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Assessing, Developing & Documenting Soft Skills



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WORKFORCE READINESS DEVELOPMENT TRAINING (WRDT)
SAMPLE TRAINER'S MANUAL

PERSONAL QUALITIES DEVELOPMENT SYSTEM

SAMPLE TRAINER'S MANUAL

Workforce Readiness System-Part 1
Personal Qualities Development System
(PQDS)

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PERSONAL QUALITIES DEVELOPMENT SYSTEM

WELCOME TO THE TRAINING

The Personal Qualities Development System (PQDS) is designed to support you in delivering this training material in as consistent yet flexible manner possible. The Trainer's Manual will make it easy for you to focus on needs of the participants rather than the training material. We want YOU to succeed as you focus on seeing your PARTICIPANTS succeed. It's up to you to lead others in achieving success in changing their personal qualities behaviors that will positively impact their personal and work lives.

PQDS is designed around a set of standard uses and support systems. Please know that maximum flexibility rests with you, and that PQDS may be customized to meet your specific timelines and needs. To provide background on these standard uses and support systems, the following overview is provided:

- The PQDS Power Point describes this training system in more detail.
- PQDS training is customized around the five competency areas addressed by the Workforce Readiness Skills Assessment: responsibility, integrity, self-esteem, self-management and sociability. Each competency will be taught, practiced, applied and reinforced in the training and (if applicable) at the work site. An Action Planning Session is included as an extra resource. To learn more about the WRS competencies, go to: <http://www.learning-resources.com>
- Participants will complete a Workforce Readiness Skills Assessment prior to the training. Individual assessment results will be shared with the Trainer and participants, with the Trainer deciding on any modification or points to stress during the training period.
- The Trainer or other individual may be assigned as "coach" to support participants before, during, and after the training. A Reference Guide for Coaches is included in PQDS.
- If participants are already employed, it would be advisable to involve their supervisor(s) in some way to reinforce the behaviors being addressed in the training material. A Supervisor's Interview Questions sheet is included in this training material.
- For Trainers needing support or to be reminded of relevant training concepts, PQDS includes a set of power points for viewing as needed. These power points pertain to: Learning Theories, Tips for Trainers, Mind mapping, and Rules and Procedures for the Classroom.
- The Trainer's Manual with Handouts is "turn-key," meaning it is designed to guide every step you, the Trainer, should consider in preparing for and delivering the material. Symbols will guide your activities to follow during the training sessions. The training is prepared for delivery over 24 hours that may be scheduled in any manner necessary (2 hours per week or 1 hour per day over a 4-week period, etc). It is best not to exceed 20 participants in any one training class.
- The Participant Manual with Handouts will be given to each participant and serve as their guide through training and as a reference on personal qualities skills after the training. Encourage them to make notes and major concepts learned.
- The Trainer's Manual and Participant Manual will have separate "Handouts" for use as in-class assignments. The Trainer's Handouts have desired answers or actions to look for as Participants complete the work.
- Participants will complete a Workforce Readiness Skills Assessment at the conclusion of training to assess growth in participant soft skill levels.

Welcome to PQDS. Your success as Trainer will relate directly to success of your training participants.

Symbols used throughout this manual:

Discussion



Quiz/Survey



Flipchart



Group Activity



Trainer Says



Journal Activity



Handout



Power Point

Classroom Set Up:

Set up round tables for 4-5 participants per table. Have sticky notes, markers, and table tents for their names. Have flipcharts, one per table. If you do not have enough flipcharts, buy flipchart paper with sticky top so participants can take one sheet and stick on the wall to present their work.

Module 1-RESPONSIBILITY

Materials Needed:

Flipcharts, markers, sticky notes, plain paper, and name tents arranged and displayed on the tables. Ask participants to bring their name tents to class each week.

Journals, used 25-50-piece jig-saw puzzles. Ask participants to bring their Journal to class each week.

Handouts: Mind Mapping, Out of Balance, Time Logs, Follow-through Scenarios, Taking Initiative Scenarios, Time Management Assessment, To Do List, Performance Assessment Tasks

1.1 Balancing Work and Family

Arrive at least 15 minutes before class. Welcome participants as they enter the room. Have a firm handshake, smile and look people in the eye. Start positive and stay positive throughout this class. Have participants sit at a table of their choice and put their name on the table tent with a marker.

Introduction: 10 Minutes

SAY THIS

Welcome to the first module of the Personal Qualities Development class. The first module examines the art of acting responsibly. You will learn why employers need you to act responsibly and what acting responsibly looks like. You will have an opportunity to practice and develop an action plan to help you at work.

DISCUSSION

Introduce yourself. Ask participants to state their names, one job they have had that they liked and why. It can be an unpaid job, a volunteer activity, etc.

Parking Lot:



On flipchart paper, draw a picture of a car and inform participants that you will list any issues that need to be resolved in the “Parking Lot” and will cover sometime during the class or get the answers to them during the next class. Refer back to it periodically to see if there are any new questions and list them.

Category Activity: 20 Minutes



Large Group Activity: On flipchart paper, write the following headings, one per paper: Work, Family, Personal, and Social. Give the participants sticky notes and markers. Ask them to write down some of the big responsibilities they have, one per sticky note. Get them started with examples like day care or taking care of an ailing mother. Tell them they do not need to share personal information, just general responsibilities. Have them take a few minutes to generate as many as they can. Have them place each sticky note on the flipchart where they think it fits best. After they are finished, have them look at all of the flipcharts and point out that we have a lot of responsibilities and it is very hard to find a balance between all of these. Explain that one of the objectives of this course is to learn to better juggle these responsibilities and that there are resources available and ways to deal with feelings of being overwhelmed. Keep this list up and inform participants that you will identify ways to balance these responsibilities in this class today.

Mind Mapping Activity: 10 Minutes



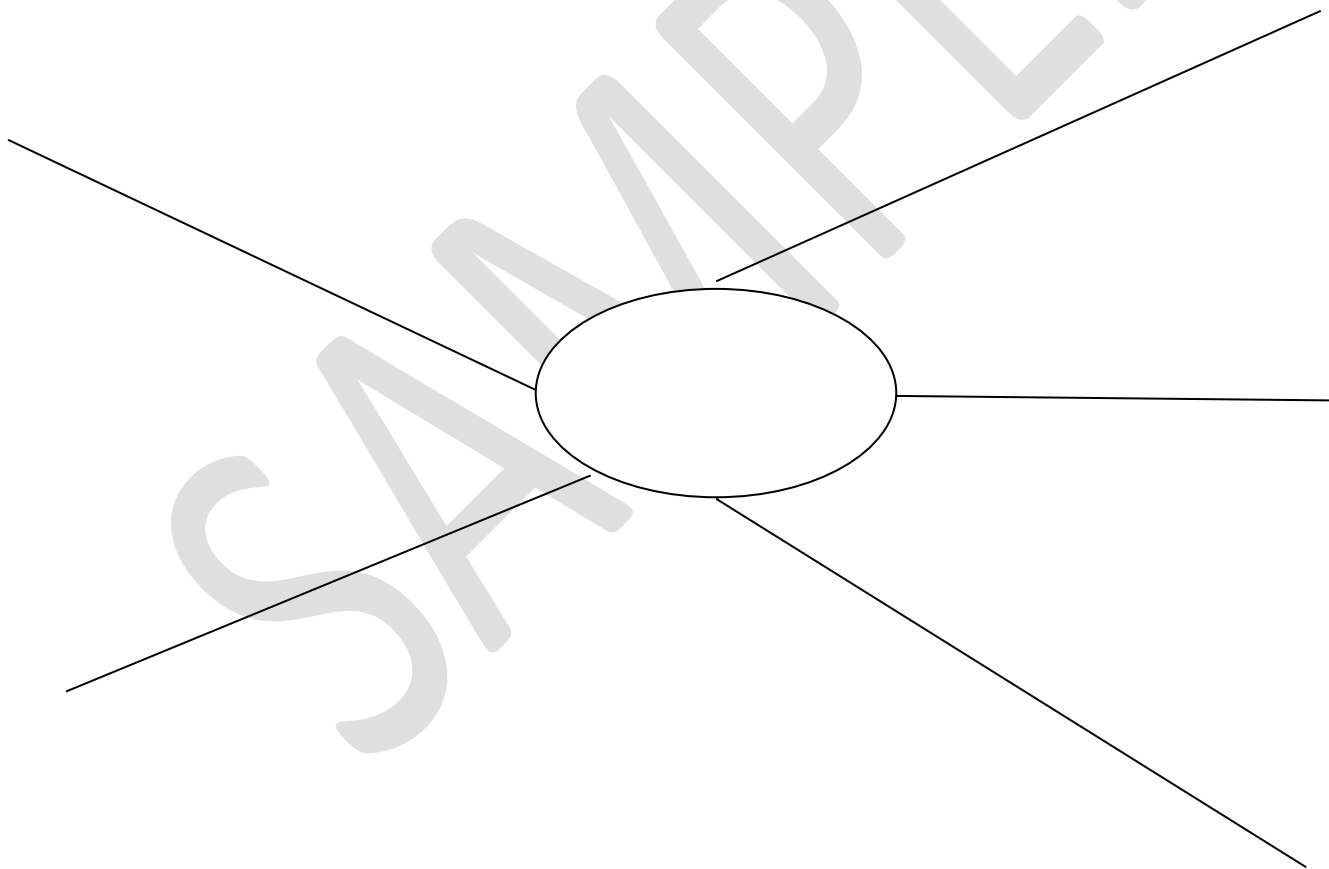
Review the Mind Mapping Instructions to the participants. Teaching participants how to use Mind Mapping as a tool can help them learn other concepts. Inform participants that you will be using this form of note-taking for the rest of the class. Give each participant a couple of plain sheets of paper. Have them draw an oval in the middle of the paper in landscape view. Ask them to write the words Acting Responsibly in the oval. Next, have them draw a line from the oval and label it Balancing Work and Family. Draw your own mind map on a flipchart to demonstrate.

1.1 Balancing Work and Family

MIND MAPPING

To make notes on a subject using a Mind Map, draw it in the following way:

1. Turn your paper to "landscape" view. Write the title of the subject you're exploring in the center of the page, and draw a circle around it.
2. As you come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) draw lines out from this circle. Label these lines with these subdivisions or subheadings.
3. As you "burrow" into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, draw these as lines linked to the subheading lines.
4. Finally, for individual facts or ideas, draw lines out from the appropriate heading line and label them.



Balancing Work and Family: 15 Minutes

Refer participants to the Out of Balance Scenarios in their participant manual.



Small Group Activity: Divide participants into small groups of 3-5 participants. Ask them to identify what makes these scenarios “out of balance,” and discuss what they could do to bring them back into balance. Have participants write their thoughts on a flipchart. Have each group report back to the large group.

Out of Balance Scenarios

Scenario One

Judy works as a receptionist at an insurance company. She answers the phone all day and transfers calls to the appropriate department. It is important that she be available to answer the customer’s call. Her 13 and 15 year-old children are calling her a lot with questions about what they can and cannot do all day. They also call to tattle when they disagree with each other.

Effective Behavior: Judy needs to have a conversation with her children discussing the importance of her job and how the non-emergency interruptions are affecting her job and how she could possibly lose her job and what that would do their way of life. She should teach her children ways to work things out among themselves and the rewards or punishment that goes along with each behavior. She should also stress the types of calls she can take such as emergency calls. Judy should also have a back up of possible people her children could call to get permission, bounce things off of, etc. This person may be Judy’s sister, mom or friend that does not work out of the home.

Scenario Two

You are a customer service worker at McDonalds. You work the lunch shift and must be to work on time. Your car keeps breaking down and you were late twice this month due to car problems.

Effective Behavior: If you cannot afford to have your car fixed, develop alternate plans to get to work. Check out the bus schedule. Based on this schedule, start your car before the bus leaves to see if it works. Take the bus whenever possible. Ask a friend to drive you to work or car pool.

Scenario Three

You are an attendant at a gas station. You start very early, before your children go off to school. You have hired a high school participant to get them off to school. You have been late a couple of times this month because the babysitter did not show up to watch your children.

Effective Behavior: Do not leave for work before the babysitter gets to your home. Discuss with the babysitter how you will lose your job if she is late again and then she will lose hers. Find another babysitter who is more reliable.

Scenario Four

Both you and your husband work at a local engine plant. You work the night shift, 11pm-7am, and your husband works the day shift, 7am to 3pm. Your children are old enough to stay home for short periods of time while you get to work on time and your husband gets home, but both of you have been asked to work overtime. You really need the money and don't want to turn work down but no one would be home to get the kids off to school.

Effective Behavior: Can you find a high school person that can come to your home in the morning to get the kids off to school? Can a neighbor or relative come to your home in the morning? If not, can one of you say no to the overtime? Discuss with your supervisor.

Scenario Five

Your spouse has been laid off from work for six months. You have found a job as a customer service representative at a local retail store. You love your work, but it is hard work and you are exhausted at night. Your spouse is depressed about not working and does nothing around the house. You have to make dinner, help the kids with homework, and clean up at night. You are not sure how long you can operate at this pace.

Effective Behavior: Can you have a discussion with your spouse and kids, empathizing with your spouse about being down about not finding a job, but that it is critical to help around the house and that your job depends on it? Stress how taxing your job is and that you really need some help at home. Develop a list of priorities such as homework, grocery shopping, laundry, etc. Ask your spouse and kids which of these tasks they are willing to do. It may take some training up front but will be worth it. Also praise your spouse and the kids whenever they help out. You may have to lower your expectations about how things get done, but any help is better than none. Also, make sure you find some time to take care of yourself.

Time Log Activity: 10 Minutes

Individual Coach Activity: Refer participants to the time log in their manual. Ask them to keep track of how they spend their time for at least three days. Ask them to set up a time to meet with their coach to discuss areas that may be “out of balance” and ask for help in making changes. Inform participants that you will be discussing this activity during the next class.

1.1 Balancing Work and Family

Time Log

Time of Day	Activity Description	Duration	Value High, Medium, Low

Journal Activity: 10 Minutes

Introduce how journals will be used in this course. Participants will be asked to use a Journal throughout this class. They will have specific activities to complete but are also encouraged to jot down thoughts, questions, and learnings throughout the program to help them better remember what they have learned.

Participants are to note examples of others in the organization performing the task of acting responsibly. Also have them write down examples of others not acting responsibly. Ask participants to note examples outside of work when people are and are not acting responsibly and why. Ask them to be prepared to discuss their findings with their coach and during the next class.

SAMPLE

Module 1-RESPONSIBILITY

1.2 Resolving Problems/Issues

Brainstorming Activity: 15 Minutes



Large Group Activity: Ask participants to brainstorm a list of the types of general problems people ages 16-24 encounter. No names, no specifics. Have participants write problems on the flipchart. Tell them you will continue to add types of problems to the list as they come up in class. This activity shows them that they are not alone and that there are lots of things to deal with.

Jigsaw Puzzle Activity: 20 Minutes



Small Group Activity: Purchase used 25-50-piece jigsaw puzzles found at garage sales, thrift shops, etc. Create a problem with each of the puzzles: break a couple of pieces in one box, take out two pieces in another box, put the wrong puzzle in another box so picture does not match puzzle, mix two puzzle pieces up, etc. Assign each small group a puzzle and ask them to put the puzzle together in a certain amount of time. Time them and make it tough by reminding them time is almost up and rushing them. They do not need to finish the puzzle. Process this activity: Ask them how they realized there was a problem, how they reacted, if they asked for help from the other groups, how they solved the problem. Did some back away, did some take charge, etc. This activity should help them become more aware of how they react to problems and that there are many different ways to deal with a problem. Remind participants that if they are not sure of how to deal with a problem they should ask for help.

Journal Activity: 10 Minutes

Individual Coach Activity: Write down things you learned during this class in your journal and on your Mind Mapping handout. Identify a specific problem/issue you have at work that you can discuss with your coach. Come up with some ways you think you could deal with these issues and discuss them with your coach. You will be asked to talk about how this is going during the next class.

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Notes page:

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