something to say; fools, because they have to say something.” - Plato
- “Information is giving out; communication is getting through.” - Sydney Harris
- “Science may never come up with a better office communication system than the coffee break.” - Earl Wilson

Lesson 12: Expressing Concerns

- “Say what you mean, and mean what you say.” Common saying
- “Speak your mind, even if your voice shakes.” Maggie Smith
- “Honesty is the best policy.” Benjamin Franklin

Lesson 13: Handling Feedback

- “To avoid criticism, simply do nothing, say nothing, be nothing.” Elbert Hubbard
- “Honest criticism is hard to take, particularly from a relative, a friend, an acquaintance or a stranger.” Franklin P. Jones

Lesson 14: Problems and Goals

- “You can’t think your way out of a problem you behaved your way into.” Stephen Covey
- “Intellectuals solve problems. Geniuses prevent them.” Albert Einstein
- “You can’t fix the problem if you don’t know what’s wrong.” Unknown

Lesson 15: Facts vs. Opinions

- “You can’t judge a book by its cover.” English Proverb
- “Assumptions are the termites of relationships.” Henry Winkler
- “All generalizations are false, including this one.” Mark Twain

Lesson 16: Options and Outcomes

- “It always seems impossible until it’s done.” Nelson Mandela
- “When anger rises, think of the consequences.” Confucius
- “Sooner or later, everyone sits down to a banquet of consequences.” Robert Louis Stevenson

Other Inspirational Quotes

- “If you’re going through hell... KEEP GOING.” Winston Churchill
- “Act as if what you do makes a difference. It does.” William James
- “Positive anything is better than negative nothing.” Elbert Hubbard
- “Your talent is God's gift to you. What you do with it is your gift back to God.” Leo Buscaglia
- “If you don't like something, change it. If you can't change it, change your attitude.” Maya Angelou
- “Your bad planning does not constitute my emergency.” Unknown
- “Good planning helps to make elusive dreams come true.” Lester Bittel
- “First things first.” Common saying
- “Plan for tomorrow but live for today.”
- “The best thing about the future is that it comes one day a time.” Abraham Lincoln
- “Proper value and respect for time determines success or failure.” Malcolm X
- “Time is but the stream I go a’fishing in.” Henry David Thoreau
- “Your vision becomes clear when you look into your own heart. Who looks outside, dreams; who looks inside, awakes.” Carl Jung

Lesson 12: Expressing Concerns Grab Bag #1: Erica

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, “Explain Your Side” and Step 4 “Offer Solution.”
3. Finally, prepare to act out a “skit” or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.



Situation 1. Erica expresses a concern to Janet, her supervisor:

You are Erica. You have a great job at a catering company, but next weekend is your family’s 4-day reunion, and you don’t want to miss it. The problem is that your employer specifically told you that you’d be working every weekend over the summer. They asked you about any conflicts during your interview 3 months ago, and you lied about the reunion to get the job. It’s now a week away, and you’ve decided to ask for only Friday and Saturday off so that you can be there for your parents’ 25th wedding anniversary. You find your supervisor Janet 30 minutes before the day begins:

Step 1: Calm & Clear _____

Step 2: Ask to Talk _____

Step 3: Explain Your Side (use an opener, describe the situation, and explain the effects)

Step 4: Offer Solution _____

Step 5: Wrap It Up _____

Lesson 12: Expressing Concerns Grab Bag #2: Shari

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, “Explain Your Side” and Step 4 “Offer Solution.”
3. Finally, prepare to act out a “skit” or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.



Situation 3. Shari expresses a concern to a parent about running behind:
You are Shari. You work in a day care center that is supposed to close at 6:00PM daily. One of the parents, Mr/s. Jackson, usually gets there at the very last minute. For the past few weeks however, they’ve been 10-15 minutes late three separate times. As a result, the two children have been waiting around, and one of the staff has had to stay late, messing up your home schedule.

Tonight it’s happened again, so you decide to have a quick conversation with Mr/s. Jackson to express your concern.

Step 1: Calm & Clear _____

Step 2: Ask to Talk _____

Step 3: Explain Your Side (use an opener, describe the situation, and explain the effects)

Step 4: Offer Solution _____

Step 5: Wrap It Up _____

Lesson 12: Expressing Concerns Grab Bag #3: Ronnie

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, "Explain Your Side" and Step 4 "Offer Solution."
3. Finally, prepare to act out a "skit" or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.



Situation 5: Ronnie asks the boss about a time off request:

You are Ronnie. You work 8AM - 5PM in a shipping warehouse. Two days ago, you asked to get off a few hours early so you could attend your son's last football game. It's Thursday afternoon, and you still haven't heard back from your supervisor.

You decide to approach her and express your concern.

Step 1: Calm & Clear _____

Step 2: Ask to Talk _____

Step 3: Explain Your Side (use an opener, describe the situation, and explain the effects)

Step 4: Offer Solution _____

Step 5: Wrap It Up _____

Lesson 12: Expressing Concerns Grab Bag #4: Yvette

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, “Explain Your Side” and Step 4 “Offer Solution.”
3. Finally, prepare to act out a “skit” or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.



Situation 6. Yvette complains to Cheryl, a co-worker, about late coverage:
You are Yvette. You work the front desk at a busy staffing agency, waiting for Cheryl (your back-up) to arrive so that you can finally go off to lunch. She never shows up, so after 15 minutes, you go to find her. Cheryl says, “Oh, let me run to the bathroom. I’ll be right there!”

This isn’t the first time this has happened, so you decide that it’s time to let her know how you feel about this.

Step 1: Calm & Clear _____

Step 2: Ask to Talk _____

Step 3: Explain Your Side (use an opener, describe the situation, and explain the effects)

Step 4: Offer Solution _____

Step 5: Wrap It Up _____

Lesson 12: “Expressing Concerns” Grab Bag Answers

1. Erica expresses a concern to Janet, her supervisor:

You are Erica. You have a great job at a catering company, but next weekend is your family’s 4-day reunion, and you don’t want to miss it. The problem is that your employer specifically told you that you’d be working every weekend over the summer. They asked you about any conflicts during your interview 3 months ago, and you lied about the reunion to get the job. It’s now a week away, and you’ve decided to ask for only Friday and Saturday off so that you can be there for your parents’ 25th wedding anniversary. You find your supervisor Janet 30 minutes before the day begins...

GOOD ANSWER:

“Janet, do you have a minute? (Ask to talk). I’m kind of nervous about this, but I need to ask you something (opener). My parents are celebrating their 25th wedding anniversary next weekend, and I’m scheduled to work as usual (situation). I realize I should have told you about this before, but I’m hoping I can have Friday and Saturday off to be there for them. It’s a really big family thing, and I don’t want to miss it (effects).”

(Offer Solution): “Is there anything we can do to make this work? Renee said that she could cover for me...”

2. Shari expresses a concern to Mr/s. Jackson, a parent, about running behind:

You are Shari. You work in a day care center that is supposed to close at 6:00PM daily. One of the parents, Mr/s. Jackson, usually gets there at the very last minute. For the past few weeks however, they’ve been 10-15 minutes late three separate times. As a result, the two children have been waiting around, and one of the staff has had to stay late, messing up your home schedule. Tonight it’s happened again, so you decide to have a quick conversation with Mr/s. Jackson to express your concern.

GOOD ANSWER:

“Can I speak with you for a minute, Mr/s. Jackson? (Ask to talk). Don’t worry, it’s nothing that the kids have done. They’re great! (opener). You know we close up at 6:00PM every day, and tonight makes the third or fourth time you’ve been late picking up your little ones (situation). When one of our parents is late, two of us have to stay late too of course, which creates problems in our own personal lives (effects).”

(Offer Solution): “Can I count on you to be here on time? I don’t want to involve the owner in this.”

Lesson 12: “Expressing Concerns” Grab Bag Answers

3: Ronnie asks the boss about a time off request:

You are Ronnie. You work 8AM - 5PM in a shipping warehouse. Two days ago, you asked to get off a few hours early so you could attend your son’s last football game. It’s Thursday afternoon, and you still haven’t heard back from your supervisor, so you decide to approach her and express your concern.

GOOD ANSWER:

“Hey boss, you gotta minute? (Ask to talk). I need to talk with you about the schedule (opener). I asked you a couple of days ago about getting off early tomorrow afternoon, and I haven’t heard back from you yet (situation). It’s my son’s last football game, and I really don’t want to miss it (effects).”

(Offer Solution): “Is there something you need me to do? Or can I get off early?”

4. Yvette complains to Cheryl, a co-worker, about late coverage:

You are Yvette. You work the front desk at a busy staffing agency, waiting for Cheryl (your back-up) to arrive so that you can finally go off to lunch. She never shows up, so after 15 minutes, you go to find her. Cheryl says, “Oh, let me run to the bathroom. I’ll be right there!” This isn’t the first time this has happened, so you decide that it’s time to let her know how you feel about this.

GOOD ANSWER:

“Cheryl, we really need to talk about this (Ask to talk and opener). You’re supposed to relieve me at 11:30AM every day so I can go to lunch, and this isn’t the first time I’ve had to come looking for you at 11:40 or 11:45 (situation). I have to be back from lunch at 12:30PM regardless of when I leave, so when you’re late, my lunch hour gets shorted (effects).”

(Offer Solution): “I need to know I can count on you. What’s going on? and what can we do about this?”

Lesson 13: Handling Feedback Grab Bag #1: Erica

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, “Summarize” and a simple Step 4 “Ask for suggestions.”
3. Finally, prepare to act out a “skit” or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.

Situation 1. Erica deals with feedback from Janet, her supervisor, about needing next weekend off:

You are Erica. You work for a catering company, who told you when you were hired that you’d be working every weekend this summer. Next weekend is your family’s 4-day reunion, including your parents’ 25th wedding anniversary on Friday and Saturday. You’ve apologized for not mentioning it earlier, and have asked for those two days off. Your supervisor Janet looks annoyed, and says:

Janet: “Erica, I appreciate the fact that you’re being honest with me, instead of making up some dumb excuse like having a sick grandmother. If you can find someone willing to cover your shifts, I think we can get you the weekend off. BUT! I remember telling you during your interview that you’d have to work every weekend this summer, and asking you very specifically if you had any plans that couldn’t be changed. You **MUST** have known about this reunion and anniversary 3 months ago, right? I have been impressed with your work ethic since we hired you on, but I have to be honest: this disappoints me.”



Step 1: Calm & Clear _____

Step 2: Actively Listen _____

Step 3: Summarize (summarize the speaker’s feelings and main points)

Step 4: Ask for Suggestions _____

Step 5: Explain Your Side (if needed) _____

Lesson 13: Handling Feedback Grab Bag #2: Mrs. J

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, “Summarize” and a simple Step 4 “Ask for suggestions.”
3. Finally, prepare to act out a “skit” or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.

Situation 5. Mr/s. Jackson deals with Shari’s complaint about running behind:

You are the parent of two young children in day care. You work at a store all the way across town from your kids’ day care center, and most days, no matter how hard you try, you barely get there on time. This past month, your boss has been asking you to stay a little late, and 3 or 4 times, you’ve gotten to the day care center at 6:15PM, 15 minutes after they’re supposed to close. Today, one of the workers (Shari) helps you load up your kids and says:

Shari: “Can I speak with you for a minute. Mr/s. Jackson? Don’t worry, it’s nothing that the kids have done. They’re great! You know we close up at 6:00PM every day, and tonight makes the third or fourth time you’ve been late picking up your little ones. When one of our parents is late, two of us have to stay late too, which creates problems in our own personal lives.”



Step 1: Calm & Clear _____

Step 2: Actively Listen _____

Step 3: Summarize (summarize the speaker’s feelings and main points)

Step 4: Ask for Suggestions _____

Step 5: Explain Your Side (if needed) _____

Lesson 13: Handling Feedback Grab Bag #3: Cheryl

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, “Summarize” and a simple Step 4 “Ask for suggestions.”
3. Finally, prepare to act out a “skit” or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.

Situation 9. Cheryl deals with Yvette’s complaint about her late coverage:

You are Cheryl. You’re the back-up receptionist at a busy staffing agency, and everyday at 11:30AM, you’re supposed to relieve Yvette so that s/he can go to lunch. You often get distracted though, and several times over the past few weeks, you’ve been getting up there late. Today, Yvette actually had to come back and find you. You rushed off to use the restroom, and when you got back, Yvette said:

Yvette: “Cheryl, we really need to talk about this. You’re supposed to relieve me at 11:30AM every day so I can go to lunch, and this isn’t the first time I’ve had to come looking for you at 11:40 or 11:45. I have to be back from lunch at 12:30PM regardless of when I leave, so when you’re late, my lunch hour gets shorted.”



Step 1: Calm & Clear _____

Step 2: Actively Listen _____

Step 3: Summarize (summarize the speaker’s feelings and main points)

Step 4: Ask for Suggestions _____

Step 5: Explain Your Side (if needed) _____

Lesson 13: Handling Feedback Grab Bag #4: Ronnie

1. First, get into teams of 2 or 3, and read the situation as a group, tweaking it if needed.
2. Working as a team, fill in the blanks for each step, focusing mostly on step 3, “Summarize” and a simple Step 4 “Ask for suggestions.”
3. Finally, prepare to act out a “skit” or role play illustrating the conversation you would have with the other person. Each of your partners will play a character. Extra people can play good friends (angels) or bad friends (devils), giving you good or bad advice as you struggle to work through the problem.

Situation 10. Ronnie deals with his boss’s criticism

You are Ronnie. You work in a shipping warehouse, and just asked about getting off a few hours early Friday so you could attend your son’s last football game. Your supervisor turned you down, claiming that there was a huge shipment arriving Friday afternoon, and they’d need all hands on deck. You’ve spent the rest of the day doing the bare minimum, complaining to anybody who would listen. “We should ALL call in sick tomorrow! That’ll teach her!” At the end of the day, your supervisor pulls you aside and says:

Boss: “Ronnie, let me talk to you. I understand that you’re not happy about having to work the full day tomorrow and miss your kid’s game, but I’ve heard rumors that you’ve been complaining non-stop. If you’re not happy here Ronnie, let me know, and I can me SURE you get tomorrow and every other day off! What’s it going to be?”



Step 1: Calm & Clear _____

Step 2: Actively Listen _____

Step 3: Summarize (summarize the speaker’s feelings and main points)

Step 4: Ask for Suggestions _____

Step 5: Explain Your Side (if needed) _____

Lesson 13: “Handling Feedback” Grab Bag Answers

Situation 1. Erica deals with feedback from Janet, her supervisor, about needing next weekend off:

You are Erica. You work for a catering company, who told you when you were hired that you’d be on every weekend this summer. Next weekend is your family’s 4-day reunion, including your parents’ 25th wedding anniversary on Friday and Saturday. You’ve apologized for not mentioning it earlier, and have asked for the weekend off. Your supervisor Janet looks annoyed, and says:

“Erica, I appreciate the fact that you’re being honest with me, instead of making up some dumb excuse like having a sick grandmother. If you can find someone willing to cover your shifts, I think we can get you the weekend off. BUT! I remember telling you during your interview that you’d have to work every weekend this summer, and asking you very specifically if you had any plans that couldn’t be changed. You MUST have known about this reunion and anniversary 3 months ago, right? I have been impressed with your work ethic since we hired you on, but I have to be honest: this disappoints me.”

GOOD ANSWER:

“I understand, Janet. You’re upset because I didn’t tell you all about the reunion during my interview (summarize). I should have been more up front, and I’m sorry. I enjoy this job and respect you a lot. Is there anything I can do at this point?” (Ask for suggestion).

Situation 2. Mrs. Jackson deals with Shari’s complaint about running behind:

You are the parent of two young children in day care. You work at a store all the way across town from your kids’ day care center, and most days, no matter how hard you try, you barely get there on time. This past month, your boss has been asking you to stay a little late, and 3 or 4 times, you’ve gotten to the day care center at 5:15PM, 15 minutes after they’re supposed to close. Today, one of the workers (Shari) helps you load up your kids and says:

“Can I speak with you for a minute? Don’t worry, it’s nothing that the kids have done. They’re great! You know we close up at 5:00PM every day, and tonight makes the third or fourth time you’ve been late picking up your little ones. When one of our parents is late, one or two of us have to stay late too, which creates problems in our own personal lives.”

GOOD ANSWER:

“I’m sorry Shari. I do understand.... Of course, you have to stay back to keep an eye on my kids when I’m running late. That’s not fair to you guys, and I don’t blame you for being concerned (summarize). Can I do anything to make this right?” (Ask for suggestion).

Lesson 13: “Handling Feedback” Grab Bag Answers

Situation 3. Cheryl deals with Yvette’s complaint about her late coverage:

You are Cheryl. You’re the back-up receptionist at a busy staffing agency, and everyday at 11:30AM, you’re supposed to relieve Yvette so that s/he can go to lunch. You often get distracted though, and several times over the past few weeks, you’ve been getting up there. Today, Yvette actually had to come back and find you. You rushed off to use the restroom, and when you got back, Yvette said:

“Cheryl, we really need to talk about this. You’re supposed to relieve me at 11:30AM every day so I can go to lunch, and this isn’t the first time I’ve had to come looking for you at 11:40 or 11:45. I have to be back from lunch at 12:30PM regardless of when I leave, so when you’re late, my lunch hour gets shorted.”

GOOD ANSWER:

“I’m sorry, Yvette. I hear you though: You’re mad at me because I haven’t been as dependable as I should be about relieving you (summarize).

I’m going to set an alarm on my iPhone for 11:15AM every day to remind me, ok?” (Offer solution).

Situation 4. Ronnie’s boss chews him out:

You are Ronnie. You work in a shipping warehouse, and just asked about getting off a few hours early Friday so you could attend your son’s last football game. Your supervisor turned you down, claiming that there was a huge shipment arriving Friday afternoon, and they’d need all hands on deck. You’ve spent the rest of the day doing the bare minimum, complaining to anybody who would listen. “We should ALL call in sick tomorrow! That’ll teach her!” At the end of the day, your supervisor pulls you aside and says:

Boss: “Ronnie, let me talk to you. I understand that you’re not happy about having to work the full day tomorrow and miss your kid’s game, but I’ve heard rumors that you’ve been complaining non-stop. If you’re not happy here Ronnie, let me know, and I can me SURE you get tomorrow and every other day off! What’s it going to be?”

GOOD ANSWER:

“Ok, let me think. First, I am upset about not being able to see my son’s game tomorrow, but I understand that I should have kept all that to myself. And I did make a couple of stupid comments so I don’t blame you for being mad at me right now (summarize).

But I sure don’t want to lose my job. What do you need me to do?” (Ask for Suggestions).



Lesson 1: Personal Branding

Reflections Assignment #1

NAME: _____

We can rebrand ourselves if we are willing to do the work.

a. What **used to be** very important to me was:

b. But now, **what matters most** to me is:

c. The biggest thing **holding me back** right now is:



Lesson 2: Self-Change

Reflections Assignment #2

NAME: _____

Change isn't easy, but sometimes it is needed.

a. One **positive change** or improvement I could make is:

b. If I made this this change, ways **my life would be better**:

c. What's **kept me from making this change** in the past is:



Lesson 3: Cognitive Cycle

Reflections Assignment #3

NAME: _____

Our beliefs can help us or hurt us in reaching our goals.

a. An **important goal** at this point in my life is:

b. A positive **belief that can help me** make progress toward this goal is:

c. A harmful **belief that sometimes holds me back** from this goal is:



Lesson 4: Dealing with Stress

Reflections Assignment #4

NAME: _____

Too much stress can be very unhealthy, and can keep us from finding or keeping a good job.

a. The **biggest stress** in my life right now is:

b. How this has **affected my job** (or my search for a job):

c. One **stress-reducer from this lesson** that might help me is:



Lesson 5: Warning Signs

Reflections Assignment #5

NAME: _____

There are always warning signs if you know what to look for.

a. One **stressful work-related situation** I've faced recently is when:

b. My Warning signs

1. An **intense thought** I had: _____

2. My strong feelings:

3. My sudden physical signs:



Lesson 6: Personal Reactions

Reflections Assignment #6

NAME: _____

It is easy to overreact personally to work problems.

a. Honestly, the **pattern that I fall into most often** when I start taking things too personally is:

☐ Angry Aggression

☐ Sarcastic Passive Aggression

☐ Lonely Avoidance

☐ Nervous Dependency

b. An **example** of this is when:

c. It's hard, but what I **should do** instead is:



Lesson 7: Calm & Clear

Reflections Assignment #7

NAME: _____

Staying cool, calm, and collected is important, especially at work.

a. The **feeling I have most often** when things go wrong is some version of:

☐ MAD ☐ SAD ☐ SCARED ☐ _____

b. Feelings are hard to choose, but I **CAN** clear my thoughts and calm my body:

1. One **positive thought or image** I can focus on at work:

2. One helpful thing I can do at work to **relax my body**:



Lesson 8: Employer Expectations

Reflections Assignment #8

NAME: _____

Work is full of "common sense" rules and expectations.

a. If I was the boss, one of **my common sense rules** would be:

b. If one of my **workers didn't follow this rule**, I'd feel like:

c. Of the eight Unwritten Rules discussed in class, the **hardest one for me** to follow is:

because:



Lesson 9: Code-Switching

Reflections Assignment #9

NAME: _____

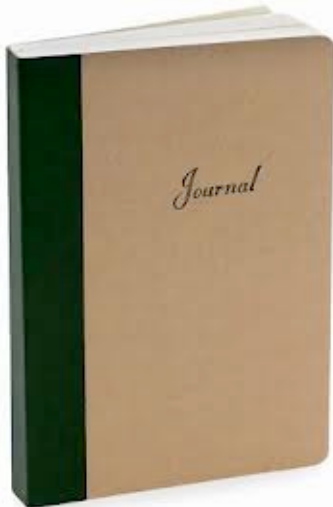
It is hard to switch from home rules to work rules.

a. **At home**, I can _____

but **at work** I have to _____

b. When problems happen at work, the **personal part of me** wishes I could:

...even though the **professional part of me** knows I am supposed to:



Lesson 10: Active Listening

Reflections Assignment #10

NAME: _____

Clear communication is essential to success at work.

a. Honestly, I'd **rate my listening skills** as:

(Poor) 1 2 3 4 5 6 7 (Great!)

b. To **be a better communicator**, I could start:

c. One **communication mistake** I've made at work is:



Lesson 11: Four C's of Communication

Reflections Assignment #11

NAME: _____

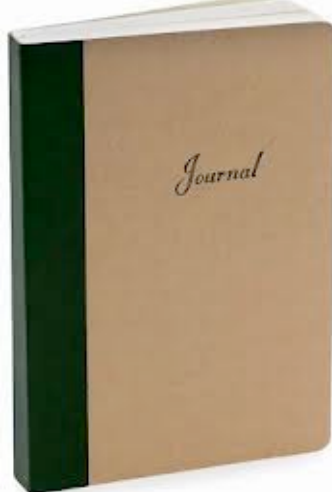
There are four C's of communication: Clear, Concise, Correct, and Courteous

The "C" that I find EASIEST is being:

because:

The "C" that I find HARDEST is being:

because:



Lesson 12: Expressing Concerns

Reflections Assignment #12

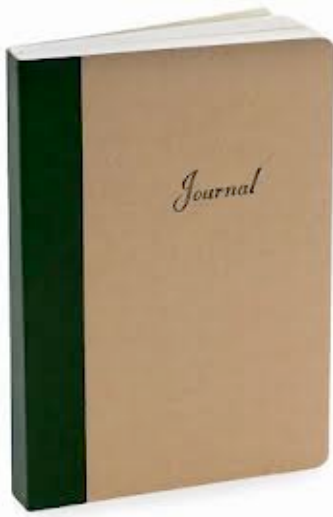
NAME: _____

There are times at work when it is best to be quiet, and other times when it is okay to speak your mind.

Here's one time when **I spoke my mind to express a concern** at work (or at time when I wish I had):

I'd say my "**Expressing myself professionally**" skills that day were:

(Poor) 1 2 3 4 5 6 7 (Great!)



Lesson 13: Handling Feedback

Reflections Assignment #13

NAME: _____

Accepting feedback or hearing criticism at work is very hard to do, especially when it isn't fair.

Here's one time when I had to **deal with feedback or criticism** at work:

I'd say my "**Handling feedback professionally**" skills that day were:

(Poor) 1 2 3 4 5 6 7 (Great!)



Lesson 14: Problem & Goal

Reflections Assignment #14

NAME: _____

Problems are less overwhelming when we break them down.

a. One **work-related problem** I've had recently:

b. My calm, logical **problem statement** for this situation:

"I feel/felt _____ about/when _____

"To me it seemed like/I believed that: _____



Lesson 15: Facts vs. Opinions

Reflections Assignment #15

NAME: _____

It is easy to get facts and opinions mixed up when we are emotional.

Think about a recent **work-related problem**.

a. The **actual facts** were:

b. But my **personal opinion** was:

c. One thing I could have done to **get more facts**:



Lesson 16: Options & Outcomes

Reflections Assignment #16

NAME: _____

It's easy to get "tunnel vision" and not see all of our choices in a problem situation.

Think about a recent **work-related problem**.

a. **My actual decision** in this situation was to:

b. List 4 other things you **could have done** (at least 2 must be positive):



“Working Smart”

Soft Skills for Workplace Success

FINAL COURSE EVALUATION

Instructor: _____

Date: _____

1. My INSTRUCTORS were knowledgeable, interesting and helpful.

1= Disagree Strongly

4=Neutral

7=Agree Strongly

1

2

3

4

5

6

7

2. The WORKBOOK was really helpful for me.

1= Disagree Strongly

4=Neutral

7=Agree Strongly

1

2

3

4

5

6

7

3. The ACTIVITIES and DISCUSSIONS were really helpful for me.

1= Disagree Strongly

4=Neutral

7=Agree Strongly

1

2

3

4

5

6

7

4. The things I learned will help me in my PERSONAL LIFE.

1= Disagree Strongly

4=Neutral

7=Agree Strongly

1

2

3

4

5

6

7

5. The things I learned will help me KEEP A GOOD JOB.

1= Disagree Strongly

4=Neutral

7=Agree Strongly

1

2

3

4

5

6

7

6. _____.

1= Disagree Strongly

4=Neutral

7=Agree Strongly

1

2

3

4

5

6

7

COMPLIMENTS: What I liked BEST about this course was:

SUGGESTIONS: To make this course better, I would suggest:

“Working Smart”

Soft Skills for Workplace Success

Work and life skills that enhance employee productivity

Module 1 Self-Awareness

MODULE 1: SUMMARY

Review of Module 1 Main Points

From Lesson 1: Personal Branding



Our “personal brand” 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. It is possible to “re-brand” ourselves, but it takes courage to look honestly at mistakes, to separate ourselves from unhealthy people and habits, and to try new things.

From Lesson 2: Self-Change

Change isn’t easy, and bad habits are hard to break. People who are successful at self-change go through a series of five stages, including (1) Resistance; (2) Thinking; (3) Planning; (4) Action; and (5) Maintenance. Rushing through the stages often leads us back into old, unhealthy habits. Fortunately, there are specific strategies which can help us move step-by-step through the process of self-change, provided we have the patience and courage to do so.



From Lesson 3: Cognitive Cycle



The Cognitive Cycle is a model that shows how our attitudes, beliefs and perceptions influence the way we react to stressful situations. Our internal reactions to a problem (thoughts, feelings and physical signs) will sometimes escalate us, making stressful situations worse. As we gain greater self-awareness, we get better at clearing our minds, calming our emotions, and relaxing our bodies. This makes it easier to make good decisions in tough problems, leading to better outcomes.

Module 1 Test

DIRECTIONS: Read each item carefully and select the best answer from the four options.

From Lesson 1: Being successful at work and in life is easier when you feel clear and confident about who you are as a person. Sometimes, this means re-branding yourself.

1. When a company wants to change its image, it may “rebrand” itself by creating a new look or hiring a new spokesperson. When people want to rebrand themselves, they may have to:

- a. Dress differently.
- b. Find new friends.
- c. Change or cover body art.
- d. All of the above.

2. A new personal brand can change the way you see yourself, and the way others see you. Your new brand should be based mostly on:

- a. Your friends.
- b. Your budget.
- c. Your values.
- d. Your zodiac sign.

From Lesson 2: Rebranding yourself often requires personal change. People who successfully change themselves often go through five stages. Apply this to the following case:

John works as a cook in a cafeteria. He has been a heavy smoker since he was a teenager, and it’s starting to affect his job. In the past few years, he’s noticed that he is short of breath more often, and that he can’t lift boxes like he used to. His heavy coughing sometimes causes customers to look at him in a funny way.

3. In Stage 1, the Resistance stage, John would probably:

- a. Research ways to quit smoking.
- b. Switch over to nicotine gum or e-cigs.
- c. Blame it on pollution in the air.
- d. Admit he has a problem, but put off doing anything.

4. In Stage 2, the Thinking stage, John would probably:

- a. Research ways to quit smoking.
- b. Switch over to nicotine gum or e-cigs.
- c. Blame it on pollution in the air.
- d. Admit he has a problem, but put off doing anything.

5. In Stage 3, the Planning stage, John would probably:

- a. Research ways to quit smoking.
- b. Switch over to nicotine gum or e-cigs.
- c. Blame it on pollution in the air.
- d. Admit he has a problem, but put off doing anything.

6. In Stage 4, the Action stage, John would probably:

- a. Research ways to quit smoking.
- b. Switch over to nicotine gum or e-cigs.
- c. Blame it on pollution in the air.
- d. Admit he has a problem, but put off doing anything.

From Lesson 3: Making changes requires a lot of self-awareness. The Cognitive Cycle gives us greater self-awareness by showing us the connection between what happens *within* us and what happens *to* us.



7. Each of us has strong lasting ideas about how things really are, or how they should be. These ideas are called:

- a. Behaviors.
- b. Beliefs.
- c. Outcomes.
- d. Warning Signs.

8. Stressful home or work situations can trigger strong Internal Reactions within us. These internal reactions include:

- a. Thoughts.
- b. Feelings.
- c. Physical Signs.
- d. All of the above.

9. Some beliefs are helpful, and others are harmful. Helpful beliefs:

- a. Make it easier to reach our goals.
- b. Keep us from reaching our goals.
- c. Justify illegal behaviors.
- d. None of the above.

Understanding how our beliefs influence our behavior is a big step in gaining self-awareness. Apply this to the following case:

Karen works at an office. Her boss tells her that she can't leave early tomorrow to go to her son's soccer game. She's frustrated because she really wants to be there for her son. At the same time, she knows if she loses this job, her whole family will struggle.

10. Which of the following would be an example of a helpful belief in Karen's situation?

- a. "Bosses are always looking for ways to control people."
- b. "A good mother will do anything for her children."
- c. "I can't be happy if my children are unhappy."
- d. "Being a parent is about making tough choices."

MODULE 1 TEST SHEET

SELF-AWARENESS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] [C] [D]

6. [A] [B] [C] [D]

2. [A] [B] [C] [D]

7. [A] [B] [C] [D]

3. [A] [B] [C] [D]

8. [A] [B] [C] [D]

4. [A] [B] [C] [D]

9. [A] [B] [C] [D]

5. [A] [B] [C] [D]

10. [A] [B] [C] [D]

The most important thing I learned from this module was:

MODULE 1 TEST ANSWERS

SELF-AWARENESS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] [C] ☐

6. [A] ☐ [C] [D]

2. [A] [B] ☐ [D]

7. [A] ☐ [C] [D]

3. [A] [B] ☐ [D]

8. [A] [B] [C] ☐

4. [A] [B] [C] ☐

9. ☐ [B] [C] [D]

5. ☐ [B] [C] [D]

10. [A] [B] [C] ☐

The most important thing I learned from this module was:

Preparing for Behavioral Interviews

In a **traditional interview**, job candidates are asked a series of questions such as:
"What are your strengths and weaknesses?" "Why do you want to work here?"

In a **behavioral interview**, the interviewer will want to know how you handled (or how you *would* handle) a challenging situation. Questions will be more pointed, more probing and more specific. Fortunately, the "Working Smart" program has been preparing you to answer these kinds of questions and impress your interviewers!

Behavioral Interviewing Questions related to Module 1:

1. Related to personal branding: **A company's current image is vital to its future success. The same is true for a person. Tell me about one way that you've enhanced YOUR current image to create YOUR future success.**
2. Related to stages of change: **Tell me about a time when you made a decision to take steps to change or improve something in your life. What motivated you to do this?**
3. Related to the cognitive cycle: **Have you ever been in a stressful work situation? What happened, and how did you handle it?**

HOW TO RESPOND

When responding to questions like these, it can be helpful to mentally follow three steps from the Cognitive Cycle:

Describe the SITUATION or problem you were confronted with. If you can't come up with one, describe a relevant situation which COULD occur.

Describe the positive BEHAVIOR or action you took to handle the situation or solve the problem. If you can't come up with a positive behavior, describe what you WOULD DO or SHOULD HAVE done.

Describe the positive OUTCOME (actual or anticipated) as a result of your choice or action.



Planning Your Response

Write down your chosen question. You can put it in your own words if you like.

RESPONSE: First, describe a relevant situation or task. Second, describe your behavior to handle the situation. Finally, describe the positive outcome, especially what you learned from the situation.

Name: _____

Today's Date: _____

[illegible]

“Working Smart”

Soft Skills for Workplace Success

Work and life skills that enhance employee productivity

Module 2 Self-Management

MODULE 2: SUMMARY

Review of Module 2 Main Points

From Lesson 4: Dealing with Stress

The human brain and body are hard-wired for survival: ready to fight back, run off, or shut down when we are in physical danger. This survival response can be triggered in high stress situations when we are physically safe but feel emotionally threatened. As we get better at reducing stress, we can think more clearly and respond more carefully to difficult problems.



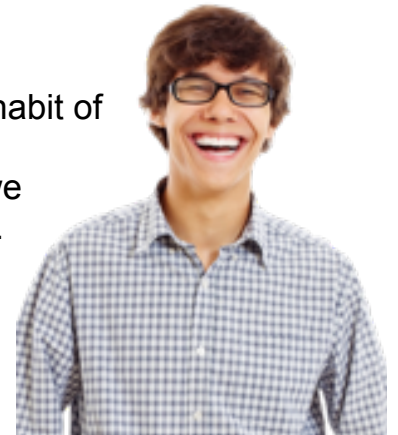
From Lesson 5: Warning Signs

There are usually internal warning signs that a small problem is escalating into a big one, often to negative outcomes. By paying attention to our intense thoughts, strong feelings, and sudden physical signs, we can tell when things are getting too personal, and slow down before overreacting to problems.



From Lesson 6: Personal Reactions

It is easy to take issues personally in the workplace, to get in the habit of reacting with angry Aggression, sarcastic Passive Aggression, overwhelmed Avoidance, and anxious Dependency. With each, we escape the immediate problem, but create chronic consequences. Cool, calm Assertiveness gives us the strength to stand up for ourselves without attacking others or getting defensive.



From Lesson 7: Staying Calm & Clear

In stressful situations, our feelings can become overwhelming, making it easy to overreact. Managing powerful emotions like anger, anxiety, and sadness is easier when we can calm our bodies and clear our minds. Later, when our emotions are under better control, we can address the problem calmly and professionally.



Module 2 Test

DIRECTIONS: Read each item carefully and select the best answer from the four options.

From Lesson 4: The human brain and body are hard-wired to react (or overreact) when we are highly stressed or feel threatened. Apply this to the following case:

Robert works in a warehouse. He has his headphones on while he is working, and doesn't hear his supervisor Kathi calling for him. He is shocked when she taps him on the shoulder and yells "Didn't you HEAR me?"

1. Robert's first reaction is to shout back: "Why are you up in my face?" This is an example of which survival reaction?
 - a. Fight.
 - b. Flight.
 - c. Freeze.
 - d. Forget.
2. Robert goes home and tells his wife what happened at work. She gets very nervous and says: "If you lose your job over this, we won't be able to make next month's rent payment! What are we going to do, Robert?" This is an example of which kind of stress?
 - a. Daily stresses.
 - b. Chronic stresses.
 - c. What-if worries.
 - d. Burnout.

From Lesson 5: There are often internal warning signs to let us know when we are about to overreact to a stressful situation. Apply this to the following case:

Robert goes into work the next day. He sees Kathi looking at him with an angry expression. His mouth goes dry and his stomach tightens up with anxiety. 'Oh no, my wife was right. I'm going to get fired over this!' he says to himself. He turns and walks off in the other direction, hoping Kathi will just forget all about him.

3. Which of the following warning signs is an example of a sudden physical sign?
 - a. Mouth goes dry.
 - b. Anxiety.
 - c. 'Oh no, my wife was right.'
 - d. Walking off.
4. Kathi is shocked as she watches Robert turn and walk away. 'Seriously?' she says to herself, her hands shaking with anger. 'Is he just going to ignore this? Man up, Robert!' Which of the following warning signs is an example of an intense thought?
 - a. Hands shaking
 - b. Shocked.
 - c. 'Seriously? Man up, Robert!'
 - d. Anger.

From Lesson 6: When we are stressed out, it is easy to take things too personally and then overreact to problems. There are four common personal reactions: Aggression, Passive-aggression, Avoidance, and Dependency.

5. Robert's behavior in the story above is an example of _____ behavior.
- a. Aggressive.
 - b. Passive-Aggressive.
 - c. Avoidant.
 - d. Dependent.
6. Jance got to work an hour late today because her co-worker Shay completely forgot to pick her up. When Jance arrived, she overreacted and got in Shay's face, yelling angrily at her in front of everyone. This is an example of _____ behavior.
- a. Aggressive.
 - b. Passive-Aggressive.
 - c. Avoidant.
 - d. Dependent.
7. Later that day, Shay tried to apologize. Jance put on a fake smile and said sarcastically, "Don't worry about it, Shay. No big deal." But the next time it was her turn to drive, Jance 'accidentally forgot' to pick Shay up. This is an example of _____ behavior.
- a. Aggressive
 - b. Passive-Aggressive
 - c. Avoidant
 - d. Dependent

From Lesson 7: It is important to manage our emotions so they don't get out of control at work. The steps of "Calm & Clear" help us calm down and think straight so that we don't make poor choices in tough situations.

8. Which is a physical step for getting our bodies "calm and clear?"
- a. Getting involved instead of withdrawing.
 - b. Self-talk 'It'll be okay if I take a minute to relax.'
 - c. Imagining a peaceful, quiet place.
 - d. Taking a few deep breaths.
9. Which is a mental step for getting our minds "calm and clear?"
- a. Getting involved instead of withdrawing.
 - b. Self-talk: 'It'll be okay if I take a minute to relax.'
 - c. Taking a short stretch break.
 - d. Taking a few deep breaths.
10. Which is a behavioral step for "acting the opposite?"
- a. Getting involved instead of withdrawing.
 - b. Self-talk: 'It'll be okay if I take a minute to relax.'
 - c. Taking a short stretch break.
 - d. Imagining a peaceful, quiet place.

MODULE 2 TEST SHEET

SELF-MANAGEMENT

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] [C] [D]

6. [A] [B] [C] [D]

2. [A] [B] [C] [D]

7. [A] [B] [C] [D]

3. [A] [B] [C] [D]

8. [A] [B] [C] [D]

4. [A] [B] [C] [D]

9. [A] [B] [C] [D]

5. [A] [B] [C] [D]

10. [A] [B] [C] [D]

The most important thing I learned from this module was:

MODULE 2 TEST ANSWERS

SELF-MANAGEMENT

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. ☒ [B] [C] [D]

6. ☒ [B] [C] [D]

2. [A] [B] ☒ [D]

7. [A] ☒ [C] [D]

3. ☒ [B] [C] [D]

8. [A] [B] [C] ☒

4. [A] [B] ☒ [D]

9. [A] ☒ [C] [D]

5. [A] [B] ☒ [D]

10. ☒ [B] [C] [D]

The most important thing I learned from this module was:

Preparing for Behavioral Interviews

In a **traditional interview**, job candidates are asked a series of questions such as:
"What are your strengths and weaknesses?" "Why do you want to work here?"

In a **behavioral interview**, the interviewer will want to know how you handled (or how you *would* handle) a challenging situation. Questions will be more pointed, more probing and more specific. Fortunately, the "Working Smart" program has been preparing you to answer these kinds of questions and impress your interviewers!

Behavioral Interviewing Questions related to Module 2:

1. Related to dealing with stress and warning signs: **Describe a work-related situation when you were under high stress. What happened, and how did you manage the stress?**
2. Related to personal reactions: **Describe a time when you responded assertively to a challenging situation at work.**
3. Related to calm and clear strategies: **Give an example of a difficult work situation when you were able to stay calm and clear-headed. How did you keep your cool?**

HOW TO RESPOND

When responding to questions like these, it can be helpful to mentally follow three steps from the Cognitive Cycle:

Describe the SITUATION or problem you were confronted with. If you can't come up with one, describe a relevant situation which COULD occur.

Describe the positive BEHAVIOR or action you took to handle the situation or solve the problem. If you can't come up with a positive behavior, describe what you WOULD DO or SHOULD HAVE done.

Describe the positive OUTCOME (actual or anticipated) as a result of your choice or action.



Planning Your Response

Write down your chosen question. You can put it in your own words if you like.

RESPONSE: First, describe a relevant situation or task. Second, describe your behavior to handle the situation. Finally, describe the positive outcome, especially what you learned from the situation.

Name: _____

Today's Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

“Working Smart”

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

Module 3 Work Ethics

MODULE 3: SUMMARY

Review of Module 3 Main Points

From Lesson 8: Employer Expectations

Beginning a job is difficult, especially for new workers or workers moving into new fields. Most employers have a written handbook of rules, but they also have a number of unwritten expectations which they consider “common sense.” Following these unspoken rules is important to fitting in with the workplace culture, and being seen as having a good work ethic. Unsuccessful workers often lose jobs because they either didn’t know about these rules, didn’t care about them, or didn’t agree with them.



From Lesson 9: Code-Switching

The happiest, most successful employees are those who can balance home and work demands. However, the way we handle things at home doesn’t always fit in with the unwritten expectations at work. Just as athletes naturally switch rules when switching sports, we must mentally code-switch from home life to work life. Reminding ourselves “Their house, their rules” or “Try to see the OPV” can make it easier to shift from home to workplace perspectives.

Module 3 Test

DIRECTIONS: Read each item carefully and select the best answer from the four options.

From Lesson 8: The most successful employees are motivated to work and seem to understand employers' expectations. Because of this, they can stay in professional mode even when things seem personal.

1. A good job fills many levels of needs. Erik and Benjamin both work as car salesmen at Good Knight Autos, but for very different reasons. Erik gets a thrill out of closing a deal with those "I'm just looking" customers. He's takes a lot of pride in his "Salesman of the Year" awards for the past three years. For him, this job fills which need?
 - a. Survival.
 - b. Social.
 - c. Satisfaction.
 - d. Self-fulfillment.
2. On the other hand, Benjamin just moved out of his parents' house. He has a girlfriend and a child to support, and a mountain of bills to pay every month. For him, this job fills which need?
 - a. Survival.
 - b. Social.
 - c. Satisfaction.
 - d. Self-fulfillment.
3. Like most employers, the Good Knight Autos dealership has both written (formal) rules and unwritten (informal) expectations. Which is most likely to be part of their written rules?
 - a. Dress code.
 - b. Vacation time.
 - c. Health insurance plans.
 - d. All of the above.
4. The best way for a new employee like Benjamin to learn his employer's written (formal) rules is:
 - a. Read the Employee Handbook.
 - b. Listen to gossip.
 - c. Ask another new worker.
 - d. All of the above.
5. Employers like Good Knight Autos have lots of unwritten expectations as well. They don't usually tell us these unwritten rules directly because:
 - a. They are considered secret.
 - b. They are considered common sense.
 - c. Employers are testing new workers in the first 90 days.
 - d. None of the above.

6. Which of the following is a good example of an important unwritten (informal) expectation at work?
- a. Show up on time and work hard at your job.
 - b. Always be polite to customers, even if they are not.
 - c. Keep home and work separate on the clock.
 - d. All of the above.

From Lesson 9: Work and home are different worlds, so different rules apply. Apply this to the following case:

Jim works as a mechanic at Good Knight Autos. A customer was loudly complaining about being charged too much for a repair. Jim got aggravated and became rude with the customer. Later, he got fired when the customer went to Anastasia, the general manager.

7. Jim (mechanic): “That guy started it, not me. He was asking for it. What did you expect? I wasn’t raised to let people just walk all over me!” Which belief best fits his perspective?
- a. Life should be fun, not all work.
 - b. Work is work. Don’t expect it to be fun all the time.
 - c. Treat people the way they treat you. Give what you get.
 - d. Treat people with respect, regardless of how they treat you.
8. Anastasia (manager): “It doesn’t matter who started it! You were at work representing me, not on the street. I expected you to handle yourself courteously and professionally.” Which belief best fits her perspective?
- a. Life should be fun, not all work.
 - b. Work is work. Don’t expect it to be fun all the time.
 - c. Treat people the way they treat you. Give what you get.
 - d. Treat people with respect, regardless of how they treat you.
9. Successful workers are able to code-switch. The term “code-switching” means:
- a. Mentally shifting from home to work perspective.
 - b. Changing your computer password once a month.
 - c. Switching out electronic locks on security doors.
 - d. Decoding or translating a foreign language to English.
10. It is hard to feel okay about behaving differently at work than you would at home. Which “code-switcher” should Jim have used during the disagreement with the rude customer?
- a. “Their house, their rules.”
 - b. “Choose your battles.”
 - c. “Try to see the OPV (other point of view).”
 - d. “It takes two to tango.”

MODULE 3 TEST SHEET

WORK ETHICS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] [C] [D]

6. [A] [B] [C] [D]

2. [A] [B] [C] [D]

7. [A] [B] [C] [D]

3. [A] [B] [C] [D]

8. [A] [B] [C] [D]

4. [A] [B] [C] [D]

9. [A] [B] [C] [D]

5. [A] [B] [C] [D]

10. [A] [B] [C] [D]

The most important thing I learned from this module was:

MODULE 3 TEST ANSWERS

WORK ETHICS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] ☒ [D]

6. [A] [B] [C] ☒

2. ☒ [B] [C] [D]

7. [A] [B] ☒ [D]

3. [A] [B] [C] ☒

8. [A] [B] [C] ☒

4. ☒ [B] [C] [D]

9. ☒ [B] [C] [D]

5. [A] ☒ [C] [D]

10. [A] ☒ [C] [D]

The most important thing I learned from this module was:

Preparing for Behavioral Interviews

In a **traditional interview**, job candidates are asked a series of questions such as:
"What are your strengths and weaknesses?" "Why do you want to work here?"

In a **behavioral interview**, the interviewer will want to know how you handled (or how you *would* handle) a challenging situation. Questions will be more pointed, more probing and more specific. Fortunately, the "Working Smart" program has been preparing you to answer these kinds of questions and impress your interviewers!

Behavioral Interviewing Questions related to Module 3:

1. Related to employer expectations: **Have you ever dealt with a company policy that wasn't clear, or that you didn't agree with? How?**
2. Related to code-switching: **Tell me about a time when you had to deal with a situation at work that you would handle very differently at home. How did you handle it?**

HOW TO RESPOND

When responding to questions like these, it can be helpful to mentally follow three steps from the Cognitive Cycle:

Describe the SITUATION or problem you were confronted with. If you can't come up with one, describe a relevant situation which COULD occur.

Describe the positive BEHAVIOR or action you took to handle the situation or solve the problem. If you can't come up with a positive behavior, describe what you WOULD DO or SHOULD HAVE done.

Describe the positive OUTCOME (actual or anticipated) as a result of your choice or action.



Planning Your Response

Write down your chosen question. You can put it in your own words if you like.

RESPONSE: First, describe a relevant situation or task. Second, describe your behavior to handle the situation. Finally, describe the positive outcome, especially what you learned from the situation.

Name: _____

Today's Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

“Working Smart”

Soft Skills for Workplace Success

work and life skills that enhance employee productivity

Module 4 Communication Skills

MODULE 4: SUMMARY

Review of Module 4 Main Points

From Lesson 10: Active Listening

Clear communication is essential for good working relationships with supervisors, co-workers and customers. When we listen actively by paying careful attention and reading deeper meaning, we show others respect, and are more likely to get respect in return.



From Lesson 11: Four C's of Communication

When sharing information with others at work, it is important to choose the most appropriate format (face-to-face, in writing, by email, etc.). Be especially careful about what is posted on social media sites if it might reflect on an employer. In addition, it is important to use the “Four C’s” and express ourselves clearly, concisely, correctly, and courteously.

From Lesson 12: Expressing Concerns

Most employers value people who communicate directly and respectfully when there are issues. Many problems at work can be resolved if we have the courage and skills to express our concerns directly to the right people. This always begins with calming ourselves down, then choosing the right time and place to talk. Next, we should clearly explain our side and, if possible, suggest a solution to the problem. This kind of assertiveness can be nerve-wracking, but it often earns respect from others.



From Lesson 13: Handling Feedback

No employee deserves to be verbally abused in the workplace, but employers DO have the right to correct us when we’ve made mistakes. They expect that we will handle feedback without arguing or getting defensive, but this can be very hard to do when we are emotionally worked up. The first steps are calming down, listening carefully, and showing that we understand by repeating back the main points. This professional response often calms the situation down, and opens the other person up to finding an agreeable solution.

Module 4 Test

DIRECTIONS: Read each item carefully and select the best answer from the four options.

From Lesson 10 & 11: The very best workers are good communicators who can listen skillfully to customers and co-workers, and choose the best format for the situation and topic.

1. Good listeners pay careful attention. Imagine you are at work and a customer is complaining. Which of these behaviors or phrases shows truly good listening skills?
 - a. Staying quiet but rolling your eyes.
 - b. Nodding and making good eye contact.
 - c. Saying: "You can't say this is OUR fault...."
 - d. Mumbling: "Yeah right... whatever."
2. When people talk to us, their real meaning is communicated in many ways. Through which of these do people communicate 55% of their true meaning?
 - a. Body language & facial expressions.
 - b. Tone of voice.
 - c. Texting and social media posts.
 - d. Choice of words.
3. Why is active listening so important?
 - a. Respect: It shows respect to the other person.
 - b. Information: It makes sure we get important information.
 - c. Calming: It calms the other person down.
 - d. All of the above.
4. Which of these shows ALL of the four C's of communication?
 - a. Controlled, Correct, Compassionate & Courteous.
 - b. Cautious, Concise, Correct & Catchy.
 - c. Clear, Concise, Correct & Courteous.
 - d. Cool, Charming, Clean & Classy.
5. Sheena works in a middle school office. She is upset about an offensive comment one of her co-workers made recently. The best communication format for addressing this at work is:
 - a. Face-to-face (a brief chat in person).
 - b. By phone (leave a voice mail message).
 - c. In writing (leave a hand-written note).
 - d. Electronically (send a personal text).

6. Sheena is organizing a goodbye lunch for a co-worker who is leaving the school after 20 years. There are 15-20 people she needs to inform. Her supervisor approves it, but asks her to not spend too much time on it. The best communication format for addressing this at work is:

- a. Face-to-face (call a staff meeting).
- b. By phone (leave everyone voice mail messages).
- c. In writing (leave a handwritten announcement on everyone's door or desk).
- d. Electronically (send a group email or text).

From Lesson 12 & 13: Good communicators know how to express a concern when there is a problem, and can deal with criticism without getting defensive.

Julie just got a new job installing satellite TV systems, but the company rushed her through the training program. She doesn't think she knows enough to do her job the right way.

7. She approaches her supervisor, and says: "Do you have a minute to talk with me, Kathi?" Why is it so important to "Ask to Talk" when expressing a concern at work?

- a. Timing: To be sure the person isn't too busy.
- b. Setting: To be sure there aren't lots of other people around.
- c. Emotions: To be sure the person isn't already upset.
- d. All of the above.

8. Julie then says: "I want to talk with you about something. I only got 3 days of training instead of the normal 5 days, and to be honest, I'm worried that I'll mess up when I'm in the field." This is an example of which step of "Expressing a Concern?"

- a. Calm & clear.
- b. Explain your side.
- c. Offer solution.
- d. Wrap it up.

9. Kathi tells her that they need her in the field right away, so she'll just have to do the best she can. Julie decides to "Wrap It Up." This usually includes:

- a. Getting the other person to agree with you.
- b. Thanking the other person for their time, even if they didn't listen.
- c. Giving the other person a compliment, even if it's fake.
- d. None of the above.

10. The next day, Julie is doing her best to install her first satellite TV system, but things are not going well. The customer is getting aggravated: "I thought you guys were supposed to be experts at this stuff! This is taking way too long... I should have stuck with cable!"

Julie knows that "summarizing" is important to handling feedback. Which statement is the best example of calmly and clearly "summarizing?"

- a. "I told my supervisor Kathi that I needed more training. This isn't my fault!"
- b. "That sounds like a great idea, sir. Let me call them for you."
- c. "It sounds like you have no understanding or concern for other people, sir."
- d. "I understand that you're getting a little frustrated with this installation, sir."

MODULE 4 TEST SHEET

COMMUNICATION SKILLS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] [C] [D]

6. [A] [B] [C] [D]

2. [A] [B] [C] [D]

7. [A] [B] [C] [D]

3. [A] [B] [C] [D]

8. [A] [B] [C] [D]

4. [A] [B] [C] [D]

9. [A] [B] [C] [D]

5. [A] [B] [C] [D]

10. [A] [B] [C] [D]

The most important thing I learned from this module was:

MODULE 4 TEST ANSWERS

COMMUNICATION SKILLS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] ☒ [C] [D]

6. [A] [B] [C] ☒

2. ☒ [B] [C] [D]

7. [A] [B] [C] ☒

3. [A] [B] [C] ☒

8. [A] ☒ [C] [D]

4. [A] [B] ☒ [D]

9. [A] ☒ [C] [D]

5. ☒ [B] [C] [D]

10. [A] [B] [C] ☒

The most important thing I learned from this module was:

Preparing for Behavioral Interviews

In a **traditional interview**, job candidates are asked a series of questions such as:
"What are your strengths and weaknesses?" "Why do you want to work here?"

In a **behavioral interview**, the interviewer will want to know how you handled (or how you *would* handle) a challenging situation. Questions will be more pointed, more probing and more specific. Fortunately, the "Working Smart" program has been preparing you to answer these kinds of questions and impress your interviewers!

Behavioral Interviewing Questions related to Module 4:

1. Related to active listening: **Describe a situation when you needed to communicate very clearly. How did you manage to do that?**
2. Related to expressing concerns: **Have you ever had to express a concern or complaint to a co-worker or supervisor? How did you handle that?**
3. Related to handling complaints: **Tell me about a time when you handled corrective feedback from a supervisor, or dealt with complaints from customers/co-workers.**

HOW TO RESPOND

When responding to questions like these, it can be helpful to mentally follow three steps from the Cognitive Cycle:

Describe the SITUATION or problem you were confronted with. If you can't come up with one, describe a relevant situation which COULD occur.

Describe the positive BEHAVIOR or action you took to handle the situation or solve the problem. If you can't come up with a positive behavior, describe what you WOULD DO or SHOULD HAVE done.

Describe the positive OUTCOME (actual or anticipated) as a result of your choice or action.



Planning Your Response

Write down your chosen question. You can put it in your own words if you like.

RESPONSE: First, describe a relevant situation or task. Second, describe your behavior to handle the situation. Finally, describe the positive outcome, especially what you learned from the situation.

Name: _____

Today's Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

“Working Smart”

Soft Skills for Workplace Success

work and life skills that enhance employee productivity

Module 5

Problem Solving Skills

MODULE 5: SUMMARY

Review of Module 5 Main Points

From Lesson 14: Problem & Goal



Good problem solvers are able to resist their emotional impulses. Instead they first get calm and clear, then carefully identify the problem. People problems involve a factual situation, but could also be influenced by our feelings and perceptions. The next part is setting a goal, which must be focused on what we can do to address the situation, not on how others need to change to make us happier.

From Lesson 15: Facts vs. Opinions

Skilled problem solvers rely on the facts, rather than on hearsay or assumptions. Getting firsthand information, asking questions of reliable sources, and researching information ourselves are good ways to get relevant details. Only by resisting assumptions and checking our facts can we solve problems in a fair and logical manner.



From Lesson 16: Options & Outcomes / Choose, Plan & Evaluate

Strong problem solvers avoid making impulse decisions. Instead, we keep our minds open to new possibilities. We also think carefully about the positive and negative effects of our choices: short- and long-term, to ourselves and to others. In the end, the best choice is the one that reaches our goal with the fewest serious consequences.



Module 5 Test

DIRECTIONS: Read each item carefully and select the best answer from the four options.

From Lesson 14: People who move up in the world of work are able to look at problems logically. They identify the real problem and come up with a good goal.

1. It is helpful to have a way to logically define a problem and goal when faced with people issues at work. A good problem statement:

- a. Explains how you are feeling.
- b. Describes the actual situation.
- c. Describes your perception or belief.
- d. All of the above.

2. A good goal statement should focus on:

- a. Reducing your strong feelings.
- b. Fixing the situation.
- c. Changing or clarifying your perceptions.
- d. Any one of the above.

Lori is a shy older worker who doesn't have many computer skills. She just hired on with a realty company that rents vacation homes. She panics when her new supervisor gives her a stack of files to enter into the computer in the next half hour.

3. The best problem statement for Lori is:

- a. "My supervisor will be mad if I don't get this done in 30 minutes."
- b. "I should have told them that I'm no good at computer stuff."
- c. "I'm scared about asking for help because I think they'll fire me."
- d. "Employers don't understand that not everybody has computer skills."

4. The best goal statement for Lori is:

- a. "I want my supervisor to be more understanding."
- b. "I wish I'd taken that computer class last month."
- c. "I want to ask for help with this without feeling so bad about myself."
- d. "I wish somebody else would do this."

From Lesson 15: Good problem solvers get the facts and avoid making assumptions.

5. Three of these are good ways to get facts about a work problem. One is not. Which is NOT a good way to get facts?

- a. Relying on your gut instincts.
- b. Asking for information from people directly involved.
- c. Going to your supervisor with questions.
- d. Looking it up in the company instruction manual.

6. Lori is nervous about how to handle her problem. She asks several co-workers for their advice. Which of these is a FACTUAL statement?

- a. Alice: "You really should have mentioned this before you got hired, Lori."
- b. Belinda: "CPCC offers computer skills classes every month."
- c. Chuck: "I think I heard they fired someone last year over something like this."
- d. David: "Computers are so easy these days. You'll be fine."

7. It is easy to make false assumptions about situations. Three of these statements are assumptions in Lori's situation. One is not. Which is NOT an assumption?

- a. "Employers just don't respect older workers these days."
- b. "I'm stupid because I can't figure this out."
- c. "This task requires more computer skills that I have right now."
- d. "They'll fire me if they know I don't have good computer skills."

From Lesson 15: Good problem solvers make good decisions by analyzing the pros and cons of their options.

8. It is important to think carefully about the consequences of our decisions, especially the:

- a. Impact on other workers.
- b. Long-term effects on us.
- c. Consequences to family members.
- d. All of the above.

9. After looking at our options and the possible consequences, we must make a final decision. The best choice in a work problem is the one that:

- a. Keeps us from feeling embarrassed.
- b. Makes our supervisors happy.
- c. Reaches our goal with the fewest consequences.
- d. Keeps our co-workers from complaining.

10. Lori is unsure about what to do with the stack of files. She doesn't have many computer skills, but she wants to start off this new job on the right foot. She comes up with several ideas. Which of these is her best choice considering her goal?

- a. Tell her supervisor about her lack of skills, and ask about taking classes.
- b. Ask someone else to do it for her, until she can improve her skills.
- c. Don't talk to supervisor. Just do her best, no matter how long it takes.
- d. Mess up so they never ask her to do data entry again.

MODULE 5 TEST SHEET

PROBLEM SOLVING SKILLS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] [C] [D]

6. [A] [B] [C] [D]

2. [A] [B] [C] [D]

7. [A] [B] [C] [D]

3. [A] [B] [C] [D]

8. [A] [B] [C] [D]

4. [A] [B] [C] [D]

9. [A] [B] [C] [D]

5. [A] [B] [C] [D]

10. [A] [B] [C] [D]

The most important thing I learned from this module was:

MODULE 5 TEST ANSWERS

PROBLEM SOLVING SKILLS

Name: _____

Date: _____

DIRECTIONS: Read each item carefully and select the best answer from the four options.

1. [A] [B] [C] ☐

6. [A] ☐ [C] [D]

2. [A] [B] [C] ☐

7. [A] [B] ☐ [D]

3. [A] [B] ☐ [D]

8. [A] [B] [C] ☐

4. [A] [B] ☐ [D]

9. [A] [B] ☐ [D]

5. ☐ [B] [C] [D]

10. ☐ [B] [C] [D]

The most important thing I learned from this module was:

Preparing for Behavioral Interviews

In a **traditional interview**, job candidates are asked a series of questions such as:
"What are your strengths and weaknesses?" "Why do you want to work here?"

In a **behavioral interview**, the interviewer will want to know how you handled (or how you *would* handle) a challenging situation. Questions will be more pointed, more probing and more specific. Fortunately, the "Working Smart" program has been preparing you to answer these kinds of questions and impress your interviewers!

Behavioral Interviewing Questions related to Module 5:

1. Related to identifying problems: **Tell me about a time when you had to solve a difficult interpersonal problem at work. What steps did you take to handle it?**
2. Related to identifying goals: **Describe how you set a goal to deal with a problem situation.**
3. Related to gathering facts: **Describe a situation at work when you didn't initially have enough facts. What did you do?**
4. Related to examining options: **Have you ever had to choose between various options when dealing with a problem? How did you handle it?**

HOW TO RESPOND

When responding to questions like these, it can be helpful to mentally follow three steps from the Cognitive Cycle:

Describe the SITUATION or problem you were confronted with. If you can't come up with one, describe a relevant situation which COULD occur.

Describe the positive BEHAVIOR or action you took to handle the situation or solve the problem. If you can't come up with a positive behavior, describe what you WOULD DO or SHOULD HAVE done.

Describe the positive OUTCOME (actual or anticipated) as a result of your choice or action.



Planning Your Response

Write down your chosen question. You can put it in your own words if you like.

RESPONSE: First, describe a relevant situation or task. Second, describe your behavior to handle the situation. Finally, describe the positive outcome, especially what you learned from the situation.

Name: _____

Today's Date: _____

[illegible]