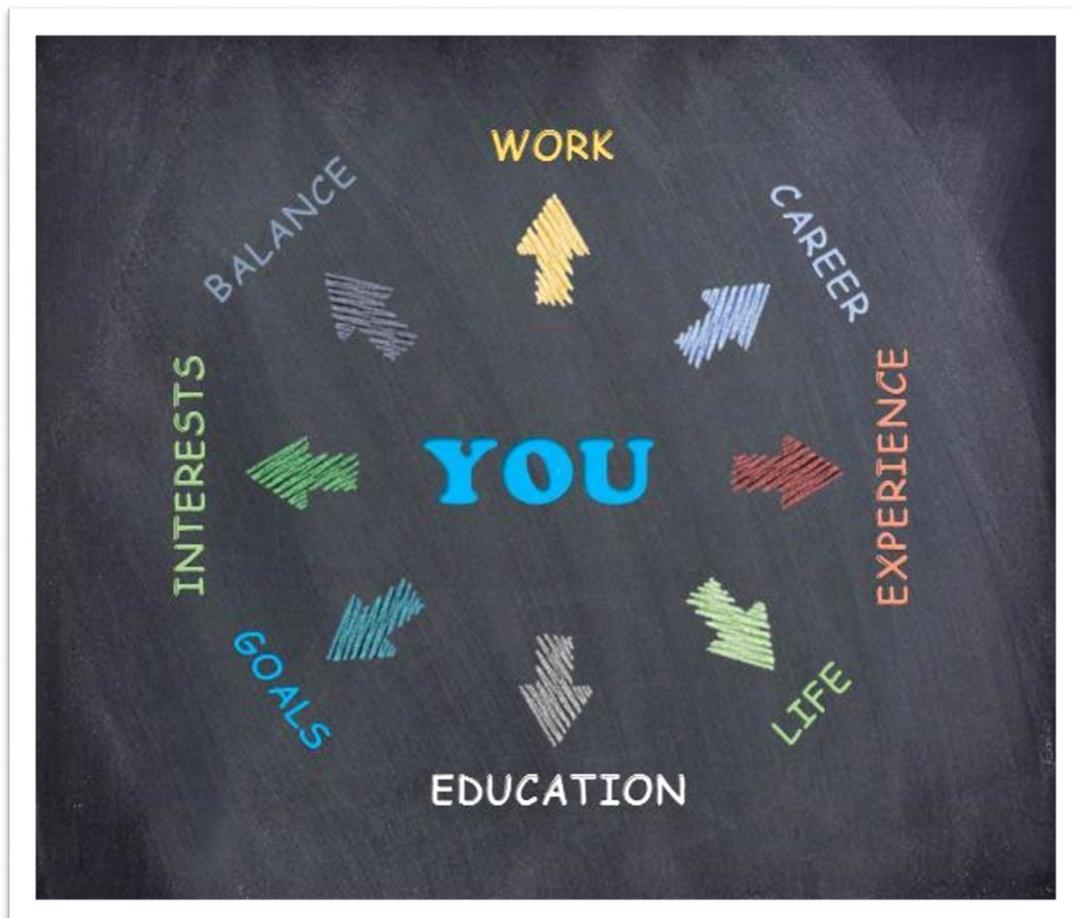


Module 6

Professional Behavior for Long Term Success



Work Readiness Curriculum

Module 6: Professional Behavior for Long Term Success

Module Overview:

In Module 6, trainees will learn successful strategies to help them remain successful in the workplace. These strategies include how to be a team player, manage stress, receive and provide feedback in an effective manner, as well as managing their time by balancing work and home life. In addition, trainees will learn the valuable process of decision making. Trainees will learn the keys to communicating in an assertive manner with their coworkers and employers. All of these strategies and skills will help develop the trainees' confidence as an employee in the workplace.

Topics Covered:

Being a team player
Managing stress
Receiving and providing feedback
Time management
Decision making
Effective communication
Confidence on the job

Desired Outcomes:

At the completion of Module 6, trainees will be able to enter the workplace with valuable skills to help them create long-term success. Trainees will be able to describe and put into action the strategies that will help them be an effective member of the workplace.

**How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 6– Professional Behavior for Long Term Success**

Trainee Career Portfolio

Throughout the Work Readiness curriculum, trainees will be creating and maintaining a career portfolio. Provide each trainee with a folder or 3-ring binder that will work as their career portfolio. Different activity sheets will be completed by the trainee and then should be added to their career portfolio. These activity sheets can be later used when preparing for a job. Career portfolios should be kept in a safe place that is easily accessible.

The following sheets from this module can be added to the trainee’s career portfolio:

No activity sheets need to be added in this module.

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Module Vocabulary

Before conducting the job readiness activities in this module, review the following key vocabulary words with the trainees. Use **vocabulary word cards** to help introduce the words. Present each card separately and give a brief explanation of each word. Explain to the trainees that each word will be discussed in more detail throughout the module to help them understand it better.

team player	stress trigger	feedback	time management
decision making	assertive communication	passive communication	aggressive communication
confidence			

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
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VOCABULARY WORD CARDS

Cut out each word card to introduce key vocabulary words for Module 6.

team player

stress trigger

feedback

time
management

decision
making

assertive
communication

How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 6– Professional Behavior for Long Term Success

VOCABULARY WORD CARDS

Cut out each word card to introduce key vocabulary words for Module 6.

passive
communication

aggressive
communication

confidence

Lesson 1:

Being a Team Player

Description of the Activity:

In this lesson, trainees will explore what it means to be a team player and why this skill is important for success in the workplace.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 2-7 (also available as PDF) 2. “We’re a Team!” Activity 6.1.1 3. “3,2,1 Review” Activity 6.1.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 2-7. 2. Make enough copies of Activities 6.1.1 and 6.1.2 as needed.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Display PowerPoint/PDF slide 2 to show the image of a football team. <i>ASK: What are some playing positions on a football team? What is their job? (ex. a quarterback is in charge of throwing the football down the field to one of their team members.)</i> 2. Brainstorm several responsibilities of different players on the team (ex. running the ball into the end-zone, catching/throwing the ball, protecting the end-zone...etc.) 3. <i>ASK: How do the players depend on each other? What happens if a player doesn’t do their job correctly? How does it effect the whole team?</i> <p style="text-align: center;">Lesson Activity:</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “We’re a Team!” Activity 6.1.1 sheet. Compare the workplace to being on a sport’s team. Explain that each employee is like a member of a team. Each team member/employee works together to make sure their workplace runs smoothly. Explain that team members/employees rely on each other. 2. Display PowerPoint/PDF slide 3 to describe what a team player is.

Lesson 1 (continued)

Being a Team Player

Lesson Details

3. Point out the major characteristics of a team player on their activity sheet. Describe each one and what it means. Give trainees several examples of each.
4. Next, view **PowerPoint/PDF slides 4-7**. As you go through each slide, read each scenario and ask trainees to share ways they could be a team player based on the 3 characteristics of a team player.

Lesson Reflection:

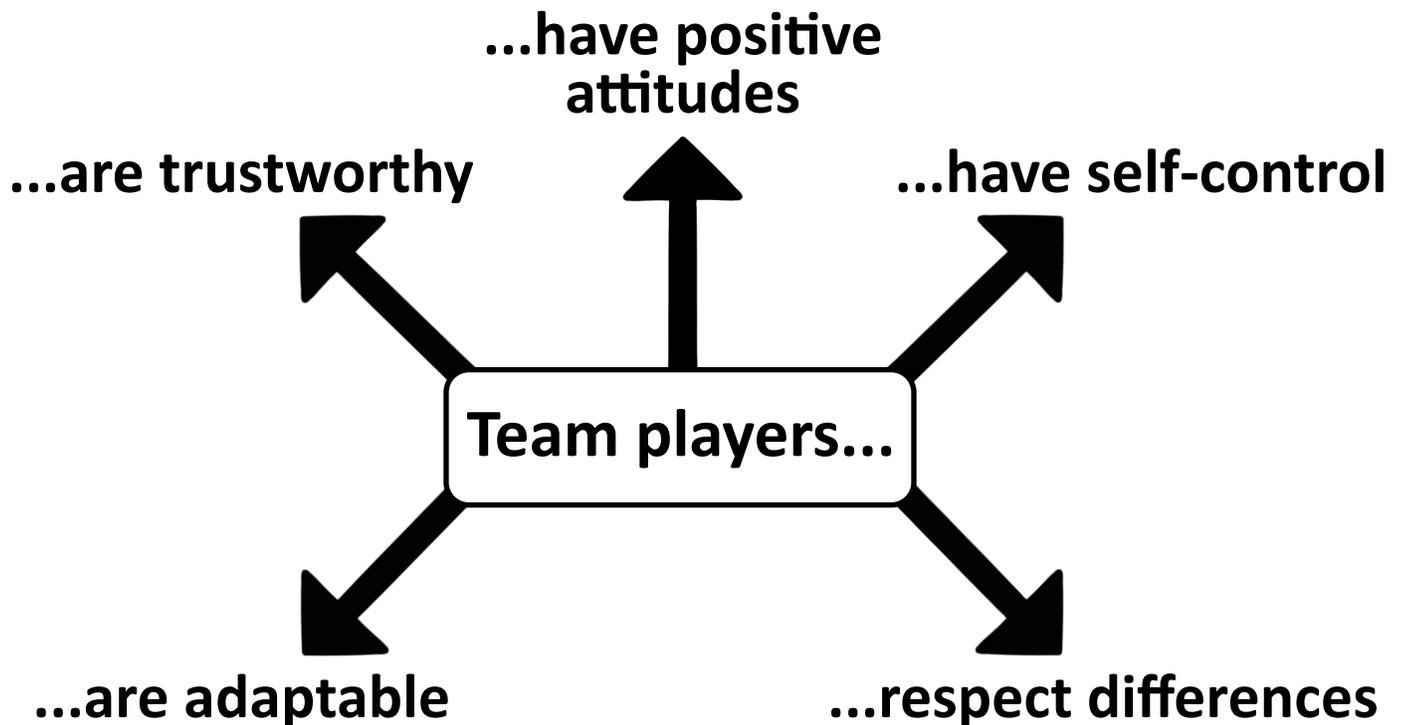
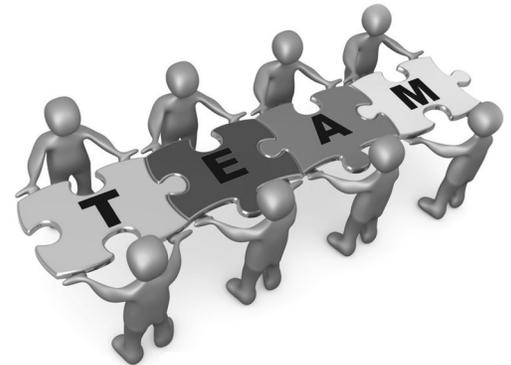
1. Use the following prompts to engage trainees in discussion:
 - *Why is being a team player in your workplace important?*
 - *How can you be a team player when someone else on your “team” is not?*
 - *When are there other times in your life when you need to be a team player?*
2. Either as a whole group or individually, complete the “**3,2,1 Review**” **Activity 6.1.2 sheet**.

Lesson 1: Being a Team Player

Activity 6.1.1

We're a Team!

Being a team player at your workplace means that you are willing to work and interact with other employees in a respectful and professional manner.



Lesson 1: Being a Team Player

Activity 6.1.2

3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 2:

Managing Stress

Description of the Activity:

In this lesson, trainees will think about things that make them stressed. They will identify those stress triggers and explore ways to manage their stress.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 8-13 (also available as PDF) 2. “Taking Control” Activity 6.2.1 3. Chart paper and marker 4. “3,2,1 Review” Activity 6.2.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 8-13. 2. Make enough copies of Activities 6.2.1 and 6.2.2 as needed. 3. Collect chart paper and marker.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking trainees to think about things that make them nervous and/or upset? It might be helpful to first begin by sharing a personal example. (ex. getting caught in traffic makes you feel nervous that you won’t get to work on time). 2. Next ask trainees to think about how they act when they become nervous or upset. (ex. start to fidget) 3. Explain that the things that make us nervous or upset are called stressors. How we respond to our stress is called stress management. 4. Tell trainees that if for any reason they become stressed in the workplace, it’s important to show that you have strategies to manage and take control of your stress. 5. View PowerPoint/PDF slides 8-13 to trainees. Go through each scenario and ask trainees to stand up (or raise their hand) if the situation on the slide would stress them out. 6. While going through each slide, have trainees explain why the situation would stress them out and how they might respond.

Lesson 2(continued)

Managing Stress

**Lesson
Details**

Lesson Activity:

1. Provide trainees with the “**Taking Control**” **Activity 6.2.1 sheet**. Have trainees list up to 5 things that cause them stress in the first column of their activity sheet. It could be something already discussed or a new idea. Use **chart paper** and a **marker** to create a master list. Trainees can use ideas from the master list to create their own personal list, if desired (ex. too many things to do at once, rude people, boring work, work that is too hard, people talking down to you...etc).
2. In the second column, have trainees write down the ways that they show they are stressed. (they get loud, cry, begin snapping at people, breathing heavily, start to sweat...etc). Again, create a master list on chart paper.
3. Have trainees use the master list, or include their own ideas, to write down ways they personally act when they are stressed in the second column.
4. Finally, once again brainstorm strategies that trainees can use to help manage their stress (take a deep breath, listen to music on your break to calm yourself, have a person you can talk to) etc.). Trainees can write down their personal strategies in the final column on their activity sheet.

Lesson Reflection:

1. Explain that by knowing what stresses them out and having strategies prepared ahead of time, they can manage their stress.
2. Use the following prompts to engage trainees in discussion:
 - *What are some things that you can do to avoid stress?* (ex. being late for work would stress you out, so setting the alarm a few minutes early will give you extra time so that you don’t feel rushed)
 - *How does managing your stress show that you are a good employee?*
2. Either as a whole group or individually, complete the “**3,2,1 Review**” **Activity 6.2.2 sheet**.

Lesson 2: Managing Stress

Activity 6.2.1



Taking Control

Use the chart below to help you come up with strategies to help you deal with your stress.

I get stressed out when...	I show my stress by...	I know I can handle my stress if I just...

Lesson 2: Managing Stress

Activity 6.2.2



3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 3:

Giving and Receiving Feedback

Description of the Activity:

In this lesson, trainees will learn what feedback is and how to effectively give and receive feedback.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 14-23 (also available as PDF) 2. Chart paper and marker 3. Feedback scenario cards 4. “3,2,1 Review” Activity 6.3.1
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides 14-23. 2. Make enough copies of Activities 6.3.1 and the feedback scenario cards as needed. 3. Collect chart paper and marker.
<p>Lesson Details</p>	<p>NOTE: Due to the length of this lesson, you may choose to teach each “Lesson Activity” section on a separate day.</p> <p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by asking trainees if they know what “feedback” means. Allow trainees to offer their responses. Then, use PowerPoint/PDF slides 14-15 to describe what feedback is and the different types of feedback a person can receive. 2. Provide trainees with a personal example of a time that you’ve received feedback (positive, negative, or constructive) and how you responded. Allow trainees to share any of their personal experience as well. 3. Tell trainees that learning how to give and receive feedback is an important skill to have in the workplace because there will be times that your employer or even other coworkers will need to give or receive feedback to make the job go smoother. 4. <u>ASK:</u> <i>In what situations in a workplace might you have to give or receive feedback?</i> (ex. A boss would give feedback about how an employee is doing their job. An employee might be asked to give feedback to a coworker...etc.)

Lesson 3(continued)

Giving and Receiving Feedback

Lesson Details

Lesson Activity (Part 2):

1. Explain that in the workplace, they will need to show that they can give and receive feedback effectively.
2. Display **PowerPoint/PDF slide 16**. Go over the “Do’s and Don’ts” of *giving* feedback. Use **PowerPoint/PDF slides 17-19** to give examples of giving feedback. Use the following prompts to discuss each example:
 - *Is this person giving positive, negative, or constructive feedback?*
 - *How would you feel if you were the person receiving this feedback?*
 - *What, if anything, would you change about how this feedback is being given?*
- Next, display **PowerPoint/PDF slide 20**. Go over the “Do’s and Don’ts” of *receiving* feedback. Explain that although constructive feedback is the most ideal form of feedback to receive, in the real world, an employee could receive any kind of feedback.

Lesson 3(continued)

Giving and Receiving Feedback

**Lesson
Details**

3. Discuss ways that a person can respond in a professional manner when receiving each kind of feedback (positive, negative, and constructive). Use **PowerPoint slides 21-23** to give examples of receiving feedback.
4. Use the following prompts to discuss each example:
 - *How did this person handle the feedback given to them? (Was it professional or unprofessional?)*
 - *Would you have acted the same or differently?*
 - *How do you think this person feels after receiving this feedback?*

Lesson Activity (Part 3):

1. After going over the examples in part 2, explain to trainees that they are going to get a chance to practice giving and receiving feedback.
2. Trainees will get into groups of 3. One person in the group will be giving the feedback. Stress that this person should be aiming to give *constructive* feedback. The second person in the group will be receiving the feedback. Stress that this person should be responding in a professional manner to the feedback given. The third person will be observing the interaction.
3. Provide each group with a **Feedback Scenario Card**. It is OK if more than one group is using the same scenario. Groups will read the scenario on their card. There are two characters in each scenario. One character will be giving the feedback while the other character will be receiving the feedback. Trainees will choose a role to play. First instruct the “feedback giver” to provide feedback based on the information provided on the card. Next, the person receiving the feedback will have a chance to respond. The observer in the group should take note of how the other two perform their roles and be prepared to share what they observed with the others.
4. If desired, do one scenario as a whole group and talk through appropriate feedback and an appropriate response.
5. Allow groups to choose a new scenario card and switch roles for additional practice as time allows.

Lesson 3(*continued*)

Giving and Receiving Feedback

Lesson Details

Lesson Reflection:

1. Use the following prompts to engage trainees in discussion:
 - *How did it feel for those of you who had to give the feedback?*
 - *How did it feel for those of you who had to receive the feedback?*
 - *For those of you who observed, what are some things that you noticed?*
 - *Why is it important to know how to give and receive feedback in the workplace?*
 - *When would an employer or employee need to give/ receive feedback?*
 - *How can you make changes based on the feedback you receive?*
 - *What consequences might exist if you choose not to make changes based on the feedback you receive?*
2. Either as a whole group or individually, complete the “**3,2,1 Review**” **Activity 6.3.1** sheet.



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Feedback Scenario Cards

<p>Sam works at a grocery store as a cashier. A customer complained to Sam's supervisor that when bagging the groceries, Sam placed heavy items over the bread, and squashed it. Sam's supervisor tells the customer that he will talk with Sam.</p>	<p>Katie has been working at her job for about a month. A few times her supervisor, Karen, has come to her complaining about the work she has been doing, but doesn't offer any real suggestions about what she needs to do differently. Katie decides to go talk to Karen to express her concerns.</p>
<p>Jessica just finished her first week at her new job at a restaurant. Jessica's coworker, Amy, has been working at the restaurant for a long time. Amy is getting frustrated at how slow Jessica is at performing some of the tasks of the job because it causes Amy to have to wait for her to finish. Amy decides to talk to Jessica.</p>	<p>Seth just hired Jon to work at his department store. Jon is doing a good job completing the tasks of the job, but is consistently showing up to work late. Seth decides to confront Jon about his tardiness.</p>
<p>Kelly and Joe work at the same place and have decided to carpool together. Kelly is supposed to pick up Joe at 8am every morning, but lately Kelly has been late picking Joe up. Joe is getting frustrated because this causes them to be late to work. Joe doesn't want to lose his job, so he decides to talk to Kelly.</p>	<p>Amber works at the front desk in an office building. One of her tasks is to greet and help visitors as they come into the building. Amber's supervisor, Tim, has been observing Amber. He notices a couple times that Amber was reading a magazine while working and often doesn't even notice when a visitor arrives. He also notices that Amber doesn't always greet visitors in a welcoming manner. Tim decides to talk to Amber.</p>

Lesson 3: Giving and Receiving Feedback

Activity 6.3.1



3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 4:

Time Management

Description of the Activity:

In this lesson, trainees will explore how they spend their time and learn how they can balance work and home life effectively.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint Slides 24 (also available as PDF) 2. An empty mason jar 3. “How Do I Spend My Time?” Activity 6.4.1 4. “Creating My Weekly Schedule” Activity 6.4.2 5. Red, Yellow, and Green colored pencils or markers for each trainee 6. “3,2,1 Review” Activity 6.4.3
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview the PowerPoint slides _. 2. Obtain one empty mason jar. 3. Make enough copies of Activity 6.4.1, 6.4.2, and 6.4.3 as needed. 4. Collect red, yellow, and green colored pencils or markers for each trainee.
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by showing the trainees the empty mason jar. 2. <u>ASK</u>: <i>What are some things that I could fill the jar up with?</i> Allow trainees to share their responses. (If desired, chart up their responses and read over all of the things students mentioned) 3. Next, display PowerPoint/PDF slide 24. If using the PowerPoint, simply click on the image shown on the picture to view a short video. If not using the PowerPoint, you will need access to a computer with internet and view the following website: https://www.youtube.com/watch?v=iZ6vX7fI0Yw 4. As you view the video, you may want to read aloud the captions on the video so that all trainees can understand the point of the video and keep up with the text. 5. After viewing the video <u>ASK</u>: <i>Did it matter which order the professor placed the objects in the jar? Why?</i> Reiterate what the movie said: If you place the sand in first, the small stuff in life, you wouldn’t have any room for the golf balls, the important things in life.

Lesson 4 (continued)

Time Management

Lesson Details

Lesson Activity (Part 1):

1. Provide trainees with the “How Do I Spend My Time?” **Activity 6.4.1 sheet** as well as **one red, yellow and green crayon/marker** per trainee.
2. Instruct trainees to list as many things as they can remember that they did in the last week. Explain that you will give them 5 minutes (or another specified amount of time) to list everything they can think of.
3. Once time is up, have several trainees share their list. Trainees can add to their list if they are reminded of something while others are sharing. (Trainees should have small things like “brush teeth” or “sleep” on their list as well)
4. Once you feel that most of the trainees have a comprehensive list, ask them to take out the green pencils and underline those items that they **MUST** do every week/every day. These would include: sleep, eat, shower, etc. Have them share some of these items.
5. Ask them to take out the yellow pencils and underline any items that they **SHOULD** do every day/every week. These items may include: homework, exercise...etc.
6. Now have trainees take out the red pencil and underline any items that they do not have to do, that no one asked them to do, but that they **CHOSE** to do because it was fun, interesting, or relaxing. These items may include: playing a video game, talking with a friend, or having a meal out with their family.
7. ASK:
 - *What color dominates your paper?*
 - *Are you surprised by how you spend your time, or is it what you expected?*
 - *Looking at your colors, is there anything you would change?*

Lesson 4 (continued)

Time Management

<p>Lesson Details</p>	<p style="text-align: center;">Lesson Activity (Part 2):</p> <ol style="list-style-type: none"> 1. Explain that now, trainees are going to work on creating a weekly schedule that helps them include all the important things in their life first before adding in the extras. Explain that managing their time is important in order to be the best employee that they can be. 2. Display the word “priority” on PowerPoint/PDF slide 25. Go over the definition of this word. Ask trainees to share some of their own priorities. 3. Display the sample weekly schedule on PowerPoint/PDF slide 26. 4. Point out that the items on the schedule listed in green are the activities that MUST be completed. Explain that it is important to make time in your schedule for these activities first. 5. Have trainees observe the yellow and red items and discuss how these can fit into the schedule ONLY after the green items fit a place in their schedule. Explain that in some weeks, yellow and red items get bumped off the schedule because green takes priority. 6. Provide trainees with the “Creating My Weekly Schedule” Activity 6.4.2 sheet. 7. Explain that they can use their Activity 6.4.1 sheet to help them create their weekly schedule (as well as add to it as needed). 8. Starting with the items underlined in <u>green</u>, (the greatest priorities), trainees will write down the tasks that have a specific time. (For example, program begins at at 8am). Trainees can group some items together such as <i>“7am: wake up, shower, breakfast, brush teeth”</i> They can even summarize the time slot such as <i>“7am: Wake up and get ready for program,”</i> whichever is most appropriate for your trainees. 9. After adding the green items to their weekly schedule, trainees can fill in the rest of the time slots with yellow and red items, as desired. They may find that some of the original red items from their Activity 6.4.1 sheet (video games, dinner out with family...etc) don’t always fit. 10. Assist trainees with their schedules as needed.
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Lesson 4 (continued)

Time Management

Lesson Details

Lesson Reflection:

1. Use the following prompts to engage trainees in discussion about the activity.
 - *What did you observe about your schedule?*
 - *Can you make a connection between the jar activity and your own schedule?*
 - *Are the red items important even if they can't be your number 1 priority? (Yes, because they help create balance and joy).*
 - *Do you see any challenges you may have as you begin to use a weekly time management schedule. (Discuss these and help trainees work through any challenges they bring up.)*
2. Either as a whole group or individually, complete the “**3,2,1 Review**” **Activity 6.4.3 sheet.**

Optional Extension Activity: Provide trainees with several blank weekly schedules. Have them create a weekly schedule for several weeks in a row. Their weekly planning can be done inside or outside of your meeting time. In addition, trainees can use the weekly schedule template once receiving a job to help them focus their time.

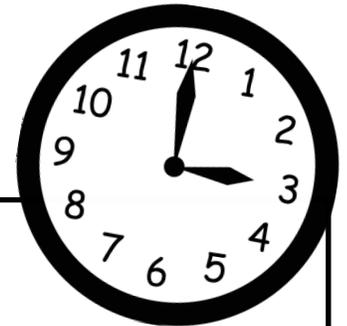
Lesson 4: Time Management

Activity 6.4.1

How Do I Spend My Time?

Think about everything that you have done in the last week. How did you spend your time?

Write down everything that you completed this week below:



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Lesson 4: Time Management

Activity 6.4.2

Creating My Weekly Schedule

Create your weekly schedule beginning with activities that have the highest priority.

Morning Schedule

AM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5							
6							
7							
8							
9							
10							
11							

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Evening Schedule

9	
8	
7	
6	
5	

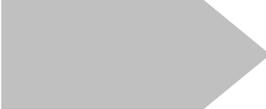
Afternoon Schedule

PM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12							
1							
2							
3							
4							

Activity 6.4.2

Lesson 4: Time Management

Activity 6.4.3



3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

2

1

Lesson 5:

Decision-Making Skills

(Adapted from East Baltimore Pipeline Job Readiness Training Curriculum)

Description of the Activity:

In this lesson, trainees will learn a decision-making process that will help them think clearly through important decisions.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. “Seven Steps to Great Decision Making” Activity 6.5.1 2. Chart paper and marker (optional) 3. “3,2,1 Review” Activity 6.5.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Make enough copies of Activity 6.5.1 and 6.5.2 2. Gather chart paper and a marker (optional)
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Provide each trainee with the “Seven Steps to Great Decision Making” Activity 6.5.1 sheet. 2. Begin the lesson by asking trainees to share a decision that they recently made. It could be a small or large decision. To get things going, you may want to share a personal example. 3. Give trainees a few minutes to list a few decisions that they have made, or need to make on their activity sheet. Spend some time sharing out their lists. 4. Explain that we make decisions all the time, both big and small, from what to eat for breakfast to what type of job to apply for. Explain that some decisions we make don’t require much thought, while others need careful planning and thought in order to make the right decision. 5. Describe to trainees that in the workplace, there will be decisions that they need to make. It is helpful to use a clear decision-making process to help them carefully consider all the possibilities, as well as the consequences of each decision they make. 6. Read through the seven steps listed at the bottom of Activity 6.5.1. Then, have trainees choose one of their decision examples from their list. Tell trainees that they will use that decision as a sample for walking through the seven steps.

Lesson 5 (continued)

Decision-Making Skills

Lesson Details

Lesson Activity:

1. Before working through the process, read through the information provided for each step and the prompts listed in each box.
2. Next, together as a group, go back through each step, separately stopping at each step to allow trainees to fill out each box prompt.
3. Option: If desired, choose a sample example for all trainees to use to help them understand how the process works. Talk through the process using the **chart paper** and **marker** to write down thoughts and ideas for each step. You can then go back through the steps and have them do their own personal example on their activity sheet.

Lesson Reflection:

1. Use the following prompts to engage discussion:
 - *How can using a decision-making process help you to make the right decision?*
 - *What are some decisions you may need to make at or about work?*
 - *Are some decisions considered more important than others? What makes a decision important?*
2. Either as a whole group or individually, complete the “**3,2,1 Review**” **Activity 6.5.2 sheet**.

Lesson 5: Decision-Making Skills

Activity 6.5.1



Seven Steps to Great Decision-Making



In the box below, write down several decisions that you have made, both big and small.

There are seven main steps to making a good decision:

- Stop and think
- Clarify your goals
- Find the facts
- Think about your options
- Think about the consequences
- Make a choice
- Modify and tweak

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Activity 6.5.1 (continued)

Work through each step as you begin to make a personal decision:

Decision to be made: _____

**Step 1:
Stop and think!**

Stopping to think will help you from acting too soon, without having all the facts about your choices.

What questions do you still need to consider?

**Step 2:
Clarify your goals**

Make sure the decision you are making will help you reach your goals.

What is the goal that this decision will help you reach?

**Step 3:
Find the facts**

Be sure that you have all the information you need to know before making a decision.

Is there anything you still need to know about your situation before making a decision?

**Step 4:
Think about your options**

Make a list of options related to your decision.

What are your choices?

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Activity 6.5.1 (continued)

Work through each step as you work through a personal decision:

Step 5: Think about the consequences

After considering your options, think about the positives and negatives of each option.

What are the positives of each option?

What are the negatives of each option?

Step 6: Make a choice

Once you've thought about each option, it's time to choose one.

What is the best option for you?

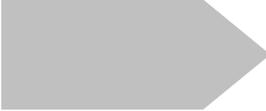
Step 7: Monitor and tweak

Once a decision is made, you may find that the decision isn't turning out like you hoped. If this is true, you may need to make some changes to your original decision.

What are some things you should look out for after your decision has been made?

Lesson 5: Decision-Making Skills

Activity 6.5.2



3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



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Lesson 6:

Effective Communication

(Adapted from East Baltimore Pipeline Job Readiness Training Curriculum)

Description of the Activity:

In this lesson, trainees will learn the difference between passive, aggressive, and assertive communication in the workplace.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 27-31 (Also available in PDF) 2. Chart paper and marker 3. “Tips to Being Assertive” Activity 6.6.1 4. “Passive, Aggressive, or Assertive?” Activity 6.6.2 5. “3,2,1 Review” Activity 6.6.3 						
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint slides 30-34. 2. Collect chart paper and a marker. Create the following chart: <table border="1" data-bbox="472 926 1482 1003"> <tr> <td>Video: Part 1</td> <td>Video: Part 2</td> <td>Video: Part 3</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> 3. Make enough copies of Activities 6.6.1, 6.6.2, and 6.6.3 	Video: Part 1	Video: Part 2	Video: Part 3			
Video: Part 1	Video: Part 2	Video: Part 3					
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Begin the lesson by watching a short video clip on PowerPoint/ PDF slide 27, or view the following video: youtube video: https://www.youtube.com/watch?v=o6LcPfnwGec. Without giving too much detail, explain that trainees are going to watch the same scenario 3 different ways. Instruct trainees that you would like them to observe the communication style between the people in each scenario. 2. Stop the video after the “passive communication” segment and ask trainees to share what they observed in the interaction between the two women. Write their responses in the left column of the chart paper. 3. Continue the video to watch the “aggressive communication” segment. Repeat the same process of recording trainees’ responses in the middle column, 4. Finish with the “assertive communication” segment and record trainees’ responses. 5. After completing the chart, compare the different communication styles. ASK: <i>Which way do you think was the most effective and got the best results? Is there anything more you might do to make it even better?</i> 						

Lesson 6 (continued)

Effective Communication

Lesson Details

Lesson Activity:

1. View **PowerPoint/PDF slides 28-31** to define the 3 main types of communication styles: passive, aggressive, and assertive.
2. Explain that in the workplace, assertive communication is best because it is the most professional. Assertive communication is the perfect combination of respecting the rights and opinions of others while still standing up for your own needs.
3. Provide trainees with the **“Tips to Being Assertive” Activity 6.6.1 sheet**. Go over each bullet and give examples where needed.
4. Next, provide trainees with the **“Passive, Aggressive, or Assertive?” Activity 6.6.2 sheet**. Instruct trainees that they will indicate which statement reflects passive, aggressive, or assertive behavior. (see answer key for guidance)
5. As you go through each statement, have trainees explain their answer.

Lesson Reflection:

1. Use the following prompts to engage discussion:
 - *What can you do if someone is acting aggressive toward you?*
 - *Which type of communication do you tend to use?*
 - *What steps can you take to practice being more assertive?*
 - *How can being aggressive cause you to lose your job?*
2. Either as a whole group or individually, complete the **“3,2,1 Review” Activity 6.6.3 sheet**.

Lesson 6: Effective Communication

Activity 6.6.1

Tips to Being Assertive

Follow these tips to help you become more assertive in your communication with others.



Eye contact—Avoid harsh stares. Do not stare at the person talking 100% of the time.



Physical contact—Keep a comfortable distance between you and the person you are talking to.



Gestures—Hand gestures can help add to what you are saying, but don't over-do it.



Voice tone and volume—Your voice should be loud enough to be heard, but not so loud that you overpower others.



Timing—If you need to talk to someone about a concern, find the most appropriate time. A week later to discuss an issue is too late, while doing it when you are the most upset is too soon.



Listen—Do not do all the talking. Give the other person a chance to respond.

Lesson 6: Effective Communication

Activity 6.6.2

Passive, Aggressive, or Assertive?

Identify which communication style is being used in the statements below. Use the following codes to indicate your answer:

P = Passive

AS = Assertive

AG = Aggressive

- _____ 1. "That is the dumbest idea I've ever heard. Don't you ever think before speaking?"
- _____ 2. "Let's rethink this together to come up with a better solution."
- _____ 3. "I guess we can do it that way, even though I really don't want to."
- _____ 4. "Look, we can do it my way or not at all!"
- _____ 5. "This is probably the wrong answer but. . . ."
- _____ 6. "I feel uncomfortable when you are too hard on yourself. I wish you would be gentler with yourself."
- _____ 7. "I will not be able to carpool with you. I sometimes work later than usual."
- _____ 8. "Man, you just don't get it, do you?"
- _____ 9. "Would you mind if we talked for a minute? I have a couple of questions."

Lesson 6: Effective Communication

Activity 6.6.2 ANSWER KEY

Passive, Aggressive, or Assertive?

Identify which communication style is being used in the statements below. Use the following codes to indicate your answer:

P = Passive

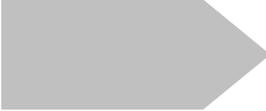
AS = Assertive

AG = Aggressive

- AG 1. "That is the dumbest idea I've ever heard. Don't you ever think before speaking?"
- AS 2. "Let's rethink this together to come up with a better solution."
- P 3. "I guess we can do it that way, even though I really don't want to."
- AG 4. "Look, we can do it my way or not at all!"
- P 5. "This is probably the wrong answer but. . . ."
- AS 6. "I feel uncomfortable when you are too hard on yourself. I wish you would be gentler with yourself."
- AS 7. "I will not be able to carpool with you. I sometimes work later than usual."
- AG 8. "Man, you just don't get it, do you?"
- AS 9. "Would you mind if we talked for a minute? I have a couple of questions."

Lesson 6: Effective Communication

Activity 6.6.3



3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



3

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Lesson 7:

Having Confidence on the Job

(Adapted from Vocational Connections, Unit 3 and from Cameron, J. (1992). The Artist’s Way)

Description of the Activity:

In this lesson, trainees will learn how to focus on positive thoughts about themselves and learn how to combat the negative thoughts that keep them from being successful.

<p>Lesson Materials</p>	<ol style="list-style-type: none"> 1. PowerPoint slides 32-48 (Also available in PDF) 2. Chart paper and marker 3. “Who’s Talking to You?” Activity 6.7.1 4. Index cards, 1 per trainee 5. Chart paper, tape, and a marker 6. A bag or basket 7. “3,2,1 Review” Activity 6.7.2
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> 1. Preview PowerPoint slides 32-48. 2. Collect chart paper, tape, a marker, and index cards (one per trainee), and a bag or basket. 3. Make enough copies of Activities 6.7.1 and 6.7.2
<p>Lesson Details</p>	<p style="text-align: center;">Lesson Introduction:</p> <ol style="list-style-type: none"> 1. To begin the lesson, one by one, view PowerPoint/PDF slides 32-45. On these slides are several famous people that although are now well known for a special talent, were once considered failures. There are two slides for each person. The first slide is a “guess who” slide with a brief description of the person’s failure. Have the trainees make a guess of who they think the person is. Then, display the second slide to reveal the person and their great accomplishments despite their failures. 2. <u>ASK:</u> <i>What would have happened if these people listened to the negative things others said about them when they failed?</i> 3. Next, display PowerPoint/PDF slides 46-48. Discuss the concept of monster vs. champion talk. Explain that “monster talk” is when we hear people, or even our own inner voice, telling us that we aren’t good enough, can’t do something, or are failures. “Champion talk” is when we listen to the voices that tell us we are capable. Explain that <i>who</i> we listen to is a choice we have to make.

Lesson 7 (continued)

Having Confidence on the Job

**Lesson
Details**

Lesson Activity:

1. Provide each trainee with an **index card**.
2. Display **PowerPoint/PDF slide 51**. Read the examples of the “monster talk” on the slide in reference to Michael Jordan. Together as a group, discuss a “champion talk” statement that could replace the “monster talk.” (Ex. I know that with hard work, I will be able to make the team next year.)
3. Next, instruct each trainee to write a “monster talk” statement on their index card. The statement can be a very specific personal statement that reflects their own life situation or a generic phrase that many can relate to. (Ex. You are not good at writing...) Tip: You may want to have some additional cards prepared to help get trainees started.
4. Each “monster talk” statement should begin with “you...”
5. Using your **chart paper** and **marker**, create a chart as shown below.

Monster Talk	Champion Talk

5. Once trainees have completed their index cards, collect all cards and place in a **bag** or **basket**. Invite a trainee to pull a card from the bag/basket (or choose one yourself) to read aloud. **Tape** the index card in the “monster talk” column.
6. Together as a group, discuss a possible “champion talk” statement that combats the “monster talk.” Each “champion talk” statement should begin with “I...” Record their responses in the “champion talk” column. As you read the index cards, if you come across repeat phrases, or very similar ones, tape them next to cards already up on your chart.
7. Provide each trainee with a **“Who Is Talking to You?” Activity 6.7.1 sheet**. Have trainee choose several “monster and champion talk” statements that apply to them (either from the chart or their own thinking) and write them on their activity sheet.

Lesson 7 (continued)

Having Confidence on the Job

Lesson Details

Lesson Reflection:

1. One last time read through each “monster talk” statements matched with the “champion talk” statements that goes with it. (Suggestion: To make the reflection more impactful, read the “monster talk” alone and then have the entire group read the “champion talk” statement together. Discuss how champions can have a more powerful impact than the monster voice if we learn how to let it.)
2. Use the following prompts to engage trainees in further discussions:
 - *Is it easier or more difficult to recall the “monster” messages?*
 - *If you are having a hard time recalling a positive message, who could you ask for help?*
 - *How does it feel to see two different messages next to each other? (Discuss the importance of replacing negative messages with positive ones. Negative messages are one person’s point of view in one moment in time; they do not reflect who you are or what you are capable of. Even if you struggled with something in the past, that does not mean that you will always struggle with it. Emphasize everyone’s ability to improve, and that it starts with positive thinking!)*

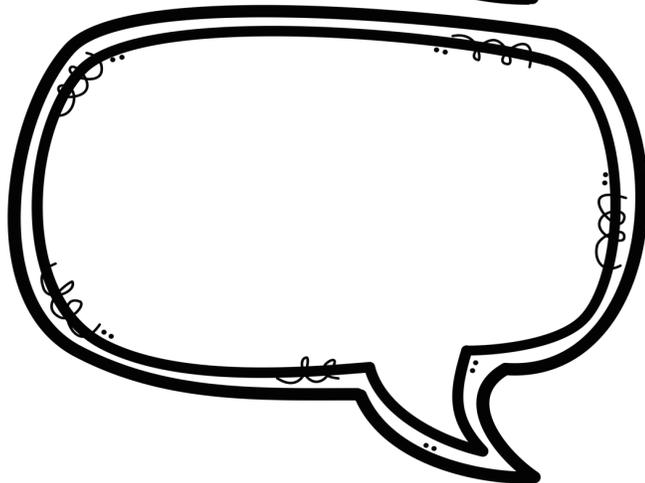
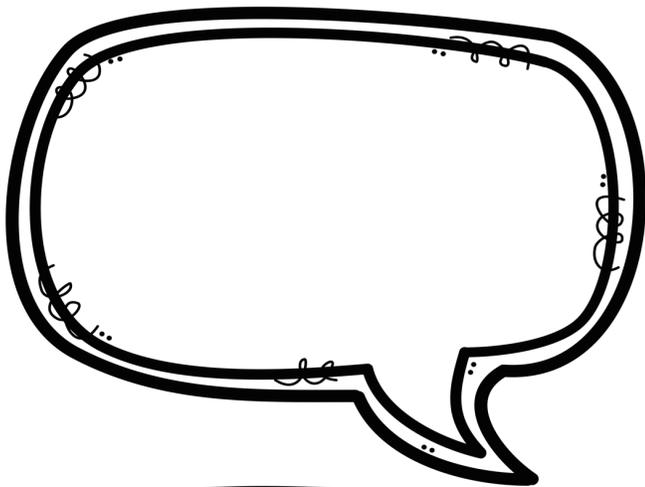
Lesson 7: Having Confidence on the Job

Activity 6.7.1

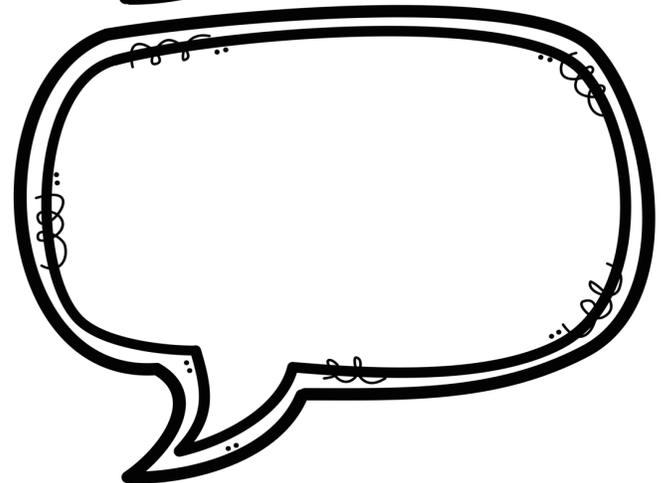
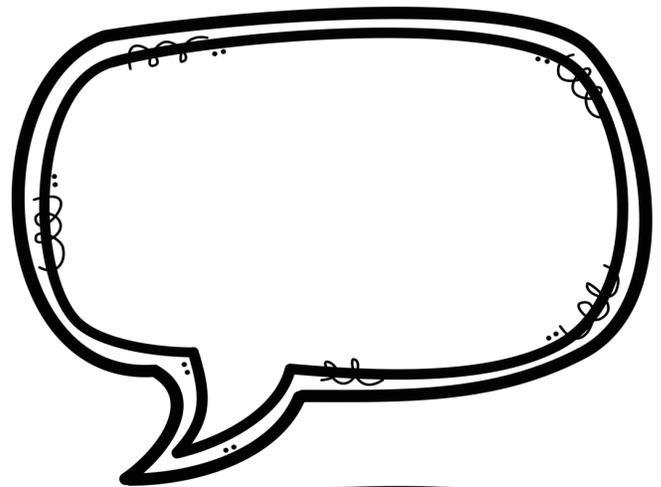
Who is Talking to You?

What are some “monster talk” and “champion talk” statements you hear in your own life? Write them below.

Monster Talk



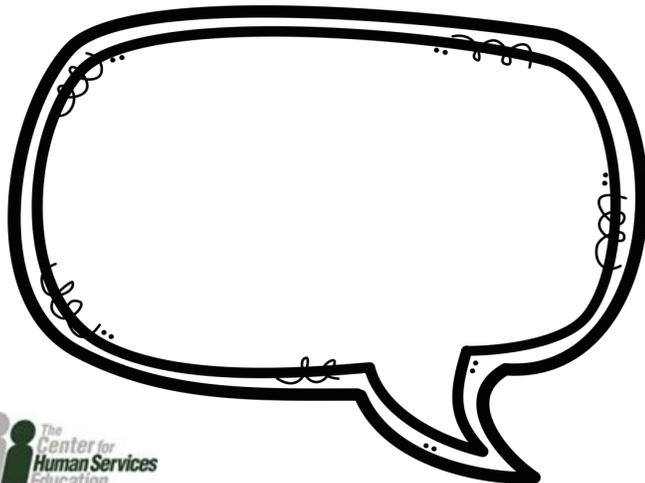
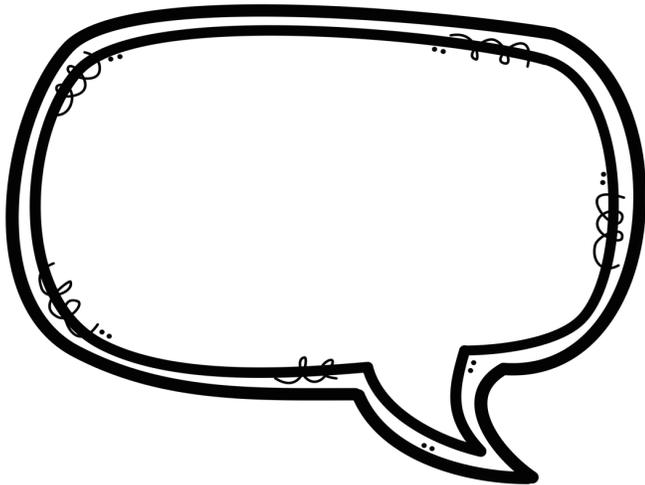
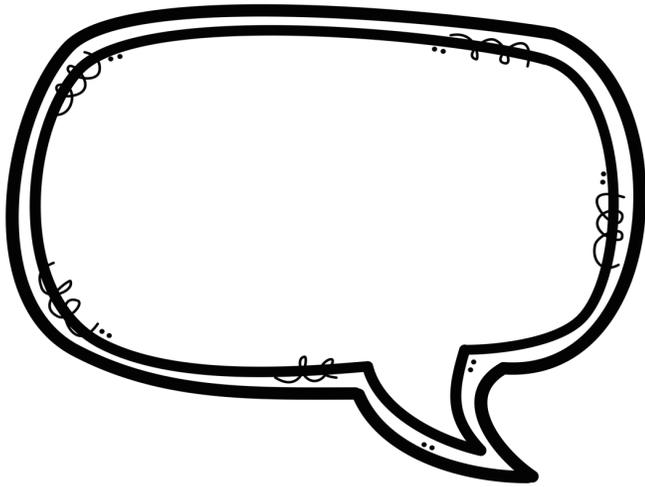
Champion Talk



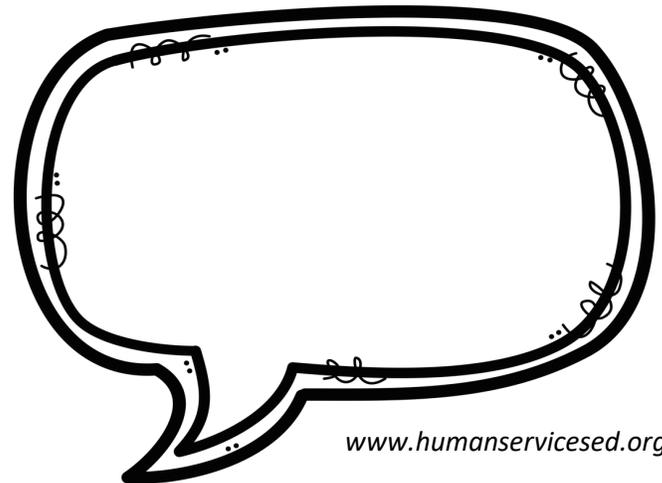
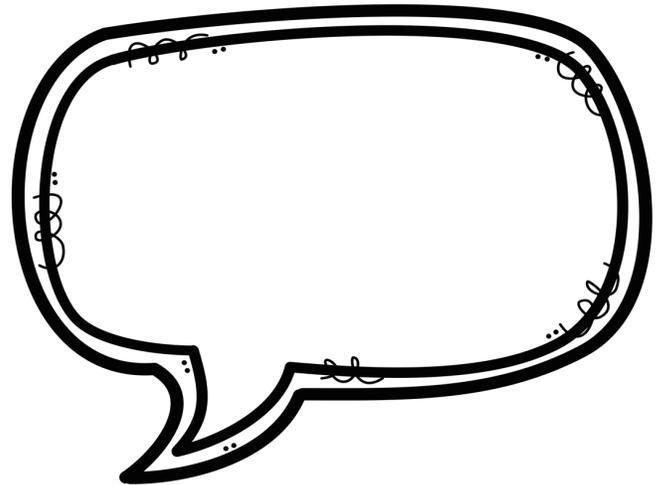
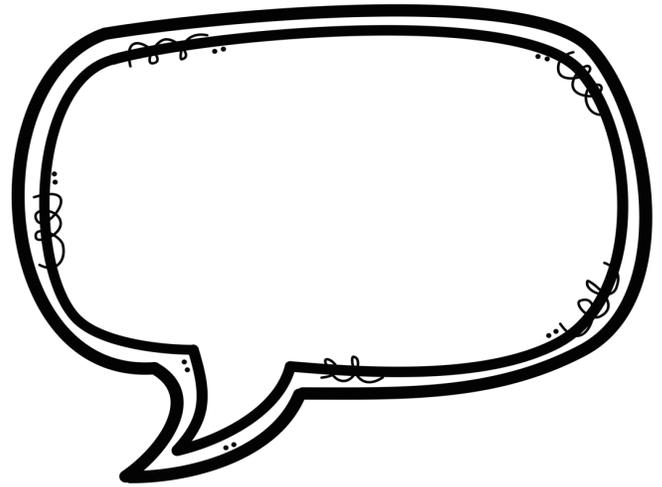
How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual
Module 6- Professional Behavior for Long Term Success

Activity 6.7.1

Monster Talk



Champion Talk



Lesson 7: Effective Communication

Activity 6.7.2



3,2,1 REVIEW!

THREE new things that you have learned today.
TWO things that you will work on for homework.
ONE thing that we should review again.



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